Annual Report

2022
2023

SJSU | WRITING CENTER

2022-2023 ANNUAL REPORT
SJSU WRITING CENTER

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INTRODUCTION

Director's Executive Summary

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

This annual report is organized to progress from the work we do at the Writing Center to the additional activities we participate in on campus. The report ends with a listing of our personnel and their accomplishments in the last year.

In 2022-2023, we offered various forms of support to serve the needs of a campus population of over 30,000 students.

- We continued to offer **various types of tutoring** to reach more of the SJSU student population. In 2022-2023, we offered in-person appointments, online appointments, course-embedded tutoring, our "Ask a Tutor" live chat service, and in-person drop-in sessions. We were also open for business whenever classes were in session, including in the winter and summer.
- Our tutors conducted **4,616 sessions** in 2022-2023 with **1,558 unique clients**.
- Our *online* **appointment utilization rates** during the fall 2022 and spring 2023 semesters were strong at **81.83% and 76.44%** respectively. While online tutoring continued to be used more heavily than in-person tutoring, our **respective utilization rates for *in-person* appointments of 74.36% (fall) and 64.03% (spring)** were respectable. We continue to "right size" our services based on post-pandemic demand, and we are learning that what was true for students prior to the pandemic does not necessarily still apply.
- We saw a clear distribution of students coming to see us from **colleges across campus**, with the most students coming from the colleges of **Social Science, Health and Human Sciences, and Engineering.**
- Our upward trend of working with more **graduate students** continued, with **37.80%** of appointment forms indicating the student was coming in for a graduate-level class, compared to 22% in 2018-2019 and 14% in 2017-2018.
- We collected **2,955 end-of-session evaluations** from our student users, with our tutors earning an overall evaluation/satisfaction score of **95.53%.**
- We collected **692 workshop evaluations** from our student attendees, with our workshop facilitators earning an overall evaluation/satisfaction score of **93.65%.**
- We offered **47 regularly scheduled one-hour workshops** in fall 2022 and spring 2023, and **649 students attended** these sessions. We continued to offer these workshops virtually to accommodate varied student schedules. Our **average attendance rate jumped to 13.8 students per workshop**, which is marked increase from previous years.

- We conducted **37 faculty-requested workshops in classrooms** (in person and virtual) from many disciplines.
- Similar to other Writing Centers, we have worked to overcome the notion that we are a "fix-it shop" or a place where students come only for "grammar correction." In 2022-2023, our efforts to push out this message were successful, with **more students coming in to work on content (36.0%)** instead of grammar (29.3%). Additional sessions focused on content, formatting, and other topics.
- Our **social media presence** continued to expand—particularly on Instagram—and we now have **4,182 total followers** on our channels (Twitter, Instagram, Facebook, and LinkedIn) at the time of this report.
- Our **YouTube channel** continued to expand, with our tutors creating more video adaptations of our workshops. By the time of this report, we had **782 subscribers**, and our **videos had a total of 54,896 views**.
- Readership of our blog, *The Write Attitude*, also continued to increase, with **over 143,000 views** at the time of this report. The blog has allowed us to expand our reach further beyond the university.
- We continued to run our most successful major event: "Foundations of Graduate Writing." We facilitated this intensive series intended for early career graduate students in summer 2022, fall 2022, and spring 2023. A total of **548 graduate students registered, with averages between 59 and 71 participants attending each Zoom workshop session.**
- We continued to expand **partnerships** with units across campus, from tutor training to embedded tutoring to joint workshops.

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

Mission Statement

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

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

DEI Statement

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

the working group, we aim to examine our own biases; engage in training for Writing Center employees; and assess our policies, materials, and practices.

We also continue to develop DEI resources related to writing, such as handouts about biased language and LGBTQ+ terminology and videos about writing with an antiracist perspective (as just a few examples). We created a Multilingual Writer Toolbox to provide a comprehensive overview of curated resources for multilingual learners. As part of our on-going DEI initiatives, we have worked to connect with other support services on campus--such as the MOSAIC Cross Cultural Center and the UndocuSpartan Resource Center--to collaborate and discover needs of various student communities.

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

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

Expectations and Procedures

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

Our Expectations

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

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

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

Students engaging in online tutoring are responsible for having an internet connection and their own equipment (laptop, webcam, microphone) in working order. We ask that students use Microsoft Word documents or Google Docs. Students must have the "track changes" option turned on. The Writing Center is not responsible for any lost work. Students are responsible for saving their own work. Students must be in a quiet location where they can speak without interruption. Audio must be used at all times in the session. We recommend that students turn their video on unless internet connectivity issues are present. Tablet usage is strongly discouraged.

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

3. Code of Conduct: The Writing Center is a distraction-free environment. Cell phones should be kept away during tutoring sessions. Food is not permitted. Please do not bring any guests with you to your appointment. During your session, be engaged in the process and be respectful of your peers and all Writing Center employees.

If you are belligerent, uncooperative, or disrespectful of our employees, you will be referred to the Writing Center Director. We reserve the right to end tutoring sessions early and refuse service; we **will not tolerate** any harassment or inappropriate behavior.

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

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

Please do not contact our tutors directly. They are students with busy schedules, and they are not always working—clients must respect their time and privacy. If you need assistance, please send an email to our general address at writingcenter@sjsu.edu.

4. Lateness: As a part of our distraction-free environment (and as a basic standard of professionalism), the Writing Center does not tolerate lateness. **If you are more than ten minutes late for a tutoring session, you will be marked as a no-show for that appointment,** and the tutor you were scheduled to work with will move on to another task. If you arrive late for a workshop, you will not be admitted into the workshop.

If you arrive within the late period, i.e., within ten minutes of the appointment start time, the session will still end at the regular time. We will not extend the end time of the appointment to accommodate the late arrival.

5. Frequency of Appointments: You can schedule one 45-minute tutoring appointment per day, with a maximum of two appointments being made in advance per week. These appointments can either be online or in person.

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

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

Our Procedures

1. The Writing Center is not an editing or proofreading service. Writing tutors will not write your papers for you or perform line-by-line editing. You cannot leave a paper to be corrected by a tutor. You must be present and prepared to learn—tutoring is a collaborative process.

2. Writing tutors will not discuss a grade you have received or anticipate a grade you may receive. Professors assign grades—not Writing Center tutors. Tutors also will not offer commentary on a professor's written feedback.

3. Writing tutors have the right to refuse to work on a paper that is due the same day or multiple papers during one tutoring session. The goal of the Writing Center is to help you learn writing skills. It will be difficult for you to learn concepts and make meaningful revisions to your work when you are rushing to do more or to meet an imminent deadline. Writing is a process!

4. The Writing Center services are supplemental to in-class instruction. We will still adhere to our mission even if you are visiting the Writing Center for the sole purpose of receiving extra credit or fulfilling a class assignment. Writing tutors will not act as peer reviewers to make up work that you missed in class.

5. Group essays, projects, or assignments will be handled at the discretion of the writing tutor. All of our regular expectations and procedures still apply.

6. Please visit the Accessible Education Center (AEC) if you need accommodations. Once you have your accommodation letter, email it to us or bring a copy to the Writing Center.

Hiring and Training Tutors

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

Required Qualifications

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

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

Hiring & Training Process

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

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

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

- observe and respond to two videos of experienced tutors facilitating sessions.
- discuss best practices with an experienced tutor.
- complete **training about working with multilingual learners**.
- participate in a one-hour trial run for a mock tutoring session.

- conduct a minimum of four mock tutoring sessions with experienced writing tutors (two focusing on grammar and two focusing on content), following the Writing Center format for tutoring and writing follow-up e-mails to instructors after each session.

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

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

Training continues for all employees at **two-hour monthly staff meetings** during the regular academic year (fall and spring semesters—eight yearly meetings in total). Each staff meeting involves extensive discussion about tutoring scenarios, role-playing sessions, and training from other on-campus units. (e.g., The Accessible Education Center Director conducts training about working with students who have disabilities; representatives from the Career Center discuss best practices for writing cover letters and résumés.) New tutors are also required to engage with a training video about **online workshop facilitation** that was created by Diretor Hager and Coordinator Russo.

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

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

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

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

Qualifications to Apply:
1. Completed all requirements to be an entry-level tutor.
2. Conducted a minimum of 50 tutoring sessions in total with minimum 90%

student evaluation averages in all categories (or for tutors who work in an embedded capacity only, an excellent faculty evaluation can substitute for half of the tutoring sessions).

3. Had two tutoring sessions observed by the Writing Center director, senior staff members, and/or level two/three tutors.
4. Completed a minimum of one writing workshop with minimum 90% student evaluation averages in all categories.
5. Completed a minimum of one Writing Center semester project that was finalized and approved by the director.

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

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

Level Three (Senior/Lead) Writing Tutor

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

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

Window and Method to Apply:
1. Tutors having met all qualifications may apply toward the end of a semester.
2. Tutors wishing to apply must complete a brief application form.

3. The director will review and approve or disapprove of the application.

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

Online Tutor Training Overhaul

After Seher Vora was hired into our new staff position of Coordinator of Online Writing Support Services in spring 2023, one of her first tasks was to comprehensively update the online training aspect of the tutor training process. We took this step to accommodate the evolution of the online learning environment in the last three years. The overhaul of the training was undertaken with the following goals:

- making sure that trainees use the Zoom platform effectively in a tutoring environment;
- troubleshooting specific problems that can come up within the confines of an online tutoring session;
- being aware of resources and tools available while working remotely;
- becoming familiar with and addressing the use of educational technologies that are popular with students.

The new training emphasizes how to best use Zoom and its many functionalities within the specific confines of an online tutoring session and how to troubleshoot the unique issues that can come up in online tutoring. It consists of six sections.

1. Zoom Overview
2. Appointment Protocols and Zoom Tools

3. WCOnline Overview
4. Writing Center Support Spaces
5. Generative AI and Educational Technology Overview
6. Scenarios for Discussion

Zoom Overview
The first section, "Zoom Overview," covers all the necessary Zoom settings that need to be enabled for student tutors on the university's one.SJSU platform. It also includes general reminders about equipment and preparedness.

Appointment Protocols and Zoom Tools
The second section, "Appointment Protocols and Zoom Tools," takes trainees through a detailed explanation of what to expect during online appointments and provides them with an overview of Zoom functionalities and tools that may be useful in an online session. These features include screen sharing, annotations, the whiteboard, recordings, and general troubleshooting advice.

WCOnline Overview
The third section, "WCOnline Overview," provides a brief overview of how to access appointments from our online portal through a Zoom link.

Writing Center Support Spaces
The fourth section, "Writing Center Support Spaces," details options for tutors seeking help and advice during sessions, especially during quiet hours. The options include the Writing Center's Google Chat spaces, the staff Team Hub website, and alternatives such as reaching out to peers individually.

Generative AI and Educational Technology Overview
The fifth section, "Generative AI and Educational Technology Overview," introduces the topic of generative AI to trainees. The built-in activity gives them a chance to examine the AI platform ChatGPT and think about how generative AI may come up in tutoring sessions. As generative AI is a still-evolving technology, the discussion is framed accordingly, encouraging trainees to be familiar with different platforms and the ways that students may use or request to use them. Grammarly and ChatGPT are the two primary platforms featured in the training.

Scenarios for Discussion
The last section, "Scenarios," is retained from the previous iteration of the training. The purpose of this section is to allow the trainees to apply what they have learned during the presentation to real-life scenarios and discuss different options and best practices for situations that may come up in tutoring. All of the scenarios are taken from the experiences of current and former tutors.

In our post-pandemic educational environment, students may already have a good grounding in using Zoom to attend classes and conduct their own meetings. Whereas the previous training focused on providing familiarity and comfort with Zoom, this new iteration of the training will give students a thorough understanding of how to use the available technology effectively for tutoring purposes and help them create the best experience for students.

Coffee with a Colleague

Coffee with a Colleague is an intentional activity for Writing Center tutors and student assistants to build community in our hybrid work environment. Some of our student employees work only online, some only in person, some embedded, and others a mixture. As staff, we want all our students know one another as people to increase their sense of community and belonging, which in turn helps them better function as a team and provide high-quality service.

At our monthly staff meetings, tutors and student assistants have a chance to opt into the next round where they would have coffee (or a meal) to get to know one another. From spring 2021 through spring 2023, we **have made 141 groupings.** Groupings refer to either pairs or trios. In 2022-2023, we had more than 90% of our student employees participate at least once.

Student Employee Sample Feedback

1) **What are some things you enjoyed about participating in Coffee with a Colleague?**
   - "I enjoyed finally meeting some of my colleagues whose schedules don't overlap with mine. I was able to acquaint myself with people who I anticipate (and *know* in the case of summer) I'll be working with in the future, so it's very beneficial to a comfortable work environment. We actually went to a musical together later outside of work, and we keep in touch."
   - "It was nice to have some time where the stated goal was just to get to know each other. I definitely got to know some new people, but no, those connections have just been for the one meeting."
   - "I thought it was a nice way to connect with my colleagues. As someone who works almost exclusively over Zoom, I have very few opportunities to interact with my fellow WC staff."
   - "I feel like I got to know my co-workers more since we talked in a pretty relaxing environment. I do talk to my co-workers outside of coffee, and we'll do other things like visiting a bookstore or going to a restaurant."
   - "I enjoyed talking to people who I never would have interacted with. I think that I was able to get to know my colleagues more. We're very different people, so it was interesting to learn about other perspectives. Some connections have lasted beyond one meeting."

2) **Any other thoughts, ideas, comments, or concerns you wanted to share?**
   - "This is my first time experiencing a workplace that has something like this, and my friends are very jealous. It is a great idea to keep co-workers acquainted, especially with how spread out/online many of our shifts are."
   - "It's been hard to feel connected to the work culture when I don't have many opportunities to meet with them. This makes coffee with a colleague a unique opportunity to connect with co-workers. I've enjoyed the ability to connect, relate, and get to know my co-workers in a non-work environment."
   - "Keep this offering available."
   - "I think that I do like getting to know my colleagues one on one and in groups of three, but I think that it might also be nice to have maybe one event where we all get together in person."

Candidate Hub and Team Hub

As the Writing Center has grown, we have also developed a greater need to have our internal information and resources available all in one organized place. In response to this need, Lakmini Campbell, our Coordinator of Administrative Support and Operations, developed two internal intranet sites: Candidate Hub and Team Hub.

Candidate Hub is available for all tutor candidates once they enter our paid training program. It presents all the information they need to engage in the steps of training, including all the details about University Personnel (UP) processes and paperwork. Team Hub is available for all current Writing Center employees and presents our student employee manual and all other information employees need to reference as part of their jobs with us.

Both Google Sites can only be accessed internally by Writing Center trainees or employees. Team Hub and Candidate Hub have been invaluable resources for our team, and Coordinator Campbell continues to develop and update the sites.

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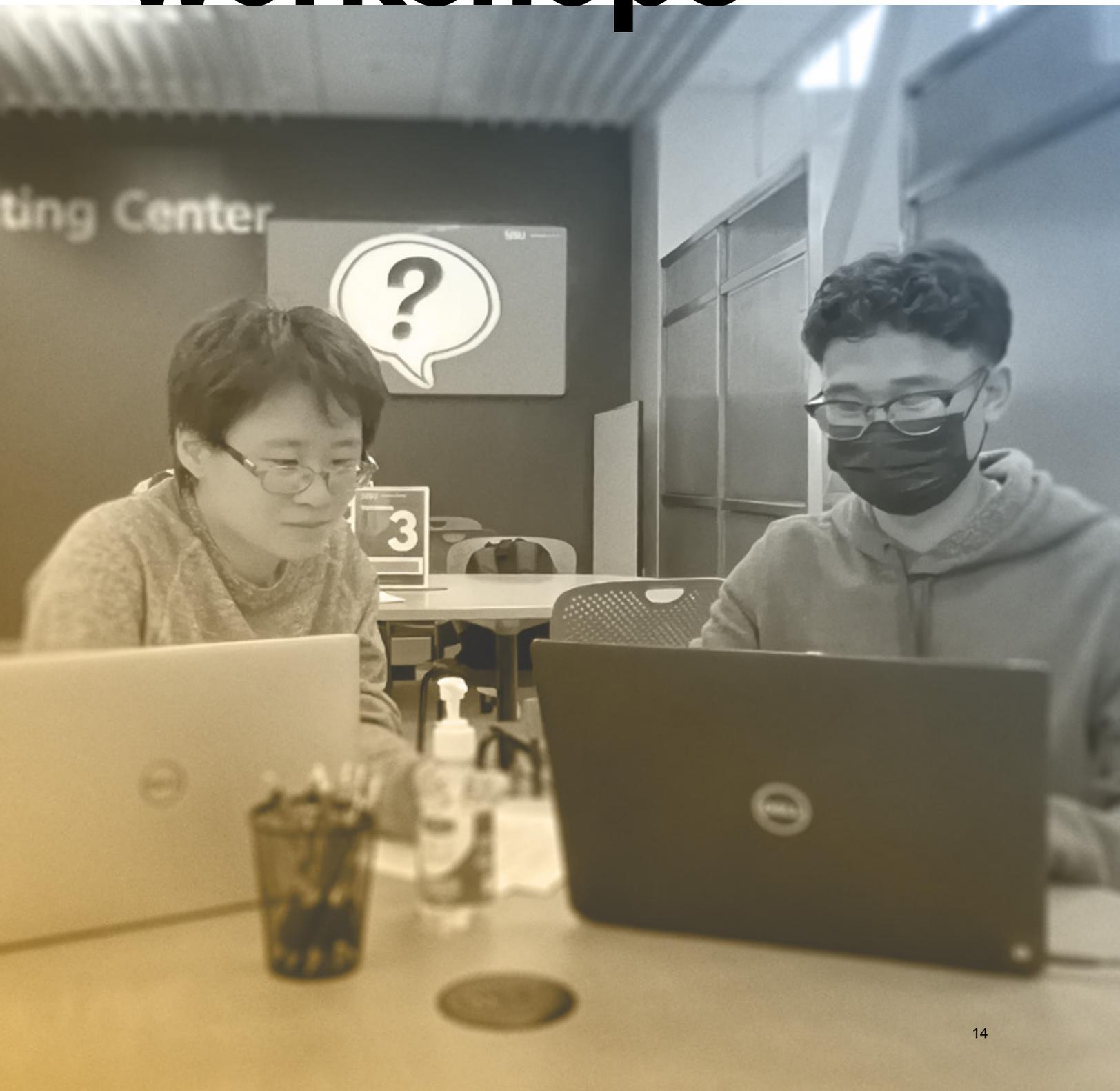
TUTORING & WORKSHOPS

Tutoring

During the 2022-2023 reporting period, the Writing Center continued to offer various types of tutoring in different modalities to serve as many students as possible. Tutors undertook a variety of tasks during the reporting period:

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

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

Tutoring Overview

Reporting Period

The reporting period for the Writing Center annual report was from **June 1, 2022 to May 31, 2023**. During this period, the center was open for business on the following dates.

Summer Session

- June 1, 2022 to August 5, 2022
- In-person and online tutoring

Fall Semester

- August 24, 2022 to December 14, 2022
- In-person tutoring, online tutoring, and embedded tutoring, as well as workshops and live chat drop-ins ("Ask a Tutor").

Winter Session

- January 3, 2023 to January 18, 2023
- Online tutoring only

Spring Semester

- January 30, 2023 to May 23, 2023
- In-person tutoring, online tutoring, and embedded tutoring, as well as workshops and in-person drop-ins.

Services

The tutoring services offered by the Writing Center in 2022-2023 included the following. (Use the links to learn more details.)

Online Tutoring

- Modality: synchronous/virtual via Zoom (booked in advance)
- Duration: up to 45 minutes per session
- Frequency: two per week* per student

In-Person Tutoring

- Modality: face-to-face at the Martin Luther King, Jr. Library (booked in advance)
- Duration: up to 45 minutes per session
- Frequency: two per week* per student

Embedded Tutoring

- Modality: hybrid/varies depending on the course and faculty partner
- Duration: varies depending on student needs in the class
- Frequency: three hours of weekly embedded tutoring for each **supported class**.

Drop-Ins—offered in spring 2023 only (to replace live chat)

- Modality: face-to-face at the Martin Luther King Jr. Library (first come, first served)
- Duration: up to 20 minutes per slot
- Frequency: four per week per student

Live Chat ("Ask a Tutor")—offered in fall 2022 only (replaced by in-person drop-ins)

- Modality: synchronous/virtual via an external live chat system (first come, first served)
- Duration: up to 15 minutes per slot
- Frequency: four per week per student

* Depending on availability, AEC and/or graduate-level students were eligible for up to three weekly tutoring sessions upon request.

WCOnline System

All students who used the tutoring services of the Writing Center were required to complete a one-time **registration** with our online scheduling system, WCOnline, after which they could self-book in-person and online **appointments**. The Writing Center front-desk team scheduled

drop-ins for students; however, this process also required the student to have an account in WCOnline.

Data Limitations

Included Data

- Only appointment data between June 1, 2022 to May 31, 2023, was exported from the WCOnline system.
- Placeholder data for tutor candidate training was included in the analysis, as it was considered tutoring time for mock training sessions.

Excluded Data

- No *registration* data was used as it would not reflect the entire population for the given period (only those who registered as new).
- Data not included in the analysis was live chat and iSchool embedded tutoring (due to externally hosted systems).
- Data for workshops was not included in this section as in the previous year due to a move away from using WCOnline for workshop registrations.
- Placeholders for workshops, tabling, office time, email time, and break time were excluded from the data set.
- Virtual live chat was replaced by in-person drop-ins from the spring 2023 semester.

iSchool Data

There were **36 iSchool college-embedded tutoring sessions** during the fall 2022 and spring 2023 semesters. These were recorded via an external WCOnline system hosted by the iSchool, so these tutoring appointments are not included in the overall totals presented in this report. Students in the iSchool also used our regular services in addition to the programmatic embedded tutoring services that we offered.

Live Chat (Ask a Tutor) Data

There were **47 live chat inquiries** during the fall 2022 semester. These were recorded via an externally hosted system (through the Martin Luther King, Jr. Library). We phased out our live chat system and transitioned to in-person drop-ins in spring 2023 for a variety of factors: (1) relatively low usage of live chat (and the frequent use of it for logistical questions—e.g., "When is the Writing Center open?"—instead of actual tutoring/writing questions); (2) the goal of using our in-person space in the library as much as possible; and (3) the need to streamline the reporting systems for our services.

Tutoring Data

Historical Use of the Writing Center

The following chart shows the 10-year use of the Writing Center, by overall appointments and unique students supported each year. In 2022-2023, there was a decrease in both values (4,616 appointments and 1,558 unique students) from 2021-2022. However, as explained in the limitations section, our 2021-2022 numbers included workshops *with* tutoring; the statistics are separate in this 2022-2023 report, as they were in all previous years as well. If the student workshop attendees were added to these numbers for 2022-2023 (or detracted from 2021-2022 statistics), then it's clear that our usage has been steady over the last three years.
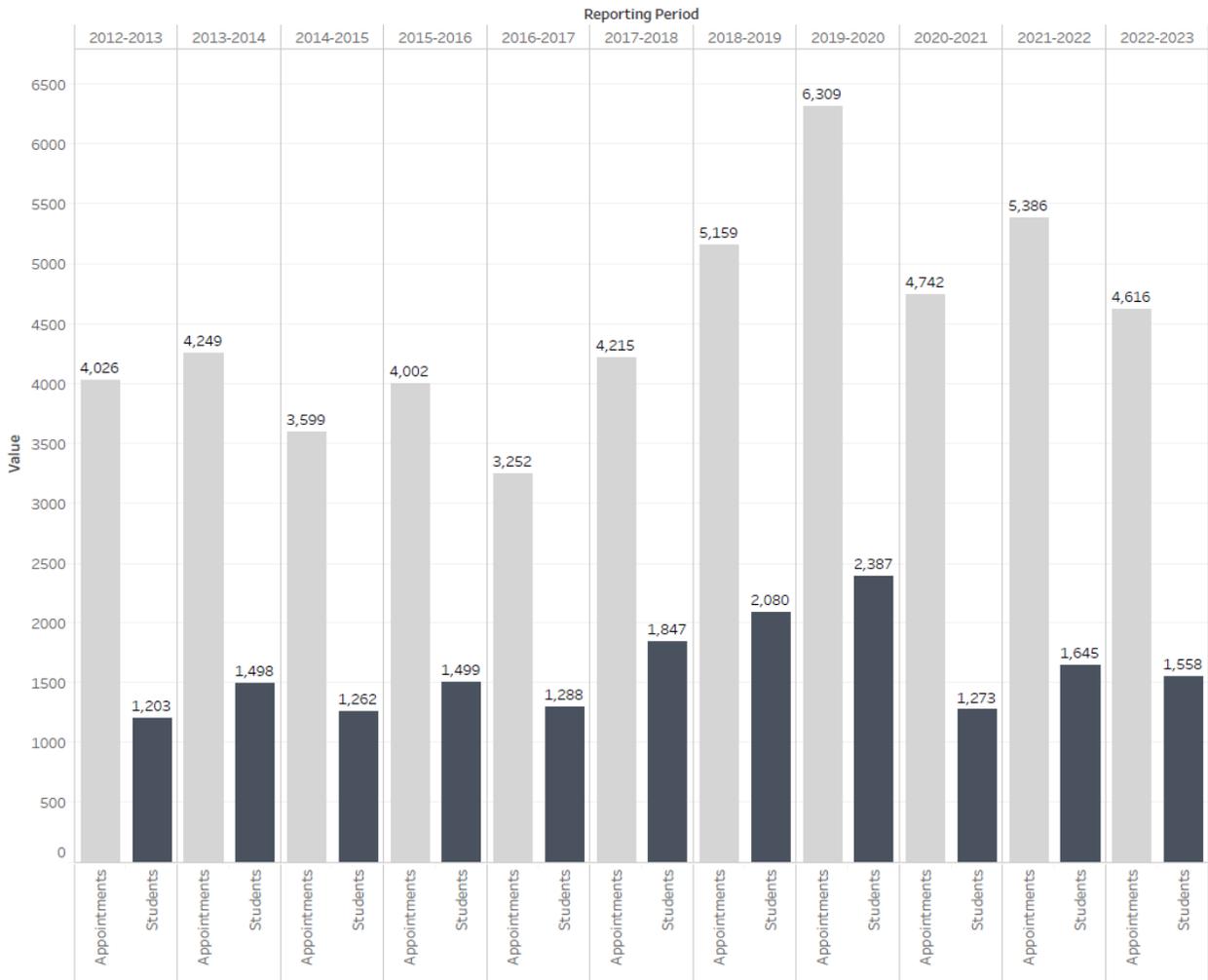
Appointments and Students for each Reporting Period. Color shows details about Appointments and Students.

About Our Students

Unique student data provided vital information about the students we supported, which helped us align and strategize according to the Diversity, Equity, and Inclusion (DEI) agenda in the Writing Center and at SJSU.

Ethnicity

We adjusted the WCOnline registration data from pre-2022 ethnicity groupings to align with San José State University's classifications for ethnicity and reporting.

American Indian or Alaskan Native	7
Asian	644
Black or African American	71
Chicanx/Hispanic/Latinx	400
Native Hawaiian or Other Pacific Islander	12
Two or More Races	117
White	227
Decline to State	80
Grand Total	1,558

Gender

Female	968
Male	538
Nonbinary	21
Transgender	4
Prefer not to State	27
Grand Total	1,558

First/Home Language

The self-reported first/home languages with ten or more responses were as follows.

English	886
Spanish	212
Vietnamese	85
Mandarin	59
Telugu	34
Cantonese	32
Hindi	26
Korean	22
Gujarati	19
Punjabi	17
Farsi	15
Kannada	10
Japanese	10
Arabic	10

Current Standing/Level

Freshman	284
Junior	493
Sophomore	97
Senior	166
Master's Student	496
Doctoral Student	13
Faculty	3
Staff	4
Decline to State	2
Grand Total	1,558

College

There was a change from 2021-2022 to 2022-2023 regarding the most self-reported college at the time of WCOnline registration. The College of Social Sciences and the College of Health and Human Sciences both exceeded the College of Engineering for the first time in several years.

Lucas College and Graduate School of Business	147
Connie L. Lurie College of Education	96
Charles W. Davidson College of Engineering	278
College of Health and Human Sciences	286
College of Humanities and the Arts	159
College of Professional and Global Education	57
College of Science	106
College of Social Sciences	337
Not Declared	92
Grand Total	1,558

Appointment data export from the WCOnline system provided information on various aspects of writing support. The data is derived from appointments made by students to access tutoring sessions, drop-in slots (spring 2023 semester only), and embedded tutoring services.

Utilization

The utilization rates monitored actual work time (minutes used) against the regularly scheduled time (available time) of all writing tutors across in-person and online tutoring and drop-ins. For writing/tutoring centers, the general consensus in research is that utilization rates in the 80% range for regular sessions is ideal since rates above that indicate impaction, and students then struggle to find available slots. When tutors are not directly engaged in tutoring sessions, they complete other work such as writing client reports, composing follow-up emails to faculty, preparing for workshops, and working on their semester projects (e.g., new handouts, blog entries, etc.).

Schedule	Utilization Rate
Summer 2022 - Online Tutoring	42.50%
Summer 2022 – In-Person Tutoring	10.86%
Fall 2022 – Online Tutoring	**81.83%**
Fall 2022 – In-Person Tutoring	**74.36%**
Winter 2023 – Online Tutoring	45.87%
Spring 2023 – Online Tutoring	**76.44%**
Spring 2023 – In-Person Tutoring	**64.03%**
Spring 2023 – Drop-Ins	25.58%

Attendance

The WCOnline system marked missed/no-shows (YES) whenever a student did not attend their booked appointment or drop-in. For those who did attend (NULL), the tutoring session or drop-in went ahead as scheduled. In the 2022-2023 reporting period, the **overall attendance rate was 91.12%** (an increase from 83.10% in the previous year.)

Schedule	Missed/No-Show Null	YES	Grand Total
Summer 2022 - In-Person Tutoring	12	2	14
Summer 2022 - Online Tutoring	476	27	503
Fall 2022 - In-Person Tutoring	511	61	572
Fall 2022 - Online Tutoring	1,541	174	1,715
Fall 2022 - Embedded Tutoring	23		23
Fall 2022 - Finals Drop-In	14		14
Winter 2023 - Online Tutoring	75	5	80
Spring 2023 - In-Person Tutoring	272	21	293
Spring 2023 - Online Tutoring	1,204	120	1,324
Spring 2023 - Embedded Tutoring	29		29
Spring 2023 - Drop-In	49		49
Grand Total	4,206	410	4,616

Appointments Per Student

The preferred number of appointments per student is typically around 3.0 in terms of learning benefits, and our average was in the range of that ideal number.

Schedule	Unique Students	Appointments	Appointments per Student
Summer 2022 - Online Tutoring	94	503	5.35
Summer 2022 - In-Person Tutoring	1	14	14.00
Fall 2022 - Embedded Tutoring	10	23	2.30
Fall 2022 - Online Tutoring	525	1715	3.27
Fall 2022 - In-Person Tutoring	221	572	2.59
Fall 2022 - Finals Drop-In	8	14	1.75
Winter 2023 - Online Tutoring	17	80	4.71
Spring 2023 - Online Tutoring	521	1324	2.54
Spring 2023 - In-Person Tutoring	126	293	2.33
Spring 2023 - Drop-In	16	49	3.06
Spring 2023 - Embedded Tutoring	19	29	1.53
Grand Total	**1558**	**4616**	**2.96**

Department

We collect data about our clients' declared majors/disciplines, but we also collect information about the specific classes for which students visit us for help. The departments the student's class was in for the writing they brought to their sessions are presented below for those with 70 or more responses during the reporting period.

Department	Summer 2022 - Online Tutoring	Summer 2022 - In-Person Tutoring	Fall 2022 - Embedded Tutoring	Fall 2022 - Online Tutoring	Fall 2022 - In-Person Tutoring	Fall 2022 - Finals Drop-In	Winter 2023 - Online Tutoring	Spring 2023 - Online Tutoring	Spring 2023 - In-Person Tutoring	Spring 2023 - Drop-In	Spring 2023 - Embedded Tutoring	Grand Total
ENGL	12	1		144	96	3		80	38	6		380
SCWK	72			164	10		14	80	1			341
PH	7			98	43	1	3	74	4	9	12	251
PSYC	12			43	17	1		110	28	3		214
INFO	30			104				46	1			181
DSGN				54	12			72	16	3		157
CHAD	17			26	10	1	8	71	13			146
JS	32			64	11	1		33	1			142
ENGR	12			47	25			34	11	2		131
COMM	26			38	10			34	5	2		115
BUS	8			58	2		5	26				99
OCTH	10		1	11	3			52	19	1		97
KIN	2			27	17	1		34	10	2		93
NUFS	1			32	12	1		25	9	2		82
BIOL				27	16	1		19	6	1		70

Course Classification

The Writing Center asks students to self-report the classes for which they are having tutoring sessions. Their responses are categorized as follows.

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

As with the previous reporting year, graduate-level students were the most frequent users of the Writing Center in 2022-2023 (1,746 out of 4,616 sessions, or 37.8%).

Schedule

Course Classification1	Summer 2022 - Online Tutoring	Summer 2022 - In-Person Tutoring	Fall 2022 - Embedded Tutoring	Fall 2022 - Online Tutoring	Fall 2022 - In-Person Tutoring	Fall 2022 - Finals Drop-In	Winter 2023 - Online Tutoring	Spring 2023 - Online Tutoring	Spring 2023 - In-Person Tutoring	Spring 2023 - Drop-In	Spring 2023 - Embedded Tutoring	Grand Total
100W	45		2	256	129	4	1	334	91	14	12	888
English 100A and LLD 100A	1			2	1							4
First-Year Writing	3	1		80	80	2		52	18	5		241
General Lower Division	32			141	82	1	1	132	28	3		420
General Upper Division	43			259	79	2	1	193	65	5		647
Graduate Division	252	3	12	762	134	5	33	454	59	18	14	1,746
Professional Development	36	1		56	9			14	45	5	2	168
Test Preparation	1			13	1					4		19
Not for Class	46	9	2	111	46			24	93	20		351
Training Session	37			26	1				17	1		82
Unknown	7		7	9	10		6	4	2	2	3	50
Grand Total	503	14	23	1,715	572	14	80	1,324	293	49	29	4,616

Writing Focus

Students self-reported the primary writing focus for their tutoring sessions at the time of booking their appointments. They were also given the option to include a secondary focus. The focus categories were the following.

- Grammar e.g., working with your writing on the sentence level
- Content e.g., brainstorming/developing ideas/adding support or evidence
- Organization e.g., ordering ideas/transitioning/linking concepts logically
- Formatting e.g., using formatting styles such as APA/MLA/Chicago etc.

In 2022-2023, the most commonly requested writing focus was content, at 36.0%. This statistic reflects our focus on promoting the Writing Center as a place where students can receive help with more than "just grammar." Though we are happy to assist students with their grammar—and we often do—we can help with other parts of the writing process.

Schedule	Primary Writing Focus					
	Grammar	Content	Organization	Formatting	Null	Grand Total
Summer 2022 - Online Tutoring	176	164	89	36	38	503
Summer 2022 - In-Person Tutoring	9	1	4			14
Fall 2022 - Embedded Tutoring	3	8	4	1	7	23
Fall 2022 - Online Tutoring	603	572	360	154	26	1,715
Fall 2022 - In-Person Tutoring	136	227	152	56	1	572
Fall 2022 - Finals Drop-In	4	4	3	3		14
Winter 2023 - Online Tutoring	20	40	18		2	80
Spring 2023 - Online Tutoring	330	517	295	165	17	1,324
Spring 2023 - In-Person Tutoring	60	102	94	35	2	293
Spring 2023 - Drop-In	9	22	15	3		49
Spring 2023 - Embedded Tutoring	3	4	16	3	3	29
Grand Total	1,353	1,661	1,050	456	96	4,616

Writing Type

Aside from the "Other" value, the most frequent types of writing for which students visited us for assistance were research papers (16.3%), literature reviews (10.8%), and critical analysis (7.2%).

Writing Type	Summer 2022 - Online Tutoring	Summer 2022 - In-Person Tutoring	Fall 2022 - Embedded Tutoring	Fall 2022 - Online Tutoring	Fall 2022 - In-Person Tutoring	Fall 2022 - Finals Drop-In	Winter 2023 - Online Tutoring	Spring 2023 - Online Tutoring	Spring 2023 - In-Person Tutoring	Spring 2023 - Drop-In	Spring 2023 - Embedded Tutoring	Grand Total
Argumentative Essay	2			90	42	1	2	54	10	2		203
Blog Post	21			25	2			18	1	1		68
Comparative Essay	4			25	10			14	2			55
Cover Letter	16			19	15		1	39	6			96
Creative Writing	1			29	9			34	12	1		86
Critical Analysis	51	1	1	156	42			74	6	1	2	334
Discipline Investigation				4				1				5
Discussion Post	5			30	15			23	5			78
Graduate Project	21			153	8		12	97	2	2	11	306
Graduate Thesis	50	1		41	7		13	42	14	5		173
Interview/Transcript Writ...	6			6	4			6	4			26
Lab Report	1			13	4			7	3	1		29
Literature Review	33		8	140	52	2	3	200	50	3	7	498
Memo	3	6		20	4			14	14	1		62
Multimodal Project					1			3		2		6
Op-Ed Writing				7	5			8	1	1		22
Personal Statement	22			72	7		21	28	3	1		154
Personal/Narrative Essay	12	2		32	12		2	28	5			93
Portfolio Writing	2		1	39	5			20	4			71
Project Proposal	4		1	19	13		1	18	4		1	61
Reader Response	3			18	3			9	2	1		36
Reflection Essay	7			47	16			43	11	3	1	128
Report	7			33	5	1		21	3		1	71
Research Paper	84	2		272	111	6	1	208	58	9		751
Resume	5	1		40	35	1	3	22	3	1		111
Rhetorical Analysis	6			23	10			9	3	1	3	55
Rsum	2											2
Speech/Presentation	6		2	17	8		4	25	4	1		67
Statement of Purpose	17			34	9		1	25	2			88
Other	73	1	3	276	117	3	14	215	55	12		769
Null	38		7	26	1		2	17	3		3	97
Test Preparation Writing	1			9				2	3			15
Grand Total	503	14	23	1,715	572	14	80	1,324	293	49	29	4,616

Writing Stage

Comparable to the previous reporting year, the revising/polishing writing stage was the most commonly self-reported by students, at 51.8%.

Schedule	Writing Stage					
	Planning/Pre-Writing	Drafting	Revising/Polishing	Other	Null	Grand Total
Summer 2022 - Online Tutoring	58	140	258	9	38	503
Summer 2022 - In-Person Tutoring		4	9	1		14
Fall 2022 - Embedded Tutoring	6	2	6	2	7	23
Fall 2022 - Online Tutoring	291	447	912	39	26	1,715
Fall 2022 - In-Person Tutoring	124	139	296	12	1	572
Fall 2022 - Finals Drop-In		2	12			14
Winter 2023 - Online Tutoring	19	20	39		2	80
Spring 2023 - Online Tutoring	243	348	686	30	17	1,324
Spring 2023 - In-Person Tutoring	60	98	131	2	2	293
Spring 2023 - Drop-In	10	10	26	2	1	49
Spring 2023 - Embedded Tutoring	7	5	14		3	29
Grand Total	818	1,215	2,389	97	97	4,616

Evaluations

There were **2,955** end-of-session tutoring evaluations that were voluntarily submitted by students during the reporting period.

Each response was recorded numerically on a scale of 1 to 5, with 5 being the best possible outcome. Below were the average results for each question.

- I was satisfied with my tutoring session—4.76 out of 5 (95.2%)
- I learned something useful in my tutoring session—4.77 out of 5 (95.4%)
- I will return and/or recommend the Writing Center—4.80 out of 5 (96%)

Workshops

Workshop Topics

The following 22 topics were offered during the reporting period.

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

Workshop Services

During the period, the Writing Center offered two workshop services as outlined below.

Regular Workshops

During the fall and spring semesters, **47 regular workshops** were offered via the Zoom platform. This included the sign-up/registration step. The Writing Center withdrew from using WCOnline for workshops to improve the student experience through a reduced click-through rate and required systems access.

Regular workshops were one hour each, facilitated by writing tutors and professional staff. Assigned student assistants provided moderation to help with handout distribution and communication during the workshops.

The following shows the number of students who attended our regularly scheduled workshops. **Overall, there was an average attendance rate of 13.8 students per workshop during the reporting period, which is up from previous reporting years.**

Regular Workshops	Fall 2022	Spring 2023	Grand Total
Basic APA Style	29	19	48
Body Paragraphs	24	7	31
Common Grammar and Punctuation Errors	58	49	107
Creating Easy-to-Read Sentences and Paragraphs	38	4	42
Deconstructing the Prompt	6	29	35
Emailing Netiquette: Academic and Professional Communication	32	6	38
Graduate Writer Mindset	10	8	18
How to Write a Killer Introduction	14		14
Muscle Verbs for Good Writing	16	26	42
Personal Statements for Scholarships and Applications	10	12	22
PowerPoint Like a Pro	17	18	35
Recognizing the Parts of a Research Paper	13	4	17
Revising for Clarity: Subjects and Their Verbs	8	4	12
Selecting and Integrating Source Material	8	10	18
Sentence Variety and Rhythm	28	9	37
Transitions for Coherence	20	16	36
Trimming the Fat: Writing Concisely and Avoiding Wordiness	18	30	48
Un-Blurring Plagiarism and Paraphrasing	29	20	49
Grand Total	**378**	**271**	**649**

Faculty-Requested Workshops

The Writing Center completed **37 faculty-requested workshops** in class, either synchronously via Zoom or in person; on occasion, the video version of the workshop was provided to the faculty member if we were unable to meet their initial request.

In-class requests were facilitated by level two or three writing tutors or professional staff. The table below shows the classes or groups that requested our workshops.

Faculty-Requested Workshops	Fall 2022	Spring 2023	Summer 2022	Grand Total
700WC Written Communication		1		1
Selecting and Integrating Source Materials		1		1
AFAM 100W, Writing Across the Curriculum		2		2
Basic APA Style		1		1
Un-Blurring Plagiarism and Paraphrasing		1		1
AMS 139: Animals and Society		1		1
Muscle Verbs for Good Writing		1		1
CE 204, Advanced GIS Applications in Civil Engineering		1		1
Graduate Writer Mindset		1		1
CMPE 294		2		2
Creating Easy-to-Read Sentences and Paragraphs		1		1
Scientific Abstracts		1		1
CMPE 294 - Computer Engineering Seminar			3	3
Creating Easy-to-Read Sentences and Paragraphs			1	1
Paraphrasing			1	1
Trimming the Fat: Writing Concisely and Avoiding Wordiness			1	1
CMPE 294, Graduate Writing Seminar	1			1
Deconstructing the Prompt	1			1
CMPE294	3			3
Creating Easy-to-Read Sentences and Paragraphs	1			1
Scientific Abstracts	1			1
Transitions for Coherence	1			1
EDCO 215/ EDCO 221/ EDCO 298	1			1
Basic APA Style	1			1
ENVS 1		1		1
Paraphrasing		1		1
ENVS 100W	2	1		3
Paraphrasing		1		1
Un-Blurring Plagiarism and Paraphrasing	2			2
FS 169		2		2
Creating Easy-to-Read Sentences and Paragraphs		1		1
Un-Blurring Plagiarism and Paraphrasing		1		1
FS 169 - Senior Seminar in Forensic Science	3			3
Creating Easy-to-Read Sentences and Paragraphs	1			1
Un-Blurring Plagiarism and Paraphrasing	2			2
HUM 190, Senior Seminar in Humanities	1			1
Recognizing the Parts of a Research Paper	1			1
HUM 80, Reading the World	1			1
Transitions for Coherence	1			1
HUM 80: Reading the World		1		1
Body Paragraphs		1		1
Human Nutrition in the Lase Span	1			1

Common Grammar and Punctuation Errors	1			1
In preparation for AFAM 22 in summer session 2			1	1
Un-Blurring Plagiarism and Paraphrasing			1	1
International Gateways 700WC (Written Communication)		1		1
Un-Blurring Plagiarism and Paraphrasing			1	1
NUFS 217 - Issues in Nutrition, Food and Packaging (GWAR)	1			1
Trimming the Fat: Writing Concisely and Avoiding Wordiness	1			1
NUFS144		1		1
Basic APA Style		1		1
SCWK 212 Human Behavior and the Social Environment I	2			2
Paraphrasing	2			2
Special Presentations for Doctoral Students in the College of Education Ed.D. Leadership Program	1	1		2
Basic APA Style	1	1		2
Student Athlete Summer Bridge			1	1
Essay Prompts and Time Management			1	1
Grand Total	**17**	**15**	**5**	**37**

Video Workshops

In addition, video versions of some of the workshops were made available to faculty and students. The shortened recordings of our workshops are listed below (with links).

- Body Paragraphs
- Common Grammar and Punctuation Errors
- Creating Easy-to-Read Sentences and Paragraphs
- Deconstructing the Prompt
- Emailing Netiquette: Academic and Professional Communication
- Graduate Writer Mindset
- How to Write a Killer Introduction
- Muscle Verbs for Good Writing
- Recognizing the Parts of a Research Paper
- Revising for Clarity: Subjects and Their Verbs
- Scientific Abstracts
- Selecting and Integrating Source Material
- Sentence Variety and Rhythm
- Trimming the Fat: Writing Concisely and Avoiding Wordiness
- Un-Blurring Plagiarism and Paraphrasing

Workshop Evaluations

The following **692 evaluations** were submitted voluntarily by students (with accompanying average scores). These evaluations were from either regular or faculty-requested workshops.

Workshop Topic	What type of workshop was held?				Grand Total
	Writing Center (Online via Zoom) Workshop	Writing Center (In Person) Workshop	In-Class (Online via Zoom) Workshop	In-Class (on Campus) Workshop	
Academic Voice	4		1		5
Basic APA Style	20	2	4	36	62
Body Paragraphs	22	1	2	11	36
Common Grammar and Punctuation Errors	33		2	18	53
Cover Letters		1			1
Creating Easy-to-Read Sentences and Paragraphs	19		27	3	49
Deconstructing the Prompt	6		1	23	30
Emailing Netiquette: Academic and Professional Com..	8		2	1	11
Essay Prompts and Time Management	8		21		29
Graduate Writer Mindset	8	4	1	8	21
How to Write a Killer Introduction	1				1
Muscle Verbs for Good Writing	14	3	1	15	33
Paraphrasing	8		46	10	64
Personal Statements for Scholarships and Applicatio..	3		1		4
PowerPoint Like a Pro	17		34		51
Recognizing the Parts of a Research Paper	8	2	2	9	21
Revising for Clarity: Subjects and Their Verbs	3				3
Scientific Abstracts	7		43		50
Selecting and Integrating Source Material	5			1	6
Sentence Variety and Rhythm	17	2	16	20	55
Transitions for Coherence	16		8		24
Trimming the Fat: Writing Concisely and Avoiding W..	14	1	12	39	66
Un-blurring Plagiarism and Paraphrasing	7		4		11
Write Like a Grad Student		2	2	2	6
Grand Total	248	18	230	196	692

Each response was recorded numerically on a scale of 1 to 5, with 5 being the best possible outcome. Below were the average results for each question.

- I learned something I can use right away—4.68 out of 5 (93.6%)
- I would recommend this workshop to others—4.64 out of 5 (92.8%)
- The workshop covered the material sufficiently—4.69 out of 5 (93.8%)
- The workshop material was presented clearly—4.72 out of 5 (94.4%)

The following responses about where students learned about our workshop services will help with future marketing.

How Did You Hear About Us?

How did you hear about this Writing Center workshop?	
Friend	15
Professor	493
Resource Fair/Tabling Event	21
Writing Center Employee	27
Writing Center Social Media (e.g., Instagram)	17
Writing Center Website	119
Grand Total	692

Overhaul of Workshop Materials for an Online Environment
Although the lifting of pandemic regulations allowed many services to return to an in-person format, most Writing Center workshops continue to be presented online (except those requested by faculty for in-person courses). However, many of our workshops were created before the year 2020 and were not fully adapted to an online setting. Our roster of workshops is, therefore, undergoing revisions based on this shift in instructional modality. In 2022-2023, Coordinator Vora began this process of revising all our workshops to ensure they work well online.

Generally, most of the workshop revisions were concentrated on the lesson plan, a document for the workshop facilitator that contains instructions and a step-by-step layout of the workshop. Adjustments were made to the language of the document to make sure it is applicable to an

online format and to make sure that the workshop materials (such as slides, handouts, and activities) all correspond to one another correctly. For workshops that required updates to the slides, efforts were made to make the slide design more cohesive and curate a Writing Center brand image.

The workshops that have been overhauled at the time of this report are listed below, along with a summary of updates.

Common Grammar and Punctuation Errors
Updates were made to the lesson plan to make the language and instructions more applicable to the online setting. Updates were also made to one of the activities contained in the workshop based on student and facilitator feedback. Previously, the activity contained an unpunctuated paragraph, which students were asked to punctuate based on the information they had learned; the new version is specifically concentrated on applying concepts learned in the second half of the workshop.

Body Paragraphs
Updates were made to the lesson plan to make the language and instructions more applicable to the online setting. As this workshop focuses heavily on diagrams and written examples to demonstrate the parts of a paragraph, the existing slide deck was updated to be more visually accessible and appealing. Per student and faculty feedback, two of the sample paragraphs were also replaced with writing from different genres to increase the applicability of the workshop to students in disciplines other than English.
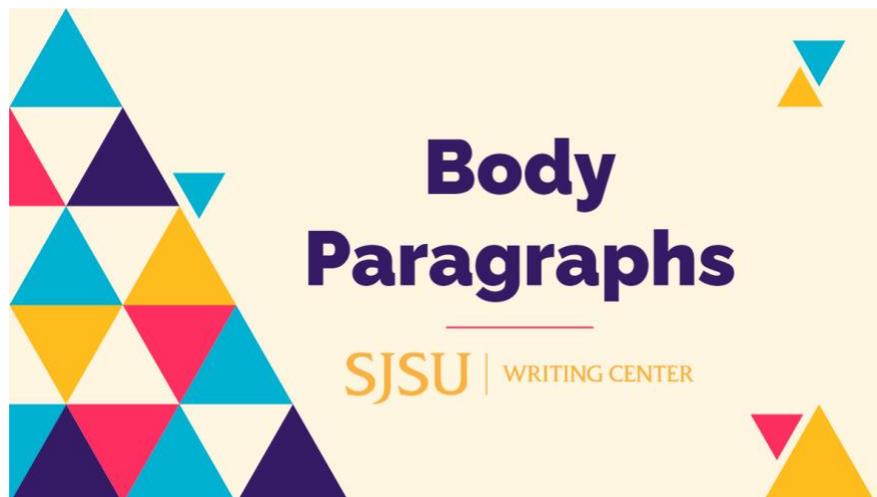
Un-Blurring Plagiarism and Paraphrasing
Updates were made to the lesson plan to make the language and instructions more applicable to the online setting. As this is a definition-heavy workshop, a slide deck was created to help the facilitator convey information. Additionally, based on facilitator

feedback, the second of the two activities was cut from the lesson to better fit the one-hour time limit.

Muscle Verbs for Good Writing

Updates were made to the lesson plan to make the language and instructions more applicable to the online setting. The original slide text was retained, but updates were made to the slide design to curate a cleaner look and promote a cohesive Writing Center brand image. Edits were also made to ensure that the materials on the handouts and the examples given on the slides matched.

Selecting and Integrating Source Materials

In accordance with detailed feedback from facilitators and students, this workshop received an extensive overhaul of all materials, from the lesson plan to the slides to the activities/handouts. The most significant of these updates was the update to the materials (the handouts and activities), which were swapped out to reflect more relevant issues and promote student engagement.

campus communications

CAMPUS COMMUNICATIONS

Mailing Lists for Students and Faculty

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

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

Campus community members are invited to sign up for either mailing list via a simple online form. We encourage sign-ups prominently on our website, on our marketing materials, and in the signature of emails we send from our general inbox. At the time of this report, we have had 656 sign-ups from students and faculty. We also added some faculty automatically to our mailing list, namely those whom we have partnered with directly (e.g., through course-embedded tutoring).

Overall, these groups have proven to be invaluable communication outlets, and they have been especially useful post pandemic (due to the evolving nature of our services).

Follow-up Email Communications with Faculty

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

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

Model Emails

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

Sample Email #1

Dear Professor Nathanael,

My name is Isaac Isenberg, and I am a writing tutor at the SJSU Writing Center. I worked with your student ████████████ from your ENGL 22 course on March 3rd. █████ has given me permission to contact you regarding her visit to the Writing Center.

During the 45-minute appointment, we looked at her research paper. In this session, we focused mainly on her thesis statement and outline. █████'s ideas were well-developed; however, they were a little disorganized. I suggested we restructure the thesis statement to get her examples and assertion across better. We also tackled how to find sources, use the library database, and use the utility of Zotero.

We went over a good amount, discussing working thesis statements and how ideas come across to readers. █████ intends to work on her paper and come back for another session in a couple of days. She is receptive to feedback and working hard on her paper!

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

Sincerely,
Isaac Isenberg
SJSU Writing Center Tutor
408-924-2308

Sample Email #2

Dear Professor Skov:

My name is Michael Muszynski, and I am a writing tutor at the SJSU Writing Center. I worked with your student ▮▮▮▮▮▮▮▮ on his portfolio writing assignment for your DSGN 100W course. ▮▮▮▮ has permitted me to contact you regarding his visit to the Writing Center.

In our session today, ▮▮▮▮ brought in his Graphic Design Portfolio slides for us to scan for any missing content. After reviewing the assignment page together, we moved on to look at his slides. His writing was strong, and while the requirements of these descriptive paragraphs were fairly broad, I recommended that he focus on commenting on specific parts of his pieces. He would often mention how he used artistic elements such as color or fonts but not place where exactly he did so in the projects for the reader to see. If he mentioned specific details and areas to point to and show his viewer, it could have a more substantial effect than only talking about the piece as a whole. We found one of his slides where he did this, and we talked about how that was his strongest descriptive paragraph. Another recurring issue I found was that he would not mention the title of his pieces in his paragraphs. I recommended he start each with the title rather than saying "this project" or "in this assignment." A final problem we discussed was repetitive word choice, especially on his second slide, where he often said "thirty days" or "day." We discussed synonyms he could use such as "a month" or "daily life."

Overall, it was a great first meeting with the Writing Center. ▮▮▮▮ takes his notes off to the side for him to look back on later in his future sessions. He is engaged and willing to offer ideas when prompted, allowing himself to keep ownership of his work.

I am writing to let you know about 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,
Michael Muszynski
SJSU Writing Center Tutor
408-924-2308

Selected Faculty Responses to Follow-up Emails

We receive many messages every year in response to the follow-up emails that our tutors send to faculty. Some of these responses express appreciation for our tutors' work while others ask questions about our services. Others invite a dialogue about the teaching of writing and note how our services impact their instruction. The following emails are representative samples of the emails that we received from faculty in 2022-2023. (Student names have been redacted.)

Dear Conrad,

Thanks so much for working with ▮▮▮▮ and my other students in Design Writing 100W this semester! I am glad that you worked on connecting ▮▮▮▮'s mission statement to the work that he is doing--that's a key aspect of this final assignment that is about each person's own work.

I am hoping that through the help received from SJSU writing tutors, that my 100W students have all learned that writing is an essential skill for designers - an even more importantly, that it can't be done alone.

Thanks for your help along the way,
Mara Skov
College of Humanities & the Arts

Dear Caroline,

Thank you for the very detailed report of the issues covered in your session with ▮▮▮ on the book review project. Those issues are right on target. But I am even happier that you have identified the lack of substantive analysis. Frankly, that is a common lack for many of the students, so it is really good that you and ▮▮▮ put some good work into that, and I look forward to reading the results.

The Writing Center is one of the very best academic support services provided for our students. I thank you for doing your part in making it so.

With warm regards,
John Loomis
College of Humanities & the Arts

Wonderful! Thanks.

Sounds like this was a really helpful session for ▮▮▮, where the individual attention made a big difference.

John Lee
College of Engineering

Thank you for informing me and for spending some time with the student. We deeply appreciate your commitment to our students!!

We also discussed some additional possibilities.

Thank you!!
Viviana Sanchez-Chopitea
College of Social Sciences

Dear Paul,

I appreciate the note. ▮ is a remarkably engaged and driven student with significant room for improvement in her writing, but she recognizes that and has been working hard. I'm glad she spent the time with you.

Sincerely,
A.J. Faas
College of Social Sciences

Hello Nalana,

I wanted to send a quick "thank you" note to say how much we all enjoyed your visit today. This was the first time that our ESL students learned about the services offered by WC, and they were all amazed when I showed them the lists of handouts on your website.

Thank you again for coming!

Best regards,
Julie Yang
College of Professional & Global Ed.

Hello Seher,

I am thrilled that ▮ sought out your help and I hope she continues to use the Writing Center throughout her academic career. I am aware that some people have a difficult time expressing their responses to assignments through their writing more than others. I'm proud of her for seeking help. Thanks for sharing the work you did together.

Best,
Kara Davis
College of Humanities & the Arts

Adriana,

Thank you for letting me know. ▮ worked with another writing tutor at the Center who advised me about ▮'s verb usage and suggested this was because of ASL vs. English language structure. I am reading more about this, but I do not have training in this area.

I deeply appreciate the time ▮ is spending on their writing and the support they are getting from individual sessions with Writing Center tutors.

Janet Silk
College of Humanities & the Arts

Thank you so much, Maria! I really appreciate this help! ▮ needed help getting the structure of the literature review down.

Thank you so much and I'll touch base with ▮ soon.

Warmly,
Nayoun Lee
College of Health & Human Sciences

Dear Jamet,

Thanks so much for working with ▮ to develop strong technical writing skills. I appreciate it! Let me know if you have general suggestions and/or if you'd like to provide a workshop.

Ferdie Rivera
College of Science

Hi Isaac,

Thanks for letting me know. It sounds like you and ▮▮▮ have been working on important aspects of essay writing.

As I haven't seen his essay, I can't say what specifically to work on. It would be good to make sure that he fulfills the specific requirements of the assignment (for example, cites sources carefully, uses at least one primary source). I'm attaching the guidelines for the paper here, just in case.

Best,
Allison Katsev
College of Social Sciences

Dear Laura,

Thank you very much for the support you have given to ▮▮▮ and for letting me know what you worked on. I really appreciate the support that you and the other members of the Writing Center give to students.

Gratefully,
Janet Kitajima
College of Humanities & the Arts

Hi Lana –

Thanks for letting me know. I am so glad you are able to provide support for students in my class!

Regards,
Alicia Henderson
College of Education

Hello Steven,

Thank you so much for your very detailed description on what was covered in your session with ▮▮▮.

Thank you for working so hard for our SJSU family and community.

Shukura Umi
College of Health & Human Sciences

Dear Arianna,

Thank you very much for your work with ▮▮▮! I am happy to hear that she had a productive session with you. I hope she takes advantage of the center and attends more sessions. If she comes in for another session, I recommend discussing how to connect relevant evidence to significant claims.

Thank you for your help!

Cheers,
Tanja Nathanael
College of Humanities & the Arts

Dear Steven,

Thank you for assisting ▮▮▮ with her writing assignment and keeping me informed.

I recommend all my students to work with tutors from the Writing Center. In every case, my students benefitted in the both short and long terms. Please keep up the great work you do!

Sincerely,
Lance Fung
College of Humanities & the Arts

Hello Paul,

Thank you very much for your message, as well as your work with █████ ████. Your assessment of his most recent work is thorough and informative.

I have no questions at this point, but will contact you if I have any in the future.

Thanks again for your fine work with ████.

Sincerely
Charles Rivasplata
College of Social Sciences

Hello Conrad.

Thank you for your help in tutoring my student, ███████. I greatly appreciate the time you and all the Writing Staff put forth for students at SJSU. My students have utilized this service in the past with phenomenal results! I see dramatic improvement in student writing! Thank you again for all the work. Great job!

Robert Bruce
College of Engineering

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

Kara Ireland D'Ambrosio
College of Humanities & the Arts

Dear Sanchita,

Thank you so much for the detailed update!

I don't have any questions about ██████'s visit, but I do have two general Writing Center questions:

1. What services are available for students for whom English is a second language?
2. Do you have any suggestions for ways to suggest, in a sensitive way, that students should check out these services?

Thank you in advance for your help!

Best,
Karin Jeffery
College of Social Sciences

Greetings Nalana,

Thank you for your email message and thank you for your support for ████ ████.

I have a module I created in Canvas with many resources but I am always looking to add support for students. If you have any additional support or materials, I would love to share them with all my students. I do have the OWL Purdue site listed in addition to examples.

All the best,
Winifred Schultz-Krohn
College of Health & Human Sciences

Hi Karen:

Thanks for your detailed feedback. I appreciate your support for my course.

I also appreciate the fact that you ensured the work submitted by ▮ was his own and you only offered general advice.

Arvinder P.S. Loomba
Lucas College & Graduate School of Business

Thank you for this information. I really value your work with our SJSU students.

Hilary Nixon
Lucas College & Graduate School of Business

Dear Michael,

Thank you for letting me know about the session and what you went over. I'll be sure to include it in some of my workshopping points for aspects students may also need in their drafting phases.

Best,
Rachel Turner
College of Humanities & the Arts

Thanks so much, Sanchita, I appreciate your help with my student and the great work you do!

Peace,
Dan Brook
College of Social Sciences

Hi Paul,

Thank you so much for letting me know. I know she's been having a hard time as well. We started the semester with contemplating a research topic and question, and are now getting into actually writing the paper. So their assignment is to find eight articles pertaining to their topic and question. This will probably help people narrow their questions and topics hopefully. I will follow up with her this week.

Thank you again for being there for our students! I'll be sure to remind them of this resource. I advertised it earlier in the semester, so hopefully they'll follow up if they need help.

Thank you!
Samantha Peek
College of Social Sciences

Hi Jamet,

This is very helpful information and thank you so much for your thorough assessment and prioritization of needs. I would have focused on the same things and doing so will help ▮ in all future assignments.

I've also encouraged them to use Criterion since the frequency of assignments is pretty much weekly and to prioritize the tutor time for larger and higher stakes assignments. I appreciate your feedback.

Michelle Hampton
College of Health & Human Sciences

online resources

ONLINE RESOURCES

In addition to our online services (e.g., workshops, tutoring sessions), we also offer instructional online resources that are available asynchronously for students and faculty to use any time. We are committed to developing new resources each year as another mechanism for supporting the writing needs of our campus community.

Homegrown Handouts

Every semester, writing tutors create original writing resources to support our mission of helping students improve their writing. These projects go through a formal proposal process—in which the tutors must justify the need for the resource they'd like to create—and multiple revisions with feedback from Writing Center professional staff throughout the semester.

San José State University Writing Center
www.sjsu.edu/writingcenter
Written by Arianna Peoples

AAVE: Dismantling Standard American English (Part 1)

"Purr, chile, sis finna slay the boots down, ya heard?" When you read that sentence, what does that mean to you? Is there value in that string of words that resonates with you, or is it a string of nonsense? All the words or phrases used above are part of a specific English vernacular: African American Vernacular English (AAVE).

The History of AAVE

African American Vernacular English, also known as Black English or formerly known as "Ebonics," hails from places across the United States and the Caribbean Islands. It is theorized by language scholars that enslavers often deprived enslaved Africans of access to education (reading, writing, and speaking Standard American English [SAE]). To communicate, enslaved Africans learned by ear or taught themselves and one another how to read and speak their masters' languages while incorporating West African languages in tandem (Smith). Since then, AAVE has evolved into several regional dialects along with tailored slang and euphemisms among working-class and middle-class African American families.

During our years of operation, tutors at the SJSU Writing Center have created over 150 **Homegrown Handouts**—asynchronous instructional resources that are posted on the Writing Center website and used in tutoring sessions. Tutors also have the option to engage in a significant overhaul of an existing handout to ensure that our resources remain up-to-date and reflective of current best practices.

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

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

The following 15 handouts were created or substantially revised during the 2022-2023 period.

Handout Title and Link	New or Revised?	Handout Author
[AAVE: Dismantling Standard American English](#)	New	Arianna Peoples
[Accessible Writing Strategies](#)	New	Adriana Pliego
[Clichés and How to Avoid Them](#)	New	July Simeona
[Discussion Posts](#)	New	Michael Muszynski
[Essay Planning: How to Develop a Working Thesis Statement](#)	Revised	Sohan Bairaboina, Amy Russo
[Essay Planning: Reading Assignment Prompts and Descriptions](#)	Revised	Lana La Framboise
[Garden Path Sentences](#)	New	Conrad Baillif
[Graphic Organizers for Research Papers](#)	New	Caroline Ammon
[Hyphens, En Dashes, and Em Dashes](#)	Revised	Shana Ruth-Seminara
[Inclusive Writing in MLA](#)	New	Michael Muszynski
[Introduction Section for Research Papers](#)	New	Caroline Ammon
[Mental Illness References in Writing](#)	New	Paul Loeb
[Personal Statements](#)	Revised	Shana Ruth-Seminara
[Prepositions and Prepositional Phrases](#)	Revised	Conrad Baillif
[Research Paper Writing Process](#)	New	Karen Liou
[Third-Person Point of View in Academic Writing](#)	New	Lana La Framboise

During the 2022-2023 year, we also significantly revised the organization of our handouts. We realized that—as our collection of resources grew—our handouts were becoming more difficult to locate quickly. The previous handout categories were large and no longer reflected the level of nuance required for easy use. Some of the handout names were also more creative than functional (e.g., the handout titles did not start with the name of the handout topic). In summer 2022, we solicited in-depth input from two of our tutors regarding logical, easy-to-find titles for both our broader categories and our individual handouts. Director Hager and Coordinator Russo reviewed the tutors' recommendations; they finalized new handout names and ten categories.

We then went through a phased process to rollout the changes in our physical and online collections. We completed the physical collection renaming and organizing during the fall 2022 semester. We also created a quick access index for in-person tutors to use to quickly find handouts. In January 2023, we finished updating our online handout PDFs.
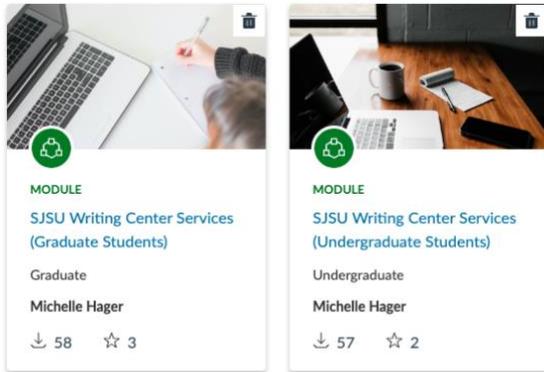
Canvas Modules

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

Instructors can now import these modules into their Canvas courses and have Writing Center information readily available. Taking this step strengthened our link to classrooms across campus.

Graduate Writing Subject Guides

Additional Canvas modules were created by Director Hager (with various faculty partners) as part of the disciplinary graduate writing guides project done in collaboration with the College of Graduate Studies. The **Graduate Writing Subject Guides** are also more widely available via a Google Site created by the Director Hager, with site design done by Writing Center tutor Tyler Eveland. The six disciplines included—Education, Business, Social Work, Occupational Therapy, Library and Information Science, and Computer and Software Engineering—represent six of the largest graduate programs at SJSU.

Writing Toolboxes

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

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

Our video production student coordinator creates informational videos about our services, which we continued to update throughout the reporting period. The student in this role also edits the instructional videos created by our tutors. Tutors who want to create videos select the video team option for the writing resource projects they complete every semester.

The Writing Center video team was originally created in response to the increased number of online and hybrid classes. Since then, the Writing Center has striven to make our resources more accessible to students and classes by creating filmed versions of our most popular workshops. Coordinator Russo has managed this team each semester. As of May 2023, we have successfully adapted 16 of our workshops into this video format (available on our **Video Workshops playlist**). We also have seven videos available on our **DEI playlist** and six available on our **Writing Center Info playlist**.

2023-2023 Published Video Workshops

Semester	Video Title	Video Creator
Fall 2022	Scientific Abstracts	Laura Kerharo
Fall 2022	Graduate Writer Mindset	Steven Lang
Fall 2022	Sentence Variety and Rhythm	July Simeona

STATISTICS
AY 2022-2023

14,381 unique views

~136,000 total views

409 subscribers

39 average views/day

BEST MONTH
SEPTEMBER

1,636 total views

54 avgerage views/day

Best Day
MONDAY

Most Popular Viewing Time
9:00 A.M.

SJSU Writing Center

The Write Attitude Blog

Our blog, *The Write Attitude*, continued its steady expansion during 2022-2023, keeping to the same core purpose: providing quality writing support and information to students at SJSU (and our followers worldwide) through an accessible platform with a more informal style. As Coordinator Vora took over management of the blog in a full-time capacity in February 2023, her priorities for blog content included a greater emphasis on DEI topics, such as inclusivity in writing, and expansion of the creative writing post category. She also endeavored to increase cross-sharing of blog posts across the Writing Center's other social media platforms.

Blog Contributors

In 2022-2023, *The Write Attitude* posted three times a week during the fall and spring semesters and the 2023 winter session, and twice a week during the summer session, totaling 121 posts between June 2022 and May 2023. The blog itself has over 800 published posts at the time of this report.

Blog interim Editor-in-Chief Seher Vora continued in this role until December 2022. Starting in February 2023, Vora began her tenure as the Coordinator of Online Writing Support Services, in which capacity she serves as the Editor-in-Chief of *The Write Attitude*. Tutor Kristina Tran has since stepped into the Associate Editor role.

In 2022-2023, Coordinator Vora created 25 unique blog posts and was responsible for formatting, editing, and scheduling posts. She also managed the student blogger team, working with each member to develop a personalized workflow.

In July 2022, Coordinator Vora produced "The Write Craft," a seven-post blog series that incorporated video elements from the Writing Center's YouTube Craft Talk interviews to provide readers with writing advice from published authors. Coordinator Vora also oversaw the production of the "Art of Being a Tutor" series, published in January 2023. The four-post series, written by current and former Writing Center tutors, provides advice for those seeking to be tutors, and is also featured on the Writing Center's main website. Coordinator Vora also wrote a post called "ChatGPT and the Future of Writing" to address generative AI and the role it plays in higher education, showcasing the Writing Center's knowledge and willingness to engage with trending and evolving topics in the field.

Associate Editor Tran began a new series during the spring 2023 semester, entitled "Writer's Block of the Month." This monthly series tackles strategies on how to work through writer's block in different genres. Thus far, the genres covered include essays, poetry, and final exams/assignments. Associate Editor Tran is also working on reimagining the graphics and look of the blog to coordinate visuals with the Writing Center's other social media platforms. To begin this process, she has been creating new header images for various blog series.

Tutor contributions to the blog remain invaluable to its success during the year. Tutors who choose blogging for their semester project produce 2-3 blog posts each. Members of the blog team during the 2022-2023 academic year included Caroline Ammon, Paul Ayuso, Sohan Bairaboina, Jamet Cherrey, Anna Dayley, Tyler Eveland, Sahana Ilenchezian, Isaac Isenberg, Steven Lang, Paul Loeb, Adriana Pliego, Sanchita Satishkumar, Kristina Tran, and Natalie Wollenweber. Bloggers contributed to the following existing blog series:

- Quick Tips (with 55 posts, the longest-running and most prolific series on the blog)
- Better Know a Department
- Road to Publication
- You Write Like an Animal

Unique topical posts covered subjects such as writing Canvas discussion posts, differentiating between formal and technical writing, providing advice on writing various types of emails, giving constructive criticism, forming writing communities, and offering tips on writing collaboratively.

The blog also produced several posts on creative writing. Tutor Eveland wrote a post on poetry cliches for National Poetry Month. As part of the blog's initiative to cross-publicize events and organizations on campus, Tutor Ilenchezian wrote a series of book reviews during fall 2022, featuring authors who were part of the reading series

People are almost always introduced to poetry with this ubiquitous line:

ROSES ARE RED VIOLETS ARE BLUE

Image courtesy of the Writing Center.

These six words alone have done so much work in the recruitment of poets all around the world. Because of this, the line has become overly overused and is now branded as a dreaded "cliché." A cliché is a concept, word, or phrase that has become so overused that it impacts the quality and originality of the work.

While clichés can be helpful in recognizing themes and tropes within writing, they can also be a crutch for new writers to lean on. In honor of National Poetry Month kicking off with the start of April, here are a few common clichés you can avoid to increase your poetry writing skills.

with the SJSU Center for Literary Arts (CLA), such as C. Pam Zhang and Ocean Vuong. Coordinator Vora also contributed to this series with her post reflecting on the CLA speaker event in spring 2023, featuring poet and author Hanif Abdurraqib.

A number of blog contributors also created short feature series in 2022-2023. During fall 2022, Associate Editor Tran created a three-post series called "Resume Remedies," which covered the fine points of creating a resume. As part of our creative writing genre posts, Tutor Wollenweber created a three-post series called "How to Develop Characters," aimed at students in creative writing classes. In spring 2023, Tutor Isenberg created a two-post series on grammar in comic books and the effective usage of comic books in the classroom.

The blog also continued the popular monthly "Ask the Specialists" column featuring responses from multiple Writing Center staff members. Members of the blog team this year contributed 49 posts to the blog.

Positive Feedback

While we continued to see reposts and likes on individual posts, we have also received positive feedback from our readers. Specifically, we have noticed appreciative responses on our posts about creative writing and the writing process.

Stuart Danker says:
July 18, 2022 at 5:21 pm

Whoa. Not only is this a wonderful piece about the process (a topic which I enjoy), but you also have the relevant videos as complementary media. Love it. Thanks so much for the effort you've put in!

gkreiger says:
March 21, 2023 at 4:54 pm

Great book list! You reminded me of Betty Smith, whose books captivated me when I read them as a teenager. Thanks.

Adjustments

Even though there was an interim transition period during January 2023, blog operations continued as normal. As of spring 2023, we have laid out a strategy to increase cross-posting of blog posts on the Writing Center Instagram and TikTok, which we hope will increase viewership of all three channels.

We piloted cross-posting blog posts to Instagram stories once a month during the spring semester; we also made our first TikTok based off a blog post, inspired by Tutor Bairaboina's post, "Tips on Writing Collaboratively." This TikTok video was our highest-performing to date.

Building off our work this year, our goals for the next academic year include the following:

- continue to increase our SJSU readership;
- build a strategy for a more cohesive brand image;
- increase collaborations with other on-campus organizations;
- reach at least 200,000 views;
- develop a theme for semesters, so on-going series connect in more direct ways;
- increase multimodal posts (e.g., continue to use our YouTube videos as multimodal content and use blog posts as inspiration for TikTok videos);
- continue to offer three weekly posts on trending writing topics.

Social Media Platforms

Overview

In 2022-2023, our social media platform management went through a transition. In fall 2022, Coordinator Campbell handled oversight of all social media platforms, except for the blog. As of March 2023, all oversight of social media platforms was handed off to Coordinator Vora.

Priorities for social media this academic year included producing consistent content, publicizing Writing Center events, promoting original content from the blog, expanding our audience reach, and aligning and collaborating with other SJSU-wide social media affiliates. The graphic below provides an overview of our platforms and their usage.

Platforms

Platform	Primary Audience	Content
Facebook	New and existing student users	Fliers, announcements, cross-sharing with Instagram
Twitter	Faculty and campus organizations	Announcements, campus features, cross-posting with the WC blog
TikTok	New and existing undergraduate students, general public	Short form writing advice videos, announcements
Instagram	New and existing students, campus organizations	Fliers, announcements, contests, staff features, cross-posting with WC blog
WordPress	New and existing students, campus organizations, general public	Writing advice posts, fliers, contests, staff features

Social Media
ENGAGEMENT

FACEBOOK
6.9k unique post impressions

TWITTER
4.7k unique post impressions

TIKTOK*
6k unique views

INSTAGRAM
41k unique post impressions

SJSU | WRITING CENTER

Scheduling Software
In spring 2023, under the direction of SJSU IT, the Writing Center moved to a new scheduling software, Buffer. The analytics data presented to the left is an amalgamation of data from Buffer and from Hootsuite Enterprise (the software used through fall 2022).

The graphic shows engagement levels on our four active social media platforms.

* For TikTok, the metric is labeled as "views" on their platform.

The corresponding numbers of unique impressions/views to each platform refers to the number of times our content appeared on follower feeds, which gives an indication of how many users we are reaching. Overall, the numbers of impressions/views have collectively increased across platforms from the previous year.

Based on impressions and follower data, our most popular platform is Instagram, with a total of 1,576 followers at the time of this report. Our Facebook page has 1,016 followers, and we have 1,175 followers on Twitter. Our new TikTok account currently has 23 followers.

Goals for AY 2023-2024
With our engagement levels rising, the Writing Center aims to maximize use of social media platforms and make sure that all our platforms containing unique content—the *Write Attitude* blog, Facebook, Twitter, TikTok, and Instagram—are united under a cohesive visual brand strategy. Emphasis will be placed on Instagram, as our most popular platform, and on TikTok, as a platform that is increasingly used by the student population. Social media goals for the next academic year include the following:

- increase engagement (e.g., likes and interactions) with posts on all platforms;
- run more interactive content on Instagram, such as contests, giveaways, and polls;
- create increased video content containing writing advice for TikTok;
- implement a consistent visual strategy across all platforms for a cohesive and memorable Writing Center brand image;
- increase cross-posting of Writing Center content across all of our platforms;
- collaborate and cross-post with other campus entities to increase overall campus reach;
- revive and consolidate the Writing Center's LinkedIn platforms in an effort to reach out to alumni and other potential campus populations.

events & outreach

EVENTS & OUTREACH

Please see the On-Campus Partnerships section of this report for more information about all the collaborative events and programs the Writing Center engaged in during 2022-2023. This section provides details about events and outreach programs that were hosted solely by the Writing Center or were done as part of larger university-level tabling.

House Calls

The Writing Center offers in-class orientations to the campus community. These 10-15-minute "house calls" inform students about Writing Center services. During these presentations, tutors explain what to expect from tutoring, how to schedule appointments, and how to prepare for sessions. Students are also given information about how to sign up for Writing Center workshops and where to find our online resources that are readily available for self-study. House calls are presented in the classroom, either via Zoom or in person.

In 2022-2023, we conducted **eight house calls**, during which we presented to approximately **122 students**. Our tutors presented to students in English, Humanities, Computer and Software Engineering, and International Gateways courses.

Informational presentations about the Writing Center are often folded into faculty-requested in-class workshops. (Faculty workshop requests are detailed in the Tutoring & Workshops section of this report.) We also have a video version of our informational house call, which we suggest be posted on Canvas and shown in classrooms.

Moving into 2023-2024, we will encourage faculty to bring their students to our Writing Center space for brief informational *tours*—a service we offered prior to the pandemic—as opposed to having our tutors visit their classrooms for short info sessions. Taking this step will allow students to see where we are located on campus, which will eliminate one barrier to access.

Tabling Events

Writing Center staff worked at the following university tabling events in 2022-2023. In total, we **engaged with 2,781 students** at these events.

Event	Date(s)	Students Engaged
Spartan Experience for Transfers (7 sessions)	June – August 2022	331
Spartan East Side Promise Spartan Summer Program	June 2022	79

Sparta Camp (Frosh Orientation, 8 sessions)	June – August 2022	1,049
Fall 2022 Weeks of Welcome Kick-Off	August 2022	338
AEC Sweet Success	September 2022	20
Fire on the Fountain	October 2022	225
SJSU Preview Day	November 2022	91
Spring Orientation Resource Fair (2 sessions)	January 2023	84
Spring 2023 Weeks of Welcome Kick-Off	January 2023	137
AEC Sweet Success	February 2023	19
Transfer Takeover: Explore SJSU Resource Fair	March 2023	67
Spartan East Side Promise Program—Becoming a Spartan	April 2023	47
Admitted Spartan Day	April 2023	294

Weeks of Welcome (WoW)

The Writing Center hosted special Weeks of Welcome (WoW) events in both fall 2022 and spring 2023. In September 2022, we invited students to join us in person on the Seventh Street Plaza and write on our whiteboard in response to the question "Why are you studying at San José State University this fall?" We also invited them to learn more about the Writing Center. Our team members engaged with 129 students at this event.

In February 2023, we hosted an in-person mad libs challenge on the Seventh Street Plaza. We answered student questions about our services and engaged with them in a fun game. However, attendance at our spring 2023 WoW event was low (eight students), leading us to believe that simpler activities (such as jotting a quick idea on a whiteboard) might be preferrable for quick introductory interactions.

Writing Group Creation Guide and Training

The Writing Group Creation Guide and its associated training greatly increases our Center's capacity to help students of all levels learn about the benefits of peer writing groups. In 2022-2023, Coordinator Russo ran three training sessions each semester on different days and times. In August 2022, she also updated the **Student Writing Group Creation Guide**. In total,15 students expressed interest and 10 attended.

The training itself is one hour in length, including first a short presentation about the four types of writing groups, a walkthrough of the guide, and a Q&A session. Regardless of attendance, all

registered students are sent a copy of the guide and slides afterward. All registered students are also invited to join a contact list for writing group formation. This contact list is meant to help SJSU students connect with others who are interested in creating writing groups.

Moving forward into 2023-2024, we will be offering this training as part of our popular workshop series, Foundations of Graduate Writing. Each semester we have 150-295 students sign up for our graduate writing series. We hope to increase the exposure of this writing group training by connecting it with one of our larger existing audiences.

"Write at Home" Housewarming

Due to the transition of our physical spaces at the start of the fall 2022 semester—from two locations to one location in the King Library—we invited students, faculty, and staff to join us for a housewarming event.

We had refreshments available, and we encouraged members of the university community to visit our space and meet our team.

Slide Design Presentation for the Public

In fall 2022, Coordinator Russo offered a presentation about slide design best practices to members of the public through the San Jose Works Business Center in the King Library. There were 15 attendees. She worked closely with San Jose Public Library staff to coordinate her presentation, which was held over Zoom and moderated by a librarian.

Finals Week Support

Every semester, the Writing Center hosts a **special support event during finals week** (in addition to being open for regular tutoring services). Since we are continually trying to offer our services in different modalities to see what attracts the most students, we pilot tested an additional drop-in tutoring event in person (fall 2022) and online (spring 2023). We discovered that our online drop-in event was much better attended, so we will continue to keep this type of support online in the future.

Foundations of Graduate Writing (FoGW)

Three years ago, the SJSU Writing Center partnered with the College of Graduate Studies (CGS) to create a series of workshops designed to help early career graduate students comfortably and confidently transition into graduate-level writing. The Foundations of Graduate Writing (FoGW) workshop series is meant to narrow the gap in writing knowledge that new graduate writers face by improving knowledge of the research and writing process, giving concrete tools and techniques, and de-mystifying expectations and common practices of graduate-level work. All current graduate students are eligible to apply. However, the topics are curated to best serve early career graduate students in their first couple semesters. We offer the workshop series three times

per year in the summer, fall, and spring, varying the days/times each semester to try to accommodate as many varied student schedules as possible.

Workshop Series Objectives

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

The FoGW series consists of eight workshops held over four sessions. Each session contains two workshops. The table below shows the eight workshops by session.

Workshop Weekly Series Topic Schedule

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

Workshop Descriptions

Session 1 Workshop 1: Graduate Writer Mindset
Writing is hard for all new graduate students--no one comes in already understanding how to write at a graduate level in a new discipline. Undergraduate writing is a good foundation, but it does not fully prepare you for graduate school writing, which involves a new set of skills. This workshop will give you perspectives and specific tools that can be implemented immediately to ease the learning curve as you enter a graduate-level program.

Session 1 Workshop 2: Working with Sources
Employing sources is something that all academic writers need to do for their papers and research. This workshop will help you evaluate a source to determine if it's credible and if it belongs in your project. You will learn how to avoid plagiarism while using your

sources. You will also learn the difference between summary, synthesis, and analysis to use your sources to their fullest potential.

Session 2 Workshop 1: Recognizing the Parts of a Research Paper
The research paper is a common type of writing in academics and in the professional world; like all genres, it has certain conventions. Readers expect a research paper to have certain parts--an abstract, an introduction, a literature review, methodology, etc.--but those parts can be unclear if you haven't written many research papers already. This workshop aims to demystify the parts of a research paper so you can recognize those parts when you see them (e.g., in academic journal articles) and so you can produce those parts yourself.

Session 2 Workshop 2: Academic Voice
Does your writing "sound academic"? Sometimes, students are given comments such as "fix the tone of this paper" or "your writing should sound more academic." But what do these comments *mean*? Attend this workshop to learn strategies for adopting and understanding academic voice as you progress as an academic writer.

Session 3 Workshop 1: How to Find Good Articles
In this session, you will learn what resources are available to you from the Dr. Martin Luther King, Jr. Library and how you can use them to carry out your library research. This session covers how to best access and navigate the OneSearch catalog, databases, and other important library services that you will need to use during your academic career at SJSU.

Session 3 Workshop 2: Abstracts and Literature Reviews
Large research papers are a hallmark of academic writing. However, they can pose challenges because they contain many parts. This workshop will examine two of the most common and important components of a research paper in detail: the abstract and the literature review. We will give you tools to both analyze and write successful abstracts and literature reviews.

Session 4 Workshop 1: Creating Easy-to-Read Sentences and Paragraphs
The goal of any piece of writing is to communicate one's ideas clearly. Increasing cohesion between sentences and coherence among paragraphs increases both clarity and readability in any piece of writing. This workshop will provide self-editing techniques and practice to refine your writing from any discipline.

Session 4 Workshop 2: Sentence Variety and Rhythm
Clear, straightforward writing is necessary, but as writers, we sometimes need to write more complex sentences, and we also want our readers to stay engaged and interested. We can better engage and interest them by giving our writing an attractive and gripping rhythm. This workshop will provide you with some concrete strategies for creating rhythm in your written work. (Hint: It's all about variety--in many different forms!)

Timing and Schedule

Summer 2022: In mid-July, we met for two weeks in a row on Mondays and Tuesdays (7/11, 7/12, 7/18, 7/19) from 10:00 AM to 1:00 PM (PT) for each session.

Fall 2022: We met on four Tuesdays (10/4, 10/11, 10/18, 10/25) in a row in October. We met from 9:00 AM to 12:00 PM (PT) for each session.

Spring 2023: We met on four Wednesdays (2/22, 3/1, 3/8, 3/15) in a row in late February through mid-March from 2:00 PM to 5:00 PM (PT) each session.

Registration and Attendance

The workshops are held over Zoom, which allows students to register for sessions individually. Many students register for all four sessions, and others selectively choose sessions that they are either most interested in or that their schedule allows. Students are emailed all the slides and handouts before each meeting regardless of attendance. The following tables show (1) the student registration numbers for each session and the series average and (2) the attendance rate by session and the series average.

Session Participant Registration Numbers

	Session 1	Session 2	Session 3	Session 4	Semester Average
Summer 22	135	131	133	122	130
Fall 22	287	216	207	191	225
Spring 23	189	191	192	200	193

Session Participant Attendance Rates

	Session 1	Session 2	Session 3	Session 4	Semester Average
Summer 22	74 (56%)	78 (60%)	67 (50%)	63 (52%)	71 (55%)
Fall 22	90 (31%)	51 (24%)	56 (27%)	38 (20%)	59 (26%)
Spring 23	95 (50%)	63 (33%)	48 (25%)	28 (14%)*	59 (31%)

* In spring 2023, session 4 had to be rescheduled to the following week due to a campus-wide internet outage, which likely affected attendance.

Confidence Scores and Changes for Can-Do Statement Pre- and Post-Surveys

We created a "Can-Do Statement Survey" to measure the effectiveness of our overall workshop series. The major outcomes for each of the eight workshops were represented in the statements. Participants were asked to **rate their confidence** for each statement on a **likert-scale from 1 to 8, where 1 was unconfident and 8 was confident**. Before the first workshop, we sent out the pre-survey to all registered students to help us understand where graduate students start in their writing journeys. We sent out the post-survey to all students after the final workshop.

During the period of spring 2021 – spring 2023, we have had a total of 456 students complete the pre-survey and 107 complete the post-survey. The table below shows the overall average for the pre confidence scores and post confidence changes from the spring 2021 – spring 2023 FoGW participants. The table is ordered using the Post Confidence Average Change from highest to lowest. The pre-survey showed that students rated all Can-Do Statements under a confidence score of 5.8, and eight statements under a confidence score of 5. **After the FoGW workshop series**, **students showed confidence gains in all areas**. These gains range from +1.1 to +2.4. The **average post change** was a **+1.7 confidence gain.**

Overall Average Pre-Survey Confidence Rating and Post Confidence Change

Can-Do Statements	Overall Pre Confidence AVG Rating N = 456	Overall Post Confidence AVG Change N = 107
I know techniques to increase and/or decrease the complexity of sentences.	4.5	+2.4
I can identify and create a research gap.	3.9	+2.3
Overall, I feel comfortable in my ability to effectively write at the graduate level.	4.4	+2.1
I can analyze published resources in my field to discover how writers create their academic voice.	4.7	+1.9
I can use my vocabulary and sentence structure choices to establish an academic voice.	4.9	+1.9
I can identify the structure of an abstract.	5.1	+1.9
I can write paragraphs with good rhythm by strategically combining shorter and longer sentences.	4.9	+1.8
I can comfortably analyze a literature review.	4.7	+1.8
I understand how the expectations and common practices for graduate-level writing are different from undergraduate writing.	5.3	+1.8
I can comfortably write an extended paper (10+ pages).	4.7	+1.7

I can identify different kinds of plagiarism in writing.	5.3	+1.6
I can structure and revise sentences to be easy-to-read.	5.3	+1.5
I can write and revise paragraphs to be easy-to-read.	5.3	+1.5
I understand when writing that it is important to learn about the reader's expectations and needs.	5.7	+1.5
I can effectively evaluate articles and sources to see if they are credible and relevant.	5.8	+1.4
I can use an article about my topic to quickly search for similar articles using library databases.	5.6	+1.3
I have tools and techniques for effective time management.	5.3	+1.3
I can synthesize my sources into my own writing.	5.3	+1.1

FoGW Workshop Evaluations

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

In total from spring 2021 through spring 2023, we had our **participants respond 1,603 times.** The below table shows the average evaluation statement score for the total combined semesters. The FoGW average is on par with our average score for the 2022 - 2023 regular workshops offered through the Writing Center.

Total Workshop Evaluation Statements Sorted by Average Agreement Rating

Workshop Evaluation Statements	Total Average N = 1603	AY 22-23 Center Average
The workshop covered the material sufficiently.	4.69	4.69
The workshop material was presented clearly.	4.73	4.72
I learned something I can use right away.	4.70	4.68
I would recommend this workshop to others.	4.73	4.64

Written Feedback for each FoGW Workshop

Students were also offered space to include written feedback with the questions: (1) *What did you find most useful about this workshop* and (2) *Any additional comments or suggestions*? We have included sample representative student feedback below. The text is taken verbatim from the evaluation form, so all language features were left unaltered.

Session 1 Workshop 1: Graduate Writer Mindset

What did you find most useful about this workshop?

- A sample of how to organize your notes
- Pomodoro technique, knowing that I'm not alone, organizing my research
- Eisenhower Matrix, Pomodor method, note taking during reading
- Time management techniques, differences between graduate and undergraduate writing
- Knowledge about the Pomodoro technique, how to organize research (Google sheet) and learning how to identify the gap.
- The What, so what, what next

Any additional comments or suggestions?

- Just recognizing that others feel the same as I do.
- Presentation had the right amount of information without feeling overwhelmed. Would like to receive the presentations ahead of time to make notes on it, if possible.
- This was great and really informative. It would be nice to have more handouts/tool sharing for note taking, info on writing center
- I understand we need more time to understand how to recognize analysis, summarize, and synthesis, but it wasn't very clear. I wish more time were allotted.
- My mind was blown by how much I learned in this workshop! The presenter was very interactive, and she's the best Zoom speaker I've ever seen.

Session 1 Workshop 2: Working with Sources

What did you find most useful about this workshop?

- Difference between plagiarism and paraphrasing, summary->analysis->synthesis
- Examples to integrate sources was a great session that in my opinion requires more time to grasp. I found it very useful.
- I liked that the presenter was honest about the frustration that we, as graduate students will feel. And that once we've gotten over the first, second hurdle, we might feel better and recognize THAT is part of the process....
- Going through the activities to determine paraphrasing or plagiarism, using the CRAAP method, and seeing examples of how a writer analyzed and synthesized sources

- It was good to hear about this and talk about it. It's not something you necessarily think about when starting to write, and I certainly haven't thought about it yet as someone just starting their Master's degree here

Any additional comments or suggestions?

- A little difficult to follow-the information was very useful. Maybe explain a little clearer before we move on to independent activity. Activity B explanation of integrating sources evidence was a little confusing to follow
- The integrating sources section was dense and overwhelming.
- Instructions for activities should be more clear
- For someone who has not been in school for 21 years this seems over my head.
- It would have been additionally helpful if there was more of a solid lecture on using sources and identifying different types of writing ahead of offering us as students a chance to break down an article on our own. Thank you.

Session 2 Workshop 1: Recognizing the Parts of a Research Paper

What did you find most useful about this workshop?

- The hands on example of recognizing the parts of a research paper
- Distinguish between conclusion and discussion. Learning about the CARS model, and the parts of the research paper identification
- Everything. A clearer understanding of the different parts of a research paper.
- Learning to dissect and identify different parts of a research paper, I really liked the activity where we got to decipher which excerpts were which parts of a research paper
- The interactive part at the end. I got most of them wrong, LOL, so it really helped me. I'll need to go back and look at each section again to make sure I see the parts clearly. Thank you!

Any additional comments or suggestions?

- The activity-I had enough background knowledge through the workshop to complete it-and it was an engaging article
- The exercise research paper sorting activity was very helpful
- I would love to be able to work on activities and interact generally with other people in assigned groups! It would be nice to meet other people who are also starting this grad school journey.
- This workshop really exceeded my expectations. It was full of information, concise, and very well-presented. Thank you!
- I came in late for the session, so when I came in, I didn't have the material everyone was reviewing in the workshop. Having the work material document added with the link to the session would be helpful for those coming in late.
- This is an enjoyable workshop and very helpful. I wish it could be broken up, so it wasn't 3 hours long. It's hard to dedicate that much time in one afternoon.

Session 2 Workshop 2: Academic Voice

What did you find most useful about this workshop?

- Hedging was a new concept for me. Thank you for explaining this.
- Active & Passive Voice, and Hedging
- Tone and academic voice in general. there were a lot of specific examples
- It strengthened my understanding of academic voice. The handouts were great as a reference.
- Learning about hedging, how to be clear and concise, using transitions, using active voice but also being able to distinguish what is passive voice

Any additional comments or suggestions?

- I love that we are taught the material first, and then we look at an article and look for examples of what we just learned. I found the presentation highly instructive.
- Very helpful thanks. The presenter did a great job and was very clear and concise!
- More in-depth on hedging since this is a new concept to myself and many of the participants.
- Some slides moved too quickly to finish reading content
- This presentation was particularly dry. I didn't get a lot out of it and found it to be lackluster.
- I think the "Goodbye Dolly" exercise could be easier for discussion if we were given instructions, for example, 1. Find the example of active voice in the abstract 2. Find the example of hedging in the Cell Mass Division paragraph, etc.....after absorbing 2.5 hours of information, it's hard to read a whole article and just discuss off the cuff because our brains are mush. :) Excellent workshop otherwise!

Session 3 Workshop 1: How to Find Good Articles

What did you find most useful about this workshop?

- Google Scholar and connecting it to our San Jose State library to see what pdf's and other materials are readily available on top of what is accessible to the public
- Starting to get familiar with finding articles and using different tools when doing research
- The advice about looking at key words in articles when you do your search and using those key words to help improve your next search
- Everything. It was a thorough instruction on how to use the King library to do subject research and gather articles for a research paper.

Any additional comments or suggestions?

- Thank you once again!! This was a super helpful and thorough workshop presentation and demonstration on how to navigate through the library's website and search through its databases!
- This was so helpful. The online library access is so much larger than when I was in undergrad. I'm excited to explore!
- As an incoming grad student this introduction helped ease nerves about getting started.

- I am not at all happy that this is not included in my MLIS program. This was a FAR superior explanation.

Session 3 Workshop 2: Abstracts and Literature Reviews

What did you find most useful about this workshop?

- Vocabulary prompts to look for in research papers. Synthesizing different research sources.
- Visuals on synthesizing. I really did not understand the ask and this made it clear. I use my words to sum it all up and still cite. :)
- All of it, but especially the literature review matrix since I have to write one for INFO 200!
- The idea of a research matrix to organize material by themes. the research matrix tool, I will definitely use this in the future for research! Very helpful!

Any additional comments or suggestions?

- Literature Review I found harder to understand in such a short time so perhaps these needs to be expanded into a whole session
- Repeat these series or capture the take away in short videos.
- The workshop was useful, but it was a bit dry. I know it's helpful to do the exercises, but overall the workshop felt very long compared to the previous one.
- Some of the activities I feel were more for in person learning, like the activity 2.

Session 4 Workshop 1: Creating Easy-to-Read Sentences and Paragraphs

What did you find most useful about this workshop?

- Good examples and exercises
- Editing sentences to make them more clear.
- Learning about clearer sentence structure & signal words plus the exercises.
- The use of graphs, hands-on/ engaging activities and examples, vibrant energy and enthusiasm
- Thinking about ways to make sentences clearer and easy to read, thinking about ways to structure my paragraphs so that they make sense and flow

Any additional comments or suggestions?

- I loved the energy in the session and it was nice and interactive.
- Wish these sessions could be a bit shorter. It's hard to set this much time aside. Would be good to know where I could possibly see recordings of other presentations that I was not able to attend.
- Perhaps a grammar class for things like "which vs that?? I also get confused about when to use "of, from, ..." I don't know how to explain this - need the name for this type of sentence ... but people say something is "from" a source when it should be "by" or "of"

Session 4 Workshop 2: Sentence Variety and Rhythm

What did you find most useful about this workshop?

- Everything! The examples were great, and I will print out and use the handouts.
- Workshop exercises and learning proper use of punctuation.
- Learning how to use colons and semicolons was very useful to me.

Any additional comments or suggestions?

- All very helpful
- Thank you. All the workshops were very informative.
- Today (both sessions) were the most helpful part of this workshop for me.
- I would like the PowerPoint and practice handouts available in total, and just allow me to submit questions. I would prefer not to attend 12 hours of a workshop, and would like the flexibility of practicing independently.

on-campus partnerships

ON-CAMPUS PARTNERSHIPS

Course-Embedded Tutors

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

The duties of a course-embedded tutor include

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

The Writing Center director trains and supervises all course-embedded tutors, and they go through the same hiring/training process as all other tutors. Writing Center tutors can choose to work on the regular schedule or to be embedded, with some tutors choosing to take on both roles. Course-embedded tutors were placed in the following courses in 2022-2023:

- Communication Studies (COMM) 101C with Professor Bettina Brockman;
- Mechanical Engineering (ME) 201 with Professor John Lee;
- Nursing (NURS) 575 with Professor Robin Whitney;
- Nursing (NURS) 585 with Professor Robin Whitney;
- Occupational Therapy (OCTH) 275 with Professor Megan Chang;
- Public Health (PH) 100W with Professor Kevin Roe;
- Social Work (SCWK) 298 with Professor Ruvani Fonseka;
- Sociology (SOCI) 100W with Professor Liz Roberts;
- Special Education (EDSE) 220 with Professor Peg Hughes.

When faculty-tutor partnerships work well—and the given professor teaches writing-intensive courses each fall and spring semester—we often maintain our partnerships with them for the full academic year, as was the case with Dr. John Lee and Dr. Robin Whitney in 2022-2023.

Programmatic Tutoring Partnerships

The Writing Center also enters into agreements every year with units across campus in which tutors are embedded within a certain college, department, or center specifically to assist their students.

In 2022-2023, we continued to embed a tutor in the SJSU School of Information (iSchool). The iSchool hires one writing tutor every year to conduct tutoring sessions with students in its online graduate program. The tutor works an additional four hours per week providing exclusive support to iSchool students.

Director Hager also worked with Engineering (ENGR) 100W faculty on a continuing program that rolled out in fall 2021. The programming continued throughout 2022-2023. Interested ENGR 100W faculty are invited to opt into a mini form of embedded tutoring in which they are paired with a Writing Center tutor who visits their class(es) 2-4 times during the semester. During each in-class visit (either in person or virtual), the tutor facilitates a one-hour Writing Center workshop *or* assists in a peer review session. The tutor meets with their faculty partner at least once to determine which offerings are the most useful for their specific students.

We consistently have more faculty interest in course-embedded tutoring than we can accommodate (due to budgetary constraints/tutor staffing), so this form of programmatic partnership is more feasible and allows us to extend our reach.

Tutor Training Partners

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

In 2022-2023, we facilitated employee training and professional development sessions on the following topics:

- Research Training with Librarian Bernd Becker (MLK Library), October 2022;
- ChatGPT/AI Writing Tools Workshop, February and March 2023;
- Inclusivity in Recruiting and Hiring Practices, March 2023;
- SOFTEN Public Engagement Training, April 2023;

These presentations were facilitated during our regularly scheduled monthly staff meetings with all Writing Center employees.

College of Graduate Studies (CGS)

In 2022-2023, we continued to work closely with the College of Graduate Studies to support graduate-level students. Both Director Hager and Coordinator Russo were invited to present information at various events hosted by the College of Graduate Studies and by individual graduate programs (e.g., the Doctoral of Nursing Practice—DNP—program). We also continued to offer special services and events to graduate students as outlined elsewhere in this report.

During this reporting period, Director Hager continued in her additional role of **Graduate Writing Evaluator for CGS**. In this position, she provided individualized feedback to incoming graduate students during orientation; for students who submitted a writing sample, she offered both commentary on their composition and a tailored list of asynchronous Writing Center resources (e.g., handouts and/or videos) that would be relevant to them. In spring 2023, she also served on the University Writing Committee (UWC) subcommittee for creating a proposal to overhaul graduate GWAR requirements at SJSU.

Additionally, in fall 2022, Director Hager coordinated a **five-part workshop series for graduate student athletes**. The five topics were selected by CGS leadership as appropriate for entry-level graduate students, and the sessions were offered in person due to previous lack of engagement with this group in an online (Zoom) workshop setting. The workshops were facilitated by writing tutors, Director Hager, and Coordinator Russo.

Grad Slam

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

In spring 2023, Grad Slam had two rounds of competition. In the first round, semi-finalists recorded a video version of their three-minute presentation with the help of a professional videographer. The videos were reviewed by a panel of judges who selected ten finalists. This year we had students from every college move onto the finals.

In the second round, ten finalists gave their presentations live on a stage at the Hammer Theater on April 25, 2023. A panel of four judges was convened, including the 2022 first place Grad Slam Winner, Kate Forest; a Senior Scientific Researcher from GenTech, Meenakshi Goel; a Director of Research from NASA, Dr. David Kormeyer; and the Chair of the Linguistics and Language Development Department at SJSU, Dr. Stefan Frazier. The ten finalists competed for first place, second place, and audience choice awards.

The audience choice winner was Peace Lu from Speech Language Pathology. The second-place winner was Hoang-Vi Vu from Biological Sciences. And lastly, the first-place winner was Jaedyn L. Rollins from Biological Sciences, Systems Physiology. Rollins went on to win first place again at the CSU-wide Grad Slam on May 5, 2023. Coordinator Russo worked closely with her through the entire training process for the SJSU Grad Slam and then to help her prepare for the CSU-wide Grad Slam. [Rollins' winning presentation is entitled "The RhD Locus: A Safe Solution for Gene Editing."](#)

Writing Center Contributions to Grad Slam
Since 2019, Coordinator Amy Russo has worked closely with Dean Marc d'Alarcao; Senior Associate for Graduate Project Development, Cheryl Cowan; and Graduate Studies Coordinator, Dominique Walker. Her work has always focused on training and supporting student participants.

In November 2022, Coordinator Russo's efforts were recognized by Dean d'Alarcao and Senior Associate Cowan, and she was named Co-Manager of Grad Slam, a role that will continue into the future.
In March and April 2023, Coordinator Russo ran six kinds of training sessions to help students prepare to move their research from paper to presentation, with each workshop being delivered twice. Coordinator Russo worked directly with all 33 participants through March and April via weekly email communication, workshops, recordings, and other training/feedback opportunities.

For the 33 semi-finalists, she worked with them on crafting their speeches, adding vocal variety and gestures, building confidence, and developing skills to speak to a camera. For the 10 finalists, she helped them translate their speeches for a live stage performance, including how to add stage movement and gestures, use appropriate eye contact, and demonstrate a strong stage presence. For the first and second place winners, she helped them adapt their speeches and performances for the live Zoom CSU-wide Grad Slam.

Coordinator Russo's specific sessions with Grad Slam participants in 2023 are described below.

- Workshop One: Identifying Your Research Impact
    - February 27th and 28th
    - "Graduate-level research and creative projects are massive, spanning dozens of pages and many months. In this interactive workshop, you'll learn how to create a Research Impact Statement to assist you in distilling your project in a way that is accessible, relatable, and compelling to a general audience."

- Workshop Two: Communicating Your Impact
    - March 6th and 7th
    - "You can have the best ideas in the world, but if you cannot successfully communicate them, then your ideas lose their power. As a professional, you'll often need to communicate your expert knowledge to non-specialists, including teammates, supervisors, interviewers, and the general public. In this interactive workshop, you will examine videos, slides, and scripts of winning presentations to learn organizational strategies that put the audience's needs first."

- Workshop Three: Developing and Demonstrating Speaker Confidence
    - March 13th and 14th
    - "Your credibility as a speaker is intrinsically linked to how the audience perceives you. Do you look comfortable and knowledgeable? Do your gestures and body language enhance rather than distract? In this interactive workshop, you will learn best practices for camera setup, tips for developing camera confidence, strategies for reducing speaking anxiety, and useful presentation practice habits."

- Workshop Four: Elevating Your Speech Delivery Techniques
    - March 27th and April 4th
    - "All presentations have three communication channels: the words you say, your body language, and your vocal variety. You greatly increase your audience's interest and information retention when you utilize a dynamic delivery style using all three channels. In this interactive workshop, you will learn how to pace your presentation, add energy, and provide clarity through intentional combinations of your words, body language and vocal variety (pitch, power, pause, and length)."

- Facilitated Speaking Practice Group
    - March 9th, March 16th, March 23rd, March 30th
    - "This is a virtual community space to improve your speaking skills and confidence among peers. Every time you come, you will have a chance to speak, will get your questions answered, and will receive feedback from a diverse group of perspectives. We will practice delivering our hooks and closers, choosing the right examples, and everything in between. You'll also master giving effective growth-oriented feedback and build up your confidence as a presenter, which will translate well into every aspect of your professional life."

- One-on-One Feedback Sessions (all semi-finalists)
    - April 3rd, 4th, and 5th
    - "Semi-finalists are invited to attend a 30-minute one-on-one dress rehearsal feedback appointment via Zoom. You should come ready to give your presentation as if it were the filming day. During this appointment, you will deliver your presentation and show your slide. You can ask questions and receive live, individualized feedback on your speech, delivery, slide, and camera setup as needed to help you refine your work before the semi-final video submission date."

- Stage Use Training Video
    - April 18th
    - Coordinator Russo created a training video to show how to access Hammer Theatre, to introduce how the students will be called up, and to explain the types of mics they would be using. The video goes on to explain how to stand and work a stage, paying particular attention to how to shift your gaze to engage your audience. The video further details three different ways to use movement to enhance a presentation: (1) having a focused center, (2) using TED Talk style, and (3) owning the stage.

- Stage Movement Training (finalists)
    - April 21st
    - "Finalists are invited to a 30-minute one-on-one feedback appointment in person on the SJSU campus. During this appointment, you will deliver your presentation from the front of a large room to practice using the physical space. You can ask questions and receive live, individualized feedback on your speech, delivery, slide, and stage use as needed to help you refine your work before speaking on stage. You should come prepared as this is your last practice before the presentation day."

During the Grad Slam finals, Coordinator Russo handled communication and day-of organizing with the 10 finalists. During the event, she also read the Land Acknowledgement. Finally, Coordinator Russo ran several debriefing sessions, including with the videographer, participants, and the College of Graduate Studies team members.

Grad Slam Judging Rubric
Director Hager and Coordinator Russo worked together to create a new rubric for Grad Slam. They reviewed rubrics from other Grad Slam competitions and other similar research contests. They then evaluated the former rubrics for strengths and weaknesses. The largest area for improvement was the number of categories. The original rubric had seven criteria, which proved too cumbersome for judges to use and participants to understand. The new rubric has four categories: Content Accessibility, Depth and Mastery of Topic, Delivery, and Intellectual Significance. Director Hager also created a 30-minute training video to help the judging team learn how to use the rubric.

International Student and Scholar Services (ISSS)
For the past eight semesters, our Center has partnered with International Student and Scholar Services (ISSS) to create a writing workshop series on high-interest topics for international students. Coordinator Russo is the primary contact with Keri Toma, the International Programs Manager for ISSS. For our fall 2022 workshops, we piloted a focused workshop series (as opposed to disparate topic offerings). We chose the topic of moving from papers to presentations as this was identified on Manager Toma's needs analysis as a primary concern. Students were encouraged to attend all four sessions for the full effect but could attend them independently and still gain benefit.

- In **fall 2022**, we offered the Mastering Presentations Workshop Series.
    - September 16th: Crafting Your Powerful Presentation
    - September 23rd: Designing Effective Slides for Academic Presentations
    - September 30th: Mastering Vocal Delivery for Academic Presentations
    - October 7th: Harnessing Physical Delivery for Academic Presentations

For the spring 2023 workshops, the workshops were held two weeks apart and had increased attendance. The chosen workshops were themed to match other events ISSS was running at the time, all of which were related to career and college readiness. We will aim to find similar programming resonance into the future.

- In **spring 2023**, we offered the following workshop topics to ISSS students.
    - February 17th: "Emailing Netiquette"
    - March 3rd: "Harnessing Business English"
    - March 17th: "Personal Statements for Scholarship Applications"

Our Center helped advertise the series through our website, newsletter, and social media outlets. Manager Toma advertised via the ISSS blog, on the ISSS website, and during their orientation sessions. For AY 2023-2024, the ISSS x WC collaborative workshops will continue using an online format and a similar time frame. Manager Toma and Coordinator Russo will work to create additional synergy between our workshop choices and other events ISSS is running.

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

For a fourth semester, Coordinator Russo continued her collaboration with the Institute for the Study of Sport, Society, and Social Change (ISSSSC). ISSSSC works with groups of 15+ interns every semester who conduct original research on athletics and social justice related topics. Coordinator Russo joined three of their meetings in fall 2022 to assist students with moving their research from papers to presentations through advice about structuring speeches, designing their slides, and filming their presentations. The presentations included 30 minutes of instruction and 30 minutes of student activities. As we move into 2023-2024, the future of the ISSSSC program is unknown since their leadership departed the university, and the program is currently on hiatus.

Transforming Communities: Explore Your Language Learning Personal History

Director Hager and Coordinator Russo represented the Writing Center in the "Transforming Communities: A Movement to Racial Justice" programming offered at SJSU for members of both the university and local communities. This annual event is managed by Jahmal Williams, the Director of Advocacy for Racial Justice from the Office of the President. The goal of the event is to create change by working toward a more racially just and equitable city and county. The event's theme in fall 2022 was "A Movement, not a Moment" and events were held between October 31st and November 13th. These events were open to students, staff, faculty, and community members.

Our workshop was entitled "Explore Your Language Learning Personal History." Everyone has a unique language learning history. In this workshop, attendees shared and discussed their own experiences with language. We focused on the following questions.

- How does language (including accents and/or dialects) bring us together?
- How does it create barriers?
- How does it shape our own growth and identity?

During the workshop, we shared our personal language learning histories and gave participants time to create their own and reflect on their experiences. We had 10 participants, including students, faculty, and community members.

MOSAIC Pop-Up Event

In March 2023, we hosted a pop-up event at the MOSAIC Cross Cultural Center in the Student Union. Our goal was to have student employees inform MOSAIC students about our resources

and draw them in to make an online account with us or schedule a tutoring appointment. The MOSAIC director, Chris Yang, also encouraged our representatives to promote our instructional handouts that are specific to inclusive writing along with our Multilinugal Toolbox. We spoke with 10 students at this event.

DEI Events and Collaborations
In AY 2022-2023, we had a number of tutors interested in working on DEI events and collaborative projects. The details of these events and partnerships are detailed below.

- Arianna Peoples presented "*AAVE is Not "Gen-Z Slang!*" as part of **Black History Month 2023**. They addressed the cultural aspects of African-American Vernacular English (AAVE), its misconceptions, and examples of AAVE. They ran this event to recognize Black resistance and spread awareness of African American languages and dialects.

- Maria Revulta worked closely with the **UndocuSpartan Student Resource Center** to run a version of our personal statements workshop for students. She focused particularly on scholarships for which undocumented students can apply. Tutor Revulta followed up her workshop by holding drop-in hours for students to bring in their personal statements.

- Karen Liou worked with the **Pride Center**'s Director, Bonnie Sugiyama, to run two drop-in tutoring sessions in late spring 2023. A graphic was created and shared via social media. She worked with two students: The first student worked on brainstorming and planning for a writing portion of their group project, and the second student focused on brainstorming, outlining, and starting to draft their paper. After the event, Liou had a debrief meeting with Director Sugiyama who indicated that the Pride Center would be open to planning future events during the summer for the upcoming school year.

- Jamet Cherrey worked on creating a discussion form space for students to talk about their experiences and challenges around DEI topics called "Common Threads." She consulted with Director Christopher Yang of the **SJSU Mosaic Multicultural Center** about best practices for creating collaborative spaces and brainstormed on how our centers could work together. Cherrey explored platform options and methods for organizing and moderating the forums.

Center for Faculty Development (CFD)
Director Hager partnered with the CFD and continued our **Write@SJSU program for faculty** in collaboration with the Assistant Vice Provost for Faculty Development, Dr. Deanna Fassett. The program provides asynchronous resources—all created by on-campus faculty experts from varied disciplines—that faculty can access any time for assistance with their own writing tasks. These on-demand resources are widely available through a Canvas course page, and they address topics such as goal setting, planning, writing a literature review, drafting, and submitting. We also continue to make our Faculty Writing Group Creation Guide (which was put together by Coordinator Russo) available to all faculty as another resource they can use for their own writing.

In March 2023, the Writing Center hosted a faculty "Lunch and Learn" event through the CFD. We invited interested faculty to attend either in person or via Zoom, and we had participants in both modalities. Director Hager and Coordinator Vora presented information about the Writing Center to any faculty who wished to learn more about our services. We received 17 RSVPs, demonstrating solid faculty interest.

Training Workshops for Faculty

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

The **Written Communication Task Force in the Lucas College and Graduate School of Business** (LCoB) led by Dr. Tom Altura approached Director Hager about facilitating a workshop for faculty in their college about **ChatGPT and AI writing tools**. Director Hager met with the task force in February 2023 to better understand the needs and concerns of faculty in their college. The in-person event was held in May 2023, and Director Hager and Coordinator Vora presented "ChatGPT and the Future of Writing in the Classroom" to approximately 60 faculty from the Lucas College and Graduate School of Business. Their interactive workshop addressed common faculty concerns about AI writing tools along with developing standard best practices for usage.

Faculty Writing Assignment Review Service

Another way we partner with faculty across campus—beyond embedded tutoring and in-class presentations/workshops—is through our Faculty Writing Assignment Review Service. All faculty are invited to submit their writing assignments/prompts for review by Writing Center tutors, who will read the assignment from a student's point of view and provide feedback they can use in whatever way they see fit. With this expert student feedback, we hope that both faculty and students will benefit, leading to clearer expectations and less chance of miscommunication. All assignments are kept private and are not shared with anyone other than the two student tutors who will provide feedback.

Faculty members complete our submission form and upload the PDF version of their writing prompt/assignment. Faculty members receive 1-2 pages of feedback from two Writing Center tutors within seven business days. Our goal moving forward is to work on marketing this unique service more through the Center of Faculty Development.

personnel
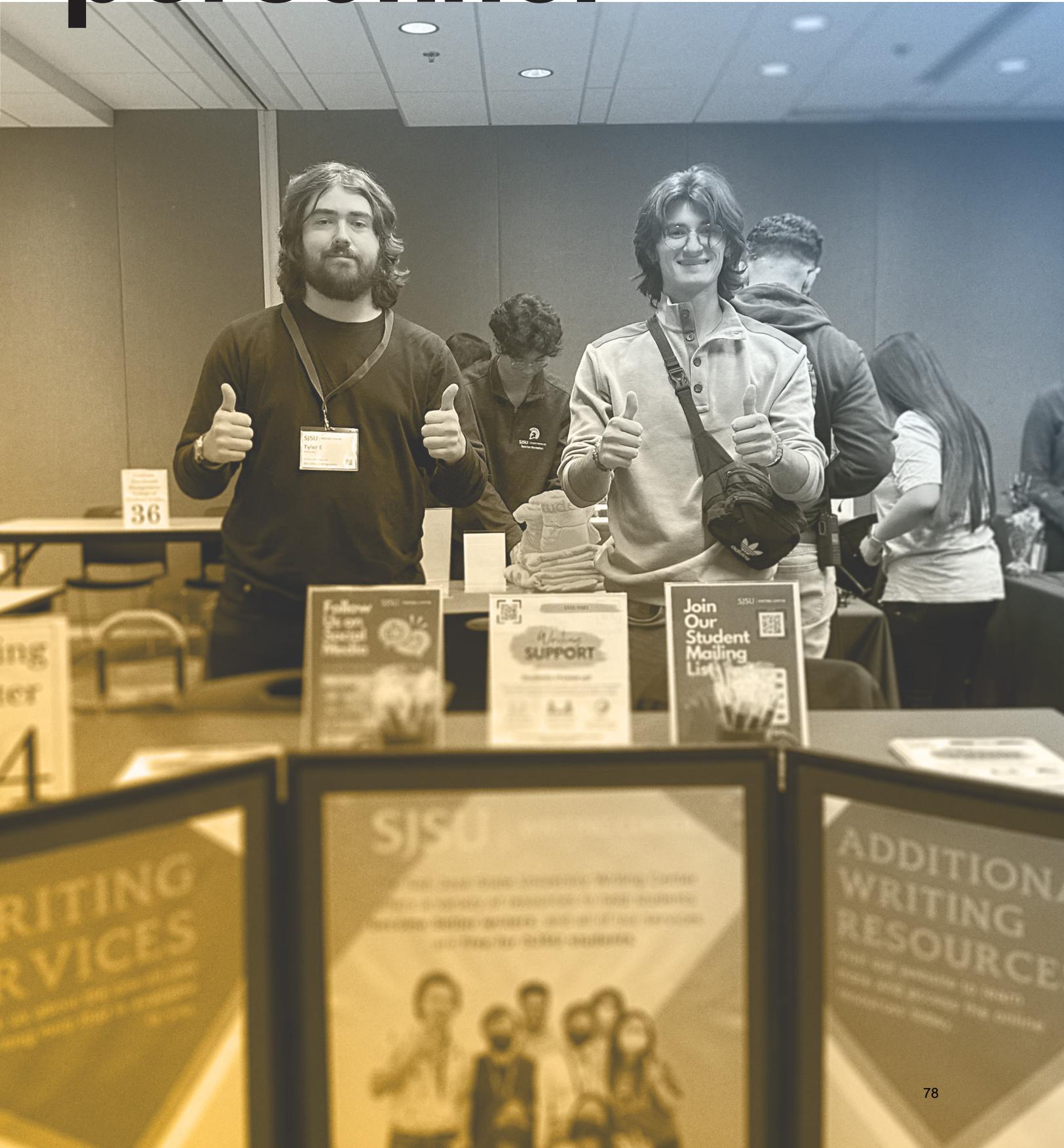
professional staff

Lakmini Campbell
Coordinator of Administrative Support and Operations
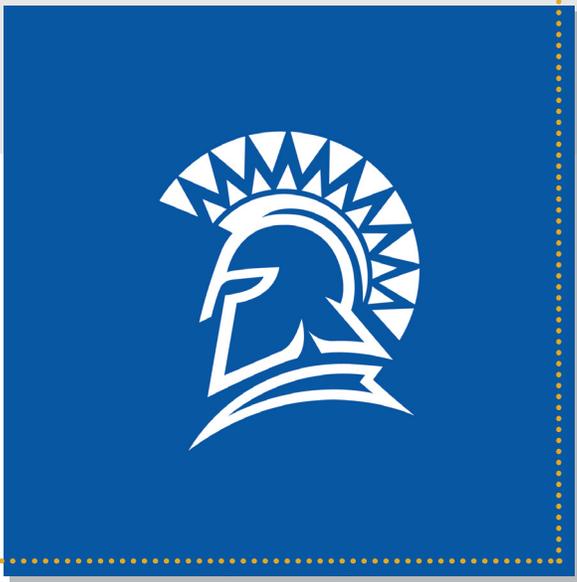
› Provided administrative support for the operations of the Writing Center including all scheduling, oversight of student coordinator projects, budget planning, IT and systems oversight, and website content management

› Oversaw all Writing Center social media channels through February 2023

› Led the Writing Center's coordination of the sudden relocation from Clark Hall to the MLK Library in August 2022 (consolidating two locations into one)

› Served as a member of the SJSU Black History Month planning group

› Served as the lead for student coordinator projects, including events and marketing

› Provided guidance for all Writing Center events this year

professional staff

Michelle Hager
Writing Center Director

› Oversaw all aspects of the continued growth and expansion of the Writing Center, including new programmatic offerings and new resources (e.g., instructional handouts)
› Hired, trained, and supervised all Writing Center employees (a team that consists of ~30 employees–mostly students–at any given time)
› Continued to refine training processes and created new training modules for tutors
› Conducted the optional additional training for tutors about working with graduate-level writers (offered every semester) in conjunction with the Coordinator of Multilingual Writing Support Services, Amy Russo
› Ensured that Writing Center services continued to move toward long-term hybridity–with careful balancing between in-person and online services–coming out of the pandemic period
› Made budgetary decisions for Writing Center operations
› Provided oversight for the sudden consolidation of the Writing Center physical space from two locations to one (in the library)
› Led the internal DEI Discussion Space for all interested Writing Center employees to discuss DEI goals for the unit and review DEI projects and collaborations
› Conducted numerous workshops for students through the Writing Center, including the successful "Foundations of Graduate Writing" intensive workshop series for early career graduate students (offered three times per year)
› Co-facilitated the "Language Learner Personal History" workshop as part of the larger campus program, Transforming Communities: A Movement to Racial Justice
› Updated and maintained Canvas modules about Writing Center services to ensure further direct integration into courses across campus
› Served on multiple university-level committees, including the University Writing Committee (UWC)
› Argued successfully for a new professional staff position at the Writing Center and secured funding for half of the position from the new SJSU Online program
› Was the chair of the hiring committee for the new professional staff position at the Writing Center (Coordinator of Online Writing Support Services)
› Conducted presentations and workshops for faculty and professional staff from many on-campus units, including the Center for Faculty Development (CFD) and the Lucas College and Graduate School of Business
› Maintained and established relationships with units across campus and worked with them in various capacities (e.g., partnering with support units for tutor training, working with academic departments through embedded tutoring).
› Continued the partnership with the College of Engineering to further support their ENGR 100W courses
› Worked as the Graduate Writing Evaluator for the College of Graduate Studies (CGS), which involved providing feedback about writing to new graduate students, conducting needs analysis surveys, and working with faculty from six disciplines to create intensive disciplinary writing guides
› Belonged to numerous professional organizations, including the National Council for Teachers of English (NCTE), International Writing Centers Association (IWCA), Online Writing Centers Association (OWCA), and Northern California Writing Centers Association (NCWCA)

professional staff

Amy Russo
Coordinator of Multilingual Writing Support

› Conducted multilingual training for all tutors who moved through the hiring process

› Co-facilitated and presented the Foundations of Graduate Writing workshop series in fall and spring

› Partnered with International Student and Scholar Services (ISSS) through Keri Toma, the International Programs Manager, by conducting a spring and fall workshop series for international students

› Partnered and facilitated three presentation training sessions for interns of the Institute for the Study of Sport, Society, and Social Change

› Facilitated nine presentation training sessions for semi-finalists and finalists of the 2023 Grad Slam Research Competition participants

› Conducted additional training for tutors about working with graduate-level writers offered every semester in conjunction with the Writing Center Director

› Oversaw tutors in the creation of three new videos and two events about writing and DEI

› Maintained and updated the "Graduate Writer Toolbox" resource site

› Maintained and updated the "Multilingual Writer Toolbox" resource site

› Updated the "Speaking Resources Guide" for the Writing Center's resource page

› Served as on-site help for the 2023 Grad Slam Research Competition at the Hammer Theater

› Served as a member of the University of Writing Committee (UWC)

› Served as a member of the International Student Success Committee (ISSC)

› Served as Vice President of Education for the San Jose Downtown Toastmaster Club

› Reviewed abstracts for the Reading and Writing Thread of the International TESOL Conference (Teaching English to Speakers of Other Languages)

› Presented with Keri Toma "ISSS x WC Collab #ForTheWin" at the Northern California NAFSA Conference

› Co-hosted a spring Faculty Lunch and Learn about the Writing Center through the CFD

› Partnered with G.o.A.L. (Generation of Aspirational Leaders) student group and conducted the "Resume Writing" workshop

› Participated in a Peer Mentor Group with the Online Writing Centers Association

SJSU | WRITING CENTER

professional staff

Seher Vora
Coordinator of Online Writing Support Services

› Served as Level Three Writing Tutor in fall 2022

› Served as the Interim Editor-in-Chief of *The Write Attitude* blog during time as a tutor, putting out quality content three times per week

› Took on the role of blog Editor-in-Chief as a professional staff member

› Oversaw all Writing Center social media channels starting in February 2023

› Completed an overhaul of the online training provided for tutors to update it and make it more current and relevant for Writing Center services

› Attended the Association of Writers and Writing Programs (AWP) Conference representing the Writing Center as well as the Online Writing Centers Association (OWCA) annual conference

› Conducted the "Academic Voice" workshop both in fall 2022 and in spring 2023 as part of the Foundations of Graduate Writing workshop series

› Conducted "Common Grammar and Punctuation Errors," "Recognizing the Parts of a Research Paper," and "Un-Blurring Plagiarism and Paraphrasing" workshops

› Received the Harvey Birenbaum Prize for Literature from the SJSU English Department as a tutor and student in the MFA program

› Graduated from the MFA program in fall 2022

SJSU | WRITING CENTER

student coordinators & assistants

Joshua Rhae Capili
Video Production Student Coordinator

› BA in Radio-Television-Film

› Graduating in spring 2024

› Earned a 3.80 GPA

› Began working at the Writing Center as a student assistant in spring 2022 and as a student coordinator in fall 2022

› Worked on video recording and editing projects including "Scientific Abstracts," "Graduate Writer Mindset," "Sentence Variety and Rhythm," "SJSU Writing Center Drop-Ins," "AAVE is not 'Gen-Z Slang,'" "Spring 2023 Writing Center Virtual House Call," "Graduate Writer Toolbox" informational video, and Writing Center TikToks

› Earned President's Scholar Award

› Assisted in the spring Weeks of Welcome Writing Center Madlib Challenge tabling event

Julia David
Front-Desk Student Assistant

› BS in Psychology

› Graduated magna cum laude in fall 2022

› Began working at the Writing Center in fall 2022

› Worked at welcoming events, "Fire on the Fountain Fall 2022," and "Write at Home (Housewarming Event)"

› Participated in Pre-Occupational Therapy Club and Honors Society

› Worked for an After School Care Program starting spring 2023

student coordinators & assistants

Ritika Gandhi
FRONT-DESK STUDENT ASSISTANT

› BS in Management Information Systems

› Graduating in 2026

› Began working at the Writing Center in spring 2023

› Earned Dean's List

› Served as Choreography Captain of SJSU Sahaara, a bolly fusion dance team

Nathan Kim
FRONT-DESK STUDENT ASSISTANT

› BS in Software Engineering

› Graduating in spring 2024

› Began working at the Writing Center in summer 2022

› Made updates to the Writing Center website

› Assisted in the spring Weeks of Welcome Writing Center Madlib Challenge tabling event
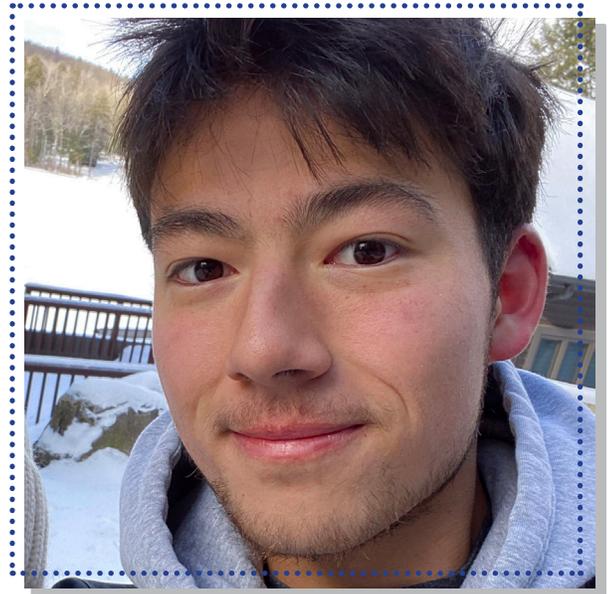
student coordinators & assistants

Catherine Kuntoro
IT & Systems Support Student Coordinator

› BS in Computer Science
› Graduated in fall 2022
› Earned a 3.90 GPA
› Began working at the Writing Center in fall 2021
› Reorganized the Writing Center website's handouts page and redesigned the workshop topics page
› Participated in SJSU Dancesport
› Served as a software engineering intern at LinkedIn and received a return offer for a full-time position as a software engineer starting in spring 2023

Johanna Amanda P. Madueno
Social Media & Creative Student Coordinator

› BA in Political Science with a minor in Humanities
› Graduating in spring 2024
› Earned a 3.74 GPA
› Began working at the Writing Center in fall 2022
› Earned Dean's Scholar in fall 2022
› Worked on Writing Center projects including outreach fliers, fall/spring finals writing drop-in campaigns, fall/spring tutor hiring campaigns, fall/spring graduating staff appreciation posts, fall/spring student writing services announcements, fall/spring staff writing services announcements, Black History Month social media campaign, National Women's Month social media campaign, spring workshop announcements, graduate writing workshop series announcement, MOSAIC pop-up event graphics, National Poetry Month campaign, blog post instagram cross posts, and summer ambassador hiring graphics
› Created several TikToks including "Introduction to the WC," "Fall Finals Drop-In," "Regular Drop-Ins," "Staff Pet Peeves," "Writing Collaboratively," and "Finals Services Announcements"
› Moderated "Sentence Variety and Rhythm," "Selecting and Integrating Source Material," "PowerPoint Like a Pro," "Recognizing the Parts of a Research Paper," "Creating Easy-to-Read Sentences and Paragraphs," "Trimming the Fat: Writing Concisely and Avoiding Wordiness," and "Un-Blurring Plagiarism and Paraphrasing" workshops
› Assisted with Transfer Takeover Tabling and Spring Weeks of Welcome Kick-Off

student coordinators & assistants

Christina Nguyen
Events & Marketing Student Coordinator

› BS in Business Administration with a concentration in Marketing
› Graduating in fall 2024
› Began working at the Writing Center in summer 2022
› Created and coordinated Writing Center events "Fall 2022 Weeks of Welcome/Writing Challenge: 'Why Are You Here?' Event," "Write at Home (Housewarming Event)," "Spring 2023 Mad Libs Challenge," "Fall 2022 SJSU Writing Center Drop-In Event," "Writing Center X Mosaic Pop-Up Event," and "Spring 2023 Writing Center Drop-In Tutoring for Finals"
› Coordinated the Writing Center's participation in the following on-campus events: "San Jose State University's Summer Orientation 2022," "Fall 2022 AEC Sweet Success Event," "Fire on the Fountain Fall 2022," "Spring 2023 Orientation Resource Fair," "Spring 2023 AEC Sweet Success Tabling Event," "Transfer Takeover: Explore SJSU (Spartan to Future Spartan Resource Fair)," and "Spartan East Side Promise Yield and Support–Becoming a Spartan"
› Worked for San Jose State University's Spartan East Side Promise Program as their "Spartan East Side Peer Mentor" from July 2021 to July 2022
› Moderated several Writing Center workshops

Vedant Singh
Front-Desk Student Assistant

› BS in Computer Science
› Graduating in fall 2023
› Began working at the Writing Center in fall 2022
› Ensured the IT devices in the WC were up-to-date and maintained regularly
› Printed and organized hard copies of Writing Center handouts
› Tabled for a high school program
› Participated in an internship
› Participated in the IEEE Organization

tutors

Caroline Ammon Yildiz

› MA in Applied Anthropology

› Graduated spring 2023

› Earned a 3.95 GPA

› Began working at the Writing Center in fall 2021

› Created the "Writing for Everyone" video for the Writing Center's YouTube channel

› Created the "Results Section for Research Papers," and "Graphic Organizers for Research Papers" handouts

› Conducted "Selecting and Integrating Source Material," "Transitions for Coherence," "Recognizing the Parts of a Research Paper," "Graduate Writer Mindset," and "Creating Easy-to-Read Sentences and Paragraphs" workshops

› Received the Student RSCA Award and the Reckmeyer Global Fellow Award

› Served as Ethnographic Researcher for the Mosaic Atlas Project, worked as a private tutor, and acted as the Co-Program Manager for the Mosaic America at West Valley College Belonging Series

› Assisted with the ENGR 100W pilot program and conducted faculty-requested workshops over Zoom

Paul Ayuso

› BS in Mechanical Engineering with a minor in Psychology

› Graduating in spring 2025

› Began working at the Writing Center in spring 2021

› Wrote "Who, Whom, Whoever, and Whomever" blog post

› Conducted "Basic APA Style" workshop

› Worked as an Engineering Assistant at Integrated Manufacturing and Supply, Inc.

› Participated in tabling events for the Writing Center

› Served as a member of Pi Kappa Phi

tutors

Conrad Baillif

› BA in English with a concentration in Professional and Technical Writing
› Graduating in fall 2023
› Earned a 3.76 GPA
› Began working at the Writing Center in spring 2022
› Created "Garden Path Sentences" handout
› Conducted "Paraphrasing," "Un-Blurring Plagiarism and Paraphrasing," "Basic APA Style," "Trimming the Fat: Writing Concisely and Avoiding Wordiness," and "Body Paragraphs" workshops
› Served as Copyeditor for Reed Magazine
› Assisted with the ENGR 100W pilot program
› Served as cellist in the university symphony orchestra
› Participated in the SJSU Hiking Club and helped organize events

Sohan Bairaboina

› BS in Business Administration with a concentration in Management Information Systems
› Graduating in fall 2023
› Began working at the Writing Center in spring 2021
› Earned Dean's Scholar in 2022 and 2023 and Presidential Scholar in 2022
› Revised the "Essay Planning: How to Develop a Working Thesis Statement" handout
› Created a video and handout on "Writing with Inclusivity"
› Wrote "Writing Collaboratively" and "How To Start a Sentence Without 'I Think'" blog posts for *The Write Attitude*
› Conducted "Body Paragraphs," "Un-Blurring Plagiarism and Paraphrasing," "Revising for Clarity: Subjects and Their Verbs," and "How to Write a Killer Introduction" workshops
› Did private tutoring and college preparation for secondary school students
› Served as a MISA (Management Information Systems Association) Member and participated in Tableau workshop, FANG company informationals, and Consulting Company informationals
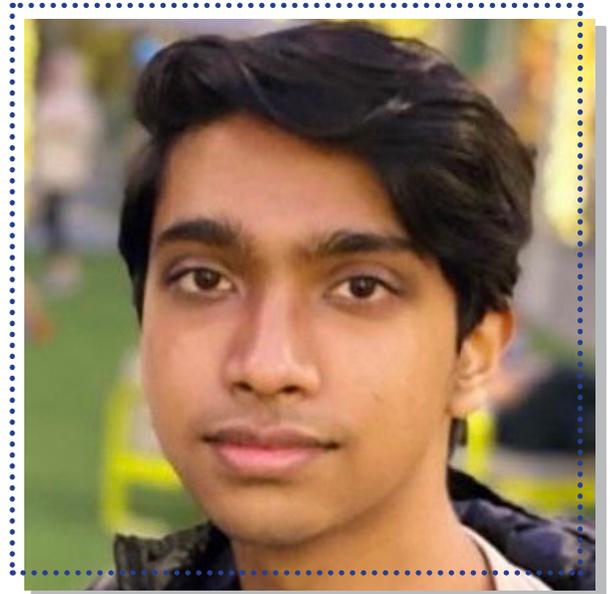
tutors

Jamet Cherrey

› MLIS (Master of Library and Information Science)
› Graduating in 2024
› Began working at the Writing Center in spring 2022
› Started a plan to create a digital safe space for underrepresented students to write
› Conducted "Basic APA Style," "Common Grammar and Punctuation Errors," and "Personal Statements for Scholarships and Applications" workshops
› Worked as a technology tutor and selected and delivered books to an assisted living facility at the West Fargo Public Library

Tyler Eveland

› MFA in Creative Writing
› Graduated in spring 2023
› Began working at the Writing Center in fall 2021
› Wrote blog posts for *The Write Attitude*
› Conducted "Basic APA Style," "Body Paragraphs," "Transitions for Coherence," and "Recognizing the Parts of a Research Paper" workshops
› Designed the Google Site for the Graduate Writing Subject Guides that were created in collaboration with faculty from six major graduate programs
› Served as the Audio Visual Tech for the Legacy of Poetry event
› Assisted with ENGR 100W pilot program and in-person tabling events
› Served on the staff of *Reed Magazine*

tutors

Sahana Illenchezhian

› BS in Computer Science
› Graduated summa cum laude in fall 2022
› Earned a 3.95 GPA
› Began working at the Writing Center in fall 2021
› Wrote "Celebrating APIDA Month: The Enduring Relatability of Jhumpa Lahiri's The Namesake," "Negotiate, Negotiate, Negotiate—How to Ask For What You Want in the Professional World," "Let's Write a Negotiation Email," "Impressions of Writing from On Earth We're Briefly Gorgeous," and "The Journeys of Characters in C Pam Zhang's How Much of These Hills is Gold" blog posts for *The Write Attitude*
› Participated in the Write at Home open house event
› Contributed to several guides on career development as an embedded tutor in CS 100W in spring 2022, including an eight-page guide on Behavioral Interviews, a three-page guide on How to Write LinkedIn Summaries, a one-page research summary on the usage of Criterion in the classroom, and a presentation on designing effective surveys for prototype testing
› Conducted "Emailing Netiquette: Academic and Professional Communication" and "Trimming the Fat: Writing Concisely and Avoiding Wordiness" workshops
› Interned as a Software Dev Engineer at Amazon Web Services, Inc. in summer 2022
› Worked as a regional program manager at CodePath.org, managing their Cybersecurity courses at 10+ college campuses across America
› Volunteered as a second round judge for CYBILS Awards, a non-profit to recognize books written for children and young adults
› Served as a Technical Session Lead for Hoplite, conducting 2+ sessions per semester on common coding interview topics

Isaac Isenberg

› BA in Psychology with a minor in Literature

› Graduating in spring 2026

› Earned a 3.89 GPA

› Began working at the Writing Center in fall 2022

› Wrote blog posts for *The Write Attitude*

› Tabled at Fire on the Fountain

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Laura Kerharo

› BA in Political Science with minors in French and Economics

› Graduated in fall 2022

› Began working at the Writing Center in summer 2022

› Created "Scientific Abstracts" workshop video for the Writing Center's YouTube channel

Lana La Framboise

› MFA in Creative Writing in Fiction and Poetry
› Graduating in spring 2024
› Earned a 3.80 GPA
› Began working at the Writing Center in fall 2021
› Created "Third-Person POV in Academic Writing" and "How to Read a Prompt" handouts
› Conducted "Transitions for Coherence," "Un-Blurring Plagiarism and Paraphrasing," "Basic APA Style," and "Deconstructing the Prompt" workshops
› Earned the Ida Fay Sachs Ludwig Memorial Scholarship from the English Department
› Won the SJSU Writing Center Poetry Contest
› Served as *Reed Magazine* Senior Fiction Editor, *Reed Magazine* Social Media Manager, Instructor at Agape Dance Academy, Social Media Coordinator for Agape Dance Academy
› Taught first-year writing courses as a Teaching Associate in the English Department
› Assisted with house calls, the ENGR 100W pilot program, tabling events, and reorganization of handouts on the Writing Center website
› Attended AWP 2023 in Seattle, WA
› Performed with Agape Dance Academy in their annual *Nutcracker*

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Steven Lang

› MA in Teaching with Single Subject Credential in English
› Graduated spring 2023
› Earned a 3.90 GPA
› Began working at the Writing Center in summer 2022
› Created the "Graduate Writer Mindset" workshop video for the Writing Center's YouTube channel
› Wrote blog posts "Celebrating Queerness and Glamming Up Your Writing: Parts 1 and 2"
› Conducted "Creating Easy-To-Read Sentences and Paragraphs" and "Scientific Abstracts" workshops
› Conducted student teaching in a high school English classroom
› Conducted an action inquiry research project in the classroom to help increase the diversity and cultural relevance of the texts explored in the class and create a more welcoming environment for LGBTQ+ students
› Wrote master's thesis exploring previously mentioned research and findings

Karen Liou

› MA in English and MA in TESOL
› Graduating in spring 2024
› Began working at the Writing Center in fall 2021
› Created "Research Paper Writing Process" handout
› Developed a set of slides for teaching discourse synthesis through writing literature reviews
› Partnered with the SJSU Pride Center to hold a series of drop-in sessions for writing support
› Conducted "Personal Statements for Scholarships and Applications" and "Selecting and Integrating Source Material" workshops
› Participated in the MOSAIC pop-up event
› Presented paper "A Metacognitive Approach to Discourse Synthesis" at the 2023 SJSU English Graduate Conference
› Submitted abstract "Writing Center Tutoring and Scaffolding the Literature Review" to the Graduate Research Network at the 2023 Computers and Writing Conference, which was accepted

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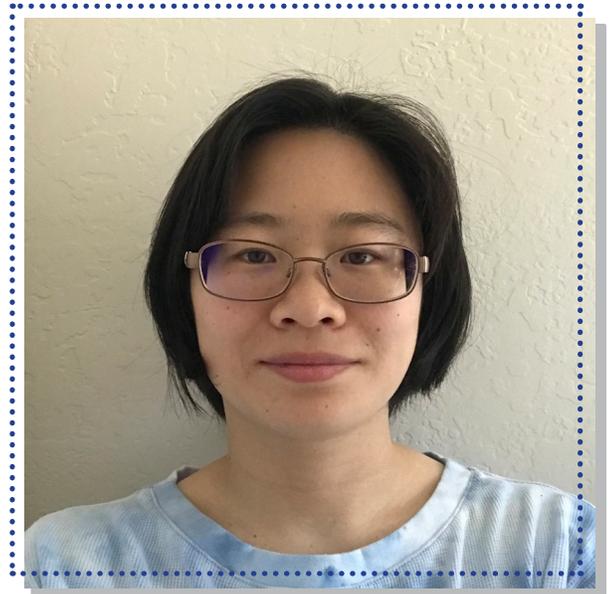
tutors

Paul Loeb

> › BA in Psychology
> › Graduating in fall 2023
> › Began working at the Writing Center in fall 2022
> › Created "Mental Illness References in Writing" handout
> › Wrote blog entries for *The Write Attitude* about mental health terminology and its proper use in writing as well as the complexity of a true psychological diagnosis
> › Conducted "Body Paragraphs," "Common Grammar and Punctuation Errors," "Emailing Netiquette: Academic and Professional Communication," "Sentence Variety and Rhythm," and "Trimming the Fat: Writing Concisely and Avoiding Wordiness" workshops

› Assisted with the ENGR 100W pilot program by facilitating workshops and peer review sessions with a faculty partner

› Participated in tabling events for Admitted Spartan Day

Michael Muszynski

› BA in English with a concentration in Creative Writing

› Graduating in fall 2023

› Earned a 3.86 GPA

› Began working at the Writing Center in fall 2021

> › Created "Discussion Posts" and "Inclusive Writing in MLA" handouts
> › Conducted "PowerPoint Like A Pro," "Creating Easy-To-Read Sentences and Paragraphs," and "Body Paragraphs" workshops
> › Served as an embedded tutor for COMM-101C
> › Assisted in tabling events

› Served as an event organizer for historical reenactments and developed an online Discord community called "Show and Tell" to create a space for writers, film-makers, and artists to share their work

› Studied abroad in Edinburgh, Scotland during 2022

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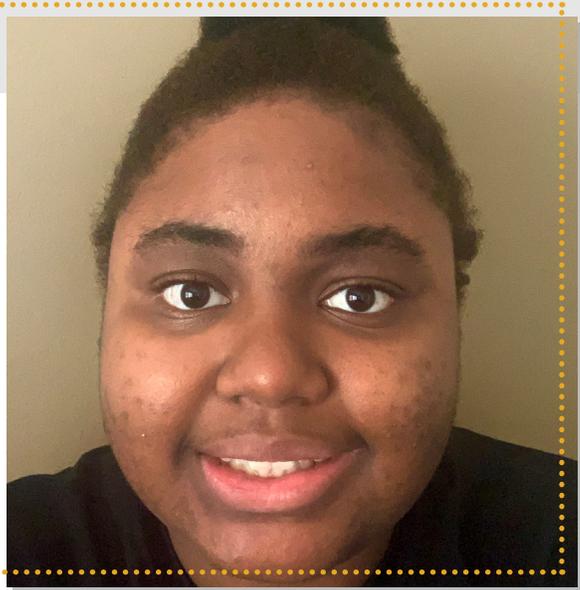
Arianna Peoples

› BA in English with a concentration in Creative Writing
› Graduating in spring 2025
› Began working at the Writing Center in summer 2022
› Created "AAVE: Dismantling Standard American English" handout
› Ran "AAVE Is Not 'Gen-Z' Slang" workshop as an event for Black History Month 2023
› Conducted "Un-Blurring Plagiarism and Paraphrasing," "Graduate Writer Mindset," "Basic APA Style," and "Muscle Verbs for Good Writing" workshops
› Created and facilitated workshops while embedded in PH 100W
› Worked for Paper Education America tutoring K-12 students and worked as a freelance English tutor for multilingual students
› Assisted in tabling for AEC Sweet Success, Fire on the Fountain, Transfer Takeover: Explore SJSU, Spartan East Side Promise Project, and Admitted Spartan Day 2023

Adriana Pliego

› BS in Forensic Science with a concentration in Biology and a minor in Chemistry
› Graduating in spring 2025
› Began working at the Writing Center in fall 2022
› Created "Accessible Writing Strategies" handout
› Wrote "You Write Like an Animal: Hawk Edition" blog post
› Conducted "Deconstructing the Prompt" workshop
› Assisted in the Writing Center's finals week event
› Visited a History 15A course to provide additional on-site writing assistance
› Participated in the Forensic Science Students Club and the Chemistry Club

tutors

Maria Revuelta

- › MA in English with a certificate in Professional and Technical Writing

- › Began working at the Writing Center in fall 2022

- › Worked as a Graduate Assistant (GA) in the Department of English and Comparative Literature

- › Partnered with the UndocuSpartan Student Resource Center to facilitate a workshop on writing personal statements for scholarships

- › Offered one-on-one tutoring hours through the UndocuSpartan Student Resource Center

Shana Ruth Seminara

- › MFA in Creative Writing

- › Graduating in fall 2023

- › Began working at the Writing Center in summer 2022

- › Created "Hyphens, En Dashes, and Em Dashes" handout

- › Revised existing "Personal Statements" handout

- › Conducted "Trimming the Fat: Writing Concisely and Avoiding Wordiness" workshop

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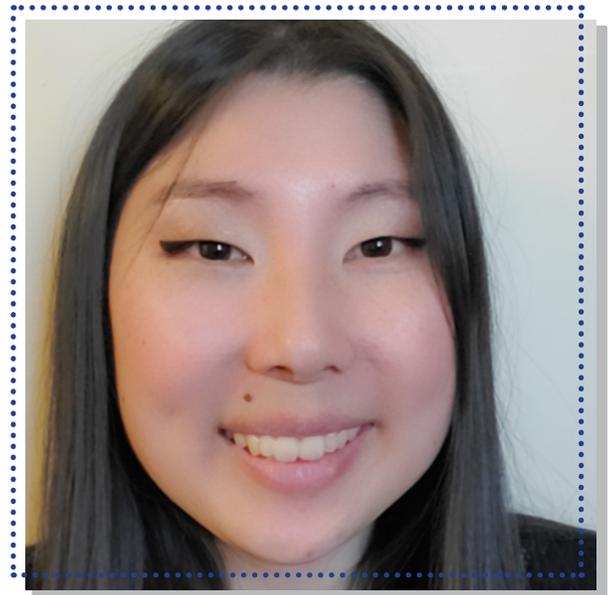
tutors

Sanchita Satishkumar

› BS in Business Administration with a concentration in Marketing and a minor in Creative Writing
› Graduating in 2025
› Earned Dean's Scholar
› Began working at the Writing Center in summer 2022
› Wrote "Better Know a Department: Creative Writing," "Quick Tip: Semicolons," "Constructive Criticism for Peers," and "How to Write an Email to Your Professor" blog posts
› Conducted "Creating Easy-To-Read Sentences and Paragraphs" and "Trimming the Fat: Writing Concisely and Avoiding Wordiness" workshops
› Published in *The Bolt*, SJSU's flash nonfiction magazine
› Served as Creative Visionary: Website Manager in the SJSU Marketing Association from March to June 2022

July Simeona

› MA in TESOL
› Graduated in spring 2023
› Began working at the Writing Center in spring 2020
› Converted "Sentence Variety and Rhythm" workshop into a ten-minute video by working closely with the Video Production Student Coordinator
› Created "Clichés and How to Avoid Them" handout
› Conducted two workshops for Foundations of Graduate Writing: "Working with Sources" and "Abstracts and Literature Reviews"
› Conducted "Basic APA Style," "Sentence Variety and Rhythm," "Paraphrasing," "Scientific Abstracts," "Creating Easy-to-Read- Sentences and Paragraphs," "Transitions for Coherence," "Graduate Writer Mindset," "Body Paragraphs," "Common Grammar and Punctuation Errors," and "Un-Blurring Plagiarism and Paraphrasing" workshops
› Assisted in special writing workshops for athletics, drop-in tutoring for finals, the MOSAIC pop-up event, and tabling at Transfer Takeover: Explore SJSU
› Participated in Writing for Professional Publications; wrote an article for the *English Department Newsletter*; led the layout team in determining the order of the articles, placing images, crediting everyone who worked on the newsletter, and maintaining a consistent style throughout the newsletter

tutors

Kristina Tran

- › BFA in Animation/Illustration
- › Graduating in spring 2024
- › Earned a 3.85 GPA
- › Began working at the Writing Center in spring 2021
- › Served as Associate Editor for *The Write Attitude* blog
- › Worked as an an embedded tutor in NURS 585
- › Conducted "Sentence Variety and Rhythm," "Un-Blurring Plagiarism and Paraphrasing," "Selecting and Integrating Source Materials," "Basic APA Style," and "Trimming the Fat: Writing Concisely and Avoiding Wordiness" workshops
- › Facilitated workshops for the ENGR 100W pilot program
- › Participated in tabling for AEC Sweet Success, the East Side Promise Project, Admitted Spartan Day, and other events
- › Participated in Shrunkenheadman Club
- › Directed two 3D environment projects, worked as a visual development artist on a stop motion short film, designed the Writing Center 2021-2022 and 2022-2023 Annual Reports, and is currently directing a 3D senior thesis film

Adhavan Tiruthani

- › BS in Mechanical Engineering with a minor in Biology
- › Graduating in spring 2024
- › Began working at the Writing Center in spring 2023
- › Recognized as a Military Officers Association of America Medalist and Field Engineering Readiness Laboratory Graduate
- › Participated in Air Force ROTC
- › Participated in Pi Kappa Pi Fraternity

tutors

Natalie Wollenweber

› MFA in Creative Writing

› Graduated in fall 2022

› Earned a 4.0 GPA

› Began working at the Writing Center in spring 2021

› Wrote "Offensive Stereotypes in Creative Writing" and "Offensive Language About Mental Illness" handouts

› Wrote blog posts about avoiding adverbs; writing a graduate thesis; using em dashes; "You Write Like an Animal!" entries on the hummingbird, wolf, and capybara; and a series on developing characters in creative writing

› Conducted "Common Grammar and Punctuation Errors," "Trimming the Fat: Writing Concisely and Avoiding Wordiness," "PowerPoint Like a Pro," "Un-Blurring Plagiarism and Paraphrasing," "Body Paragraphs," and "Creating Easy-to-Read Sentences and Paragraphs" workshops

› Worked as a private tutor and as a content editor at SJSU's Steinbeck Center

› Presented at the SJSU writing workshop for graduate athletes

› Published a story in *Corvid Queen* in spring 2022

› Worked as a content editor at One Firefly starting spring 2023

Alex Zvargulis Robertson

› MA in Recent American History with a certificate in TESOL

› Graduated in fall 2022

› Began working at the Writing Center in fall 2020

› Worked as an embedded tutor in SOCI 100W

› Wrote comprehensive "Commas" handout

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