

2021-2022 SJSU WRITING CENTER

### 2021-2022 ANNUAL REPORT SJSU WRITING CENTER

#### **Compiled and Submitted by**

Michelle Hager, Director

#### **Sections Written by**

Michelle Hager, Director Lakmini Campbell, Coordinator of Administrative Support & Operations Amy Russo, Coordinator of Multilingual Writing Support Services Seher Vora, Writing Tutor and Editor of "The Write Attitude" Blog

**Graphic Design by** 

Kristina Tran, Writing Tutor

#### TABLE OF CONTENTS

Introduction	1
Director's Executive Summary	2
Mission Statement	3
DEI Statement	3
Expectations and Procedures	4
Hiring and Training Tutors	6
Coffee with a Colleague	10
Team Hub	11
Tutoring & Workshops	12
Tutoring Types	13
Tutoring Services	13
Tutoring Process and Policy	14
2021-2022 Tutoring Overview	14
Historical Use of the Writing Center	15
2021-2022 Schedule Breakdown	15
2021-2022 Utilization	16
2021-2022 Student Registration Data	17
2021-2022 Tutoring Session Data	20
2021-2022 Workshop Data	25
Campus Communications	29
Mailing Lists for Students and Faculty	30
Follow-up Email Communications with Faculty	30

Model Emails	30
Selected Faculty Responses to Follow-up Emails	33
Online Resources	37
Homegrown Handouts	38
Canvas Modules	38
Writing Toolboxes	39
YouTube Channel	39
The Write Attitude Blog	41
Social Media and Marketing	44
Events & Outreach	48
House Calls	49
Tabling Events	49
Weeks of Welcome (WoW)	49
Black History Month Guest Speaker	50
Writing Group Creation Guide and Training	50
Foundations of Graduate Writing (FoGW)	52
Additional Events	60
On-Campus Partnerships	61
Course-Embedded Tutors	62
Programmatic Tutoring Partnerships	62
Engineering (ENGR) 100W Pilot Program	63
College of Graduate Studies (CGS)	64

Grad Slam	66
International Student and Scholar Services (ISSS)	67
Institute for the Study of Sport, Society and Social Change (ISSSSC)	67
Student Group Workshops	68
Tutor Training Partners	68
In-Class Tutor Training (LLD 293)	68
Center for Faculty Development (CFD)	69
Training Workshops for Faculty	69
Committee Work	70
External Collaborations	71
International Writing Centers Association (IWCA) Summer Institute	72
Northern California Writing Centers Association (NCWCA)	72
Online Writing Centers Association (OWCA)	72
TESOL International Association	72
Slide Design Presentation for the Public	72
Personnel	73
Faculty and Staff	74
Student Coordinators	77
Writing Tutors	80
Appendix	96
Faculty Writing Group Creation Guide	97
Student Writing Group Creation Guide	108



### introduction

#### INTRODUCTION

#### **Director's Executive Summary**

The San José State University Writing Center opened in 2007 and is a unit of the College of Humanities and Arts. We offer a variety of resources to help students become better writers, and we assist students of all levels, from all disciplines, and during any part of the writing process.

This annual report is organized to progress from the work we do at the Writing Center, to the additional activities we participate in on campus, to the activities we participate in beyond campus. The report ends with a listing of our personnel and their accomplishments in the last year and an appendix that offers documents to provide more details about our activities this year.

In 2021-2022, we experienced significant growth in a variety of forms to better serve the needs of a population of over 30,000 students.

- We continued to offer various types of tutoring to reach more of the SJSU student population. In 2021-2022, we offered in-person appointments, online appointments, course-embedded tutoring, and our "Ask a Tutor" live chat service. We were also open for business whenever classes were in session, including in the winter and summer.
- Our tutors conducted **5,616 sessions** in 2021-2022 with **1,645 unique clients**.
- Our **online appointment utilization rates** during the fall 2021 and spring 2022 semesters were within the target range of 80% 90% (at **87.06% and 86.21%** respectively). While online tutoring continued to be used more heavily than in-person tutoring, our **78.34% utilization for in-person tutoring** was strong, especially given that spring 2022 was the first semester we offered in-person services since March 2020.
- In 2021-2022, we saw an increasingly even distribution of students coming to see us from colleges across campus, with the most students coming from the colleges of Engineering, Social Science, and Health and Human Sciences.
- In 2021-2022, our upward trend of working with more **graduate students** continued, with **39.20%** of appointment forms indicating the student was coming in for a graduate-level class, compared to 35% in 2019-2020, 22% in 2018-2019, and 14% in 2017-2018.
- We collected **2,636 end-of-session evaluations** from our student users, with our tutors earning an overall evaluation/satisfaction score of **96.31%**.
- We collected **474 workshop evaluations** from our student attendees, with our workshop facilitators earning an overall evaluation/satisfaction score of **93.49%**.
- We offered **56 regularly scheduled one-hour workshops** in fall 2021 and spring 2022, and **644 students registered** for these sessions. We continued to offer these workshops virtually to accommodate varied student schedules.
- In 2021-2022, we conducted **74 faculty-requested workshops in classrooms** (in person and virtual) from many disciplines. This number is a dramatic increase from 27 faculty-requested workshops in 2020-2021.

- Similar to other Writing Centers, we have worked to overcome the notion that we are a "fix-it shop" or a place where students come only for "grammar correction." In 2021-2022, our efforts to push out this message were successful, with **more students coming** in to work on either content development or organization (48.40%) instead of grammar (29.96%). (Additional sessions focused on formatting or other topics.)
- Our **social media presence** continued to expand—particularly on Instagram—and we now have **3,983 total followers** on our channels (Twitter, Instagram, Facebook, and LinkedIn) at the time of this report.
- Our **YouTube channel** continued to expand, with our tutors creating more video adaptations of our workshops. In 2021-2022, our **videos had 24,322 views**.
- Readership of our blog, *The Write Attitude*, also continued to increase, with over 130,000 views at the time of this report and an average of 39 unique blog viewers each day. The blog has allowed us to expand our reach further beyond the university.
- We continued to run our most successful major event: "Foundations of Graduate Writing." We facilitated this intensive eight-workshop series intended for early career graduate students in fall 2021 and spring 2022. A total of **565 graduate students** registered, with 65-170 participants attending each Zoom workshop session.
- During Black History Month in 2022, we **hosted author Dr. Kai Harris as a guest speaker** for our event, "Unraveling Black Girlhood/Womanhood."
- We continued to expand **partnerships** with units across campus, from tutor training to embedded tutoring to joint workshops.

We look forward to continuing to support students and all members of the SJSU community in their efforts to become strong communicators and skilled writers.

#### **Mission Statement**

Our mission is to enhance the writing skills of SJSU students, so they can communicate clearly in any setting (informal, academic, or professional). We accomplish this goal through creating original writing resources, offering workshops, and conducting tutoring sessions.

We are committed to treating students, their questions, and their assignments with respect. We recognize that every student is unique and that every assignment is different. Writing tutors will make their best attempt to work with students to improve their writing.

#### **DEI Statement**

At the SJSU Writing Center, we are committed to diversity, equity, and inclusion (in alignment with <u>San Jose State's Office of DEI</u>), and we strive for DEI principles to imbue all aspects of our work. During the 2020-2021 academic year, we established an anti-racism working group in the Writing Center, which included both student employees and members of our professional staff. We realize that DEI work is on-going and requires continuous self-reflection, so moving beyond the working group, we aim to examine our own biases; engage in training for Writing Center employees; and assess our policies, materials, and practices.

We also continue to develop DEI resources related to writing, such as <u>handouts</u> about biased language and LGBTQ+ terminology and <u>videos</u> about writing with an antiracist perspective (as just a few examples). As part of our on-going DEI initiatives, we have worked to connect with other support services on campus--such as the MOSAIC Cross Cultural Center--to collaborate and discover needs of various student communities.

The Writing Center exists to support all members of the SJSU community, and we recognize that some forms of writing can be intensely personal. We are committed to treating students, their questions, and their assignments with respect; we recognize that every student is unique and that every assignment is different. Our writing tutors make their best attempt to work with students to improve their writing, and we accommodate various learning styles as much as possible. We are also committed to helping students learn how to write in an unbiased way. We value the diversity of languages spoken by Writing Center clients and recognize the value of World Englishes (i.e., ways in which English is used differently in different areas around the world).

We are a safe, welcoming space and encourage a diverse range of perspectives; however, we will not tolerate the language of hatred, bigotry, and denigration of others. We believe that learning and communicating thrive when we have empathy for one another, and as such, we aim to create an environment that focuses on listening and learning.

#### **Expectations and Procedures**

To support our mission, we created a comprehensive list of expectations and procedures. These policies help us create the most productive learning environment possible so we can better assist our tutees. The following information is posted both on our website and in the Writing Center, and students agree to these policies when they use our services.

#### **Our Expectations**

Please review the following policies, all of which support our mission and further your continued learning. We reserve the right to end or cancel your appointment if these expectations are not met.

- **1. Eligibility:** You must be currently registered and enrolled at SJSU to use Writing Center services.
- 2. Preparedness: You must be prepared for tutoring by bringing specific writing-related questions as well as all necessary materials, including your writing, outlines, research, and/or prompts/assignment sheets. If you have already worked on an essay with a tutor, bring a new/updated copy of your revised draft to your next session, demonstrating that you have attempted to apply what you have learned. If you are working with a tutor in person, you must have a copy of your paper with you (either electronic on your laptop or a printed hard copy).

Students engaging in **online tutoring** are responsible for having an internet connection and their own equipment (laptop, webcam, microphone) in working order. We ask that students use Microsoft Word documents or Google Docs. Students must have the "track changes" option turned on. The Writing Center **is not responsible** for any lost work. Students are responsible for saving their own work. Students must be

in a quiet location where they can speak without interruption. **Audio must be used at all times** in the session. We recommend that students turn their video on unless internet connectivity issues are present. Tablet usage is strongly discouraged.

For online sessions, if tutors report repeated tech issues with the same student, you may be blocked from making additional online tutoring appointments until you come in for a tech review meeting with one of our staff members.

**3.** Code of Conduct: The Writing Center is a distraction-free environment. Cell phones should be kept away during tutoring sessions. Food is not permitted. Please do not bring any guests with you to your appointment. During your session, be engaged in the process and be respectful of your peers and all Writing Center employees. If you are belligerent, uncooperative, or disrespectful of our employees, you will be referred to the Writing Center Director. We reserve the right to end tutoring sessions early and refuse service; we will not tolerate any harassment or inappropriate behavior. Please respect the privacy of our tutors and do not contact them directly outside of your tutoring sessions.

For online tutoring, do not interrupt other students' tutoring sessions. If a student is found sharing a video or screen shot of an online appointment on their social media or via any other electronic means, they will be asked to remove the video, and they will be banned from scheduling tutoring sessions at the Writing Center for the remainder of the semester. The incident will also be reported to SJSU's Office of Student Conduct and Ethical Development.

Students must be appropriate in the language, dress, and content of their online sessions. If a tutor is made to feel uncomfortable during a session, they will have the right to turn off the video, terminate the session, and/or report the tutee to the university. Depending on the severity of the offense, students may be banned from the Writing Center.

- **4. Lateness:** As a part of our distraction-free environment (and as a basic standard of professionalism), the Writing Center does not tolerate lateness. If you are more than five minutes late for a tutoring session, you will be marked as a no-show for that appointment, and the tutor will move on to another task. If you arrive late for a workshop, you will not be admitted into the workshop room.
- **5. Frequency of Appointments:** You can schedule one 45-minute tutoring appointment per day, with a maximum of two appointments being made in advance per week. These appointments can either be online or in person.

Students may cancel a session up until the appointment start time; students can schedule appointments up to 10 minutes before the appointment start time. If you are a graduate student working on a large project or are an AEC student who needs the accommodation of extra tutoring time, please send an email to writingcenter@sjsu.edu. We can schedule one additional tutoring session for you each week.

If you cannot make your scheduled appointment, you must cancel before the appointment is scheduled to begin. If you miss two appointments in one semester without cancelling in advance, you will be blocked from the online scheduling system. You will then be limited to using only our drop-in "Ask a Tutor" live chat service for the rest of the semester. Note that drop-in chat sessions cannot be scheduled in advance and may not always be available, especially during peak hours. Every student is limited to one drop-in session per day.

#### **Our Procedures**

- 1. The Writing Center is not an editing or proofreading service. Writing tutors will not write your papers for you or perform line-by-line editing. You cannot leave a paper to be corrected by a tutor. You must be present and prepared to learn.
- 2. Writing tutors will not discuss a grade you have received or anticipate a grade you may receive. Professors assign grades—not Writing Center tutors. Tutors also will not offer commentary on a professor's written feedback.
- 3. Writing tutors have the right to refuse to work on a paper that is due the same day or multiple papers during one tutoring session. The goal of the Writing Center is to help you learn writing skills. It will be difficult for you to learn concepts and make meaningful revisions to your work when you are rushing to do more or to meet an imminent deadline. Writing is a process!
- 4. The Writing Center services are supplemental to in-class instruction. We will still adhere to our mission even if you are visiting the Writing Center for the sole purpose of receiving extra credit or fulfilling a class assignment. Writing tutors will not act as peer reviewers to make up work that you missed in class.
- 5. Group essays, projects, or assignments will be handled at the discretion of the writing tutor. All of our regular expectations and procedures still apply.
- 6. Please visit the Accessible Education Center (AEC) if you need accommodations. Once you have your accommodation letter, bring a copy to the Writing Center and give it to our Administrative Coordinator.

#### **Hiring and Training Tutors**

We have high standards of professionalism for our student tutors, and they receive extensive training before they begin working with students. Many university writing centers require students to take a semester-long tutor training course before becoming a writing center tutor; however, we have not taken that route because we want to invite student applicants from all disciplines—including those majoring in fields where there is no flexibility to take an additional class. We also strive for equity, which is impossible if students are required to pay tuition for a training course. Our training program was created in response to the need for extensive pedagogical training *and* the reality that it was impractical and inequitable to ask SJSU students

to take a training course. The following information about the hiring/training process is posted on the jobs page of our website (<a href="http://sjsu.edu/writingcenter/jobs">http://sjsu.edu/writingcenter/jobs</a>).

#### Required Qualifications

To be a writing tutor, you must

- be a currently enrolled student at SJSU with a "clear" academic standing.
- have a minimum overall GPA of 3.2.
- have earned a grade of "B" or higher in first-year writing courses (e.g., English 1A, English 1B, English 2).
- have excellent writing, reading, and critical thinking skills.
- have excellent interpersonal and communication skills.

Please note that to be a tutor embedded in an upper-division course, you must have also completed 100W with a grade of "B" or higher (or be currently enrolled in 100W and earning a "B" or higher).

#### Hiring & Training Process

The initial hiring phase takes at least four hours to complete. To be hired, you must complete the following steps (in order):

- submit a complete application (online).
- participate in an oral interview with the Writing Center Director.
- complete a pedagogy test in which you will demonstrate your knowledge of the writing process and your ability to explain concepts related to style, grammar, organization, essay structure, and content development.
- participate in a tutoring session as a student, bringing in a piece of your own writing.

Once you have finished the initial steps for hiring, your **paid training** will begin. This process takes 15+ hours to complete. The following steps must be completed:

- observe and respond to two videos of experienced tutors facilitating sessions.
- discuss best practices with an experienced tutor.
- complete training about working with multilingual learners.
- participate in a one-hour trial run for a mock tutoring session.
- conduct a minimum of four mock tutoring sessions with experienced writing tutors (two focusing on grammar and two focusing on content), following the Writing Center format for tutoring and writing follow-up e-mails to instructors after each session.

Upon conditional hiring, you will have to complete a required **training module about online tutoring**. After approximately one month of work, you will be shadowed and evaluated by experienced writing tutors and/or the director or a professional staff member for two tutoring sessions.

You will not be considered an official Writing Center tutor until all training requirements have been met. If the training requirements cannot be met, you will only be paid for the training that you completed.

Training continues for all employees at **two-hour monthly staff meetings**. Each staff meeting involves extensive discussion about tutoring scenarios, role-playing sessions, and training from other on-campus units. (e.g., The Accessible Education Center Director conducts training about working with students who have disabilities; representatives from the Career Center discuss best practices for writing cover letters and résumés.) Tutors also receive continued verbal and written feedback through **observations of tutoring sessions** that are done by experienced tutors and/or the Writing Center professional staff.

We also offer an optional specialized training for tutors about **working with graduate-level writers**. Director Hager and Coordinator Russo offer this training every semester, and it covers four hours' worth of content and hands-on practice.

We have a three-tier model for tutors who are employed with us, in which they have the opportunity to progress from level one to level three as they meet certain benchmarks related to the position. The information about our three levels is included below.

#### Level One (Entry-Level) Writing Tutor

Entry-level writing tutors will be undergraduate or graduate students who satisfy all the training requirements built into the hiring process. They will earn the base level of pay (\$18/hour for undergraduates and \$19/hour for graduate students). These tutors can work on our regular drop-in and appointment schedules and/or be embedded in courses.

#### Level Two Writing Tutor

An entry-level writing tutor can apply for level two once **4/5** of the qualifications outlined below have been met. They will then earn a pay increase and have additional job responsibilities.

#### Qualifications to Apply:

- 1. Completed all requirements to be an entry-level tutor.
- 2. Conducted a minimum of 50 tutoring sessions in total with minimum 90% student evaluation averages in all categories (or for tutors who work in an embedded capacity only, an excellent faculty evaluation can substitute for half of the tutoring sessions).
- 3. Had two tutoring sessions observed by the Writing Center director, senior staff members, and/or level two/three tutors.
- 4. Completed a minimum of one writing workshop with minimum 90% student evaluation averages in all categories.
- 5. Completed a minimum of one Writing Center semester project that was finalized and approved by the director.

#### Window and Method to Apply:

- 1. Tutors having met 4/5 qualifications may apply toward the end of a semester.
- 2. Tutors wishing to apply must complete a brief application form.
- 3. The director will review and approve or disapprove of the application.

#### Job Responsibilities:

- 1. Continue all duties from the entry-level position.
- 2. Conduct faculty-requested in-class workshops.
- 3. Participate in training activities (e.g., mock tutoring) for new applicants.

#### Level Three (Senior/Lead) Writing Tutor

A level two writing tutor can apply for level three (senior/lead) tutor once *all* the qualifications outlined below have been met. They will then earn a pay increase and have additional job responsibilities.

#### Qualifications to Apply:

- 1. Completed all requirements for level one and level two tutoring positions.
- 2. Conducted a minimum of 100 tutoring sessions in total with minimum 90% student evaluation averages in all categories (or for tutors who work in an embedded capacity only, an excellent faculty evaluation can substitute for half of the tutoring sessions).
- 3. Completed a minimum of two writing workshops in total with minimum 90% student evaluation averages in all categories.
- 4. Completed a minimum of two Writing Center semester projects that were finalized and approved by the director.
- 5. Completed the certificate training program for specialization in working with graduate student writers. (This certificate training program requires four hours of additional training.)

#### Window and Method to Apply:

- 1. Tutors having met all qualifications may apply toward the end of a semester.
- 2. Tutors wishing to apply must complete a brief application form.
- 3. The director will review and approve or disapprove of the application.

#### Job Responsibilities:

- 1. Continue all duties from levels one and two.
- 2. Perform peer evaluations of level two tutors (in addition to level one tutors).
- 3. Help pilot special projects.
- 4. Work on specialized projects for graduate students (e.g., facilitating workshops or revising/creating content for our "Foundations of Graduate Writing" workshop series).

#### Coffee with a Colleague

Coffee with a Colleague is an intentional activity for Writing Center tutors and student assistants to build community. Intentional community building has proven critical as a majority of our services remain hybrid (with some staff working online, some in person, and some both). As staff, we want our student employees to get to know one another as people to increase their sense of collaboration and belonging, which in turn helps them better function as a team and provide high-quality service.

At our monthly staff meetings, tutors and student assistants have a chance to opt into Coffee with a Colleague where they sign up to have coffee (or a meal) to get to know one another. From spring 2021 to spring 2022, we have made 106 groupings. Groups could mean either pairs or trios. As in-person services returned to campus, we updated the event allowing students to express interest in either meeting on campus or meeting virtually. In fall 2021, the ratio favored meeting virtually, though this number reached a balance between the two in spring 2022.

The representative feedback below shows student employee responses to our internal Coffee with a Colleague program. (The two questions were asked via survey.)

- 1. What are two or three things you enjoyed about participating in Coffee with a Colleague?
  - "I've enjoyed learning more about my colleagues and what they do outside work. I
    was completely virtual this semester, so it was nice to meet new people in a lowstress environment. Some of the connections I've made have lasted beyond the one
    meeting."
  - "I enjoyed getting to know my colleagues in an informal capacity, the explicit value of community coming from WC leadership, and a chance to feel less isolated as an embedded tutor."
  - "Meeting and learning about my co-workers was what I expected and enjoyed from Coffee with a Colleague, and just talking to someone new was nice. I was able to make new connections, though they don't always last beyond our initial lunch. It does, however, make it a lot easier to talk to each other in team-building meetings or work communication."
  - "I really enjoyed the opportunity to talk to a fellow tutor about the advice they had about certain situations. Especially because I am a fairly new Writing Center tutor, it was great to hear what they had to say. I also found it great to relate to July's situations with some of his tutees, and it made me feel better knowing we had similar experiences. Moreover, I enjoyed talking with a fellow SJSU student about housing and other campus-related topics."
- 2. Any other thoughts, ideas, comments, or concerns you wanted to share?
  - "I also really enjoyed just talking with other academics. I don't have a lot of friends since I just moved here, so this is a great way to still be social and communal while engaging with my studies, work, and interests."

- "I think it was great! I really hope you keep doing it. For those online, I think it's really important. I made a good friend because of it (more than just we-talk-aboutwork friends)!"
- "Thank you so much for setting this up! I'm really grateful to have had a designated time to talk with my fellow tutors. I hope we can continue Coffee with a Colleague in the fall!"
- "Coffee with a Colleague felt more personable than any other time I had met with someone else from The Writing Center. It reminded me of the community we had and how we are able to reach out to others on a one-on-one basis. We have plenty of group chats and breakout rooms but this felt somehow more real? It almost felt like we were in person again. I found the opportunity to chat with someone over coffee appealing the second you mentioned it. I'm not sure how many people participated but for those that didn't, I think they should have. If I could recommend it, I would tell them that it was a chance to talk to someone you may not know very well and find surprising connections while de-stressing from work."

#### **Team Hub**

As the Writing Center has grown, we have also developed a greater need to have our internal information and resources available all in one organized place. In response to this need, Lakmini Campbell, our Coordinator of Administrative Support and Operations, developed our Team Hub. She created it as a Google Site that operates as an intranet for our team members (as access is granted only to Writing Center employees). Team Hub has been an invaluable internal resource for our team, and Coordinator Campbell continues to develop and update the site.





# tutoring & workshops

1,645 unique clients

5,616 tutoring sessions

56 regularly scheduled workshops

74 in-class, faculty-requested workshops

96.31% average tutoring satisfaction score

93.49% average workshop satisfaction score

#### **TUTORING & WORKSHOPS**

#### **Tutoring Types**

During the 2021-2022 reporting period, the Writing Center continued to offer various types of tutoring in different modalities to serve as many students as possible. Tutors were deployed primarily through online services in 2021-2022 due to recovery from the COVID-19 pandemic. This included synchronous online tutoring sessions, live chat (Ask a Tutor), and virtual workshops. We also started a phased return to in-person tutoring sessions in the spring 2022 semester. Tutors undertook a variety of tasks during the reporting period:

- working with writers of all levels and disciplines on various assignments and projects (e.g., essays, theses, proposals, blog posts, lab reports, research papers, and career or job search correspondence);
- maintaining tutoring records in the WCOnline online system;
- communicating with faculty (when requested by students) and producing appointment summaries after each session;
- participating in outreach activities such as virtual tabling and orientation;
- developing and facilitating writing workshops, including faculty-requested workshops;
- facilitating delivery of special programming, such as the Foundations of Graduate Writing Workshop Series;
- participating in hiring and training activities for new applicants; and
- creating original resources for the Writing Center every semester.

Selected writing tutors were also embedded into writing-intensive courses (e.g., 100W) for three hours per week for each class they supported. The course-embedded tutors worked a flexible schedule, agreed upon in advance with the paired instructor. Their primary focus was to provide supplemental instructions to students both inside and outside of class through activities such as workshops and one-on-one tutoring sessions.

#### **Tutoring Services**

During 2021-2022, the Writing Center offered the following tutoring services.

Type	Method	Duration	Frequency	Semester(s)/Session(s)
In-Person Tutoring	Face-to-Face	45 minutes	2 per week*	Spring
Online Tutoring	Zoom	45 minutes	2 per week*	Summer, Fall, Winter, Spring
Ask a Tutor	MLK Library Live Chat	Up to 15 minutes	4 per week	Summer, Fall, Winter, Spring
Embedded Tutoring	Varies	Varies	Varies	Fall, Spring

#### Accessible Education Center (AEC) and/or Graduate-Level Services\*

Students registered with the Accessible Education Center (AEC) and/or enrolled at the graduate-level could request extended tutoring time by having an additional (third overall tutoring session) each week. The Writing Center received 212 AEC/graduate-level additional session requests during the reporting period for online tutoring.

#### **Tutoring Process and Policy**

As with the previous reporting period, the Writing Center operated mostly online during 2021-2022 due to the recovery of the COVID-19 pandemic, with policies and processes remaining primarily unchanged. However, there were a few minor adjustments, detailed as follows.

#### No-Shows/Missed Sessions

The Center recognized that students were likely to be more familiar with Zoom during the 2021-2022 period, as opposed to 2020-2021 (early pandemic). As such, the Center reverted to enforcing the no-show policy more rigorously. If a student had demonstrable reasons for repeated no-shows, they were referred to either meet with the Writing Center Director or book an appointment with our IT & Systems Support Student Coordinator for technical support.

Students who incurred two no-shows during the given semester could still access support via the drop-in live chat service. Also, their regular access to online tutoring was fully restored in the following semester/session.

#### Phased Return for In-Person Tutoring

In spring 2022, the Writing Center re-opened in-person tutoring at the Martin Luther King Jr. Library. As this was the first time face-to-face tutoring had been offered since March 2020, there was a phased approach of lunchtime availability only (12:00 PM to 3:00 PM).

Additionally, the duration of in-person appointments was changed to be the same as for online tutoring—from 30 minutes to 45 minutes per session.

All team members were (re)trained for in-person services, including using PPE and enforcing building/campus/county guidelines for working on campus during the pandemic.

#### 2021-2022 Tutoring Overview

The reporting period for the Writing Center ran from June 1, 2021 to May 31, 2022, which included summer, fall, winter, and spring semesters.

#### 2021-2022 Snapshot

The following are the key figures for 2021-2022:

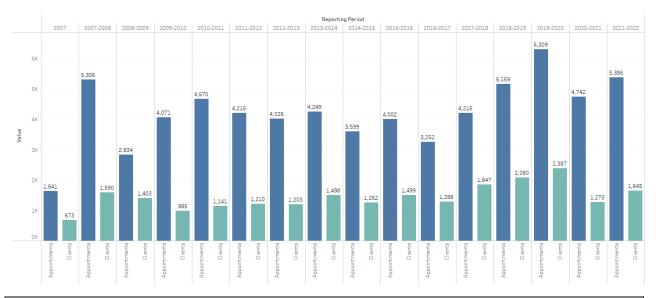
- **5,386** total tutoring sessions were conducted through in-person, online, and embedded tutoring, as well as regular workshops.
- 1,645 unique clients/students were supported.
- 178 live chat (Ask a Tutor) inquiries were received. \*
- 52 iSchool sessions were completed as part of the college-embedded tutoring services. \*\*

Including our live chat and iSchool appointments, we conducted **5,616** sessions in 2021-2022.

- \* Live chat data is excluded from the tutoring appointment data in later sections of this report as the recording system is hosted separately by the Martin Luther King Jr. Library.
- \*\* The data for college-embedded tutoring provided to the iSchool is also not included in the tutoring appointment analytics as the host system is separate from the Writing Center.

#### **Historical Use of the Writing Center**

The following provides a year-on-year comparison of the Writing Center's performance in terms of total tutoring sessions and unique clients.



#### 2021-2022 Revision

For this reporting period and moving forward, the total tutoring sessions will include regular workshops and be considered as tutoring time.

#### 2021-2022 Schedule Breakdown

The table below separates the total 5,386 tutoring sessions by schedule for the reporting period.

		Attendance	
Schedule Title	REGISTERED/ATTENDED	REGISTERED/NO-SHOW	Grand Total
Summer 2021 - Online Tutoring	446	36	482
Fall 2021 - Embedded Tutoring	43	1	44
Fall 2021 - Online Tutoring	1,788	265	2,053
Fall 2021 - Workshops	174	217	391
Winter 2022 - Online Tutoring	95	7	102
Spring 2022 - Embedded Tutoring	65	3	68
Spring 2022 - In-Person Tutoring	154	12	166
Spring 2022 - Online Tutoring	1,616	211	1,827
Spring 2022 - Workshops	95	158	253
Grand Total	4,476	910	5,386

#### 2021-2022 Revision

To provide even more clarity this year, the data above includes a further distinction between registered (attended) and no-show interactions. For 2021-2022, the overall attendance rate across all listed schedules was 83.10%.

#### 2021-2022 Utilization

The Writing Center regularly reviewed and tracked the utilization rates during each semester. This was to monitor and assess actual work time (minutes used) against the regularly scheduled time (available time) of all writing tutors across in-person and online tutoring schedules.



The overall utilization rate for 2021-2022 was 74.24%. During the academic year—the core spring and fall semesters—we attained our goal of utilization rates in the 85% - 90% range. (When rates rise above 90%, the service is too impacted, to the point of it being challenging for students to book appointments.) When tutors are not actively working with students in sessions or in workshops, they are working on other important tasks (as outlined earlier), including activities like communicating with faculty across campus and creating new instructional writing resources (e.g., videos, handouts, blog entries).

#### 2021-2022 Student Registration Data

The Writing Center collected self-reported data submitted by students when **first registering** in WCOnline. The Center captured the following from the remaining 1,645 unique students, which did not include live chat or iSchool college-embedded tutoring data.

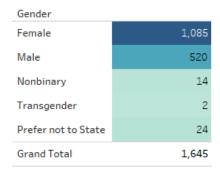
#### Ethnicity

#### 2021-2022 Revision

In line with San José State University's (SJSU) classification for ethnicity and reporting, the Writing Center adjusted the previous ethnicity groupings to align with SJSU and provide more consistency.

Ethnicity Group	
American Indian or Alaskan Native	3
Asian	713
Black or African American	60
Chicanx/Hispanic/Latinx	383
Native Hawaiian or Other Pacific Islander	5
Two or More Races	100
White	272
Unknown	109
Grand Total	1,645

#### Gender



#### First/Home Language (Top 15)

First/Home Language	
English	849
Spanish	248
Vietnamese	107
Mandarin	89
Cantonese	37
Hindi	36
Korean	23
Telugu	21
Farsi	19
Gujarati	19
Punjabi	16
Japanese	15
Tagalog	13
Arabic	12
Urdu	12

#### Class Standing

					Schedu	le Title				
Current Standing	Summer 2021 - Online Tutoring	Fall 2021 - Embedded Tutoring	Fall 2021 - Online Tutoring	Fall 2021 - Workshops	Winter 2022 - Online Tutoring	Spring 2022 - Embedded Tutoring	Spring 2022 - In-Person Tutoring	Spring 2022 - Online Tutoring	Spring 2022 - Workshops	Grand Total
Freshman		3	84	12	3	5	10	93	4	214
Junior	20	3	202	22	5	6	37	178	6	479
Sophomore	3		43	3	1	1	6	41	1	99
Senior	11	8	68	19		7	10	58	6	187
Master's Student	51	1	213	61	3	6	29	241	40	645
Doctoral Student	2		3			5		3		13
Faculty			2	3						5
Staff	1						1			2
Null								1		1
Grand Total	88	15	615	120	12	30	93	615	57	1,645

#### College

		Schedule little									
College	Summer 2021 - Online Tutoring	Fall 2021 - Embedded Tutoring	Fall 2021 - Online Tutoring	Fall 2021 - Workshops	Winter 2022 - Online Tutoring	Spring 2022 - Embedded Tutoring	Spring 2022 - In-Person Tutoring	Spring 2022 - Online Tutoring	Spring 2022 - Workshops	Grand Total	
Applied Sciences and Arts		1								1	
Business	13		74	8	4		4	49	3	155	
Education	4		31	13			4	55	8	115	
Engineering	24		174	29	2	4	8	103	6	350	
Graduate Studies	1		3					2		6	
Health and Human Sciences	6	8		9		17	25	122	2	283	
Humanities and the Arts	14	4	37	5	1	3	9	56	7	136	
Professional and Global Education	3		8	13				8	10	42	
Science	9	1	55	14	3	5	11	52	7	157	
Social Science	12		115	21	2	1	27	139	11	328	
Undeclared	2	1	24	8			5	29	3	72	
Grand Total	88	15	615	120	12	30	93	615	57	1,645	

Schedule Title

#### Summary

In comparison with the previous reporting year, 2021-2022 indicated a continuation (no change) in the following:

- Asian and Chicanx/Hispanic/Latinx students as the most supported ethnic groups.
- Female students as the most frequent users by gender.
- English, Spanish, Vietnamese, Mandarin, and Cantonese as the most common first/home languages.
- Masters/graduate-level students as the heaviest users of the Writing Center (39.20%), followed by junior-level undergraduate students (29.12%).
- Students from the Colleges of Engineering, Social Science, and Health and Human Sciences as the highest users.

#### 2021-2022 Tutoring Session Data

Students self-reported further information specific to the actual tutoring session when scheduling their appointments.

#### 2021-2022 Revision

For clarity, the tutoring session data included information for *Placeholder/Candidate Training* and *Workshops*. The former is considered tutoring time, particularly for mock training sessions that mimic actual student appointments.

#### Department

The following data includes details on the department the student's class was in for the writing they would bring to the session. The top 15 departments are listed below.

				Schedu	le Title			
What department is your class in for the writing you will be bringing to this session?	Summer 2021 - Online Tutoring	Fall 2021 - Embedded Tutoring	Fall 2021 - Online Tutoring	Winter 2022 - Online Tutoring	Spring 2022 - Embedded Tutoring	Spring 2022 - In-Person Tutoring	Spring 2022 - Online Tutoring	Grand Total 📻
SCWK	24		158	1		12	181	376
PH	5	26	89	2	29	7	155	313
ENGR	44		153			5	93	295
ENGL	1	8	160		2	7	96	274
JS	43		74	27		2	56	202
INFO	31		77				88	196
EDCO	26		62	9		1	68	166
CHAD	4		86			10	54	154
OCTH	17	6	7			15	78	123
COMM	9		52	3		1	57	122
BUS	17		62	7		2	28	116
ART	15		63	1			35	114
PSYC	7		50			6	41	104
SOCI	3		52			10	33	98
MILS	15		33	2			44	94

#### Course Classification

Further to the above, the Writing Center asked students to self-report the classes for which they were having the tutoring session. Their responses were categorized as follows.

- **100W:** Upper-division, discipline-specific writing courses listed as 100W or 100WB from various departments
- English 100A and LLD 100A (distinct category)
- First-Year Writing: English 1A, English 1B, English 1AF, English 1AS, or English 2
- General Lower Division: Class numbers between 1 and 99 (excluding English 2)
- General Upper Division: Class numbers between 100 and 199
- Graduate Division: Class numbers 200 and over
- **Professional Development**: Work on a resume, cover letter, job application, personal statement, or any other professional document not completed for a class
- Test Preparation: Preparation for timed writing exams, such as the GRE or CBEST

					Schedu	le Title				
Course Classification	Summer 2021 - Online Tutoring	Fall 2021 - Embedded Tutoring	Fall 2021 - Online Tutoring	Fall 2021 - Workshops	Winter 2022 - Online Tutoring	Spring 2022 - Embedded Tutoring	Spring 2022 - In-Person Tutoring	Spring 2022 - Online Tutoring	Spring 2022 - Workshops	Grand Total
100W	34	1	400			1	42	299		777
English 100A			7					1		8
First-Year Writing		5	90			2	3	75		175
General Lower Division	8		140		9		11	126		294
General Upper Division	56	31	327		27	32	42	250		765
Graduate Division	266	6	887		41	30	54	870		2,154
Professional Development	20		34		4		5	48		111
Not for a Class	36		101		9		7	62		215
Placeholder/Candidate Training	55		52		11			84		202
Unknown	7	1	. 15		1	3	2	12		41
Workshop Only				391	L				253	644
Grand Total	482	44	2,053	391	102	68	166	1,827	253	5,386

#### Writing Focus

When a student signs up for a tutoring session, they also report what they'd like to focus on during their time with a tutor (since we can assist them with all parts of the writing process). In recent years, we have worked hard to promote the message that we help students with more than "just grammar" (a common misconception about writing center services in general). This message seems to have been effective, with more students working primarily on content and organization with their tutors than on grammar.



#### Writing Type

witting Type					Schedu	ıle Title				
What type of writing will you bring to this tutoring session? (A63)	Summer 2021 - Online Tutoring	Fall 2021 - Embedded Tutoring	Fall 2021 - Online Tutoring	Fall 2021 - Workshops	Winter 2022 - Online Tutoring	Spring 2022 - Embedded Tutoring	Spring 2022 - In-Person Tutoring	Spring 2022 - Online Tutoring	Spring 2022 - Workshops	Grand Total
Argumentative Essay	6	4	110			2	4	96		222
Blog Post			27				1	35		63
Comparative Essay	9		15		3		2	28		57
Cover Letter	7		32		3			33		75
Creative Writing			41		2		1	63		107
Critical Analysis	36		152		5		5	91		289
Discipline Investigation			2				1	2		5
Graduate Project	22		127		2	4	13	138		306
Graduate Thesis	48		124		11		4	118		305
Interview/Transcript Writing	3		13		1			20		37
Lab Report	2		13					11		26
Literature Review	33	1	189		3	10	30	170		436
Memo	5		74				6	41		126
Multimodal Project								2		2
Op-Ed Writing			4		2			5		11
Personal Statement	41	1	48		17		5	52		164
Personal/Narrative Essay	8	1	47		4		2	44		106
Portfolio Writing			7				2	11		20
Project Proposal	10		47		2	6	6	53		124
Reader Response		1	6		5			12		24
Reflection Essay	6		72		2		6	55		141
Report	8		37		2	3	3	37		90
Research Paper	127	2	369		4		52	300		854
Resume	3		59		1	1	1	27		92
Rhetorical Analysis			17				1	14		32
Speech/Presentation	1		28			2		29		60
Statement of Purpose	1		30		1		2	7		41
Test Preparation Writing	2		5		1			6		14
Other	49	32	305		20	36	19	243		704
Unknown		2	1			4			ı	7
Placeholder/Candidate Training	55		52		11			84		202
Workshop Only				391					253	644
Grand Total	482	44	2,053	391	102	68	166	1,827	253	5,386

#### Writing Stage



#### **Tutoring Sessions per Student**

The following table presents the number of tutoring sessions per student over the 2021-2022 reporting period. The winter 2022 figures show a small number of students who frequently used the service over the three-week session. The data suggests that they were AEC or graduate-level students who received an additional third tutoring session each week.

As writing center research has shown that students benefit the most from visiting the writing center around three times—more than once but not so frequently that they're over-relying on center services—our 3.27 sessions per student average is within the preferred range. Interestingly, we had the lowest average of tutoring sessions per student for our spring in-person services; as we move forward, we will monitor if that trend continues of higher return rates for online services.

Schedule Title	Unique Students	<b>Tutoring Sessions</b>	Tutoring Sessions per Student
Summer 2021 - Online Tutoring	88	482	5.48
Fall 2021 - Embedded Tutoring	15	44	2.93
Fall 2021 - Online Tutoring	615	2053	3.34
Fall 2021 - Workshops	120	391	3.26
Winter 2022 - Online Tutoring	12	102	8.50
Spring 2022 - Embedded Tutoring	30	68	2.27
Spring 2022 - In-Person Tutoring	93	166	1.78
Spring 2022 - Online Tutoring	615	1827	2.97
Spring 2022 - Workshops	57	253	4.44
Total	1645	5386	3.27

#### Frequency of Appointments

The Writing Center continued to track the frequency of appointments. The data was extracted from the total number of appointments per SJSU ID and then categorized into the appropriate ranges below.

Number of Appointments	Number of Students
1	852
2 to 5	599
6 to 9	102
Ten or more	92
Total occurrences	1,645

#### 2021-2022 Revision

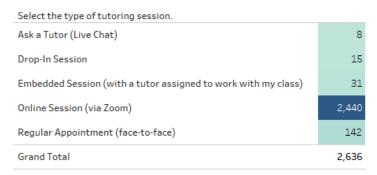
The findings should note that this year includes regular workshop data, with students signing up to attend multiple sessions during the fall and spring semesters. This factor may contribute to the 2-to-5 category in the table above.

Additionally, the data also includes *Placeholder/Candidate* training sessions, which are part of the mock tutor training that occurs for hiring new tutors. This factor may attribute to the *6-to-9* category in the table above.

#### 2021-2022 Tutoring Evaluations

The Writing Center continued to monitor student feedback through our tutoring evaluation survey; during the period, the Center received **2,636** tutoring evaluations. This number is always higher when there are more in-person services as opposed to online since we can capture the data from students directly at our front desk when they are leaving an in-person appointment.

In the table below, the "Ask a Tutor (Live Chat)" and "Drop-In Session" options were chosen by the students in error since we did not offer in-person drop-ins, and the live chat system (run through the library) has its own automatic evaluation that's offered at the end of each chat.



The Writing Center asked students to voluntarily complete this evaluation survey at the end of every tutoring session (both online and in person). Each response was recorded numerically on a scale of 1 to 5, with 5 being the best possible outcome.

The 2021-2022 evaluation results were as follows:

- Average of "I was satisfied with my tutoring session": 96.15%
- Average of "I learned something useful in my tutoring session": 96.19%
- Average of "I will return and/or recommend the Writing Center": 96.15%
- Overall average tutoring evaluation score: 96.31%

#### 2021-2022 Workshop Data

#### Workshop Offerings and Topics

During 2021-2022, the Writing Center offered two options for synchronous online workshops through the Zoom platform: **regular** and **in-class** (requested by faculty). Both opportunities involved one-hour workshops facilitated by Writing Center staff and tutors and focused on specific writing topics.

The Writing Center offered **22** workshop topics (listed below)—through the regular and in-class options—reflecting all stages of the writing process.

- Basic APA Style
- Body Paragraphs
- Common Grammar and Punctuation Errors
- Cover Letters
- Creating Easy-to-Read Sentences and Paragraphs
- Deconstructing the Prompt
- Emailing Netiquette: Academic and Professional Communication
- Essay Prompts and Time Management
- Graduate Writer Mindset
- How to Write a Killer Introduction
- Muscle Verbs for Good Writing
- Paraphrasing
- Personal Statements for Scholarships and Applications
- PowerPoint Like a Pro
- Recognizing the Parts of a Research Paper
- Revising for Clarity: Subjects and their Verbs
- Scientific Abstracts
- Selecting and Integrating Source Materials
- Sentence Variety and Rhythm
- Transitions for Coherence
- Trimming the Fat: Writing Concisely and Avoiding Wordiness
- Un-Blurring Plagiarism and Paraphrasing

#### Video Workshops

The Writing Center referred faculty requests that exceeded the number allowed per semester to our video versions as an alternative. As a result, the Writing Center continued developing and growing our **catalog of video workshops**, which includes the topics listed below.

- Body Paragraphs
- Common Grammar and Punctuation Errors
- Creating Easy-to-Read Sentences and Paragraphs
- Email Netiquette
- How to Write a Killer Introduction
- Identifying Racism and Biases in Writing
- Muscle Verbs for Good Writing
- Recognizing Parts of a Research Paper
- Revising for Clarity: Subjects and Their Verbs
- Selecting and Integrating Source Material
- Trimming the Fat: Writing Concisely and Avoiding Wordiness
- Un-blurring Plagiarism and Paraphrasing

#### Regular Workshop Data

During the reporting period, the Writing Center delivered **56 regular workshops** during the fall 2021 and spring 2022 semesters. The maximum number of potential attendees per regular workshop remained at 45 due to the virtual (Zoom) format.

Overall, 644 students registered to attend regular workshops during the reporting period; however, only 41.77% of those registrants attended. This was consistent with the attendance figure in the previous year of 49.58%. Also, compared with post-event reports from SJSU-wide activities that were conducted virtually during 2021-2022, the overall student attendance appeared to be lower than pre-COVID.

			Schedule Title / Attendance		
	Fall 2021 -	Fall 2021 - Workshops		Spring 2022 - Workshops	
Staff or Resource Name	REGISTERED/ATTENDED	REGISTERED/NO-SHOW	REGISTERED/ATTENDED	REGISTERED/NO-SHOW	Grand Total
Basic APA Style	8	17	7	15	47
Body Paragraphs	3	7	1	6	17
Common Grammar and Punctuation Errors	6	10	3	9	28
Creating Easy-to-Read Sentences and Para	7	7	9	11	34
Deconstructing the Prompt	4	6	6	4	20
Emailing Netiquette: Academic Profesionn	8	6	1	8	23
Essay Prompts and Time Management	12	9	2	5	28
Graduate Writer Mindset	31	26	8	13	78
How to Write a Killer Introduction	13	19	6	7	45
Muscle Verbs for Good Writing	7	6	4	6	23
Personal Statements for Scholarships	5	8	12	4	29
PowerPoint Like a Pro	4	8	3	8	23
Recognizing the Parts of Research Paper	3	12	5	11	31
Revising for Clarity: Subjects and Verbs	2	6	6	8	22
Scientific Abstracts	6	8			14
Selecting/Integrating Source Materials	13	14	2	5	34
Sentence Variety and Rhythm	15	10	7	4	36
Transitions for Coherence	16	10	2	5	33
Trimming the Fat: Writing Concisely and	6	11	4	18	39
Un-Blurring Plagiarism and Paraphrasing	5	17	7	11	40
Grand Total	174	217	95	158	644

#### Faculty-Requested Workshop Data

The Writing Center conducted **74 faculty-requested workshops** during this reporting period, increasing from 27 in 2020-2021.

#### 2021-2022 Revision

The data was extracted to provide an overview by class title and workshop topic against the frequency of requests/number of workshops conducted in class.

		Semester			
Class Title	Workshop Topic	Summer 2021	Fall 2021	Spring 2022	Grand Total
BUS2 131D Marketing in New Ventures	Recognizing the Parts of a Research Paper			4	4
	Trimming the Fat: Writing Concisely and Avoiding Wordiness			4	4
BUS2 131D, Marketing in New Ventures	Trimming the Fat: Writing Concisely and Avoiding Wordiness		4		4
CA 60-01, Creativity Matters	PowerPoint Like a Pro		2		2
Class title: CMPE 294 Computer Engineering Seminar	Revising for Clarity: Subjects and Their Verbs	2			2
Class title: CMPE 294 Seminar	Transitions for Coherence	2			2
Class title: ENGR 200W: Engineering Reports & Graduate	Creating Easy-to-Read Sentences and Paragraphs	2			2
Research	Trimming the Fat: Writing Concisely and Avoiding Wordiness	2			2
	Un-Blurring Plagiarism and Paraphrasing	2			2
CMPE 294, Computer Engineering Seminar	Creating Easy-to-Read Sentences and Paragraphs			5	5
	Scientific Abstracts			6	6
CS 100W sec6	Un-Blurring Plagiarism and Paraphrasing			1	1
Econ 1B Microeconomic Principles	Trimming the Fat: Writing Concisely and Avoiding Wordiness		2		2
EDCO 215: Introduction to Guidance and Counseling	Graduate Writer Mindset		2		2
	Selecting and Integrating Source Materials		2		2
Engineering 100W	Basic APA Style			3	3
ENVS 100W	Un-Blurring Plagiarism and Paraphrasing		4	4	8
HUM 100W, section 01: Writing in the Humanities and Interd	di Un-Blurring Plagiarism and Paraphrasing			2	2
HUM 190-80, Senior Seminar in Humanities	Sentence Variety and Rhythm		2		2
HUM 190: Senior Seminar in Humanities, section 01	Selecting and Integrating Source Materials			1	1
HUM 190: Senior Seminar in Humanities, section 80	Creating Easy-to-Read Sentences and Paragraphs			1	1
Human Nutrition In the Life Span	Common Grammar and Punctuation Errors		2		2
NUFS 106A Nutrition through the Lifespan	Common Grammar and Punctuation Errors			2	2
NuFS 106B	Paraphrasing		4	4	8
NURS 178	Paraphrasing		2		2
SJSU's Pre-Occupational Therapy Club	Personal Statements for Scholarships and Applications			1	1
Grand Total		10	26	38	74

#### 2021-2022 Workshop Evaluations

The Writing Center continued to capture student feedback from regular and in-class workshops between June 1, 2021 and May 31, 2022.

	What type of workshop was held?			
Workshop Topic	In-Class (on Campus) Workshop	In-Class (Online via Zoom) Workshop	Writing Center (Online via Zoom) Workshop	Grand Total
Basic APA Style	1	49	17	67
Body Paragraphs		2	4	6
Common Grammar and Punctuation Errors		9	11	20
Creating Easy-to-Read Sentences and Paragraphs		43	11	54
Deconstructing the Prompt			8	8
Emailing Netiquette: Academic and Professional Communi		2	10	12
Essay Prompts and Time Management		1	2	3
Graduate Writer Mindset		10	22	32
How to Write a Killer Introduction		1	8	9
Muscle Verbs for Good Writing		1	6	7
Paraphrasing		51	13	64
Personal Statements for Scholarships and Applications		1	6	7
PowerPoint Like a Pro		1	2	3
PowerPoint Like a Pro: Making Slides and Visualizations th			7	7
Recognizing the Parts of a Research Paper		3	2	5
Revising for Clarity: Subjects and Their Verbs		9	4	13
Scientific Abstracts		18	12	30
Selecting and Integrating Source Material		7	5	12
Sentence Variety and Rhythm		11	11	22
Transitions for Coherence		18	11	29
Trimming the Fat: Writing Concisely and Avoiding Wordine		20	7	27
Un-blurring Plagiarism and Paraphrasing		27	4	31
Write Like a Grad Student	1	2	3	6
Grand Total	2	286	186	474

#### Of the 474 evaluations received, the following average scores were observed.

	What type of workshop was held?				
	In-Class (on Campus) Worksh	In-Class (Online via Zoom) Works	Writing Center (Online via Zoom	Grand Total	
Avg. Average Workshop Learned	80.00%	93.08%	95.16%	93.84%	
Avg. Average Workshop Recomm	90.00%	92.17%	93.87%	92.83%	
Avg. Average Workshop Covered	90.00%	92.66%	93.55%	93.00%	
Avg. Average Workshop Materials	90.00%	94.34%	94.30%	94.30%	
Avg. Average % by Tutor	87.50%	93.06%	94.22%	93.49%	

## campus communications



#### **CAMPUS COMMUNICATIONS**

#### Mailing Lists for Students and Faculty

In 2019, the Writing Center implemented a new method of communication specifically for faculty who are interested in our services: a "Writing Center Faculty Services" Google Group. This outlet has allowed us to promote our materials, announce upcoming events, and remind or inform faculty across campus about what we offer—both for faculty and their students.

We also created a comparable group for students: "Writing Center Student Services." Students can request that their email address be added to the group, and they then receive service updates and announcements about our events and workshops.

Campus community members are invited to sign up for either mailing list via a simple <u>online</u> <u>form</u>. We encourage sign-ups prominently on our website, on our marketing materials, and in the signature of emails we send from our general inbox. At the time of this report, we have had 432 sign-ups from students and faculty. We also added some faculty automatically to our mailing list, namely those whom we have partnered with directly (e.g., through course-embedded tutoring).

Overall, these groups have proven to be invaluable communication outlets, and they have been especially useful in the time of COVID-19 (due to the constantly evolving nature of all services).

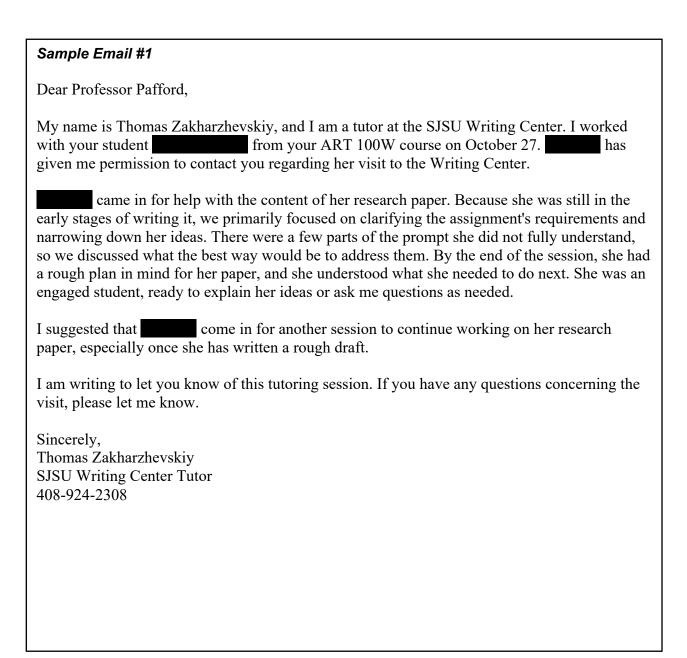
#### Follow-up Email Communications with Faculty

To further the mission of the Writing Center, we seek to engage faculty in discussions about the teaching of writing. At the conclusion of each tutoring session, with the client's permission, the tutor will send an email report about the session to the instructor, identifying the assignment discussed and issues addressed during the session. We only send these messages to faculty when we have the student's explicit permission to do so. (Every tutee indicates whether they want us to send this message when they sign up for an appointment.)

In many cases, instructors' responses express appreciation for the individualized attention their students receive at the Writing Center. Sometimes the reply provides the tutor with feedback about the challenges that the student faces in their writing. Occasionally, instructors have questions about teaching writing and want to know more about the strategies we employ. In all cases, the email report heightens faculty awareness of how writing tutors and faculty can collaborate to improve student writing.

#### **Model Emails**

The following emails are samples of the follow-up messages to professors that are written by our tutors. This correspondence connects the Writing Center to the faculty teaching writing in the classroom and allows us to engage in a dialogue with instructors about the writing process. (Student names have been redacted for privacy.)



#### Sample Email #2 Dear Professor Han, My name is Sahana Ilenchezhian, and I worked with your student from your ME 201 course on October 6. She has given me permission to contact you regarding her visit to the Writing Center. brought in her literature review for help with grammar and cohesiveness. We went through one of her sections on a line-by-line basis. had a habit of starting her sentences with a "for" clause which often led to ambiguous subjects. We broke down one of those sentences together and revised it for clarity. was able to resolve the same issue on a different sentence by herself. We noticed a few organizational issues in her paragraph, so we reorganized it appropriately for cohesiveness. noticed that some of her sentences were not cohesive, so we discussed transition words and sentences and applied them to a few of her sentences together. She said that she felt confident using transitions in the rest of her paragraph. Another issue we worked through was parallelism with conjunctions like "and" and "or." Altogether, it was a very productive session. At the end of our session, I sent her handouts from the Writing Center on parallelism, transition words, and concrete language. I am writing to let you know about this tutoring session. If you have any issues concerning the visit, please let me know. Sincerely, Sahana Ilenchezhian SJSU Writing Center Tutor

408-924-2308

#### Selected Faculty Responses to Follow-up Emails

We receive many messages every year in response to the follow-up emails that our tutors send to faculty. Some of these responses express appreciation for our tutors' work while others ask questions about our services. Others invite a dialogue about the teaching of writing and note how our services impact their instruction. The following emails are representative samples of the emails that we received from faculty in 2021-2022. (Student names have been redacted.)

#### Caelin,

Thanks for your note. I appreciate the work done in the Writing Center and recommend you (all) often. It sounds like you have been very helpful to the idea of functioning as a brainstorming resource for students to help her better interpret the questions.

FWIW, in addition to formatting and grammar and other supports you mentioned, I think there would be value in teaching students how to make an argument. I find a rather large number of students in my classes do not make arguments (claims, evidence, rationale, or warrant that arrays the evidence and synthesizes on behalf of the claims) so much as "throw a lot of stuff out there." Perhaps even a handout, given to anyone who comes in, would be valuable.

Best wishes, Gregory Courand College of Engineering

#### Alex,

Thank you for your email. Is it possible for you to share the APA 7 document with me? I would love to share it with other students that are unable to schedule appointments with the Writing Center.

Sonja House College of Health & Human Sciences

#### Hello Jasmine,

Thanks so much for this appointment summary—this is very helpful. I also met with **Katona** this week, so I am glad she is availing herself of the resources to support her progress in the course.

I also shared the Google site with the class this week (thank you so much for providing the well-organized site for students!), and I expect several reminders will help get them more motivated to use those resources as well.

I'm encouraged that students are reaching out early for assistance and again am most grateful for the great work you are doing with them. If there are any suggestions you have regarding best ways to reinforce what you have learned/observed thus far for me to extend into the classroom with students this semester, I am always open to suggestions, feedback, etc.

Kind regards, Catherine Doyle College of Health & Human Sciences

#### Dear Michael,

Much thanks for working with Kevin on the organization of his paper. I appreciate it so much, and your report too.

Dore Bowen College of Humanities & the Arts Hello Thomas,

Thank you for providing this detailed overview of your tutoring session with Anterial and it. The summary of this session is helpful.

Best, Jason Kaltenbacher College of Professional & Global Education

#### Hi Tyler,

Thanks so much for your input. I spent time with Amto the other day to talk about an earlier assignment, which was not well done, and I stressed reading the text to help him answer the questions. I'm glad to know that you also could see that was an issue for the case study. Maybe he will take it to heart.

Thanks again for all you do, Laurie Steinberg College of Health & Human Sciences

Dear Mike,

Thank you so much for working with on this project. The captions she wrote and worked on with you were some of the best in the class! Well done!

Best, Mara Skov College of Humanities & the Arts Dear Michael,

Thank you for reaching out and informing me of your recent session with

I am thrilled to learn that your session was productive and most importantly, you provided **Marjan** with life-long lessons. I am sure you also instilled a sense of confidence which will allow **Marjan** to address future writing assignments with less fear.

Since I teach in the Art Department, I always recommend the writing lab to all my students. My students are learning to communicate through visual means and sometimes lack the necessary writing skills to accurately express themselves through words. My students who do take the time to attain assistance from the writing lab always leave with many benefits.

Please keep up the good work as I send you and your team many thanks.

All my best, Lance Fung College of Humanities & the Arts

Thanks, Karen, for all the good work you and the rest of the Writing Center team do!

Peace,
Dan Brook
College of Social Sciences

#### Mike,

I really appreciate this report back about what you and Madisor worked on. Your expertise and encouragement are greatly appreciated.

Regards, Marianne Mehuys College of Education

#### Dear Caelin,

Thank you for briefing me on wadelyn's rewrite of her cover letter. I am particularly glad that you went over the significant missing information and the awkward organization of her paragraphs. And I look forward to reviewing the results when she resubmits.

Moreover, I am glad that Madelyn (and others) realizes and appreciates what a wonderful student resource the SJSU Writing Center is.

My best,
John Loomis
College of Humanities & the Arts

#### Dear Jamet,

Thank you so much for working with asor, and for sending me this report. I am so glad that you had him read it aloud to self-correct. Students rarely use this wonderful way to edit their writing, no matter how many times we tell them.

Gratefully, Janet Kitajima College of Education

#### Hi Michael,

Thanks so much for reaching out. I think you hit on all the issues that needed to be addressed in **Mizbeth**'s writing. Thank you so much.

Best, Ann Wrixon College of Health & Human Sciences

#### Natalie,

Thank you! This is excellent news! I have already seen a huge jump in his efforts, work, and writing. I greatly appreciate your support.

Kara Ireland D'Ambrosio College of Education

#### Hi Jacob,

Thank you so much for the update! I will be reading Golandam's thesis drafts. I am happy to hear that she is seeking help from the Writing Center. Faculty provide feedback on conceptual development of theses and might make minor suggestions on technical problems or clarity. We don't generally provide extensive help with students for whom English is a second or third language. We simply don't have the time to do this, though I greatly admire the reading/writing/discussion skills of these students, as I have not mastered reading and writing in another language. Our multilingual students are ahead of me. If you need anything in particular from me, please let me know.

With best regards, Valerie Mendoza College of Humanities & the Arts Hi Sahana -

Thank you so much. I really appreciate the time and support you give to our students in the Public Health programs. We are lucky to have all of you at the Writing Center.

Sincerely, Kevin Roe College of Health & Human Sciences

Dear Iris,

Thank you for your email. I appreciate you taking the time to communicate about your time with \_\_\_\_\_. The work you did really showed in the final draft!

Take care, Lukas Moe College of Humanities & the Arts

Dear Lana,

Several MSA students are using the tutoring service in the Writing Center, and I can see a difference in their work. Thank you!

Ginny Grace Lucas College & Graduate School of Business

Dear Thomas,

Thank you so much for working with Rebekah. I know she is working hard on narrowing her ideas and making progress with her paper. Together, we will all help her complete this important assignment.

Isabelle Pafford College of Humanities & the Arts Hi Rowan,

Thank you for all your help with my student I greatly appreciate your work and the detail in this report. Really great work! Thank you for helping this student with run-on sentences. This is just fantastic. I am so pleased the SJSU Writing Center exists. I commend you and the Writing Center for your amazing work. Excellent job!

Sincerely, Robert Bruce College of Engineering

Thank you for letting me know. This is great—I am so happy to have the support of the Writing Center!

Misty McNay College of Health & Human Sciences

Dear Ms. La Framboise,

Thank you for your email, and thank you so much for assisting . I was aware of lingering issues with tone and grammar. I opted to focus instead on the structure and evidence issues so as not to overwhelm her. I appreciate that you brought those to her attention and assisted her in understanding my feedback.

I'm so glad you were able to help her and that you're able to provide such valuable support to students. I will continue to send students to the center as they approach their final projects.

Have a good weekend, Angela Espinosa College of Social Sciences



# online resources

120+ original Homegrown Handouts
24,322 video views on YouTube in 21-22
220 new YouTube channel subscribers in 21-22
15,400 unique blog resource views in 21-22
Average of 39 unique blog viewers each day in 21-22
1,200 total views of the Graduate Writer Toolbox

#### ONLINE RESOURCES

#### **Homegrown Handouts**

Every semester, writing tutors create original resources to support the Writing Center mission of helping students improve their writing. These projects go through a formal proposal process—in which the tutors must justify the need for the resource they'd like to create—and multiple revisions with feedback from our professional staff throughout the course of the semester. During our years of operation, tutors at the SJSU Writing Center have created over 120 Homegrown Handouts—original writing resources that are posted on the Writing Center website and used in tutoring sessions.

San José State University Writing Center www.sisu.edu/writingcenter Written by Sohan Bairaboina

#### Writing with More Inclusivity

While it's easy to say that writing should be more inclusive, actually picking the right terminology can be difficult. This handout will take a look at methods as well as specific examples that can help approach inclusive writing. The aim of inclusive language is to show respect for individual differences, cultures, and experiences. To respect our diverse community, writing with inclusivity can allow us to treat everyone with humanity and equality.

#### **Avoid Gender Bias**

Without knowing someone's gender or pronouns, we should avoid using gendered nouns.

- Say "Each group member should submit their project."
- Not "Each group member should submit his or her project."

If a person does not identify with "he" or "she," then use the singular "they."

\* Unfortunately, some formatting guides still discourage use of the singular "they." If a guide you're using specifies that you should not use "they" as a singular, you have a few options. You can use plurals throughout (to avoid "he" or "she"), omit the pronouns entirely, or rewrite the sentence completely.

A template format is used for these handouts, and tutors are guided through the process of creating a handout by Director Hager. This process involves doing research, justifying the need for the new resource, submitting a proposal, and creating and revising multiple drafts. In creating these handouts, tutors learn pedagogical concepts such as scaffolding and modelling while also making resources that are used by faculty and students on campus and at other schools and universities.

The handouts have a substantial reach—people from across the country and beyond have contacted the Writing Center to indicate that they use the handouts in classroom instruction, during private tutoring sessions, and for personal enrichment. During the uncertain times of the COVID-19 pandemic, one SJSU faculty member from the Department of Occupational Therapy stated that "Our lives are saved by your amazing team and tutors" in reference to an updated version of our APA citation guide. We have received messages from teachers who are using our handouts in countries such as Afghanistan, Thailand, Indonesia, and South Korea. Our handouts are also being used by publishers (with our permission), such as in the Pearson Online and Blended Learning program.

#### **Canvas Modules**

In needs analysis surveys conducted with graduate students, GWAR instructors, and graduate advisors, one common theme among all groups was the desire to have Writing Center resources incorporated directly in Canvas (SJSU's Learning Management System). As a result, Director Hager created two modules about Writing Center services—one for graduate students and one for undergraduates—and made them available in the Canvas Commons. Instructors can now import these modules directly into their Canvas courses and have Writing Center information

readily available for their students. Taking this step strengthened the link between the Writing Center and classrooms across campus.

Additional Canvas modules were created by Director Hager (with various faculty partners) as part of the disciplinary graduate writing guides project done in collaboration with the College of Graduate Studies. More information about these guides can be found in the "On-Campus Partnerships" section of this report.

#### **Writing Toolboxes**

We have focused writing toolboxes available for two student populations: graduate students and multilingual learners. Coordinator Russo created these toolboxes through Google Sites; multiple writing tutors studying TESOL also contributed to the Multilingual Writer Toolbox. The toolboxes contain curated resources that are useful for these writers; some of the resources were created by our Writing Center staff while others were selected from external online sources.



#### YouTube Channel

Our Writing Center YouTube channel serves two purposes: (1) it allows us to use another modality (video) to promote our services and provide information about our offerings, and (2) it allows us to create instructional writing resources for students and faculty who prefer visual/video options. We recognize that everyone learns in different ways, and our videos allow us to reach a broader audience more effectively.

Our video production student coordinator (VPSC) creates informational videos about our services, which we continued to update throughout the reporting period. The student in this role

also edits the instructional videos created by our tutors. Tutors who want to create videos select the video team option for the writing resource projects they complete every semester.

#### Video Team Purpose

The Writing Center video team was originally created in response to the COVID-19 pandemic and the increase in the number of remote classes in 2020 and 2021. Since then, the Writing Center has striven to make our resources more accessible and ultimately more helpful to students and classes by creating filmed versions of our most popular workshops and special topics. Coordinator Russo leads the on-boarding and management of the team.

#### **Content Creation**

By the end of spring 2022, tutors working on our video team have made 17 videos that are available on YouTube. (Note that we have many other instructional videos that were created in years prior as well.) Since the video team was created, we have focused on making shortened video adaptations of our workshops. These recorded workshops allow students and faculty to view/use the material even if they cannot attend live workshops (or request them for their classes). As seen in the table below, we created seven new videos this academic year with a strong emphasis on increasing our resources on diversity, equity, and inclusion topics related to writing. These videos were developed as part of our Center's on-going commitment to DEI.

#### 2021-2022 Published Videos

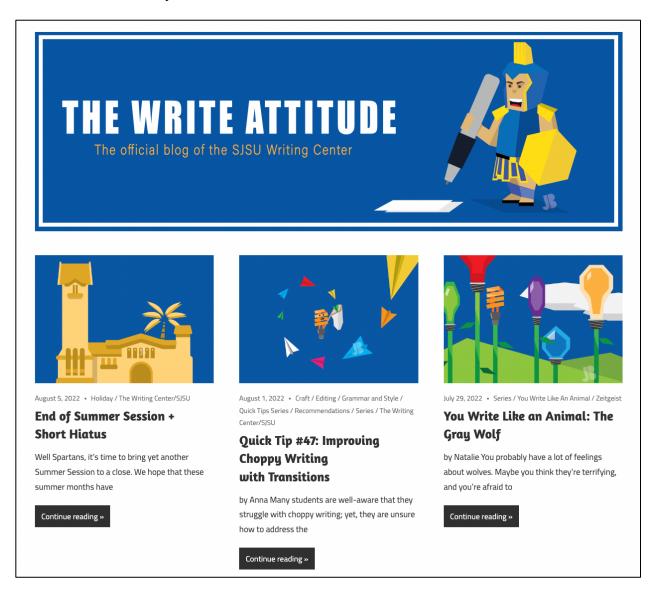
Semester	Video Title	Semester	Video Title
Fall 2021	Recognizing the Parts of a Research Paper	Spring 2022	Deconstructing the Prompt
Fall 2021	Body Paragraphs	Spring 2022	Writing with More Inclusivity
Fall 2021	Identifying Racism and Biases in Writing	Spring 2022	Offensive Stereotypes about Indigenous Peoples and Important Writing Considerations
Spring 2022	Writing for Everyone: Using Inclusive and Accessible Language in Writing		

#### **Process Improvements**

Coordinator Russo made a workflow that incorporated the entire life cycle of the video from modifying content and scriptwriting to filming and editing. In summer 2021, our Center created the video production student coordinator (VPSC) position. The VPSC was hired to help with video setup, recording, and editing (especially since many writing tutors do not necessarily have expertise in these areas). This year we worked closely with the VPSC to establish a list of best practices that freed up the tutors on the team from the video editing process and allowed them to focus on content creation.

#### The Write Attitude Blog

Our blog, *The Write Attitude* (<a href="https://sjsuwritingcenter.wordpress.com">https://sjsuwritingcenter.wordpress.com</a>), continued its expansion during 2021-2022, keeping to the same core purpose: providing quality writing support and information to students at SJSU (and our followers worldwide) through an accessible platform with a more informal style.



#### Associate Editors and Blog Contributors

During the 2021-2022 school year, we published three times per week on our blog, totaling 131 posts since July 2021. (The blog itself has over 700 published posts.) Our blog associate editor (and tutor) Seher Vora continued in her role until December 2021. Starting in January 2022, Seher began her tenure as our interim editor-in-chief following the departure of former editor-in-chief (and former coordinator of digital initiatives), Maria Judnick.

Coordinator Judnick contributed 14 posts during the summer and fall semesters in 2021. Over the 2021-2022 school year, Editor Vora created over 20 blog posts while also managing the

entire team of student blog writers and formatting, editing, and scheduling the posts. Vora was also responsible for creating the on-going "Talk Thesis to Me" and "Road to Publication" series, which help students working on their thesis projects and seeking to publish their work in any field. She also produced the "Writer's Self-Love" three-part series, which helped students approach their writing habits with care, mindfulness, and purpose. Additionally, Editor Vora was instrumental in coordinating the January 2022 winter craft course series. In this series, Editor Vora collaborated with tutors Anna Dayley, Nalana La Framboise, and Iris Tablas-Mejia to create a six-

### Writer's Self-Love #1: Dealing with Writer Burnout



As we all know, February is the month of love. We buy chocolates and roses for those important to us—and why shouldn't that group include ourselves, as well?



We could all do with a little more self-love, especially when it comes to our writing. As a student and also a writer, I know too well how difficult the writing life can be. Most of the time, our own harshest critic isn't a colleague, or a professor, but rather, ourselves. And I get it. We all question ourselves and compare ourselves to those who are seemingly doing "better" than we are. It's a lot of pressure!

Having negative thoughts while working on any kind of writing is normal. But when you let them take over, they can affect your mental state. And if you're dwelling on those thoughts, on top of every single other stressor in your life—that can result in a **writer burnout**.

post series concerning various DEI topics as they applied to writing more inclusively. This series continued throughout the year with contributions from other tutors. Subject matter included approaching writing and reading with a feminist and African-American lens, using inclusive language, and ensuring accessibility in writing.

Tutor contributions to the regular blog posting schedule were invaluable to the blog's success during this transition period, as always. Tutors select the type of writing resource project they prefer to work on each semester, and those who choose the blog are responsible for creating the content for 2-3 posts throughout the term. Additions were made to our "Where Are They Now?" series, including interviews with former tutors Christina Cantero, Evin de Leon Sanchez, and Jenn Hambly. Karen Liou contributed a new Linguistics & Language Development entry to the "Better Know a Department" series. Additional highlights include Sahana Ilenchezhian's two-part series on how to write about professional negotiation and July Simeona's interviews with SJSU students on their writing habits and their outlook on APIDA month. Tutors also contributed to the following popular recurring series: "The Fix-It Police," "Quick Tips," and "You Write Like an Animal." The blog also continued the popular monthly "Ask the Specialist" column featuring responses from multiple Writing Center staff members. Members of the blog team this year contributed over 30 posts to the blog.

The local author craft talk video series also continued during the fall 2021 semester, and authors featured included Mahbod Seraji and Tarn Wilson. We were also able to feature a post from one of SJSU's John Steinbeck Fellowship recipients, Timea Sipos, which provided insight on the drafting process.

#### **Statistics**

Some highlights from our blog statistics this year include the following:

- We saw 15,400 unique views to our blog this year, ending the academic year with a total of over 122,350 views of *The Write Attitude*.
- Our steady output this year is especially significant considering there was a change in leadership, as there was no coordinator of digital initiatives in spring 2022.
- October 2021 was our best month with 1,408 views and an average of 46 views daily.
- We have continued our steady increase of followers on WordPress. We currently have a total of 362 followers. On our RSS feed, we now have 1,864 followers who receive our post updates on email and social media.
- An average of 39 people view our blog each day.
- We are receiving the most traffic to our blog on Mondays. Our most popular viewing time is 1:00 PM.

## Writer's Self-Love #2: Writer's Block, the Quarantine Edition



Last week, we talked about experiencing <u>writer burnout</u> and the effects it can have on your physical and mental health. Today, we'll be talking about burnout's much more popular (read: common/hated) cousin: **writer's block**.



First question: what's the difference between writer burnout and writer's block?

You have an assignment due, but while it's stressing you out, you can't bring yourself to sit down and begin. Everything looks more exciting to do instead. How about that walk that I've been too lazy to go on? Hmm...I've an itch to bake today. Or the ever-classic avoidance response: I MUST CLEAN EVERY NOOK AND CRANNY OF MY HOUSE, RIGHT NOW, THIS VERY MINUTE.

#### Highlights and Positive Feedback

While we continued to see reposts and likes on individual posts, we have also received some great feedback from our readers. Additionally, we have noticed specific appreciative responses on our posts concerning creativity in writing.

#### Adjustments

Even though we published a "goodbye" post to commemorate Coordinator Judnick's departure from the blog, operations continued as normal under Editor Vora. We put a pause on video interviews and on most social media posts as we continued to determine what best practices will be for collaboration and oversight moving forward.

#### Goals

Although our readership has continued to expand each year, we have set a few concrete goals for the coming year:

- increase our SJSU readership;
- increase collaborations with other on-campus organizations;
- reach at least 200,000 views and 1,000 published posts;
- develop a theme for semesters so on-going series connect in more direct ways;
- increase multimodal posts (e.g., short podcasts of writing advice or other ways to work closely with videos posted on our YouTube channel);
- continue to offer three weekly posts.

#### **Social Media and Marketing**

#### Overview

In 2021-2022, the Writing Center pivoted its approach to marketing and social media (engagement and posting). This shift was primarily due to changes in resourcing and staffing reorganization during fall 2021/winter 2022; however, it was also to align with SJSU-wide social media affiliates. Most of the reporting period involved reviewing the existing social media good practices and establishing a framework and strategy for the next academic year (2022-2023). The overriding aim was to look at marketing and social media cohesively.

#### Distribution Channels

The following overview identifies our existing marketing channels and their target audience(s).

Channel/Platform	Primary Target Audience(s)	Туре
Blog	All students/staff/faculty users	Online articles/posts
Facebook	New and existing student users	Social media
Front Desk (Campus)	Existing student users; new student users	Fliers/QR
		Codes/Freebies
Instagram	New and existing student users; current and	Social media
	past team members	
LinkedIn	Graduating and graduate-level students;	Social media
	faculty; current/past team members	
Mailing Lists (Student and	New and existing student users; new and	Email
Faculty)	existing faculty users	
Sammy App	New and existing student users	Online posts
SJSU Events Calendar	All students/staff/faculty users	Online posts
Tabling	New student users	Fliers/QR
		Codes/Freebies
Twitter	Faculty	Social media
Website	All students/staff/faculty users	Online posts
YouTube	All students/staff/faculty users	Online posts

#### Marketing Efforts

For **non-social media items**, our marketing efforts were comprised of the following:

- *increased budget for merchandise* and new Writing Center branded freebies (used for tabling, on-campus activities/pop-up events, and incentives for loyalty);
- *cross-collaboration with other SJSU partners* (e.g., Black History Month 2022 guest speaker event);
- updated video tutorial for using the WCOnline system (via our YouTube channel);
- creation of the Writing Center channel on Ready Education (for the Sammy App).

#### Social Media Analytics

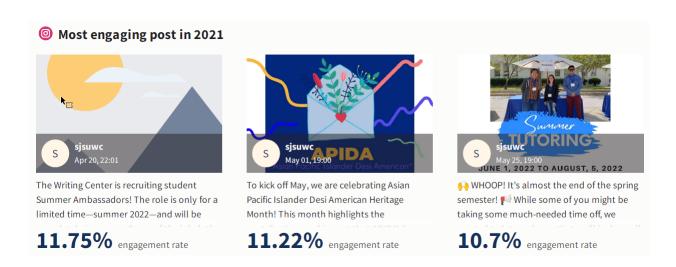
Our Writing Center social media channels are listed below with the corresponding numbers of fans/followers (at the time of this report).

- Instagram (@sjsuwc): 1,368 followers
- Twitter (TheWCatSJSU): 1,183 followers
- Facebook (@sjsuwritingcenter): 831 followers
- LinkedIn (SJSU Writing Center): 423 followers

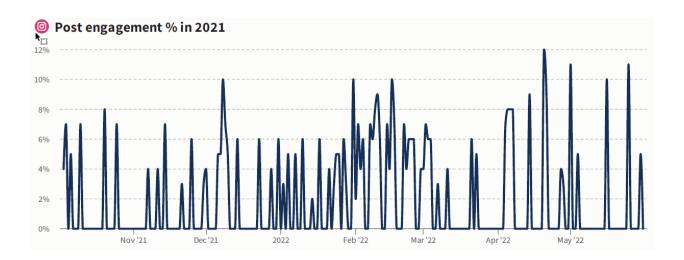
#### 2021-2022 Revision

In fall 2021, after consultation with SJSU IT, the Writing Center moved to a new social media scheduling software, Hootsuite Enterprise. This provided easier IT approval for purchasing the social media software and improved cross-collaboration potential with other SJSU services as the university moved toward Hootsuite overall.

The following data is based upon the available analytics from the Writing Center Hootsuite account from October 2021 to the end of May 2022

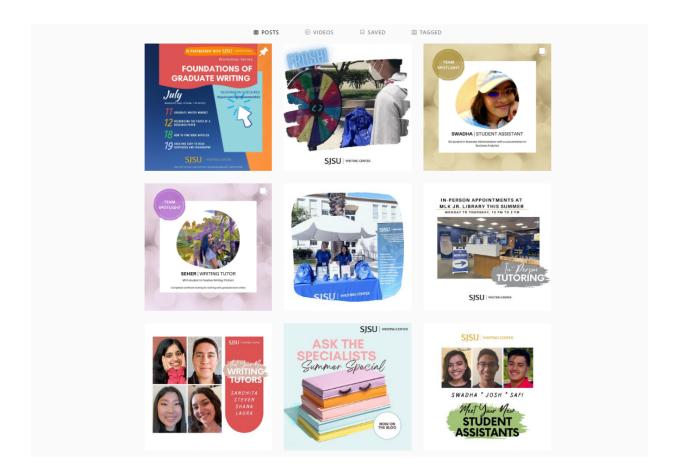






Based on the Hootsuite analytics for the period, the Writing Center began working toward the following goals during the last quarter of the year:

- incorporating existing tracking systems (e.g., Zoom registration, Sammy App check-in);
- reducing caption length and using more SJSU-related tags in social media posts (cross-collaboration);
- using more photographs—especially of people, namely our team members—in email and social media marketing (see screenshot on the next page);
- re-establishing a set social media posting schedule (5 days a week with regular posting);
- including one main call-to-action wherever possible and incorporating engaging content.



# events & outreach



#### **EVENTS & OUTREACH**

#### **House Calls**

The Writing Center offers in-class orientations to the campus community. These "house calls" inform students about Writing Center services. During these presentations, tutors explain what to expect from tutoring, how to schedule appointments, and how to prepare for sessions. Students are also given information about how to sign up for Writing Center workshops and where to find our online resources that are readily available for self-study. House calls are presented in the classroom, either via Zoom or in person.

In 2021-2022, we conducted **eight house calls**, during which we presented to approximately **165 students**. Our tutors talked to students in the following departments: Geology, Humanities, Economics, Creative Arts, Communication Studies, and Nutrition and Food Science.

Our house call numbers this year markedly decreased from previous years; however, it's important to note that informational presentations about the Writing Center are often folded into in-class workshops (also facilitated by our tutors). Faculty requests for in-class workshops went up significantly in 2021-2022: we facilitated 74 in-class workshops, up from 27 in 2020-2021. This increase likely explains the decrease in house call requests.



#### **Tabling Events**

Between June and August 2021, Writing Center faculty and staff worked a table at every frosh and transfer orientation session (15 in total), speaking with hundreds of incoming students and their families. These sessions remained online, so attendance was lower than it was previously when the orientations were held in person.

Throughout 2021-2022, Writing Center staff and faculty also engaged in virtual tabling and information sessions at the following events

hosted by various departments across campus. In spring 2022, some tabling ran in person as the campus started to return to in-person activities.

- SJSU Preview Day for the Spartan East Side Promise Program, June 2021;
- SJSU Preview Day for the Spartan East Side Promise Program, November 2021;
- Spring 2022 Orientation Resource Fair, January 2022;
- SJSU Post Admitted Spartan Day Event, April 2022.

#### Weeks of Welcome (WoW)

The Writing Center hosted special Weeks of Welcome (WoW) events in both fall 2021 and spring 2022. In September 2021, we invited students to join us for a virtual workshop on "Writing at the College Level: Identifying Your Writing Needs." We wanted to give students the opportunity to chat with our tutors directly about writing expectations in college.

In February 2022, we hosted a virtual information booth to answer student questions about our services and help students set up their accounts so they could schedule tutoring appointments in the future. Attendance at our spring 2022 WoW event was low, so we determined that these events should be held in person (when possible) in the future.

#### **Black History Month Guest Speaker**

Coordinator Campbell planned and facilitated our event for Black History Month (BHM) 2022: "Unraveling Black Girlhood/Womanhood." This event featured guest speaker Dr. Kai Harris, author of *What the Fireflies Knew*.

On February 15, 2022, Dr. Harris spoke with 38 attendees about unpacking the stigma around mental health in the Black community, centering on the importance of mental health awareness and support for Black girls and women. For the second part of the session, two Writing Center tutors (Alex Zvargulis Robertson and Natalie Wollenweber) led an interactive session on the ways to subvert and re-write offensive stereotypes in creative writing.



#### Writing Group Creation Guide and Training

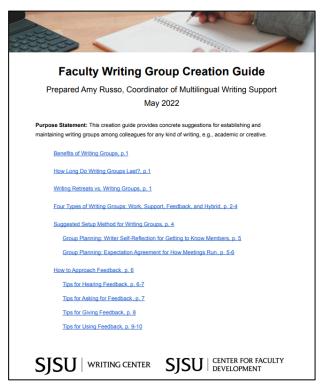
#### Student-Facing Resource

In summer 2021, Coordinator Russo created a new resource and event to help undergraduate and graduate students learn how to successfully create their own writing groups. These new resources were made as an evolution of the Writing Retreat for graduate students. The Writing Group Creation Guide and its accompanying training greatly increases our Center's capacity to help students of all levels. (The guide is included in its entirety in the appendix of this report.)

The training session was offered four times in spring 2022 via Zoom, so students could freely register and receive reminders. Coordinator Russo ran the training sessions on different days and times. In total, 20 students expressed interest and 12 attended. The training lasts for one hour, including first a brief presentation about the four types of writing groups, a walkthrough of the guide, and a Q&A session. Regardless of attendance, all registered students were sent a copy of the guide afterward. Also, all registered students were invited to join the contact list we created to help students form writing groups.

The writing group formation contact list is meant to help SJSU students connect with other students looking to form writing groups. The Writing Center maintains this list as a first point of contact for those students. The students must individually reach out to any others whom they are interested in working with. At the end of each semester, the Writing Center deletes the contact information for students when their "contact me by date" has passed. Student information is also removed whenever requested by the student. From the pilot, six students joined the contact list.

Moving forward, Coordinator Russo will create a second iteration of the resource and training based on the feedback collected this year. The training and guide will be made available multiple times in the fall and spring during 2022-2023.



#### Faculty-Facing Resource

In spring 2022, Deanna Fassett, the Assistant Vice Provost for Faculty Development, requested that the Writing Center create a faculty version of the Writing Group Creation Guide.

Coordinator Russo proceeded to research how other university writing centers approach faculty writing groups. She refined the guide using her findings, and Director Hager provided editorial and feedback. The <u>Faculty Writing Group Creation Guide</u> has been made available on the Center for Faculty Development's website (as well as our own) as of May 2022.

#### Interest from Other Writing Centers

Amy Inkster and Bernadette Flores from Texas A&M University-Corpus Christi contacted Director Michelle Hager. They were interested in learning more about our writing group creation training and guide. Inkster and Flores attended the final training Coordinator Russo held in spring 2022. Afterward, they met to discuss specifics and ask questions about how they might adapt the material to their university. Coordinator Russo provided them a PDF of the slides, guide, and lesson plan. Their feedback on the experience included the following comments.

- "We liked the clarity and structure of the discussion. It could have easily been overwhelming, but Amy did such a great job of explaining and discussing questions with us. I also really liked that she provided a follow-up email with the resources she discussed in the webinar."
- "We can and should be flexible with writing groups. These are models, and we can tailor them to what fits the group best. Another takeaway is that there are different types of writing groups that can help to identify the goals and purpose of the group."

In the future, we hope to build on this impromptu collaboration by hosting workshops on this topic for other Writing Center professionals.

#### Foundations of Graduate Writing (FoGW)

For the past several semesters, the SJSU Writing Center has partnered with the College of Graduate Studies (CGS) to create a series of workshops designed to help early career graduate students comfortably and confidently transition into graduate-level writing. The Foundations of Graduate Writing (FoGW) workshop series is meant to narrow the gap in writing knowledge that new graduate writers face by improving knowledge of the research and writing process, giving concrete tools and techniques, and de-mystifying expectations and common practices of graduate-level work.

The FoGW series consists of eight workshops held over four weeks for a total of twelve hours. Table 1 below shows the eight workshops held by week. The workshop descriptions can be found at the end of this section, and the workshop series objectives are listed below.

- Help narrow the gap in writing knowledge that students face when entering into graduate-level work.
- Assist students with becoming more confident and comfortable with the graduate-level writing that they will be doing in their courses.
- Improve their writing skills as they enter into advanced study of their field/discipline.
- Increase their success in GWAR courses and help improve their writing for their final thesis or project.

**Table 1: Topic Schedule** 

Week	Workshop 1	Workshop 2
Week 1	Graduate Writer Mindset	Working with Sources
Week 2	Recognizing the Parts of a Research Paper	Academic Voice
Week 3	How to Find Good Articles	Abstracts and Literature Reviews
Week 4	Creating Easy-to-Read Sentences and Paragraphs	Sentence Variety and Rhythm

#### Interest and Attendance

Every semester, we have had a high number of students register for the FoGW series since its debut. In fall 2021, we had 218 students register; in spring 2022, we had 347 students register. Every semester, we have had 65-170 participants attend each workshop session. FoGW is our Center's most popular event.

The spring 2022 increase of registered students (~96+) can likely be attributed to using Zoom registration. Before spring 2022, students used a Google form to register, and Zoom had the benefit of making it more clear that students did not have to sign up for the entire series of

sessions. (They could pick and choose which dates/topics to attend.) This sign-up method meant that each week could have up to 300 registrants, instead of the whole series being capped at 300 (the maximum for a Zoom room). We will continue using Zoom registration.

**Chart 1: Participants Listed by College and Semester** 

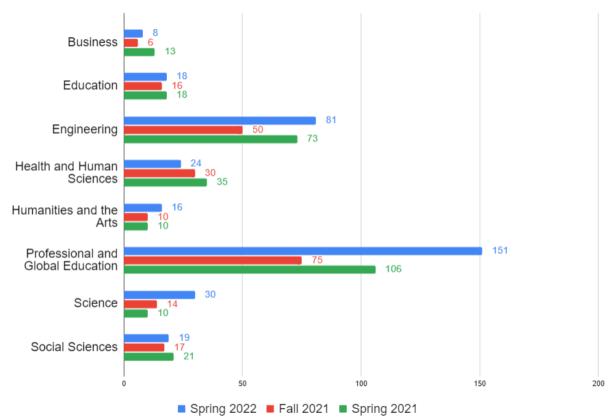
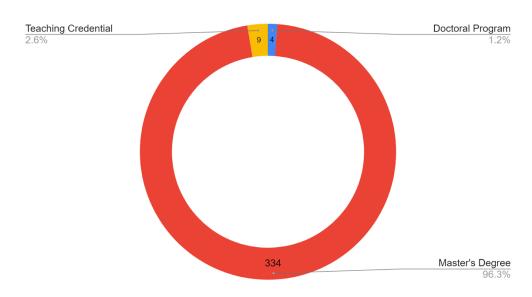


Chart 2: Spring 2022 Participants Listed by Degree Type



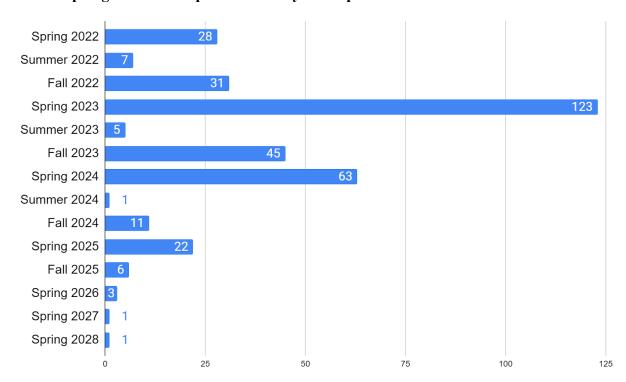


Chart 3: Spring 2022 Participants Listed by Anticipated Graduation Date

#### Schedule

The FoGW series consists of eight workshops held over four weeks. All workshops are held on Zoom. After doing a needs assessment, we decided to alternate the timing of FoGW between morning, afternoon, and evening to meet the needs of our graduate students. We offer FoGW three times per year—fall, spring, and summer—and we always choose evening hours for one of these yearly offerings to accommodate graduate students who work full time.

- Fall 2021: We met four *Fridays* in October with one week off between the second and third meetings. We met from 12:00 to 3:00 pm PT each day. For each meeting, the first workshop ran from 12:00-1:15 and was followed by a 15-minute break. The second workshop ran from 1:30-2:45 and concluded with Q&A time until 3:00.
- **Spring 2022:** We met four *Mondays* in a row in late February through mid-March from 5:00 to 8:00 pm PT each day. The first workshop ran from 5:00-6:15 and was followed by a 15-minute break. The second workshop ran from 6:30-7:45 and concluded with Q&A time until 8:00.
- **Summer 2022 (Projected):** We are trying a new timing for our first summer FoGW. In mid-July, we will meet for two weeks in a row on *Mondays and Tuesdays* from 10:00 am to 1:00 pm PT. We are hoping that finishing the series more quickly will be attractive to students during the summer when many have travel plans and fluctuating schedules.

#### Can-Do Statement Pre- and Post-Surveys

We created a 20 Can-Do Statement Survey to measure the effectiveness of our overall workshop series. The major outcomes for each of the eight workshops were represented in the statements.

Participants were asked to **rate their confidence** for each statement on a **likert-scale from 1 to 8, where 1 was unconfident and 8 was confident**. Before the first workshop, we sent out the pre-survey to all registered students to help the Writing Center understand where graduate students start in their writing journeys. We sent out the post-survey to all students after the final workshop. We have had a total of 305 students complete the pre-survey and 90 complete the post-survey.

Table 2 shows the overall average for the pre-confidence scores and post-confidence changes from spring 2021, fall 2021, and spring 2022 FoGW participants. The pre-survey showed that students rated all can-do statements under a confidence score of 5.7, and eight statements under a confidence score of 5. After the FoGW workshop series, students showed confidence gains in *all* areas. The average change was a +1.7 confidence gain. Gains range from +1.2 - +2.3.

Table 2: Overall Average Pre-Survey Confidence Rating and Post Confidence Change

Can-Do Statements	Overall Pre- Survey Confidence AVG Rating N = 305	Overall Post- Survey Confidence AVG Change N = 90
I can identify and create a research gap.	3.9	+2.1
Overall, I feel comfortable in my ability to effectively write at the graduate level.	4.4	+2.1
I know techniques to increase and/or decrease the complexity of sentences.	4.4	+2.3
I can comfortably write an extended paper (10+ pages).	4.7	+2.0
I can comfortably analyze a literature review.	4.7	+1.7
I can analyze published resources in my field to discover how writers create their academic voice.	4.7	+1.8
I can write paragraphs with good rhythm by strategically combining shorter and longer sentences.	4.9	+1.8
I can use my vocabulary and sentence structure choices to establish an academic voice.	4.9	+1.8
I can identify the structure of an abstract.	5.1	+1.7
I can synthesize my sources into my own writing.	5.2	+1.2
I have tools and techniques for effective time management.	5.2	+1.4
I can structure and revise sentences to be easy-to-read.	5.3	+1.4
I can write and revise paragraphs to be easy-to-read.	5.3	+1.5
I can identify different kinds of plagiarism in writing.	5.3	+1.5

I understand how the expectations and common practices for graduate-level writing are different from undergraduate writing.	5.3	+1.8
I can easily recognize the parts of a research paper.	5.4	+1.5
I can identify the library databases associated with the subject area of my research topic.	5.6	+1.5
I can use an article about my topic to quickly search for similar articles using library databases.	5.7	+1.3
I can effectively evaluate articles and sources to see if they are credible and relevant.	5.7	+1.4
I understand when writing that it is important to learn about the reader's expectations and needs.	5.7	+1.5

#### FoGW Evaluations

After each workshop segment, we asked participants to take a workshop survey. Students ranked their agreement with each evaluation statement from 1 to 5, where 1 was "strongly disagree," and 5 was "strongly agree." These are the same evaluation statements that we use for all our Writing Center workshops. All attending students were offered a chance to take the workshop survey, but some chose to not participate.

Combining results from spring 2021 through spring 2022, we collected **1070 responses**. Table 3 shows the average evaluation statement score for the total combined semesters. The averages show student satisfaction with FoGW that is on par with the average scores for our 2021-2022 regular workshops offered through the Writing Center.

**Table 3: Workshop Evaluation Satisfaction Survey Results** 

Workshop Evaluation Statements	Total Average N = 1070	21-22 Center Average
The workshop covered the material sufficiently.	93.2%	93.0%
The workshop material was presented clearly.	93.8%	94.3%
I learned something I can use right away.	93.8%	93.8%
I would recommend this workshop to others.	94.2%	92.8%

#### Student Narrative Feedback

Students were also offered space to include written feedback on the end-of-workshop satisfaction surveys. They were asked two questions: (1) What did you find most useful about this workshop and (2) Do you have any additional comments or suggestions? Below you will find

representative examples of student narrative feedback. The text is taken verbatim from the evaluation form, so all language features were left unaltered.

#### **Graduate Writer Mindset**

- Pomodoro technique, graphic organizer
- Tools to stay focused and eliminate distraction
- I found the graphic organizer very useful! I can't wait to use this application throughout graduate school!
- The explaining of the pomodoro technique, how to read research effectively (in a certain order), apps/websites to block out distractions, and distinguishing between A and B time.
- I liked the videos and the group chat. I really appreciate the break in between sessions.
- Breakout groups were not necessary for me. Thank you so much for this session.
- Thank you for creating these sessions for us. I graduated undergrad in 2011, so it has been a while since I have been in an academic setting. This is very helpful.

#### **Working with Sources**

- The CRAAP handout; practicing synthesizing and summarizing.
- The information did a great job showing the differences between summary, analysis, and synthesis. The info. will be a good reference tool.
- This workshop was important to me because of the content! The information provided about finding and using sources efficiently was very helpful!
- Learning more about how to rewrite the sources we found and not cause plagiarism!
- I had trouble reading and understanding because it moved so fast. I would have liked the examples of working with sources before trying to work examples on our own.

#### Recognizing the Parts of a Research Paper

- The parts of the research paper sorting activity was great! I didn't feel rushed and had enough time to complete the activity.
- Looking at the example together. Loved doing examples all together instead of groups!
- The sorting of the research paper was harder than I expected and therefore useful.
- I found breaking down what goes into each part of the research paper most helpful/useful. Good guideline to refer to while I make research papers in the future.
- This was a lot easier to follow and more enjoyable. Thank you for removing break-out rooms and handing handouts out ahead of time.
- More on developing good research questions
- I really enjoyed this workshop. Probably my favorite so far.

#### **Academic Voice**

- Passive voice, Hedging Clarity & Clarity/Conciseness
- The examples given with each of the 7 characteristics, along with the opportunities to participate in identifying the different characteristics, was very helpful.
- All of this was very useful! In my experience I do not recall a lesson on academic voice it is more geared towards the mechanics of writing. But now after this workshop it is quite a skill that I am looking forward to continue to develop and use!
- I learned a lot today. Thanks so much!
- The "Goodbye Dolly" article was a good exercise for identifying academic voice.

• 15 min exercise sessions seemed more beneficial and relaxed compared to breakout sessions

#### **How to Find Good Articles**

- Getting a big picture overview of all the resources to find articles was super useful! I learned a few things to apply now. Specifically, I cannot wait to use the filters.
- Really useful to see in real time how it all works
- I didn't know there are so many useful databases available for SJSU students!
- Learning about why there are so many databases and how they all work was helpful.
- That'd be great if someone could read the questions the presenter was answering. It was hard to connect the questions by looking at chat.
- The presenter mentioned this was just an overview. I would love to attend a workshop series on just this topic alone. Thanks again.
- Thank you for a clear and concise walkthrough of the different databases available to us as students.

#### **Abstracts and Literature Reviews**

- I found better understanding what and how to write a literature review as I had heard about it for class but wasn't sure how to fit it into the paper
- The research matrix! What a helpful tool to use for the lit review that I have never heard about before.
- There was a lot given in this workshop and I do feel better prepared in writing an abstract, which is something I have not done before. And hoping that I am better at reviewing literature
- Prelim questions, breaking down the difference between summary, etc. EVERYTHING! This was great:)
- This workshop is a must for graduate students!
- Excellent presentation, I'm enjoying these workshops!
- This session covered so much important and useful information but it went too quickly! I think this is another session that would benefit from more time.

#### **Creating Easy-to-Read Sentences and Paragraphs**

- The examples were helpful. The interactive part was easy enough to participate.
- The 4 ways Style & Organization of a sentence.
- Seeing how to rewrite sentences and make them more cohesive and easier to read was helpful!
- Perfect topic for me. It will definitely help me in the future. I really liked how she broke
  down the different parts of the sentence so we could see what works and what needs
  improvement.
- I needed this workshop! This has helped me write with more appropriate style!!!!!! I received a good grade using these techniques. Thank you.
- It's really useful! Thank you!
- The handout was really useful, especially as it was all on one document

#### Sentence Variety and Rhythm

- I appreciate going over the punctuation. I'm pretty sure I've been using the colon incorrectly. The speaker had a lot of talking points, like FANBOYS, but I wish it was on the slide so I could review it later.
- Variety of short and long sentences to add meaning and impact
- The review of fanboys, commas and semicolons were helpful
- The presenter was very clear, concise, and great about answering questions!
- This is an excellent workshop. It is a must for graduate students!!!!!
- I wish that we got a few more examples. This workshop felt a little light, but I enjoyed it. I also would have liked the example to be copied into the chat so I wouldn't need to type out everything when making my revisions.

#### FoGW Workshop Descriptions

The descriptions for our FoGW workshop sessions are included below. These details are provided to students before they register.

#### **Workshop 1: Graduate Writer Mindset**

Writing is hard for all new graduate students--no one comes in already understanding how to write at a graduate level in a new discipline. Undergraduate writing is a good foundation, but it does not fully prepare you for graduate school writing, which involves a new set of skills. This workshop will give you perspectives and specific tools that can be implemented immediately to ease the learning curve as you enter a graduate-level program.

#### **Workshop 2: Working with Sources**

Employing sources is something that all academic writers need to do for their papers and research. This workshop will help you evaluate a source to determine if it's credible and if it belongs in your project. You will learn how to avoid plagiarism while using your sources. You will also learn the difference between summary, synthesis, and analysis to use your sources to their fullest potential.

#### **Workshop 3: Recognizing the Parts of a Research Paper**

The research paper is a common type of writing in academics and in the professional world; like all genres, it has certain conventions. Readers expect a research paper to have certain parts--an abstract, an introduction, a literature review, methodology, etc.--but those parts can be unclear if you haven't written many research papers already. This workshop aims to demystify the parts of a research paper so you can recognize those parts when you see them (e.g., in academic journal articles) and so you can produce those parts yourself.

#### **Workshop 4: Academic Voice**

Does your writing "sound academic"? Sometimes, students are given comments such as "fix the tone of this paper" or "your writing should sound more academic." But what do these comments *mean*? Attend this workshop to learn strategies for adopting and understanding academic voice as you progress as an academic writer.

#### **Workshop 5: How to Find Good Articles**

In this session, you will learn what resources are available to you from the Dr. Martin Luther King, Jr. Library and how you can use them to carry out your library research. This session covers how to best access and navigate the OneSearch catalog, databases, and other important library services that you will need to use during your academic career at SJSU.

#### **Workshop 6: Abstracts and Literature Reviews**

Large research papers are a hallmark of academic writing. However, they can pose challenges because they contain many parts. This workshop will examine two of the most common and important components of a research paper in detail: the abstract and the literature review. We will give you tools to both analyze and write successful abstracts and literature reviews.

#### Workshop 7: Creating Easy-to-Read Sentences and Paragraphs

The goal of any piece of writing is to communicate one's ideas clearly. Increasing cohesion between sentences and coherence among paragraphs increases both clarity and readability in any piece of writing. This workshop will provide self-editing techniques and practice to refine your writing from any discipline.

#### **Workshop 8: Sentence Variety and Rhythm**

Clear, straightforward writing is necessary, but as writers, we sometimes need to write more complex sentences, and we also want our readers to stay engaged and interested. We can better engage and interest them by giving our writing an attractive and gripping rhythm. This workshop will provide you with some concrete strategies for creating rhythm in your written work. (Hint: It's all about variety--in many different forms!)

#### **Additional Events**

Every semester, the Writing Center hosts a **special support event during finals week** (in addition to being open for regular tutoring services). In fall 2021, we offered a "Finals Week Writing Bootcamp," during which students could drop in on Zoom for assistance with their quick writing questions (up to 15 minutes of support from a tutor). In spring 2022, we offered inperson "Finals Week Writing Drop-In Support" in our library location. Both finals week events benefitted students, and we worked with 19 students in total.

As SJSU returned to in-person classes and services in spring 2022, we hosted two events to inform both faculty and students about the Writing Center and to remind them that we are returning to in-person work as well. We hosted our **in-person information booth** on the 7<sup>th</sup> Street Plaza on March 9, 2022, which was well attended by students. We also hosted our **faculty lunch and learn** on April 12, 2022, which was attended by five faculty members.

With the hybrid nature of our unit—which will continue into the future—we will aim to "right size" the balance of in-person and virtual events. We will also look at marketing strategies to increase attendance, especially for any Zoom activities. Outdoor, in-person activities seem to garner high attendance rates simply due to students, faculty, and staff stopping by to chat and grab a swag bag while walking on campus.



# on-campus partnerships

#### **ON-CAMPUS PARTNERSHIPS**

#### **Course-Embedded Tutors**

Director Hager developed the course-embedded tutoring program (originally known as Writing Fellows) with the director of Writing Across the Curriculum (WAC), Dr. Tom Moriarty. These course-embedded tutors have provided writing support for students enrolled in writing-intensive courses all across campus. Faculty applications were initially restricted to those instructors teaching a 100W course, but starting in fall 2018, we opened applications to anyone teaching a writing-intensive course (from first-year writing to the graduate level). These faculty partners play a key role in expanding our services throughout the university.

The duties of a course-embedded tutor include

- meeting with faculty members regularly to develop and deliver both in-class and out-ofclass writing support.
- working with students in class.
- meeting with students in small groups outside of class to facilitate discussion, peer review, and supplemental instruction sessions.
- meeting with students individually to provide feedback on projects in all stages of the writing process, from brainstorming and organizing ideas to drafting and revising.
- creating and presenting writing workshops, both in class and outside of class.
- creating asynchronous writing resources for students in the class (e.g., videos).
- posting announcements and/or discussion board topics on the Canvas course page.
- writing client reports and tracking data for every tutoring session conducted.

The Writing Center director trains and supervises all course-embedded tutors, and they go through the same hiring/training process as all other tutors. Writing Center tutors can choose to work on the regular schedule or to be embedded, with some tutors choosing to take on both roles. Course-embedded tutors were placed in the following courses in 2021-2022:

- Computer Science (CS) 100W with Professor Debra Caires;
- English (ENGL) 1A with Professor Joseph Navarro;
- Mechanical Engineering (ME) 201 with Professor Crystal Han;
- Nursing (NURS) 585 with Professor Robin Whitney;
- Occupational Therapy (OCTH) 275 with Professor Megan Chang;
- Radio, Television, and Film (RTVF) 183 with Professor Capri Burrows;
- Sociology (SOCI) 100W with Professor Liz Roberts.

#### **Programmatic Tutoring Partnerships**

The Writing Center also has multiple agreements with units across campus in which tutors are embedded within a certain college, department, or center specifically to assist their students. In 2021-2022, we embedded tutors in the following programs:

- Humanities & Arts Student Success Center first-year experience program;
- Public Health (PH) 179 program, 10 sections throughout the year;

- School of Information (iSchool) online graduate students;
- University Housing.

The SJSU School of Information (iSchool) hires one writing tutor every year to conduct online tutoring sessions with students in its online graduate program. The tutor works up to an additional five hours per week tutoring in the iSchool's web conferencing environment. This partnership provides an important opportunity for the Writing Center to provide tutoring services to students in the iSchool, who take only online classes and often live outside of the Bay Area.

#### **Engineering (ENGR) 100W Pilot Program**

Director Hager worked with Engineering (ENGR) 100W faculty on a new pilot program that rolled out in fall 2021. Interested ENGR 100W faculty could opt into a mini form of embedded tutoring in which they would be paired with a Writing Center tutor who would then visit their class(es) 2-4 times during the semester. During each in-class visit (either in person or virtual), the tutor would facilitate a one-hour Writing Center workshop *or* assist in a peer review session. The tutor met with their faculty partner at least once to determine which offerings would be most useful for the students in their classes.

At the end of the fall 2021 term, the three tutors who worked in this program offered insights about this collaboration (below).

From Tutor July Simeona (partnered with Professor Bonnie Hsia)

"Collaborating with the Engineering department allowed me to see the writing concerns of engineering students more directly. Since my faculty member sent me instructional materials before the workshops, I was able to relate workshop content more to the students' writing purposes. Also, several students from the class came to the Writing Center with their assignments. As I already knew what their assignments were, the tutoring sessions ran more smoothly, and I had a clearer idea of the teacher's expectations. From visiting class and seeing the teacher's materials, I also got a better sense of what engineering students are expected to write in their classes, which will only prepare me for any future sessions with an engineering student. Overall, I think the pilot program was fruitful, and I would like to participate again if the opportunity presents itself."

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From Tutor Rowan Dunton (partnered with Professor John Leih)

"Overall, I had a very positive experience with this program. I enjoyed teaching the workshop; however, I still believe that it would be more optimal to split up a workshop (when possible) with activity or hands-on work time. Additionally, I would have liked to have more time with the one-on-one coaching calls. 10 minutes with five groups did not feel like enough, and I genuinely wanted to have more time with each team to help them out and answer their questions. In the future, I think 2-3 sessions would be an ideal number of collaborative meetings to have between the tutor and the class. I liked working with the students and felt that, once they warmed up to me, we did well together."

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From Tutor Jacob Huth (partnered with Professor Heidi Livingston Eisips)

"My sessions with the ENGR 100W class led by Professor Heidi Eisips went well! We had three sessions together, including one workshop and two working sessions. The first session was an in-class workshop where we went over concise writing. I gave the material similar to how I would in a typical workshop setting. I think this worked as expected, and having a professor in the room encouraged some engagement from the class. I did not drastically modify any workshop materials. In our second session, we planned a working session where I would meet with the various project teams and discuss their questions. For this session, I also created a brief one-slide presentation focusing on writing in groups and providing effective feedback using materials from a few different Writing Center workshops. I went over that information for about 10 minutes and spent about 10 minutes with each of the project teams using that baseline information to start our conversations. Having a brief agenda at the beginning of this session was valuable since it gave the students a few things to think about during our meetings, but jumping from group to group and only having 10 minutes with each group was somewhat difficult to manage. Unfortunately, one group did leave before I could get to them. The third session was held as another working session shortly after the same project groups had submitted their first complete draft of an assignment. To best reach all the groups, we did not have a presentation beforehand and went directly into break-out room meetings. With the additional time, it was much easier to reach all of the student groups. In general, I would not recommend planning to meet with more than six groups in a one-hour period due to time constraints.

There was a variety of need during our working sessions, and some of the more confident groups didn't necessarily have much they wanted to discuss in one or both of these sessions. Regardless, I talked to each group about their ideas and tried to discuss the content or the organization based on what they had written. Overall, the time that I spent with the students and their groups was effective, but there may have been an opportunity to have them working on something specific within their papers in the time that I was not working with their group. Professor Eisips and I discussed potentially having groups pair up to review each other's papers as a way to fill this gap."

Student feedback collected by our faculty partners was also overwhelmingly positive, so we plan to continue this collaboration in the future. We consistently have more faculty interest in course-embedded tutoring than we can accommodate (due to tutor staffing), so this form of in-class partnership is more feasible and allows us to extend our reach into the classrooms.

#### College of Graduate Studies (CGS)

In 2021-2022, we continued to work closely with the College of Graduate Studies to support graduate-level students. Both Director Hager and Coordinator Russo were invited to present information at various events hosted by the College of Graduate Studies and by individual graduate programs (e.g., the Doctoral of Nursing Practice—DNP—program). We also continued to offer special services and events to graduate students as outlined elsewhere in this report.

During this reporting period, Director Hager took on the additional role of **Graduate Writing Evaluator for CGS**. In this position, she provided individualized feedback to incoming graduate students during orientation; for students who submitted a writing sample, she offered both commentary on their composition and a tailored list of asynchronous Writing Center resources (e.g., handouts and/or videos) that would be relevant to them.



Additionally,
Director Hager
partnered with
faculty experts from
six major graduate
disciplines to create
disciplinary
writing guides (as
listed below with
our faculty
partners). The need
for more disciplinespecific writing
resources was

identified in a needs analysis survey she administered to GWAR instructors, graduate advisors, and graduate students.

- Library and Information Science, Dr. Michael Stephens
- Social Work, Dr. Ben Barr
- Education, Dr. Grinell Smith
- Business, Heidi Livingston Eisips
- Occupational Therapy, Dr. Megan Chang
- Computer and Software Engineering, Dr. Anamika Megwalu

These guides were first created within Canvas and added to the Canvas Commons so any instructor could import them into their courses. Once all guides were finalized, the content was also put into a Google Site so the content could be more widely available to a broad audience. Tutor Tyler Eveland designed the Google Site and transferred the content.

Lastly, starting in spring 2022, Director Hager coordinated a **five-part workshop series for graduate student athletes**. The five topics were selected by CGS leadership as appropriate for entry-level graduate students, and each session was offered twice to accommodate varied student athlete schedules. The workshops were facilitated by writing tutors, Director Hager, and Coordinator Russo. The sessions were held via Zoom, and it was difficult to determine student engagement with the content. As such, we plan to offer these workshops in person in the future. The in-person format will allow facilitators to determine more fully if the topics are appropriate for the audience and if the student-athletes are engaged and learning the content.

#### **Grad Slam**

Grad Slam is a campus-wide competition for the best short research presentation by a graduate student. During the competition, graduate students are judged by a panel based on their ability to successfully engage a non-specialist audience while communicating key details about their research in three minutes or less.



In spring 2022, Grad Slam had two rounds of competition. The first round was the semi-finals where participants recorded a video version of their three-minute presentation with the help of a professional videographer. The second round was the finals where ten finalists gave their presentation live on a stage at the Hammer Theater in April 2022.

Coordinator Russo worked closely with staff from CGS, including Senior Associate Cheryl Cowan, Coordinator Dominique Walker, and Dean Marc d'Alarcao. In March and April 2022, Coordinator Russo ran group workshops and group practice sessions to help students prepare to move their research from paper to presentation. Each workshop was delivered twice, once during lunch and once in the late afternoon. The material created for these workshops will also be used in part to help support other service populations, such as working with international students from International Student and Scholar Services (ISSS) in fall 2022.

#### Group Educational Workshops:

- Workshop One: Creating a Compelling Presentation for a General Audience
- Workshop Two: Crafting Your Three-Minute Presentation
- Workshop Three: Mastering Vocal Delivery for Academic Presentations
- Workshop Four: Harnessing Physical Delivery for a Confident Stage Presence

#### Facilitated Group Practice:

• First 30 second practice



On Dean d'Alarcao's request, Coordinator Russo gave a one-hour informational presentation about the topics covered and lessons from supporting students in Grad Slam to Dean Doug Smith and his team at CSU Monterey Bay, as this was their first year participating in Grad Slam.

For the first round (semi-finals), Coordinator Russo also worked with CGS staff for two days of one-on-one feedback sessions for the semi-finalists. During this

time, students delivered their presentations and showed their slides. They could ask questions and receive live, individualized feedback on their speech, delivery, slide, and camera setup.

For the second round (finals), Coordinator Russo joined Coordinator Walker in providing feedback for the finalists the day before their stage presentation. On Dean d'Alarcao's invitation, Coordinator Russo served as the Masters of Ceremonies for the stage presentation. Finally, Coordinator Russo joined the debrief session CGS ran on the event to share her feedback and ideas for next year. This collaboration will continue in spring 2023.

#### International Student and Scholar Services (ISSS)

For the past six semesters, the Writing Center has partnered with International Student and Scholar Services (ISSS) to create a writing workshop series on high-interest topics for international students. Amy Russo, the Coordinator of Multilingual Writing Support Services, is the primary contact with Keri Toma, the International Programs Manager for ISSS.

- In **fall 2021**, the following workshop topics were offered to ISSS students:
  - o "Emailing Netiquette";
  - o "Creating Easy-to-Read Sentences and Paragraphs";
  - o "Going from Paper to Presentation."
- In **spring 2022**, the following workshop topics were offered to ISSS students:
  - o "PowerPoint Like a Pro";
  - o "Personal Statements for Scholarships & Applications";
  - o "Harnessing Business English."

For the fall 2021 workshops, each workshop was held a month apart, and Coordinator Russo served as the presenter. For the spring 2022 workshops, the workshops were held two weeks apart and saw increased attendance. We plan to keep this new timing into AY 2022 - 2023. The chosen workshops were themed to match other events ISSS was running at the time all related to career and college readiness. We will aim to find similar programming resonance into the future.

The "Harnessing Business English" workshop was created for this ISSS series based on discussions with Manager Toma. Our Center helped advertise the series through our website, newsletter, and social media outlets. Manager Toma advertised via the ISSS blog, on the ISSS website, and during orientation sessions. For AY 2022 - 2023, the ISSSxWC Workshops will continue using an online format via Zoom. Manager Toma and Coordinator Russo will work to create more synergy between the workshop choices and other events ISSS is running.

#### Institute for the Study of Sport, Society and Social Change (ISSSSC)

For the third semester, Coordinator Russo continued her collaboration with the Institute for the Study of Sport, Society and Social Change (ISSSSC). Vice Provost Thalia Anagnos originally requested that Coordinator Russo work with Dr. Amy August, the ISSSSC Coordinator. ISSSSC works with groups of 15+ interns every semester who conduct original research on sports, athletic, and social justice related topics.

Coordinator Russo joined three of their meetings in fall 2021 and four of their meetings in March and April 2022 to assist students with moving their research from papers to presentations; she provided advice about structuring speeches, designing slides, and filming presentations. The presentations included 30 minutes of instruction and 30 minutes of student activities.

#### **Student Group Workshops**

Both Coordinator Russo and Director Hager presented customized workshops to various oncampus student groups during this reporting period. In September 2021, Director Hager presented information about Writing Center resources to members of **Generation of Aspirational Leaders** (**GoAL**) from the Lucas College and Graduate School of Business. Coordinator Russo later conducted a workshop about resume writing to students in GoAL, collaborating with business Professor Heidi Livingston Eisips. In October 2021, Director Hager presented at the "Unpacking My Resource Backpack" event for students in the **Lurie College of Education**, and in March 2022, she collaborated with staff from the **UndocuSpartan Resource Center** to present a tailored workshop on personal statement writing for scholarships.

#### **Tutor Training Partners**

We have partnered with a number of on-campus units to provide additional training to Writing Center tutors at our monthly staff meetings. As one example, in previous years we had training activities conducted by the Accessible Education Center (AEC) Director who trained tutors about working with students who have disabilities. The Writing Across the Curriculum (WAC) Director also provided tutors with information about genre theory and discipline-specific writing.

In 2021-2022, we partnered with the following on-campus units for employee training and professional development:

- MOSAIC BaFá BaFá Simulation, August 2021;
- Indian Name Pronunciation Training Workshop, **International Student and Scholar Services (ISSS)**, December 2021;
- De-escalation Workshop, Counseling and Psychological Services (CAPS), March 2022;
- Confidence Building Workshop, Career Center, May 2022.

The presentations from ISSS, CAPS, and the Career Center were facilitated during our regularly scheduled monthly staff meetings with all Writing Center employees. The intensive, four-hour BaFá BaFá simulation conducted by the MOSAIC Cross Cultural Center was scheduled separately late in summer 2021 prior to the start of the fall semester. We had 18 Writing Center employees opt into participating in this interactive online simulation that demonstrates the importance (and challenges) of cross-cultural communication.

#### **In-Class Tutor Training (LLD 293)**

In October 2021, Director Hager and Coordinator Russo worked with Dr. Dave Malinowski from the Linguistics and Language Development (LLD) Department on an interactive workshop for his seminar on teaching academic reading and writing to linguistically and culturally diverse audiences (LLD 293). Part of the course involves the students both observing tutoring and conducting tutoring sessions themselves.

Director Hager and Coordinator Russo presented information about the Writing Center and general tutoring best practices to these students, and they then facilitated role-playing sessions to cover common tutoring scenarios. Each role-playing scenario was discussed, with attention paid to the pedagogical strategies that the mock tutor used during the session.

Additionally, Coordinator Russo met with the class a second time to lead a discussion of international students' experiences with meeting academic writing expectations in the United States. The discussion focused on the responsibilities and expectations of the reader and writer and how those vary by culture and context.

#### **Center for Faculty Development (CFD)**

Director Hager continued to present information about Writing Center services to new tenure-line faculty at SJSU through structured workshops offered through the Center for Faculty Development (CFD). These workshops provide crucial information to new faculty so they can potentially partner with us and encourage their students to use our services.

We also partnered with the CFD and continued our **Write@SJSU program for faculty**. The program provides guidance and light structure for newer tenure-track faculty from across campus to work on their large-scale writing projects. Write@SJSU consists of four distinct modules organized on Canvas; each module features a video created by a faculty expert and readings related to the advice provided in that video. In spring 2022, Director Hager worked with Dr. Tabitha Hart from the Communication Studies Department to develop a new video about writing literature reviews, which was a frequently requested topic from faculty.

Additionally, each module asks participants to check in weekly and provide a post for the SJSU Writing Center blog at the end of the module. Faculty have the opportunity to pair with a senior faculty member who serves as a mentor and first reader for their projects during this program. The cohort members can also take advantage of specially scheduled Writing Center tutoring sessions to help with their projects.

Due to low engagement from Write@SJSU participants, Director Hager worked with the Assistant Vice Provost for Faculty Development, Dr. Deanna Fassett, to redefine the program. The resources from faculty experts were modified to be openly available to anyone, and Write@SJSU was changed to be a mechanism for helping faculty form writing groups. Coordinator Russo modified her existing materials about creating writing groups for students so they were relevant to faculty, and her guide was used in the inaugural offering of the re-tooled Write@SJSU.

#### **Training Workshops for Faculty**

Director Hager ran seminars to train SJSU faculty to work with course-embedded writing tutors. This need for additional faculty training was identified in the earliest years of running the course-embedded tutoring program. Faculty who had already been assigned to work with embedded tutors were required to complete the workshop while other interested faculty could take the workshop and later apply for an embedded tutor. Meetings focused on WAC principles, namely genre theory; additional meetings focused on Writing Center services and best practices for integrating embedded tutors into a class. This faculty workshop will continue to be offered

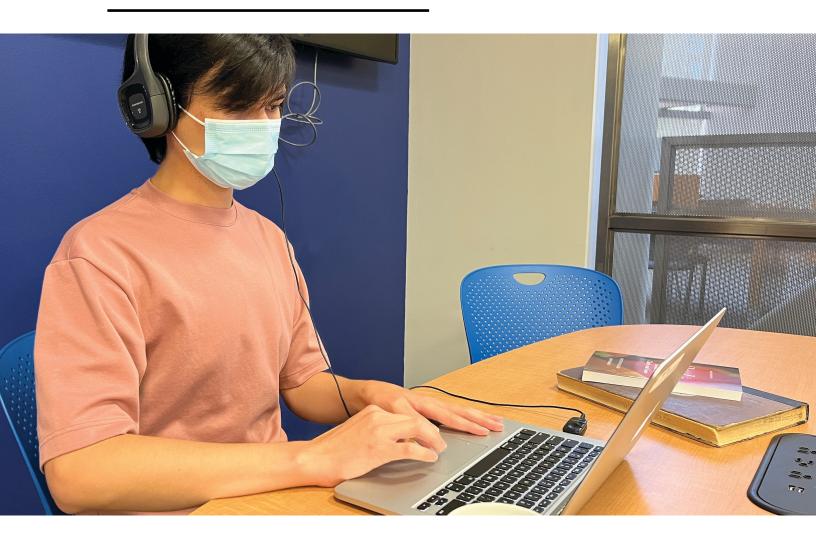
every semester as it provides necessary training to make embedded tutoring partnerships even more successful.

The Written Communication Task Force in the Lucas College and Graduate School of Business (LCoB) led by Dr. Tom Altura approached Director Hager about facilitating a workshop for faculty in their college about **providing feedback on student writing**. In fall 2021, she presented an overview of best practices; in spring 2022, she facilitated a hands-on activity in which faculty were asked to use these principles (on samples of actual student writing from their college). Faculty members then engaged in small-group and large-group discussion.

#### **Committee Work**

Coordinator Campbell served on the Black History Month Planning Committee in 2021-2022. Director Hager served on numerous university-level committees in 2021-2022, including the University Writing Committee (UWC), which is a sub-committee of the Academic Senate; the Online Learning Support (OLS) committee, which developed during the COVID-19 pandemic; and the Spartan Community Engagement committee. Coordinator Russo serves on the UWC as well. Coordinator Russo also continued her work on the International Student Success Committee (ISSC). In her ISSC work, she highlights Writing Center services and collaborates with other members to create initiatives that better serve international students.

# external collaborations



#### **EXTERNAL COLLABORATIONS**

# International Writing Centers Association (IWCA) Summer Institute

In summer 2021, Director Hager participated in one of the most intensive cohort experiences available for writing center professionals: the International Writing Centers Association (IWCA) Summer Institute (SI). The SI is an intensive, weeklong program with all-day workshops and seminars devoted exclusively to writing center studies; during the SI, she also connected with other writing center directors worldwide.



#### Northern California Writing Centers Association (NCWCA)

After hosting the Northern California Writing Centers Association Conference at SJSU in spring 2019, Director Hager began serving on the NCWCA executive board. The NCWCA is the regional affiliate of the largest professional organization for writing centers: the International Writing Centers Association (IWCA). Director Hager helped plan virtual events and assisted in reviewing and editing the by-laws for the organization. Due to the time constraints brought about by continuous growth of the SJSU Writing Center, Director Hager stepped down from her position on the board in late fall 2021.



# Online Writing Centers Association (OWCA)

Director Hager served on the Mentoring and Scholarship Committee for the Online Writing Centers Association (OWCA). With other writing center professionals from across the country, she helped develop the OWCA Group Mentoring Program. They developed parameters for the program, registration guidelines/processes, and timelines.

#### **TESOL International Association**

Coordinator Russo served as an abstract reviewer for the TESOL International Convention and English Language Expo. She reviewed submitted abstracts for the writing and reading thread.

#### Slide Design Presentation for the Public

Coordinator Russo offered a Slide Design Presentation to members of the public through the San Jose Works Business Center, which is located in the MLK Library. She worked closely with San Jose Public Library staff to coordinate her presentation in fall 2021. Her presentation was held over Zoom and was moderated by a librarian; there were 25 attendees.





The San José State University Writing Center offers variety of resources to help students become better writers, and all of our services are free for SJSU students.

# In-Person Tutoring

- In-person tutoring appointments are conducted here at the Writing Center library location.
- Students can book 45-minute sessions by visiting our website.

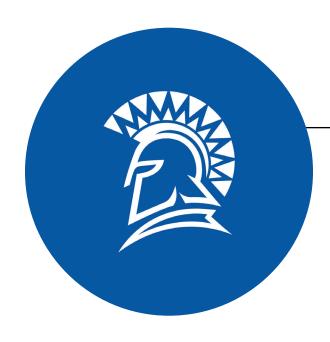
If you have an appointment booked, please check-in at the front desk.

To register for a WCOnline account or find out more about writing support, please speak to a team member at the front desk.



# personnel

# faculty & staff



### Lakmini Campbell

Coordinator of Administrative Support and Operations

- Led the Black History Month program in February 2022 for the Writing Center, which involved a guest speaker presentation and a topic-related workshop by two senior tutors
- Took on oversight of the Writing Center's social media activities (including the implementation of Hootsuite Enterprise) with a view to more crosscollaboration and targeted digital marketing
- Established a new budget-tracking mechanism for the department using Smartsheet
- Created a new Google Site for our intranet purposes. The Writing Center Team Hub has enabled more consistent and easily accessible sharing of information within our team
- Served on the Black History Month SJSU Planning Committee

# faculty & staff



# Michelle Hager

Writing Center Director

- Oversaw all aspects of the continued growth and expansion of the Writing Center, including new programmatic offerings and new resources (e.g., handouts)
- Hired, trained, and supervised all Writing Center employees
- Continued to refine training processes and created new training modules for tutors
- Conducted the optional additional training for tutors about working with graduate-level writers (offered every semester) in conjunction with the Coordinator of Multilingual Writing Support Services, Amy Russo
- Ensured that Writing Center services continued to adapt during the COVID-19 pandemic and moved toward longterm hybridity for the unit with the return to in-person services in spring 2022
- Conducted numerous workshops for students through the Writing Center, including the successful "Foundations
  of Graduate Writing" intensive workshop series for early career graduate students
- Created Canvas modules about Writing Center services to ensure further direct integration into campus courses
- Served on multiple university-level committees, including the University Writing Committee (UWC)
- Conducted presentations and workshops for faculty and professional staff from many on-campus units, including
  the Center for Faculty Development (CFD) and the Lucas College and Graduate School of Business
- Worked with the CFD to support faculty with their writing
- Maintained and established relationships with units all across campus and worked with them in various capacities (e.g., partnering with MOSAIC for tutor training, working with academic departments through embedded tutoring)
- Established a new partnership with the College of Engineering to further support their ENGR 100W courses
- Established a new partnership with Athletics that focused on offering a series of foundational workshops for new graduate student athletes
- Worked as the Graduate Writing Evaluator for the College of Graduate Studies (CGS), which involved providing feedback about writing to new graduate students and conducting needs analysis surveys of graduate student writers, GWAR instructors, and graduate advisors
- Partnered with faculty in six major graduate disciplines to create graduate disciplinary writing guides (available in Canvas and on a Google Site)
- Completed the International Writing Centers Association (IWCA) intensive, weeklong summer institute with other writing center professionals across the country
- Served as a board member for the Northern California Writing Centers Association (NCWCA)—the regional affiliate of the largest organization for writing centers, the IWCA
- Served on the Mentoring and Scholarship Committee for the Online Writing Centers Association (OWCA)

# faculty & staff

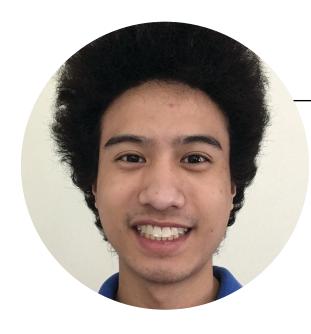


### **Amy Russo**

Coordinator of Multilingual Writing Support Services

- Conducted multilingual training for all tutors who moved through the hiring process
- Co-facilitated and presented with Michelle Hager, Director, for the Foundations of Graduate Writing Workshop series (fall and spring)
- Partnered with International Student and Scholar Services (ISSS) through Keri Toma, the International Programs Manager, by conducting a spring and fall workshop series for international students
- Partnered and facilitated three presentation training sessions for interns of the Institute for the Study of Sport, Society and Social Change
- Facilitated six presentation training sessions for semi-finalists and finalists of the 2022 Grad Slam Research Competition participants
- Partnered with G.o.A.L. (Generation of Aspirational Leaders) student group and conducted "Resume Writing" workshop
- Created one new workshop: "Business English"
- Maintained and updated the "Graduate Writer Toolbox" resource site
- Co-created the "Multilingual Writer Toolbox" resource site along with senior tutors
- Created the "Peer Writing Group Creation Guide" to help students start and run writing groups
- Oversaw tutors in the creation of seven new videos about writing and DEI resources
- Conducted the additional training for tutors about working with graduate-level writers (offered every semester) in conjunction with Michelle Hager, Director
- Conducted the additional training for tutors about presenting workshops online in conjunction with Michelle Hager, Director
- Served as a guest lecturer in LLD 293 for TESOL students about working as a tutor with multilingual students
- Co-hosted along with Michelle Hager, Director, the spring Faculty Lunch and Learn about the Writing Center
- Served as the Emcee for the 2022 Grad Slam Research Competition at the Hammer Theater
- Served as a member of the University of Writing Committee (UWC)
- Served as a member of the International Student Success Committee (ISSC)
- Completed the Dynamic Leadership Pathways Program for Toastmasters International

# student coordinators



# **Jordan Rhys Capili**

Video Production Student Coordinator

- BA in Radio-Television-Film
- Graduated in spring 2022
- Earned a 3.89 GPA
- Began working at the Writing Center in June 2021
- Earned President's Scholar in fall 2021
- Created and edited a tutorial video for Writing Center's WCOnline appointment system, video workshops (Body Paragraphs, Email Netiquette, Recognizing Parts of a Research Paper in fall 2021, more in spring 2022), interview videos conducted

by the Writing Center blog, fall 2021 house call and services videos, and internal training videos for current and in-training tutors (workshop training and internal observations)

- Interned for SJSU's Humanities & Arts Marketing Video Production team
- Worked front desk for in-person tutoring, moderated online workshops, facilitated video workshop production, and trained student assistants
- Served as a member of Film Production Society and assisted in the production of the club's films Staying Alive, Milkshake, and Judge, Jury, and Executor

### Siena Kuan

Design & Marketing Student Coordinator

- BFA in Animation/Illustration
- Graduated in spring 2022
- Earned a 3.85 GPA
- Began working at the Writing Center in August 2019
- Attempted a collaboration with the Poets and Writers Coalition to create a zine
- Created National Poetry Month social media campaign, LinkedIn campaign, and marketing fliers, banners, and social media posts
- Worked as a Freelance Background Painter at Sea3on
- Served as a member of the Shrunken Head Man Club
- Created a children's book



# student coordinators



### **Catherine Kuntoro**

IT & Systems Support Student Coordinator

- BS in Computer Science
- Graduating in spring 2023
- Earned a 3.90 GPA
- Began working at the Writing Center in spring 2022
- Facilitated IT Support through Zoom and in-person at Clark Hall, added an appointment help page
- Fixed 68 homegrown handouts with unclear titles
- Restructured workshop topics, online tutoring, inperson tutoring, live chat, and workshop calendar pages to be more concise
- Moderated "Basic APA Style," "PowerPoint Like a Pro," "Revising for Clarity: Subjects and their Verbs," and "Un-Blurring Plagiarism and Paraphrasing" workshops
- Worked as a software engineering intern at Splunk and LinkedIn

### **Shubham Patel**

IT & Systems Support Student Coordinator

- BS in Software Engineering, minor in Psychology
- Graduated in fall 2021 cum laude
- Earned a 3.64 GPA
- Began working at the Writing Center in fall 2018
- Onboarded a new IT & Systems Support Student Coordinator
- Created IT & Systems Support Student Coordinator role-specific guide for future hires
- Created and presented the "Creating Accessible
   Documents" guide for staff to share best practices for creating accessible resources
- Managed and updated Writing Center's website regularly with latest information
- Produced a quick guide for Joining Online Tutoring Sessions and Workshops for the website
- Checked and fixed PDF accessibility for resources on Writing Center's website
- Interned at TodayTix as a Mobile Engineer for Android and iOS apps
- Received full-time offers from Amazon and Bloomberg as a Software Engineer



# student coordinators



### **Zara Poswal**

Social Media Student Coordinator

- BS in Business Administration, concentration in Marketing
- Graduating in spring 2023
- Began working at the Writing Center in spring 2022
- Scheduled content on Hootsuite
- Planned content for Writing Center social media
- Wrote captions for social media posts
- Researched relevant months/days to post (e.g. National Book Lovers Day)
- Conducted social media campaigns (LinkedIn and National Poetry Month campaigns)
- Received Dean's Scholar

# Lilly Silva

**Events Student Coordinator** 

- BS in Hospitality, Tourism and Event Management, minor in Business Management
- Graduating in spring 2023
- Earned a 3.90 GPA
- Began working at the Writing Center in March 2021
- Hosted in-person tabling events both in fall of 2021 and spring of 2022 to have presence on 7th street to promote our services
- Helped assist and moderate many workshops over the 2021-2022 year
- Helped prepare for faculty events and finals bootcamp
- Participated in the SJSU Special Events Pebble Beach program and worked the AT&T Pro Am Golf Tournament
- · Participated in both in-person and virtual tabling events throughout the year
- Served as Chapter President for Alpha Phi Fraternity





### **Caroline Ammon**

- MA in Applied Anthropology
- Graduating in spring 2023
- Earned a 4.0 GPA
- Began working at the Writing Center in fall 2021
- Created video on inclusive writing
- Conducted "Personal Statements for Scholarships and Applications" workshop
- Served as research assistant on the Mosaic Atlas Project, a collaborative project between nonprofit Mosaic America and SJSU to create a digital Mosaic

Atlas of artists and organizations supporting cultural arts in the San Francisco Bay Area

 Participated in an informational faculty luncheon to share information about the Writing Center and the resources we provide

### Paul Ayuso

- BS in Mechanical Engineering, minor in Psychology
- Graduating in spring 2024
- Began working at the Writing Center in summer 2021
- Created one video and two blog posts
- Conducted "Trimming the Fat: Writing Concisely and Avoiding Wordiness" workshop
- Served as a member of Pi Kappa Phi





### **Conrad Baillif**

- BA in English, concentration in Professional and Technical Writing
- Graduating in fall 2023
- Earned a 3.70 GPA
- Began working at the Writing Center in spring 2022

### **Sohan Bairaboina**

- BS in Business Administration
- Graduating in fall 2024
- Began working at the Writing Center in spring 2021
- Created the "Writing with More Inclusivity" handout and "Writing with More Inclusivity" video
- Conducted "Transitions for Coherence,"
   "Un-Blurring Plagiarism and Paraphrasing," and
   "Body Paragraphs" workshops
- Received President's Scholar award
- Served as a member of MISA (Management Information Systems Association) and VSA (Vietnamese Student Association)
- Served as an Administrative and Developmental Intern at Dexati
- Worked on promoting and developing a new app called "Read 4 Me," an app that aims to help those who struggle with reading, such as those with Dyslexia and ADHD
- Gathered input from individuals who struggled with reading, and got Dexati connected to two
  major social media influencers (who had Dyslexia and ADHD)
- Came up with the name of the app, as it was previously called "Loud-Reading Assistant"





### **Jasmine Betka**

- MPH (Master of Public Health)
- Graduated in spring 2022
- Earned a 4.0 GPA
- Began working at the Writing Center in fall 2021
- Served as a health educator at Moorpark College
- Worked on a brainstorming handout as well as a logic model handout
- Conducted "Graduate Writer Mindset" and "Basic APA Style" workshops
- Conducted several content-related workshops for course-embedded tutoring, including an APA workshop, a "Writing about Theory" workshop, and a "Putting Together the Program Plan" workshop
- Served as an intern with California State University Channel Islands to build a diverse and equitable resource repository for the Health Science Department
- Involved with the Queer Public Health and Recreation Group; co-developed and launched an LGBTQ+ faculty and student climate survey for the Public Health and Recreation Department

### Nicole Calande

- MFA in Creative Writing
- Graduating in fall 2022
- Earned a 4.0 GPA
- Began working at the Writing Center in spring 2021
- Served as City Editor for SJCtoday
- · Received the Bertha Kalm Scholarship
- Received a High Pass on spring MFA Exam
- Served as a student assistant for English Department/ Center for Literary Arts in fall
- Conducted "Trimming the Fat" and "Personal Statements" workshops
- Created Homegrown Handouts "Social Media in Research" and "Preparing a Speech"



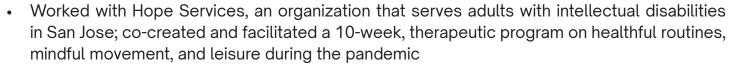


### **Andrew Davis**

- BA in English, concentration in Professional and Technical Writing, minor in Business
- Graduated in spring 2022
- Earned a 3.94 GPA
- Began working at the Writing Center in spring 2021
- Served as an intern for Optical Society of America
- Created "Business Proposals" handout

### **Anna Dayley**

- MS in Occupational Therapy
- Graduating in spring 2023
- Earned a 3.70 GPA
- Began working at the Writing Center in summer 2021
- Conducted "Essay Prompts & Time Management" and "Creating Easy-To-Read Sentences & Paragraphs" workshops
- Placed in the Physical Disabilities Clinic through the occupational therapy program at SJSU; worked with a stroke survivor on fine motor and cognitive skills
  - related to instrumental activities of daily living twice a week for the duration of the semester



- Worked on the DEI blog and created a series on Accessibility & Writing, including "I'm
  Just Gonna Ramble, Okay?" How Dictation Software Can Help You Write," "Accessible
  Presentations: Fonts are Key," "Creating Accessible Text: Why Color Contrast Matters,"
  "Image Descriptions 101: FAQ-Style," and "Tips for WC Students Seeking Accommodations"
- Gave feedback on how to improve learning outcomes in OCTH 245
- Served as a member of Student Occupational Therapy Association (SOTA) and Coalition of Occupational Therapy Advocates for Diversity: SJSU (COTAD: SJSU)





### **Rowan Dunton**

- BS in Forensic Science, concentration in Biology, minor in Anthropology
- Graduated in spring 2022
- Earned a 3.70 GPA
- Began working at the Writing Center in summer 2020
- Served as co-managing editor for *Themis*
- Created "Gerunds," "How to Read a Research Paper," "Discussion Sections for Research Papers," and "Topic Sentences" handouts
- Conducted "Foundations of Graduate Writing,"
- "Creating Easy-to-Read Sentences and Paragraphs," "Sentence Variety and Rhythm," "Trimming the Fat," "Recognizing the Parts of a Research Paper," "Scientific Abstracts," "Creating Easy-to-Read Sentences and Paragraphs," "Basic APA Style," "Abstracts and Literature Reviews," and "Body Paragraphs" workshops
- Won the Justice Department's Paper of the Year contest; paper will be published in the 2022 volume of their research journal for justice studies and forensic science, Themis
- Worked as a content writer intern for the Trees app startup and a technical writer intern for Maestro Technologies, Inc
- Helped pilot ENGR 100W pilot program

### **Tyler Eveland**

- MFA in Creative Writing, concentration in Poetry
- Graduating in 2023
- Began working at the Writing Center in fall 2021
- Created entries for the Writing Center blog
- Conducted "Transitions for Coherence" and "Basic APA Style" workshops
- Worked as an Audio Visual Tech Assistant for The Legacy of Poetry festival





### **Jacob Huth**

- MS in Engineering Management
- Graduated in fall 2021
- Conducted over 100 one-on-one tutoring sessions with a 99% overall satisfaction rating
- Facilitated Writing Center workshops with a 93% overall satisfaction rating
- Created Writing Center instructional resources, such as a video of the "Recognizing the Parts of a Research Paper" workshop

### Sahana Ilenchezhian

- BS in Computer Science
- Graduating in fall 2022
- Earned a 3.96 GPA
- Began working at the Writing Center in fall 2021
- Created blog posts "The Never-Ending Wait for the Perfect Book," "It's Okay to Give Up...On Books," "Negotiate, Negotiate, Negotiate—How to Ask For What You Want in the Professional World," "Let's Write a Negotiation Email," and "Celebrating APIDA Month: The Enduring Relatability of Jhumpa Lahiri's The Namesake"



- Created guides on career writing and preparation as a course-embedded tutor in CS 100W including "How to Write a LinkedIn Summary," "A Guide to Tackling the Top 5 Behavioral Interview Questions," "How to Design a User Testing Survey (and Qualtrics Demo)," and "How to Understand and Apply Writing Feedback from Criterion"
- Conducted "Trimming the Fat: Writing Concisely and Avoiding Wordiness" and "How to Write a Killer Introduction" workshops
- Served as a Regional Program Manager for CodePath.org's cybersecurity program in 5+ college campuses across the United States



### Lana La Framboise

- MFA in Creative Writing, concentration in Fiction
- Graduating in fall 2023
- Began working at the Writing Center in summer 2021
- Served as member of GRADES Club
- Created "Reading with Awareness" (Feminist Lense and African American Lense) blog posts and "Learning How To Peer Review" handout
- Conducted "Emailing Netiquette" and "Powerpoint Like A Pro" workshops
- Worked as a dance instructor at Agape Dance
   Academy and was a Guest Soloist for Caledonia Dance & Music Center's 2021 Nutcracker
- Moved to California from Michigan, got a poem published in Dillydoun Review, and worked on triple trilogy

### **Caelin Laron**

- BA in Liberal Arts
- Graduated in spring 2022 cum laude
- Earned a 3.60 GPA
- Began working at the Writing Center in spring 2021
- Conducted "Sentence Variety and Rhythm" and "Body Paragraphs" workshops
- Conducted virtual tabling at the beginning of the fall 2021 semester
- Created blog posts "The Importance of Representation in Books (APIDA Edition)," "bookTok & WriterTok: The Future of Literature?," "You Write
  - Like an Animal: The House Cat," and "Black History Month and How To Celebrate It as a Non-Black American"
- Served as President of PARANG, SJSU's KPOP Cover Dance Team
- Hosted the PARANG 2022 KPop Showcase which brought an audience of around 700 people to watch local KPop dance cover groups perform





### **Karen Liou**

- MA in Tesol and MA in English
- Graduating in fall 2023
- Earned a 3.93 GPA
- Began working at the Writing Center in fall 2021
- Created blog posts about KHWL charts and interviewed Dr. Khan from the Linguistics and Language Development Department
- Conducted "Revising for Clarity," "Un-Blurring Paraphrasing and Plagiarism," and "Recognizing Parts of a Research Paper" workshops
- Served as Secretary of LLDSA (Linguistics and Language Development Student Association)
- Worked as a private tutor for middle and high school students, helping them develop their reading comprehension and writing skills
- Created a workshop series as an embedded tutor for ME 201 to help students with researching and writing their literature reviews; developed own lesson plans, adapted Writing Center workshops, and created own material to do so
- Worked closely with professor throughout, incorporating student examples and the professor's own resources to scaffold the learning process

### Danielle Mc Lemore

- BA in Psychology
- Graduated in fall 2021
- Earned a 3.40 GPA
- Began working at the Writing Center in spring 2021
- Created blog posts about time management for essays and fun facts about famous authors
- Conducted "Essay Prompts and Time Management" workshop
- · Earned Presidential Scholar distinction twice
- Served as member of Spartan MD and Psi Chi International Honor Society in Psychology





# Michael Muszynski

- BA in English, concentration in Creative Writing
- Graduating in spring 2023
- Earned a 3.86 GPA
- Began working at the Writing Center in fall 2021
- Helped Amy Russo with developing mini-trainings
- Created "Scriptwriting Format" handout
- Conducted "How to Write a Killer Introduction" workshop
- Received Dean's Scholar
- Worked in SJSU Dining Commons with Chartwells
- Worked at the 7th St. Writing Center Q&A Booth
- Wrote one-act play "A Matter of Time," which was performed on campus by the Anti-Theatre Club

### **Julian Park**

- MS in Occupational Therapy
- Graduated in spring 2022
- Earned a 3.89 GPA
- Began working at the Writing Center in fall 2019
- Created blog entries for the Writing Center blog
- Conducted workshops on "Basic APA Style" and "Personal Statements for Scholarships and Applications"
- Facilitated workshop for the pre-OT club





### **Alison Silva**

- BA in Design Studies, concentration in Graphic Design, minor in Radio, Television, and Film
- Graduated in spring 2022 cum laude
- Earned a 3.80 GPA
- Began working at the Writing Center in summer 2019
- Interned for the H&A Marketing Department
- Worked on video project team; completed a video workshop on email netiquette and recorded mock tutoring sessions for tutors in training to observe and learn from
- Conducted "Paraphrasing" and "Deconstructing the Prompt" workshops
- Conducted virtual tabling event for the SJSU Spartan East Side Program virtual fair
- Served as an embedded tutor for Professor Capri Burrows in her RTVF 183 course

# **July Simeona**

- MA in TESOL
- Graduating in fall 2022
- Farned a 3.77 GPA
- Began working at the Writing Center in spring 2020
- Created blog posts "Pandemic for Your Thoughts? Student Reflections During a Semester Back on Campus" and "A Spartan Special: Reunited at Last" as well as posts interviewing graduate students and talking about Asian American and Pacific Islander Heritage Month and students' favorite AA/PI authors
- Conducted "Un-Blurring Plagiarism and Paraphrasing" and "Muscle Verbs for Good Writing" workshops
- Was embedded in an English language class at a local adult school; developed lessons on résumés and cover letters and introduced the class to the basics of interviews
- Facilitated a session of the Writing Center's "Foundations of Graduate Writing" workshop focused on abstracts and literature reviews





# Julia Skapik

- English Single-Subject Teaching Credential student
- Graduated in spring 2022
- Served as a senior/lead (level three) tutor
- Conducted over 400 one-on-one tutoring sessions for the Writing Center with a 95% overall satisfaction rating
- Facilitated numerous Writing Center workshops with a 96% overall satisfaction rating
- Wrote numerous entries for the Writing Center blog, The Write Attitude

### **Ensiyah Syed**

- BS in Advertising
- Graduated in spring 2022
- Earned a 4.0 GPA
- Began working at the Writing Center in fall 2021
- Created video project regarding offensive stereotypes about indigenous peoples
- Conducted workshop "Selecting and Integrating Source Materials"
- Served as Brand Strategy Intern at Dwight Bentel & Hall Ad and PR Agency
- Member of BridgeSJSU (Nonpartisan political organization), Spartan Ad Club, and Marketing Association





# Iris Tablas-Mejia

- MS in Nutritional Science
- Graduated in spring 2022
- Earned a 3.90 GPA
- Began working at the Writing Center in summer 2020
- Created "Being a Good Resource, Pt 2" and "Gender-Neutral Pronouns" blog posts as well as "Conclusion Section for Research Papers" handout
- Conducted "Trimming the Fat" workshop
- Conducted virtual tabling event for incoming and transfer students
- Received Academy of Nutrition and Dietetics Foundation Diversity Scholarship
- Worked as a diet clerk at Highland Hospital and began dietetic internship at Highland
- Wrote graduate thesis which is available on SJSU Scholarworks; combined with policy brief which went live last year, published work has 849 total downloads

### **Kristina Tran**

- BFA in Animation/Illustration
- Graduating in spring 2024
- Began working at the Writing Center in spring 2021
- Created "Revising Your Paper" and "Project Proposals" handouts
- Conducted "Personal Statements for Essays and Scholarships," "Paraphrasing," and "Essay Prompts and Time Management" workshops
- Participated in promotional video for the Writing Center through the APIDA Instagram page
- Participated in Faculty Lunch and Learn
- Worked on the student thesis video game Planturi and the short films Boundless and The Copper Man





### **Seher Vora**

- MFA in Creative Writing (Fiction and Screenwriting)
- Graduating in fall 2022
- Earned a 4.0 GPA
- Began working at the Writing Center in summer 2020
- Served as the Associate Editor of the Writing Center blog in fall and as Interim Editor-in-Chief in spring
- Wrote over 20 blog posts and managed team of student bloggers
- Helped staff the Finals Bootcamp event in fall
- Conducted "Common Grammar and Punctuation Errors" workshop four times
- Helped produce Instagram stories for craft courses published during the winter session
- Received grant from the Center for Cultural Innovation (CCI) to attend the AWP Conference in March 2022
- Served as Lead Fiction Editor on Reed Magazine in fall, is currently the Copyediting Director
- Presented the "Academic Voice" session as part of the Foundations of Graduate Writing Workshop Series in March 2022
- Served as part of GRADES (The Graduate Resource and Academic Development for English Studies) and the Diasporic Peoples Writing Collective
- Will have two fiction short stories published in Carve Magazine and Corvid Queen in summer



### **Natalie Wollenweber**

- MFA in Creative Writing
- Graduating in fall 2022
- Earned a 4.0 GPA
- Began working at the Writing Center in spring 2021
- Conducted "Body Paragraphs," "Common Grammar and Punctuation Errors," "Creating-Easy to-Read Sentences and Paragraphs," "Un-blurring Plagiarism and Paraphrasing," and "Abstracts and Literature Reviews" workshops as well as a workshop for grad athletes
- Created handouts about stereotypes in creative writing and offensive language around mental illness as well as "You Write Like an Animal!" and "Quick Tips" series of blog posts
- Published short story "Girl, House, Sea" in Corvid Queen, a fantasy and fairy tale blog as part
  of Sword and Kettle Press
- Served as Content Editor for SJSU's Steinbeck in the Schools website

### Michael Wong

- MA in TESOL, PTW Certificate
- Graduated in spring 2022
- Earned a 3.90 GPA
- Began working at the Writing Center in spring 2021
- Created the Multilingual Learner Toolbox, "Modals" handout, "Deconstructing the Prompt" YouTube video, mock observation video, and university housing embedded tutor website
- Conducted "Deconstructing the Prompt" and "Common Grammar and Punctuation Errors" workshops
- Volunteered as SJ Public Library English Conversation
   Club Facilitator and as International Gateways EIP Teaching Assistant
- Served as a SJSU Civic Action Fellow, International Gateways Student Assistant, Galileo Summer Camp Instructor, and 2022 - 2023 Fulbright Taiwan Grantee
- Received SJSU Alumni Association Dean's Scholarship for the Department of Arts & Humanities
- Participated in University Housing Day of Pie and SJSU Civic Action Day Against Gun Violence





### **Jamet Woods-Cherrey**

- MLIS (Master of Library & Information Science)
- Graduating in 2024
- Began working at the Writing Center in spring 2022

### Thomas Zakharzhevskiy

- BS in Computer Science, minor in Technical and Professional Writing
- Graduated in spring 2022
- Began working at the Writing Center in summer 2018
- Created blog posts for the Writing Center blog about words with strange etymology as well as a diversity, equity, and inclusion (DEI) handout about writing effectively for a broad audience
- Worked on video training materials for future tutors
- Conducted "Un-blurring Plagiarism and Paraphrasing," "Powerpoint Like a Pro," "Scientific Abstracts," "Emailing Netiquette: Academic and Professional Communication," and "Creating Easy-to-Read Sentences and Paragraphs" workshops
- Provided private tutoring services for several former and current Writing Center clients
- Participated in SJSU Game Dev club





# Alexandra Zvargulis Robertson

- MA in American History
- Graduating in fall 2022
- Began working at the Writing Center in summer 2020
- Created "How to Write an Academic Book Review" and "Hedging, Softening, and Writer's Distance" handouts
- Gave "Avoiding Negative Stereotypes in Writing" webinar and participated in the Anti-Racism Working Group at the Writing Center
- Wrote and curated "Creating Easy-to-Read Sentences and Paragraphs," "Basic APA Style," and "Common Grammar and Punctuation Errors" pages on the Multilingual Writer Toolbox website
- Conducted "Easy to Write Sentences," "APA Style," "Most Common Grammar and Punctuation Errors," "Outlining a Research Paper," "Academic Language," "Paraphrasing," and "Un-blurring Plagiarism and Paraphrasing" workshops
- Received Mildred Gentry Winters Fellowship Scholarship in 2021 and History Department scholarship in 2022
- Served as a theater electrician starting winter 2021 with Theatreworks, San Jose Stage, Palo Alto Players, and West Bay Opera

# appendix





### **Faculty Writing Group Creation Guide**

Prepared Amy Russo, Coordinator of Multilingual Writing Support

May 2022

**Purpose Statement:** This creation guide provides concrete suggestions for establishing and maintaining writing groups among colleagues for any kind of writing, e.g., academic or creative.

Benefits of Writing Groups, p.1

How Long Do Writing Groups Last?, p.1

Writing Retreats vs. Writing Groups, p. 1

Four Types of Writing Groups: Work, Support, Feedback, and Hybrid, p. 2-4

Suggested Setup Method for Writing Groups, p. 4

Group Planning: Writer Self-Reflection for Getting to Know Members, p. 5

Group Planning: Expectation Agreement for How Meetings Run, p. 5-6

How to Approach Feedback, p. 6

Tips for Hearing Feedback, p. 6-7

Tips for Asking for Feedback, p. 7

Tips for Giving Feedback, p. 8

Tips for Using Feedback, p. 9-10





### **Benefits of Writing Groups**

- Having regularly scheduled meetings gives writers accountability and can help them pace their writing projects.
- Having a comfortable place to share writing-still-in-progress among colleagues can be liberating and help writers get timely help at key junctures.
- Having a community of emotional and professional support can combat feelings of isolation and frustration during the writing process.
- Having a place to practice creating supportive intellectual communities, and requesting, giving, and receiving feedback from colleagues (often from other disciplines) helps build lasting connections.
- Having dedicated time and space for writing groups helps faculty make progress towards publication, conferences, tenure, and other research and scholarly activities.

### **How Long Do Writing Groups Last?**

- There is no single set duration for how long a writing group should last. For example, a writing group can last for a summer, a semester, the month of January, the length of a project, or a set number of sessions, e.g., 4-8 sessions.
- Writers can benefit from having sequential writing groups over time or even having multiple groups at a time, depending on their goals.
- The important key for the duration is having a shared expectation for the length and purpose of the group among the members.

### **Writing Retreats vs. Writing Groups**

Writing retreats (*also called writing days*) are one- to two-day events where various faculty writers can "drop-in" to get writing done. Everyone can come and go during the event as needed. The main goal is for each writer to focus on their own work. Interaction among writers is kept minimal. Writing retreats are best for writers looking for a brief oasis to make individual progress on a certain topic.

Writing groups are a set group of faculty members who meet regularly for a set period of time, e.g., for a semester or a summer. The members of the group remain the same from meeting to meeting. The main goal is to provide interaction among writers and form a community around accountability, feedback, or moral support. Writing groups are best for writers looking for a more structured, regular, and collaborative source of writing support.

### Four Types of Writing Groups: Work, Support, Feedback, and Hybrid

#### 1. Writing Work Group

- **Purpose**: Members regularly meet (*weekly, biweekly, or monthly*) in a set location (*physical or virtual*) for a set amount of time. Every writer works on their own project. Work could mean writing, editing, reading, citing, or any task to support their project.
- Benefits: The group keeps one another accountable by showing up to write and
  expecting others to do the same. It is recommended to buffer the work time with some
  social time for writers to catch up before working and share how the session went after
  the work time.

#### Example 2-hour Schedule for a 6-person In-Person Bi-Weekly Session

- 15 minutes: Share goals for the work session (~3 min/person).
- 80 minutes: Work silently on individual projects: writing, researching, editing, reading, making citations, etc.
- 15 minutes: State how the session went, and optionally what their next step in their process is (~3 min/person).
- 10 minutes: Socialize and connect.

#### Example Format for Online, Synchronous Sessions\*

A group might set Wednesdays as "writing work" days. They might touch base via video to set goals in the morning and then update one another once or twice in a shared Google Doc during the day. They might have a shared debrief during a video conference at the end of the day.

#### Example Format for Online, Asynchronous Extended Sessions\*

A group might schedule their check-ins less frequently and over a longer period of time. The group might set goals for themselves on Monday and share them with one another in a shared Google Doc, video conference, or Slack channel. They do work throughout the week. They might check in together on Wednesday and Friday for accountability.

<sup>\*</sup> These formats are suggested by the <u>University of Wisconsin's Writing Center</u>.

#### 2. Writing Support Group

- Purpose: Support groups are for emotional support, goal setting, and community building among writers. Members take turns discussing their project's current status and their next goal for writing. Members also share their challenges, offer best strategies, and provide moral support for one another.
- **Tips**: Having members take turns leading the sessions keeps them feeling fresh and shares the responsibility of choosing the activities/leading discussion.
- Benefits: The group should in equal parts cheer successes, troubleshoot problems, and provide accountability for its members. For further inspiration, read these <u>supportive</u> <u>writing activity ideas</u> and these <u>reflective writing activities</u>.

#### **Example 90-minute Schedule for a 5-person Monthly Session**

- 25 minutes: Individual check-ins; writers share updates and receive support (~5 min/person)
- 50 minutes: Members bring up writing-related or research-related challenges for the group to troubleshoot (~15 min/challenge) or run another supportive writing activity. (The activity could rotate and be announced beforehand.)
- 5 minutes: Members work on silent goal setting, journaling, or other reflective writing activity.
- 10 minutes: Members share their goals to finish by the next meeting. (~2 min/person)

#### 3. Writing Feedback Groups

- Purpose: Feedback groups are for sharing and commenting on one another's drafts.
   Members regularly meet to exchange several pages of writing. Every member is expected to read and provide feedback to that week's writers.
- Tips: Smaller groups of 2 to 5 tend to work well. Writers should exchange moderate
  amounts of writing. Agreeing on how to <u>request</u> and give feedback is key, so everyone
  receives the same quality and quantity of feedback.
- Benefits: Receiving timely and targeted feedback on "still in-progress" writing can
  greatly accelerate a writer's progress using both content comments from same-discipline
  faculty or readability comments from cross-discipline faculty.

#### Example 90-minute Schedule for a 4-person Bi-Weekly Feedback Group

- 8 minutes: Individual updates, including updates on previous writing goals (2 min/person).
- ~35 minutes/person: Feedback each for Person A and Person B.
- 5 minutes: Silent goal setting or another reflective writing activity.
- 8 minutes: State a writing goal to be met by the next session (2 min/person).

#### **Example Format for Online Feedback Sessions\***

- The members of the group read the work submitted, prepare constructive feedback for the writer, and answer the questions that the writer provided.
- During the meeting, the readers typically follow the prompts of a clarification round; a positive comment round; a writer's questions round; and a comments/questions/suggestions round.
- During the meeting, the author listens, takes notes, and answers questions from readers.
- The last five minutes can be used to introduce the work that will be read for the next week. Each member typically receives feedback twice per semester on successive drafts.

#### 4. Hybrid Writing Group

Hybrid groups combine elements from multiple types of groups (work, support, or feedback) to fit the unique needs of the writing group. Elements of the different types can be pieced in different ratios to create a group that serves the most benefit for all. The ratio can change over time as well to let the group grow and evolve.

#### **Example 3-hour Schedule for Monthly Work/Support Group**

- 10 minutes: Members connect, share, and get snacks.
- 2 hours: Members silently work on individual projects: writing, researching, editing, reading, making citations, etc.
- 50 minutes: Members bring up writing-related or research-related challenges for the group to troubleshoot (~15 min/challenge), and/or make and share goals as the closing.

### **Suggested Setup Method for Writing Groups**

We suggest that you complete the following steps to start your writing group. Feel free to modify the order, add or subtract steps, or create new documents to best suit your needs. Below shows a more formal way to set up a group to give you some ideas to help you create your own approach. Be as creative, casual, or formal with the creation process as works best for you.

- **Step 1**: Read this Writing Group Creation Guide. Choose what <u>type of writing group</u> you would like to create.
- **Step 2**: Invite potential members to an initial planning meeting who would be interested in the group type you selected. Consider seeking members from your department, college, or cohort; also consider seeking out faculty who have participated in Center for Faculty Development (CFD) activities with you.

<sup>\*</sup> This format is suggested by Purdue University's Writing Center.

- Step 3: At the planning meeting, (1) get to know one another and (2) flesh out how the group will run. You can use a few questions from the <a href="Writer Self Reflection">Writer Self Reflection</a> and some questions from the <a href="Expectation Agreement">Expectation Agreement</a>.
- **Step 4**: Schedule and set the agenda for your first official meeting. Groups tend to do well when (1) the ground rules are at least tentatively set, <u>and</u> (2) the first meeting has a date. At the end of the first or second meeting, create space for members to request any needed updates to how the group operates.

### **Group Planning: Writer Self-Reflection for Getting to Know Members**

This self-reflection can help writers take stock of where they are in their writing journeys, where they can go, and what they are looking for in a writing group. We recommend choosing any two to four of these questions to use for your group planning meeting. Here is a <u>template of the self-reflection</u> to fill out for your planning meeting. Feel free to edit, delete, or add questions as you like.

- 1. What kinds of writing do you do on a regular basis?
- 2. What works well in your writing routine? Where do you like to write? What time of day? Do you listen to music while writing? What can you prepare beforehand to help you write?
- 3. What 3 or 4 adjectives best describe your feelings about writing?
- 4. What are 2 strengths and 2 challenges you have with writing?
- 5. Do you procrastinate when starting/during writing? If so, what distracts you?
- 6. What are your goals as a writer for the next 2 to 6 months?
- 7. Why do you want to join a writing group? What outcome do you hope to achieve by participating in a writing group?
- 8. How do you think you can help others in a writing group?
- 9. For a writing group to be successful, I think we should do \_\_ and avoid \_\_.

### **Group Planning: Expectation Agreement for How Meetings Run**

Writing Groups that succeed have a shared understanding of what the group is, how it operates, and what is required from members. It is important to negotiate and build a shared set of expectations before beginning.

Answering these questions (or a subset) will help build consensus. While there are no right answers, all members need to agree. Here is an editable <u>template of the agreement</u> to fill out as your group decides. Feel free to edit, delete, or add questions to fit your needs.

#### **Questions for All Writing Groups:**

1. How often will the group meet and for how long?

- 2. What type of writing group are you making? What does a typical session look like?
- 3. Where will the group meet? If in-person, where on campus? If virtually, what platform?
- 4. What day of the week? What time of day? We recommend using the same recurring day and time. Use an online scheduling tool,e.g, <u>Whenisgood</u> or <u>Doodle</u>, to find a date/time.
- 5. How big will the group be? We recommend anywhere from 2 to 6.
- 6. What is the initial time commitment?
- 7. Are there "formal roles" for the group? If so, do roles rotate? How long are roles held? For example, group roles might include a "facilitator" (to keep meetings on task) or an "organizer" (to send reminders and answer questions between meetings), etc.

#### Additional Questions for Feedback Groups: (Read tips on approaching feedback.)

- 1. What kind of writing will the group review? A specific type? At a certain stage?
- 2. When, how, and how many pages can members submit for feedback?
- 3. What kind, how much, and what format should feedback be provided in?
- 4. How will members respond to one another's writing?
  - Read the <u>sample feedback request form</u> for ideas on requesting feedback.
  - Will the author provide a detailed request for feedback on the text?
  - Will readers comment on the draft itself, in a separate document, over email, or make oral comments at the meeting, or in some combination?

### **How to Approach Feedback**

### **Tips for Hearing Feedback**

- Assume best intentions. Remember that your group members are on your side. It is not
  always easy to hear feedback about our writing, but we want to assume that their comments
  come from a positive place that wants to help us grow.
- **Listen for understanding.** Try not to interrupt someone who is giving you feedback to defend or contradict what they are saying. Let them finish their thoughts, so you can better understand their point of view as a reader. Be curious. Ask questions.
- Take with a grain of salt. While you should thoughtfully consider feedback, you don't need to
  make all the changes just because they were suggested. Use what helps.
  - Use this section to help prioritize and use feedback.

- Express gratitude. Remember that your group is taking time and expending energy on your behalf. Acknowledging their care and effort will help foster a mutual culture of trust.
- Organize and prioritize comments. Keep track of your feedback. What should get most of your attention? Are there any patterns? E.g., do readers often praise a certain feature of your writing? Do readers often point to issues with clarity?

# Tips for Asking for Feedback

These questions are an example of the type of information the writer should provide to the group along with their pages of writing. Answering these questions will help the group understand what the context of the work is and how best to help.

Having some kind of feedback request is especially useful if you are distributing work ahead of time. Feel free to edit, delete, or add questions as will best serve your group. You can use this <u>template as a foundation to create your own Feedback Request Form</u>.

#### Sample Feedback Request Form:

- 1. Briefly describe why you wrote this piece. What was the assignment, context, or task? Is this piece a first or second draft? Is this piece part of a larger writing (e.g., abstract for a conference, first half of a drafted article to be published, or the introduction to a short story collection, etc.)
- 2. What are you most proud of / confident about in this piece of writing? What was your biggest challenge with this piece of writing?
- 3. What kind of feedback would be most helpful to you at this stage?
  - a. Be specific. List a few macro or micro concerns.
    - <u>Macro Examples:</u> paragraph or page level concerns, *e.g., transitions, evidence, sequence, or structure*
    - <u>Micro Examples</u>: sentence-level concerns, *e.g.*, *tone grammar, vocabulary, citations*
- 4. Are there any aspects you don't want readers to comment on this time? E.g. "Please disregard grammar." or "Don't worry about citations this time around."
- 5. When is the deadline for this piece of writing? How much time do you have for revision?

# **Tips for Giving Feedback**

This chart below gives advice about how to give effective feedback to writers. Writers may feel vulnerable when sharing drafts of their writing, so you should take care to frame your feedback in a helpful manner. You should aim to give balanced feedback that is supportive, specific, descriptive, and prioritized.

Ineffective Feedback is	Effective Feedback is
Attacking: Hard-hitting and aggressive, focusing only on the weaknesses of the other person's writing.	<ul> <li>Supportive: Feedback is delivered in a non-threatening, encouraging manner.</li> <li>Say something positive about the piece first. ("To me, the best-written part of this piece was"; "The most interesting idea in this chapter was").</li> <li>Acknowledge your understanding of the writer's goal based on your careful reading of the feedback request. ("I realize that your main point was").</li> </ul>
Too General: Feedback with general statements, aiming at broad issues which are not defined.	<ul> <li>Specific: Focus on specific writing areas or issues.</li> <li>Explain issues by pointing to concrete areas of the writing.</li> <li>Provide a solution/suggestion to help improve it by explaining how you have handled such problems. ("When I have a problem with transitions, I usually try").</li> </ul>
Judgmental: Feedback criticizes the writer. ("You aren't very good at conclusions.")	<ul> <li>Descriptive (audience perspective): Describe the problems in the piece of writing itself from the perspective of the reader, whether it is yourself or another imagined/real audience.</li> <li>Speak from your perspective. ("As a reader, this section was a little unclear to me because,"; "My reaction to this was").</li> <li>Speak from a reader's perspective. ("When I read this sentence, I wasn't sure if the paragraph was going to be").</li> </ul>
Scattered: Feedback focuses on too many writing issues or touches on issues that the writer does not want to discuss at this stage. Too many suggestions can be overwhelming and disheartening to the writer.	<ul> <li>Prioritized: Prioritize what you want to say so as not to overwhelm the writer but also to address their main concerns.</li> <li>Select only two or three major "big points" to cover verbally during writing group discussions.</li> <li>Write a list of additional "big points" and "little points" that the writer could take away with him/her after the writing group discussion.</li> <li>Tailor your comments to the writer and the needs listed in their feedback request. While your big points may cover issues other than those listed in the writer's feedback request, be sure to include some responses to the matters that the writer is most worried about.</li> </ul>

Chart Credit: Lee, S. and Golde, C. (n.d.). "Starting an effective dissertation writing group." [Giving Feedback Chart, p. 20]. The Hume Writing Center at Stanford University. Retrieved <a href="https://drive.google.com/file/d/1PCo0UvRxPouN4QoRymkMuWLKlozhf7Bz/view">https://drive.google.com/file/d/1PCo0UvRxPouN4QoRymkMuWLKlozhf7Bz/view</a>

# **Tips for Using Feedback**

Revision is so crucial to the writing process that some believe it is when real writing starts. Revision isn't just about correcting grammatical errors and improving flow. Revising is also a creative part of the writing process that asks you to critically rethink your writing strategies. It is the part of the process when the ideas become more fully formed; the meaning is clarified; and the arguments are better supported or rearranged to be more persuasive.

Writers can more efficiently and effectively revise their work after receiving feedback if they break down their revision strategies into two types: macro-revision and micro-revision.

- Sort your feedback answers into two "macro-revision" and "micro-revision" to-do lists.
- Apply the macro-revision suggestions first. Then apply the micro-revision suggestions.
- Re-read again (a day or so later), focusing on macro-revision issues. Then focus on micro-revision issues.

**MACRO-REVISION** focuses on the presentation of the "big picture" and addresses global writing issues. When revising, macro-revision should be done first. As you target your essay for macro-revision, you will bring ideas into sharp focus by reviewing the organization of the section, chapter, or entire book, reassessing evidence and sharpening the idea. Macro-revisions include the following activities:

- Rearranging your writing to improve argumentative flow: Move sections or sentences
  around to present the most rhetorically effective case, highlight an argument better, and improve
  the logical progression of argument.
- 2. **Subtracting—"trimming the fat":** Eliminate sections that don't fit in the argument to exclude extraneous or tangential arguments that can distract the reader.
- 3. Adding-bringing in new examples and including more explanations: Identify "gaps" in the argument to bridge the ideas better or illustrate a point more effectively.
- 4. Improving transitions and making main points consistent: Make explicit connections between ideas (between sections or between paragraphs); review how the reader is reminded of the thesis argument or central idea throughout the piece; make sure that evidence and data are connected to the topic argument.

**MICRO-REVISION** focuses on the "little things" that matter a lot in writing: the language choice, syntax, and grammar direct us through your ideas but also set the mood of the writing and help shape what readers think of you as a writer and scholar. Working on micro-revision before macro-revision is not efficient because you may end up deleting sentences and paragraphs that you worked hard to polish.

Micro-revisions include the following activities:

1. "Cleaning up": Proofread for grammatical and typographical errors.

- 2. "Sharpening" sentences or words: Find a better phrase or word to make your writing smoother, more vivid, and more expressive. This includes replacing some passive verbs with more descriptive action verbs, improving the syntax of sentences and phrasing to improve writing style.
- 3. "Tightening" sentences—writing less to say more: Cut out extraneous words, condense points to clarify meaning, and make sentences more concise.

Choose your top three or four macro-revisions and micro-revisions. Use this list to guide you through your first cycle of macro-revision and then your first cycle of micro-revision. The checklist or to-do list will help you (1) keep track of all your revision activities, (2) help you keep focus, and (3) give you a sense of "work done."

Macro-Revisions	Micro-Revisions

Using Feedback Credit: Lee, S. and Golde, C. (n.d.). "Starting an Effective Dissertation Writing Group." [Revision Strategies, p. 23-24]. The Hume Writing Center at Stanford University. Retrieved <a href="https://drive.google.com/file/d/1PCo0UvRxPouN4QoRymkMuWLKlozhf7Bz/view">https://drive.google.com/file/d/1PCo0UvRxPouN4QoRymkMuWLKlozhf7Bz/view</a>

If you have questions about writing support for faculty, please contact the SJSU Writing Center: <a href="writingcenter@sjsu.edu">writingcenter@sjsu.edu</a>. If you have questions about Center for Faculty Development (CFD) programs and initiatives, including specific programming to support faculty writing, please contact the CFD: <a href="cfd@sjsu.edu">cfd@sjsu.edu</a>.

# Writing Group Creation Guide SJSU Writing Center

Writing Group Creation Guide (Updated April 2022, created by Amy Russo)

This creation guide provides concrete suggestions for establishing and maintaining an effective writing group among peers for any kind of writing, e.g., academic, thesis, or creative.

Benefits of Peer Writing Groups (p. 1):

How Long Should Writing Groups Last? (p. 1):

Recommended Setup Procedures (p. 2-3):

Four Types of Writing Groups (p. 3-4): Support, Work, Feedback, and Hybrid

Group Planning: Writer Self-Reflection (p. 5):

Group Planning: Expectation Agreement (p. 5-7):

Hearing Feedback (p. 7-8):

Asking for Feedback (p. 8):

Giving Feedback (p. 9):

Using Feedback (p. 10-11):

# **Benefits of Peer Writing Groups (p. 1):**

- Having regular scheduled meetings gives writers accountability and can help them pace their writing throughout the semester.
- Having a comfortable place to share writing-still-in-progress among peers can be liberating and help writers get help fast at key junctures.
- Having a community of emotional and professional support can combat feelings of isolation and frustration during the writing process.
- Having a place to practice creating supportive intellectual communities, and requesting, giving, and receiving feedback teaches writers lifelong skills.

# **How Long Should Writing Groups Last? (p. 1):**

- There is no single set duration for how long a writing group should last. Writing Groups could last for the length of a project, a weekend, a summer, a semester, or a year.
- The important quality is that the members feel satisfied with the outcome and uphold a similar commitment.
- Many writers have more than one writing group at a time or over several over their academic careers. The number of concurrent or sequential groups depends on your needs and availability. Experiment to find what works best for you.

# Recommended Setup Procedures (p. 2-3):

We suggest that you complete the following steps to start your writing group. Feel free to modify the order, add or subtract steps, or create new documents to best suit the needs of your group. There are two ways to start the process: the facilitator or exploration approach.

#### **Facilitator Approach:**

- **Step 1**: Read this entire Writing Group Creation Guide.
- **Step 2**: Choose what <u>type of writing group</u> you would like to facilitate and what kind of members you would like to recruit.
- **Step 3**: Invite potential members to an initial planning meeting. Make sure they have similar writing needs and goals. Ideally, your potential members should prepare by reading this Writing Group Creation Guide.
- **Step 4**: At the planning meeting, (1) get to know each other using four questions from the <u>Writer Self Reflection</u> and (2) flesh out how the group will run using the <u>Expectation Agreement</u>.
- **Step 5**: Schedule your next meeting and set the agenda. Groups often get off to a good start when the ground rules are at least tentatively set <u>and</u> the first meeting has a date.
- **Step 6**: At the end of the first or second meeting, revisit the Writing Group Procedure Agreement to ask members if they would like to update any part of the ground rules.

The <u>Facilitator Approach</u> is good for a writer who wants a specific kind of help and support. For example, Dipika (she/her) may want feedback on her Engineer Thesis due next semester, or Jack (he/him) may want a dedicated writing work time every week.

In either case, Dipika or Jack can act as a facilitator to create the kind of writing group they most need and recruit others with the same goal. They can recruit members from their classes or friend groups. The drawback is that the facilitator will be in charge of the initial work of inviting members and kicking off the process.

#### **Exploration Approach:**

- **Step 1**: Invite potential members to an initial planning meeting. Ideally, your potential members should prepare by reading this Writing Group Creation Guide.
- **Step 2:** At the planning meeting, (1) get to know each other using four questions from the <u>Writer Self Reflection</u> and (2) flesh out how the group will run using the <u>Expectation Agreement</u>. The most important item is to agree on what <u>type of writing group</u> to form.
- **Step 3**: Schedule your next meeting and set the agenda. Groups often get off to a good start when the ground rules are at least tentatively set <u>and</u> the first meeting has a date.
- **Step 4**: At the end of the first or second meeting, revisit the Writing Group Procedure Agreement to ask members if they would like to update any part of the ground rules.

The <u>Exploration Approach</u> is good for writers who have several needs and are open to many possibilities. For example, Tamara (they/them) may be looking for some emotional support and some accountability for their writing process for the last two years of their degree.

They might invite a few of their friends, classmates, or other students in their department to a planning meeting for forming a writing group. The gathered people would then decide what to do as a group. The drawback is that the nature and kind of support the writing group will provide is decided at the planning meeting itself, so those who attend need to have an open mind.

#### Four Types of Writing Groups (p. 3-4): Support, Work, Feedback, and Hybrid

#### 1. Writing Support Group

- Support Groups are for emotional support, goal setting, and creating community between writers.
- Members take turns discussing their project's current status and their next goal for writing. Members also share their challenges, best strategies, and emotional support for each other.
- The group should in equal parts cheer successes, troubleshoot problems, and provide accountability for its members. For further inspiration, read these <u>supportive writing activity ideas</u> and these <u>reflective writing activities</u>.

#### **Example 90-minute Schedule for a 5-person Monthly Writing Support Group:**

- 10-minutes: Individual check-ins about how everyone is doing in general
- 30-minutes: Writers share their progress and receive encouragement. (~6 min/person)
- 30-minutes: Members bring up several writing or research related challenges for the group to troubleshoot (~10 min/challenge), or run another supportive writing activity. (The activity could rotate and be announced beforehand.)
- 10-minutes: Silent goal setting, journaling, or another <u>reflective writing activity</u>.
- 10-minutes: Socializing, connecting, and sharing their goal to finish by the next meeting.

#### 2. Writing Work Group

- Work Groups are for getting work done!
- Members regularly meet (weekly, biweekly, or monthly) in a set location (physical or virtual) for a specific amount of time. Every writer is working on their own project. Work could mean writing, editing, reading, making citations, or any task to support their project.
- Members work quietly and avoid distractions during work time.

The group keeps one another accountable by showing up to write and expecting
others to do the same. It is recommended to buffer the work time with a little
social time for writers to catch up before writing and share how the session went
after the work time.

#### **Example 2-hour Schedule for a 6-person Weekly Writing Work Group:**

- 15-minutes: Members share their goal for the work session is (~3 min/person).
- 80-minutes: Members silently work on individual projects: writing, researching, editing, reading, making citations, etc.
- 15-minutes: State how the session went, and optionally what their next step in their process is (~3 min/person).
- 10-minutes: Socializing and connecting.

#### 3. Writing Feedback Groups

- Feedback Groups are for sharing and commenting on one another's drafts.
- Members regularly meet to exchange several pages of writing. Every member is
  expected to read and provide feedback to that week's writers. Agreeing on how
  to <u>request</u> and give feedback is key, so everyone receives the same quality and
  quantity of feedback. Read pages 7 9 of this guide for Feedback help.
- The smaller the group, the more chances for feedback. Maintaining commitment is a potential challenge for this group type: Writers must attend even when it is not their week for feedback to make the group be equitable.

#### Example 90-minute Schedule for a 4-person Bi-Weekly Feedback Group:

- 12-minutes: Individual updates, including updates on previous writing goals (3 min/person).
- ~32-minutes: Feedback each for Person A and Person B.
- 5-minutes: Silent goal setting or another <u>reflective writing activity</u>.
- 8-minutes: State a writing goal to be met by the next session (2 min/person).

#### 4. Hybrid Group

- Hybrid Groups combine elements from multiple types of groups to fit the unique needs of the writing group.
- It is critical for the group to take time to all agree on the nature of the group.
- After you decide on the nature of the group, it will become easier to communicate
  what the group does to new members and set expectations / maintain norms
  among current members.

#### **Group Planning: Writer Self-Reflection (p. 5):**

This Self-Reflection will help writers take stock of where they are in their writing journeys, where they can go, and what they are looking for in a writer group. **Choose 4 of these questions** to use for your group planning meeting. Here is a <u>template of the self-reflection</u> to fill out for your planning meeting. Feel free to edit, delete, or add questions as you like.

- 1. What kinds of writing do you do on a regular basis? (e.g., reports, literature reviews, emails, creative writing, blog entries etc.) How much time do you spend writing?
- 2. What works well in your writing routine? Where do you like to write? What time of day? Do you listen to music? What can you prepare beforehand to help you write?
- 3. What 3 or 4 adjectives best describe your feelings about writing?
- 4. What are 2 strengths and 2 challenges you have with writing?
- 5. Do you procrastinate when starting /during writing? If so, what distracts you? How often?
- 6. What are your goals as a writer for the next 2 to 6 months?
- 7. Why do you want to join a writing group? (e.g., support, accountability, co-working time, feedback, community etc.) What outcome do you hope to achieve by participating in a writing group?
- 8. How do you think you can help others in a writing group?
- 9. For a writing group to be successful, I think everyone should do \_\_ and avoid doing \_\_.

# **Group Planning: Expectation Agreement (p. 5-7):**

Writing Groups that succeed have a shared understanding of what the group is for, how it operates, and what is required from members. It is important to negotiate and build a shared set of expectations before beginning.

Answering these questions will help build consensus. While there are no right answers, all members need to agree. Here is a <u>template of the agreement</u> to fill out as your group decides. Feel free to edit, delete, or add questions as you like.

# **Question for All Writing Groups:**

- 1. How often will the group meet and for how long?
  - Once a week, twice a week, every other week, once a month? For how long, e.g.,
     60. 90, or 120 minutes?
- 2. What type of writing group are you making? What is the basic schedule?
  - Above are descriptions of the four writing group types along with suggested schedules, and ideas for additional writing activities.

# 3. Where will the group meet?

- If in-person, on-campus or off? Does everyone have easy transportation to the location? Would it be a quieter space (e.g., library) or active places (e.g., cafe)?
- o If virtually, what platform? Who will set up and maintain the "room"?

# 4. What day of the week? What time of day? We recommend using the same recurring day and time.

• Using an online scheduling tool,e.g, Whenisgood or Doodle, to find a date/time.

#### 5. How big will the group be?

- Anywhere from 3 to 8, but smaller groups are recommended for Feedback Groups, so each member gets feedback every 2 to 3 meetings.
- Smaller groups in general are easier to coordinate for scheduling.

#### 6. What is the initial commitment?

- o One month? One semester? The summer? Winter Break?
- Are members expected to come everytime? What happens when someone cannot come?

#### 7. What are the rules for group membership?

- Same department or across departments? Doing the same project or kind of project (e.g., literature review or thesis) At the same stage of degree?
- What happens if someone stops coming permanently? Are new members allowed? How and when are new members identified and added?

# 8. Are there "formal roles" for the group? If so, who will play them? Do roles rotate? How long are roles held?

• For example: A "facilitator" (to keep meetings on task), an "organizer" (to send reminders and answer questions between meetings), a "timekeeper" (to keep meetings on the agreed schedule), or a "note taker" (to write down key points for meeting summary).

#### **Additional Questions for Work Groups:**

• If meeting in person, does the location have enough plugs for the laptops?

# • What are the shared general practices for work time?

- Recommended Shared Rules: Work silently and work distraction free (no email, no phone, no social media)
- Recommended Pacing Technique: Use the <u>Pomodoro Technique</u> (a "pomodoro" is a 25-mintue stretch of focussed work time). Writers stop after 25-minutes to take a 5-minute break to stretch, move, or attend to another quick task.
- <u>Watch this video</u> for more pomodoro inspired ideas to overcome procrastination and get work done.

**Additional Questions for Feedback Group:** (See the sections on giving and receiving feedback below in this guide.)

### 1. What kinds of writings will the group review?

- Specific type of writing? Any writing? Writing assignments from a class taken by all members? Writing at a certain stage or any stage?
- Writing Types: e.g., literature review, proposals, research papers, interview protocols, survey drafts, conference abstract, CVs, cover letters, novels, short stories, poetry, etc.
- o Writing Stages: Loose ideas, outlines, rough drafts, polished drafts, etc.

#### 2. When, how, and how many pages can members submit for feedback?

- o How many days ahead are needed for thoughtful feedback?
- How are pages shared as a PDF via email or Google Drive Link?
- O How many pages can the author give for feedback?

#### 3. What kind of feedback is reasonable to expect?

 How much time are readers expected to take? Setting a reasonable range keeps it equitable and manageable.

#### 4. How will members respond to each other's writing?

- Will the author provide a detailed request for feedback with the text?
- Will readers comment on the draft itself, in a separate document, over email, or make oral comments at the meeting, or in some combination?

# Hearing Feedback (p. 7-8):

While sharing drafts may seem daunting, our peers can give us valuable insights and ideas in a low risk environment. Your goal should be to give the kind of feedback you would want and listen to the feedback like you would want your comments to be heard.

Remember that writers do not need to accept or act on all feedback, but you should aim to receive all with an open mind to get the most out of it. Here are some helpful mindsets to maximize your feedback experience.

- Assume best intentions. Remember that your group members are on your side. It is
  not always easy to hear feedback about our writing, but we want to assume that their
  comments come from a positive place that wants to help us grow.
- **Listen for understanding.** Try not to interrupt someone who is giving you feedback to defend or contradict what they are saying. Let them finish their thoughts, so you can better understand their point of view as a reader. Be curious. Ask questions.

- **Take with a Grain of Salt.** While you should thoughtfully consider feedback, you don't need to make all the changes just because they were suggested. Use what helps.
  - Use this <u>section to help prioritize and use feedback.</u>
- Express gratitude. Remember that your group is taking time and expending energy on your behalf. Acknowledging their care and effort will help foster a mutual culture of trust.
- Organize and prioritize comments. Keep track of your feedback. What should get most of your attention? Are there any patterns? E.g., do readers often praise a certain feature of your writing? Do readers often point at the issue with clarity?

#### Asking for Feedback (p. 8):

These questions are an example of the type of information the writer should provide to the group along with their pages. Answering these questions will help the group understand the context of the work and how best to help.

Having some kind of feedback request is especially useful if you are distributing work ahead of time. Feel free to edit, delete, or add questions as will best serve your group. You can use this template as a foundation to create your own Feedback Request Form.

#### Feedback Request Form:

- 1. Briefly describe why you wrote this piece. What was the assignment, context, or task? Is this a first or second draft? Is this part of a larger piece of writing (a paragraph from a cover letter, a few pages from a literature review, or the introduction to a short story collection, etc.)
- 2. What are you most proud of / confident about in this piece of writing? What was your biggest challenge with this piece of writing?
- 3. What kind of feedback would be most helpful to you at this stage?
  - a. Be specific. List a few macro or micro concerns. Remember that readers are not editors and cannot proofread everything or catch all issues.
    - <u>Macro Examples:</u> paragraph or page level concerns, *e.g., transitions, ideas, evidence, sequence, or structure*. <u>Micro Examples</u>: sentence levels concerns, *e.g., Grammar, vocabulary, tone, citations*
- 4. Any aspect you don't want readers to comment on this time? E.g. "Please disregard grammar." or "Don't worry about citations this time around."
- 5. When is the deadline for this piece of writing? How much time do you have for revision?

# Giving Feedback (p. 9):

This chart below gives advice about how to give effective feedback to writers. Writers may feel a little vulnerable when sharing drafts of their writing, so you should take care to frame your feedback in a helpful manner. You should aim to give balanced feedback that is supportive, specific, descriptive, and prioritized.

Ineffective Feedback is	Effective Feedback is
Attacking: Hard hitting and aggressive, focusing only on the weaknesses of the other person.	<ul> <li>Supportive: Feedback delivered in a non-threatening, encouraging manner.</li> <li>Say something positive about the piece first. ("To me, the best-written part of this piece was"; "The most interesting idea in this chapter was").</li> <li>Acknowledge your understanding of the writer's goal based on your careful reading of the feedback request. ("I realize that your main point was").</li> </ul>
Too General: Feedback with general statements, aiming at broad issues which are not defined	<ul> <li>Specific: Focus on specific writing areas or issues.</li> <li>Explain issues by pointing to concrete areas of the writing.</li> <li>Provide a solution/suggestion to help improve it by explaining how you have handled such problems. ("When I have a problem with transitions, I usually try").</li> </ul>
Judgmental: Feedback criticizes the writer. ("You aren't very good at conclusions.")	<ul> <li>Descriptive (audience perspective): Describe the problems in the piece of writing itself from the perspective of the reader, whether it is yourself or another imagined/real audience.</li> <li>Speak from your perspective. ("As a reader, this section was a little unclear to me because,"; "My reaction to this was").</li> <li>Speak from a reader's perspective. "When I read this sentence, I wasn't sure if the paragraph was going to be").</li> </ul>
Scattered: Feedback focuses on too many writing issues or touches on issues that the writer does not want to discuss at this stage. Too many suggestions are overwhelming and disheartening to the writer.	<ul> <li>Prioritized: Prioritize what you want to say so as not to overwhelm the writer but also to address their main concerns.</li> <li>Select only two or three major "big points" to cover verbally during Writing Group discussions.</li> <li>Write a list of additional "big points" and "little points" that the writer could take away with him/her after the Writing Group discussion.</li> <li>Tailor your comments to the writer and the needs listed in their feedback request. While your big points may cover issues other than those listed in the writer's feedback request, be sure to include some responses to the matters that the writer is most worried about.</li> </ul>

Chart Credit: Lee, S. and Golde, C. (n.d.). "Starting an effective dissertation writing group." [Giving Feedback Chart, p. 20]. The Hume Writing Center at Stanford University. Retrieved from https://unmgrc.unm.edu/writing-groups/documents/starting-an-effective-group.pdf

# Using Feedback (p. 10-11):

Revision is so crucial to the writing process, that some believe it is when real writing starts. Revision isn't just about correcting grammatical errors and improving flow. Revising is also a creative part of the writing process that asks you to critically rethink your writing strategies. It is the part of the process when the ideas become more fully formed, meaning clarified, arguments better supported or rearranged to be more persuasive.

Writers can more efficiently and more effectively revise their work after receiving feedback, if they break down their revision strategies into two types, macro-revision and micro- revision.

- Sort your feedback answers in two "macro-revision" and "micro-revision" to-do lists
- Apply the macro-revision suggestions first. Then the micro-revision suggestions.
- Re-read again (a day or so later), focusing on macro-revision issues. Then micro-revision issues.

**MACRO-REVISION** focuses on the presentation of the "big picture" and addresses global writing issues. When revising, macro-revision should be done first. As you target your essay for macro- revision, you will bring ideas into sharp focus by reviewing the organization of the section, chapter, or entire "book," reassessing evidence, and sharpening the idea: Macro-revisions include the following activities:

- Rearranging your writing to improve argumentative flow: move sections or sentences around to present the most rhetorically effective case, highlight an argument better, and improve the logical progression of argument.
- 2. **Subtracting--"Trimming the fat":** eliminate sections that don't fit in the argument to exclude extraneous or tangential arguments that can distract the reader.
- 3. Adding--Bringing in new examples and including more explanations: identify "gaps" in argument to bridge the ideas better, illustrate a point better.
- 4. **Improving transitions and making main points consistent:** make explicit connections between ideas (between sections or between paragraphs); review how the reader is reminded of the thesis argument or central idea throughout the piece; make sure that evidence and data are connected to the topic argument.

**MICRO-REVISION** focuses on the "little things" which matter a lot in writing: the language choice, syntax, and grammar directs us through your ideas, but also sets the mood of the writing and helps shape what readers think of you as a writer and scholar. Working on micro-revision before macro-revision is not efficient because you may end up deleting sentences and paragraphs that you worked so hard to polish.

Micro-revisions include the following activities:

- 1. "Cleaning up": proofread for grammatical and typographical errors.
- 2. **"Sharpening" sentences or words**: find a better phrase or word to make your writing smoother, more vivid, and more expressive. This includes replacing some passive verbs with more descriptive action verbs, improving the syntax of sentences and phrasing to improve writing style.
- 3. "**Tightening**" **sentences**—writing less to say more: cut out extraneous words, condense points to clarify meaning and make sentences more concise.

Choose your top 3 or 4 Macro-Revisions and Micro-Revisions. Use this list to guide you through your first cycle of macro-revision and then your cycle of micro-revision. The check list or to-do list will help you 1) keep track of all your revision activities, 2) help keep focus, and 3) give you a sense of "work done."

Macro-Revisions	Micro-Revisions

Using Feedback Credit:

Lee, S. and Golde, C. (n.d.). "Starting an Effective Dissertation Writing Group." [Revision Strategies, p. 23-24]. The Hume Writing Center at Stanford University. Retrieved from https://unmgrc.unm.edu/writing-groups/documents/starting-an-effective-group.pdf