

SJSU SAN JOSÉ STATE
UNIVERSITY

Writing Center

Annual Report
2013-2014

Michelle Hager, Director

Written and Compiled by
Pat Walls, Administrative Coordinator

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Introduction

Acknowledgements

The Writing Center was founded in 2007 by Dr. Linda C. Mitchell, a Professor from the Department of English and Comparative Literature. In summer 2013, Dr. Mitchell stepped down from her position as Writing Center Director and returned full time to her work in the English Department. She created the Writing Center based on her vision, and we are grateful for her many years of service. The Writing Center has become an integral part of San José State University, and it has continued to develop and evolve to meet the demands of a diverse student population.

The staff of the Writing Center wishes to thank Dr. Maureen Scharberg, Associate Vice President of Student Academic Success Services, for her endless mentoring and understanding. With her vision, the Writing Center has been able to grow and to continue serving a wide audience.

We are appreciative of all the support we have received from deans, chairs, and faculty from colleges and departments across campus. We thank them for promoting our services and supporting our work, especially Dr. Lisa Vollendorf, Dean of the College of Humanities and the Arts, and Dr. John Engell, Chair of the Department of English and Comparative Literature.

At the start of the fall 2013 semester, the Writing Center hired a new Administrative Support Coordinator, Pat Walls. Pat has become a central part of our team, and we are fortunate to have such an intelligent, energetic Administrative Coordinator to keep the Writing Center ship sailing smoothly.

Much appreciation also goes to Cynthia Harper, Ann Baldwin, and Rika Hache for the additional administrative support they have given the Writing Center. We would also like to thank our dedicated Faculty-in-Residence for completing projects that are essential to our continued success.

Lastly, the Writing Center would not exist without the tireless work of our talented tutors. We have two levels of writing tutor: upper-division or graduate-level Writing Specialists and lower-division Assistant Writing Specialists. The Assistant Writing Specialist program was developed in early 2011, and it has helped to broaden the scope of our services. Our expert Writing Specialists and Assistant Writing Specialists not only offer one-on-one tutoring services, but they also develop workshops, work with faculty, and create original writing resources (“Homegrown Handouts”). All our tutors go through an extensive hiring and training process. Due to our high standards and the exemplary skills of our student employees, we have become an internationally recognized Writing Center. We thank them for their work, their energy, and their new ideas.

--Michelle Hager, Writing Center Director

Writing Center Mission

The San José State University Writing Center is a unit of Student Academic Success Services (SASS). We offer a variety of resources to help students become better writers, and all of our services are free for SJSU students.

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 handouts, offering workshops, and conducting one-on-one 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 Specialists will make their best attempt to work with students to improve their writing.

Writing Center 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.

Our Expectations

Please review the following expectations, 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.

Eligibility: You must be currently registered and enrolled at SJSU to use Writing Center services.

Preparedness: You must be prepared for tutoring by bringing specific writing-related questions as well as all necessary materials, including a hard copy of the paper, prompts, outlines, or research. If you have already worked on an essay with a tutor, bring a new copy of your revised draft to your next session, demonstrating that you have attempted to apply what you have learned. You must bring printouts of all materials—tutors will not work off electronic devices. If you do not have a printout of your materials ready in time for your tutoring session, you will lose your appointment.

Distraction-Free Environment: The Writing Center is a distraction-free environment. Cell phones are prohibited. Food and drink are not permitted (except bottled water). Please do not bring any guests with you to your appointment (including children). Writing Specialists will not work off laptops or tablets. During your session, be engaged in the process and be respectful of your peers and all Writing Center employees.

Lateness: As a part of our distraction-free environment, the Writing Center does not tolerate lateness. If you are more than five minutes late for a tutoring session, your appointment will be given to the next person on the waiting list, and you will be marked

as a no-show for that appointment. If you arrive late for a workshop, you will not be admitted into the workshop room.

Frequency of Appointments: You can schedule one 30-minute tutoring appointment per day, with a maximum of two appointments made in advance per week. Hour-long appointments are available only in special circumstances. If you cannot make your scheduled appointment, you must cancel before the appointment is scheduled to begin. If you miss two appointments without cancelling in advance, you will be blocked from the online scheduling system. You will then be limited to waitlist-only appointments for the rest of the semester. Writing Specialists are sometimes available on a first-come, first-served basis if you are on the waitlist. However, waitlist appointments cannot be made in advance and may not always be available, especially during peak hours.

Our Procedures

1. The Writing Center is not an editing or proofreading service. Writing Specialists 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 Specialists will not discuss a grade you have received or anticipate a grade you may receive. Professors assign grades—not Writing Specialists. Writing Specialists also will not offer commentary on a professor's written feedback.
3. Writing Specialists 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 Specialists 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 Specialist.
6. Please visit the Accessible Education Center (AEC) if you need accommodations.

Student 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.
- gain confidence in their writing abilities.
- create outlines to organize complex ideas.
- develop and maintain a writing style that is appropriate to academic audiences.
- write clearly and concisely.

Writing Center Personnel

Michelle Hager, Writing Center Director

- Managed all day-to-day operations of the Writing Center
- Trained, hired, and supervised all student Writing Specialists and Assistant Writing Specialists
- Mentored Writing Specialists as they created and presented workshops
- Mentored Writing Specialists as they created and revised their Homegrown Handouts
- Taught multiple workshops for the Writing Center each semester including “Common Grammar and Punctuation Errors” and “Muscle Verbs for Good Writing”
- Updated the Writing Center webpage and tracked data using Google Analytics
- Maintained and updated the Writing Center social media pages on Facebook and Twitter
- Read all follow-up emails from Writing Specialists to professors and provided feedback
- Held weekly office hours on-site in the Writing Center
- Observed and evaluated workshops conducted by Writing Specialists
- Taught faculty workshops for the AANAPISI Grant, along with Dr. Linda Mitchell, to help professors improve the teaching of writing across the curriculum
- Taught a variety of courses in the Department of English and Comparative Literature including Children’s Literature and Modern English Grammar
- Served on the university Writing Requirements Committee, the English Department Composition Committee, the Science 2 Writing Assignments Committee, and the AANAPISI Writing Excellence Board
- Presented on the panel “Improving the Culture of Writing for AAPI Students at San José State University” at the Asian Pacific Americans in Higher Education Conference
- Interviewed prospective single-subject teaching credential candidates for the Department of English and Comparative Literature



Pat Walls, Administrative Support Coordinator

- Began working at the Writing Center in fall 2013
- Moved to San José in 2014
- Worked on Master’s in History thesis on Bay Area home-brewing
- Rearranged the physical space in the Writing Center lobby and tutoring lab
- Implemented the use of Google Docs for all Writing Center documents, allowing real-time access to statistical data
- Streamlined the mock tutoring process for potential employees
- Streamlined the tutor scheduling process



Cynthia Harper, AANAPISI Grant Coordinator

- Conducted focus group session with Writing Center clients
- Conducted focus group sessions with graduating seniors
- Attended Asian Pacific Americans in Higher Education Conference in San Francisco
- Helped coordinate faculty workshops for the AANAPISI Grant
- Revised the “Reading Comprehension” workshop
- Conducted the “Reading Comprehension” workshop for the Writing Center, English 1A classes, and the Veteran Student Organization
- Created the AANAPISI Grant Course Release Proposal worksheet, the Mid-Semester Progress Report template, and the End-of-Semester Report template
- Analyzed transcripts of Writing Center clients for the AANAPISI Grant
- Updated and maintained the AANAPISI website



Cynthia Baer, Ph.D., Faculty-in-Residence

- Worked as the Stretch English Coordinator in the Department of English and Comparative Literature
- Taught ENGL 1B, ENGL 105 (Seminar in Advanced Composition), and ENGL 100W (Writing Workshop for English majors)
- Served on the Stretch English Department Committee, Curriculum Committee, Composition Committee, and Writing Requirements Committee
- Appointed Faculty-in-Residence at the Writing Center, working with Writing Specialists on developing workshops and “Homegrown Handouts”
- Developed and presented workshops for the Writing Center: “Reading for a Purpose,” “Writing with a Purpose,” “Composing Effective Sentences,” and “The Art of the Long Sentence”



Debra Caires, Faculty-in-Residence

- Worked as Coordinator for Computer Science 100W
- Taught CS100W, CS200W, CS180i, and CS180
- Worked as Director of the Internship Program in the College of Science
- Served on the AANAPISI Writing Excellence Board
- Created and maintained a comprehensive listing of all projects
- Appointed Faculty-in-Residence at the Writing Center in spring 2014, working with students on professional writing for employment and/or graduate school (individual coaching and workshop presentations)



Gloria Collins, Faculty-in-Residence

- Coordinated the Writing Skills Test (WST) at SJSU, a junior-level writing test given six times a year
- 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”
- 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 during fall 2013
- Conducted workshops on “Creating an Effective Résumé” and “Writing an Abstract”
- Helped students in individual sessions to improve their résumés
- Conducted a research project to monitor and compare how much students improved 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



Ben Aldridge, Writing Specialist

- Studied English with a concentration in Career Writing, graduating fall 2015
- Earned a 3.2 GPA
- Worked as a Senior Writing Tutor for two years at De Anza College
- Started at the SJSU Writing Center in fall 2013
- Presented at the 2014 Northern California Writing Centers Association Conference at Sonoma State University
- Created “In, On, and At: Demystifying Prepositions of Time and Place” and “Articles” handouts
- Created “Perfect Verb Tenses” workshop



Sarah Andersen, Writing Specialist

- Began English Single Subject Teaching Credential Program in fall 2013
- Earned a 3.9 GPA
- Began working at the Writing Center in fall 2011
- Completed 15 days of Phase I Student Teaching in spring 2014
- Created and presented a 10-minute lesson for IHS cohorts and IHS Teaching Academy students
- Created “Email Etiquette for Students” and “Sentence Types” handouts
- Conducted “Revising for Clarity: Subjects and their Verbs,” “Common Grammar and Punctuation Errors,” and “Trimming the Fat” workshops multiple times



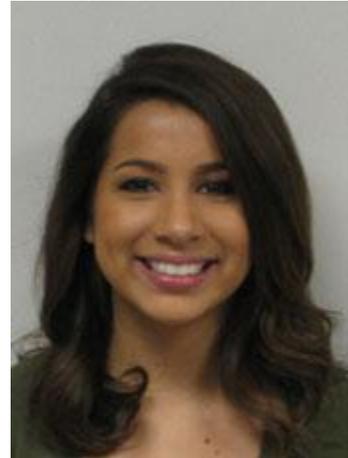
Samantha Clark, Writing Specialist

- Graduated in spring 2014 with a BS in Journalism and BA in History
- Earned a 3.7 GPA and the designation of Dean’s Scholar
- Interned at the *Santa Cruz Sentinel* in fall 2013 and at KQED Public Radio in spring 2014
- Worked as a Freelance Reporter for the *Santa Cruz Sentinel* and for KQED
- Attended the Academic Fellow Association of Health Care Journalists Convention in Denver
- Worked as a Chips Quinn Scholar Intern at the *Oakland Tribune News* in summer 2014
- Created “Writing Introductions” and “Rhetorical Analysis” handouts
- Created and conducted “What is Rhetorical Analysis?,” “Rhetorical Analysis Peer Review,” and “Common Grammar Errors” workshop series for 100A students



Alyssa Galvan, Writing Specialist

- Graduated in fall 2013 with a BA in English and an emphasis in Creative Writing
- Earned all As in fall 2013
- Designated as a Dean’s Scholar for last two semesters
- Passed the CBEST
- Taught as a substitute at Stratford School and in the Evergreen School District
- Recruited to be a tutor for The Stratford Edge
- Created “Raise vs. Rise” and “Cleft Sentences” handouts
- Conducted “Trimming the Fat” and “Common Grammar and Punctuation Errors” workshops



Cassia Homann, Writing Specialist

- Graduated in fall 2013 with a BS in Psychology
- Designated as a Dean’s Scholar
- Participated in the Golden Key Club
- Created “Embedding Quotations” handout
- Conducted “APA Style: Paraphrasing and Quoting” workshop



Fatima Hussain, Writing Specialist

- Graduated magna cum laude in spring 2013 with a BA in Childhood and Adolescent Development
- Designated as a Dean’s Scholar
- Hired as a full-time tutor at Stratford School
- Created “Commas” and “Verb Tenses: Telling Time” handouts
- Conducted “APA Basics,” “Common Grammar and Punctuation Errors,” and “Essay Prompts and Time Management” workshops



Mitchell Gehring, Writing Specialist

- Graduated in spring 2014 with a BA in English
- Made Dean's Scholar—4.0 GPA last three semesters
- Nominated for Outstanding Graduating Senior award
- Won two Department of English and Comparative Literature awards/scholarships
- Created Writing Center “Virtual House Call” video
- Created “Commonly Misused Words, Part II,” “Using Effective Participle Phrases,” and “Body Paragraphs” handouts
- Conducted “Body Paragraphs” and “Common Grammar and Punctuation Errors” workshops



Jessy Goodman, Writing Specialist

- Graduated with honors in spring 2014 with an MFA in Creative Writing
- Attained a 4.0 GPA
- Taught English 1A for two semesters as a Teaching Associate
- Won seven Department of English and Comparative Literature awards/scholarships
- Appointed Head Fiction Editor of *The Rumpus*, a well-known online literary journal based in San Francisco
- Attended the Global Citizenship Conference in Salzburg, Austria as an SJSU scholar in summer 2013
- Attended the annual AWP Writers Conference in Seattle
- Presented at the 2014 Northern California Writing Centers Association Conference at Sonoma State University
- Created “Concrete Language” handout and “Creating a Cohesive Essay” poster
- Presented “Selecting and Integrating Source Material” and “Common Grammar and Punctuation Errors” workshops



Jeff Heid, Writing Specialist

- Served as Assistant Director of Center for Literary Arts (CLA)
- Introduced novelist and short fiction writer Tom Barbash for his CLA Reading
- Represented the CLA at AWP in Seattle
- Presented at the Northern California Writing Centers Association Conference at Sonoma State University
- Will be a Teaching Associate for fall 2014-spring 2015
- Created “Phrasal Verbs” and “Writing Professional Memos People Need to Read” handouts
- Created “Etiquette for the Internet” workshop



John Linford, Writing Specialist

- Earned Dean’s Scholar award
- Attained a 4.0 GPA the last three semesters
- Became Secretary of the Economics Club
- Became Vice President of the Economics Club for academic year 2014-2015
- Became a member of the Mount Hamilton Society, which is a collection of Silicon Valley executives and SJSU professors and students
- Became a member of the Jefferson Club
- Worked the Writing Center table for Admitted Spartan Day
- Created “Essay Planning: How to Develop a Working Thesis Statement” and “Essay Planning: Outlining with a Purpose” handouts
- Planned and presented two four-hour writing workshops for Masters of Science in Taxation (MST) students
- Presented “APA Basics” and “Common Grammar and Punctuation Errors” workshops



Emmanuel Solorzano, Writing Specialist

- Studied English
- Hired as a Writing Specialist in spring 2014 after earning “strong passes” on four straight mock tutoring sessions
- Worked as a tutor and piano teacher
- Started “Transitions” handout



Andrew Tucker, Writing Specialist

- Studied in the MFA Creative Writing program with concentrations in Fiction and Screenwriting, graduating spring 2015
- Earned a 3.85 GPA
- Awarded third place in the CSU Media Arts Festival Screenwriting Competition
- Awarded first place Phelan Award for Short Story over 2000 Words from the Department of English and Comparative Literature
- Acted as Managing Editor and Fiction Editor for *Reed Magazine*, Volume 67; designed cover and interior pages
- Taught English 1A for two semesters as a TA



- Presented at the 2014 Northern California Writing Centers Association Conference
- Attended AWP in Seattle
- Employed at the Writing Center since fall 2010
- Authored and designed a Writing Center poster on compound sentences and designed another poster on essay structure
- Authored “Direct and Indirect Dialogue” handout
- Conducted “Common Grammar and Punctuation Errors” workshop multiple times

Hannah Wiltbank, Assistant Writing Specialist

- Studied English with a concentration in Career Writing, minoring in Computer Science, graduating fall 2015
- Earned a 3.9 GPA
- Worked as a private editor and tutor for four different clients
- Received an honorarium from Pearson Publishing for providing corrections to the seventh edition of the *Analyzing English Grammar* exercise answer key
- Hired at the Writing Center
- Took another step toward a career in technical writing by completing a course in Technical and Professional Writing
- Created both a document tutorial and a video tutorial to guide students through the process of creating an MLA essay template in Microsoft Word



One-on-One Tutoring

Client Use of the Writing Center

During the 2013-2014 reporting period, the Writing Center served a student population of over 31,000 students. Writing Specialists met one-on-one with **1,498** individual students who made a total of **4,249** 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.

Appointments at the Writing Center

Students utilize the WCOOnline scheduling website to register and schedule appointments in advance. Students include statistical data about themselves when registering. When scheduling, they identify the area of writing they want to improve and the type of paper they will bring. These pieces of information allow Writing Specialists to be prepared for tutoring sessions.

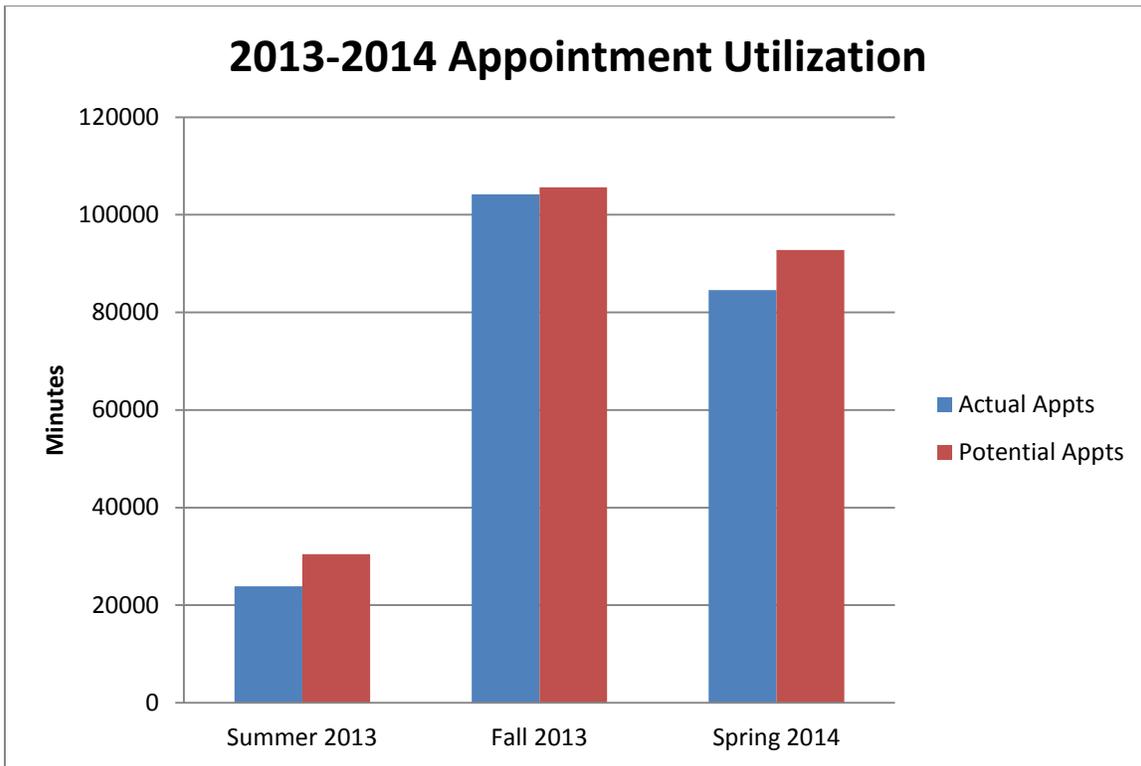
Students can modify or cancel their appointments any time prior to the start of the session. The Writing Center no-show policy is in place to maximize the availability of appointments. Students who have not scheduled an appointment ahead of time and are hoping to get an appointment are placed on a first-come, first-served waiting list. If a student fails to arrive for his or her scheduled appointment on time, a waitlisted student gets that appointment.

Tutoring Session Evaluations

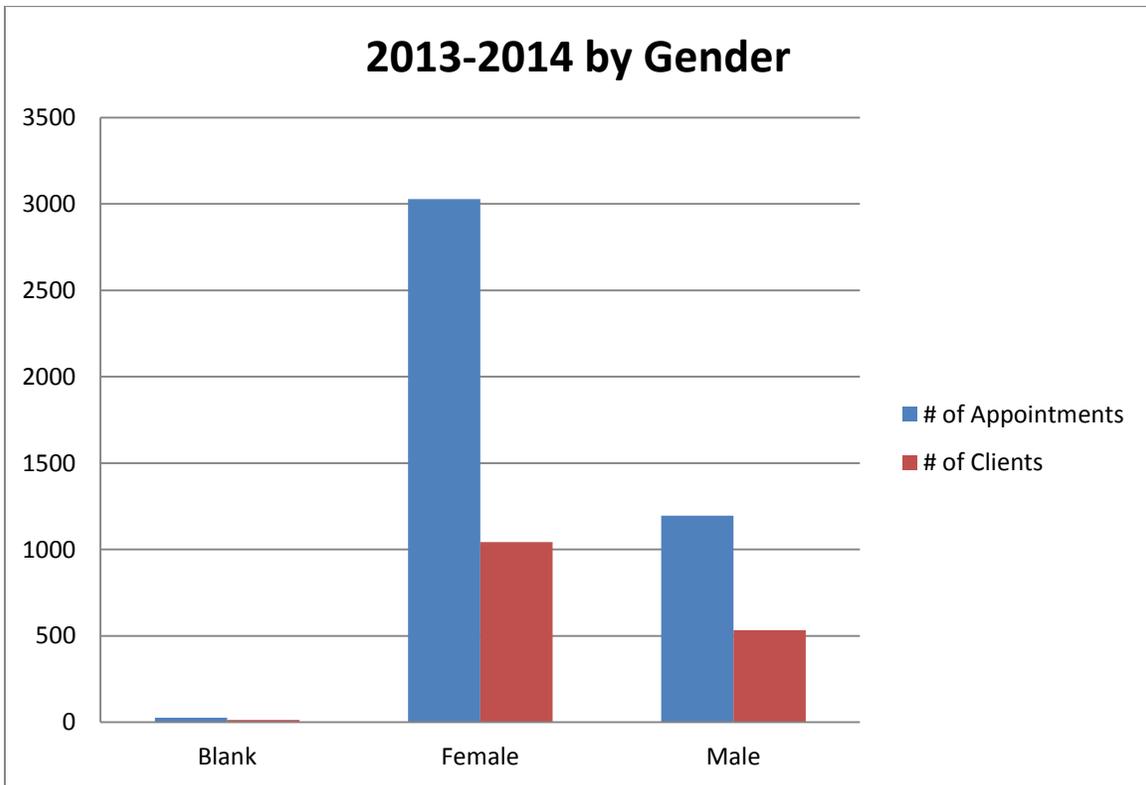
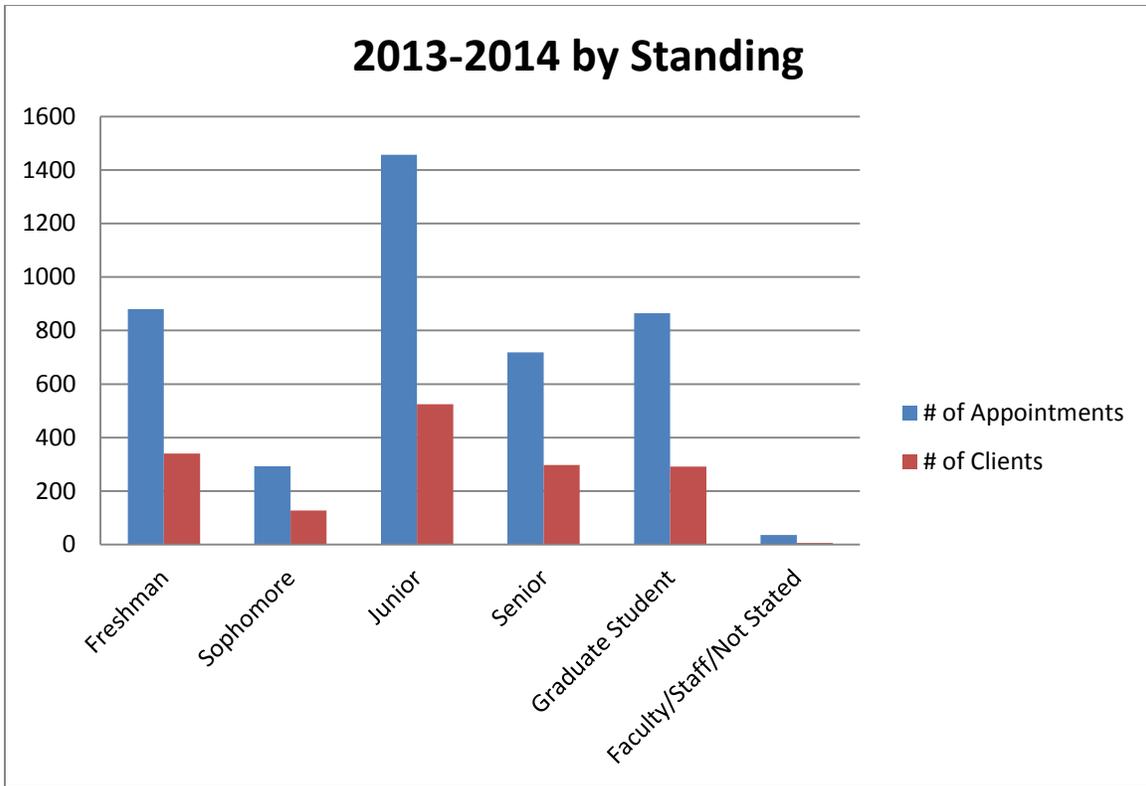
At the end of each tutoring session at the Writing Center, clients are asked to complete a three-question survey evaluating their experience. The questions cover the client's satisfaction, the progress made during the session, and the student's intent to return to the Writing Center. Each response is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

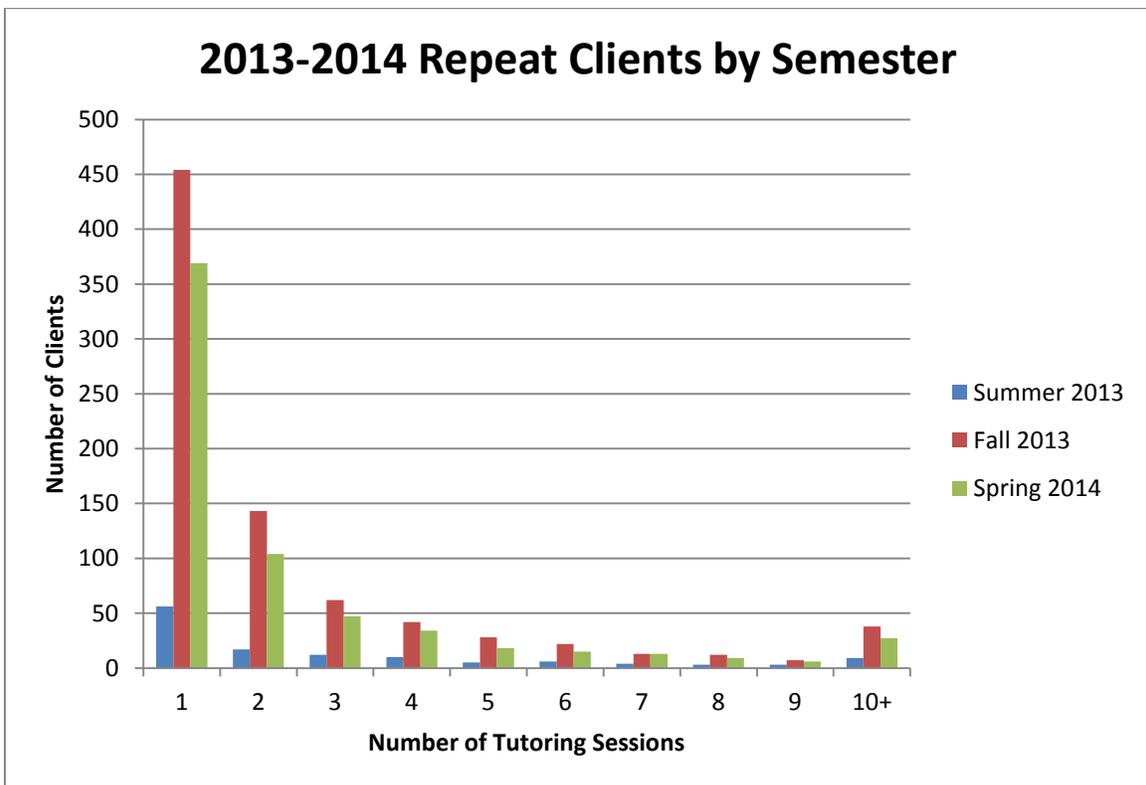
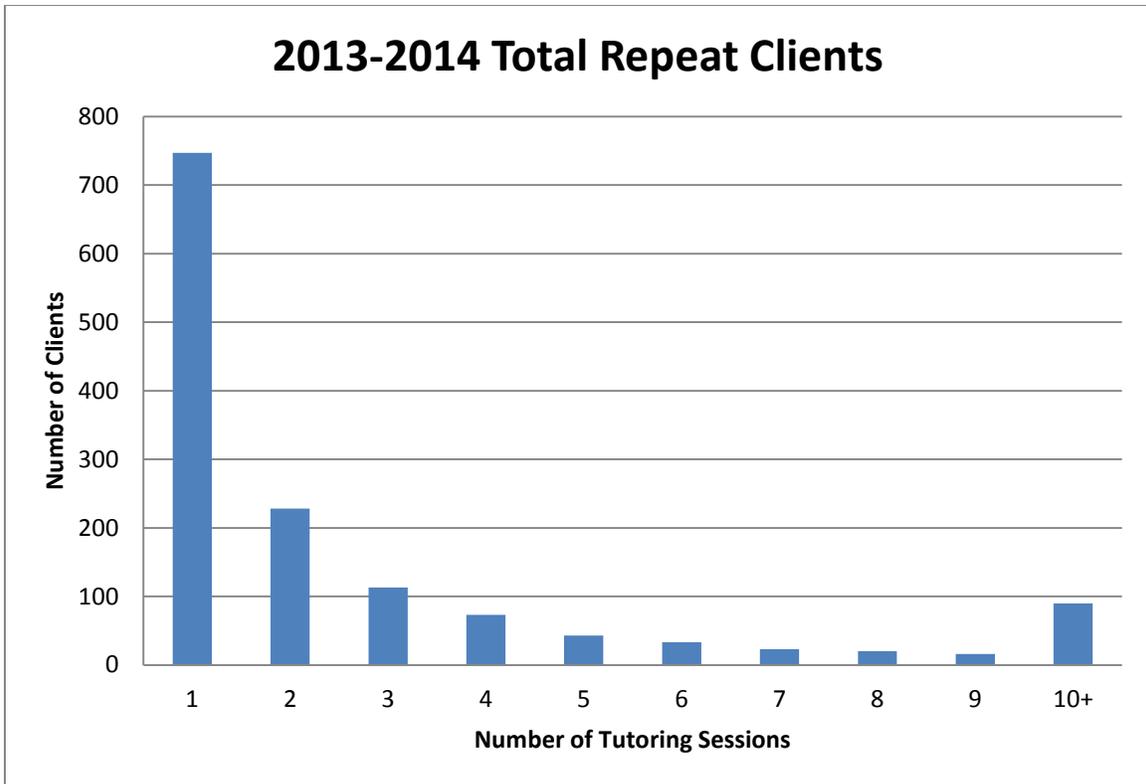
At the end of each day, the Writing Center Administrative Support Coordinator inputs each tutor's numerical scores into a Google Form. Tutors are given printouts of their raw scores and averages each month, which are also kept on file. This allows the Writing Center to monitor student feedback and to strive for the highest possible level of service.

Data and Statistics at a Glance



February 2007-May 2014			
		2013-2014	Lifetime
Raw Data	Number of Appointments	4249	28043
	Number of Clients	1498	8632
Number of Appointments by Standing	Freshman	880	4020
	Sophomore	293	1720
	Junior	1457	7986
	Senior	718	6580
	Graduate Student	865	6701
	Faculty/Staff/Not Stated	36	1036
Number of Clients by Standing	Freshman	340	1578
	Sophomore	128	742
	Junior	525	2450
	Senior	297	2077
	Graduate Student	292	1616
	Faculty/Staff/Not Stated	6	259

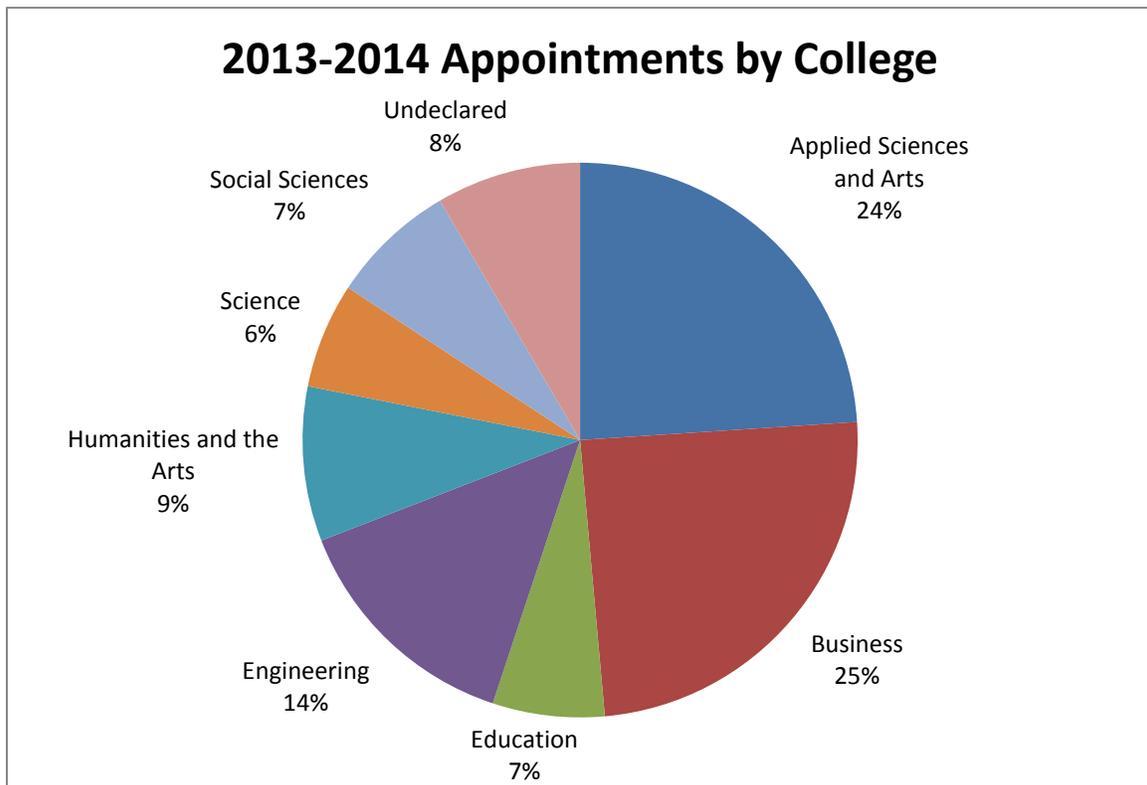


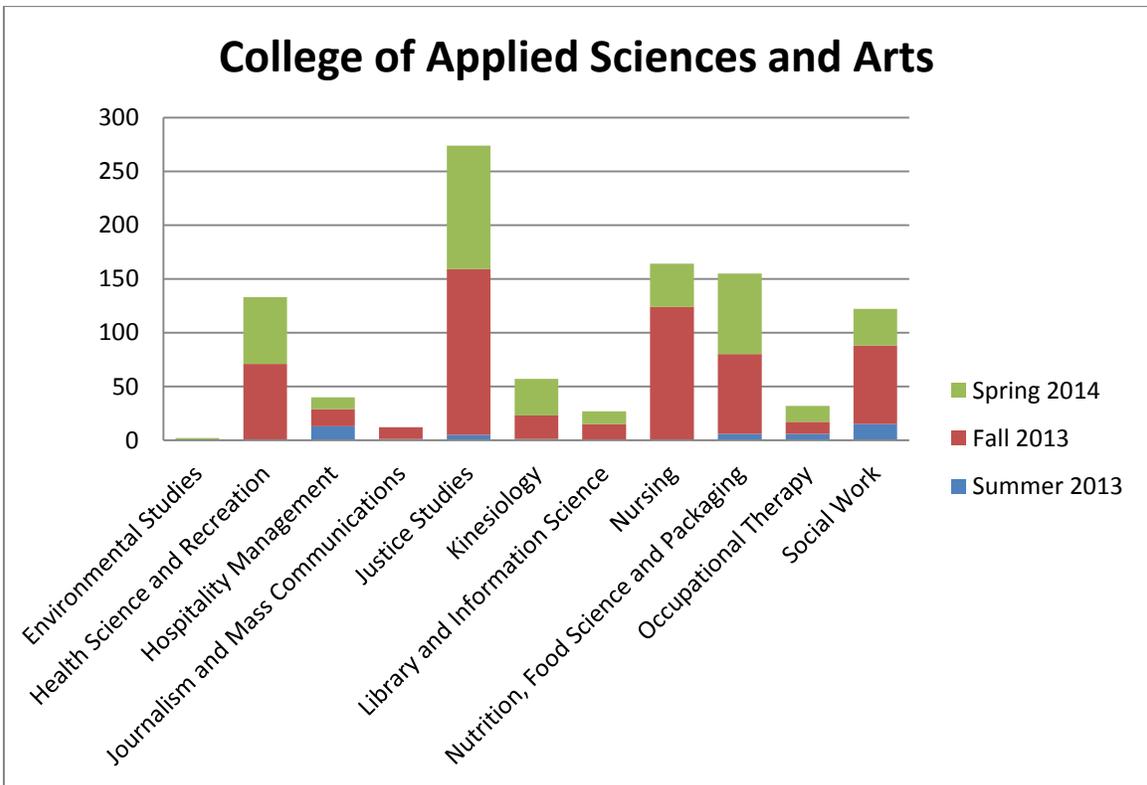
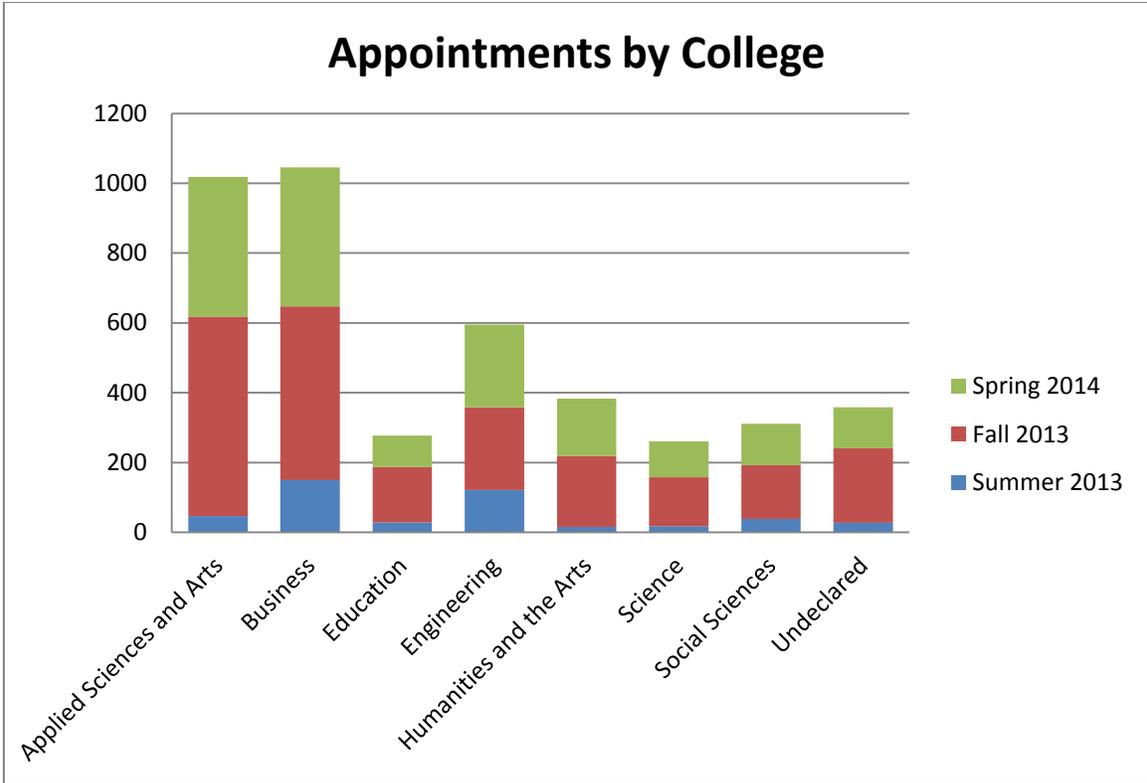


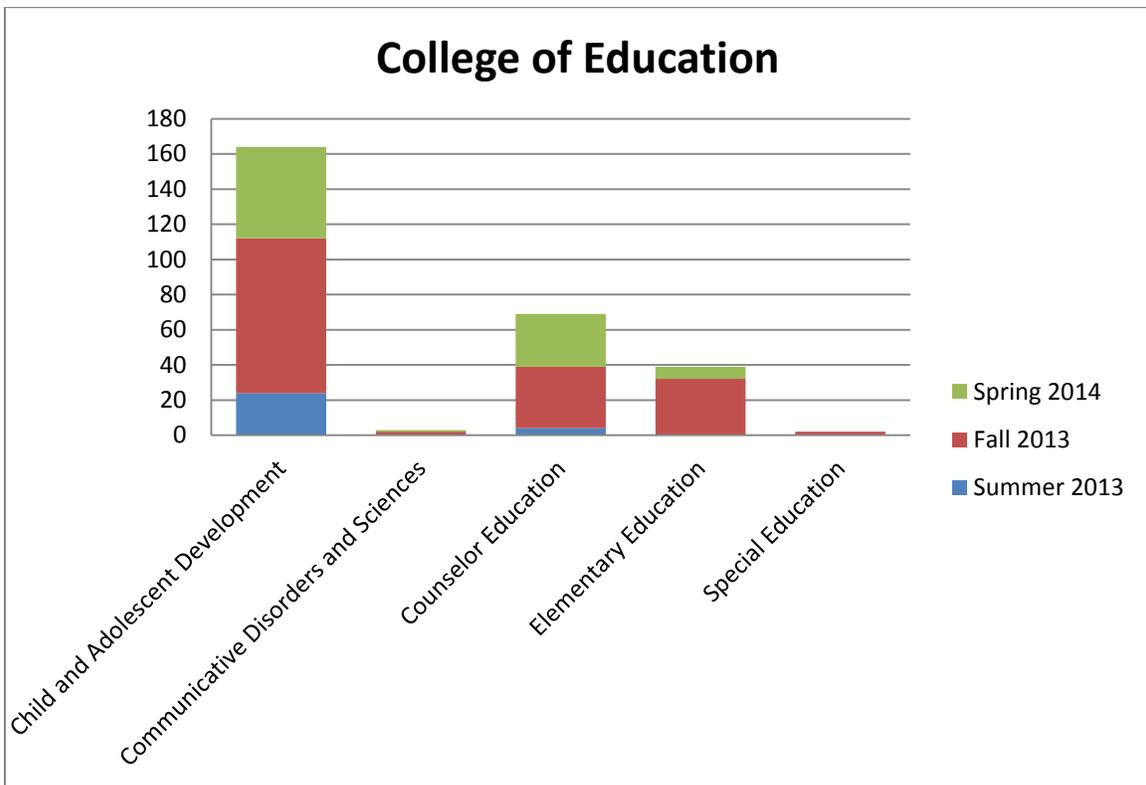
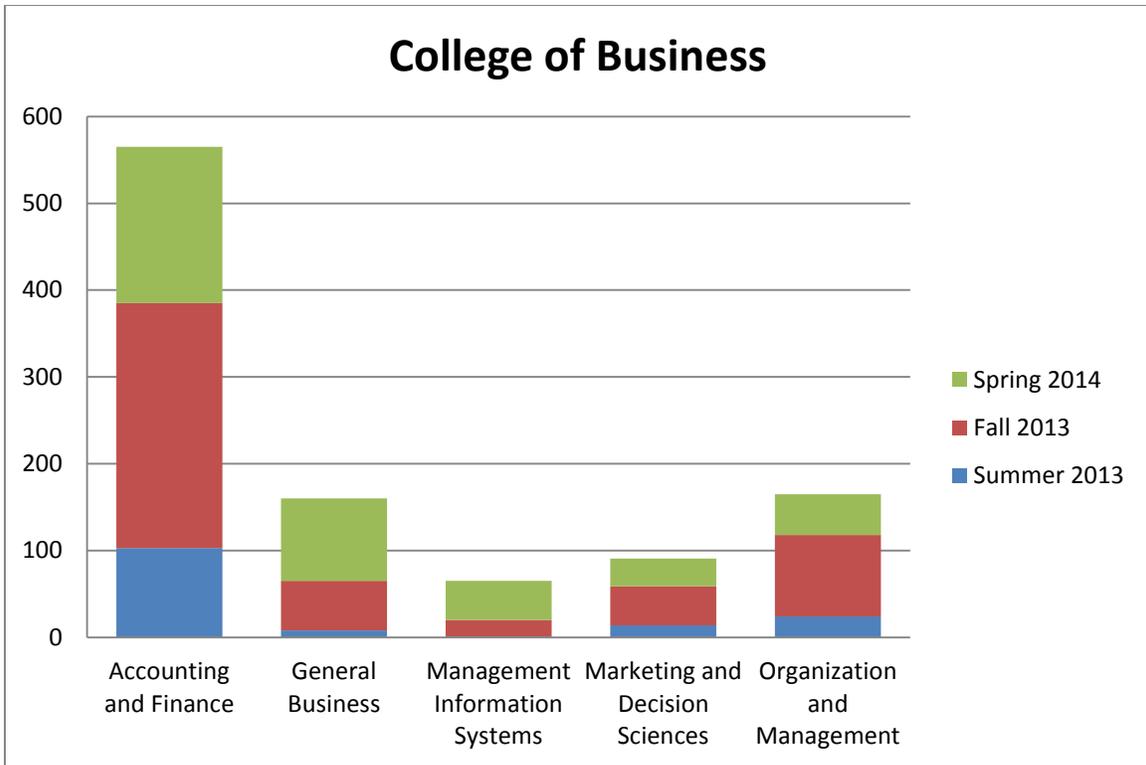
Appointments by College and Major

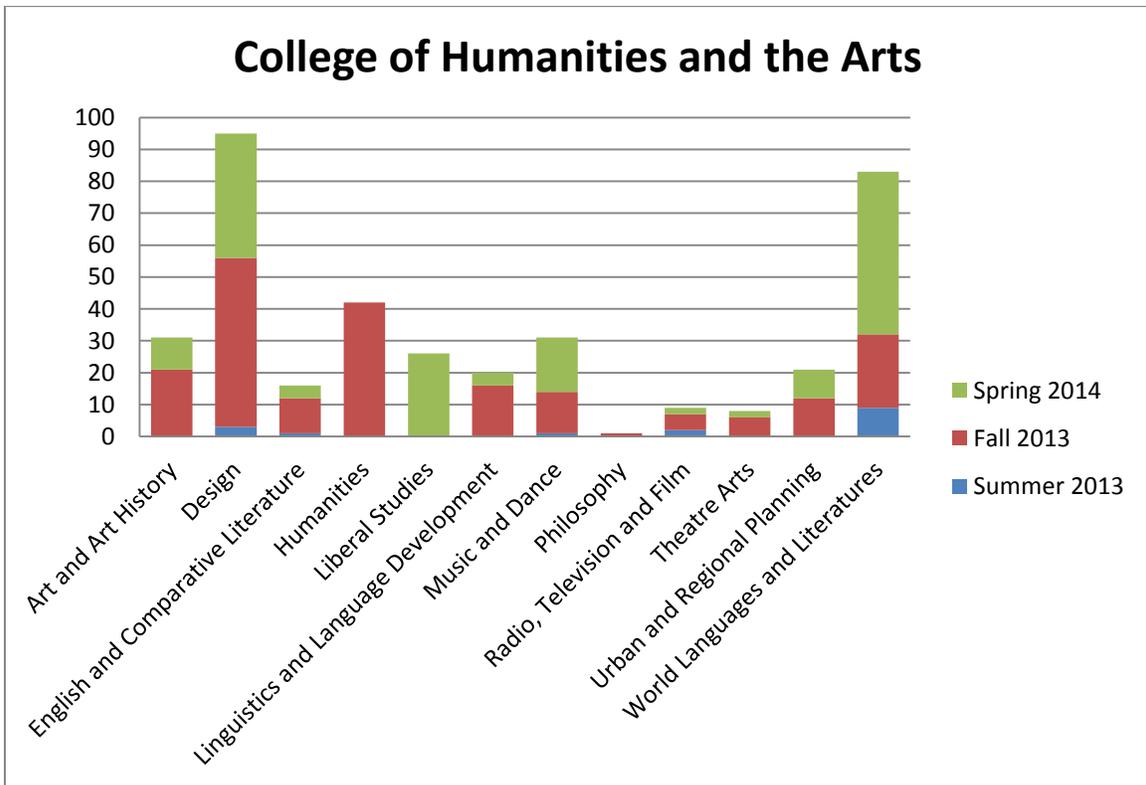
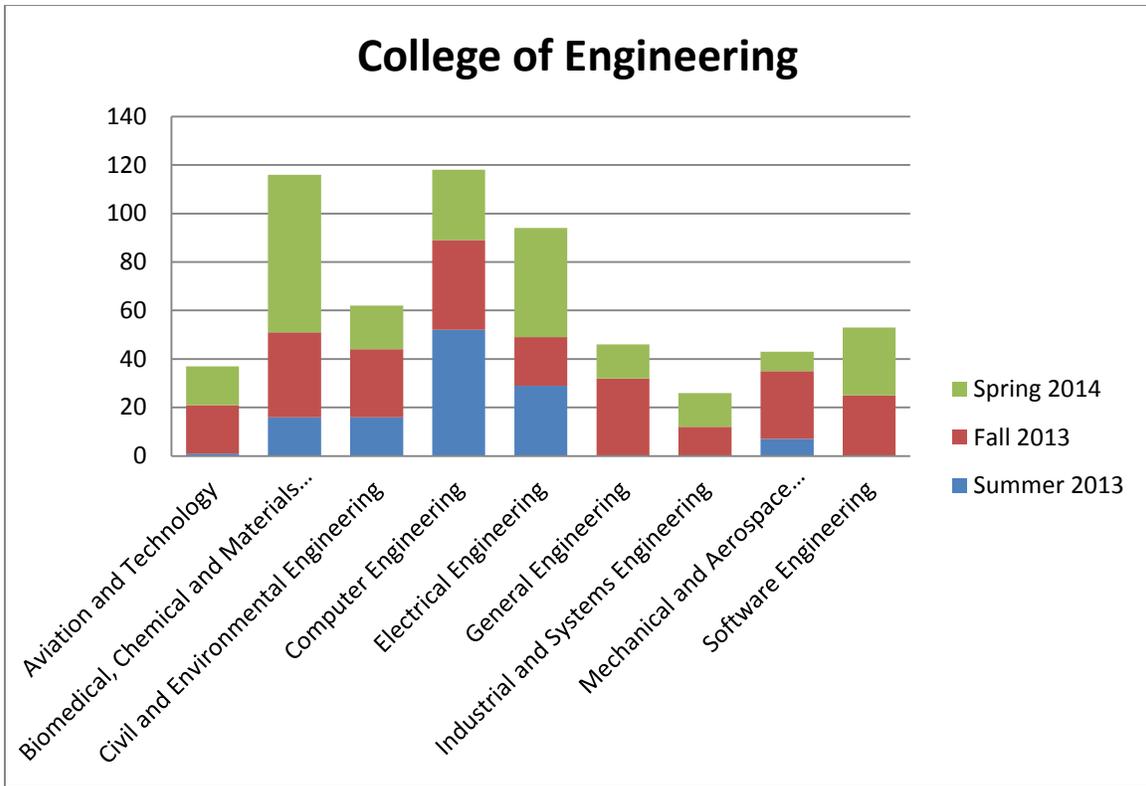
When registering in the WOnline system, students self-report their major. The following charts represent the number of appointments made by college and major. Note that this does not indicate the courses addressed in tutoring sessions, only the students' stated majors. Also note that "appointments" do not necessarily indicate the number of students. In many cases, one student will make multiple appointments. For example, students in Hospitality Management made 40 appointments during this time period. Ten students may have had four appointments or four students may have had ten sessions each.

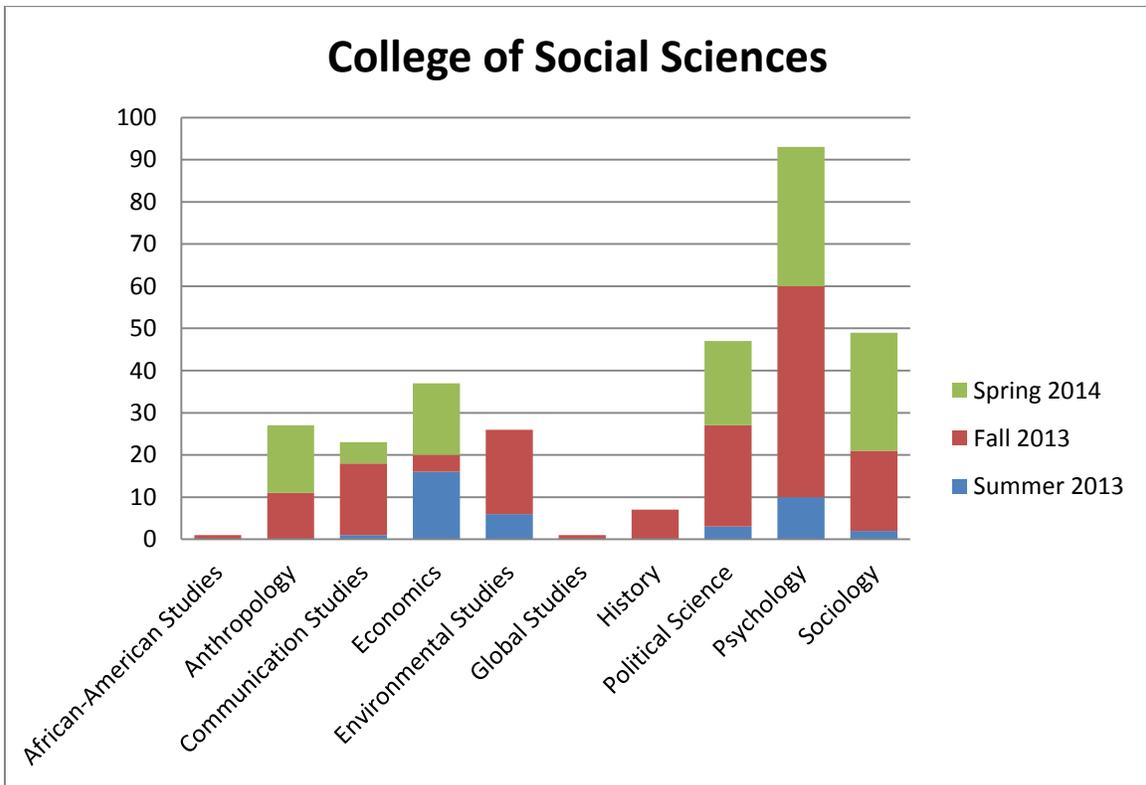
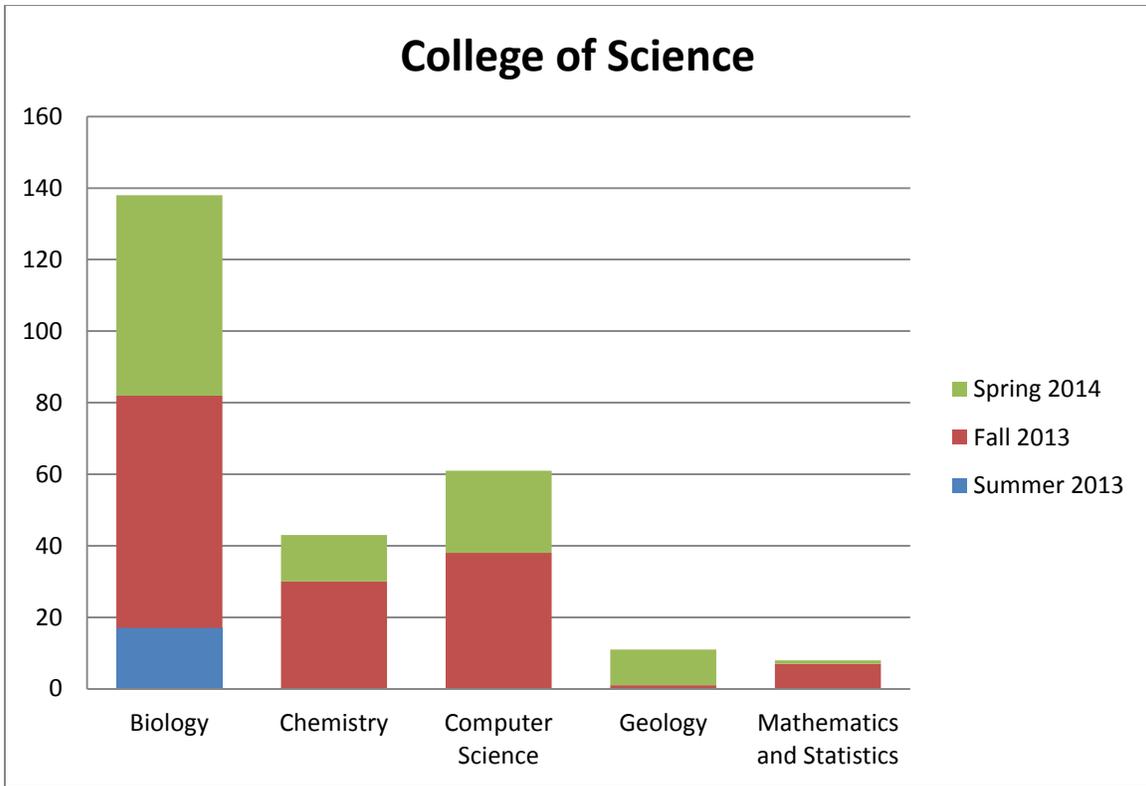
College	Appointments
Applied Sciences and Arts	1018
Business	1046
Education	277
Engineering	595
Humanities and the Arts	383
Science	261
Social Sciences	311
Undeclared	358
Total	4249











Languages Spoken by Writing Center Clients

When students register with our appointment reservation system, they indicate their native language. During 2013-2014, 41.26% of Writing Center clients selected English as their home language. However, as shown in the below chart, those students only made up 29.98% of our tutoring sessions. This trend indicates that students who self-identify as non-native English speakers tend to make more repeat appointments. For example, 10.68% of our student clients selected Vietnamese as their home language, but those students made 13.06% of our total number of tutoring sessions.

Language	# of Clients	% of Clients	# of Appts	% of Appts
English	618	41.26%	1274	29.98%
Spanish	198	13.22%	483	11.37%
Vietnamese	160	10.68%	555	13.06%
Cantonese	147	9.81%	503	11.84%
Mandarin	131	8.74%	448	10.54%
Other	41	2.74%	91	2.14%
Farsi	33	2.20%	109	2.57%
Korean	27	1.80%	112	2.64%
Punjabi	27	1.80%	112	2.64%
Hindi	24	1.60%	86	2.02%
Japanese	23	1.54%	67	1.58%
Tagalog	22	1.47%	38	0.89%
Arabic	15	1.00%	35	0.82%
Indonesian	13	0.87%	37	0.87%
Amharic	10	0.67%	27	0.64%
Portuguese	9	0.60%	43	1.01%
Tamil	9	0.60%	19	0.45%
Gujarati	8	0.53%	13	0.31%
Russian	7	0.47%	14	0.33%
Urdu	7	0.47%	9	0.21%
Turkish	6	0.40%	32	0.75%
Shanghainese	6	0.40%	26	0.61%
Telugu	6	0.40%	10	0.24%
German	5	0.33%	18	0.42%
Burmese	5	0.33%	15	0.35%
Kannada	5	0.33%	10	0.24%
Marathi	5	0.33%	10	0.24%
Malayalam	5	0.33%	6	0.14%

French	4	0.27%	6	0.14%
Bengali	3	0.20%	8	0.19%
Hmong	3	0.20%	3	0.07%
Nepali	2	0.13%	10	0.24%
Tigrina	2	0.13%	9	0.21%
Thai	1	0.07%	10	0.24%
Blank	1	0.07%	1	0.02%

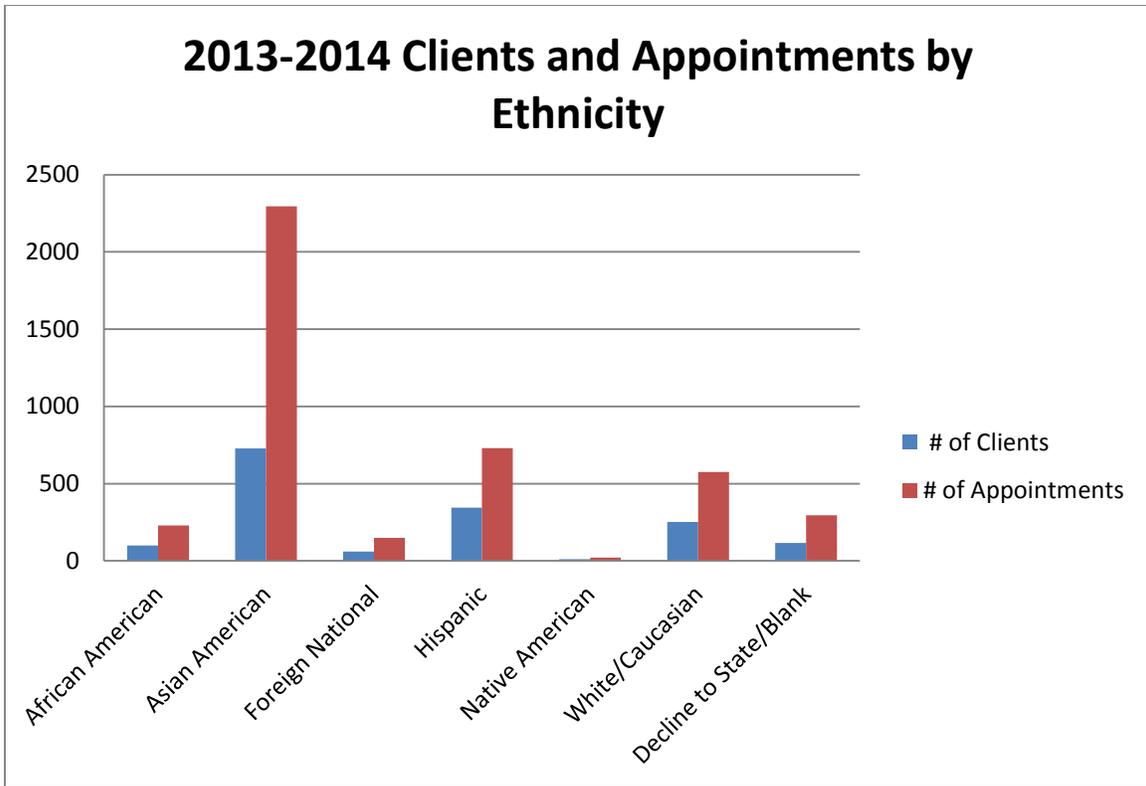
Ethnicities of Writing Center Clients

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 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.

The following charts show the breakdown of Writing Center clients by their ethnicity. Note that clients may choose more than one ethnicity when they register with our appointment reservation system.

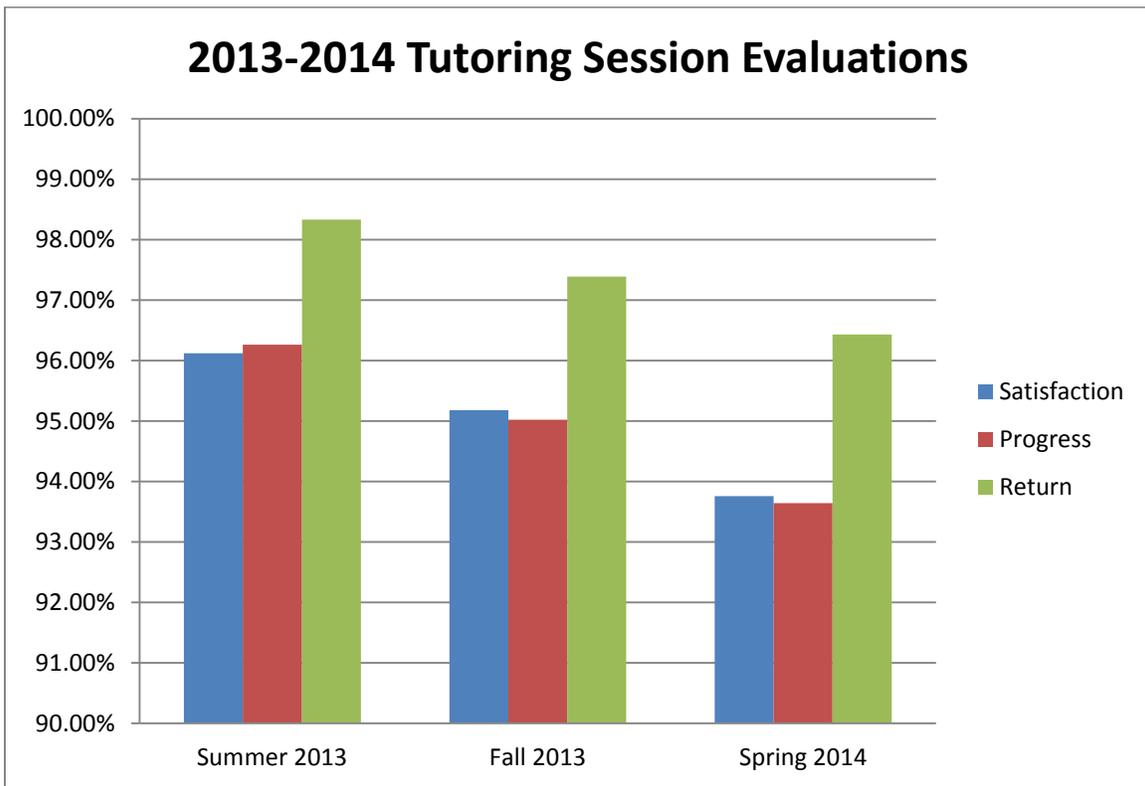


Ethnicity	# of Clients	% of Clients	# of Appts	% of Appts
African American	99	6.61%	229	5.39%
Asian American	727	48.53%	2295	54.01%
Foreign National	60	4.01%	150	3.53%
Hispanic	345	23.03%	729	17.16%
Native American	11	0.73%	21	0.49%
White/Caucasian	253	16.89%	576	13.56%
Decline to State/Blank	116	7.74%	295	6.94%

Tutoring Session Evaluations

Students complete short, three-question evaluations after every tutoring session. These evaluations ask students about their **satisfaction** with the tutoring appointment, the **progress** they made with their tutor, and whether or not they would **return** to the Writing Center for another appointment.

During the 2013-2014 reporting period, **3,782** evaluations were tabulated. The satisfaction rating average was **94.72%**; the progress rating average was **94.60%**; the return rating average was **97.10%**, with an overall average rating of **95.47%**.



Homegrown Handouts and Posters

Homegrown Handouts and Posters

“Homegrown Handouts” and posters are original documents created by our Writing Specialists. They have gone through multiple revisions with either the Writing Center Director or a Faculty-in-Residence. These handouts are utilized during one-on-one tutoring sessions and are available both in the tutoring lab and on the Writing Center website.

People from across the country and beyond have reached out to the Writing Center to indicate that they use the handouts in classroom instruction, private tutoring, and for personal use. We have received messages from teachers in countries such as Indonesia and the Republic of the Congo.

This year, we implemented use of a formal template for all handouts. The template addresses a writing problem with examples, explanations, and exercises. Posters were also introduced this year, creating visual aids in the tutoring lab. The first two posters were “Creating a Cohesive Essay” and “Compound Sentences.”

Our Writing Specialists created the following handouts during the 2013-2014 academic year.

- “Articles” by Ben Aldridge
- “Body Paragraphs” by Mitchell Gehring
- “Cleft Sentences” by Alyssa Galvan
- “Commas” by Fatima Hussain
- “Commonly Misused Words, Part II” by Mitchell Gehring
- “Concrete Language” by Jessy Goodman
- “Direct and Indirect Dialogue” by Andrew Tucker
- “Email Etiquette for Students” by Sarah Andersen
- “Embedding Quotations” by Cassia Homann
- “Essay Planning: How to Develop a Working Thesis Statement” by John Linford
- “Essay Planning: Outlining with a Purpose” by John Linford
- “In, On, and At: Demystifying Prepositions of Time and Place” by Ben Aldridge
- “MLA Essay Template” by Hannah Wiltbank
- “Phrasal Verbs” by Jeff Heid
- “Raise vs. Rise” by Alyssa Galvan
- “Rhetorical Analysis” by Samantha Clark
- “Sentence Types” by Sarah Andersen
- “Using Effective Participle Phrases” by Mitchell Gehring
- “Verb Tenses: Telling Time” by Fatima Hussain
- “Writing Introductions” by Samantha Clark
- “Writing Professional Memos People Need to Read” by Jeff Heid

Workshops

Writing Center Workshops

Each semester, the Writing Center offers a variety of workshops targeting particular areas of need that 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 Statistics and Attendance

During the 2013-2014 reporting period, **227** students attended **40** regularly scheduled workshops on a range of topics. Workshops are cancelled if they do not meet the minimum registration requirement of five participants.

Workshop	# Times Presented	# Attendees
Analyzing Essay Prompts	4	19
APA Basics	2	6
Body Paragraphs	1	15
Common Grammar and Punctuation Errors	6	44
Composing Effective Sentences	1	2
Creating Your Educational and Professional Portfolio	1	2
Dissecting a Job Announcement: Designing a Focused Cover Letter and Résumé	1	4
LinkedIn Overview: Identifying and Selling the Brand of YOU	1	5
Muscle Verbs for Good Writing	3	15
Optimizing Your LinkedIn Summary and Profile	1	3
Professional Letter: Writing the Job Shadow Request, Cover Letter, and Thank-You Letter	1	5
Reading Comprehension	2	8
Reading for a Purpose	1	8
Revising for Clarity	2	14
Rhetorical Analysis Peer Review	1	5
Selecting and Integrating Source Material	1	2
Transitions	1	7
Trimming the Fat	1	8
What is a Rhetorical Analysis?	1	8

Writing Abstracts	1	12
Writing Résumés	2	13
Writing under Pressure	4	16
Writing with a Purpose	1	6

Requested Workshops

In some cases, faculty request specific workshops to be presented in their classrooms. This year we presented **27** requested workshops to **814** graduate and undergraduate students.

Workshop	# Times Presented	# Attendees
APA Basics	4	202
Common Grammar and Punctuation Errors	13	451
MST Writing Workshop	2	43
Etiquette for the Internet	1	1
Reading Comprehension	3	41
Revising for Clarity	1	17
Trimming the Fat	3	59

Workshop Evaluations

After every workshop, whether at the Writing Center or in a classroom, students fill out a short, four-question evaluation with numerical scores ranging from 1 to 4. The questions ask if the topic was covered thoroughly, if the instruction was clear, if the material could be applied, and if the student would recommend the workshop to his or her peers. We recorded **851** responses.

Question	Average Feedback
Coverage	91.67%
Clarity	93.62%
Application	91.93%
Recommendation	92.17%

On-Campus Outreach

MST Tutoring

During the spring 2012 semester, the Writing Center and MS Taxation program of the Lucas Graduate School of Business entered into an agreement to provide additional tutoring for MST students writing articles for *The Contemporary Tax Journal*, a semi-annual journal. John Linford, a Writing Specialist, worked with MST students on Fridays throughout the 2013-2014 academic year. Appointments were 90 minutes and usually addressed both grammar and content. The content often focused on making paragraphs more concise. To do this, John and the students reviewed the prompt for the assignment and the research the students had brought with them. They then worked on developing strong topic sentences and following a consistent pattern throughout their papers. Grammar discussions involved all aspects of grammar. The typical assignment length was about four pages, of which roughly three pages would be covered.

John also facilitated two four-hour writing workshops for the MST program. He presented information on common grammar mistakes, methods for writing more concisely, essay development and structuring, and APA formatting. John distributed multiple handouts and worksheets that students used during the workshops, two of which were graded and used as part of the class overall grade. Many students asked questions and sought help in specific areas. Numerous students scheduled appointments at the Writing Center after these workshops.

Business and CASA Tutoring

In fall 2013, the Writing Center entered into provisional agreements with the Lucas College and Graduate School of Business Jack Holland Student Success Center and the College of Applied Sciences and Arts Student Success Center to provide additional tutoring for students in the respective colleges. This tutoring took place at the success centers, with two Writing Specialists working one day per week in each success center. In fall 2013 appointments were on a first-come, first-served basis. The process was revised in spring 2014, and students instead scheduled appointments ahead of time through the Writing Center. Additional advertising was created and information was disseminated. However, since turnout was low, these pilot projects are being reconsidered. The following table outlines the number of actual appointments we conducted at these success centers along with the percentage of available appointments that were utilized.

	Fall 2013		Spring 2014	
	# Appts	% Utilized	# Appts	% Utilized
Business	35	28.46%	22	16.92%
CASA	54	55.67%	19	17.43%

Résumé Services

The Writing Center assists students preparing their résumés and cover letters as they apply for jobs and internships. This year the role was split between two Faculty-in-Residence: Martin Leach in fall 2013 and Debra Caires in spring 2014. To review and develop their professional writing, 67 individual students made 78 appointments.

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 what to expect from one-on-one tutoring, how to schedule appointments, and how to prepare for appointments. 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 16 house calls during the 2013-2014 academic year.

Admitted Spartan Day

On Admitted Spartan Day, Writing Specialists Samantha Clark, Alyssa Galvan, and John Linford staffed a table for the Writing Center. They handed out promotional materials and talked to students and parents about Writing Center services. Many students asked questions about the Writing Skills Test (WST), which is not directly linked with the Writing Center. The Writing Specialists explained how the tutoring process and workshops could help students prepare for the test. Also, numerous students inquired about jobs at the Writing Center. The Writing Specialists spoke with several hundred students throughout the day.

Graduate Orientation Resource Fair

In January, Writing Specialist Samantha Clark staffed a table at the 2014 Graduate Orientation Resource Fair. She handed out promotional materials and talked to graduate students about Writing Center services. The majority of students were international students beginning their studies at SJSU, many of whom are English Second Language (ESL). The students expressed an interest in tutoring and workshops.

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

To further 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 discussed 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 follow-up email reports has slowly increased. In 2013-2014, clients for 49% of our one-on-one appointments indicated that they wanted a follow-up email message sent to their instructor (the equivalent to **1,843** appointments with follow-up instructor contact).

Model Emails by Writing Specialists

Dear Professor Norgord,

My name is Jeff Heid, and I am a Writing Specialist at the Writing Center in Clark Hall. I worked with your student [REDACTED] from your LLD1 course on October 3rd. [REDACTED] has given me permission to contact you regarding her visit to the Writing Center.

During our 30-minute appointment, we reviewed her article response. In this session, we focused on grammar and mechanics with an eye toward the overall readability of her paragraphs. We focused on basic sentence structure, including article usage and capitalization, as well as MLA citation style. We also discussed some word choices and brainstormed alternatives to help clarify her writing. [REDACTED] is putting a lot of effort into learning new writing concepts to help her with future assignments.

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,
Jeff Heid
Writing Center Specialist

Dear Professor Sansome,

My name is Emmanuel Solorzano, and I am a Writing Specialist at the Writing Center in Clark Hall. I worked with your student [REDACTED] from your LLD-1 class on April 23rd. [REDACTED] has given me permission to contact you regarding his visit to the Writing Center.

During the 30-minute appointment we worked on the content of [REDACTED] essay. We worked on developing effective topic sentences. We discussed the need for topic sentences to present the main idea of each paragraph and rewrote the topic sentences for some of his paragraphs. We also discussed how the semicolon can help us join related ideas into single sentences. By using the semicolon, [REDACTED] joined closely related sentences to create a coherent topic sentence that summarized the main subject of one of his paragraphs.

We did not go over his entire essay. We focused on improving individual paragraphs. However, we did not have time to go over the grammar of his essay. I encouraged [REDACTED] to return for another appointment if he wanted help with his grammar.

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,
Emmanuel Solorzano
Writing Center Specialist

Dear Professor Georges,

My name is Cassia Homann, and I am a Writing Specialist at the Writing Center in Clark Hall. I worked with your student [REDACTED] from your Hum 100W course on October 7th. [REDACTED] has given me permission to contact you regarding his visit to the Writing Center.

During the 15-minute appointment we reviewed his assignment to analyze a theme. He wanted to brainstorm for ideas. He had chosen the theme of racial inequality in the courtroom, so we discussed possible ways to go about analyzing this concept. I explained that he should introduce the theme and the book in his introduction. I emphasized the importance of having a clear and specific thesis statement. We then discussed what he should include in the body of his paper, and he wrote down some ideas for researching. I reminded him that each body paragraph should focus on one idea.

At the end of the session, he felt better about starting the assignment.

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

Sincerely,
Cassia Homann
Writing Center Specialist

Dear Professor Rho,

My name is Samantha Clark, and I am a Writing Specialist at the Writing Center in Clark Hall. I worked with your student [REDACTED] from your HPRF 135 course on March 10. She has given me permission to contact you regarding her visit to the Writing Center.

During our 20-minute appointment, [REDACTED] and I worked on grammar and content for her research paper on asthma and African-American youth. She had minor grammar problems that we addressed for clarity. However, her main issue was with content. She included information regarding socio-economic status, did not introduce her topic in her introduction, and had little information about the cultural factors of her health disparity. I asked her leading questions to help her expand her research and analysis, and we discussed her thorough outline. We only reviewed the one and a half pages she brought in.

I recommended that she to return to the Writing Center for another appointment.

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,
Samantha Clark
Writing Center Specialist

Faculty Responses to Writing Specialist Emails

Thank you, Hannah.

██████ has worked very hard all semester long on her language control and it is showing in her writing. I do appreciate all of your time and hard work on her behalf. I too encourage her to continue going to the Writing Center because I am a firm believer in the wonderful work done for my students by the Writing Center tutors like you.

Thank you again – Bobby McCluskey, Linguistics and Language Development

Hi Ben,

Thanks for your detailed update on ██████ progress. He seems very dedicated and was here in my office just this afternoon. He says he feels comfortable working with you and will be doing so again soon.

We are now working on thesis statements and narrowing down arguments for the upcoming research paper, and that was our topic of discussion this afternoon.

I would appreciate your continued updates.

Regards,
John Murphy, English Department

Thanks, John.

You have been helping my students for a long time. I appreciate the hours and expertise that you share with them.

Jeanne Linsdell, Engineering

Hi, Alyssa,

Thank you for helping my student ██████ last week. Your work with her has significantly improved her writing.

Nan Shostak, Geology Department

Thank you so much, Andrew.

I am so pleased that ██████ sought out your assistance. You provide an incredible service to our students.

Kind Regards,
Dr. Tamara McKinnon, Nursing

Mitchell,

Thank you for this most thorough summary and for your engagement with our mutual student. We are lucky to have such a dedicated writing professional working at SJSU.
David P. Terry, Ph.D, Department of Communication Studies

Thank you Sarah,

Once again, you and your colleagues' feedback to [REDACTED] is spot-on to what he needs.

Best,
John Jabaghourian, Child and Adolescent Development

Thank you John. Your work with [REDACTED] made a difference. Her essays are more concise and focused.

Best,
Iris Jerke, History Department

Dear Cassia,

Thank you for your emails and for working so closely with [REDACTED]. He is a perceptive, dedicated student, and I am delighted that he has been working with you. Thank you also for assisting and encouraging him today. I held off writing to you last week because I wanted to assess his abstract assignment before responding. I noted the improvement in his diction and sentence structures, which clearly resulted from your work together. I will stay in touch with you to suggest skills that he might further develop. Again, many thanks for your fine work.
Sincerely,
Judy Georges, Humanities

Hi Emmanuel,

My LLD 1 is comprised of international students, and few words are adequate to express my gratitude to you and the other Writing Specialists for what you have done to help my students. I am pleased that [REDACTED] finally made an appointment in the Writing Center, and I am sure your advice helped him greatly. I have a four students who have spent a lot of time working with Writing Specialists, and the improvement in their skills is remarkable.

Thank you.
Victoria Sansome, Linguistics and Language Development

Samantha,

Thank you so much for taking the time to share your work with this student. I have cc:ed our graduate TA, Cecilia Doan here too, so we are all in the loop.

Many thanks for the work you do. It benefits so many SJSU students and advances their writing competencies.

Rho Henry Olaisen, Health Science

Hi Ben,

Thank you so much for working with [REDACTED], especially recommending that she share her outline with me (such a fabulous idea!).

Best wishes,

Leslie Jacoby, English Department

John,

Thank you so much for updating me on my student's progress on her essay. It means so much that you take the time to really help these students understand how to improve their writing.

Sincerely,

Candice Wynne, English Department

Hi Mr. Tucker -

Thank you so much for the time you spent with [REDACTED]. As always, the Writing Center has proven to be a valuable asset for our students - I read [REDACTED]'s paper last night and the improvement over her previous submissions was dramatic!

I hope you have a wonderful holiday and break!

Sincerely,

Kevin Roe, Health Science

Dear Jeff,

Your work is very much appreciated. I can always note great progress when students attend the Writing Center.

Thank you,

Jackie Norgord, Linguistics and Language Development

Mitchell,

Thank you for your diligence in supporting [REDACTED]. Certainly, your input is crucial to his ability to succeed in this graduate class, as unlike 100W, they don't have the requisite WST process and have started out at a lower level as a result. He, and several others, are putting in a significant amount of effort and my hope is that it will be sufficient enough. Thank you for being part of the solution.

Best,

Keith Perry, Engineering

Dear Dean Vollendorf, Dr. Scharberg, & Dr. Engell,

I just wanted to share with you that I think the Writing Center did an especially fantastic job with one of my students last semester. The student worked really hard and went to the Writing Center. He never would have passed the class without the center. It made me feel good to see a student progress who from the onset I was concerned about.

I just wanted to share my appreciation and gratitude for their efforts.

Thank you.

Sincerely,

Inga Silva, lecturer, English Department

The AANAPISI Grant

Overview

San José State University has been recognized as an Asian American Native American Pacific Islander Serving Institution (AANAPISI) by the United States Department of Education. We have received a \$2 million grant over five years to improve student writing skills. 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 AVP of Student Academic Success Services (SASS).

Writing Center Director, Michelle Hager, and three Writing Specialists (Fatima Hussain, John Linford, and Hannah Wiltbank) served on the Writing Excellence Board for the AANAPISI Grant.

The Writing Center has played significant roles in the grant, as described below.

Writing Specialists

Three Writing Specialists were hired through the grant during the reporting period to meet the demand for tutoring appointments. The grant allowed Writing Specialists to continue working for one semester after graduation.

Reading Comprehension Workshop

Dr. Linda C. Mitchell, Professor in the Department of English and Comparative Literature, and AANAPISI Grant Assistant Cynthia Harper continued to develop and improve their “Reading Comprehension” workshop. The workshop was presented four times during the fall 2013 semester, twice through the Writing Center and twice in English 1A classes, to a total of 49 students. In the spring 2014 semester, the Veteran Student Organization also requested the workshop, and it was presented to two students.

Professional Development Writing Workshops for Faculty

The goal of the AANAPISI Faculty Writing Workshops is to improve the quality of writing instruction across campus. Upon completion of the workshops, faculty will be able to use teaching techniques that are immediately transferrable to their classrooms. Faculty members who are selected to participate in a two-day 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 2013 semester, Dr. Mitchell and Ms. Hager conducted the two-day workshop for six faculty members; another workshop for eight faculty members occurred in the spring 2014 semester. For both sessions, the faculty members were from various disciplines across campus, including English, Communications, Engineering,

Political Science, and Kinesiology. 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 at the beginning of each semester.

Dr. Mitchell and Ms. Hager also developed a one-day workshop designed to help faculty members create and share 20-minute writing activities that can be used in the classroom. The first “Grab-and-Go Writing Activities” workshop was given in November 2013 with seven faculty in attendance. A second workshop was given in June 2014, with more planned.

APAHE Presentation

In April 2014, Michelle Hager, Cynthia Harper, and members of the AANAPISI Board went to the Asian Pacific Americans in Higher Education Conference in San Francisco. On Wednesday, April 9, the day was dedicated to pre-conference meetings and an all-day AANAPISI session. On Thursday, April 10, Ms. Hager, along with AANAPISI Board Members Dr. Mitchell, Dr. Patricia Baker, and Dr. Maureen Scharberg, hosted a panel discussing the accomplishments of the grant at San José State University. Ms. Hager presented information about the Writing Center and the Faculty Writing Workshops.

Focus Groups and Transcript Review

Cynthia Harper conducted two focus groups during the fall 2013 semester with students who attended the Writing Center. Four students in total attended the focus groups, and each student received an extra appointment at the Writing Center. The objectives of the focus groups were to get feedback regarding the Writing Center, to analyze ways the Writing Center was promoting student success and establishing life-long skills, and to determine how the Writing Center could further benefit students.

During the semester, as part of the AANAPISI Annual Report, Ms. Harper reviewed the transcripts of 50 students who used the Writing Center at least twice during the fall 2013 semester. She reviewed the GPA and number of units completed before the students' first visit to the Writing Center and their GPA and units completed at the end of the fall semester. The average GPA prior to fall was 3.31 and increased to 3.41 after visiting the Writing Center. The average number of units completed also increased, going from 9.65 to 12 units a semester. This study demonstrates a correlation between receiving tutoring at the Writing Center and earning better grades and becoming a more confident student.

Writing Center Online Presence

Writing Center Website

The Writing Center website (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 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.”

The website receives heavy traffic, and between June 2013 and June 2014, it received **72,694 pageviews**. Google Analytics tracks our website statistics.

Online Resource Materials (Homegrown Handouts)

The Writing Center “Homegrown Handouts” are often downloaded by visitors to our website. We currently have **85** original “Homegrown Handouts” posted online. The following handouts were downloaded the most frequently by visitors to our site.

- “Coordinating Conjunctions”
- “Transitive and Intransitive Verbs”
- “Synonyms for Said”
- “AP Style”
- “Working Thesis Statements”
- “Direct and Indirect Dialogue”
- “Embedding Quotations”
- “Count and Noncount Nouns”

Facebook and Twitter

The Facebook business page for the Writing Center has continued to grow successfully. There are **447** 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 UAB Writing Center, Sonoma State Writing Center, Xactly Corporation, National Writing Project, and Ernie Reyes’ World Action Team, among many others.

The Writing Center Twitter page has also continued to grow. The page currently has over **340** 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.

External Outreach and Global Citizenship

Northern California Writing Centers Association Conference

In April 2014, Michelle Hager and Writing Specialists Ben Aldridge, Jessy Goodman, Jeff Heid, and Andrew Tucker presented at the 2014 Northern California Writing Centers Association Conference. Their presentation, “Lightening the Mood: Leveraging Play to Motivate Students in a Professional Environment,” outlined strategies to balance seriousness and levity during tutoring sessions to promote both learning and student retention. The session attracted attendees from writing centers across Northern California, many of whom expressed interest in applying our strategies in their own centers. The participants also attended several other presentations to learn about methods utilized at other writing centers.

Visit to Mission College

On April 15, 2014 Writing Center Director, Michelle Hager, and Writing Center Faculty-in-Residence, Gloria Collins, visited Mission College in Santa Clara. They talked to members of the English Department faculty about the Writing Skills Test (WST) and general expectations for student writing at San José State University. Ms. Hager also discussed writing support services at the university, such as the Writing Center.

Visit from Thailand English Teachers

In April 2014, a group of 15 current and future English teachers visited the Writing Center from Silpakorn University in Thailand. They met with Writing Center Director, Michelle Hager, and AANAPISI Grant Assistant, Cynthia Harper. They were excited to hear about the resources that the Writing Center offers, and they were particularly interested in the free online resources that they can use (such as the “Homegrown Handouts”).

Fabretto Children’s Foundation

The Writing Center continues to work with the Fabretto Children’s Foundation, a relationship that started in 2008. Former Writing Center Director, Dr. Linda Mitchell, and current Faculty-in-Residence, Gloria Collins, support the Fabretto project by sponsoring school children in Nicaragua. Both receive letters from their “adopted” kids, who study in remote, rural schools that provide instruction and lunch to K-12 students.

Salzburg Scholars Program

During summer 2013, Writing Specialist Jessy Goodman attended the Salzburg Global Citizenship Program in Salzburg, Austria. She was one of 18 students selected from a highly competitive pool of applicants. The one-week program was led by international faculty on how to internalize the idea of global citizenship while interacting with university students from across the United States. As part of her ongoing commitment to the Salzburg GCP organization, which requires participants to complete a project that helps to globalize SJSU, Jessy overhauled her English 1A curriculum to focus on writing about global issues and global citizenship.