



**SAN JOSÉ STATE
UNIVERSITY**

Writing Center

**AY Report
2012-2013**

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Introduction

Mission

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

Learning Outcomes

Students who use the Writing Center will

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

Writing Specialists who work in the Writing Center will

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

Staff

Director:

Dr. Linda C. Mitchell

Associate Director:

Michelle Hager

Faculty-in-Residence:

Gloria Collins, Department of English and Comparative Literature

Dr. Martin Leach, Department of Meteorology and Climate Science

AANAPISI Grant Assistant:

Cynthia Harper

Writing Specialists:

Sarah Andersen

Marissa Cerros

Samantha Clark

Alyssa Galvan

Mitchell Gehring

Jessy Goodman

Cassia Homann

Fatima Hussain

John Linford

Michael Panelli

Andrew Tucker

Client Use of the Writing Center

During AY 2012-2013, the Writing Center served a student population of approximately 30,448 students. Our Writing Specialists met one-on-one with **1,203** students who made a total of **4,026** appointments. Writing Center appointments are 30 minutes, although in some cases graduate students and students registered with the Accessible Education Center receive 60-minute appointments.

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

Appointments at the Writing Center

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

For those few appointments not canceled in advance, the Writing Center has a drop-in policy whereby students hoping to get an appointment are placed on a first-come, first-served waiting list. If a student fails to arrive for his or her scheduled appointment on time, a drop-in student gets that appointment.

Tutoring Session Evaluations

At the end of each tutoring session at the Writing Center, clients are asked to complete a three-question survey evaluating their experience. The questions cover the client's satisfaction, the progress made during the session, and the student's intention to return to the Writing Center. Each response is recorded numerically on a 0 to 10 scale, with 10 being the best possible response. Below is an example of a completed evaluation form.

Evaluation of Writing Center Tutoring Session

Writing Specialist Fatima Date 4-12-12

Circle the number that fits with 0 being the weakest and 10 being the strongest

1. Were you satisfied with your tutoring session?	0	1	2	3	4	5	6	7	8	9	<u>10</u>
2. Do you feel you made progress in your session?	0	1	2	3	4	5	6	7	8	9	<u>10</u>
3. Do you plan to return to the Writing Center for more appointments?	0	1	2	3	4	5	6	7	8	9	<u>10</u>

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

Writing Center Services Surveys

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

Writing Center Services Survey

You may answer with a word or phrase.

1. What do you want from the Writing Center? To become a better writer and also discovering my own style of writing.
2. What are you getting from the Writing Center? I am learning to fix my grammar mistakes and see some mistakes I never have seen before.
3. What are you not getting from the Writing Center? I believe one hour appts and drop-ins. I just either do not make it or have time for it.
4. What could be improved in the Writing Center? Nothing much!

Thank you for taking time to complete our survey.

Last modified 01/18/11

Similar to tutoring session evaluations, responses to survey questions are kept in a spreadsheet. If a client makes a suggestion or voices an issue, we do what we can to correct it.

Statistics

Data and Statistics at a Glance**February 2007-May 2013**

Writing Center Data	AY 2012-2013	Lifetime
Number of Appointments	4026	23794
Number of Clients	1203	7134

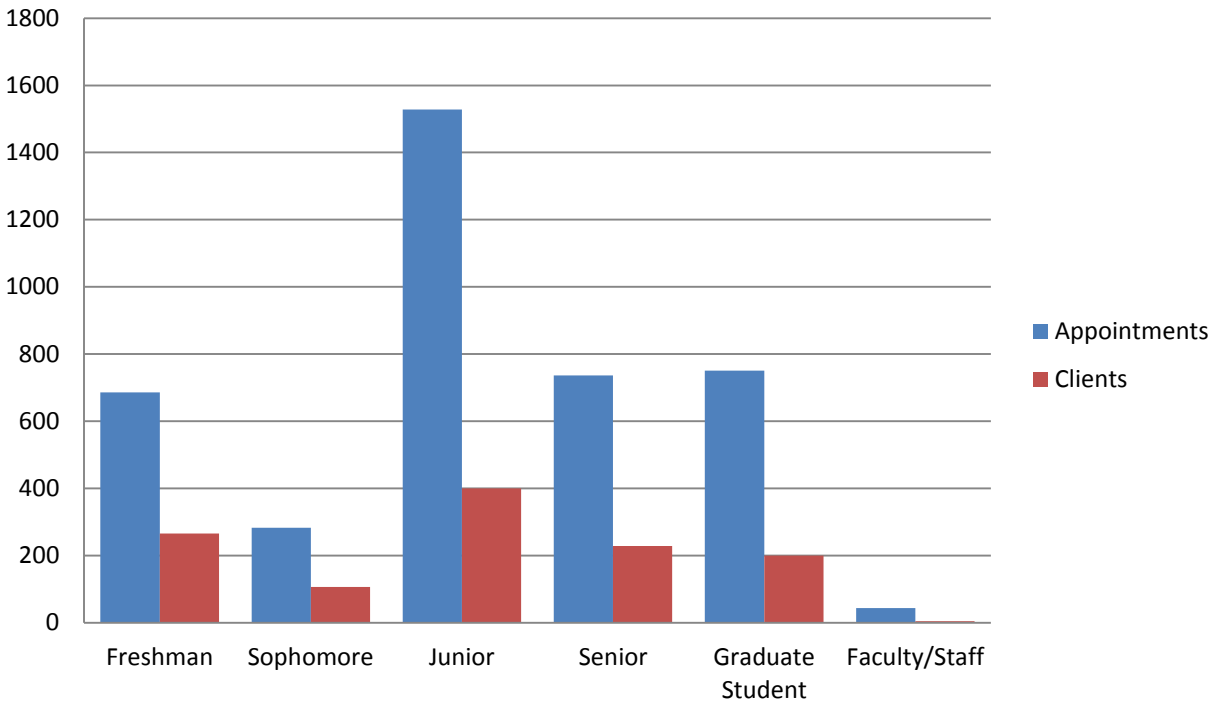
Number of Appointments by Standing

Standing	AY 2012-2013	Lifetime
Freshman	686	3140
Sophomore	283	1427
Junior	1528	6529
Senior	736	5862
Graduate Student	750	5836
Faculty/Staff/Not Stated	43	1000

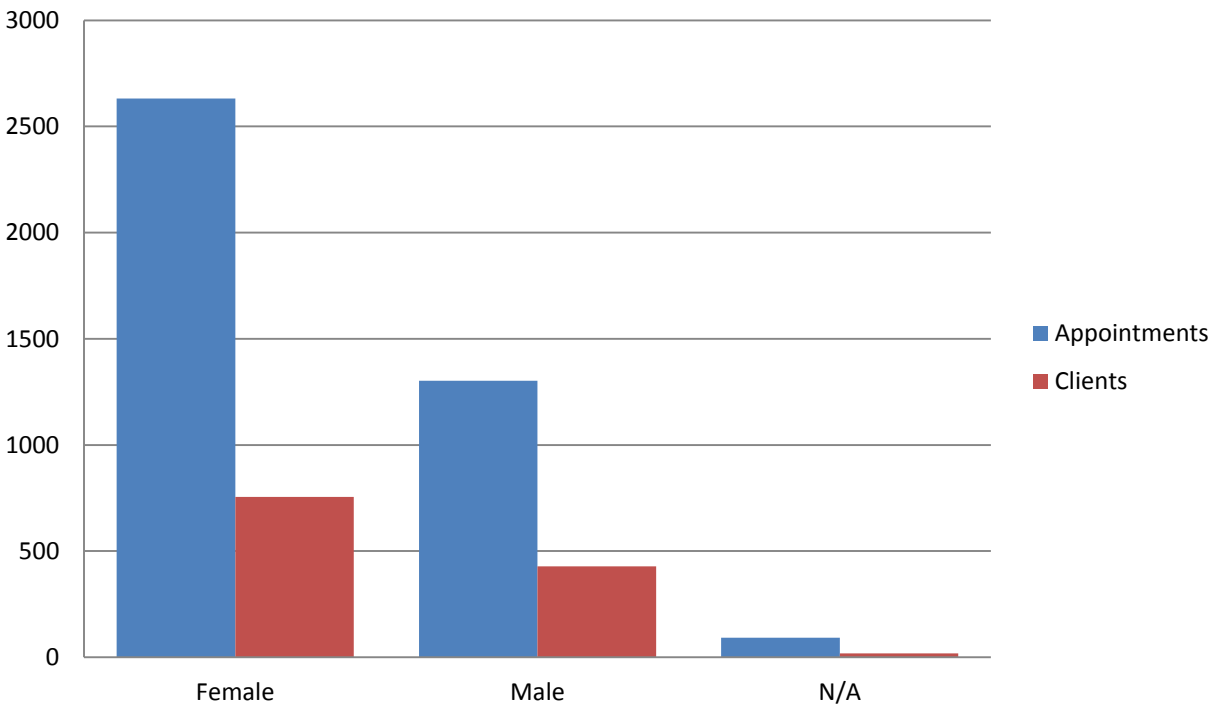
Number of Clients by Standing

Standing	AY 2012-2013	Lifetime
Freshman	265	1238
Sophomore	106	614
Junior	400	1925
Senior	228	1780
Graduate Student	200	1324
Faculty/Staff/Not Stated	4	253

AY 2012-2013 by Standing

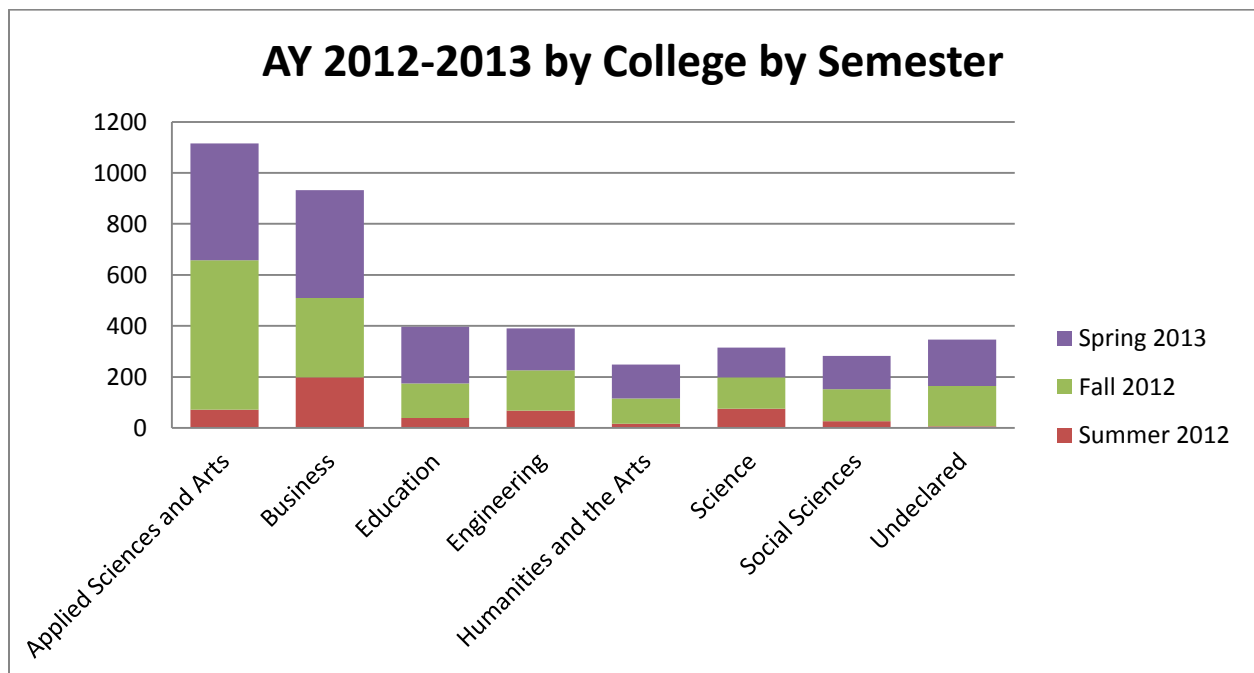
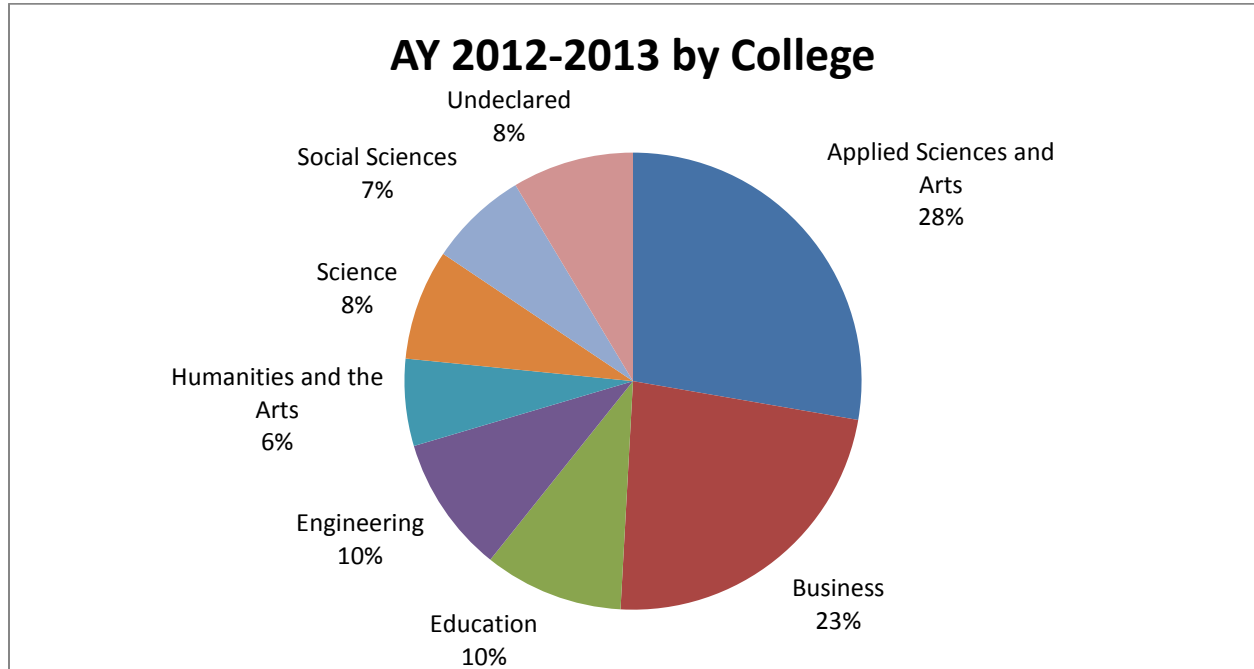


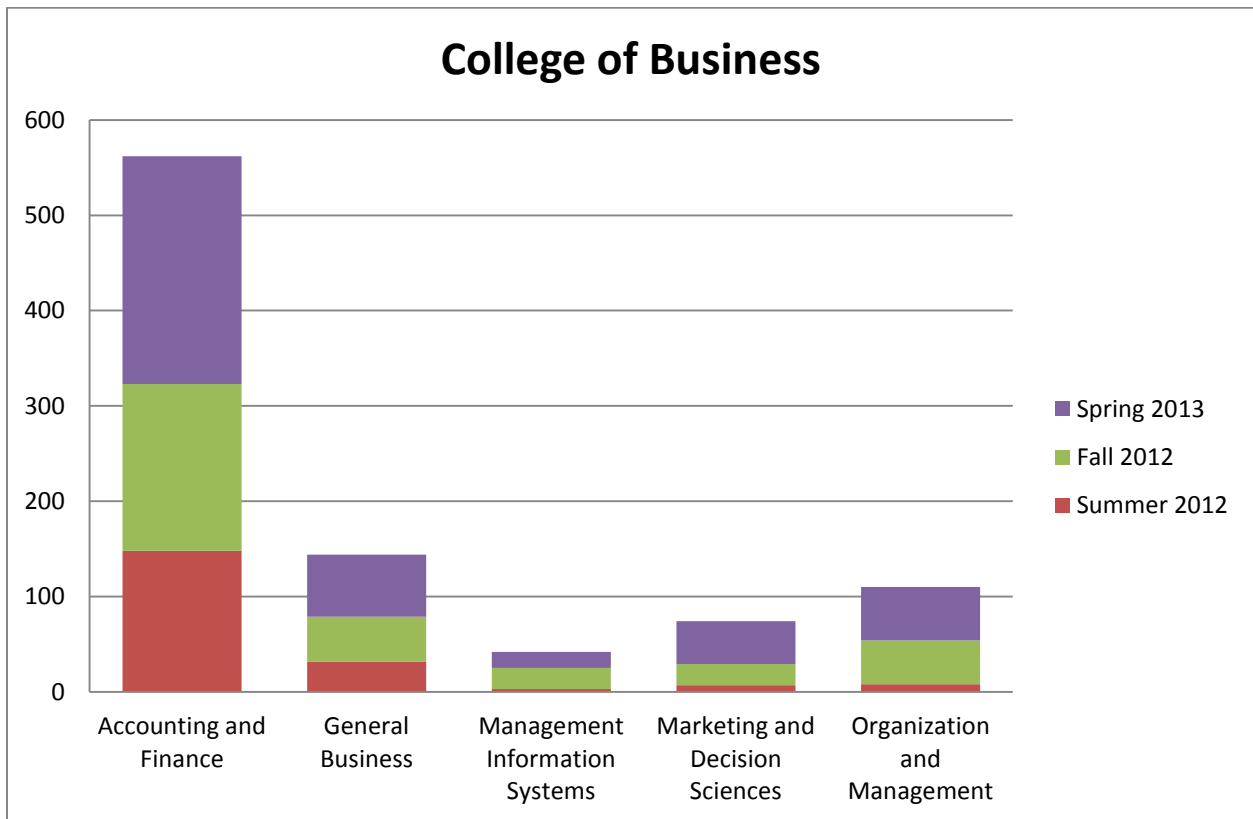
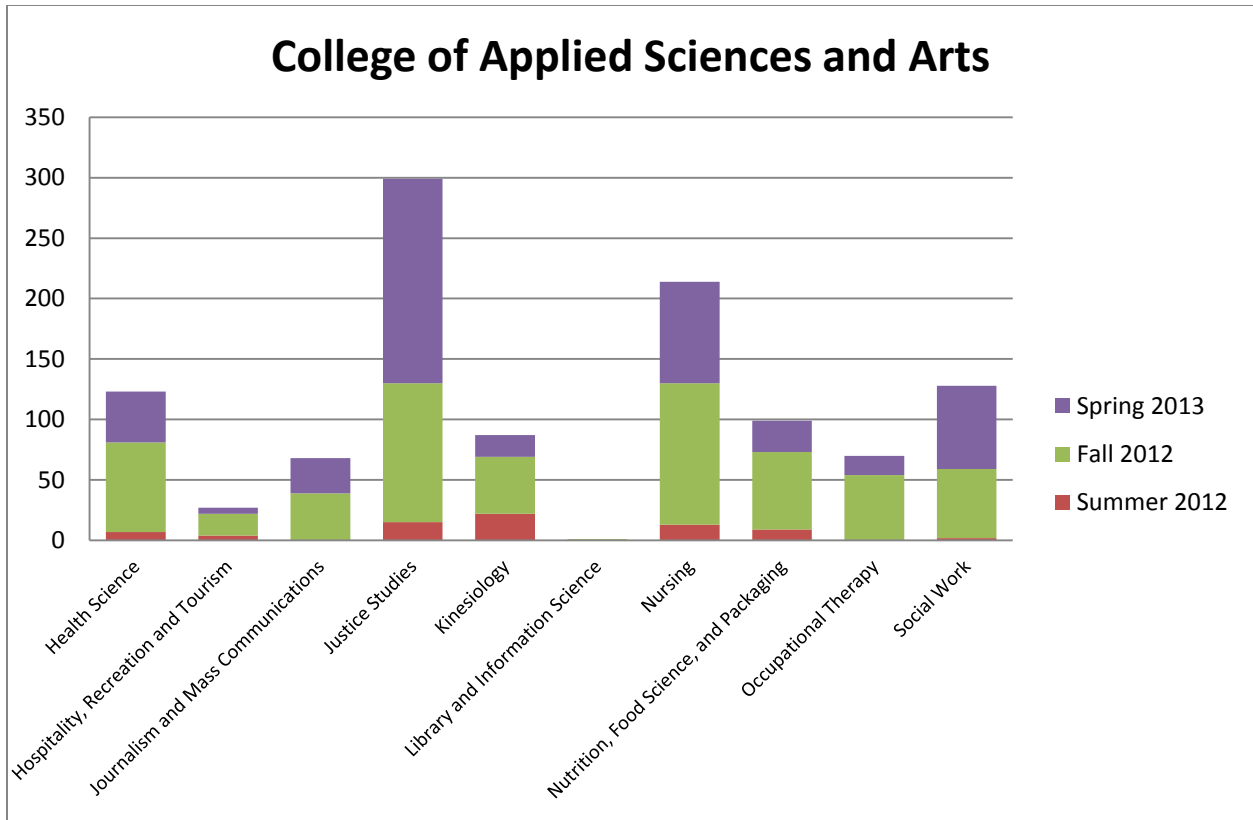
AY 2012-2013 by Gender

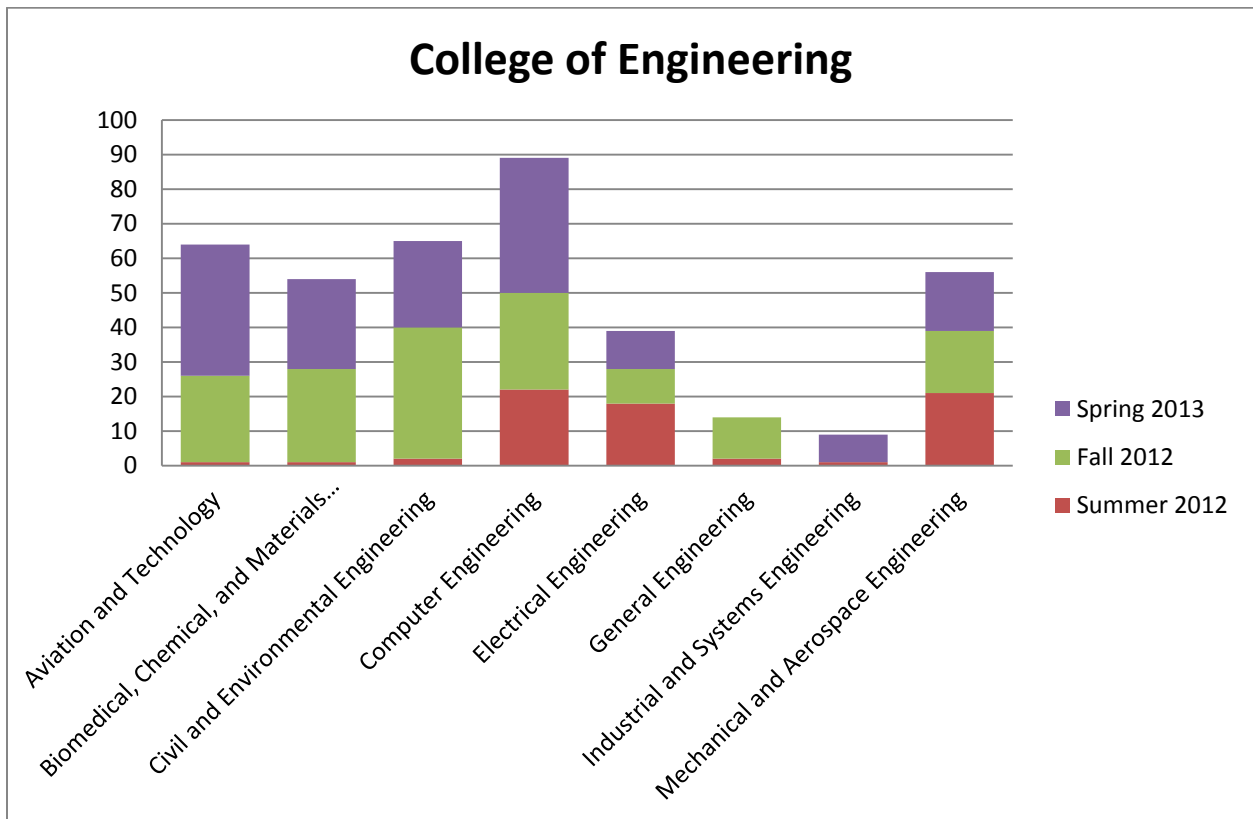
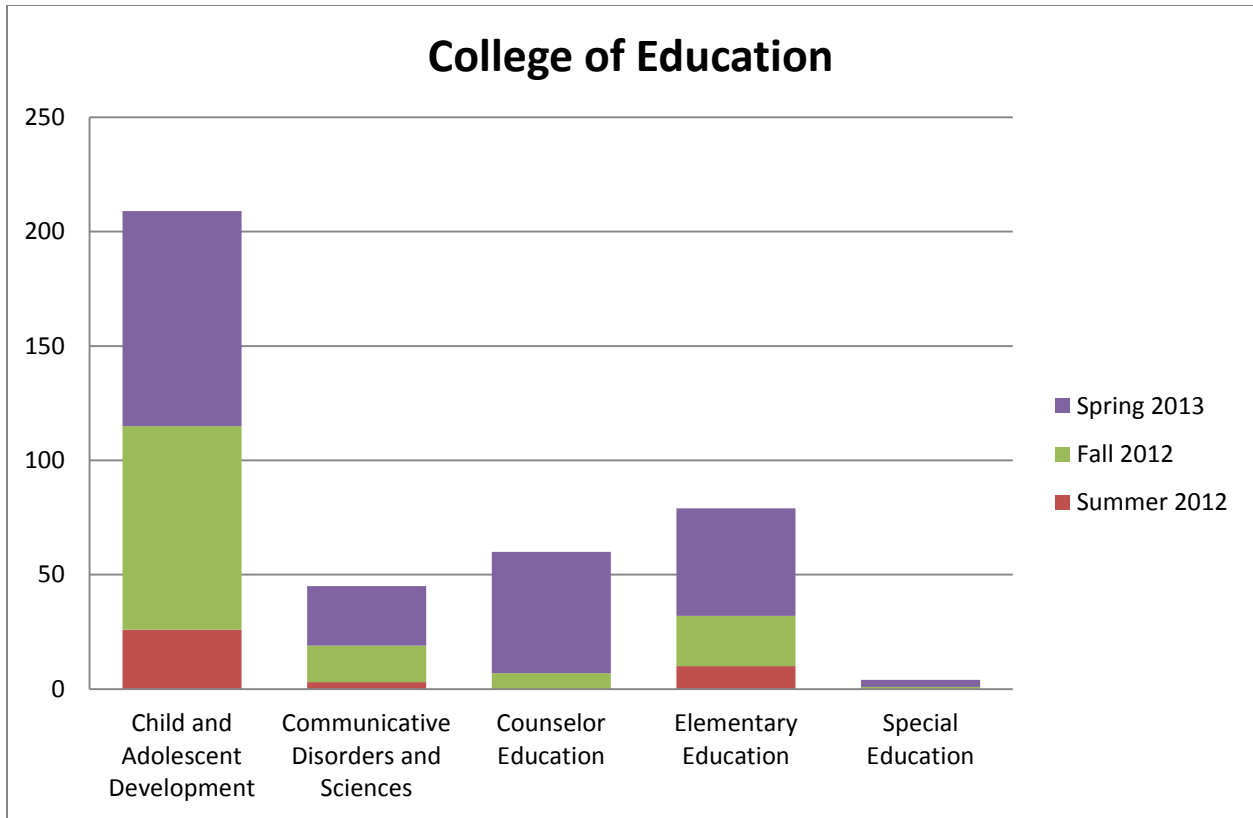


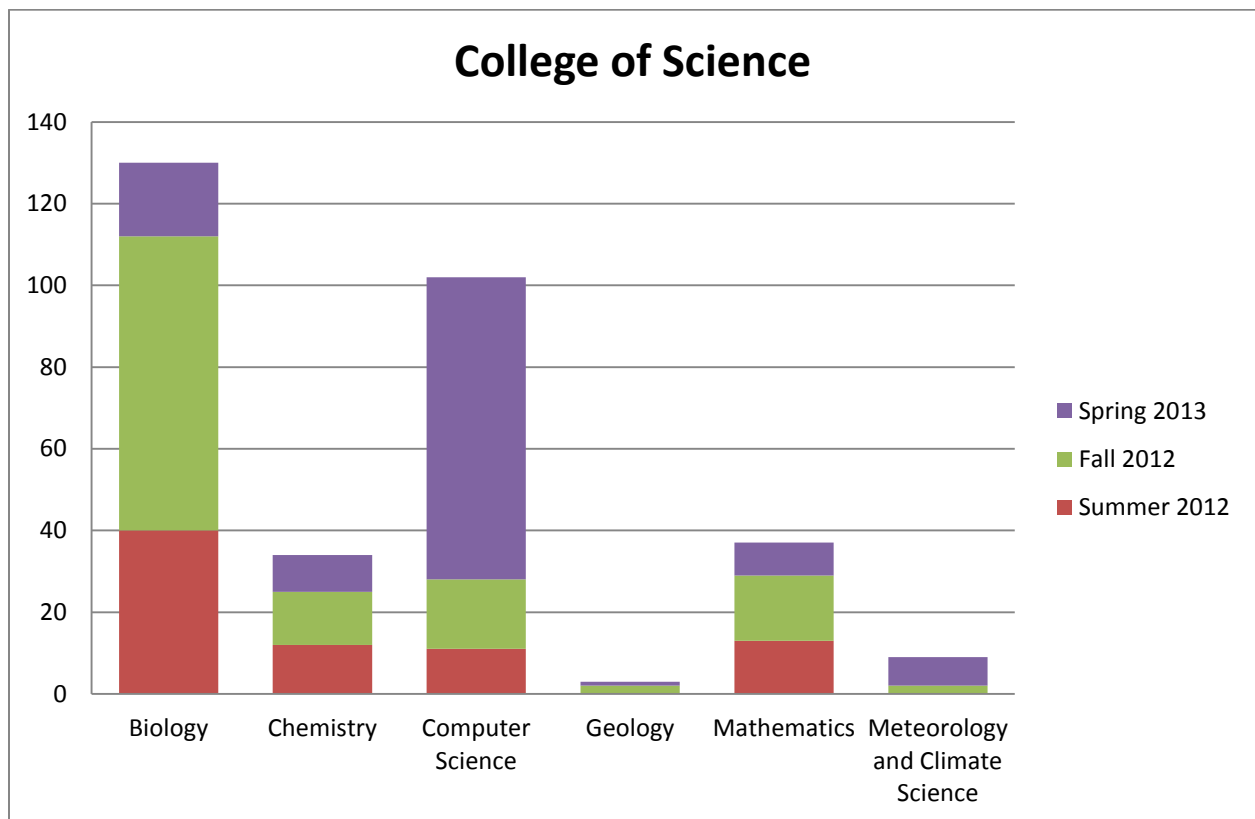
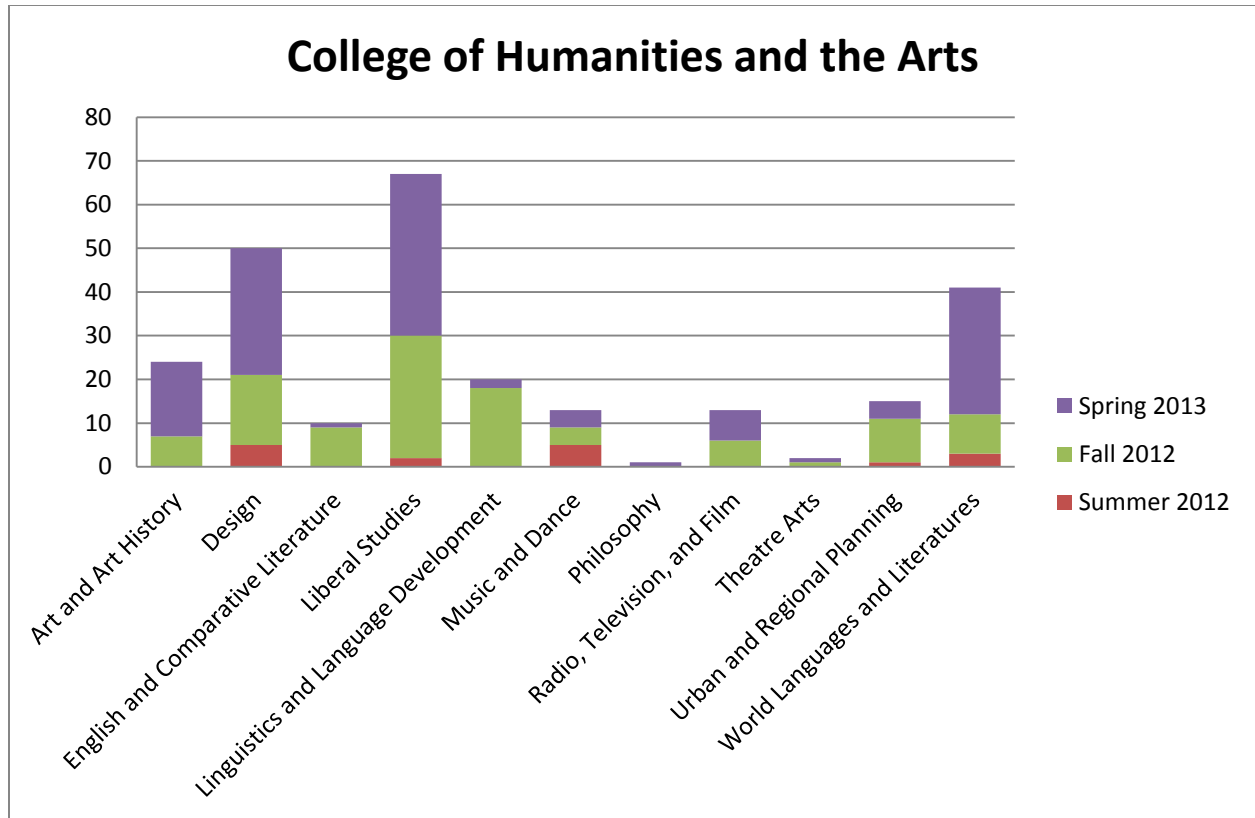
Appointments by College and Major AY 2012-2013

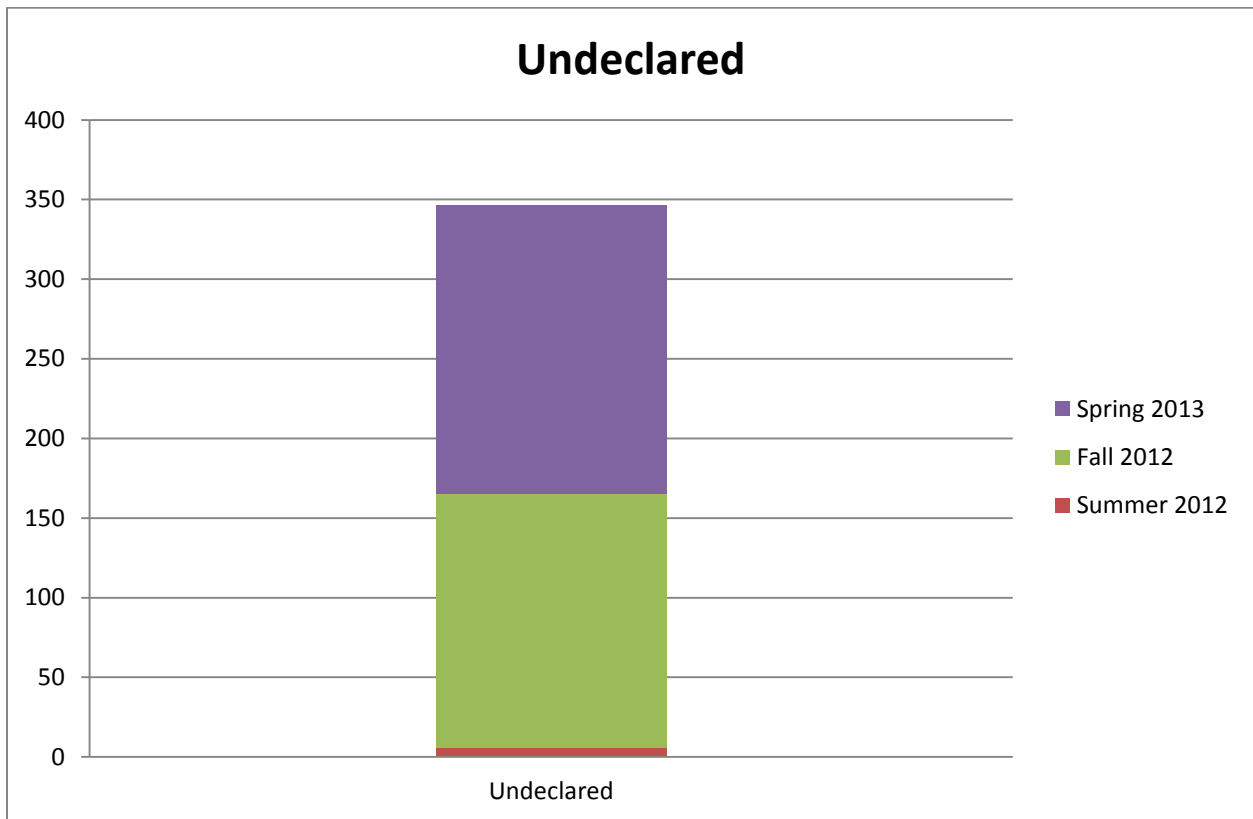
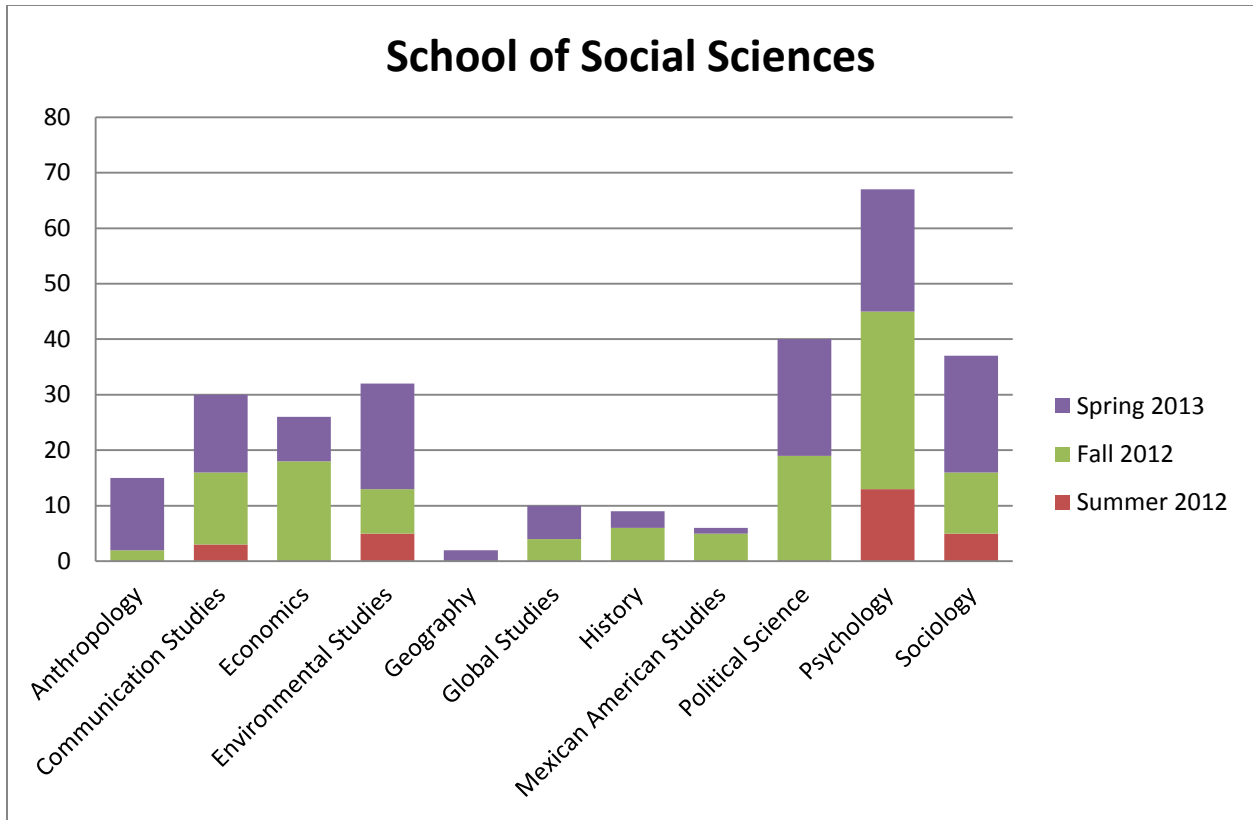
The following charts provide a graphic representation of the number of appointments made by students from each college. Note that “Appointments” do not necessarily indicate the number of students. In many cases, one student will make multiple appointments. For example, students in Counselor Education had 60 appointments during this time period. Those appointments may have been made by 10 students who made six appointments each or by five students who made 12 appointments each.











Languages Spoken by Writing Center Clients

During AY 2012-2013, 45% of Writing Center clients indicated that English is their home language. Spanish, Vietnamese, Cantonese, Mandarin, Other, Farsi, Korean, Hindi, and Japanese round out the top ten, totaling 47% of clients.

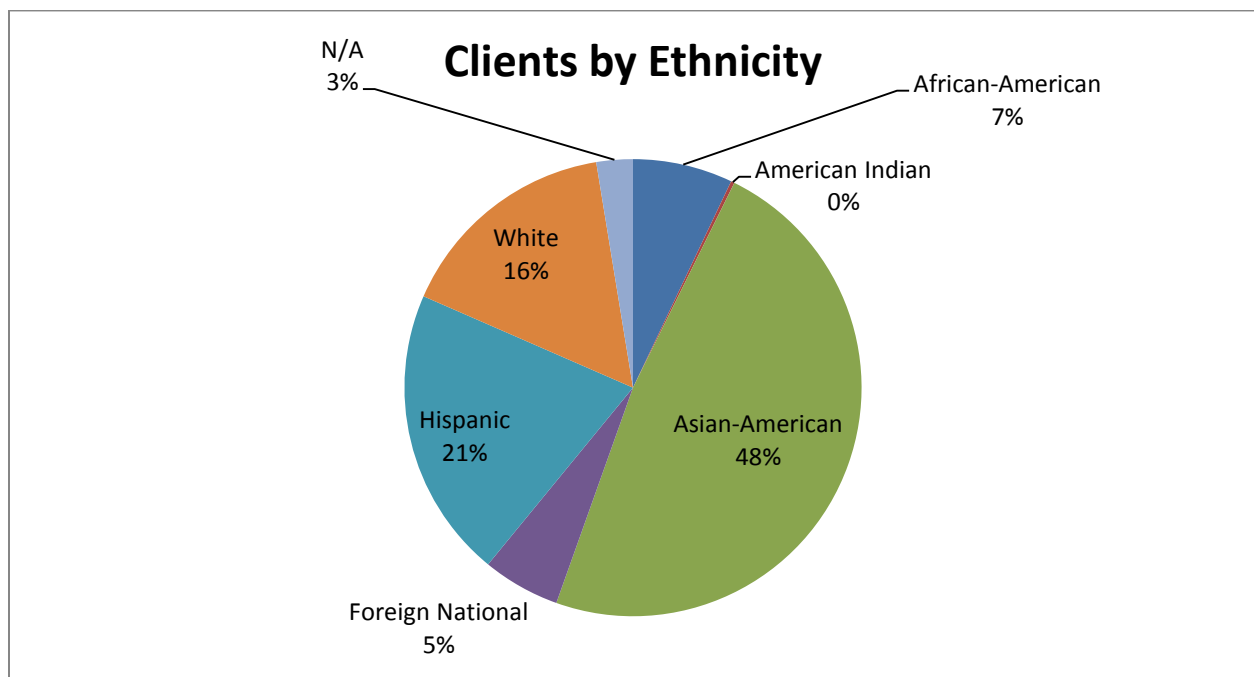
Language	Number of Clients	Percentage %
Amharic	9	0.75%
Arabic	9	0.75%
Bengali	6	0.50%
Burmese	1	0.08%
Cantonese	84	6.98%
English	522	43.39%
Farsi	25	2.08%
French	2	0.17%
German	4	0.33%
Gujarati	7	0.58%
Hindi	20	1.66%
Hmong	1	0.08%
Indonesian	3	0.25%
Japanese	18	1.50%
Kannada	2	0.17%
Korean	21	1.75%
Malayalam	3	0.25%
Mandarin	82	6.82%
Marathi	1	0.08%
Nepali	5	0.42%
Other	30	2.49%
Panjabi	12	1.00%
Pashtun	2	0.17%
Portuguese	3	0.25%
Russian	7	0.58%
Shanghainese	5	0.42%
Spanish	158	13.13%
Tagalog	12	1.00%
Tamil	3	0.25%
Telugu	5	0.42%
Thai	3	0.25%
Tigrina	1	0.08%
Turkish	2	0.17%
Ukrainian	1	0.08%
Urdu	7	0.58%
Vietnamese	127	10.56%

Ethnicities of Writing Center Clients

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

In 2009, the Writing Center began tracking the ethnic backgrounds of Writing Center clientele to identify how many URMs are utilizing the Writing Center. Our initial data indicated that the URM population was severely under-represented in the Writing Center. We made a concerted effort to encourage more of these students to come to the Writing Center, and our efforts were successful. The number of URMs has continued to increase from year to year.

San José State University prides itself on its diversity and on the opportunities it offers under-represented students. It is committed to improving student progress toward graduation (*SJSU Retention & Graduation Initiative Report*, February 2010). Therefore, it is important for the university to provide access to the tools these students need to be successful. A key factor in these students' lack of academic success may be linked to poor writing skills.



Ethnicity	Number of Clients	Percentage %
African-American	85	7.07%
American Indian	3	0.25%
Asian-American	579	48.13%
Foreign National	66	5.49%
Hispanic	248	20.62%
White	191	15.88%
N/A	31	2.58%

The AANAPISI Grant

Overview

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

The Director of the Writing Center, Dr. Linda Mitchell, and two Writing Specialists (Michael Panelli and Fatima Hussain) served on the Writing Excellence Advisory Committee for the AANAPISI Grant during AY 2012-2013. The Writing Center has played a significant role in the grant, as described in the below sections.

Professional Development Writing Workshops for Faculty

The goal of the AANAPISI Faculty Writing Workshops is to improve the quality of writing instruction across the campus. Upon completion of the workshop, faculty will be able to use teaching techniques that are immediately transferrable to their classrooms. Faculty members who are selected to participate in a workshop attend a full day of instruction about the teaching of writing, and then they create their own practical lesson plans that can be used in the classroom. On day two, they present these lessons, during which time they receive feedback from their peers and the workshop facilitators. Completed lessons are refined and posted online for other instructors to use in their classes.

During the fall 2012 semester, Michelle Hager and Dr. Linda C. Mitchell conducted the workshop for eight faculty members. The faculty members were split into two cohorts: one cohort presented on September 14, and the second cohort presented on September 21. Another workshop session for eight faculty members occurred in the spring 2013 semester, with two cohorts: one cohort presented on February 15, and the second cohort presented on February 22. For both sessions, the faculty members were from various disciplines across campus, including Humanities, Communications, Engineering, Health Sciences, and Accounting. Dr. Mitchell and Ms. Hager administered surveys for assessment to the faculty participants and received overwhelmingly positive feedback about the high quality of the workshop, with multiple instructors stating that the workshop was so powerful that it changed their instructional techniques. Workshops continue to be scheduled each semester.

Holistic Scoring Workshop for Faculty

In this workshop, ten instructors trained in scoring sample essays using a 1-6 holistic scoring guide. In the first session, the group did a norming session in which it read sample papers with assigned 1-6 scores. The group next scored six “scrambled” papers and discussed how the samples fit the various categories of the scoring guide. The instructors discussed how they might devise their own scoring guides for classroom use.

In session two, the instructors brought sample papers and a scoring guide they created or used from past reading sessions. The instructors were split into two groups of five people; then, each participant provided three sample papers and a scoring guide. The teachers in each group scored the samples and discussed why they awarded their scores.

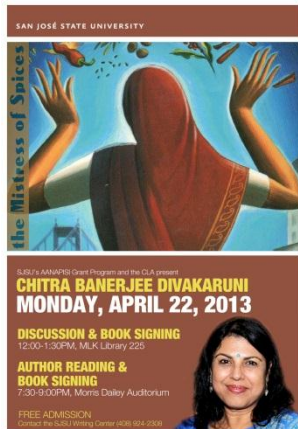
The discussions afterward included how to design a scoring guide, how the particular guide worked with the student papers, and how to involve students in holistic scoring. The group discussed and debated various matters concerning course curriculum, grading standards, and topic development for writing assignments. Overall, the instructors shared many ideas about improving writing instruction in departments from Health Science to Linguistics, from English to Communications, and beyond.

Writing Center Specialists

Additional student Writing Specialists were hired for the fall 2012 and spring 2013 semesters to meet the demand for writing appointments. The grant also allowed Writing Specialists to continue working for one semester after graduation.

Chitra Banerjee Divakaruni Visit

Author Chitra Banerjee Divakaruni visited San José State University on April 22. She hosted two events that day. The first, at noon, was a discussion about writing, with Ms. Divakaruni talking about the struggles she had with writing and her decision to start writing. During the second event later that evening, Ms. Divakaruni read from her latest novel, *Oleander Girl*, and answered questions from the audience.



Both events were successful, with over 300 students, faculty, staff, and community members in attendance.

During a dinner event at the Fairmont Hotel, Ms. Divakaruni had the opportunity to meet with members of the San José State University community, including President Mohammad Qayoumi, Provost Ellen Junn, and faculty and staff from various disciplines. Congressman Mike Honda and entrepreneur Ash Padwall, of Allied Telesis, were also in attendance.

Reading Comprehension Workshop

Dr. Mitchell and AANAPISI Grant Assistant Cynthia Harper developed a Reading Comprehension Workshop to help the students of San José State University. A group of English teachers and future English teachers from Thailand and students from various disciplines on campus attended the first workshop on April 3. Two other workshops were given during the spring semester, one on April 15, and another on May 1. The workshop will continue to be scheduled in future semesters, and there are plans to record the workshop for posting on the AANAPISI website.

Workshops and On-Campus Outreach

Writing Center Workshops

Each semester, the Writing Center offers a variety of workshops targeting particular areas of need which have been identified by faculty, Writing Specialists, or students using the Writing Center. Most of these workshops are presented in seminar fashion for up to 15 students. All of our workshops are taught by Writing Center faculty or Writing Specialists.

Workshop Topics

This year we offered workshops on the following topics:

- *Analyzing Essay Prompts*
- *APA Basics*
- *APA Style: Creating a Reference Page*
- *Body Paragraphs*
- *Common Grammar and Punctuation Errors*
- *Muscle Verbs for Good Writing*
- *Netiquette*
- *Paraphrasing*
- *Preparing a Professional Resume*
- *Strategies for Improving Reading Comprehension*
- *Selecting and Integrating Source Material*
- *Transitions*
- *Trimming the Fat*
- *Writing an Abstract*
- *Writing for Clarity: Subjects and their Verbs*
- *Writing under Pressure: Time Management*

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

Custom Workshops

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

Faculty Workshops

In fall 2012 and spring 2013, the Writing Center hosted a series of Faculty Writing Workshops under the AANAPISI grant. These workshops are intended to improve the quality of writing instruction across the curriculum at San José State. For more detailed information, please refer to the section titled “The AANAPISI Grant” on page 19.

House Calls

The Writing Center offers in-class orientations to the campus community. These “house calls,” presented by Writing Specialists, inform students about Writing Center services. During these presentations, Writing Specialists explain how to sign up for an appointment. Additionally, they go over what the student must bring and what can be covered in a 30-minute appointment. Students are also given information on how to sign up for Writing Center workshops. House calls are usually presented in the classroom; however, in some cases, faculty will bring their students to the Writing Center for a tour. Writing Specialists presented more than 20 house calls in AY 2012-2013.

Résumé Services

The Writing Center assists students preparing their résumés and cover letters as they apply for jobs and internships. Faculty-in-Residence Marty Leach accepts appointments to review these documents during his Writing Center office hours. In fall 2012 and spring 2013, 44 individuals made 63 appointments for a total 41 hours spent with the students reviewing their professional writing.

Admitted Spartans Day

On Admitted Spartans Day, Writing Specialists Michael Panelli, Samantha Clark, and John Linford ran a table for the Writing Center. They handed out promotional materials and talked to students about the services the Writing Center offers. They told them about one-on-one tutoring and explained that Writing Specialists can help them with everything from grammar/mechanics to organization/format. They mentioned that there are tutors who specialize in APA, MLA, and AP styles. In addition, they told them that the tutors come from a variety of majors, which means they can help them with assignments from any course. Many of the people who came to the table asked if the Writing Center helped with the WST. They were told that the Writing Specialists do not specifically tutor for the WST but that the services provided will help students prepare for the exam. John, Michael, and Samantha spoke to several hundred students throughout the day.

MST and CASA Tutoring

During the past year, the Writing Center developed relationships with two other units on campus. The MST (Master in Taxation) Program requested that one of our Writing Specialists spend time each week tutoring students in the program. The CASA (College of Applied Sciences and Arts) Student Success Center also requested that our Writing Specialists work five hours per week on site at their facility in MacQuarrie Hall. These partnerships have been successful, and the Writing Center will continue to develop them in the future.

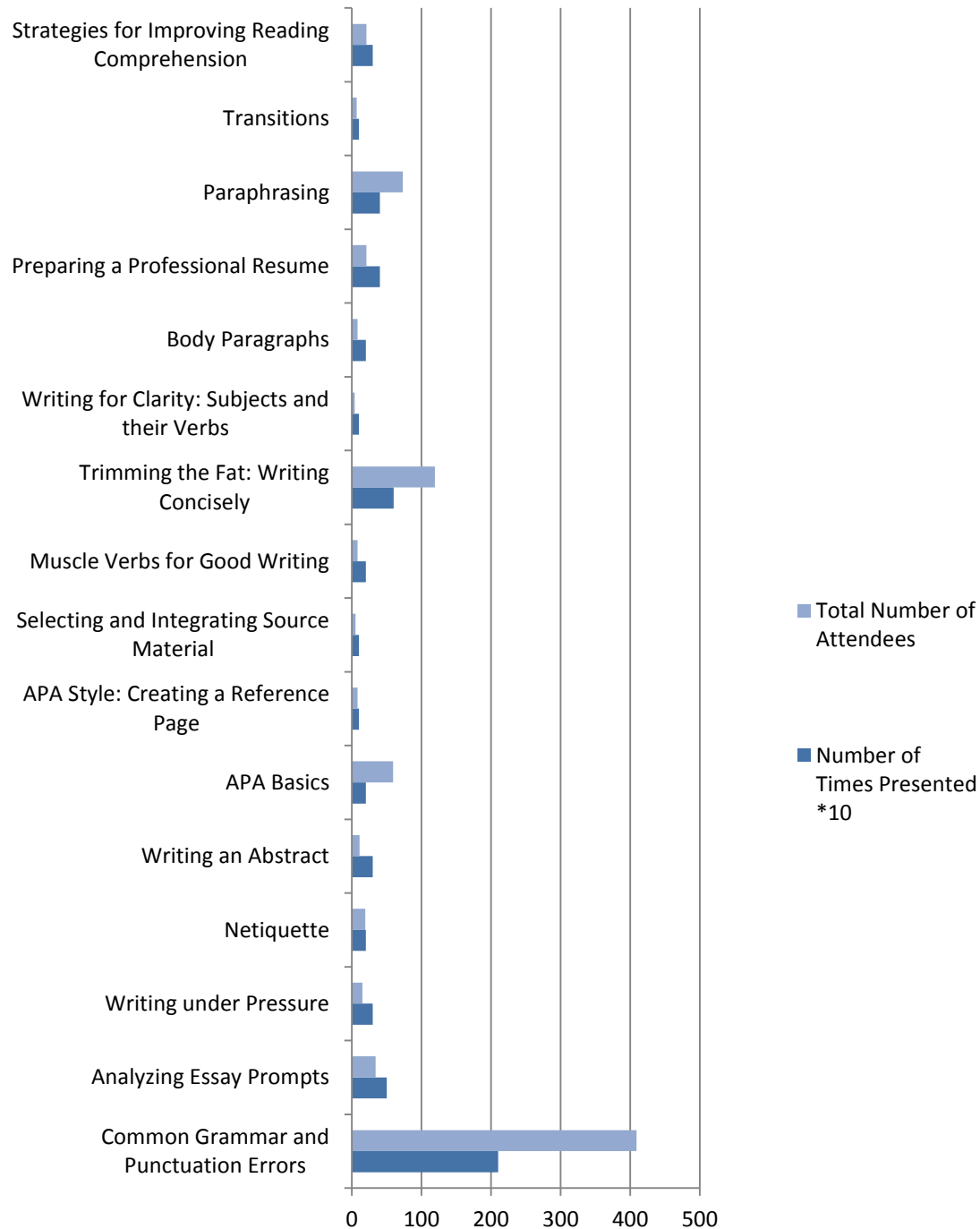
Workshop Statistics

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

2012-2013 Writing Center Workshop Attendance

Workshop Title	Number of Times Presented	Total Number of Attendees	Average Feedback Score (%)
Common Grammar and Punctuation Errors	21	409	92.8
Analyzing Essay Prompts	5	34	93.9
Writing under Pressure	3	15	90.6
Netiquette	2	19	92.3
Writing an Abstract	3	11	94.0
APA Basics	2	59	92.4
APA Style: Creating a Reference Page	1	8	97.75
Selecting and Integrating Source Material	1	5	86.3
Muscle Verbs for Good Writing	2	8	97.0
Trimming the Fat	6	119	96.5
Writing for Clarity: Subjects and their Verbs	1	4	98.5
Body Paragraphs	2	8	93.1
Preparing a Professional Resume	4	21	91.8
Paraphrasing	4	73	92.5
Transitions	1	7	89.3
Strategies for Improving Reading Comprehension	3	21	99.1

AY 2012-2013 Workshop Attendance



The number of times presented has been multiplied by 10 so that it is easier to read those values on the chart.



External Outreach and Global Citizenship

Visit to Silver Creek High School

In April 2013, Writing Specialists Sarah Andersen and Samantha Clark visited Silver Creek High School in San José, California, to speak to students about college. The Writing Specialists gave advice to seniors who were about to enter the college community as well as freshmen, sophomores, and juniors who still had time to plan their college careers. Sarah and Samantha visited several classes throughout the six-period day, including one journalism class, three senior English classes, one math class, and one mixed-ability English class. Sarah and Samantha discussed several aspects of college life, including academics, social groups, dorm life, financial aid, counseling services, and classroom conduct, and they welcomed all questions from the students and teachers. Sarah and Samantha shared the successes and failures they experienced when transitioning from high school to college and welcomed the students to contact them with any further questions.

Northern California Writing Centers Association Conference

On April 13, 2013, members of the Writing Center faculty and staff presented at the 2013 Northern California Writing Centers Association Conference hosted by Sacramento City College. Graduate-level Writing Specialists Andrew Tucker and Jessy Goodman accompanied Associate Director Michelle Hager to the event, which was organized around the theme of “The Roles of Writing Centers in Redefining Student Success: Sharing Our Practices and Research.” The SJSU Writing Center team formed a proposal for a panel discussion titled “Running a Writing Center as a Business: Creating a Professional Tutoring Environment,” which was accepted by the NCWCA. During the panel, the team outlined the ways in which the strict codes, policies, and procedures of the SJSU Writing Center not only align with those of successful businesses, but also facilitate learning for both clients and employees. Jessy, Andrew, and Professor Hager stressed the importance of protocol in a writing center environment in which tutoring is viewed as a tangible service.

The panel was well received and attended by a large crowd of Writing Center professionals from California, Nevada, and Oregon. Attendees asked detailed questions and expressed interest in applying several of the methods used by the SJSU Writing Center.

For the remainder of the event, the representatives from the Writing Center interacted with representatives from other Writing Centers. Jessy, Andrew, and Professor Hager attended panel discussions and presentations where they were exposed to new methods and practices regarding pedagogy, writing centers, and student involvement.

Fabretto Children’s Foundation

The Writing Center continues a relationship with the Fabretto Children’s Foundation, a relationship that started in 2008. During fall 2012, two SJSU professors and an SJSU alumnus travelled to Nicaragua to conduct an intense three-day workshop providing Nicaraguan teachers with better methods for teaching English. Writing Center Director, Dr. Linda Mitchell, and faculty-in-residence Gloria Collins continue to support the Fabretto project by sponsoring school children in Nicaragua. Both receive letters from their “adopted” kids, who study in remote, rural schools which provide instruction and lunch to K-12 students.

Salzburg Scholars Program

The Salzburg Fellows and Scholars program aims to provide faculty and students with tools necessary to educate global citizens. Faculty and students from across the colleges in the university are chosen to be fellows and scholars, respectively. They attend a seminar in Salzburg during the summer and work collaboratively with the other fellows and scholars at SJSU to create programs to educate the university regarding global issues. Dr. Linda Mitchell, Director of the Writing Center, was a Salzburg Fellow during 2012-2013, and Jessy Goodman, a Writing Specialist and MFA graduate student, has been chosen as a Salzburg Scholar for the 2013-2014 year.

Visit from Thailand English Teachers

A group of English teachers and future English teachers from Thailand visited the Writing Center on April 5, 2013. The visitors also attended the "Reading Comprehension" workshop earlier in the week.



Writing Center Online Presence

Website Information

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

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

The website receives heavy traffic, and between June 2012 and June 2013, **the daily average for “visitor sessions” was 505 per day** (up from 407 last year). Urchin Web Analytics tracks our website statistics, and “A ‘Session’ is defined as a series of clicks on your site by an individual visitor during a specific period of time. A ‘Session’ is initiated when the visitor arrives at your site, and it ends when the browser is closed or there is a period of inactivity.”

In the same period of time, **the daily average for “hits” was 1,547, and the daily average for “pageviews” was 1,231**. “Hits” and “pageviews” both relate to quick views of the Writing Center website (or any subsite within the Writing Center site), which explains why the numbers are significantly higher than the lengthier “sessions.” **All numbers for sessions, hits, and pageviews are significantly higher than last year**, which indicates that our website has been used more frequently and has become an even better venue for publicizing our services.

The summary chart and calculation methodology below outline the statistics for our website.

Report: Summary - Writing Center	
Date Range: 06/01/2012 - 06/01/2013	
Total Sessions	184,780.00
Total Pageviews	450,722.00
Total Hits	566,062.00
Average Sessions Per Day	504.86
Average Pageviews Per Day	1,231.48
Average Hits Per Day	1,546.62

Calculation Methodology:

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

Urchin 5 ©Urchin Software Corporation

Online Resource Materials (Homegrown Handouts)

The Writing Center “Homegrown Handouts” are also often downloaded by visitors to our website. We currently have **66** original “Homegrown Handouts” posted online. The following handouts were downloaded the most frequently by visitors to our site:

- “Comparing/Contrasting—Methods of Organization” (84,309 hits)
- “Transitive and Intransitive Verbs” (17,032 hits)
- “Contractions” (11,561 hits)
- “Argumentation: Premises and Conclusions” (10, 633 hits)
- “Coordinating Conjunctions (FANBOYS)” (6,765 hits)
- “Appositives” (5,815 hits)
- “Transition Words” (4,464 hits)

Facebook and Twitter

The Facebook business page for the Writing Center has continued to grow successfully. There are 407 individual “fans” of the Writing Center Facebook page; in addition, many other Writing Centers, universities, corporations, and local businesses have “liked” our official page. These pages include The Cal Poly Writing & Rhetoric Center, The MSU Writing Center, University of Miami Honor Council, International Center for Academic Integrity, The Writing Center at George Mason University, The Writing Centre, Saint Mary’s University, and University of Alabama Writing Center, among many others.

The Writing Center Twitter page has also continued to grow. The page currently has over 200 followers.

Both of these social media outlets give the Writing Center the valuable opportunity to publicize its services and to communicate with others in the SJSU community and beyond.

Writing Center Personnel

Linda C. Mitchell, Director

- Presented conference paper at International Society for the History of Rhetoric
- Served as a reviewer on several professional journals
- Served as an active board member of the AANAPISI (Asian American Native American Pacific Islander Serving Institution) grant awarded from the U.S. Department of Education to SJSU
- Taught faculty workshops for the AANAPISI grant, along with Michelle Hager, to help professors improve the teaching of writing across the curriculum
- Oversaw the planning of the Chitra Banerjee Divakaruni event, which was sponsored by the AANAPISI grant
- Created and co-taught ongoing Reading Comprehension Workshops with Cynthia Harper for the AANAPISI grant
- Oversaw the general functioning of the Writing Center
- Read all follow-up emails from Writing Specialists to professors
- Responded to faculty writing projects
- Maintained the Writing Specialist program for upper-division and graduate-level Writing Specialists, including the hiring, training, and supervising of employees
- Taught nine workshops for the Writing Center: “Vocabulary Building,” “Writing Process for Successful Papers,” and “Muscle Verbs for Good Writing”
- Mentored Writing Specialists as they created and presented workshops with knowledge-based content and pedagogy
- Mentored Writing Specialists as they created and revised their Homegrown Handouts for the Writing Center website
- Worked with students on graduate research projects; coached students in writing conference abstracts and preparing conference papers; advised students on Ph.D. programs
- Interviewed candidates for the English Credential Program
- Worked with Michelle Hager to update the employee manual and training manual for all Writing Center student employees and for the Writing Center administrator
- Observed classes for English faculty and wrote peer reviews
- Served on the University Writing Requirements Committee; the University Scholarship and Awards Committee; the Student Academic Success Services Committee; the AANAPISI Executive Board; the English Department Rank, Tenure, and Promotion Committee; the Composition committee; and the English Department Publicity Committee
- Held four writing workshops at West Coast World Martial Arts
- Serves on the Board for the International Society of the History of Rhetoric
- Does research at the Henry H. Huntington Library, the William Andrews Clark Library, the British Library, and the Folger Shakespeare Library
- Volunteers for Fabretto Children’s Foundation in Nicaragua
- Participates in the International Milton Society, the International Society for the History of Rhetoric, the North American Dictionary Society, and the Renaissance Society of America
- Continues to train for 5th degree black belt in mixed martial arts



Michelle Hager, Associate Director

- Taught multiple workshops for the Writing Center each semester (all on the topic of “Common Grammar and Punctuation Errors”)
- Maintained and updated the Writing Center webpage
- Maintained and updated the Writing Center Twitter account
- Maintained and updated the Writing Center Facebook business page
- Maintained the Assistant Writing Specialist program for lower-division tutors, including the hiring, training, and supervising of student employees
- Kept the employee and training manuals for all Writing Center student employees up to date
- Tracked website data using Urchin Web Analytics
- Held weekly office hours on site in the Center
- Observed and evaluated workshops conducted by Writing Specialists
- Reviewed the “Homegrown Handouts” that were created by Writing Specialists before posting them online
- Provided feedback to Writing Specialists on their follow-up emails to professors
- Presented on a panel at the Northern California Writing Centers Association Conference in Sacramento with Writing Specialists Jessie Goodman and Andrew Tucker. The presentation, “Running a Writing Center as a Business: Creating a Professional Environment to Enhance Student Success,” was well received.
- Acted as a host to a group of English teachers and future English teachers from Thailand who visited the Writing Center in April 2013
- Was a “job talk” presenter at Andrew Hill High School in March 2013
- Assisted with all administrative tasks in the Center (scheduling, purchasing, maintaining payroll)
- Interviewed prospective single-subject teaching credential candidates in the Department of English and Comparative Literature
- Taught a variety of courses in the Department of English and Comparative Literature (including Modern English Grammar, Children’s Literature, and Fantasy and Science Fiction Literature)
- Acted as a member of the National Council for Teachers of English
- Sat on the university Writing Requirements Committee during the spring 2013 semester
- Taught faculty workshops, along with Dr. Linda Mitchell, for the \$2 million AANAPISI (Asian American Native American Pacific Islander Serving Institution) grant awarded to SJSU from the U.S. Department of Education to help professors improve the teaching of writing across the curriculum



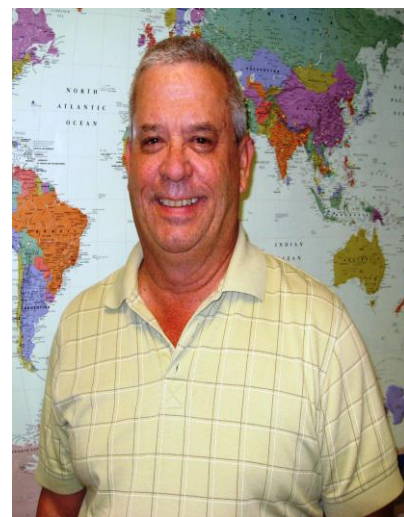
Gloria Collins, Faculty-in-Residence

- Coordinated the Writing Skills Test at SJSU, a junior-level writing test given six times a year
- Created an objective version of the Writing Skills Test
- Tailored the test for SJSU students
- Produced 164 items for extended narrations for the WST
- Provided WST objective test for a pilot online program in the College of Business
- Presented a holistic scoring workshop for eleven instructors
- Presented four workshops per semester for the Writing Center on “Analyzing Essay Prompts” and “Writing under Pressure”
- Supervised Writing Specialists
- Covered Writing Center reception desk as necessary
- Served on the Composition Committee and Policy Committee in the Department of English and Comparative Literature
- Served as Table Leader for holistic grading sessions in the Department of English and Comparative Literature
- Served on the University Writing Requirements Committee; served on a sub-committee for the 100A course
- Interviewed prospective teaching credential candidates for the Department of English and Comparative Literature
- Acted as faculty adviser to the Gastronomy Club at SJSU
- Acted as a volunteer peer mentor for new faculty in the English Department
- Read for SJSU's annual Legacy of Poetry Day, held every April



Martin Leach, Ph.D. Faculty-in-Residence

- Served as Faculty-in-Residence with the Writing Center for academic year 2012-2013
- Conducted workshops on “Creating an Effective Resume” and “Writing an Abstract”
- Helped students in individual sessions to improve their résumés
- Conducted a research project to monitor and compare how much students improve their writing in Meteorology 100W and Meteorology 202 (research methods)
- Mentored two graduating seniors in the Meteorology and Climate Science Department as they completed their research and wrote their senior theses
- Served on the Master’s committee for four graduate students
- Taught a total of six courses, including upper-division general education classes and Meteorology and Climate Science classes for juniors, seniors, and graduate students



Writing Specialists

Sarah Andersen

- Composed and conducted a workshop on subjects and verbs
- Composed Homegrown Handouts on abbreviations, appositives, and cover letters
- Tutored students outside the Writing Center
- Took and passed the CBEST exam—reading, writing and math
- Was admitted into the single-subject credential program
- Began working as an Online Writing Specialist for the School of Library and Information Sciences
- Conducted in-class workshops on paraphrasing and common grammar errors
- Completed 45 observation hours in high school English classrooms
- Obtained a BA in English
- Conducted a college orientation at Silver Creek High School



Marissa Cerros

- Tutored graduate and undergraduate students as a Writing Specialist at the Writing Center
- Attended a professional development workshop from Pearson Publishing
- Honored with a Dean's Scholar award
- Created a Homegrown Handout on colons for the Writing Center
- Prepared and taught a workshop on transitions
- Edited a student's Master's-level literature review



Samantha Clark

- Served as Managing Editor of the *Spartan Daily*, fall 2012
- Selected as a Dow-Jones News Fund intern for the San Francisco Chronicle for summer 2013
- Conducted in-class workshops: "Common Grammar Errors" and "Paraphrasing"
- Conducted "Netiquette" and "Transitions" workshops
- Conducted private tutoring and editing
- Composed homegrown handouts for résumé formatting and AP style



- Published an article for KQED/QUEST Science about the beavers that were living in San José
- Was a Dean's Scholar

Alyssa Galvan

- Appeared in the spring 2013 *English Department Newsletter* in "A Day in the Life of a Writing Specialist" article
- Rescued a family of kittens, raised them, and found good homes for all of them
- Was hired as a Writing Specialist at the Writing Center
- Applied for graduation
- Wrote new poetry
- Created a Homegrown Handout for the Writing Center
- Completed safety training
- Presented a successful workshop for the Writing Center on the topic of writing concisely
- Maintained professor correspondence
- Tutored for the CASA Success Center at SJSU
- Wrote skill-based and education-based résumés
- Completed a cover letter workshop
- Completed a résumé writing workshop
- Interviewed a well-respected professor to help determine a career path
- Interviewed a published author
- Submitted poetry and prose for publication



Mitchell Gehring

- Started lifting weights and initiated the paleo diet; lost 20 pounds so far
- Was hired as a Writing Specialist at the Writing Center
- Completed safety training
- Wrote a successful cover letter
- Completed "Commonly Misused Words, Part II" Homegrown Handout
- Wrote a movie review of Baz Luhrmann's *Romeo and Juliet*
- Earned the Dean's Scholar award
- Maintained a 3.76 GPA
- Conducted a workshop about writing body paragraphs



Jessy Goodman

- Received a Graduate Assistantship for the 2012-2013 academic year in the Department of English and Comparative Literature
- Accepted into the exclusive Salzburg Scholars program for a week-long conference in the summer of 2013 in Austria
- Completed several in-class grammar workshops by special request
- Completed a Homegrown Handout on the topic of annotated bibliographies
- Had a conference proposal accepted by Northern California Writing Centers Association Conference (with Writing Specialist Andrew Tucker and Associate Director Michelle Hager)
- Accepted TA-ship for 2013-2014 academic year; will teach one section of English 1A
- Nominated for prestigious Dorritt Sibley Award in Poetry



Cassia Homann

- Interned at Inspex; wrote a white paper on radiation safety in regard to their fill-height systems; helped reorganize the employee handbook and updated the policies within the handbook
- Tutored students outside the Writing Center
- Continued as a member of the Golden Key Club
- Was a Dean's Scholar in 2013
- Authored a Homegrown Handout on active and passive voices



Fatima Hussain

- Completed a Homegrown Handout about commas
- Conducted a workshop about time management and essay prompts
- Interned at the SJSU Child Development Center Lab
- Created developmentally appropriate activities that met state-mandated desired results
- Taught at a 2:1 ratio
- Received a Dean's list scholar award for the 2012 school year
- Will graduate with a BA in Childhood and Adolescent Development, magna cum laude in May 2013



John Linford

- Completed the following Homegrown Handouts: “Review of Nominalization Choo Choo Train and Compound Noun Phrases,” “Free Writing,” and “Thought Webs”
- Learned to drive stick shift
- Participated in role playing during the Writing Center hiring process
- Had handout posted online
- Completed safety training
- Became a Writing Specialist
- Completed 100W course
- Started MST tutoring
- Created a workshop on APA references
- Learned how to construct a résumé and cover letter efficiently and skillfully
- Was placed on the Dean’s scholar list
- Was appointed to the ANNAPISI Writing Excellence Committee
- Participated in Admitted Spartans Day



Michael Panelli

- Maintained a 3.52 GPA
- Took the LSAT in October 2012; scored 144 (24th percentile)
- Applied to six law schools
- Served as Alpha Phi Sigma Vice President
- Was a student representative for the Justice Studies Curriculum Committee
- Was a student representative on the ANNAPISI Writing Excellence Committee
- Taught “APA Basics” and “Common Grammar and Punctuation Errors” workshops
- Served as a researcher for Dr. Danielle Harris on a study regarding sex offenders
- Authored Homegrown Handouts on quotation marks and independent clauses
- Served as Managing Editor of *Themis* (Justice Studies student journal)
- Assisted Dr. Danielle Harris with a presentation abstract for ATSA and ACS
- Represented SJSU and Alpha Phi Sigma at ACJS convention in Dallas, TX
- Took LSAT again in February 2013; scored 150 (44th percentile)
- Planned “Crazy Pants Day” for Writing Center staff meeting
- Was a Dean’s Scholar in spring 2013
- Attending University of the Pacific, McGeorge School of Law in fall 2013



Andrew Tucker

- Conducted “Common Grammar and Punctuation Errors” workshop
- Created Homegrown Handout on “Synonyms for ‘Said’”
- Authored, designed, formatted, and published the Writing Center Annual Report for 2011-2012
- Served as a Graduate Assistant in the English Department
- Had a conference proposal accepted at the 2013 Northern California Writing Centers Association Conference in Sacramento; presented a panel discussion on running a writing center as a professional business with Writing Specialist Jessie Goodman and Associate Director Michelle Hager
- Designed flier for Chitra Banerjee Divakaruni reading for the CLA and AANAPISI Grant
- Had various spotlights and feature articles written about his painting at Vinylmation World and Vinylmation Kingdom
- Selected as a Teaching Associate for the Department of English and Comparative Literature; will teach one section of English 1A in fall 2013



Cynthia Harper, AANAPISI Grant Assistant

- Graduated from San José State University with a BA in English
- Started working under the AANAPISI Grant
- Helped coordinate the two speaking events for author Chitra Banerjee Divakaruni for the AANAPISI Grant
- Arranged a dinner for 26 in honor of Chitra Banerjee Divakaruni
- Created a save the date flier for the author events
- Helped coordinate Faculty Writing Workshops for the AANAPISI Grant
- Co-created and taught three “Reading Comprehension” workshops
- Created certificates of completion for participants of the Faculty Writing Workshops
- Transformed documents into accessible format for the Writing Center
- Tracked and recorded data from tutoring sessions and workshops for the Writing Center and AANAPISI Grant
- Started writing a novel



Campus Communications

Support for the Office of Student Conduct and Ethical Development

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

Communications with Faculty

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

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

When we opened in February 2007, only a few students wanted Writing Specialists to contact their instructors. Some clients were embarrassed to admit that they needed writing assistance. Many of them declined instructor contact simply because they did not understand the benefits of informing their instructors about their tutoring session(s).

However, the number of students approving contact with professors via follow-up emails has slowly increased. In 2012-2013, clients for 53% of our one-on-one appointments indicated that they wanted a follow-up email message sent to their instructor (the equivalent to 2,131 appointments with follow-up instructor contact).

Model Emails by Writing Specialists

Model Email #1

Dear Professor Lo,

My name is Mitchell Gehring, and I am a Writing Specialist at the Writing Center in Clark Hall. I worked with your student [REDACTED] from your English 1B course on February 7th. [REDACTED] has given me permission to contact you regarding her visit to the Writing Center.

During the 30-minute appointment we reviewed her rough draft about the consequences of plastic use. In this session, we focused on the overall content of her essay. We worked on establishing a thesis, brainstorming topic sentences, and including information that pertained to the prompt. We considered many of the suggestions you made on her rough draft. [REDACTED] was responsive during the session and made several meaningful corrections. She is putting a lot of effort into revising this essay and learning new writing concepts. She plans to research her arguments in the near future.

We went over her entire outline and rough draft. When [REDACTED] comes into the Writing Center for her appointment next week, we will continue to work on her essay.

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

Sincerely,
Mitchell Gehring
Writing Center Specialist
408 924-2308

Model Email #2

Dear Professor Linsdell,

My name is Michael Panelli, and I worked with your student [REDACTED] on February 25th. He has given me permission to inform you of his visit to the Writing Center.

[REDACTED] brought his journal analysis assignment for your ENGR 100W class to the Writing Center for tutoring. At the start of our scheduled 30-minute tutoring appointment, [REDACTED] indicated to me that he wanted to work on grammar. He explained the assignment to me before we read it. As we read through his essay aloud, [REDACTED] and I discussed dangling modifiers, possessives, parallelism, comma splices, prepositions, articles, plurality, tense shifts, split infinitives, run-on sentences, subject-verb agreement, and pronoun-antecedent agreement. We fixed some minor typos and replaced awkward word choices. [REDACTED] and I also discussed sentence clarity, as he had some sentences that were difficult to understand. Overall, these issues occurred infrequently, and [REDACTED] was quick to recognize and fix his mistakes.

██████ and I read two and a half pages but did not have time to finish. We used the full 30-minute session. ██████ told me that he has another Writing Center appointment scheduled for later this week, and I am confident he will revise the assignment prior to his next session.

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

Sincerely,
Michael Panelli
Writing Specialist
(408) 924-2308

Model Email #3

Dear Professor Williams,

My name is Andrew Tucker, and I worked with your student ██████ on November 15. She has given me permission to contact you regarding her visit to the Writing Center.

██████ brought in her persuasive essay on educational apartheid for your English 7 course. At the beginning of our 30-minute session, she indicated to me that she wanted to look for problems with grammar and mechanics in her writing. We read through ██████'s paper aloud together, stopping to discuss grammatical and mechanical errors along the way. As we read, I noticed that ██████ was having trouble with commas. We discussed situations where commas are necessary in writing, and we revised sections of ██████ paper accordingly. Next, ██████ and I talked about pluralization and articles.

██████ and I started her paper where she had stopped with her previous tutor, and we were able to get through the second half. I am confident that she will use our discussion to further improve her writing.

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

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

Miscellaneous Faculty Responses to Writing Specialists' Emails

September 19, 2012

Hello Cassia,

Thanks so much for this update. I will make an announcement in class on Thursday to help students along on the concept of a "concept"! This feedback is helpful to me as an instructor.

Brian R. Grossman

September 20, 2012

Hi Jessy,

WOW! It sounds as if you two had a really productive session, and I thank you for all of your assistance. I will encourage [REDACTED] to visit you (or the Writing Center) as often as possible.

You guys do the best tutoring on campus!

Best wishes,
Leslie Jacoby

September 20, 2012

Dear Sarah,

Thank you for your message regarding [REDACTED]. I am pleased he took the valuable step of seeking tutoring. It sounds like you covered several of the issues (surface structures) that we are just beginning to cover in class. I am also glad to hear that [REDACTED] has already attended to the larger structural issues (organization and evidence) in his paper.

Thank you for your valuable input!

Best regards,
Jackie Norgord

October 8, 2012

Hi Sarah:

I don't have any questions, but want to thank you for providing this resource to SJSU students. I met with [REDACTED] today, and she shared results of working with you at the Writing Center with me. It is a great service to provide to students.

Michael Lange

October 21, 2012

Dear Michael,

Thank you for working with [REDACTED]. I am seeing a great improvement in her writing due to her diligence in seeking tutoring help at the Writing Center. I do appreciate your time spent with [REDACTED] because without tutors like you, I could not do all I need to do in my classrooms.

Thank you ever so much,
Bobby McCluskey

October 23, 2012

Thank you for this fabulous report. It's hard to believe all of this grammar discussion took place of 3/4 of a page. I wish I had your support for all of my 100a students. Your work makes a big difference in their lives. Thank you!

Stacey Knapp

November 30, 2012

Thank you so much for this information - as always The Writing Center is a great help to our students, as well as the faculty who teach them.

Kevin Roe

December 12, 2012

Michael,

Thank you so much for your detailed response. I greatly appreciate the work of specialists at the Writing Center -- [REDACTED]'s writing still has a way to go, but she has definitely improved as a result of her interactions at the Writing Center.

Hilary Nixon

January 23, 2013

Dear John:

I want to take this opportunity before the bustle of spring semester overwhelms me to thank you for the support and encouragement you provided my English 1B students last semester (fall 2012).

The detailed email summaries encapsulating your tutoring sessions with my students provides me invaluable visibility into their writing strengths and weakness . . . thus allowing me to pinpoint priority focus areas during class. This is by far one of my most favorite features of the Writing Center.

The suggestions and re-direct you offer students enable them to not only produce a much cleaner final draft (which is a huge help when grading stacks upon stacks of essays each weekend), but also it helps students develop healthy habits of critical thinking, editing, revising, and rewriting.

Often, students are either too timid or "busy" to seek help. To force the issue this semester, I am making the initial visit to the Writing Center mandatory for my students. They MUST make an appointment or suffer point deductions. After the first visit, all subsequent visits are extra credit. Anticipate seeing more of my students.

Thank you again for helping my students produce better drafts for me to grade. I look forward to continued partnership with you and your colleagues again this semester.

Kind regards,
Laimin Lo

February 7, 2013

Thank you Samantha. These are the students who really need help beyond what can be provided in class. Thank you for your support.

John Loomis

February 14, 2013

Hi Samantha,

Thank you for contacting me. I'm so happy [REDACTED] sought help. You zeroed in on the exact problem that so many students have with their first long essay in 1A. I will speak to him about returning to you.

Dr. Landau

February 14, 2013

Good-morning, John, Fatima, Sarah, Mitchell, Alyssa, and Michael.

Happy Valentine's Day from section 78 of English 1B!

Thank you for helping my students write better essays. Eventually, their ugly duckling essays will transform into swan quality pieces . . . at least that's my hope.

We heart you!

Best wishes,
Laimin Lo



February 25, 2013

Hi Cassia,

Thank you for this thorough report. I'm pleased to see that [REDACTED] is curious about so many issues. As you noticed, English is his second language. As a side note, we recently had a presentation from one of your colleagues about the Writing Center, so that presentation has already had an effect.

Gotta run, Craig

March 13, 2013

Dear John,

You are really doing "god's" work. This is so important for our students to get this one-on-one help that we cannot provide. I appreciate your support for [REDACTED] and others. Thank you for your report of your session together.

John Loomis

March 14, 2013

Hi Ms. Clark,

Thank you for this update - as always we appreciate the support that the Writing Center continues to provide the students of Health Science. In fact, we have been noticing a marked improvement in the writing capacity of our students and we contribute part of that to the support the Writing Center provides.

Thanks again,
Kevin Roe
Health Science and Recreation

March 20, 2013

Hi Alyssa,

Thanks so much for the emails detailing the appointments you had with [REDACTED] and [REDACTED], two of my LLD 100WB students.

The Writing Center is my favorite resource on campus, and I appreciate the hard work you and the other writing specialist do.

Thank you.

Victoria Sansome

April 3, 2013

Thanks for this report Michael. I believe that I recommended this appointment and will require a further appointment, as you suggest. I much prefer that she use this type of support to learn a bit about writing before she turns in the document for grading.

I'm copying my Department Chair, Yasser Dessouky, so he will be aware of the thoroughness and scope of your services.

Best,

Louis E. Freund, Ph.D.

April 17, 2013

Dear John,

Thanks so much for the informative email about your helping my student, [REDACTED]. I appreciate all of the work you did with her, as I'm sure she does, and I sincerely hope she makes another appointment with you for more help. We are also addressing the same issues in class that you worked on with [REDACTED], so I'm sure your work with her will greatly benefit her.

Thanks,

Mary Williams

April 22, 2013

Hi, Fatima,

Thank you for contacting me about your tutoring session with [REDACTED]. I have encouraged my students to take advantage of the writing center and am very glad to know that she has done so. Writing in English can be very difficult for students for whom English is not the first language, and they benefit tremendously from individualized tutoring sessions with writers trained to teach writing fundamentals. Thank you for helping!

Nan Shostak

April 26, 2013

Michael,

I want to thank you for this note and for also working with [REDACTED] so much this semester. I am happy to see that she is taking advantage of tutoring services, and I commend you for trying to help her despite her apparent apathy toward the assignment or toward the session. This is an intensive and difficult class, and I am sure she is very burned out. You, as well as all the tutors at the Writing Center, are an incredible asset to us 100A instructors. We know that our students require a lot of help, more help than we can offer inside the classroom. Without your help, we'd be absolutely overwhelmed. I want you all to know that although we instructors usually don't have time to respond to these important updates that you give, your very valuable work does not go unnoticed or unappreciated. Thank you.

Kind Regards,
Katie Masters