



SJSU | WRITING CENTER
Annual Report



**2018-2019 ANNUAL REPORT
SJSU WRITING CENTER**

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INTRODUCTION



Growth Highlights

2017-2018

2018-2019

1,847 Tutoring Clients

2,080 Tutoring Clients

4,215 Tutoring Sessions

5,159 Tutoring Sessions

14% Sessions with
Graduate-Level Work

22% Sessions with
Graduate-Level Work

37 Regular Workshops

65 Regular Workshops

65% Workshop
Attendance Rate

72% Workshop
Attendance Rate

16 Requested In-Class
Workshops

33 Requested In-Class
Workshops

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 progresses from the work we do at the Writing Center, to the additional activities we participate in on campus, to the activities we participate in beyond campus. The report ends with a listing of our personnel and their accomplishments in the last year and an appendix that offers full reports and selections from publications and conference presentations.

In 2018-2019, we experienced significant growth in a variety of forms to better serve the needs of a population of over 30,000 students.

- The Writing Center offered **additional types of tutoring** to reach more of the SJSU student population. In previous years, we conducted in-person tutoring by appointment only. In 2018-2019, we offered in-person appointments, online appointments, in-person drop-in sessions, and course-embedded tutoring. We were also open for business whenever classes were in session, including—for the first time—during winter session in January 2019.
- Our tutors conducted **almost 1,000 more tutoring sessions** in 2018-2019 than in 2017-2018, working with **over 200 more students**.
- In 2018-2019, we saw an increasingly even distribution of students coming to see us from all the colleges across campus, with growth in many areas, including the College of Education and the College of Science (two disciplines where we have done targeted outreach).
- In 2018-2019, our tutors worked with significantly more **graduate students**, with 22% of appointment forms indicating the student was coming in for a graduate-level class, compared to 14% in 2017-2018.
- 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 for “grammar correction.” In 2018-2019, our efforts to push out this message were successful, with—for the first time—**more students coming in to work on either content development or organization** (46%) instead of grammar (44%). (Additional sessions focused on formatting or other topics.) For comparison, 39% of appointments focused on content or organization in 2016-2017.
- Student usage of **drop-in tutoring services** continued to increase from our spring 2018 pilot (during which utilization was 50%) to the full 2018-2019 year during which utilization was 63%.
- In our first-year pilot of **online tutoring**, students **more than doubled their usage** of online sessions between fall 2018 and spring 2019 (from 69 hours in the fall to 140 hours

in the spring); in addition, students who used online tutoring services were, on average, **more likely to return** for additional tutoring than students who used in-person services.

- Demonstrating the success of our increased outreach to faculty, we **more than doubled the number of in-class workshops** we delivered (at the request of instructors).
- Our regularly scheduled **workshop attendance rates** rose from 65% in 2017-2018 to 72% in 2018-2019.
- Our **social media presence** continued to expand—particularly on Instagram—and we now have **2,282 total followers** on all outlets at the time of this report.
- Readership of our blog, *The Write Attitude*, also continued to increase, with **over 54,000 views** at the time of this report. The blog has allowed us to expand our reach further beyond the university, and in 2018-2019, that included interviewing one of our Instagram fans—a professional football player with the San Francisco 49ers.
- New **programmatic offerings** included pop-up events and writing contests.
- The Writing Center ran successful major events for graduate students in 2018-2019: **Practically Speaking** and **Graduate Writing Retreats**. These events generated high levels of interest with **372 and 178 applicants, respectively**.
- The Writing Center continued to work with units across campus in a variety of **partnerships**, from tutor training to embedded tutoring to joint workshops.
- We hosted the **2019 Northern California Writing Centers Association (NCWCA) Conference**. This organization is the regional affiliate of the largest professional association for writing centers: the International Writing Centers Association (IWCA). We brought almost 200 writing center professionals to campus for this event.

Moving forward into 2019-2020, we will prioritize growth in the following areas: continuing to expand our online tutoring program; continuing to grow in regard to numbers of tutors, clients, and tutoring sessions; gathering additional student testimonials and feedback (through case studies and focus groups) to help demonstrate our impact; developing our relationship even further with the new College of Graduate Studies as we increase our support for graduate students; and working with faculty more intensively through a new “Writing Across Your Career” initiative in partnership with the Writing Across the Curriculum program.

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

Mission Statement

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

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

Writing Center Expectations and Procedures

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

Our Expectations

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

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 a hard copy of the paper, prompts, outlines, or research. If you have already worked on an essay with a tutor, bring a new copy of your revised draft to your next session, demonstrating that you have attempted to apply what you have learned. Please bring printouts of all materials—for pedagogical reasons, tutors prefer not to work off electronic devices.
3. **Distraction-Free Environment:** The Writing Center is a distraction-free environment. Cell phones should be put away during tutoring sessions. Food and drink are not permitted (except bottled water). 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.
4. **Lateness:** As a part of our distraction-free environment, the Writing Center does not tolerate lateness. If you are more than five minutes late for a tutoring session, 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 room.
5. **Frequency of Appointments:** You can schedule one 30-minute tutoring appointment per day, with a maximum of two appointments made in advance per week. Hour-long appointments are available only if you are a graduate-level student or if you have accommodations for extended tutoring time from the AEC. If you cannot make your scheduled appointment, you must cancel before the appointment is scheduled to begin. If you miss two appointments without cancelling in advance, you will be blocked from the online scheduling system. You will then be limited to drop-in only sessions for the rest of the semester. We offer drop-in tutoring on a first-come, first-served basis at our location in Clark Hall 126. However, drop-in sessions cannot be made in advance and may not always be available, especially during peak hours.

Our Procedures

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

Hiring and Training Tutors

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

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

Hiring & Training Process

The initial hiring phase takes at least three 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 a minimum of 10 hours to complete. The following steps must be completed:

- observe a minimum of three tutoring sessions by experienced writing tutors.
- discuss best practices with an experienced tutor.
- complete a three-hour 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, be shadowed and evaluated by experienced writing tutors for three 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.

In 2018-2019, we implemented the new module for training tutors to work with multilingual learners. Since over half of the students we work with at the Writing Center report a home language other than English, we wanted to ensure that our tutors were thoroughly trained by a TESOL expert to address their concerns. Once we hired our Coordinator of Multilingual Writing Support Services last May, we were able to fill this gap. Through specialized training, tutors will be better able to empathize with, adapt their tutoring style to, and provide a high level of service for SJSU's multilingual undergraduate and graduate students. (See "Appendix Document #1: Multilingual Tutor Training On-Boarding Module" for additional details.)

Training continues for all employees at two-hour staff meetings that occur each month during the academic year. Each staff meeting involves extensive discussion about tutoring scenarios, role-playing sessions, and training from other on-campus units. (e.g., The Accessible Education

Center Director conducts training about working with students who have disabilities; representatives from the Career Center discuss best practices for writing cover letters and résumés.) Tutors also receive continued verbal and written feedback through observations of workshops and tutoring sessions that are done by experienced tutors and/or the Writing Center Director.

In 2018-2019, we developed and implemented two optional specializations for tutors, both of which involve separate, advanced training. The first specialization is working in an online tutoring environment; the second is working with graduate-level writers. We plan to continue to offer these specialized training sessions to better meet the needs of our student clients.

We also implemented 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 (\$16/hour for undergraduates and \$17/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) Passed two observations of tutoring sessions by the Writing Center director, senior staff members, and/or level 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 (no later than the last day of the term).
- 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 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 a certificate training program for specializations in online tutoring OR working with graduate student writers. (Each 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 (no later than the last day of the term).
- 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 in a specialized area (graduate tutoring or online tutoring).

TUTORING



2,080 Tutoring Clients



5,159 Tutoring Sessions



Average Satisfaction Ratings
Between 96% and 99%

TUTORING

Tutoring Types

At the core of our service are our tutors, who deliver writing support to students in various ways.

Writing Center Tutors

Tutors on our regular schedule in the Writing Center work with writers of all levels and disciplines on a variety of assignments and projects, such as essays, theses, proposals, lab reports, research papers, and career or job search correspondence. They also maintain tutoring records, communicate with SJSU faculty, participate in outreach activities, develop and present workshops, participate in training activities for new applicants, and create original resources for the Writing Center every semester. Tutors can be deployed in different ways, working with students who schedule in-person appointments, stop by for drop-ins, or book online tutoring sessions.

Course-Embedded Tutors

Writing tutors can also choose to be embedded in the classroom, working with writing intensive courses (e.g., 100W) all across campus, providing supplemental instruction to students both inside class and outside of class in small workshops and one on one. Course-embedded tutors work five hours per week for each class they support, on a flexible schedule agreed upon in advance with the instructor with whom they are paired.

College/Department-Embedded Tutors

Lastly, writing tutors can choose to be embedded in a college or department and work with their graduate students. This work is similar to being a course-embedded tutor except the tutor supports graduate students throughout a college or department (instead of one specific class).

Tutoring Services

The Writing Center offers a variety of support services to students, with the majority of appointments lasting for 30 minutes; graduate-level students and students registered with the Accessible Education Center (AEC) can request extended, 60-minute appointments. As in previous years, students use the WCOonline scheduling system to register and schedule their own appointments in advance. They also self-report data at the time of registering in the system, which includes class standing, ethnicity, first language, and other information. When a student chooses to schedule an appointment, they are asked to provide background on their writing needs, such as area(s) of focus, writing stage, type of paper, and word count. This information enables tutors to prepare ahead of the appointment.

We offered the following types of tutoring services in 2018-2019:

- In-Person Appointments (30- or 60-minute duration)
- Online Tutoring (45-minute duration)
- Drop-In Tutoring (15- or 30-minute duration)
- Embedded Tutoring

Students may schedule two in-person sessions and two online sessions in advance per week. In addition, they may have one drop-in session per day.

To deliver these services effectively and to maximize the time we spend working with students, the Writing Center operates on a strict policy of lateness and absence; once a student has two “no-shows” in one semester (without notifying the Center in advance of their need to cancel or reschedule), the online system automatically prevents further appointments from being scheduled. However, such students are still eligible for drop-in tutoring as an alternative route until full appointment accessibility is restored in the following semester.

Historical Client Use of the Writing Center

During the reporting period of June 1, 2018 to May 31, 2019 (summer, fall, winter, and spring semesters) the Writing Center served a population of 30,000 students. Writing Center specialists met with **2,080 unique students** (clients) in a total of **5,159 appointments**. (These numbers are for tutoring only and exclude workshops; details for workshops are included in the “Workshops & Handouts” section of this report.)

Figure 1. Client Use History				
Reporting Period	Appointments	Clients	Appointments per Client Semester Average	Historical Average
2007	1,641	673	2.44	2.44
2007-2008	5,306	1,590	3.34	2.89
2008-2009	2,834	1,403	2.02	2.60
2009-2010	4,071	985	4.13	2.98
2010-2011	4,670	1,141	4.09	3.20
2011-2012	4,215	1,210	3.48	3.25
2012-2013	4,026	1,203	3.35	3.26
2013-2014	4,249	1,498	2.84	3.21
2014-2015	3,599	1,262	2.85	3.17
2015-2016	4,002	1,499	2.67	3.12
2016-2017	3,252	1,288	2.52	3.07
2017-2018	4,215	1,847	2.28	3.00
2018-2019	5,159	2,080	2.48	2.96
Total	51,239	17,679	2.90	2.96

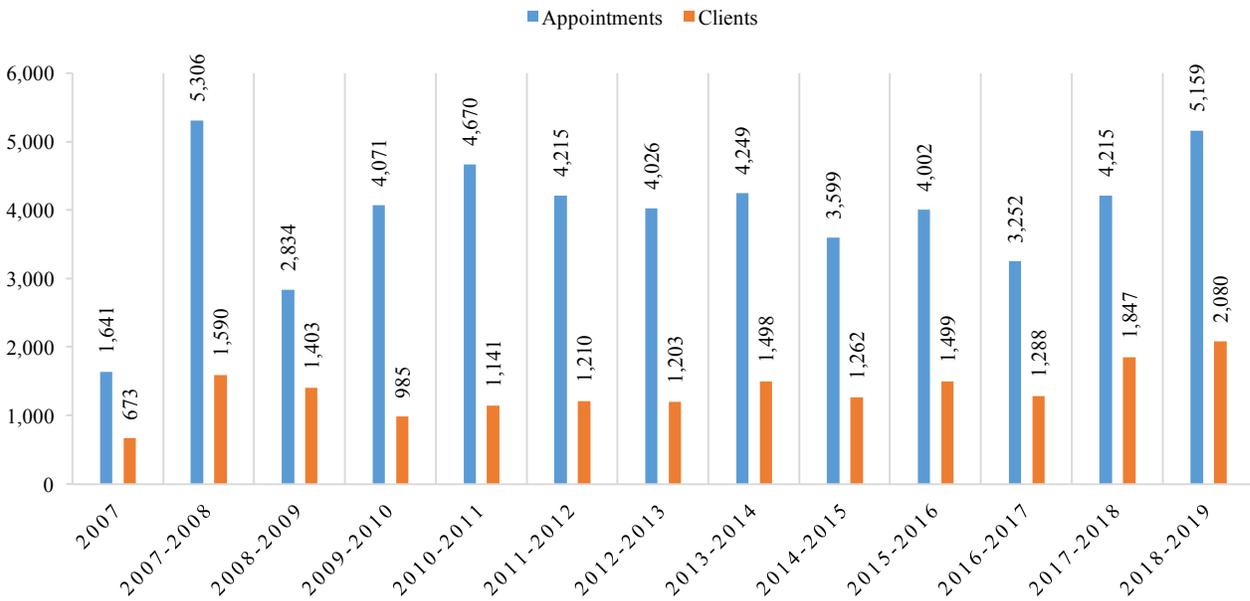


Figure 2. Historical comparison of total appointments and unique clients served by the Writing Center

Tutoring Stats Overview

For the 2018-2019 reporting period, the total number of sessions conducted was 5,159. The bulk of our student traffic continued to be through appointments (face-to-face), with spring and fall semesters seeing the highest levels of student usage. Online tutoring, a relatively new service, steadily increased its student engagement statistics during the course of the academic year.

Tutoring Type	Total Appointments	%
Summer 2018 - Appointments	264	5.12%
Fall 2018 - Appointments	1609	31.19%
Fall 2018 - Drop-Ins	694	13.45%
Fall 2018 - Embedded Tutoring	104	2.02%
Fall 2018 - Online Tutoring	49	0.95%
Winter 2019 - Appointments	32	0.62%
Spring 2019 - Appointments	1857	36.00%
Spring 2019 - Drop-Ins	384	7.44%
Spring 2019 - Embedded Tutoring	38	0.74%
Spring 2019 - Online Tutoring	128	2.48%
AY 2018-2019 Totals	5159	100.00%

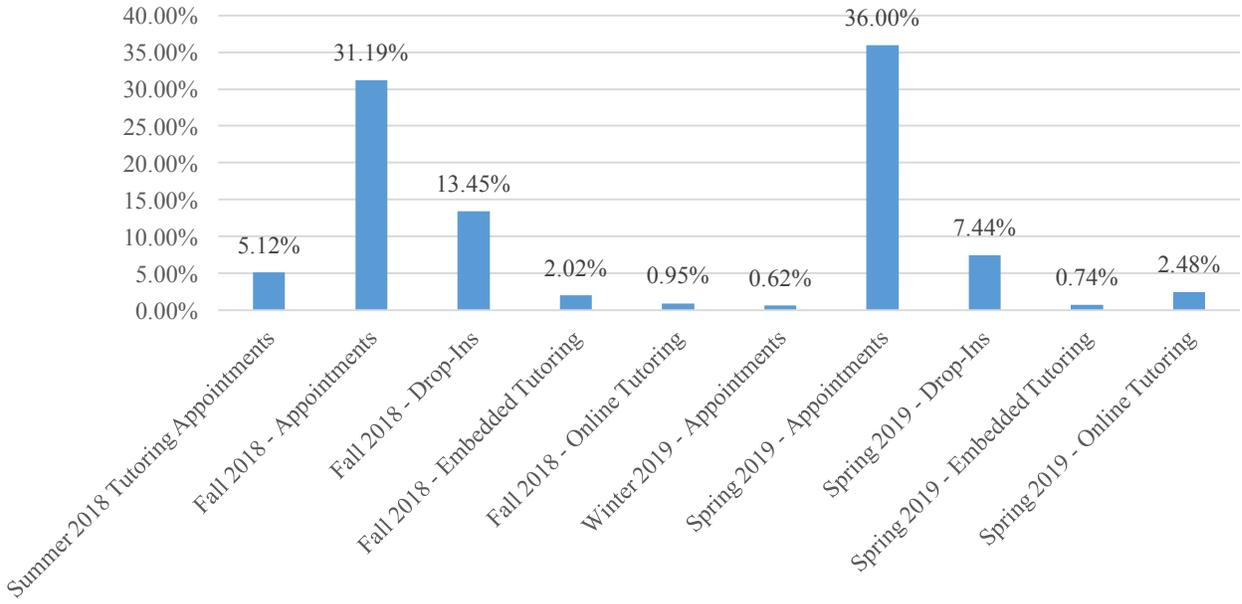


Figure 4. Overall session distribution by tutoring type and semester schedule for 2018-2019 period

Tutoring Utilization

The Writing Center tracks the utilization time of its tutors to monitor and assess actual work time against regularly scheduled time. The following analysis is dissected by tutoring type (excluding embedded) and semester schedule to provide a detailed view.

In reference to the 2017-2018 period when drop-in tutoring was first introduced as a pilot and had a spring 2018 average of 50.08%, our utilization rate for drop-in tutoring steadily increased this year to an overall 63.00%. Our summer 2018 utilization rate was also significantly higher than previous years.

Figure 5. Hour Utilization: Appointments			
Schedule	Used Mins	Available Mins	Utilization Rate
Summer 18	26910	42720	62.99%
Fall 18	100860	108930	92.59%
Winter 19	3030	5520	54.89%
Spring 19	115110	140580	81.88%
Total	245910	297750	82.59%

Figure 6. Hour Utilization: Drop-Ins			
Schedule	Used Mins	Available Mins	Utilization Rate
Fall 18	20205	26970	74.92%
Spring 19	18900	35100	53.85%
Total	39105	62070	63.00%

Figure 7. Hour Utilization: Online			
Schedule	Used Mins	Available Mins	Utilization Rate
Fall 18	4140	5640	73.40%
Spring 19	8400	15720	53.44%
Total	12540	21360	58.71%

Figure 8. Hour Utilization: Overall			
	Used Mins	Available Mins	Utilization Rate
AY 2018-2019 Total	297555	381180	78.06%

Client Use: Gender

In 2018-2019, the Writing Center actively expanded the options for students to self-report their gender, which meant they could select from four options: *female*, *male*, *non-binary*, and *prefer not to state*. The majority of appointments scheduled and unique clients booked were female (62.86% and 59.90% respectively), which is consistent with previous years; however, the gap between males and females has widened during this reporting period.

Figure 9. Appointments and Clients by Gender				
	Appointments	Clients	% of Appointments	% of Clients
Female	3243	1246	62.86%	59.90%
Male	1818	788	35.24%	37.88%
Non-Binary	9	5	0.17%	0.24%
Prefer Not to State	44	13	0.85%	0.63%
Not Stated	45	28	0.87%	1.35%
AY 2018-2019 Totals	5159	2080	100%	100%

Figure 10. Client Use by Gender and Tutoring Type				
	Appointments	Drop-Ins	Online	Embedded
Female	925	247	45	29
Male	551	209	13	15
Non-Binary	3	0	0	2
Prefer Not to State	9	3	0	1
Not Stated	0	1	0	27
AY 2018-2019 Totals	1488	460	58	74

Interestingly, the number of male and female clients is almost comparable for drop-ins, indicating that male students are more likely to seek out tutoring if they do not need to schedule an appointment in advance. We will continue to explore this trend in future years as we accumulate additional data about drop-ins versus scheduled appointments.

Client Use: Ethnicity

At the time of registration, students self-report their ethnicity from a list of established categories (which have been refined extensively since the 2017-2018 reporting period).

Similar to the previous year, the combined majority of unique clients using the Writing Center who self-reported their ethnicity identified themselves as Asian/Asian-American. They were also the highest ethnicity group to schedule appointments.

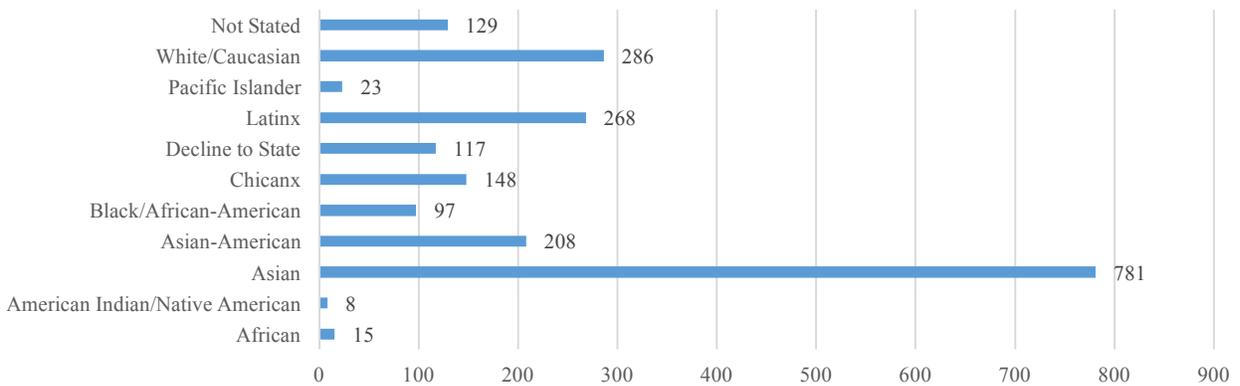


Figure 11. Summary distribution of unique clients by self-reported ethnic group

Figure 12. Clients by Ethnicity by Tutoring Type					
Ethnicity	Appointments	Drop-Ins	Online	Embedded	Total
African	9	5	0	1	15
American Indian/Native American	7	0	1	0	8
Asian	612	130	32	7	781
Asian-American	144	52	1	11	208
Black/African-American	66	23	2	6	97
Chicax	115	30	3	0	148
Decline to State	75	37	3	2	117
Latinx	179	78	7	4	268
Pacific Islander	18	3	2	0	23
White/Caucasian	215	55	5	11	286
Not Stated	54	43	1	31	129
AY 2018-2019 Totals	1494	456	57	73	2080

Figure 13. Clients by Ethnicity by Schedule					
Ethnicity	Summer	Fall	Winter	Spring	Total
African	0	8	0	7	15
American Indian/Native American	1	3	0	4	8
Asian	43	357	4	377	781
Asian-American	6	85	1	116	208
Black/African-American	3	39	1	54	97
Chicax	3	59	0	86	148
Decline to State	3	48	65	1	117
Latinx	4	105	1	158	268
Pacific Islander	0	11	0	12	23
White/Caucasian	8	138	2	138	286
Not Stated	15	79	0	35	129
AY 2018-2019 Totals	86	932	74	988	2080

Client Use: Language

At the time of registration, students self-report their first (home) language. The language is selected from an established list, based upon historically self-reported languages from previous years. The following statistics provide the most frequently self-reported languages for the 2018-2019 reporting period. While English remains the most frequently self-reported single first language of Writing Center clients (43.37%), the overall collective of non-native English speakers continues to be the majority (1178/2080 clients, 56.63%).

Figure 14. Clients by First/Home Language		
Language	Number of Unique Clients	% of Total
English	902	43.37%
Spanish	281	13.51%
Mandarin	196	9.42%
Vietnamese	185	8.89%
Cantonese	79	3.80%
Hindi	46	2.21%
Korean	39	1.88%
Telugu	25	1.20%
Japanese	24	1.15%
Tagalog	23	1.11%
Other	280	13.46%
AY 2018-2019 Totals	2080	100.00%

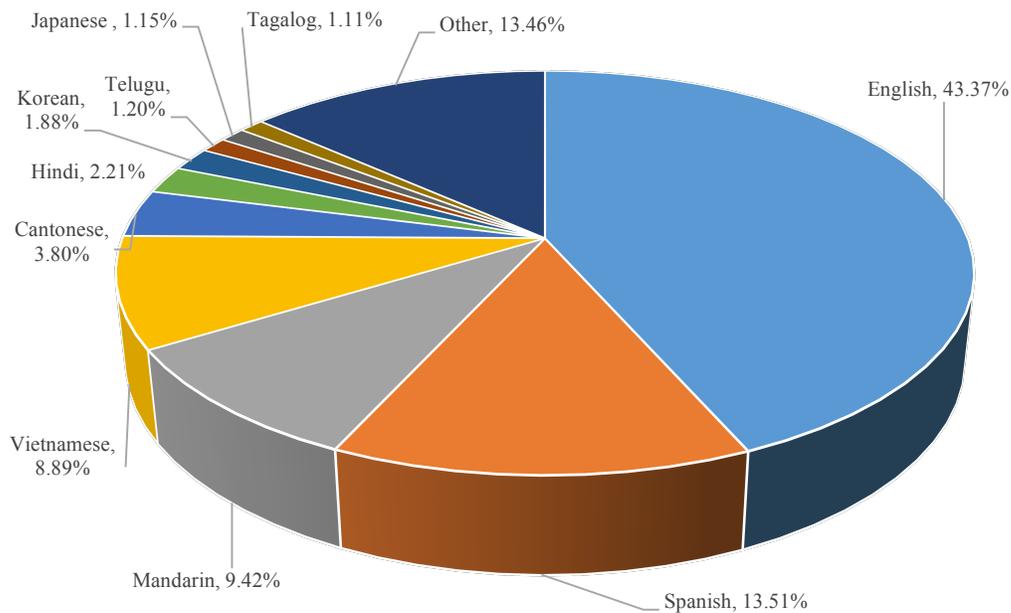


Figure 15. Writing Center unique clients served during the reporting period according to self-reported first language of client

The data below details the “Other” languages listed in the main table by unique clients.

Figure 16. Clients by Language ("Other")

Language	Number of Unique Clients	Language	Number of Unique Clients	Language	Number of Unique Clients
Farsi	22	Dari	3	Dutch	1
Marathi	19	German	3	Estonia	1
Arabic	17	Portuguese	3	Fijian Hindi	1
Chin	13	Taiwanese	3	Haitian Creole	1
Kannada	13	Cambodian	2	Hausa	1
Punjabi	13	Hungarian	2	Hebrew	1
Tamil	12	Igbo	2	Italian	1
Gujarati	11	Indian	2	Khmer	1
Amharic	10	Malay	2	Kikuyu	1
Nepali	9	Mien	2	Krio	1
Russian	9	Oriya	2	Latin	1
Thai	9	Romanian	2	Mongolian	1
Blank	8	Samoan	2	Oromo	1
Other	8	Serbian	2	Pidgin English	1
Urdu	8	Somali	2	Polish	1
Indonesian	6	Swedish	2	Pothwari	1
Malayalam	6	Uighur	2	Sichuan	1
Turkish	6	ASL	1	Slovak	1
Burmese	5	Chaozhou	1	Tigrinya	1
Bengali	4	Chavacano	1	Ukrainian	1
French	4	Croatian	1	Visayan	1
Ilocano	4	Dinka	1	TOTAL	280

Client Use: Class Standing

When a student first registers with the Writing Center, they self-report their SJSU class standing. The class standing options are *freshman*, *sophomore*, *junior*, *graduate*, and *faculty/staff*. As expected, students at the junior class standing accounted for more than a third 36.38% of all appointments (1877/5159), which is consistent with the previous year's statistics. The figure below provides a breakdown of how these standings are spread across all appointments scheduled during the 2018-2019 reporting period.

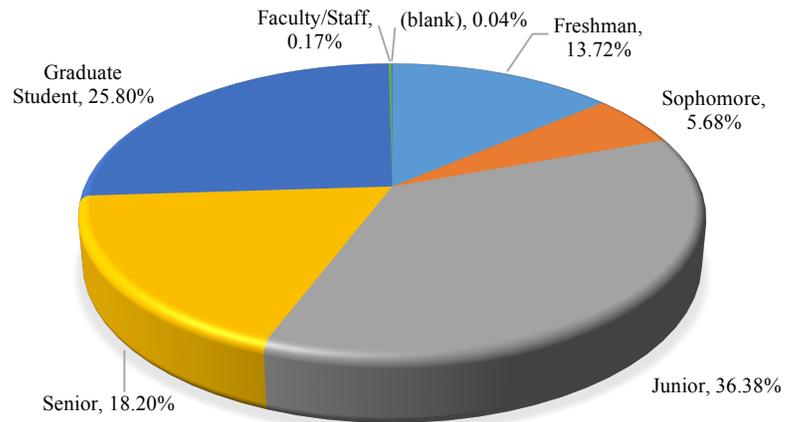


Figure 17. Overview of client use by class standing and appointments

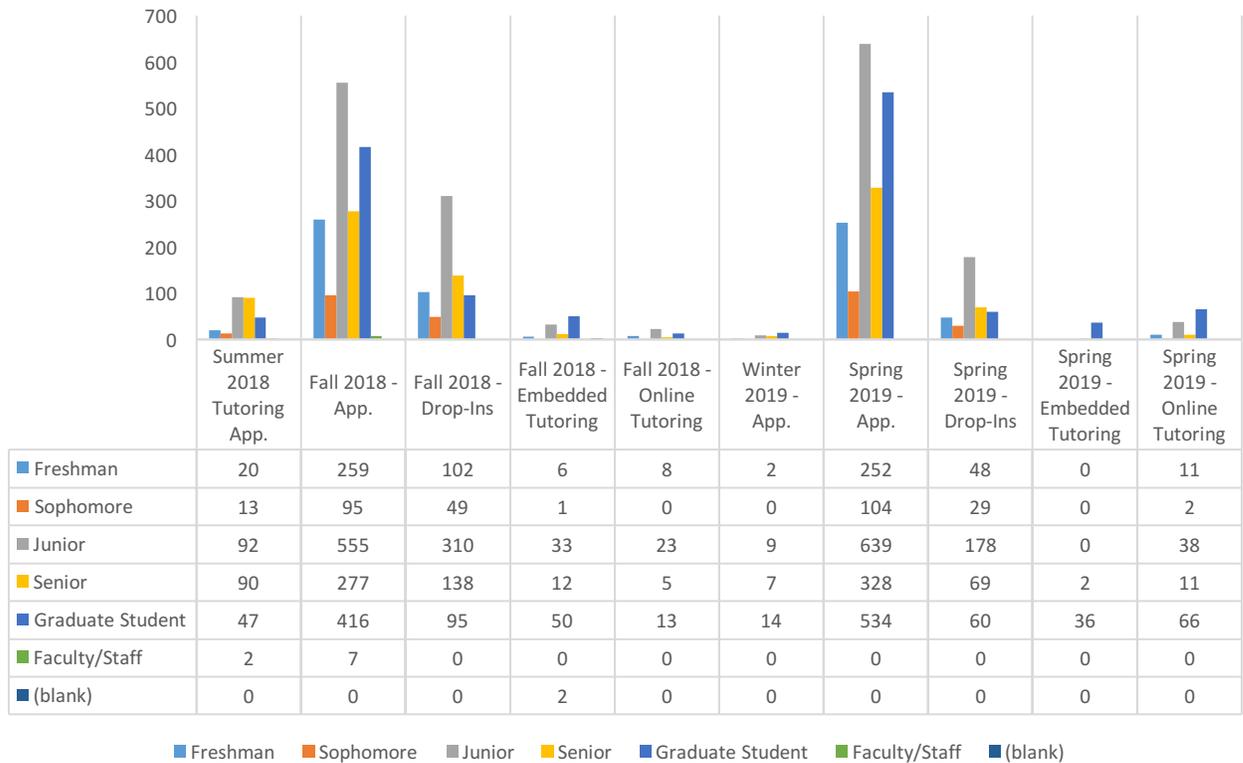


Figure 18. Total year breakdown of appointments by class standing and semester schedule

Client Use: College

During the registration process, students self-report their majors. The data analysis below shows client use according to the total tutoring sessions by college. The list of colleges from which students can select is from a drop-down function in the WOnline; the reduction of misspellings and data-entry errors, therefore, helped to provide a better summary of usage.

Figure 19. Clients by College: Tutoring Sessions Overview

College	Summer 2018 Appointments	Fall 2018 - Appointments	Fall 2018 - Drop-Ins	Fall 2018 - Embedded Tutoring	Fall 2018 - Online	Winter 2019 - Appointments	Spring 2019 - Appointments	Spring 2019 - Drop-Ins	Spring 2019 - Embedded Tutoring	Spring 2019 - Online Tutoring	Total
Health and Human Sciences	33	156	73	38	4	5	249	44	15	8	625
Business	19	297	106	6	12	2	250	70	0	27	789
Education	23	124	35	24	4	0	152	41	22	7	432
Engineering	86	384	109	11	9	12	262	37	0	9	919
Humanities and the Arts	16	157	125	0	4	2	242	44	0	7	597
International and Extended Studies	0	12	3	0	0	3	7	1	0	0	26
Science	45	200	80	15	2	5	257	34	0	16	654
Social Science	31	245	131	10	12	2	355	93	1	47	927
Undeclared	11	34	28	0	2	1	82	18	0	7	183
N/A	0	0	2	0	0	0	0	1	0	0	3
(blank)	0	0	2	0	0	0	1	1	0	0	4
AY 2018-2019 Totals	264	1609	694	104	49	32	1857	384	38	128	5159

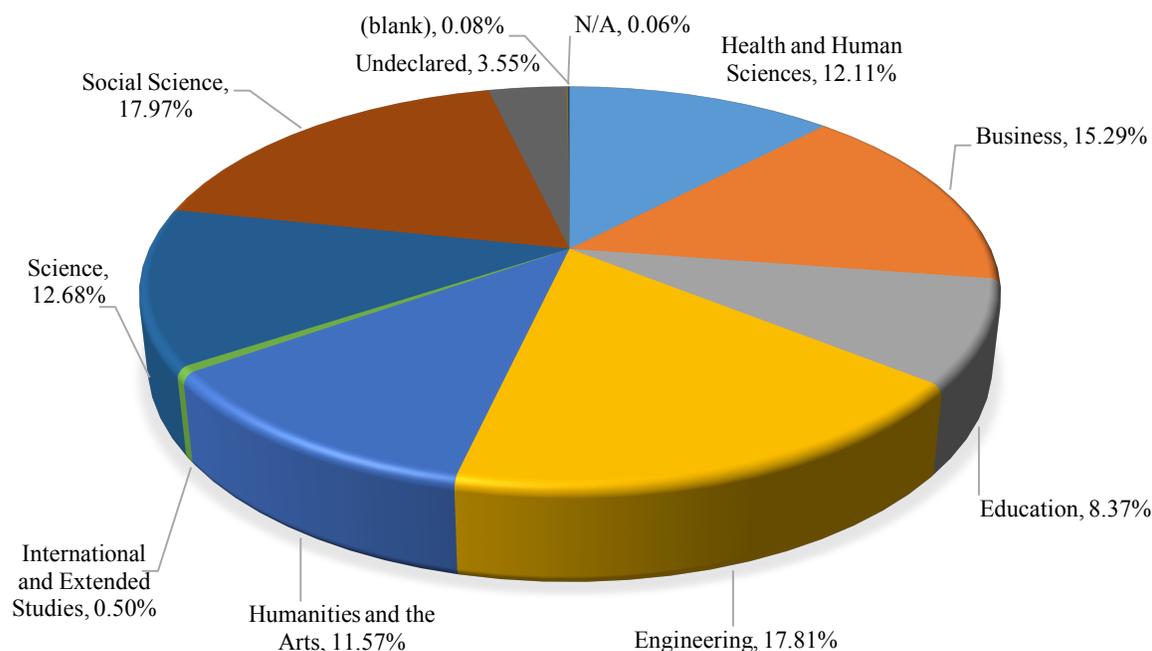


Figure 20. Overview of 2018-2019 Writing Center use according to total appointments by college

The Writing Center worked with clients most frequently from the College of Engineering and the College of Social Science, which is a change from the 2017-2018 report as the College of Business usage decreased slightly from 18.11% to 15.29%. In 2018-2019, we made direct outreach efforts in the College of Education and the College of Science, both of which were successful since numbers went up for both colleges from 2017-2018 (5.96% to 8.37% for the College of Education and 9.29% to 12.68% for the College of Science). In general, the numbers of clients from various colleges were more balanced this reporting period than in previous years.

Client Use: Department and Program

To further dissect the statistics for total tutoring sessions scheduled during 2018-2019, the following breakdown shows sessions by specific departments along with the top 10 programs within each college for the clients engaged with the service.

Figure 21. Client Use by Department and Program: Appointments Overview

Health and Human Sciences	625
Health Science and Recreation	119
Kinesiology	75
Occupational Therapy	57
Social Work	53
Nursing	49
Library and Information Sciences	44
Justice Studies	36
Nutrition Food Science and Packaging	35
Design	32
Journalism and Mass Communications	21
Business	789
Accounting and Finance	372
Management	171
Marketing and Decision Sciences	94
Information Systems and Technology	52
General	33
Economics	20
Global Innovation and Leadership	16
Accounting	7
Educational Leadership	4
Undeclared	4
Education	432
Child and Adolescent Development	128
Elementary Education	68
Educational Counseling	43
Secondary Education	38
Educational Leadership	33
Counselor Education	28
Communicative Disorders and Sciences	25
Special Education	13
English and Comparative Literature	11
Child Development	10

Engineering	919
Computer Engineering	170
Software	147
Industrial and Systems Engineering	127
Electrical Engineering	90
Mechanical	85
Biomedical Chemical and Materials	75
Civil and Environmental Engineering	58
Aerospace Engineering	43
General	29
Information Systems and Technology	19
Humanities and the Arts	597
Design	134
English and Comparative Literature	95
Art and Art History	89
Linguistics and Language Development	58
Humanities	49
World Languages and Literatures	20
Justice Studies	17
Social Work	17
Music and Dance	15
TV Radio Film and Theatre (TRFT)	15
International and Extended Studies	26
Computer Science	6
Design	4
Kinesiology	3
Child and Adolescent Development	2
Computer Engineering	2
Occupational Therapy	2
Software	2
Science	654
Mathematics and Statistics	124
Computer Science	117
Biological Sciences	103
Health Science and Recreation	64
Nutrition Food Science and Packaging	61
Nursing	44
Chemistry	37
Kinesiology	32
Occupational Therapy	13
Environmental Studies	8
Social Science	927
Sociology and Interdisciplinary Social Sciences	210
Psychology	150
Economics	138
Communication Studies	76
Urban and Regional Planning	64
Political Science	55
Environmental Studies	42

Geography and Global Studies	30
History	25
Social Work	25
Urban Planning	25
Undeclared	190
AY 2018-2019 Totals	5159

Client Use: Course Classification

During the reporting period, clients self-reported the classes for which they were visiting the Writing Center. Their entries were submitted via text box, which were then filtered and analyzed according to the following historical definitions.

- First-Year Writing: English 1A, English 1B, English 1AF, English 1AS, or English 2
- General Lower Division: Class numbers between 2 and 99 (excluding English 2)
- English 100A and LLD 100A (distinct category)
- 100W: Upper-division, discipline-specific writing courses listed as 100W or 100WB from various departments
- General Upper Division: Class numbers between 101 and 199
- Graduate: Class numbers 200 and over
- Test Preparation: Preparation for the Writing Skills Test (WST) or exams such as the GRE or CBEST
- Professional Development: Work on a resume, cover letter, job application, personal statement or any other professional document not completed for a class

Of the 5159 tutoring sessions conducted during the 2018-2019 reporting period, 474 contained a response that did not include a course number or clearly defined answer, and as such, were grouped as uncategorized.

Figure 22. Client Use by Course Classification

Course Classification	Summer 2018 Tutoring	Fall 2018 - Appointments	Fall 2018 - Drop-Ins	Fall 2018 - Embedded Tutoring	Fall 2018 - Online Tutoring	Winter 2019 - Appointments	Spring 2019 - Appointments	Spring 2019 - Drop-Ins	Spring 2019 - Embedded Tutoring	Spring 2019 - Online Tutoring	Total
First-Year Writing	5	161	68	4	4	0	148	20	12	4	426
General Lower Division	7	121	77	1	4	2	147	50	0	5	414
English/LLD 100A	14	173	70	0	10	0	99	27	0	10	403
100W	106	367	217	35	12	0	412	95	0	13	1257
General Upper Division	33	320	138	3	5	6	395	91	1	19	1011
Graduate	32	364	82	23	12	10	485	55	8	61	1132
Test Preparation	10	10	0	0	0	1	8	0	0	0	29
Professional Development	1	3	0	0	0	4	5	0	0	0	13
Uncategorized	56	90	42	38	2	9	158	46	17	16	474
AY 2018-2019 Totals	259	1448	626	100	45	32	1709	364	26	124	5159

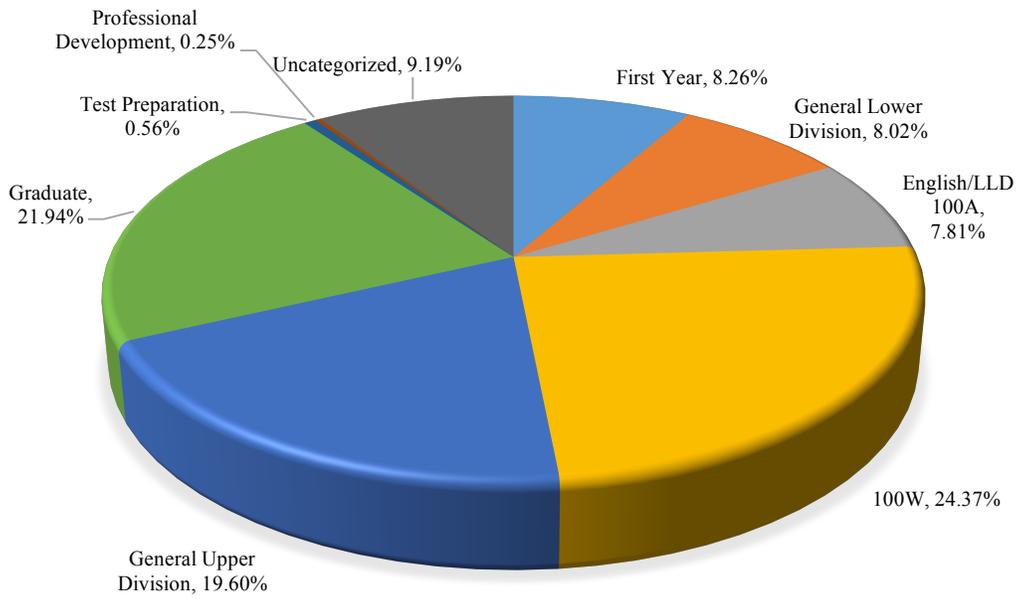


Figure 23. Overview of client use by total appointments and course classification at the time of engaging with the Writing Center

The most notable change in statistics between the 2017-2018 and 2018-2019 reporting periods is the increase in number of graduate students engaged with the Writing Center. The overall graduate student statistic in 2017-2018 was 13.86% (564/4070) while the overall statistic in 2018-2019 rose to 21.94% (1132/5159). This reflects our concentrated effort to do more outreach with graduate students including targeted announcements from Graduate Studies and specific programming for graduate students only (e.g., our writing retreats).

Client Use: Writing Stage

Tutoring sessions for the 2018-2019 reporting period were categorized based on the major stages of the writing process. These stages were listed as *planning/pre-writing*, *drafting*, *revising/polishing*, and *other (non-categorized)*. Responses were collected as a required question, from which clients selected the relevant stage applicable to them from a drop-down menu.

The majority of all appointments held were in the latter stages of the writing process (i.e., revising/polishing), as has historically been the trend for the service. As a result, for 64.21% (3313/5159) of total tutoring sessions, our clients visited us for help in the final stages of their writing process.

Figure 24. Client Use by Writing Process Stage

Schedule	Writing Stage					Grand Total
	Drafting	Other	Planning / Pre-Writing	Revising / Polishing	(blank)	
Summer 2018 - Appointments	68	3	27	161	5	264
Fall 2018 - Appointments	407	30	200	967	5	1609
Fall 2018 - Drop-Ins	133	7	61	491	2	694
Fall 2018 - Embedded Tutoring	18	5	8	40	33	104
Fall 2018 - Online Tutoring	10	0	3	36	0	49
Winter 2019 - Appointments	4	3	3	22	0	32
Spring 2019 - Appointments	429	41	154	1225	8	1857
Spring 2019 - Drop-Ins	80	1	33	266	4	384
Spring 2019 - Embedded Tutoring	1	0	0	22	15	38
Spring 2019 - Online Tutoring	29	0	16	83	0	128
AY 2018-2019 Totals	1179	90	505	3313	72	5159

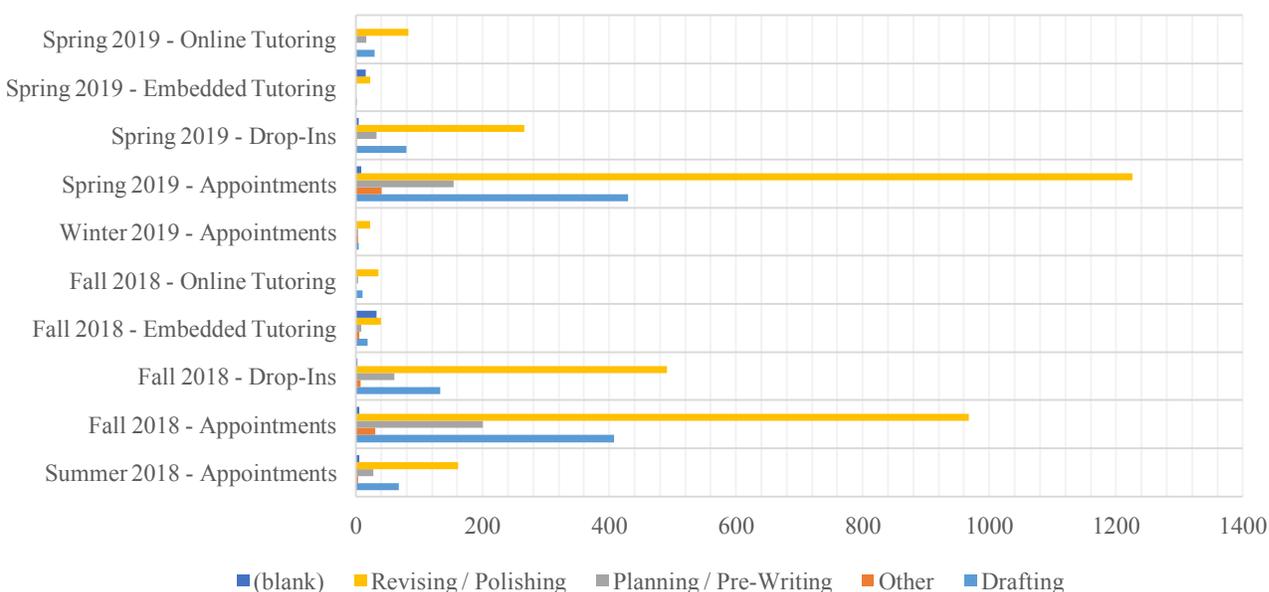


Figure 25. Client use by writing process stage

Client Use: Writing Focus

At the time of scheduling an appointment, clients are asked to select their area of writing focus. The options are *content*, *formatting*, *grammar*, and *organization*. During the 2018-2019 reporting period, these statistics were analyzed in coordination with our various schedules (and, thus, session types). The majority of clients using the Writing Center focused on grammar and content, with 43.69% and 32.49% respectively. This represents a significant change from previous years, in which content was lower and grammar was higher; this statistical shift demonstrates how we have successfully framed ourselves as being useful for more than simply grammar.

Figure 26. Client Use by Writing Focus

Schedule	Writing Stage					Totals
	Content	Formatting	Grammar	Organization	Blank	
Summer 2018 - Appointments	86	14	118	36	10	264
Fall 2018 - Appointments	560	105	727	212	5	1609
Fall 2018 - Drop-Ins	220	92	290	87	5	694
Fall 2018 - Embedded Tutoring	30	18	13	8	35	104
Fall 2018 - Online Tutoring	11	8	23	7	0	49
Winter 2019 - Appointments	13	1	13	5	0	32
Spring 2019 - Appointments	620	138	806	283	10	1857
Spring 2019 - Drop-Ins	104	55	171	50	4	384
Spring 2019 - Embedded Tutoring	3	2	16	2	15	38
Spring 2019 - Online Tutoring	29	9	77	13	0	128
AY 2018-2019 Totals	1676	442	2254	703	84	5159
Percentage of Totals	32.49%	8.57%	43.69%	13.63%	1.63%	100.00%

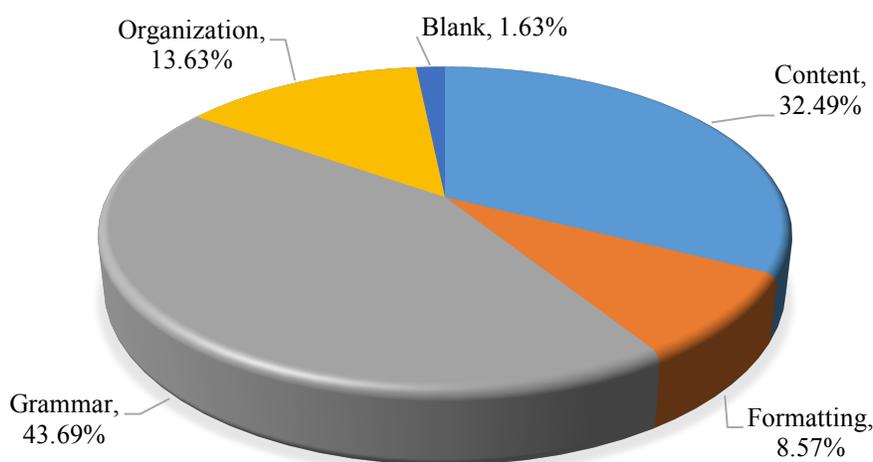


Figure 27. Client use by writing focus

Client Return Averages: Appointments per Client

During the 2018-2019 reporting period, averages of client return rates were measured (i.e., how often clients returned for additional tutoring sessions). For consistency and comparison, the statistics were calculated based upon, first, the number of clients who attended a tutoring session at the Writing Center across multiple semesters and then, second, the number of unique clients. The following table summarizes these findings to show the increase in average appointments per client: 2.48 (2080/5159).

Figure 28. Client Use by Schedule: Appointments per Client

Schedule	Clients	Appointments	Appointments per Client
Summer 2018 - Appointments	86	264	3.07
Fall 2018 - Appointments	564	1609	2.85
Fall 2018 - Drop-Ins	285	694	2.44
Fall 2018 - Embedded Tutoring	67	104	1.55
Fall 2018 - Online Tutoring	16	49	3.06
Winter 2019 - Appointments	10	32	3.20
Spring 2019 - Appointments	828	1857	2.24
Spring 2019 - Drop-Ins	175	384	2.19
Spring 2019 - Embedded Tutoring	7	38	5.43
Spring 2019 - Online Tutoring	42	128	3.05
Unique Clients During 2018-2019	2080	5159	2.48

We also examined how likely students were to return for more than one session based on the type of tutoring they were receiving (e.g., in-person appointments, drop-ins, online). In 2018-2019—our first data reporting period for online tutoring—we discovered that the numbers of return for online tutoring were higher than in-person appointments and drop-ins during the regular academic year (fall and spring). This statistic demonstrates the importance of our online expansion, and we will closely follow whether those numbers hold as we expand online offerings.

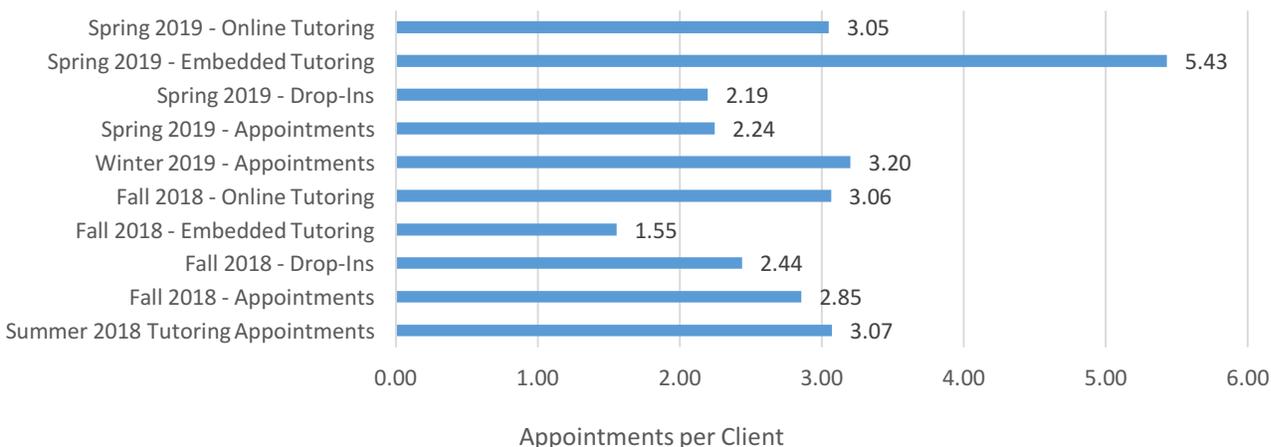


Figure 29. Average number of appointments per client by schedule

Client Return Averages: Frequency of Appointments

In addition to the above, the frequency of appointments was also measured. The statistics were derived from WCOOnline data, whereby the count of number of appointments per student was recorded and then categorized into the ranges of *1 appointment*, *2-5 appointments*, *6-9 appointments*, and lastly *10 or more appointments*.

Figure 30. Client Return Averages: Frequency of Appointments

Schedule	Number of Appointments				Total
	1	2 to 5	6 to 9	10 or more	
Summer 2018	61	45	5	3	114
Fall 2018	702	405	60	34	1201
Winter 2019	9	9	0	0	18
Spring 2019	622	376	37	32	1067
AY 2018-2019 Totals	1394	835	102	69	2400

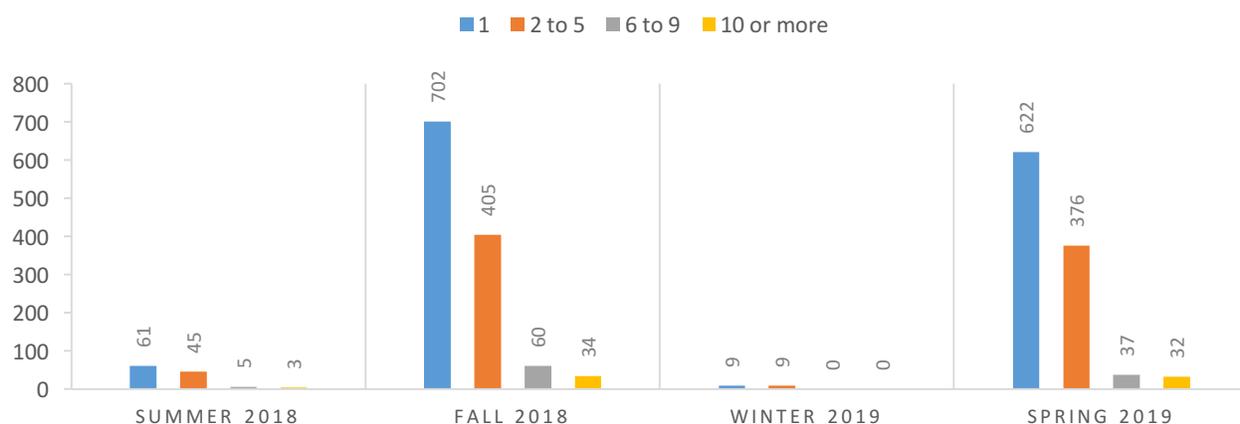


Figure 31. Frequency of appointments per student across each schedule

Tutoring Session Evaluations

As part of our on-going commitment to maintaining our high quality of service, clients are asked to complete a voluntary four-question evaluation survey at the end of their appointment. The first three questions cover the client's *satisfaction with the tutoring session*, the *usefulness of the session*, and the client's *intent to return and/or recommend the Writing Center*. Each response is recorded numerically on a scale of 1 to 5, with 5 being the best possible outcome.

The fourth question is a qualitative one, requesting additional feedback that the client may wish to share with either their specific tutor or with the Writing Center in general.

During the 2018-2019 reporting period, 4028 evaluations were submitted, equivalent to 78.08% (4028/5159) of total tutoring sessions. Our goal in the next year is to increase the response rate even further. Note that the evaluation numbers presented in the table below include all schedules for each given period (e.g., fall 2018 includes evaluations from in-person appointments, drop-ins, embedded tutoring, and online tutoring).

Figure 32. Tutoring Session Evaluations Overview

Schedule	Number of Responses	Satisfaction %	Usefulness %	Return %
Summer 2018	240	96.08	96.25	97.42
Fall 2018	1983	95.59	96.00	97.09
Winter 2019	29	95.55	96.55	99.31
Spring 2019	1776	95.83	96.13	96.90
AY 2018-2019 Totals	4028			

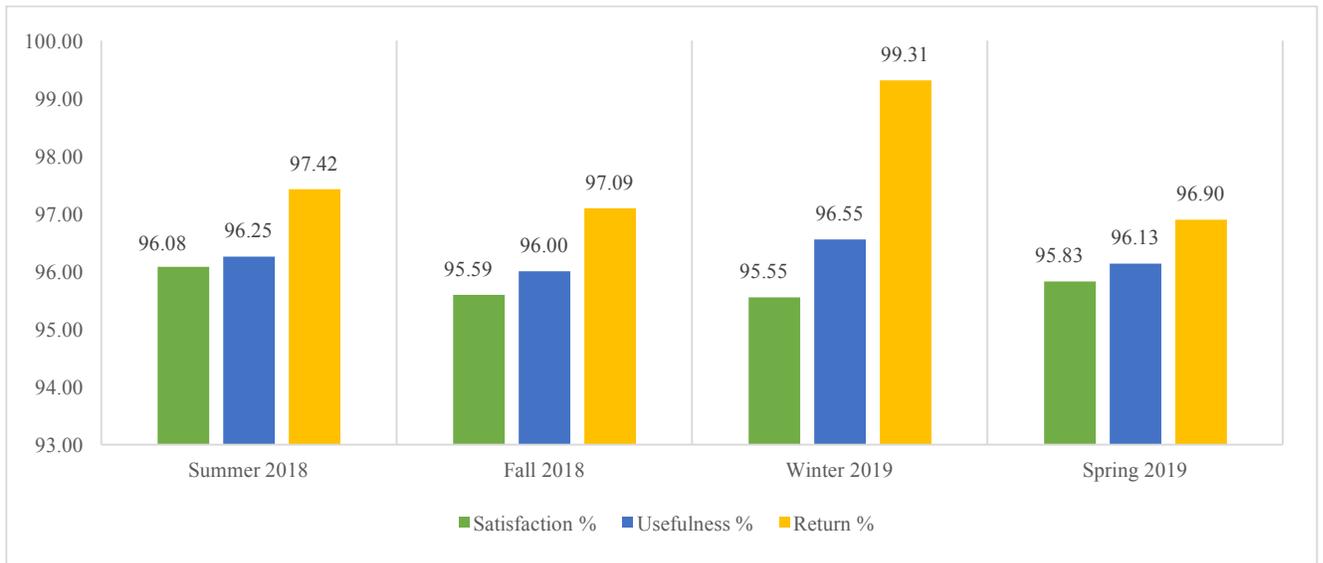


Figure 33. Tutoring session evaluations by semester

WORKSHOPS & HANDOUTS



65 Regularly Scheduled
Workshops



33 In-Class Workshops



18 Workshop Topics



Average Attendance Rate of 72%



Average Satisfaction Ratings
Between 93% and 96%

WORKSHOPS & HANDOUTS

Regular Workshops

During the fall and spring semesters each year, the Writing Center delivers workshops on specific writing topics to help engage with students on a larger scale. These workshops are one-hour, interactive lessons that are presented in a seminar format for a maximum of 15 students, who either sign-up in advance through the WOnline or walk-in on the day of the workshop. The workshop topics are chosen to reflect all stages of the writing process—from first thought to final draft—and are facilitated by Writing Center staff. Our regular workshops are advertised to students via the Writing Center website, through marketing fliers, through social media, on-site at our Clark Hall location, and through display screen visuals in our MLK Library location.

Offerings and Delivery

In 2018-2019, the number of regular workshops offered increased significantly to generate greater student attendance; the figure below summarizes the offerings and attendance by workshop topic and semester. In this reporting year, a total of **18 different workshops** were offered **86 times**, with **65 delivered/presented** (a 75.58% workshop delivery rate). Note that scheduled workshops are not delivered only when there is low registration or no attendance.

Figure 34. Regularly Scheduled Workshops: Totals

Workshop	Fall		Spring		Total Presented
	Offered	Presented	Offered	Presented	
Basic APA Style	4	4	4	1	5
Body Paragraphs	4	4	4	2	6
Cohesion and Coherence	2	2	2	1	3
Common Grammar and Punctuation Errors	4	4	3	2	6
Cover Letters	0	0	3	3	3
Deconstructing the Prompt	2	2	3	3	5
Essay Prompts and Time Management	2	2	4	3	5
Finding a Voice	1	0	1	1	1
How to Write a Killer Introduction	1	1	3	1	2
Muscle Verbs for Good Writing	3	3	3	3	6
Paraphrasing	2	2	2	2	4
Plagiarism and Paraphrasing	2	2	2	2	4
Revising for Clarity: Subjects and their Verbs	2	1	3	3	4
Selecting and Integrating Source Material	2	1	2	1	2
Transitions for Coherence	4	3	3	0	3
Trimming the Fat	2	2	3	2	4
Writing a Job Query Letter/Email	1	1	0	0	1
Writing for your Audience	1	0	2	1	1
Semester Totals	39	34	47	31	65
AY 2018-2019 Totals	Offered	86	Presented	65	

Registration and Attendance

During the reporting period, all regular workshops had an **average attendance rate of 72.01%** based on the total number of **students who registered in advance (293)**, and the total number of **students who attended including walk-ins (211)**.

Figure 35. Regularly Scheduled Workshops: Registration and Attendance

Workshop	Registered			Attended*			No. of Workshops	Average No. of Students	Average Attendance Rate %
	Fall	Spring	Total	Fall	Spring	Total			
Basic APA Style	19	4	23	17	1	18	5	3.60	78.26%
Body Paragraphs	14	2	16	7	3	10	6	1.67	62.50%
Cohesion and Coherence	12	3	15	9	3	12	3	4.00	80.00%
Common Grammar and Punctuation Errors	26	8	34	19	2	21	6	3.50	61.76%
Cover Letters	0	8	8	0	5	5	3	1.67	62.50%
Deconstructing the Prompt	6	7	13	4	4	8	5	1.60	61.54%
Essay Prompts and Time Management	20	11	31	14	6	20	5	4.00	64.52%
Finding a Voice	0	1	1	0	1	1	1	1.00	100.00%
How to Write a Killer Introduction	12	4	16	7	1	8	2	4.00	50.00%
Muscle Verbs for Good Writing	12	10	22	12	10	22	6	3.67	100.00%
Paraphrasing	21	3	24	16	3	19	4	4.75	79.17%
Plagiarism and Paraphrasing	13	4	17	9	3	12	4	3.00	70.59%
Revising for Clarity: Subjects and their Verbs	10	6	16	6	5	11	4	2.75	68.75%
Selecting and Integrating Source Material	11	2	13	5	1	6	2	3.00	46.15%
Transitions for Coherence	20	0	20	18	0	18	3	6.00	90.00%
Trimming the Fat	14	3	17	13	2	15	4	3.75	88.24%
Writing a Job Query Letter/Email	6	0	6	4	0	4	1	4.00	66.67%
Writing for your Audience	0	1	1	0	1	1	1	1.00	100.00%
AY 2018-2019 Totals	216	77	293	160	51	211	65	3.14	72.01%

* Attendance totals include walk-ins.

Evaluations

At the conclusion of each workshop, the facilitator requests that attendees complete an evaluation form online—similar to the feedback form that we use for tutoring sessions. Attendees score from 1 to 5, with 1 being ‘strongly disagree’ and 5 being ‘strongly agree.’

Figure 36. Regular Workshops: Evaluations		
Workshop	Average Percentage	Average Score
The facilitator covered the material sufficiently.	94.40%	4.72
The facilitator presented the material clearly.	96.20%	4.81
I learned something I can use right away.	95.00%	4.75
I would recommend this workshop to others.	93.80%	4.69
Total Number of Responses	169	

Instructor-Requested Workshops

In addition to our regularly scheduled workshops, the Writing Center also conducts workshops in the classroom upon request from instructors. Faculty submit their requests through an online form, which is then reviewed and assigned to a Writing Center tutor wherever possible. The instructor-requested workshops are for the same duration as regular workshops, with lesson plans and materials disseminated to the instructor ahead of the scheduled date.

Requests and Delivery

During 2018-2019, the Writing Center received **42 instructor requests** for in-class workshops. Of these, nine were cancelled (most frequently due to class cancellations). Of the 33 remaining instructor-requested workshops, the figure below provides a year-to-year comparison between the current period and 2017-2018 for the number of times each topic was delivered.

Workshop	Presented	
	2018-2019	2017-2018
Basic APA Style	6	7
Body Paragraphs	2	0
Cohesion and Coherence	3	0
Common Grammar and Punctuation Errors	2	1
Essay Prompts and Time Management	3	2
How to Write a Killer Introduction	2	1
Paraphrasing	2	1
Plagiarism and Paraphrasing	4	0
Revising for Clarity: Subjects and their Verbs	3	0
Selecting and Integrating Source Material	3	3
Transitions for Coherence	1	0
Trimming the Fat	2	1
Totals	33	16

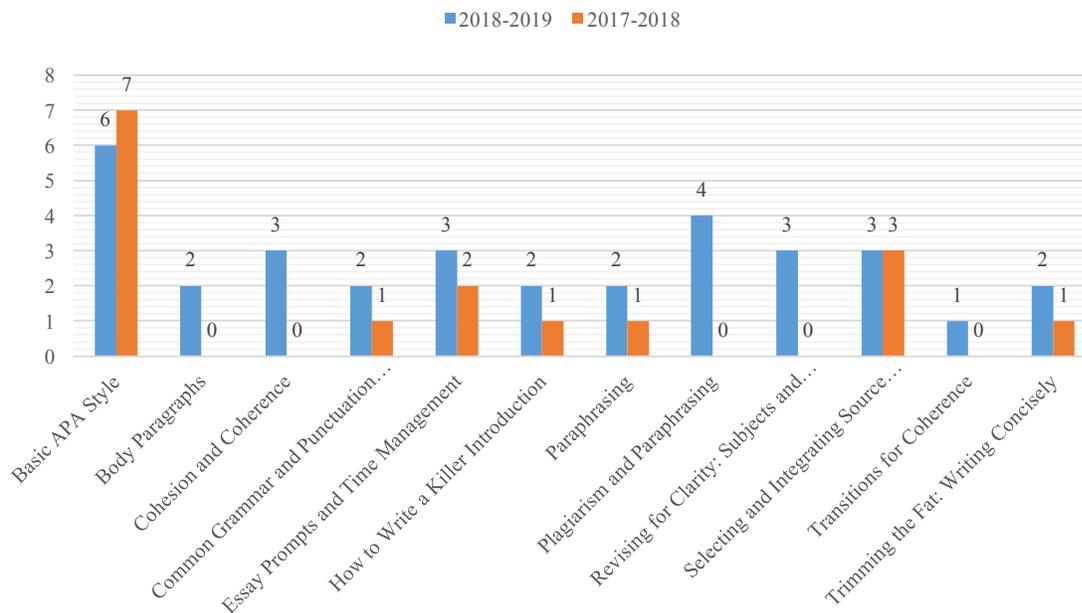


Figure 38. Year-to-year comparison of instructor-requested workshops delivered by the Writing Center.

Evaluations

For instructor-requested workshops during the 2018-2019 reporting period, the overall evaluations of **470 responses** were comparative with the 2018-2019 regular workshop averages previously mentioned, as can be seen below.

Workshop	Average Percentage	Average Score
The facilitator covered the material sufficiently.	94.40%	4.72
The facilitator presented the material clearly.	95.00%	4.75
I learned something I can use right away.	93.20%	4.66
I would recommend this workshop to others.	92.60%	4.63
Total Number of Responses	470	

Homegrown Handouts

Every semester writing tutors create original resources to support the Writing Center mission of helping students improve their writing. These projects go through a formal proposal process—in which the tutors must justify the need for the resource they'd like to create—and multiple revisions throughout the course of the semester. In years past, the resources we created were limited to our Homegrown Handouts, but they have been expanded to include posters, videos, blog posts, pop-up events, research projects for conferences or publication, and other resources (e.g., flashcards or informational bookmarks).

During our years of operation, tutors at the SJSU Writing Center have created over 100 Homegrown Handouts—original writing resources that are posted on the Writing Center website (<http://www.sjsu.edu/writingcenter/handouts>) and used in the tutoring lab.

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 formal 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. 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.

CAMPUS COMMUNICATIONS



Follow-up Emails to Faculty



Faculty Feedback

CAMPUS COMMUNICATIONS

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.

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 campus community 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 Mokri,

My name is Annelisse Kennedy-Lewis, and I am a tutor at the Writing Center. I worked with your student [REDACTED] on February 15. He has given me permission to contact you regarding his visit to the Writing Center.

[REDACTED] brought in his essay for ME 195B for help with organization. During our 30-minute session, we discussed how to strengthen his thesis statement to ensure it was clear and encompassed his entire argument. We continued by talking about introductory and concluding sentences. We discussed how to write an introductory sentence that explains what the paragraph will be about. [REDACTED] asked about how to make ideas flow between paragraphs, so we worked on writing concluding sentences that connect multiple ideas in the essay. We also focused on ensuring his meaning was explicit throughout the writing and how to know when it is necessary to offer an explanation of industry terms. We finished by working on writing a concluding paragraph that stays focused on the argument without summarizing it.

Throughout the session, [REDACTED] was able to spot his weak points and discuss ways to fix them. By the end of our session, we had looked over his entire paper, and I encouraged him to return to the Writing Center once he has made changes to his draft.

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

Sincerely,
Annelisse Kennedy-Lewis
Writing Center Tutor
408-924-2308

Sample Email #2

Dear Professor Linford,

My name is Sarika Kanhere, and I am a tutor at the SJSU Writing Center. I worked with your student [REDACTED] from your ECON 100W course on April 9. [REDACTED] has given me permission to contact you regarding her visit to the Writing Center.

During our session, we focused on content. She had some trouble extracting information from her literature review that was appropriate to the initial findings report, so we looked at the assignment sheet. We also worked on refining her hypothesis and thesis to more accurately match her research and argument.

We discussed each section of the assignment sheet in detail, noting areas that were missing or needed to be expanded on. We discussed the structure she should follow for her paper. She was unsure about whether she was using an econometric or a theoretical model, and she also had questions about proving her hypothesis. I encouraged her to check in with you regarding more technical questions such as these.

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

Sincerely,
Sarika Kanhere
SJSU Writing Center Tutor
408-924-2308

Selected Faculty Responses to Follow-up Emails

We receive hundreds of 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 2018-2019. (Student names have been redacted for privacy.)

Yi-Lun,

I would like to thank you for the below update on graduate student [REDACTED] from my DMA 298B course. [REDACTED] has a very strong record of creative achievement in the Digital Media Art program, and I was confident she could find the resources necessary at SJSU to improve her thesis paper.

I read and provide detailed written feedback to all MFA thesis students whom I advise. I am grateful for your English grammar support for our international graduate students.

All the best,
Gary Hobbs
College of Humanities & the Arts

Dear Annelisse,

Thank you for keeping me in the loop and for working with [REDACTED]. I will also reach out to [REDACTED] to see how I can further support her in composing the essay.

Best,
Luis E. Poza
Connie L. Lurie College of Education

Dear Lydia,

Thank you for informing me about your session with [REDACTED]. He is a great student who shows genuine interest in learning and desire to improve his academic skills. His writing and critical thinking skills can certainly benefit from extra guidance outside the classroom, and I'm very glad that he worked with you.

I also appreciate your detailed report, because it gives me additional perspectives in reading and assessing his works. Thank you for providing us valuable assistance!

Best,
Reiko Kataoka
College of Humanities & the Arts

Hi Jack,

Thank for the report on your writing tutoring work with [REDACTED]. You covered just the items [REDACTED] will benefit from understanding and working on in her writing. I appreciate your thoughtful guidance with [REDACTED] and your overview here.

Shelly Buchanan
School of Information

Hi Annelisse,

Thanks for getting in touch with me about your session with [REDACTED]. I'm glad to hear she was able to get support for citation, and info from OWL that she can use on her own in the future.

I know she will incorporate the things she learned from your session into her final draft. Thanks for your work!

Happy Thursday,
Chris Cox
College of Social Sciences

This is wonderful, Megumi. Thank you so much for this summary and for your help and support of [REDACTED]. She is working so hard to improve her writing skills. I have deep respect for her efforts. I also deeply appreciate the Writing Center and the work you all do to support students who genuinely want to improve. Without the support and skills of tutors like yourself, these students would continue to struggle in doubt and confusion.

With gratitude,
Maureen Lowell
College of Health & Human Sciences

Thank you for helping [REDACTED] out. I'll follow up with her about her questions on inductive reasoning. Thanks again for your help.

Gary Cava
Connie L. Lurie College of Education

Melanie,

Thanks so much for notifying me, and for spending the time to help one of my students. It sounds like this was a very productive meeting! I'm glad we have supportive people such as yourself on this campus to help our students; much appreciated!

Best regards,
Morgan McKnight
College of Social Sciences

Thank you very much, Thomas. [REDACTED]'s paper was very well done after your tutoring.

Arlene Spilker
Valley Foundation School of Nursing

Dear Enya,

Thank you for your message.

I would like to share with you that I, the course instructor, don't have a background in computer science either! But, one of the goals of the course is to guide the students to communicate very technical ideas in a way that can be understood by a general audience. Based on your observations, it sounds like [REDACTED] was able to do that in his assignment.

Your feedback has been very useful to me; it tells me that what is happening in the class (and outside of the class) is leading the students towards the course learning outcomes. Thank you!

Debra Hunter
College of Science

Hello Heidi,

Thank you so much for your excellent work with our MSAE students and for keeping me informed. If you have any handouts on how to set up automating headings, table of contents, figure captions and references, that'd be awesome—in fact, I could use them too.

Nikos Mourtos
Charles W. Davidson College of
Engineering

Christina,

I'm thrilled that you were able to assist [REDACTED] yesterday—I see his work getting stronger over time, so thanks for helping him keep his momentum going.

Rick Kos
College of Social Sciences

Sydney,

Thank you for your email, and it's good to hear how helpful you were for [REDACTED]. I don't have anything to add other than I tell my students to be very thesis-driven in all their essays. In short, I don't want a report—I want an opinionated essay. If that bit more of data helps you and your colleagues there, I'll be pleased by that.

But, really, thank you for your work with, and on behalf of, students!

Matthew Kapell
College of Humanities & the Arts

McKenna,

Thanks for the update. I'll be handing back her reviewed rough draft tomorrow, so hopefully my comments will echo yours and she can bring that reviewed draft in with her to the session with you. If I can provide any additional clarification as to what I'm expecting from the assignment, or clarify any philosophy-specific material please let me know.

Take care,
Casey Smith
College of Humanities & the Arts

Dear Thomas,

Thank you for letting me know. [REDACTED] did a very nice job on the paper, and I'm sure that your session helped quite a bit.

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

Hi Writing Center,

Sending along a huge thank you for creating the homegrown grammar and style guides. They are extremely helpful, clear, and concise. For common problems in papers, these guides are a time saver!

Sincerely,
Susan Maret
School of Information

Hi Evin,

Terrific, thank you for your note. This sounds like exactly the assistance she needs to get her writing up to business standards.

Best,
Laura Roden
Lucas College & Graduate School of
Business

Thanks Enya,

That's good to hear that students are taking advantage of the Writing Center. I posted a link to the Writing Center along with the assignment on Canvas, so I'm glad they are using it!

Best,
Joe Petsche
College of Science

Dear Sarika,

I want to thank you for your on-going support for [REDACTED]'s writing. I am encouraged by the steady progress I am seeing and am looking forward to her final submission on Monday.

The SJSU Writing Center is one of the very most important support programs on campus. You and your colleagues are doing great work.

My best,
John Loomis
College of Humanities & the Arts

Thank you for letting me know. [REDACTED] spoke highly of the productive session with you. He said he learned a tremendous amount by explaining his errors to you.

Dr. Mitchell
College of Humanities & the Arts

Hi Michelle,

I wanted to thank you, Enya, and the Writing Center for helping me and my class out today. Enya's lesson was straightforward and easy to understand, plus the handouts are super helpful. Hopefully, some of my students will take the time to visit the Center. Thanks again!

Best,
Chelsea Criez
College of Humanities & the Arts

Thank you for your email and for the help you gave on this project. At the end of the day, it's about getting the ideas in their minds on the paper so everyone can appreciate them, and I'm glad they took the initiative here.

Thanks again,
David Steele
Charles W. Davidson College of
Engineering

ONLINE PRESENCE



Online Tutoring Pilot Program



14 Tutors Trained for Online Tutoring



2, 282 Social Media Followers



116 Blog Entries Written and 54,000+ Blog Views



18,047 Views of YouTube Videos

ONLINE PRESENCE

Online Tutoring

Overview

On October 8, 2018, the SJSU Writing Center began offering synchronous online tutoring sessions. Per our in-house pilot in spring 2018, we developed a set program: forty-five-minute appointments conducted via Zoom. Students were strongly encouraged to use Google Docs and would have a five-minute technology grace period at the start of the session. Students would sign up for these sessions using our regular WOnline system, and a link to their sessions would be sent via iCal invites the day before or the morning of their session.

While we purposely started small to gauge the interest in online tutoring in fall 2018, our results reveal the great potential for the growth of this program. In fall 2018 (from October 8 – December 12) we offered about 10 hours (on average) of online tutoring weekly (not including online tutoring hours offered by our embedded tutors). Students utilized **4,140 minutes** (or **69 hours**) of online tutoring time through all our programs. We offered the scheduled hours at varying times in the morning and early to late afternoon.

In spring 2019, we offered about 20 hours (on average) of online tutoring weekly with more afternoon and evening times (and Friday times as well). With this added availability, students **more than doubled** their usage to **8,400 minutes** (or **140 hours**). Since Writing Center business is generally slower in spring semesters, it was heartening to see this large increase in usage.

Training

In fall 2018, Coordinator Judnick trained 11 tutors to work in the online environment through a four-hour training module; she trained an additional three tutors in spring 2019, for a total of 14 tutors in 2018-2019. (This specialized training is one of the options for tutors who want to move toward being a senior/lead, level three tutor.) Several of these tutors only offered online hours as part of their embedded tutoring work.

Coordinator Judnick's training program was broken into four sections as outlined below.

Part I: The Basics and Tech

In this part of the session, tutors were encouraged to work hands-on with all the elements necessary for a successful online tutoring session.

1. **Zoom:** setting up the software / getting comfortable
2. **Headphones / Resources:** session preparation
3. **Tech Practice:** What would you do without any audio or video? What would you do if you had a poor internet connection?

Part II: Best Practices and Policies

Coordinator Judnick reviewed updated policies and procedures for online tutoring. She also discussed a list of helpful phrases created by a tutor who worked as the assistant for the online pilot project in spring 2018.

Part III: Mock Sessions

In this mock session, participants were given 20 minutes to work as the tutor, 20 minutes to serve as the tutee. Coordinator Judnick offered sample papers that reflected common concerns from students who regularly utilize the writing center—graduate students, multilingual learners, and students in writing-intensive courses.

Participants at the end of the session were asked to reflect on the following questions:

1. What techniques am I still using from my regular tutoring sessions?
2. How have I adapted to the online environment?
3. How could I improve this session?
4. What resources would help me be the best online tutor I can be?

Part IV: At-Home Reflections

Finally, before the tutors could be placed on the online tutoring schedule, they needed to pass a quiz related to their training. Tutors were also asked to reflect on a few questions and then offer their potential scheduling availability.

After completing each of the four steps, tutors received an online tutoring certificate that could also be emailed to any professors or departments interested in hiring an embedded tutor.

Advertisements and Responses

While we did not want to overwhelm our initial pilot program with too much interest (a piece of advice repeated in several interviews with other online tutoring program participants), it is clear that SJSU students are interested in online services.

Writing Center staff members have helped advertise our new services. While posts were released on our Writing Center blog, Instagram, and the Sammy app, anecdotally, the positive word of mouth and paper advertisements passed out in selected writing-intensive courses and after appointments in the Writing Center led to a steady uptick in utilization in the spring semester. We've also noticed several "regulars" who are starting to return week after week to use online sessions.

At the end of the spring 2019 semester, tutors Andy Cormier and Yi-Lun Lin also completed a short video helping to advertise online tutoring best practices to help students prepare for their sessions. It will be placed on our website and YouTube channel to ensure that the program remains a popular—and successful—one.

Adjustments and Future Expansion

As with any new program, adjustments will continue to be made. We quickly discovered, for example, that some students were able to circumnavigate the WOnline system to book two in-person appointments *and* two online appointments weekly. Since there is no solution yet to this issue, we have simply grandfathered in this policy of allowing two appointments on each schedule weekly. However, it is encouraging that students want to use as many Writing Center resources as possible.

We also had some occasional technical issues that were solved as they arose. One final issue involves training students to find their iCal invites more easily in their email.

We will continue to develop a rubric for online observations of the tutors conducted by Director Hager and/or Coordinator Judnick to ensure our staff continues to follow training protocols.

We feel confident that the online tutoring program will continue to grow in popularity. Within the next year, we plan to expand our online tutoring program by focusing on the following modifications:

1. Advertising with online-only SJSU graduate programs to reach a new demographic of students
2. Offering hours outside of the standard Writing Center schedule (including some weekend and late evening hours)
3. Streaming workshops and/or offering small-group online tutoring sessions
4. Expanding the hours of online tutoring each semester

Social Media

Background and Statistics

Aya Abdelhadi and Alejandra Galindo were hired as our student social media coordinators in early November 2018. They were previously student assistants who worked our front desk, and this new position allowed them to do work related to their major. They first researched and analyzed how all our social media platforms were performing in terms of followers, likes, and comments because this data would be helpful when using their monthly tracking system for all social media platforms. Below is a table comparing data from the start of their role to the end of the 2018-2019 year.

Prior to hiring our student social media coordinators, we had 351 followers on Instagram and did not have a consistent presence. Their main goal in 2018-2019 was to increase engagement with our platforms, which they achieved by creating quality content, providing consistent posts, and offering greater creativity with the types of content. Their goal was to hit 400 followers by December 2018, which they accomplished. As of June 2019, the Writing Center Instagram account has 547 followers.

Prior to Social Media Coordinators	With Social Media Coordinators
Instagram: <ul style="list-style-type: none"> ○ 351 followers ○ Range of likes: 7-13 ○ Comments: 0 ○ Instastories: 0 	Instagram: <ul style="list-style-type: none"> ○ 522 followers ○ Range of likes: 20-50 ○ Comments: 0-5 ○ Instastories: 13
Facebook: 760 individual fans	Facebook: 784 individual fans
Twitter: 932 followers	Twitter: 976 followers

The image below illustrates some of our highest performing posts. They highlight our likes, comments, and engagement percentage. We have discovered that posts with pictures of people do better compared to other posts. We have also seen that our inspirational quotes are being saved by a few of our followers. Additionally, when we highlight people on our Instagram—like contest winners—they are more likely to repost it on their Instagram. Based off our analytics, our audience is 69% female and 31% male, mostly ranging from age from 18 to 24.

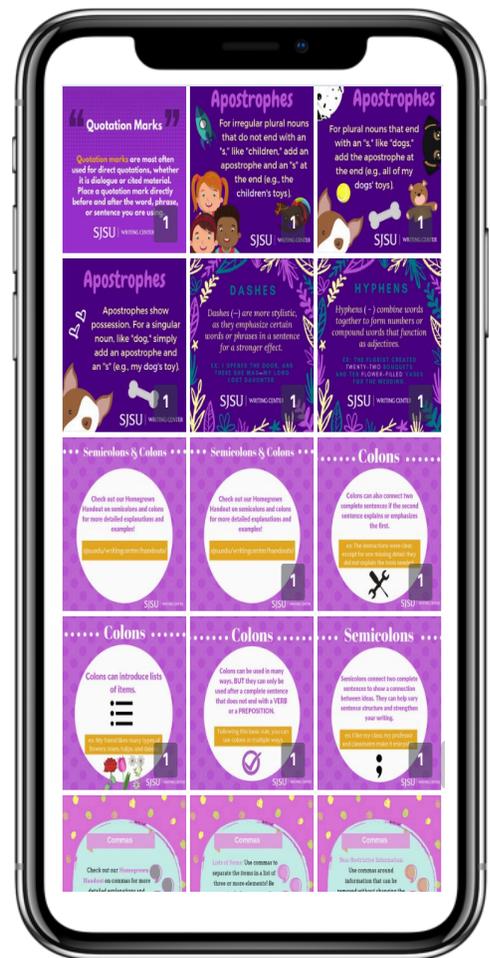


Achievements

Prior to hiring our social media coordinators, there was not much focus on the type of audience for each platform. We had a large following on Twitter and Facebook but minimal engagement. On Instagram, there weren't consistent posts or themes, and few events were being advertised. We weren't creating tailored content for each platform, and there wasn't adequate attention paid to analyzing data from all platforms. Coming up with an action plan based on the data we collected helped us revolutionize our social media platforms.

Research is vital in terms of understanding the audience for each platform and optimizing use and engagement. Later—the platform we use to schedule posts—created a video series delving into all things Instagram in which they provided tips on the Instagram aesthetic and the importance of user-generated content (UGC). Since then, we've created color palettes dedicated to each season; that way, our feed looks consistent and is aesthetically pleasing to ensure we make a positive first impression. Our goal is to provide as much as information as possible on Instagram because some students turn to social media to get information rather than our formal university website.

To the right is our Craft Course series that we ran over winter break. We wanted to make sure we were engaging and providing content to our followers even when many of them



were not on campus. For this series we created a distinct purple ombre effect so the posts would look consistent when they were all posted. This series was such a success that we plan to run Craft Courses during future summer and winter breaks.

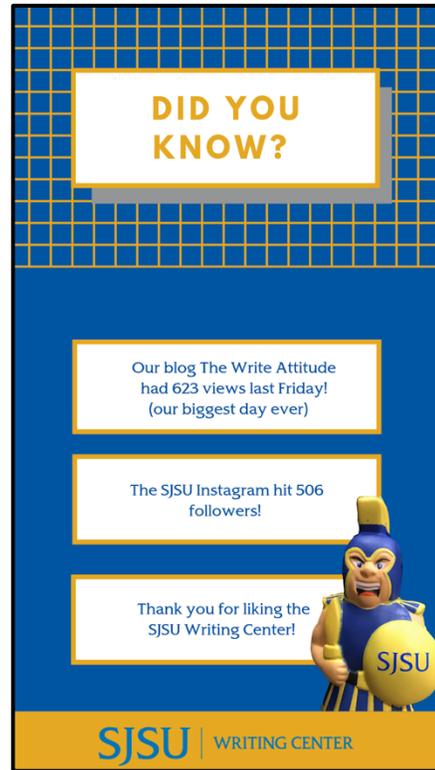
Below is a chart illustrating how we have transformed our social media platforms.

Platform	Audience	Platform Usage
Instagram	Students and student groups	<ul style="list-style-type: none"> • Advertisements • Themed weekdays <ul style="list-style-type: none"> ○ Workshop Monday ○ Inspirational Tuesday ○ Haiku Wednesday ○ Throw Back Thursday (TBT) ○ Spotlight Tutor Friday • Craft courses • Additional programming (e.g., online tutoring) • Special features • Instastories
Twitter	Other writing centers, writing professionals, and SJSU organizations	<ul style="list-style-type: none"> • Advertisements for blog posts • Events • Contests • Haikus • “Ask a Tutor?” series
Facebook	Alumni, faculty, and former tutors	<ul style="list-style-type: none"> • Events • Contests • TBT Posts • Alumnus news • Past events • “Where Are They Now?” series
Sammy App	SJSU students, faculty, and staff	<ul style="list-style-type: none"> • Workshop Schedule • Events • Contests/resource highlights • Time/schedule changes • Hiring announcements
Blog	Other writing centers, SJSU organizations, students, faculty, and staff	<ul style="list-style-type: none"> • Themed Posts <ul style="list-style-type: none"> ○ “Meme of the week” ○ “Quick Tips” ○ “Fix-it Police” • Interviews <ul style="list-style-type: none"> ○ “Ask the Specialists” ○ “Better Know a Department” ○ “Where Are They Now?”

Highlights

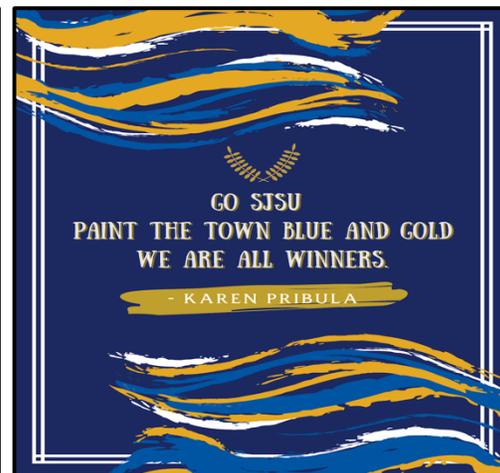
To further increase our engagement, we have been using hashtags relevant to the content we are posting. For example, on Haiku Wednesdays we have been using hashtags such as #writingcenterrocks #poetryofig #poetrygram #poetryinstagram #poetrylovers #poetrylove #poetrylover #haiku. By using these consistent hashtags, people on Instagram can easily follow the hashtag which will trace back to our posts. We also make sure that each post includes the hashtag #writingcenterrocks.

In addition, we have been utilizing Instagram stories more often. We have a total of 13 Instagram stories that we used to post quick advertisements, statistics, and video recordings of events. We have “highlights” that include all our archived Instagram story posts from regular advertisements to an entire highlights reel dedicated to the Northern California Writing Centers Association (NCWCA) Conference. Our Instagram stories typically receive a range of 75-100 views. A sample Instagram story is included to the right.



We have also had a few celebrity followers on Instagram. Ryan Delaire, a football player for the San Francisco 49ers, follows us and consistently likes our posts. We had the opportunity to interview him, which was posted on our blog. We were also followed by comedian Brandon Vestel.

One of our greatest social media achievements thus far was our SJSU-themed haiku contest that ran during the month of November. This contest was open for faculty/staff and students. We marketed our contest by creating fliers and social media posts. We distributed the fliers throughout campus and also delivered them to specific departments; in addition, we posted full-size fliers in both our Writing Center locations. Finally, we posted consistently on our Instagram



(and blog) about the contest to increase submissions. To support this contest, we used Instastories for the first time. We created a poll asking our followers if they submitted a haiku yet; we then followed up with

another story telling our followers where to find the contest link. The contest ran for 29 days, and we received nearly 50 haiku submissions.

Another one of our greatest achievements was participating in the Northern California Writing Centers Association (NCWCA) Conference. The social media team (Aya Abdelhadi, Alejandra Galindo, and Coordinator Judnick) presented on the topic of how social media can enhance a writing center. We had the opportunity to present information about what platforms and programs we use and how we use them. In the process of looking at other writing centers in the Northern California region on social media, we found that the majority don't have an Instagram or Facebook page. In this presentation, we used our Writing Center as an example to show other colleges how much social media has impacted us in getting the word out and engaging with our students. The turnout of this session far exceeded our expectations. The room was filled with over 40 people interested in learning about how our Writing Center uses social media to our advantage.

Lastly, during winter and summer breaks, we decided the best way to keep our audience engaged is by posting daily Craft Courses. Craft Courses present detailed information about writing that we illustrate and post. There is a strategic plan in terms of information and design, and we also use consistent hashtags that can easily be followed (#craftcourses #summerlearning #summer) along with our SJSU Writing Center general hashtags.

Goals

In the future, our social media coordinators will collaborate with the pop-up event team to host events like Poetry Night or an Open Mic: Writing Center edition. Hosting an event like this will give students who come to the Writing Center a chance to engage with us. It will also give us an opportunity to promote these events on all our social media platforms. Creating more videos on our YouTube account is another goal, including vlogs for our already existing Craft Courses.

We have had great engagement on our Instagram page, with increases in followers and likes. We would like to see the same happen to our other social media platforms (Facebook, Twitter, and YouTube). We would also like to focus more on creating tailored content for each of these platforms; since they each have a different audience, we want to make sure we are reaching everyone.

Lastly, we plan to collaborate with other on-campus student organizations so that they can make their students aware of the Writing Center and all the resources we offer. We also plan to start re-posting more content that the SJSU Writing Center has been tagged in. On Twitter, we will start re-tweeting posts from other on-campus organizations to show our support.

YouTube Videos

Writing tutors also continued to create videos for the Writing Center YouTube channel (<https://www.youtube.com/user/SJSUWritingCenter>) during the 2018-2019 academic year. The videos go through the same vigorous revision process as all resource projects. Our videos range from quick tips to interviews with writing experts to informational segments about how to use Writing Center services. The following videos were created during the last year:

- “Online Tutoring Ad,” by Andy Cormier and Yi-Lun Lin;
- “Five-Minute Tutor” series, by Christina Cantero;
- “WCOOnline Registration Walk-Through,” by Roy Thompson;
- “How to Brainstorm an Essay,” by Thomas Zakhazhevskiy;
- “Virtual House Call 2018,” by Christina Cantero, Evin de Leon Sanchez, and Michael Muetzenberg.

Two interviews with professional writers that were published on our blog were also posted on our YouTube page: “Interview with Sally Ashton,” by Coordinator Judnick and “Interview with Christine Vines,” by Jack Brady.

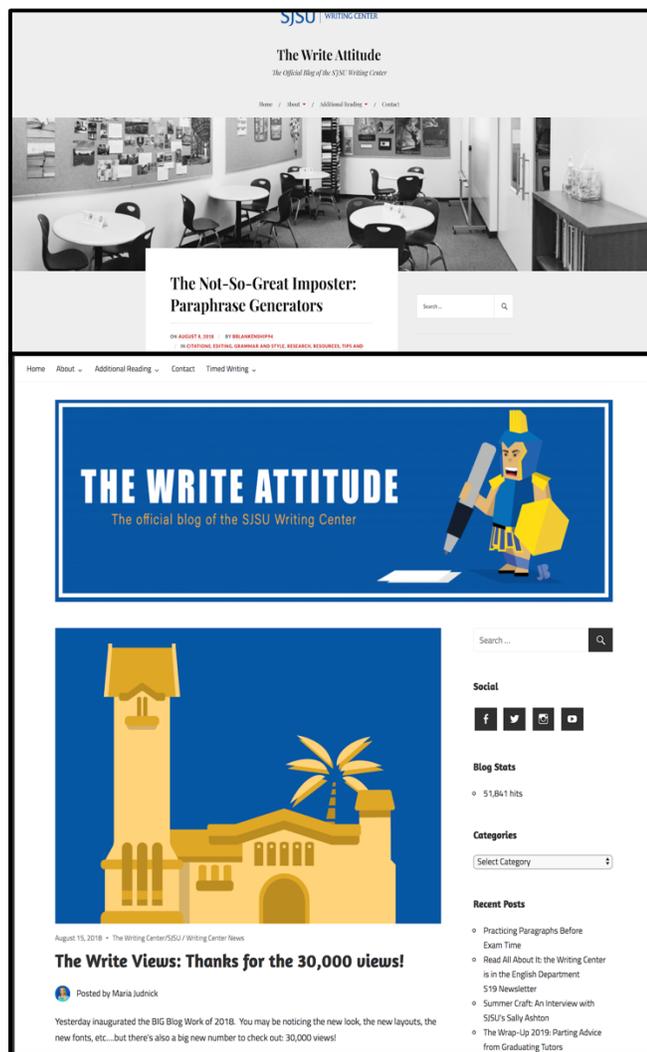
The Write Attitude: The Official Blog of the SJSU Writing Center

The *Write Attitude* blog (<https://sjsuwritingcenter.wordpress.com/>) continued to expand rapidly in 2018-2019. However, the purpose of the blog remained the same: to help SJSU students (and our wider reading audience beyond the university) learn valuable information about the writing process through an informal, easy-to-access platform.

Blog Updates

One key accomplishment in 2018-2019 was the introduction of a new look to the blog. Previously, the blog had a rather simple design that lacked color overall (see the top image to the right).

Now, thanks to current Associate Student Editor Jack Brady, the blog has an updated template. Brady custom-designed images for over a dozen categories of blog posts on Illustrator for this overhaul. Over the course of several days in August 2018, several tutors helped in the painstaking process of adding a featured image to each post. The tutors also assisted in updating all the tags and categories for each post so readers can more easily access related posts. The new look went live on August 14, 2018.



Contributors and Associate Editors

During 2018-2019, Coordinator Judnick (blog editor-in-chief) again oversaw three posts a week while classes were in session for a total of **116 entries** since the start of June 2018. Graduate tutor Brooke Blankenship transitioned into the associate student editor position for summer and fall 2018, creating a total of 16 posts. Brooke also worked diligently to format, edit, and help schedule her fellow students' posts before Coordinator Judnick approved each post. Additionally, Blankenship created an informative and fun series related to her process of preparing for the MA comprehensive exams that included updates each month in the fall semester. Finally, Blankenship spearheaded a new interview campaign with former tutors: "Where Are They Now?" Thus far, we have created seven posts featuring interviews with former SJSU Writing Center tutors (listed here in reverse chronological order):

- **Daniel Scarpa**, associate professor at a community college
- **Andrew Tucker**, technical writer and marketing specialist
- **Fabio Coelho**, educator and English language assessment consultant
- **Alyssa Galvan**, content strategist
- **Hannah Wiltbank**, technical writer and knowledge base manager
- **John Linford**, lecturer in SJSU's Economics Department
- **Samantha Clark**, associate photo editor for *National Geographic*

Jack Brady assumed the leadership role as associate student editor when Blankenship graduated in December 2018. Brady has focused much of his attention on offering tips for WST exam preparation in his 12 posts. Most notably, Jack also instituted a new series of video interviews to run on Facebook (and feature on the blog) during the summer months. While Coordinator Judnick interviewed former Santa Clara County Poet Laureate Sally Ashton for a five-part video series, Jack Brady interviewed Steinbeck Fellow and English Department lecturer Christine Vines for a nine-part series.

Both Brady and Blankenship also contributed to an additional interview series—"Better Know Our Writing Support Services"—which highlights the work of our SJSU writing support professionals. Thus far, Amy Russo, Michelle Hager, Tom Moriarty, and Maria Judnick have been interviewed. Brady is currently preparing questions for Lakmini Campbell, which will lead to the next interview in the series.

In addition to Brady and Blankenship's work on the blog, many other tutors and front-desk student staff contributed as well. We added to the popular "Better Know a Department" series with an additional five entries focused on Ballet, Communication Studies, Economics, History, and Aerospace Engineering. Several additional entries are ready to be posted this summer. Highlights from short series by our tutors include Lydia Row's four-part series on literacy skills and McKenna Miller's three-part series on peer-reviewed sources.

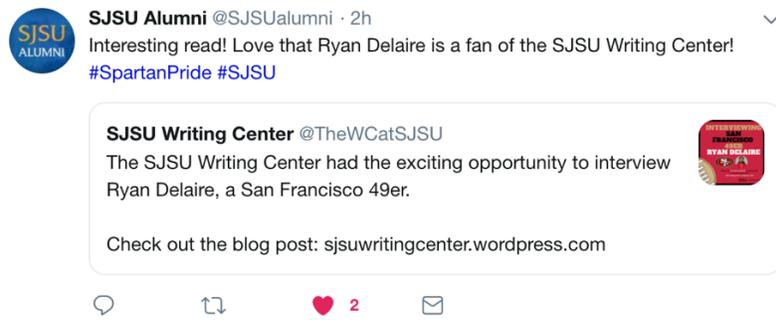
With the new addition of Writing Center contests this year, the work of many students was featured in our illustrated depictions of winning short stories and haikus. We also maintained our popular "Ask the Specialists" series featuring responses from our tutors to a question about writing posed at each monthly meeting. Finally, we also continued our tradition of thanking

people memorable in our tutors' lives at Thanksgiving and asking graduating tutors to offer their final advice at the end of the semester.

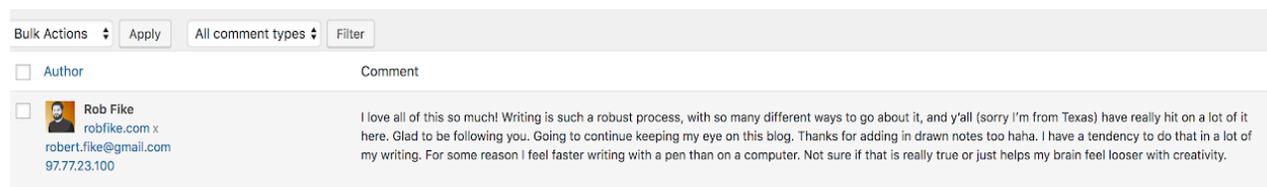
Coordinator Judnick also contributed 38 posts to the blog. Lastly, we continued to offer general information about the Writing Center and other SJSU programs to entice more students to use our resources.

Highlights and Positive Press

San Francisco 49er Ryan Delaire took an interest in our Instagram page during the last year. Coordinator Judnick contacted his agent Antone Barnes to see if Delaire would be interested in being interviewed about his passion for writing and communication as a professional athlete. The subsequent interview was featured in the blog on March 18, 2019. We received great support for advertising this interview through SJSU Athletics. This tweet from the SJSU Alumni account represents the popularity of the post:



However, the accolades for our blog were not limited to this interview. We had, for example, several great responses to our posts, such as this one from October 2, 2018:

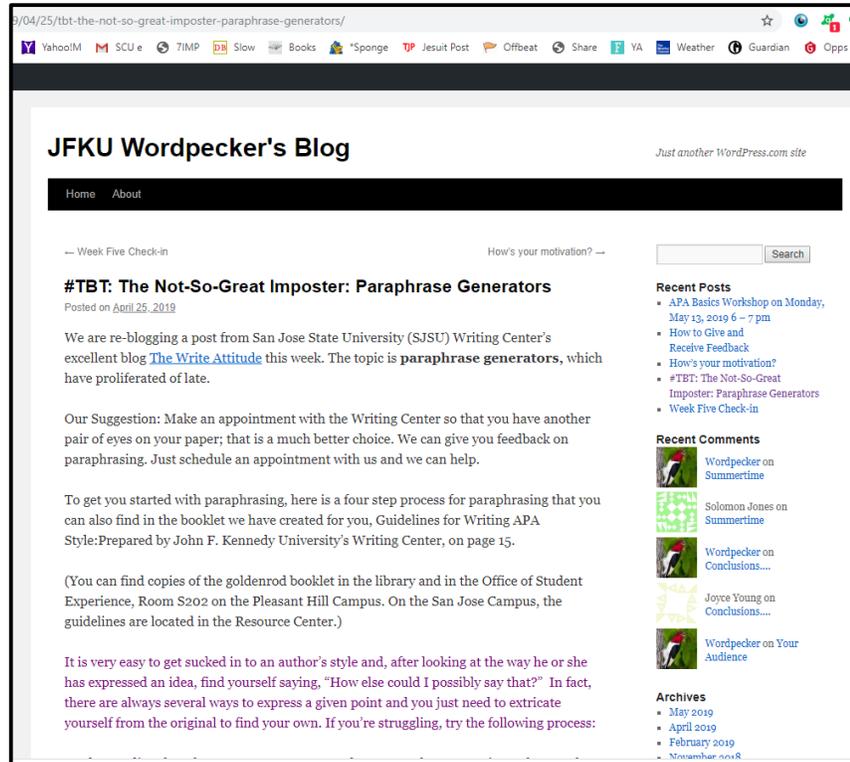


Additionally, several of our posts were re-tweeted and/or re-blogged by other writing centers, including UCD and JFKU, such as this example:



The April 25, 2019 re-blog from JFKU featured material from our post and referenced sources specifically attached to their center. JFKU also re-blogged the May 6, 2019 post by Jack Brady, “How to Give and Receive Feedback.”

Finally, an article written by tutor Jenn Hambly and Maria Judnick, which discussed the SJSU Writing Center’s growth (including that of the blog), was published in the *NCWCA Newsletter* during the spring 2019 semester.



Statistics

With the continued advertising of the blog through our social media channels and other outreach projects (e.g., the Testing Office offers a list of blog posts relevant to the WST on their website), the blog has received a total of 27,198 views during the school year. (In contrast, when Coordinator Judnick began, the blog received a total of 6,095 views by the conclusion of the 2016-2017 school year. Last year, we had received closer to 24,000.) At the time of this report’s publication, we have reached over **54,000 views total**, which is more than double our total from last year.

More significantly, we are seeing a rise in our followers. Last school year, we had under 100 followers but our numbers have grown to 125 subscribers. We also saw our most popular day—a total of 623 views on April 19—which nearly doubled the previous highest view day in 2018. We also reached a new milestone of monthly views: July 2018 saw 3,025 views. In 2019, our average daily views have risen to 87 views, in comparison to 70 average daily views in 2018. While our most popular posts are still, by far, related to the WST exam (of the top 10 most popular tags, the top seven are related to the WST), we are also seeing a steady growth in our Help for Multilingual Writers tag as it has broken the top 10 most popular tags for the first time with 123 views in 2019 alone.

We are also following our analytics to ensure we are reaching our audience when they are reading. For instance, 25% of our traffic comes to our blog on Fridays when we are posting the most entertaining content. We are also making sure we run our posts in the morning as most of our views occur around 10:00 AM.

All this focused work on blogs has not gone unnoticed. Julia Bleakney, the director of the Elon University Writing Center, has collaborated with both Director Hager and Coordinator Judnick on a writing center blog research project. Currently, the project is awaiting tier two review with *Kairos*, and screenshots from this webtext project are included in the appendix of this report.

Goals

While it is gratifying to note that our blog has continued to grow, we have set new goals for *The Write Attitude* in 2019-2020.

- Reach *at least* 75,000 views next year.
- Double the number of followers.
- Interview at least one significant public figure.
- Increase multimodal posts—we are considering short podcasts of writing advice or other connections to our YouTube channel.

EVENTS & OUTREACH



31 Tabling Events



549 Students Engaged during
In-Class Visits



360 Students Engaged during
Weeks of Welcome



8 Special Pop-Up Events



Practically Speaking



Graduate Writing Retreats

EVENTS & OUTREACH

House Calls

The Writing Center offers in-class orientations to the campus community. These “house calls” inform students about Writing Center services. During these presentations, tutors explain what to expect from tutoring, how to schedule appointments, and how to prepare for sessions. Students are also given information about how to sign up for Writing Center workshops and where to find our online resources that are readily available for self-study. House calls are usually presented in the classroom; however, in some cases, faculty will bring their students to the Writing Center for a tour.

In 2018-2019, we presented to approximately **549** students during these in-class visits. Our tutors talked to students enrolled in classes in the following disciplines: Communication Studies, Geology, Engineering, Computer Science, English and Comparative Literature, Linguistics and Language Development, Nutrition and Food Science, Environmental Studies, Kinesiology, and Health Science. We also did a special house call for J-1 exchange students in August 2018.

Tabling Events

In summer 2018, Writing Center faculty and staff worked a table at every frosh and transfer orientation session (18 in total), speaking with thousands of incoming students and their families.

In December 2018, we had multiple tutors work at the Pozole Study Night event, hosted by the Chicanx/Latinx Success Center. Writing tutors were available to assist students as they worked on their final essays and projects of the semester.



Throughout 2018-2019, Writing Center staff and faculty also worked tables at the following events hosted by various departments across campus:

- ASPIRE Resource Fair, July 2018;
- Graduate Orientation Resource Fair, August 2018;
- Chicanx/Latinx Fall Welcome, September 2018;
- Graduate and Professional Programs Fair, October 2018;
- SJSU Preview Day (as part of the Spartan East Side Promise program for prospective students from the East Side Union High School District), November 2018;
- International Education Week, November 2018;
- Graduate Orientation Resource Fair, January 2019;
- Chianx/Latinx Spring Welcome, February 2019;

- International Transfer Day, March 2019;
- Aim for Pi (resource fair for on-campus residents), March 2019;
- Admitted Spartan Day for all in-coming students, April 2019;
- Global Spartan Fair, April 2019.



Weeks of Welcome

The Writing Center hosted a special Weeks of Welcome event at the start of the fall 2018 semester. At this event, we invited students to join us in writing collectively about their college experiences. We posed questions for students to answer that were displayed on a large whiteboard (e.g., “What is your goal this semester?” or “Where is the best place to grab lunch near campus?”).

Along with encouraging students from across campus to write and interact with their peers and Writing Center staff members, we were also able to answer questions about our services and help students set up their accounts so they could schedule appointments in the future.

Over the course of three days, we served **360** students.

Pop-Up Events

The pop-up event team created and ran eight original events: three in fall 2018 and five in spring 2019. Our goal was to engage the SJSU community through creative and educational exchanges, while highlighting the services the Writing Center provides. During our first year, we tried several avenues for event types. First, we joined campus-wide events, such as Fire on the Fountain. Second, we partnered with other campus organizations and departments; we worked with the student group The Poets and Writers Coalition for our Super Short Scary Stories Contest and the Career Center for the Accomplishment Statements event. Third, we ran events that highlighted our services, such as Coffee with the Tutors.

The pop-up event team consisted of both graduate and undergraduate tutors and student assistants. Each event had one or two student leads. This was the first year we offered pop-up



events, so our work flow emerged organically as events were created. In summer 2018, we began brainstorming by using a human-centered design approach to identify the kinds of events we wanted to run. Each member chose one idea and drafted a proposal following a list of guided questions:

1. What is the purpose of the event? What do you want to have achieved through running this event? What kind of students are you looking to attract?
2. Give a one or two sentence summary of your event.
3. Who are potential collaborators? Are there offices, organizations, or groups on campus we can partner with?
4. When should the event be? Propose a month and day(s). How long is the event?
5. Where will the event be held? Are there any special permissions/accommodations needed?
6. How many people are needed to run the event? Do you need tutors or any WC staff? How will you recruit them?
7. Where should we advertise? Whom should we advertise to? How many weeks before the event should we start advertising?
8. What materials do we need for this event? Roughly how much will the materials cost?
9. Write out a specific timeline for the event (including preparation and facilitation).



The team members commented on one another's events and checked for areas that needed further development. This process led to a final event proposal that was submitted to the director for approval. During fall 2018, event leads began making preparations and recruiting other team members as needed. The coordinator of the pop-up event team, Amy Russo, helped book rooms and buy supplies. The team leads along with the event staff ran the events and wrote follow-up reports.

Overall, the team succeeded in engaging and educating students through unique events. For the

next year, our goal is to streamline our work process, finalize standard events, and create strong documentation to ensure long-term viability.

We facilitated the following pop-up events in 2018-2019.

Month	Event Name	Lead(s)	Engagment	Repeat Event?
August	Writing an Email to a Professor	Sydney Seelig (Tutor)	42 people	As is
October	Super Short Scary Stories Contest	Kendra Arceneaux (Tutor)	6 people	Update
October	Transfer Student Midterm Writing Help	Christian Cruz (Student Assistant)	4 people	Retired
March	Coffee with the Tutors	Kendra Arceneaux (Tutor)	25 people	As is
March	How to Structure an Accomplishment Statement	Shubham Patel (Student Assistant)	53 people	Update
April	April Poetry Writing Contest	Amy Russo (Coordinator)	9 people	Update
April	Community Story	Erica Odell (Student Assistant)	30 people	Update
May	Self-Editing Challenge	Sydney Seelig & Annelisse Kennedy-Lewis (Tutors)	33 people	As is

Speaking English Group (SEG)

In fall 2018, our tutors and Coordinator Russo facilitated four meetings of the Speaking English Group (SEG). We offered free coffee and a space for international and bilingual students along with other members of the SJSU community to explore topics related to English, academic life, and professional success. These meetings were intended to serve a small group (due to room capacity and due to the nature of the activities), and we worked with a total of **15** students.

Practically Speaking

Fall 2018

Practically Speaking was a **six-week module** for a group of twelve graduate students to practice impromptu public speaking, which met every Wednesday from 4:30 to 6:00 in Clark Hall and was hosted by the SJSU Writing Center.

Participants practiced giving one-to-two-minute speeches on questions without preparation.



Participants could receive a certificate of completion for attending all six sessions or attending five sessions and doing reflection activities.

We had **102 students apply for twelve spots**. Two application reviewers evaluated every application considering the following criteria: 1) Is the applicant a graduate student at SJSU? 2) How many days can the applicant attend? 3) What were the stated goals of the applicant? 4) What is the applicant’s course of study (aiming for diversity)?

Multilingual students made up more than half of the group of accepted graduate students. They were from a wide range of graduate programs, including Biomedical Engineering, Chemistry, Computer Engineering (2x), Computer Science, Economics (2x), Electrical Engineering, Environmental Studies, Human Factors and Ergonomics, Quality Assurance, and Software Engineering. Some participants had experience in industry while others solely had educational experience.

Attendance Rates:

Meeting 1: 100% (12/12) **Meeting 2:** 83% (10/12) **Meeting 3:** 81% (9/11)
Meeting 4: 90% (9/10) **Meeting 5:** 90% (9/10) **Meeting 6:** 90% (9/10)

A pre can-do survey was given to participants at the start of the first meeting, and the post can-do survey was given at the final meeting. Statements were ranked on a continuous scale from 1 to 6, where 1 is strongly disagree and 6 is strongly agree. The pre-survey had 11 respondents, and the post-survey had 10. Listed responses are group averages and organized by difference.

Public Speaking Skills Can-Do Statements	Difference	Pre	Post
I can structure my speaking effectively and tell a good story during my impromptu public speaking.	2.4	2.4	4.8
I can give advice and comments to other people about doing impromptu public speaking effectively.	2.3	3.1	5.3
I have good clarity in impromptu public speaking: My speech is clear, easy to understand, and smooth.	2.1	2.7	4.8
I can use vocal variety (tone, speed, volume, and pause) as a tool in my impromptu public speaking.	2.0	2.8	4.8
I speak in an interesting and compelling way during my impromptu public speaking.	1.8	2.6	4.4
I have good audience awareness skills in impromptu public speaking.	1.7	3.1	4.8
Overall, I am skilled at impromptu public speaking.	1.5	2.9	4.4

I am skilled at speaking for 1 to 2 minutes without prep.	1.3	3.4	4.6
I can use gestures effectively.	1.3	3.4	4.7
I am comfortable speaking to an audience.	1.2	3.2	4.3
I can use eye contact to effectively engage my audience.	0.9	3.9	4.8

An overall satisfaction survey was given during the last group meeting. Statements were ranked on a continuous scale from 1 to 6, where 1 is strongly disagree and 6 is strongly agree. There were 10 survey respondents, and they had all completed Practically Speaking.

1. Practically Speaking was helpful for my public speaking skills. 5.4
2. Practically Speaking met or exceeded my expectations. 5.3
3. The facilitator helped me have a productive and enjoyable experience at Practically Speaking. 5.8
4. The weekly handouts (e.g., structure, vocal variety, etc.) were helpful. 5.8
5. I felt comfortable sharing my ideas and experiences with people at Practically Speaking. 5.6
6. I felt comfortable having my peers give feedback on my public speaking. 5.6
7. I felt comfortable giving my peers give feedback on their public speaking. 5.6
8. There was a good balance between speaking, peer comments, and facilitator presentations. 5.6
9. I am leaving feeling I have a good start/made progress on my public speaking skills. 5.5
10. I would recommend Practically Speaking to other graduate students. 5.5
11. I think SJSU should continue holding Practically Speaking every semester. 5.6

We collected both qualitative and quantitative feedback, and we then used the feedback to grow and improve the program for the spring semester.



Spring 2019

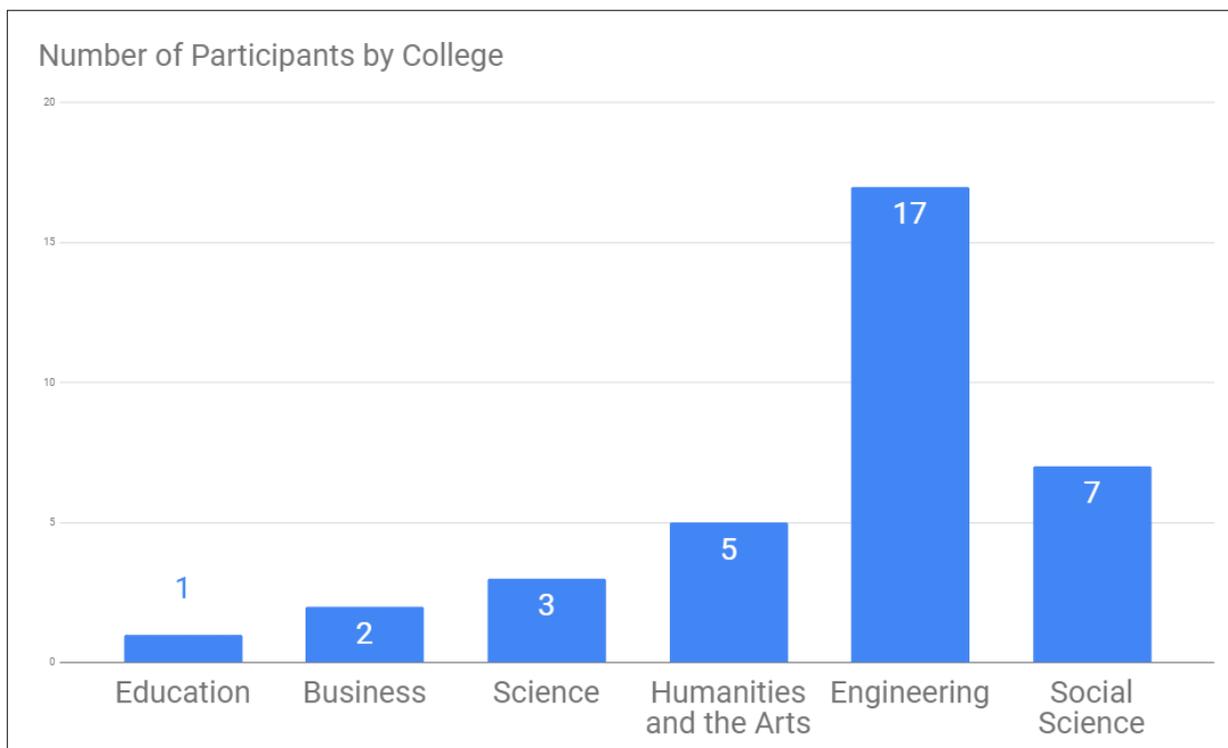
During fall 2018, one six-week session of Practically Speaking was facilitated by Coordinator Russo; in spring 2019, there were three total sessions facilitated by Amy Russo and Ching Ching Tan, instructor from the Communication Studies Department. Session A was facilitated by Russo and Tan collaboratively; Sessions B and C were run independently by Russo and Tan respectively.

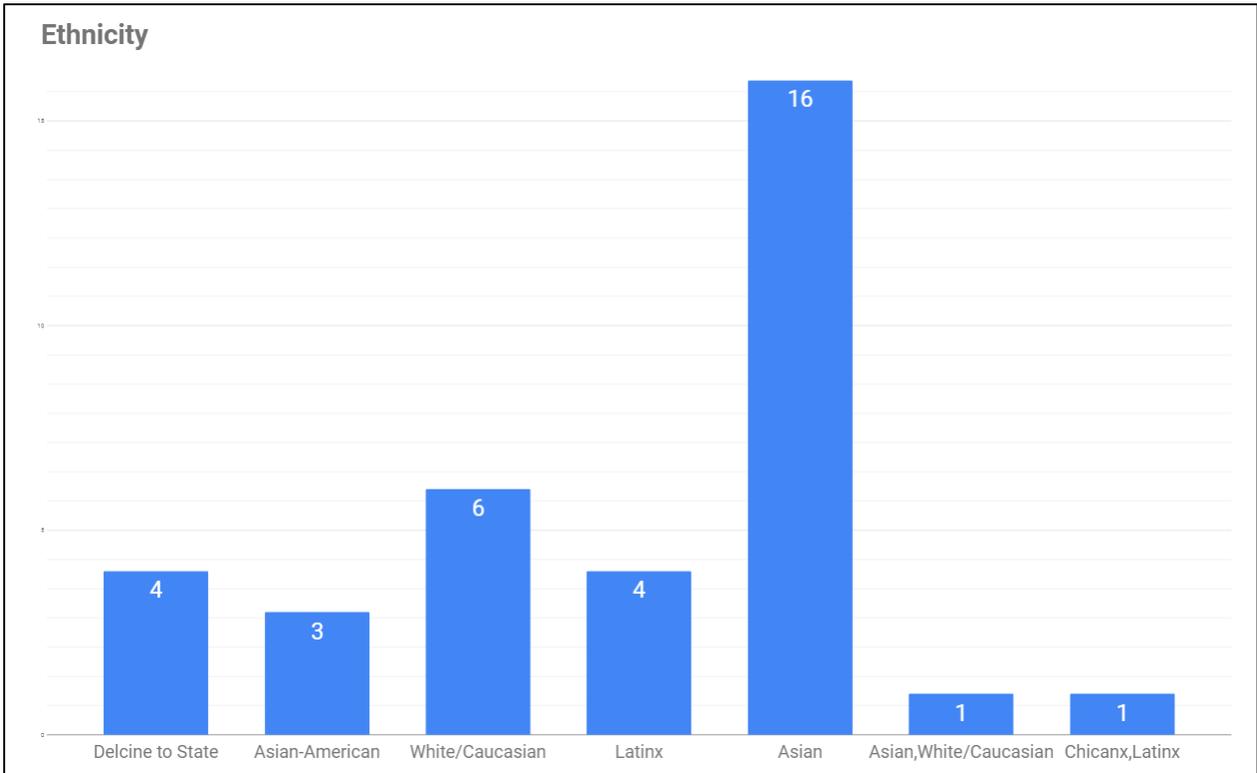
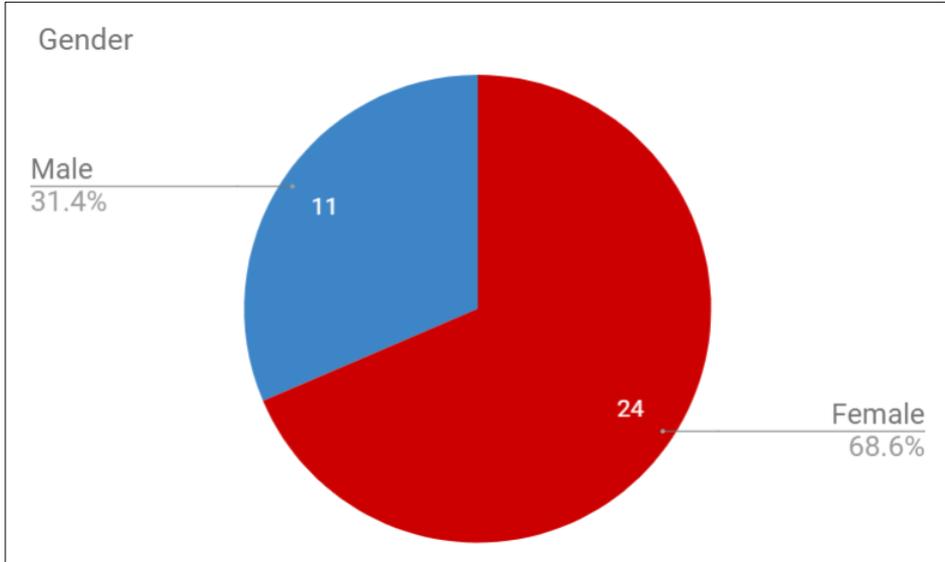
The following topics were addressed during our spring Practically Speaking sessions:

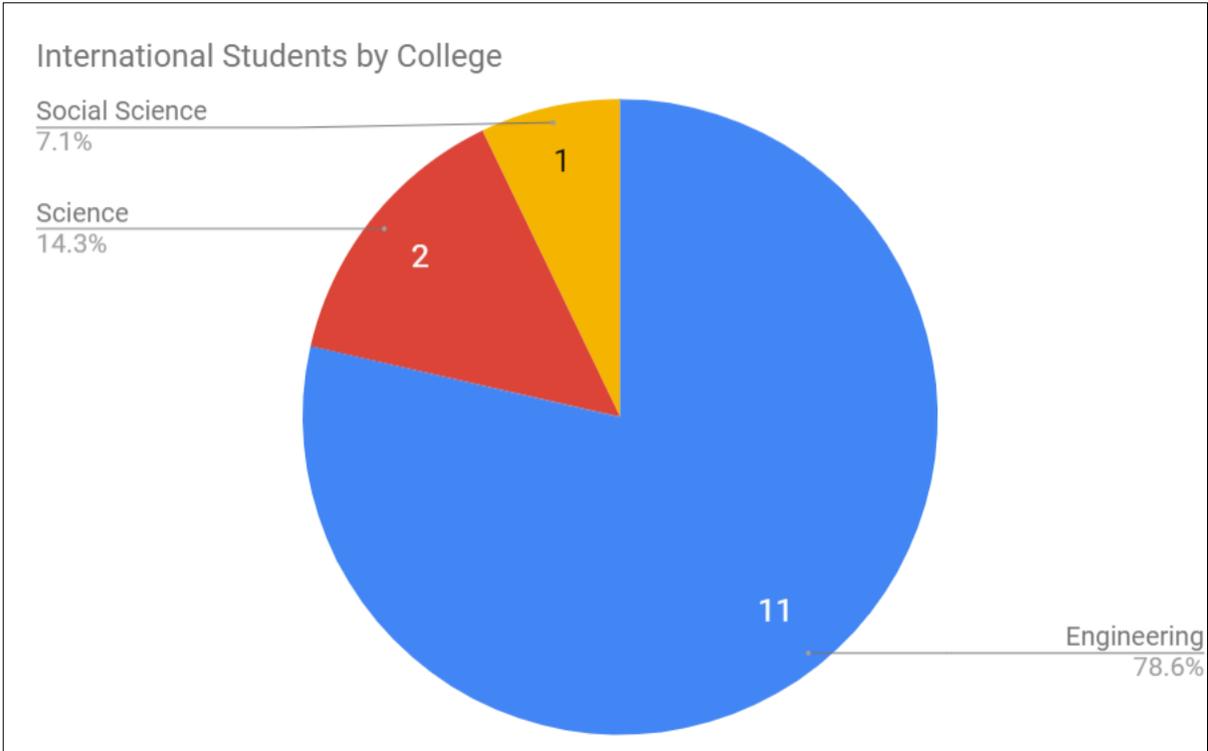
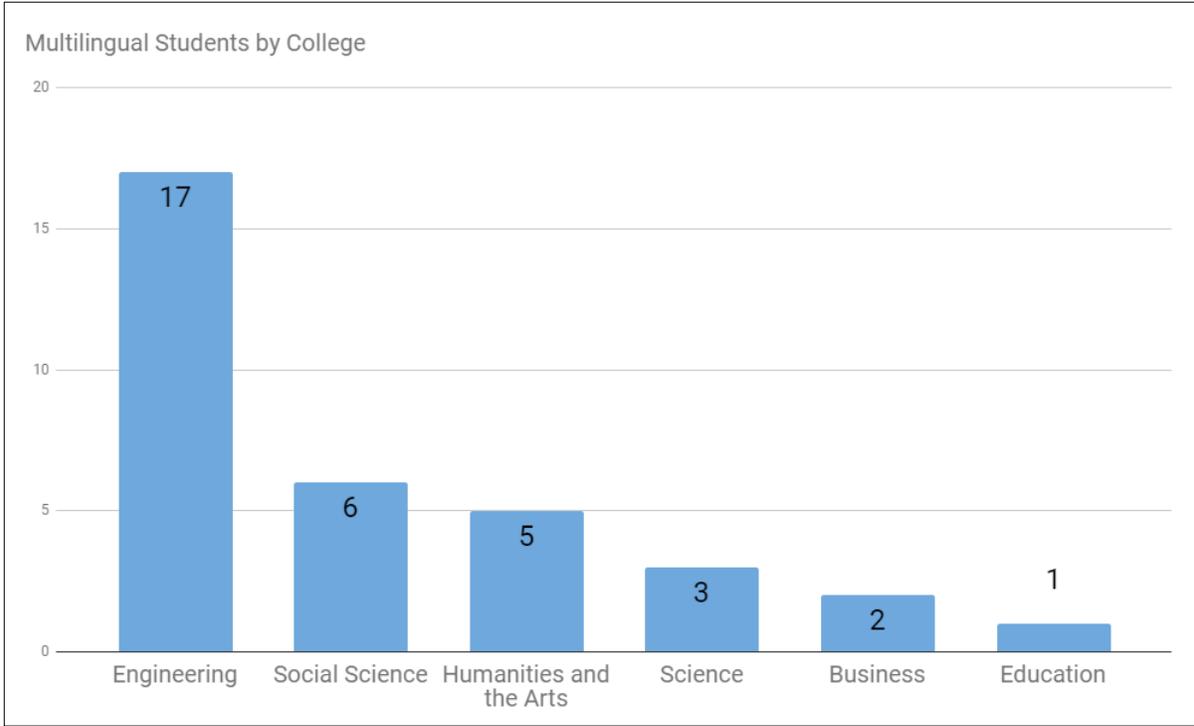
- Differences Between Impromptu and Semi-Prepared Speeches
- Structure, Organization, and Time Management for Speeches
- How to Give Helpful and Accessible Feedback as a Peer Evaluator
- The Heart Beat of a Speech and Vocal Variety: Pace, Pitch, Power, and Pause
- Interviewing and the STAR Interview Technique
- Gestures and Stage Use
- Reframing and Bridging Difficult Questions
- The Head to Heart Drop: Giving Speeches that the Audience Will Remember

We had **270 students apply for thirty-six spots, twelve spots in each session**. We had three application reviewers evaluate every application considering the following criteria: 1) Is the applicant a graduate student at SJSU? 2) How many weeks can the applicant attend? 3) What were the stated goals of the applicant? 4) What was the stated motivation for wanting to join? 5) What is the applicant’s course of study (aiming for diversity)?

Thirty-six students were accepted, and thirty-five students made Writing Center accounts as requested. The following charts are based on the self-reported information from our WOnline system.







Attendance Rates for All Sessions:

Meeting Week	Total	Total %	Spring 2019 Session A	%	Spring 2019 Session B	%	Spring 2019 Session C	%	Fall 2018	%
1	39	81%	9	75%	10	83%	8	67%	12	100%
2	40	83%	10	83%	11	92%	8	67%	10	83%
3	37	77%	11	92%	10	83%	7	59%	9	75%
4	34	71%	9	75%	10	83%	6	50%	9	75%
5	35	73%	8	67%	9	75%	9	75%	9	75%
6	29	60%	6	50%	8	67%	6	50%	9	75%

The pre can-do survey was given at the start of the first meeting, and the post can-do survey was given at the final meeting. Statements were ranked on a continuous scale from 1 to 6, where 1 is strongly disagree and 6 is strongly agree. For spring 2019, the pre-survey had 36 respondents, and the post-survey had 24. Listed responses are group averages and organized by difference.

Public Speaking Skills Can-Do Statements	Difference	Pre	Post
I can give advice and comments to other people about doing impromptu public speaking effectively.	2.1	3.1	5.2
I am skilled at speaking for 1 to 2 minutes without prep.	1.7	2.9	4.6
I can structure my speaking effectively and tell a good story during my impromptu public speaking.	1.6	2.7	4.3
I have good clarity in impromptu public speaking: My speech is clear, easy to understand, and smooth.	1.6	2.9	4.5
I speak in an interesting and compelling way during my impromptu public speaking.	1.6	2.7	4.3
I can use vocal variety (tone, speed, volume, and pause) as a tool in my impromptu public speaking.	1.5	2.9	4.4
Overall, I am skilled at impromptu public speaking.	1.4	3.0	4.4
I have good audience awareness skills in impromptu public speaking.	1.3	3.2	4.5
I can use gestures effectively.	1.2	3.3	4.5
I am comfortable speaking to an audience.	1.2	3.5	4.7
I can use eye contact to effectively engage my audience.	1.1	3.5	4.6

An overall satisfaction survey was given during the last group meeting. Statements were ranked on a continuous scale from 1 to 6, where 1 is strongly disagree and 6 is strongly agree. Spring 2019 had 24 of 36 respondents (66%).

1. Practically Speaking was helpful for my public speaking skills. 5.3
2. Practically Speaking met or exceeded my expectations. 5.6
3. The facilitator helped me have a productive and enjoyable experience at Practically Speaking. 5.6
4. The weekly handouts (e.g., structure, vocal variety, etc.) were helpful. 5.8
5. I felt comfortable sharing my ideas and experiences with people at Practically Speaking. 5.6
6. I felt comfortable having my peers give feedback on my public speaking. 5.6
7. I felt comfortable giving my peers give feedback on their public speaking. 5.7
8. There was a good balance between speaking, peer comments, and facilitator presentations. 5.5
9. I am leaving feeling I have a good start/made progress on my public speaking skills. 5.5
10. I would recommend Practically Speaking to other graduate students. 5.7
11. I think SJSU should continue holding Practically Speaking every semester. 5.9

Based on the high level of interest and success of Practically Speaking, we plan to continue this program in the future, and we will use the student feedback we collected—along with feedback from our faculty partner in Communication Studies—to make programmatic revisions.

Graduate Writing Retreats

As one of our new initiatives to provide additional, specialized assistance to graduate students, the Writing Center began offering intensive writing retreats.

In fall 2018, the retreat was a three-day event (Friday, Saturday, and Sunday) while it was a two-day event in spring 2019 (Saturday and Sunday). Our goal was to offer

graduate students a space in which they'd be supported while working on long-term projects, such as theses, research papers, and literature reviews. During the retreat, participants wrote individually, engaged in collaborative discussions, and learned writing strategies. During the



intensive writing times, students could make (optional) one-on-one, 20-minute appointments with a Writing Center tutor or the retreat facilitator.

Fall 2018

In fall 2018, we had **41 students apply for 13 spots** within a two-week application period. The attendance average was ten students per day or 83% for the whole event. Participants were from the following disciplines: Art History, Biomedical Engineering, Chemistry, Chicano Studies, Counselor Education, Data Analytics, Education Credential, Public Administration, Statistics, and Quality Assurance.

At the end of the retreat, participants were asked to complete an event survey. Statements were ranked on a continuous scale from 1 to 6, where 1 is strongly disagree and 6 is strongly agree. There were 10 survey respondents in fall 2018.

- | | |
|--|-----|
| 1. The Writing Retreat was helpful for my writing. | 6.0 |
| 2. The Writing Retreat met or exceeded my expectations. | 5.7 |
| 3. The Writing Retreat addressed my writing concerns. | 5.7 |
| 4. The presentations were helpful. | 5.8 |
| 5. I felt comfortable sharing my ideas and experiences with people at the Writing Retreat. | 5.8 |
| 6. The facilitator helped me have a productive and enjoyable experience at the Writing Retreat. | 5.8 |
| 7. There was a good balance between scheduled writing time, breaks, presentations, and group discussion. | 5.2 |
| 8. I am leaving this Writing Retreat feeling I have a good start/made progress on my writing. | 5.7 |
| 9. I would recommend Writing Retreats to other graduate students. | 5.8 |
| 10. I think SJSU should continue holding Writing Retreats. | 6.0 |

Spring 2019

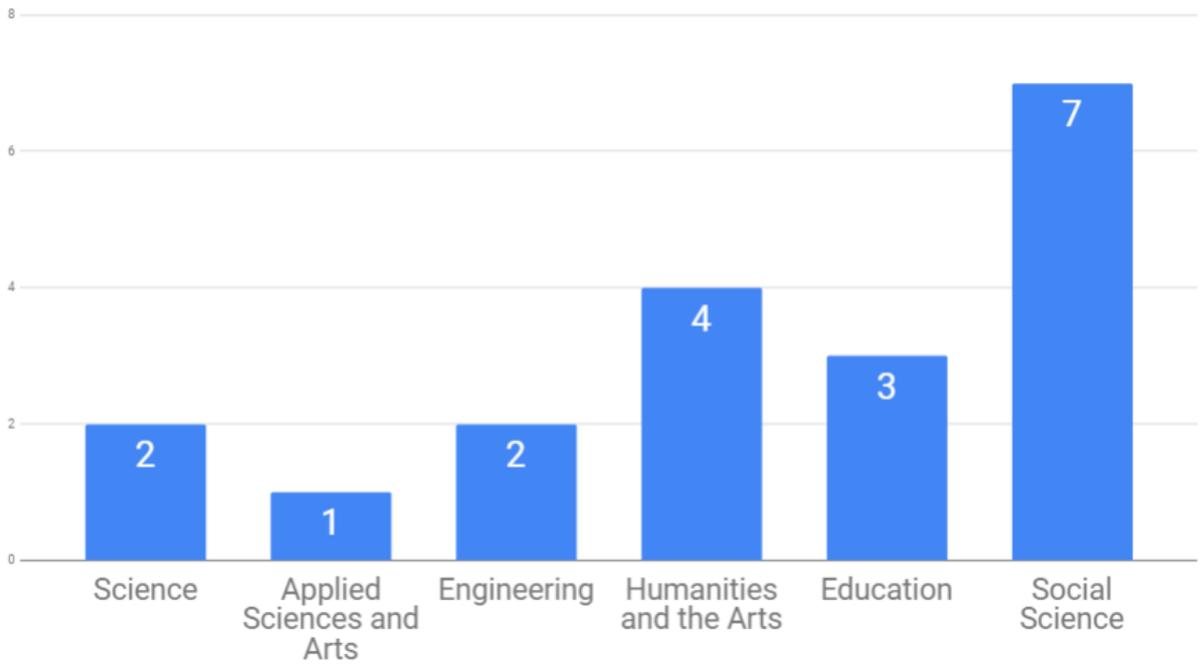
In spring 2019, we had **137 students apply for 20 spots**. The retreat was advertised through email, academic advisors, the Sammy App, social media, and our Writing Center website.

We had two application reviewers evaluate every application considering the following criteria:

- 1) Is the applicant a graduate student at SJSU?
- 2) What project(s) will be worked during this writing retreat?
- 3) What are the stated goals for this writing retreat?
- 4) How many days can be attended?
- 5) What is the applicant's course of study (aiming for diversity)?

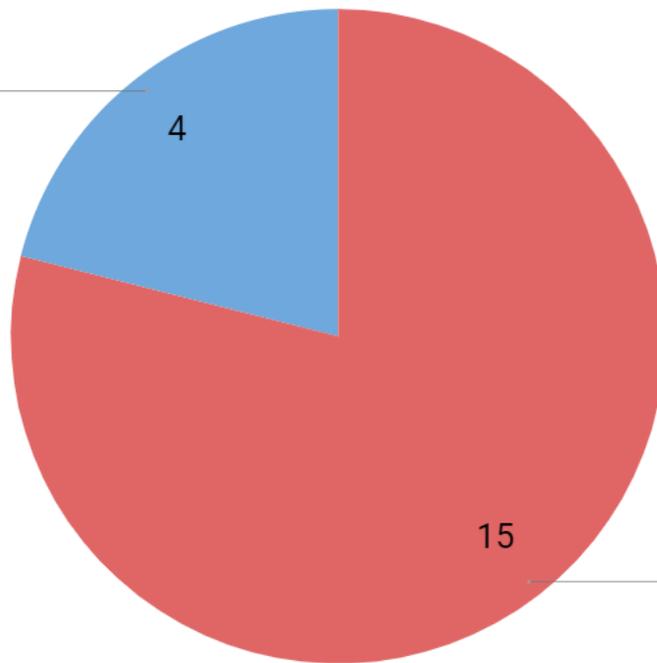
Twenty students were accepted, and nineteen students made Writing Center accounts as requested. The following charts are based on the self-reported information from their standard WCOonline accounts.

Number of Participants by College

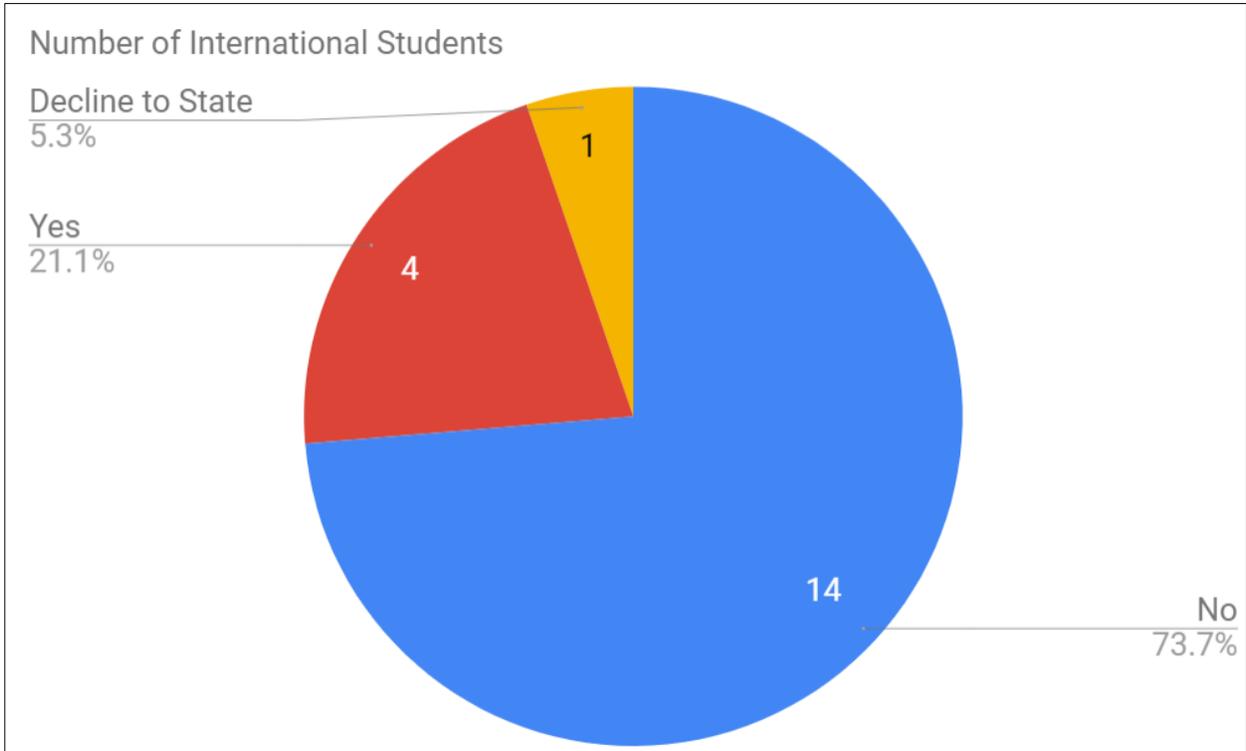
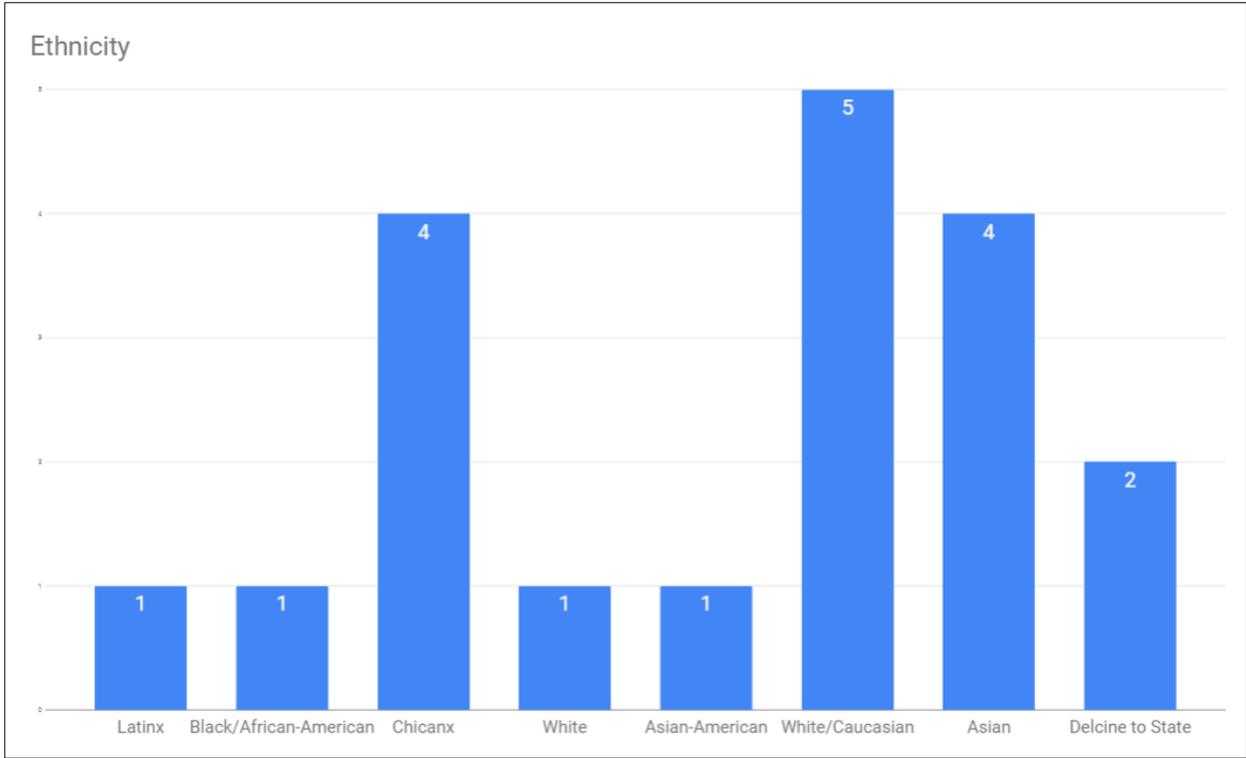


Gender

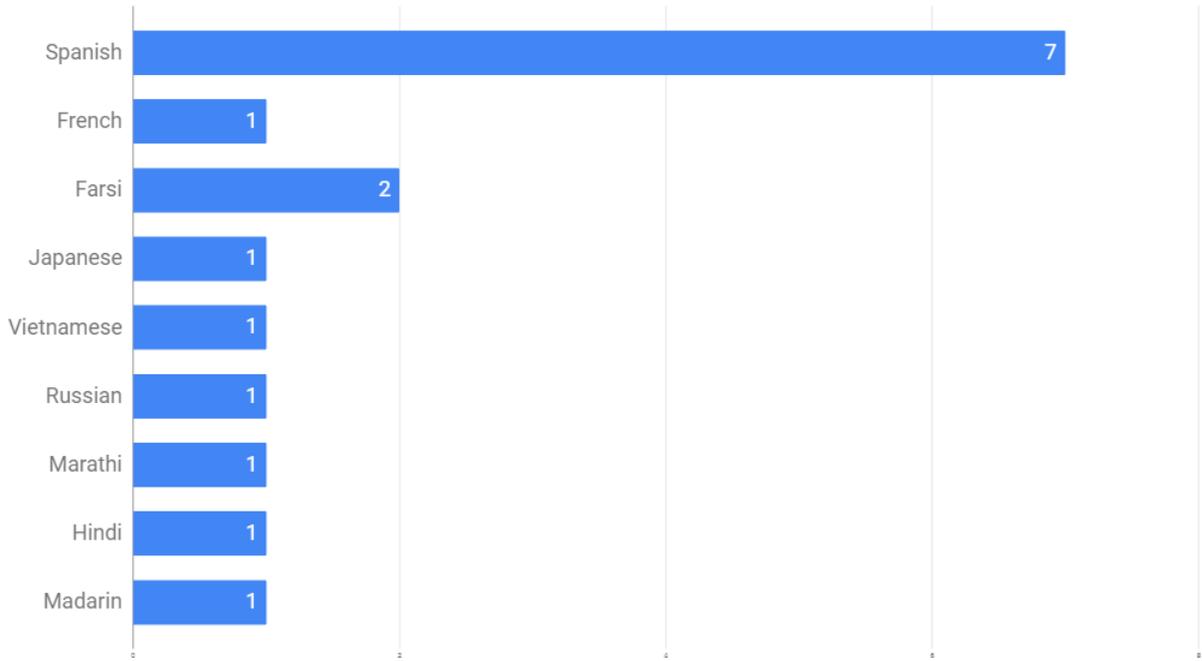
Male
21.1%



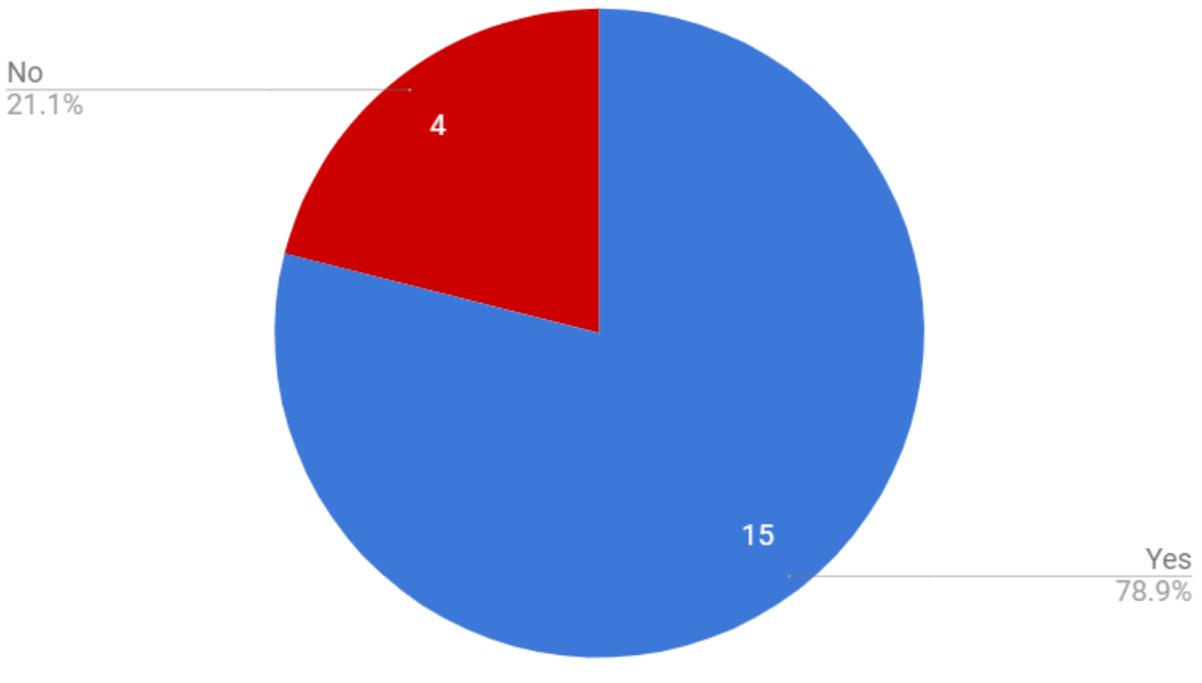
Female
78.9%



Languages Known Other Than English



Number of Multilingual Students



During the retreat, students could make a 20-minute appointment with a Writing Center tutor or the retreat facilitator. Students were limited to having one meeting of each type per day. Tutoring sessions were conducted like normal Writing Center appointments and could focus on grammar, citations, or paragraph-level comments. Meetings with the facilitator focused on larger, global-level topics such as research



planning or writing style/genre analysis. Students used both meeting types thoroughly, but not all students could meet with a tutor or the facilitator as often as they expressed interest.

At the end of the retreat, participants were asked to complete an event survey. Statements were ranked on a continuous scale from 1 to 6, where 1 is a strong disagree and 6 is a strong agree. Spring 2019 had 15 out of 20 (75%) survey respondents.

- | | |
|--|-----|
| 1. The Writing Retreat was helpful for my writing. | 5.6 |
| 2. The Writing Retreat met or exceeded my expectations. | 5.5 |
| 3. The Writing Retreat addressed my writing concerns. | 5.2 |
| 4. The presentations were helpful. | 5.4 |
| 5. I felt comfortable sharing my ideas and experiences with people at the Writing Retreat. | 5.7 |
| 6. The facilitator helped me have a productive and enjoyable experience at the Writing Retreat. | 5.2 |
| 7. There was a good balance between scheduled writing time, breaks, presentations, and group discussion. | 5.5 |
| 8. I am leaving this Writing Retreat feeling I have a good start/made progress on my writing. | 5.7 |
| 9. I would recommend Writing Retreats to other graduate students. | 5.8 |

As we move forward with these retreats in the future, we will consider using varied days and times, and we will also determine the benefits of a three-day versus two-day model. We will also aim to have more writing tutors available during the retreats and to increase the one-on-one session length from 20 minutes to our standard 30 minutes. We will consider limiting the retreat to students graduating within the next twelve months as those seem the most likely to benefit from this style of event. Lastly, the Writing Center will partner with the Writing Across the Curriculum program to run a seminar to train other SJSU faculty to run program-level writing retreats in their home departments as another avenue to expand this service.

ON-CAMPUS PARTNERSHIPS



Course-Embedded Tutoring



College/Department
Partnerships



Tutor Training Partners



Graduate Studies & Programs

ON-CAMPUS PARTNERSHIPS

Course-Embedded Tutors

In recent years, Director Hager developed the course-embedded tutoring program (Writing Fellows) with the director of Writing Across the Curriculum, Dr. Tom Moriarty. Writing Fellows are course-embedded tutors who 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. 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.
- 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 (online, drop-ins, and appointments) or to be embedded, with some tutors choosing to take on both roles. Course-embedded tutors were placed in the following courses in 2018-2019:

- Engineering 100W,
- Political Science 190,
- Communication Studies 100W,
- Biology 54, and
- Environmental Studies 100W.

College/Department Collaborations

The Writing Center has multiple agreements with units across campus in which tutors are embedded within a certain college or department specifically to assist their students (often at the graduate level). In 2018-2019, we embedded tutors in the following colleges or departments:

- Aerospace Engineering Department,
- Mechanical Engineering Department,
- School of Information (iSchool),
- College of Applied Sciences and Arts, and
- College of Education.

Our history with college/department embedded tutoring is extensive. During the spring 2012 semester, the Writing Center and the MS Taxation program in the Lucas Graduate School of Business entered into an agreement to provide additional tutoring for MST students writing articles for *The Contemporary Tax Journal*, a semi-annual journal. In spring 2018, the Lucas Graduate School of Business hired our Coordinator of Digital Initiatives, Maria Judnick, as a writing consultant for their college, and she assumed this role of working with MST students.

The SJSU School of Information (iSchool) hires one writing tutor every year to conduct online tutoring sessions with students in its online graduate program. The tutor works up to an additional five hours per week tutoring in the iSchool's web conferencing environment. This partnership provides an important opportunity for the Writing Center to provide tutoring services to students in the iSchool, who take only online classes and often live outside of the Bay Area. Writing tutor Jack Brady assumed this role in 2018-2019.

Writing tutors Brooke Blankenship and Jenn Hambly worked in the College of Education Success Center for five hours each week (in fall 2018 and spring 2019 respectively) to assist their graduate students. Writing tutor Kendra Arceneaux worked with students in the College of Applied Sciences and Arts Success Center in the fall 2018 semester.

Lastly, writing tutor Heidi Livingston Eisips worked with graduate students in the Aerospace Engineering and Mechanical Engineering Departments in fall 2018. In spring 2019, Heidi—a doctoral student in the Ed.D. program—was hired as a faculty member in the College of Business; due to her previous Writing Center work as a tutor in the College of Engineering, she was also given release time to work as a faculty writing consultant in the Aerospace Engineering Department.

Tutor Training Partners

A number of on-campus units provided additional training to Writing Center tutors at our monthly staff meetings. The Accessible Education Center (AEC) Director conducted a session to train tutors about working with students who have disabilities, and the Writing Across the Curriculum (WAC) Director provided tutors with information about genre theory and discipline-specific writing. In alignment with our goal of ensuring that our tutors are trained to work with tutors from different disciplines, we also invited Dr. Anamika Megwalu to offer instruction about writing in engineering to our tutors. In the future, we plan to do additional training sessions related to disciplinary writing (e.g., writing in the sciences).

Graduate Studies and Graduate Programs

Coordinator Russo worked extensively with the College of Graduate Studies in 2018-2019 since her job involves a focus on graduate-level students. She presented information about the Writing Center—including specific information about our offerings for graduate students—at multiple meetings with graduate advisors. She also completed a study about graduate theses that are completed in colleges across campus. (See “Appendix Document #2: Fall 2013 – Summer 2017 Master's Thesis Report” for additional information.)

Starting in November 2018, Coordinator Russo also worked with Graduate Studies, Associated Students, and the University Library to organize and facilitate Grad Slam—a research

presentation competition where students presented their independent research to a general audience in a short timeframe (2-3 minutes). Coordinator Russo ran a series of four optional training workshops; the first two sessions focused on how to structure and deliver speeches, along with how to present of technical information to non-technical audiences, and the last two meetings were individual practice sessions during which participants presented their material twice and received feedback. She also served as the Master of Ceremonies at the inaugural culminating event, which was held in May.

Director Hager and Coordinator Russo also created and facilitated a workshop, “Write Like a Grad Student,” for an incoming cohort of graduate students in the Sociology Department. They presented the workshop to this group in September 2018, and they hope to conduct it for student groups in other disciplines in the future. Also in September 2018, Director Hager presented information as part of a panel for graduate students entitled “Navigating the Early Phases of a Project or Thesis.” She focused on offering students information about the components of a project or thesis proposal.

Center for Faculty Development

As part of our enriched collaboration with the Center for Faculty Development (CFD), Coordinator Judnick offered eight workshop sessions (every two weeks) for faculty to learn more about writing op-eds. This workshop series extended the February 5, 2019 op-ed event hosted by the CFD and Dr. Ryan Skinnell from the Department of English and Comparative Literature. While turnout was minimal at the start, the base of faculty participants slowly increased as the semester progressed. While no op-eds were published by the end of the workshop series, the most active faculty participant received a personalized email from *The Washington Post* stating that while they enjoyed the op-ed, they couldn't publish it at that time. Coordinator Judnick was able to offer resources to seven faculty participants about preparing their own op-eds, assigning op-eds in class, and helping students edit their own public assignments. We hope to continue these workshops in the fall 2019 semester (with new “Writing Across Your Career” workshops to be offered collaboratively by the Writing Center and the Writing Across the Curriculum program in the spring 2020 semester).

Additionally, in April 2019, the Writing Center partnered with the CFD to offer informational workshops in their “Lunch & Learn” series. Director Hager led these sessions, and all faculty members on campus were invited to attend; we discussed our offerings for faculty such as embedded tutoring, in-class workshops, and in-class informational visits along with details about some of our new programming (e.g., online tutoring).

Financial Aid & Scholarship Office

We partnered with the Financial Aid & Scholarship Office (FASO) to present information to students attending their regularly scheduled scholarship workshops. Specifically, our tutors offered details about best practices for writing personal statements.

We also collaborated with FASO to create and conduct a joint workshop focusing exclusively on writing personal statements. Director Hager and Coordinator Russo ran this workshop in April along with Christine Cha, the FASO Assistant Director for Scholarship Programs.

UndocuAlly Training

In July 2018, Director Hager completed the training conducted by the UndocuSpartan Student Resource Center to become an UndocuAlly. This training will assist the director—and subsequently, the entire Writing Center—in assisting undocumented students. This knowledge is especially important because the Writing Center serves thousands of students in the SJSU community each year.

Committee Work

Director Hager served on numerous university-level committees in 2018-2019, including the Tutor Supervisor Council, which brought together all tutor supervisors from units across campus; the Writing Support Advisory Board (on which Coordinator Russo also served), which was established to get input from various campus stakeholders about writing support services offered at SJSU; and the Writing Requirements Committee (WRC), which is a sub-committee of the Academic Senate. The director also served on many hiring committees for open positions within the Writing Center and in other departments (e.g., Peer Connections). Lastly, Coordinator Russo began serving on the newly formed International Student Success Committee in spring 2019. This committee work reinforced the relationship between the Writing Center and other on-campus entities.

RESEARCH PROJECTS & EXTERNAL COLLABORATIONS



2019 NCWCA Conference Hosts



National & Regional
Conference Presentations



Research Projects & Publications

RESEARCH PROJECTS & EXTERNAL COLLABORATIONS

Northern California Writing Centers Association (NCWCA) Conference

The SJSU Writing Center hosted the 2019 Northern California Writing Centers Association (NCWCA) Conference in early April, and Director Hager was the conference program chair. The NCWCA is the regional affiliate of the largest Writing Center professional organization: the International Writing Centers Association (IWCA). The conference planning committee also included Coordinator Judnick and Coordinator Russo along with Dr. Tom Moriarty (Writing Across the Curriculum Director).

The following information was included in the CFP. Submitted conference proposals went through a double-blind peer review process with writing center administrators from across the country.



Call for Proposals

The writing center inhabits a unique place on campus in which *all* its employees—tutors, directors, coordinators, admins—encounter an extraordinary range of diverse populations. The audience of a tutoring session changes with each session, workshop, and special event; writing center practitioners have to alter their own rhetoric to adjust. Tutors have to consider, for example, what explanations or analogies will work for their current audience. An analogy that was perfect for one student in a previous tutoring session might not make sense to a different writer.

In addition to the diversity inherent to writing center users (the “audience”), there are other, additional groups that are traditionally considered as having their own needs: “Basic writers, writers with disabilities, second-language writers, and graduate student writers have been treated as ‘different’ populations in the writing center literature” (Babcock and Thonus, 2018). Babcock and Thonus go on to encourage “writing center administrators and researchers to consider not only specific practices likely to better support such tutees but at the same time to avoid ‘othering’ them” (2018). We invite you to join us as we discuss how the writing center serves and supports its many different audiences.

Area Clusters

This conference will have a variety of topics/sub-themes to help provide a robust experience for all participants. The following topics/sub-themes cover many areas of discussion related to writing center studies. When you submit your proposal, please choose 1-2 area clusters from the following list that your topic falls under.

- Administration
- Diverse Audiences and Populations
- Engagement/Public Relations
- Research (e.g., a research study you completed)
- Technological Innovations
- Types of Tutoring (e.g., embedded, online, drop-in) & Tutoring Best Practices

Session Formats

Concurrent sessions will be one hour in length. You are welcome to propose any of the following types of session.

- *Panel Presentation:* 3-4 presenters focusing on a specific theme/topic/question; each presenter should plan to speak for 10-15 minutes with time allowed for Q&A
- *Individual Presentation:* 1 presenter focusing on a specific theme/topic/question; the presenter should plan to speak for 10-15 minutes with time allowed for Q&A; accepted individual proposals will be combined into a panel by the program chair
- *Workshop:* 2-4 presenters leading a workshop that involves all attendees in active participation/learning
- *Tutor Tips Roundtable:* 4-7 tutors leading a roundtable discussion about tips for tutoring; each tutor should plan to offer a 5-minute tip about a practice that has worked well in their tutoring experience; strategies will then be discussed with all roundtable participants



The conference consisted of a pre-conference workshop on April 5 for writing center professionals in the larger Northern California area. On Friday afternoon, 33 attendees gathered to engage in activities about working with multilingual learners and students with disabilities in the writing center. Workshop sessions were led by Director Hager and Coordinator Russo.

Almost half of the SJSU Writing Center staff either presented at the conference or volunteered to work during the conference in some capacity. Writing tutors, student

assistants, and professional staff/faculty filled various roles: working at the welcome/registration tables; acting as campus greeters/navigators; managing our space for books, snacks, and water; and moderating the concurrent sessions.

On April 6—the date of the main conference—our keynote speaker was Dr. Rebecca Day Babcock, the William and Ordelle Watts Professor at the University of Texas of the Permian Basin where she serves as the chair of the Literature and Languages Department and also directs the University’s Undergraduate Research Program. She has published extensively about writing centers, including two books: *Writing Centers and Disability* and *Researching the Writing Center: Towards an Evidence-Based Practice*. Her speech closely aligned with our conference theme of “Mixing It Up: Working with all Our Audiences in the Writing Center.”



After the keynote speech at the Hammer Theatre, the remainder of the day consisted of five periods for concurrent sessions (with six presentations scheduled during each period) and a buffet lunch at Flames Restaurant.



We hosted a book raffle, which included copies of Dr. Babcock’s work, and raffle winners were announced at lunch. To promote the event, we used the social media hashtag #NCWCA2019.

In total, we had 177 registrants for the conference, and we welcomed 163 attendees to campus.

(See “Appendix Document #3: NCWCA Conference Program” for additional information about the conference.)



Conference on College Composition and Communication (CCCC)

In March 2019, Director Hager and Coordinator Judnick presented “Performing Writing Support Across Campus: A Comparative Empirical Study of Writing Fellows in First-Year Composition and Advanced, Discipline-Specific Writing Courses” at the Conference on College Composition and Communication (CCCC) in Pittsburgh, Pennsylvania. The Writing Across the Curriculum Director, Dr. Tom Moriarty, was also involved in the research, panel proposal, and writing process, but he was unable to attend the conference.



The 4Cs is the largest national conference for writing instructors and program administrators, and writing center research takes a central role; representatives from the SJSU Writing Center attended useful sessions that provided many ideas for future work. (See “Appendix Document #4: CCCC Presentation Outline” for additional details.)

National TESOL Conference

In March 2019, Coordinator Russo presented “AirBnB App, Language Learning, and Authentic Writing” at the 2019 National TESOL Conference in Atlanta, Georgia. The TESOL Conference is the largest national conference for TESOL instructors and administrators, and Coordinator Russo gleaned plenty of programmatic ideas that she brought back to our Writing Center.

Foreign Language Education Symposium (FLEDS)

In November 2018, Director Hager and Coordinator Russo presented “Writing Like a Reader: Cohesion and Self-Editing Techniques” at the Foreign Language Education Symposium (FLEDS) in Monterey, California. The symposium was held at the Middlebury Institute of International Studies—Coordinator Russo’s alma mater. Their focus on cohesion and self-editing techniques closely related to a Writing Center workshop (“Cohesion and Coherence”) that was also created and offered in 2018-2019.



Tutors' Conference Presentations

Writing Center student employees also presented at various conferences in 2018-2019. Graduate tutors Christina Cantero and Kendra Arceneaux presented at the CATESOL Conference in December 2018 in Anaheim, California. They presented “Staying Motivated through Self-Regulation,” in which they impressed upon their audience the importance of staying motivated as ESL/EFL teachers and highlighted some self-regulatory techniques and practices that could help in maintaining motivation.

Four of our student employees (two tutors and two student assistants) presented at the NCWCA Conference that we hosted at SJSU in April 2019. Sydney Seelig (undergraduate tutor) presented “‘Writing an Email to a Professor’ Pop-up Event,” and Jenn Hambly (graduate tutor) presented “Focus on Form: The Role of Grammar Tutoring in the Writing Center.” Our student social media coordinators presented “How Social Media Can Enhance Your Writing Center” along with Coordinator Judnick.

Lastly, undergraduate tutor Sydney Seelig presented “Writing an Email to a Professor” at the regional Northern California TESOL Conference in May 2019 in Santa Rosa, California. She originally created the “Writing an Email to a Professor” pop-up event for the Writing Center; at this conference, she detailed how it could be adapted as an in-class activity/lesson for TESOL instructors.

Resume Assistance for the Public

Coordinator Russo offered resume writing assistance to members of the public through the San Jose Works Business Center, which is located in the MLK Library. She worked closely with San Jose Public Library staff to develop materials and coordinate presentations, and she currently offers one-on-one assistance twice per month.

Kairos Web Article

Director Hager and Coordinator Judnick have been working with Dr. Julia Bleakney, the Writing Center Director at Elon University, on a project about writing center blogs. In 2016-2017, they conducted a survey that was disseminated via the WCenter listserv and the International Writing Centers Association (IWCA) member list; it was also posted in the Facebook group for writing center directors. The survey gathered information about details such as blog authors, intended audience and purpose, and the number and frequency of posts. They have finished creating text for an HTML publication that was submitted to *Kairos* and has moved through Tier 1 review and was recently submitted for Tier 2/Editorial Board review. (See “Appendix Document #5: Writing Center Blogs Project” for screenshots of their submitted work.)

NCWCA Newsletter Article

Last year, three graduate tutors—Ariel Andrew, Brooke Blankenship, and Jenn Hambly—along with Coordinator Judnick presented at the 2018 Northern California Writing Centers Association Conference; following their presentation, they were invited to submit and publish an article in the *NCWCA Newsletter*. Late this year, their article “Movin’ on Up: Assessing Challenges and Opportunities during Major Growth at the SJSU Writing Center” was published (<https://sites.google.com/view/newca/home/newsletter>). Their work focused on how we have adapted in a few key areas during the major growth period we have experienced during the last couple years. (See “Appendix Document #6: Movin’ on Up: Assessing Challenges and Opportunities during Major Growth at the SJSU Writing Center” to read the complete article.)

PERSONNEL



Faculty and Professional Staff



Student Assistants



Writing Tutors

Faculty and Staff



Michelle Hager

Director

- Oversaw all aspects of the continued growth and expansion of the Writing Center, including new programmatic offerings
- Hired, trained, and supervised all writing tutors, student assistants, and faculty/staff
- Served on multiple university-level committees, including the Writing Requirements Committee (WRC) and the Tutor Supervisor Council
- Taught English 1A: First-Year Writing in fall 2018
- Served on multiple hiring committees (including work as the hiring committee chair for the open Tutor Coordinator position with Peer Connections)
- Conducted numerous workshops for students through the Writing Center
- Conducted informational "Lunch and Learn" presentations about the Writing Center through the Center for Faculty Development
- Maintained and established relationships with units all across campus and worked with them in various capacities (e.g., tutor training)
- Presented at the Foreign Language Education Symposium (FLEDS) and the Conference on College Composition and Communication (CCCC)
- Acted as program chair for the 2019 Northern California Writing Centers Association (NCWCA) Conference and oversaw all aspects of planning for a conference that had almost 200 registrants
- Co-facilitated the NCWCA pre-conference workshop
- Became the marketing coordinator for the NCWCA, which is the regional affiliate of the largest organization for writing centers (the International Writing Centers Association)
- Moved to tier two review for a webtext article submitted to Kairos for publication (with Maria Judnick and Dr. Julia Bleakney)
- Completed UndocuAlly training that was offered by the UndocuSpartan Student Resource Center

- Created a three-hour multilingual training component for the tutor hiring process
- Ran two Graduate Writing Retreats
- Ran four sessions of Practically Speaking
- Ran the English Speaking Group (SEG) in fall 2018
- Compiled a report on the thesis process at SJSU
- Created tutor training activities about multilingual support that were conducted at staff meetings
- Tabled and presented at graduate orientation and international student orientation
- Served on the new International Student Success Committee
- Conducted workshops for Grad Slam participants and acted as Grad Slam Master of Ceremonies
- Presented at the Foreign Language Education Symposium (FLEDS) and the National TESOL Conference
- Volunteered twice monthly with the San Jose Public Library for resume critique
- Published an article "Audience Address on Dating Profiles" in the journal *Language@Internet*
- Served on the planning committee for the 2019 NCWCA Conference
- Co-facilitated the NCWCA pre-conference workshop
- Conducted numerous workshops for students through the Writing Center
- Elected president of the Japanese Exchange and Teaching (JET) Alumni Association of Northern California
- Elected vice president of membership for the San Jose Downtown Toastmasters



Amy Russo
*Coordinator of Multilingual
 Writing Support Services*



Lakmini Campbell
*Administrative Support
Coordinator*

- Hired in May 2019 as new employee to SJSU
- Created and maintained summer 2019 scheduling for the Writing Center
- Allocated staff at Frosh and Transfer Orientation events in summer 2019
- Prepared and compiled statistical data for tutoring and workshops in the 2018-2019 annual report
- Started leading Student Assistant special projects, including pilot for the fall 2019 launch of the Writing Center Newsletter



- Organized the new online tutoring program and trained tutors to work in an online environment
- Edited "The Write Attitude" blog, and oversaw the work of two student Social Media Coordinators
- Served on the planning committee for the 2019 NCWCA Conference
- Was interviewed for a national social media survey for writing centers
- Published an article in the NCWCA Newsletter
- Moved to tier two review for a webtext article submitted to Kairos for publication (with Michelle Hager and Julia Bleakney)
- Taught ENGL 181: Engineering Communications, CTW I and II, and ENVS 196: Sustainability 101 at Santa Clara University
- Received a Teaching with Technology grant at Santa Clara University
- Served as a reader/grader for the Writing Skills Test (WST)
- Continued work as a faculty writing consultant for the Lucas Graduate School of Business
- Presented at the following conferences: Young Rhetoricians' Conference, Northern California Writing Centers Association Conference, and the Conference on College Composition and Communication (CCCC)
- Created the "Writing for the Public" op-ed series of workshops for faculty in coordination with the Center for Faculty Development
- Conducted numerous workshops for students through the Writing Center
- Interviewed for the fall 2018 English Department Newsletter about the new Writing Center online tutoring program



Maria Judnick
*Coordinator of
Digital Initiatives*



Heidi Livingston Eisips
Tutor & Resource Coordinator

- Pursuing an EdD in Educational Leadership
- Will graduate with doctoral degree in May 2020
- Created a binder of all Homegrown Handouts
- Created an APA Citation Guide handout
- Conducted "Basic APA Style," "Cohesion and Coherence," and "Selecting and Integrating Source Materials" workshops for students
- Worked as a private tutor with six graduate-level students (all of whom had their theses accepted)
- Worked the NCWCA Conference as a panel moderator
- Tabled at the Graduate Orientation Resource Fair and worked at the Community Study Night con Pozole event through the Chicanx/Latinx Student Success Center
- Interned with Silicon Valley FACES non-profit organization
- Completed comprehensive review and overhaul of Writing Center workshop materials and lesson plans
- Provided support as a faculty writing consultant for the following three courses in the Aerospace Engineering Department: 295A, 295B, and 298
- Taught BUS2 194B: Business Analytics and BUS2 90: Business Statistics
- Completed "Crisis Management Training for Educational Settings" and "Restorative Practices/Restorative Circles Training," through Silicon Valley FACES in fall 2018
- Participated in the following university events in spring 2019: Student Success Symposium; InterGroup Dialogue (IGD) training; Exploring Graphs in Neo4j, SJSU Data Science Series; Python Foundations, SJSU Data Science Series; GoAL program's Asilomar Retreat; "Do the Flip" Flipping Classroom workshop; and iClicker Faculty Development Workshop

Student Assistants



Aya Abdelhadi
Social Media Coordinator

- BS in Business Administration, with a concentration in Management Information Systems
- Will graduate in spring 2020
- Improved all social media platforms and increased engagement
- Created content for Craft Course series, Haiku Wednesdays, throwback Thursdays, and spotlight tutor posts
- Produced video content for Facebook
- Placed third in the PwC Case Challenge
- Presented at the NCWCA Conference about how social media can be used in writing centers
- Tabled at Admitted Spartan Day
- Participated in Management Information Systems Association
- Obtained a summer internship at PwC



- BS in Aviation
- Will graduate in fall 2019
- Earned a 3.38 GPA
- Wrote a blog post for "The Write Attitude" blog
- Received a \$3,000 Air Force ROTC Scholarship
- Participated in the Precision Drill Unit
- Received a pilot slot for the United States Air Force



Jimmy Castaneda
Student Assistant



Christian Cruz
Graduate Student Assistant

- Master's degree in Public Administration (MPA)
- Graduated in spring 2019
- Created and organized the fall 2018 event that focused on offering midterm writing assistance to transfer students

- BS in Business Administration, with a concentration in Management Information Systems
- Will graduate in spring 2020
- Improved all social media platforms by working on projects throughout the semester
- Designed content for Craft Course series, created video series ("Why I Love the Writing Center" and "Ask a Tutor"), and helped create first SJSU-themed haiku contest



Alejandra Galindo
Social Media Coordinator



Cassandra Uyen Nguyen
Student Assistant

- BFA in Animation/Illustration, with a minor in Graphic Design and pursuing a TESOL Certificate
- Will graduate in 2022
- Designed advertisements for "Community Story" pop-up event and The Spartan Daily
- Created Instagram posts and illustrations for the Haiku contest

- Earned a Dean's Scholar designation for fall 2018 and spring 2019
- Worked the NCWCA Conference
- Recorded and compiled meeting minutes for spring 2019 Writing Center staff meetings
- Participated in the Golden W Competition of the Theatre Arts Department with short film "Parents on Vacation"
- Managed workshop materials and reduced paper usage
- Began and finished writing a storyline for a children's book illustration project

- BA in English, with a concentration in Creative Writing
- Graduated in summer 2019
- Earned a 3.5 GPA
- Hosted the "Community Story" pop-up event in spring 2019
- Earned a President's Scholar designation
- Worked the welcome/registration tables at the NCWCA conference



Erica Odell
Student Assistant



Shubham Patel
Student Assistant

- BS in Software Engineering
- Will graduate in spring 2021
- Earned a 3.88 GPA
- Hosted and tabled for the "How to Structure an Accomplishment Statement" pop-up event
- Earned a Dean's Scholar designation
- Worked the welcome/registration tables at the NCWCA Conference

- BS in Justice Studies, with a concentration in criminology and a minor in Forensic Studies
- Graduated in spring 2019
- Earned a 3.2 GPA
- Developed project outreach for International Student Services Department website
- Participated in the Forensic Science Club
- Obtained mentorship with anti-human trafficking department working with at risk youth



Lizbeth Pinon-Sosa
Student Assistant



Julee Sarmiento
Student Assistant

- BA in Communication Studies
- Will graduate in spring 2020
- Wrote the "Better know a Department: Communication Studies" blog post for "The Write Attitude" blog
- Worked the welcome/registration tables at the NCWCA Conference
- Volunteered for the SJSU Just In Time Mobile Food Pantry
- Will participate in the SJSU Spain Faculty Led Program in June 2019
- Served as the assistant production manager for the Comm Central Network YouTube team and created the "Meet a Comm Studies..." series of videos



- BS in Business Administration, with a concentration in Business Analytics
- Will graduate in spring 2020
- Earned a 3.8 GPA
- Worked the welcome/registration tables at the NCWCA Conference
- Volunteered at a church as a music teacher to a various number of teenagers and adults; prepared, organized, and executed projects for services throughout the year



Jeshua Sosa
Student Assistant

Writing Tutors



Kendra Arceneaux

- MA in TESOL
- Will graduate in spring 2020
- Earned a 4.0 GPA
- Hosted the "Super Short Scary Stories Contest" and "Coffee with the Tutors" pop-up events
- Conducted "How to Write a Killer Introduction" and "Cover Letters" workshops
- Conducted private tutoring at English Communication Services
- Tabled during Weeks of Welcome
- Co-presented at the 2018 CATESOL Conference about teacher motivation
- Featured in annual Japanese Bay Area magazine with eJan

-
- MA in Linguistics
 - Graduated in fall 2018
 - Earned a 4.0 GPA
 - Wrote several blog posts for "The Write Attitude" blog: "Better Know our Writing Support Services: Interview with Maria Judnick, Digital Coordinator"; "Better Know A Department: Economics"; "Ask the Specialists (November 2018): Writing and Working a Writing-Based Job"; "Better Know our Writing Support Services: Interview with Michelle Hager, Director"; "Better Know our Writing Support Services: Interview with Tom Moriarty"; "Paper(Draft) Writer Part II: Don't Dodge the Draft!"; and "Paper(Draft) Writer Part I: The Pursuit of Perfection"
 - Conducted "Perturbing Punctuation Part 1: The Comma," "(W)rangling the Rough Draft," and "Parsing Persnickety Poetry" in-class workshops as an embedded tutor
 - Published an article in the NCWCA Newsletter



Brooke Blankenship



Jack Brady

- BA in English, with a concentration in Creative Writing
 - Will graduate in spring 2020
 - Updated the theme, brand, and format of "The Write Attitude" blog
 - Designed over 20 categorical images and the blog's banner image
 - Created, formatted, and generated new content for the blog, including a mini-series on the elements of effective fiction
- Conducted "Paraphrasing," "How to Write a Killer Introduction," and "Essay Prompts and Time Management" workshops
 - Worked as an online tutor for San Jose State's graduate iSchool Program
 - Worked the Writing Center table at Fire on the Fountain ("Writing an Email to a Professor" pop-up event)
 - Worked the NCWCA Conference as a campus navigator



- MA in TESOL
- Will graduate in spring 2020
- Earned a 4.0 GPA
- Created the "Whip Your Writing into Shape" video and the "Five-Minute Tutor" video series
- Conducted "How to Write a Killer Introduction," "Revising for Clarity: Subjects and their Verbs," "Trimming the Fat," and "Plagiarism and Paraphrasing" workshops
- Participated in the Scholarship Writing Workshop with the Financial Aid and Scholarship Office
- Tabled at Admitted Spartan Day (2018 and 2019), freshman and transfer orientations, and SJSU Preview Day
- Worked as a room moderator for the NCWCA Conference
- Co-presented at the 2018 CATESOL Conference about teacher motivation
- Participated in "Coffee With the Tutors," "Writing an Email to a Professor," and "Weeks of Welcome: SJSU Writes" pop-up events
- Tabled at MATESOL during the 2018 orientation



Christina Cantero

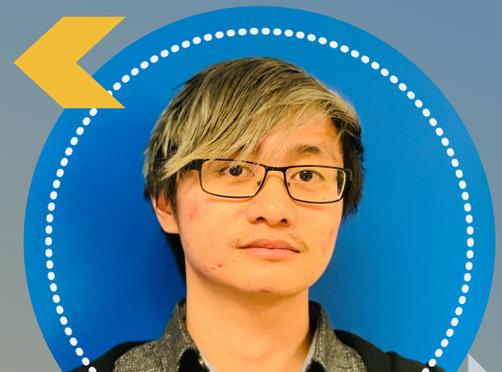


Andy Cormier

- BS in Business Administration, with a concentration in Marketing and a double minor in Music and Japanese
- Will graduate in spring 2020
- Earned a 3.99 GPA
- Created informational video about new online tutoring services
- Developing the foundation for live-streaming and more video production
- Earned a President's Scholar designation
- Served as an Instructional Student Assistant for BUS 187
- Helped revise the website for Versus Expo
- Participated as the General Seventh Director for the Japanese Student Society, sang in concert choir, and took social dance classes
- Sang in the choir of Joe Hisaishi's first concert in America
- Performed a concert as a band for 500 people
- Volunteered at Versus Expo for a new gaming marathon, raising over \$10,000 for the Save The Children charity
- Interned for Canvas Gate to help lead a study abroad program during summer 2019 in Kyoto



- BA in English, with a concentration in Creative Writing and a minor in Music
- Will graduate in spring 2020
- Earned a 3.86 GPA
- Developed the "Mock Tutoring Session" videos, "Virtual House Call" video, and "Infinitives" handout
- Conducted "Trimming the Fat," "Plagiarism and Paraphrasing," "Body Paragraphs," "Basic APA Style," and "Revising for Clarity: Subjects and their Verbs" workshops
- Earned a Dean's Scholar designation
- Tabled at orientation sessions in summer 2018
- Helped revise "Best Practices" discussion topics for tutor training process
- Became a senior/lead tutor



Evin de Leon Sanchez



Enya Gomez

- BA in Design Studies, with a concentration in Graphic Design and a minor in French
- Graduated in spring 2019
- Earned a 3.73 GPA
- Designed sandwich board advertisements, spring 2019 workshop schedule advertisements, TV slides, and Craft Course series content
- Conducted "Deconstructing the Prompt" and

"Revising for Clarity: Subjects and their Verbs" workshops

- Earned a Dean's Scholar designation
- Graduated with Magna Cum Laude designation
- Tabled for "Accomplishment Statements" and "Self-Editing Challenge" pop-up events, transfer orientations, and Pozole Night Tutoring
- Worked the NCWCA Conference as a panel moderator
- Served as club Treasurer for Fresh Pressed Printmaker's Guild
- Was commissioned with a team of six to create eight silk-screened banners and individually commissioned to create hand-made, letterpress thank you cards for the Dean of the College of Humanities & the Arts



- MA in Linguistics and TESOL
- Graduated in spring 2019
- Earned a 4.0 GPA
- Published an article in the NCWCA newsletter
- Taught ESL in an adult education program
- Presented at the NCWCA Conference and presented writing center research to the university Writing Requirements Committee (WRC)



Jenn Hambly

- BA in Child and Adolescent Development Teacher Prep, with a minor in Elementary Education
- Graduated in fall 2018
- Worked the Writing Center table at Fire on the Fountain ("Writing an Email to a Professor" pop-up event)
- Was an embedded tutor in a Political Science senior seminar



My-Tam Hoang

- BA in English, with a concentration in Creative Writing and a minor in Sociology
- Will graduate in spring 2020
- Oversaw the spring 2019 Advertising & Marketing Team of eight members, delegating and editing design projects
- Developed the spring 2019 workshop schedule and master spreadsheet for team project tracking



Megumi Kamikawa

- Developed Instagram "Craft Course" series and created content and graphics alongside Social Media Coordinators
- Designed front and back covers for the NCWCA Conference program and redesigned graphics for tabling trifold and staff member name badges
- Conducted "Basic APA Style," "Selecting and Integrating Source Materials," "Body Paragraphs," and "Essay Prompts and Time Management" workshops
- Attained online tutoring certification
- Tabled at the Chicanx/Latinx Fall and Spring Welcome events
- Served as Vice President of Active Minds
- Attended the National Active Minds Conference 2019 in Washington D.C.



Sarika Kanhere

- BA in English, with a concentration in Professional and Technical Writing
- Will graduate in fall 2019
- Created advertisement fliers for "Coffee with Tutors" and "Accomplishment Statement" pop-up events
- Conducted "Common Grammar & Punctuation Errors," "Muscle Verbs for Good Writing," and "Revising for Clarity: Subjects and their Verbs" workshops

- Earned a Dean's Scholar designation for fall 2018
- Tabled at Chicanx/Latinx Spring Welcome, Aim for Pi, and International Transfer Day events
- Participated in Adobe Creative Jam
- Led a class in modern grammar (ENGL103) with peer tutor Lydia Row⁹⁹

- BA in Psychology
- Will graduate in spring 2020
- Created "Academic Language" handout
- Helped revise "Best Practices" discussion topics for tutor training process
- Conducted "Body Paragraphs" and "Essay Prompts and Time Management" workshops
- Earned a Dean's Scholar designation



Ramya Kannan



**Annelisse
Kennedy-Lewis**

- BA in Art History and Visual Arts
- Will graduate in spring 2021
- Co-developed "Self-Editing Challenge" pop-up event
- Conducted "Trimming the Fat" workshop
- Tabled at Aim for Pi event
- Worked the NCWCA Conference as a campus navigator
- Curated exhibit for San Jose Museum of Quilts and Textiles
- Accepted to study abroad in Florence, Italy for a full academic year



- BA in Linguistics, with a concentration in TESOL
- Will graduate in spring 2020
- Helped revise "Best Practices" discussion topics for tutor training process
- Conducted "Transitions for Coherence" workshop
- Earned a President's Scholar designation for fall 2018
- Tabled at the Global Spartan Fair



Elise Kesler



Melanie Le

- BA in Philosophy, with a planned minor in Professional and Technical Writing
- Will graduate in spring 2020
- Wrote "Better Know a Department: Ballet" blog post for "The Write Attitude"
- Earned a President's Scholar designation
- Participated in the Philosophy Club
- Created a presentation on prison abolition and activism to be submitted for an award
- Submitted a paper on the discourse of poverty for journal publication

- MA in TESOL
- Graduated in spring 2019
- Created an informational video about new online tutoring services
- Conducted "Body Paragraphs" workshop
- Worked the "Self-Editing Challenge" pop-up event in spring 2019



Yi-Lun Lin

- MA in History
- Will graduate in spring 2021
- Earned a 4.0 GPA
- Worked as a course-embedded tutor for History 100W in fall 2018
- Wrote several blog posts for "The Write Attitude" blog: "Better Know a Department: History," "The Fix-It Police #7: Repairing HGTV's Grammar," "Did You Know That? #5: Conquering English," "The



McKenna Miller

- Fix-It Police #8: Grocery Store Grammar," and a three-part series on peer-reviewed sources
- Conducted "Paraphrasing" workshops
- Tabled for "Accomplishment Statement" and "Self-Editing Challenge" pop-up events
- Earned a President's Scholar designation
- Inducted into the Phi Kappa Phi Honor Society
- Received "The Donald 'Scotty' Fletcher Memorial Scholarship" and the "Mildred Gentry Winters Endowment Scholarship"

- BS in Business Administration, with a concentration in Finance
- Graduated in spring 2019
- Created advertisements for Writing Center workshops and online tutoring services that were published in The Spartan Daily
- Earned a Dean's Scholar designation
- Conducted "Body Paragraphs" workshop multiple times in fall 2018



Michael Muetzenberg



Lydia Row

- BA in English, with a concentration in Preparation for Teaching and a double-minor in Political Science and Professional and Technical Writing
- Will graduate in spring 2020
- Earned a 3.6 GPA
- Wrote a four-part series on the importance of literacy skills for "The Write Attitude" blog
- Created a flier for a FASO Joint Workshop
- Conducted "Trimming the Fat," "Deconstructing the Prompt," "Cohesion and Coherence," "Common Grammar and Punctuation Errors," and "Essay Prompts and Time Management" workshops
- Tabled for "Community Story" and "Writing an Email to a Professor" pop-up events
- Worked at the NCWCA Conference as a panel moderator
- Earned a Dean's Scholar designation for fall 2018 and spring 2019
- Inducted into the Phi Kappa Phi Honor Society
- Received the "Catherine Urban Scholarship"
- Worked as an academic credential evaluator
- Earned a marketing internship for the College of Humanities & the Arts
- Led a class in modern grammar (ENGL103) with peer tutor Sarika Kanhere

- BA in English, with a concentration in Professional and Technical Writing
- Will graduate in fall 2020
- Earned a 3.9 GPA
- Graduated Magna Cum Laude from Evergreen Valley College in spring 2018
- Earned a President's Scholar designation for fall 2018
- Served as a Poetry Reader and Sales & Distribution team member for Reed Magazine
- Inducted into Phi Kappa Phi Honor Society
- Regularly attended the SJSU Newman Center for community and fellowship from its Catholic campus ministry



Marlene Schultz



Sydney Seelig

- Double BA in English, with a concentration in Single Subject Teacher Preparation and Social Science, with a concentration in Single Subject Teacher Preparation
- Graduated in spring 2019
- Earned a 3.86 GPA
- Developed the "Writing an Email to a Professor" pop-up event and co-developed the "Self-Editing Challenge" pop-up event
- Conducted "Common Grammar Errors," "Transitions," "Basic APA Style," "Body Paragraphs," and "Deconstructing the Prompt" workshops
- Earned a Dean's Scholarship designation for fall 2018
- Conducted several private tutoring and editing jobs
- Presented at the 2019 NCWCA Conference
- Presented at the 2018 CATESOL Conference
- Tabled at freshmen and transfer orientations and the Graduate Professional Programs Fair; participated in the FASO Joint Workshop
- Served as the President of the Spartan Fencing Club
- Organized a fencing tournament for a Northern California competition

- BA in English, with a concentration in Professional and Technical Writing
- Graduated in spring 2019
- Created "WOnline Registration Walk-Through" informational video to assist students in creating WOnline accounts
- Conducted "Selecting and Integrating Source Materials" workshop
- Worked as an embedded tutor in the Engineering 100W support lab



Roy Thompson



Michelle White

- BS in Environmental Studies, with a minor in Sustainable Water Resources
- Graduated in spring 2019
- Worked as a fall 2018 course-embedded tutor in ENVS 100W and Biology 54
- Created "Subject-Verb Agreement" tutorial video that was used in the classroom and is now posted on the Writing Center YouTube channel

- BS in Computer Science
- Will graduate in spring 2021
- Created "How to Brainstorm an Essay" instructional video about simple strategies for planning writing
- Helped revise "Best Practices" discussion topics for tutor training process
- Conducted "Transitions for Coherence" and "Writing a Killer Introduction" workshops
- Appeared in MLK Library Newsletter as a representative for the Game Dev Club and was elected as the club Social Media Officer
- Conducted private tutoring sessions with a graduate student
- Tabled at the Global Spartan Fair



Thomas Zakharzhevskiy

APPENDIX



Appendix Document #1

Multilingual Tutor Training On-Boarding Module

Multilingual Tutor Training On-boarding Module
Writing Center
San José State University
Amy Russo, Coordinator of Multilingual Writing Support Services
Updated August 2018

Purpose:

According to the 2018 SJSU Writing Center Annual Report, roughly 55% of students using the Writing Center report a home language other than English. To better support these multilingual students, tutors will benefit from having specialized instruction both through on-boarding and on-going training. Through specialized training, tutors will be better able to empathize with, adapt their tutoring style to, and provide a high level of service for SJSU's multilingual undergraduate and graduate students. Our goal is for SJSU Writing Center tutors to be in a position to continue compiling information, techniques, and knowledge about working with multilingual writers as peer tutors.

Timeframe:

The module is designed to last three hours and forty-five minutes. Session 1 lasts for one hour and fifteen minutes. The take-home project is 30 minutes. Session 2 lasts for one hour. Session 3 lasts for one hour.

Target Audience:

SJSU Writing Center applicants during the on-boarding process. Writing tutors are all undergraduate or graduate students who have at least completed their first-year writing course. By the time this module occurs, participants would have completed steps of the existing tutor hiring/training process, including an initial interview and a pedagogical evaluation on grammar, style, and content development. This module happens in tandem with the three tutoring session

observations and a discussion about best practices with an experienced tutor. This module will be followed by the final step of the hiring/training process: mock tutoring.

Module Development Rationale:

For this training, *curriculum alignment* (the congruence of objectives, assessments, and content) was achieved through using Backwards Design (BD). (See the Activities and Training Curriculum Alignment section for more details.) Curriculum alignment is desirable because it increases the positive washback of assessments and the cohesiveness of participant experience (Bailey, 1996). In accordance with BD, I first identified the desired results, next determined acceptable evidence of success, and finally planned the training. This training includes core understandings and essential questions. Understandings in BD are the big questions that are transferable beyond the immediate context of one session or module. Wiggins and Mctighe (2005) offer this analogy: “each tile is a fact. An understanding is a pattern visible across tiles” (pp. 39). Essential questions are recurring themes that have no final solution, but the pursuit to understand them helps participants build frameworks for future knowledge and skill growth. (See the Training Module Understanding, Essential Questions, and Objectives section for more details.)

Session 1 begins by providing information about different categories of multilingual student in regard to cultural knowledge, academic strengths, and academic needs. “Raising tutor awareness, especially awareness of writers’ identities, is a key first step for working with diverse populations of students” (Rafoth, 2015, p.12). The training covers International, Immigrant/New Comers, Generation 1.0 and Generation 2.0 students. Through discussion, applicants explore both the benefits and weaknesses of applying trends to individual students. The session concludes with watching a video about international student writers discussing the culture shock and challenges they experienced when writing in a US academic context. People working with multilingual writers need

to recognize that ‘good writing’ for various kinds of academic genres cannot be taken as monolithic, obvious, or given (Ferris & Hedgcock, 2014).

Tutors who can begin to identify themselves with culturally and linguistically diverse students are beneficial to writing centers, because they can both emotionally relate better and find more accessible ways to explain new concepts (Rafoth, 2015, pp. 12-14). Applicants complete a take-home project to consider their own languages, dialects, and cultures. They examine their own experiences for motivation, positive experience, negative experience, aspirations, and attitudes. Module Two begins with a discussion of their own language learning history. The module continues by watching and discussing a video about linguistic transfer and linguistic repertoire. The module concludes with an activity covering important concepts behind language learning, such as comprehensible input, noticing, processing, output, and interaction.

Assessment Plan:

This training supports *Assessment for Learning* (AfL). AfL is the collecting of information primarily to improve learning (Bailey, 2005, 226-227). Some important features of AfL include (the following principles adapted from Assessment Reform Group, 1999, as cited in Davison, 2014, p.264):

1. Assessment is embedded in teaching and learning.
2. Learning goals are explicitly shared and students are taught how to recognize them.
3. Students engage in self-assessment.
4. Constructive, qualitative feedback is given to students to help them identify their next steps.
5. All assessment assumes that every student can improve.

Participants take a pre, post, and delayed Can-Do Self-Inventory. The can-do statements cover both knowledge and performative qualities the training intervention seeks to enrich. This inventory allows participants to self-assess where they begin and where they end. Each statement is ranked on a continuous Likert confidence scale, from 1 unconfident to 8 confident. (See Activity 1 for more details.) The series (pre, post, and delayed) of the inventory is meant to determine how persistent

any gains are. The answers to this inventory do not affect how the participants progress through the training/hiring process.

The training begins by introducing the purpose and goals of the module and the planned activities, to illustrate for participants what the process will be. All activities include discussions as formative assessments, which are participant led and to allow them to share personal experiences and insights. The facilitator acts as a fellow participant sharing personal experiences and acting as a sounding board for their growing understanding. The facilitator uses aspects of dynamic assessment techniques, injecting only as much assistance as necessary and letting that vary by participant (Bailey, 2015). Through acting as a co-participant, the facilitator can give formative feedback embed throughout the training.

The goal of the training is for new tutors to be able to modify their tutoring to fit the needs of individual multilingual students. In support of this goal, the summative task is a content test, which asks students to apply, rather than simply restate the knowledge gained through the training. The test carefully matches the content of the module to ensure content validity, that “the test is a representative sample of the content the test was designed to measure” (Brown, 2005, p. 221). This alignment with the training curriculum is important for the final activity as a criterion-referenced test should assess participants relative to course objectives, rather than relative to one another (Bailey, 2015, p.57). Finally, participants can receive a ‘strong pass,’ ‘pass,’ or ‘no pass’ on each question; they must get a ‘pass’ or higher on each question. If they receive a ‘no pass,’ the participant may retake parts as necessary. The ability to retake and learn from mistakes supports the idea that all participants can learn and should be allowed to benefit from on-going training.

Training Module Understandings, Essential Questions, and Objectives:

Understandings

Participants will understand that...

1. Where, when, and how you start learning a language affects how you best process and learn.
2. Multilingual learners are complex individuals with diverse strengths, challenges, motivations, identities, cultures, and aims.
3. ‘Good’ writing is subjective and context specific.
4. Everyone has a linguistic repertoire containing combinations of multiple dialects, registers, and languages.
5. Academic writing requires mastery of form, format, content, and discipline specific practices.

Essential Questions

Participants will consider ...

1. How are writing and culture related?
2. Why and how do people learn additional languages?
3. How can peers best help one another with writing?

Cognitive Objectives	Performative Objectives
<i>To Know / be aware of / be familiar with...</i>	<i>Be able to...</i>
<ol style="list-style-type: none"> 1. Different categories of multilingual students: International, Immigrant, Generation 1.5, and Generation 2.0 2. Trends of academic strengths and challenges for different types of multilingual students 3. The process of how language is learned and how linguistic background can affect language acquisition 4. Why both feedback and interaction are necessary for language learning 	<ol style="list-style-type: none"> 1. Adapt their tutoring style to match different strengths and challenges for various categories of multilingual students 2. Address common frustrations of multilingual students with English and US academic writing, relating to cultural, contextual, and discipline differences 3. Apply linguistic principles of the language learning process to increase the effectiveness of tutoring sessions
Affective Objectives	Metacognitive Objectives
<i>How will they feel / will empathize with...</i>	<i>Be in a position to / can continue to...</i>
<ol style="list-style-type: none"> 1. Feel comfortable relating as peer tutors with multilingual students sharing both successful and less successful experiences in writing 2. Feel confident in their abilities to adapt their tutoring to different categories of multilingual students 3. Empathize with multilingual learners as complex individuals 	<ol style="list-style-type: none"> 1. Identify opportunities and develop new strategies to help multilingual writers in tutoring sessions 2. Reflect on personal previous and future language/regional dialect exposure and learning, and be able to empathize better with multilingual students

Activities and Training Curriculum Alignment:

#	Activities Sequence	Time (Minutes)	Session	Understandings	Objectives
1	Pre Can-Do Self-Inventory	1-2	Takeaway		
2	Preview of Training Module	3-4			
3	Discussion about categories of multilingual students	18-19	1	1, 2	C1, P1, P3
4	Discussion about strengths and challenges of multilingual groups	18-20		1, 2	C2, P1, A1, A2, M1
5	<i>Writing Across Borders</i> by Oregon State	17		2, 3, 5	C2, C4, P2, A1, A3
6	Discussion and reflection on <i>Writing Across Borders</i> video	8-10		2, 3, 5	C2, C4, P2, A1
7	Preview of Language Learning History	1-2			
8	Language Learning History	30	Takeaway	1, 2, 4	C3, P2, A1, A3, M2
9	Discussion of Language Learning History	10-15	2	1, 2, 4	C3, P2, A1, A3, M1, M2
10	LingSpace video on <i>Transfer</i> by Dr. Moti Lieberman	8		1, 4	C2, C3, A3
11	Discussion and reflection on <i>Transfer</i> video	8-10		1, 4	C2, C3, P2, A3, M2
12	Input and Output Interaction Hypothesis Activity	20-25		1, 4	C3, C4, P3
13	Post Can-Do Self-Inventory	3-4			
14	Multilingual Content Test	Varies	3	1, 2, 3, 5	C1, C2, C4, P1, P2, P3, A2, A3, M1
15	Delayed Can-Do Self-Inventory	4-5	Office Time		

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Appendix Document #2
Fall 2013 - Summer 2017 Master’s Thesis Report

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Fall 2013 to Summer 2017 SJSU College Level Analysis

Raw Data Results:

Table 1. Ranked Order of Colleges by Number of Submissions

Name	Submission	Published	Rejected	% of Total Published	% of Total Rejected
All Colleges	706	611	95	85.54%	13.45%
SCI	216	196	20	27.70%	2.80%
COSS	208	189	19	26.70%	2.70%
ENG	111	72	39	11.80%	5.50%
H&A	97	94	3	13.30%	0.40%
HHS	52	44	8	6.20%	1.10%
ED	27	22	5	3.10%	0.70%
GUP	2	2	0	0.30%	0%

Acronyms

- *SCI* = College of Science
- *ENG* = College of Engineering
- *HHS* = College of Health and Human Services
- *GUP* = Office of Graduate and Undergraduate Program, which in this case is where the few interdisciplinary thesis projects are housed
- *COSS* = College of Social Science
- *H&A* = College of Humanities and the Arts
- *ED* = College of Education

Observations

- Roughly 86% of submitted theses are accepted by Graduate Studies.
- The 14% of rejected theses means that 95 students had to continue for at least one more semester.
- COSS and SCI are comparable, because they submit roughly the same amount of theses (*around 210*) and are double the submission size of other colleges.
- H&A and ENG are comparable, because they submit roughly the same amount of theses (*around 100*)
- ENG has several larger programs (15-36 submissions) that are in need of help with a roughly 40% rejection rate: Mechanical, Electrical, and Computer.
- SCI has several larger programs (17-36 submissions) with near perfect acceptance rates: Geology, MLML, and Meteorology & Climate Science.
- COSS's rejected theses are spread fairly evenly throughout its programs.
- The Psychology Program submits the highest number of theses of any program (15.5% of all SJSU submissions).

Key Suggestions

- The Colleges of ENG (40%), COSS (20%), and SCI (20%), submit the highest number of rejected theses. This data could be used to help identify which theses will require more attention:
 - Either front load or back load those that take the most work
- The College of ENG requires the most immediate attention. This College submits the fourth most theses, but its theses are rejected the most frequently.
 - Its best points of comparison are H&A for similar size and SCI for similar content area.
- Assessing the best practices of the most successful program(s) within each college may provide a model on how best to assist other programs in that same college.

Charts Visualizing College-Level Data

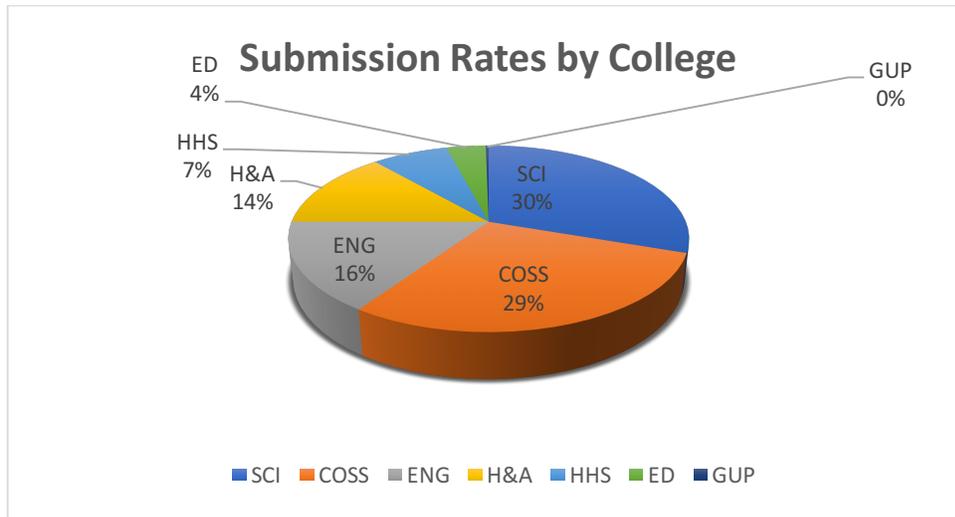


Figure 1. SJSU Theses Submissions Organized by Colleges (Pie Chart)

The top four colleges that publish theses represent over 80% (632 of 706) submissions. Science and Social Science both make up roughly 30% each (*approximately 212 submissions each*). Engineering and Humanities & the Arts both account for roughly 15% each (*approximately 104 submissions each*). Science and Engineering both produce twice the amount of thesis submissions as the next two highest colleges.

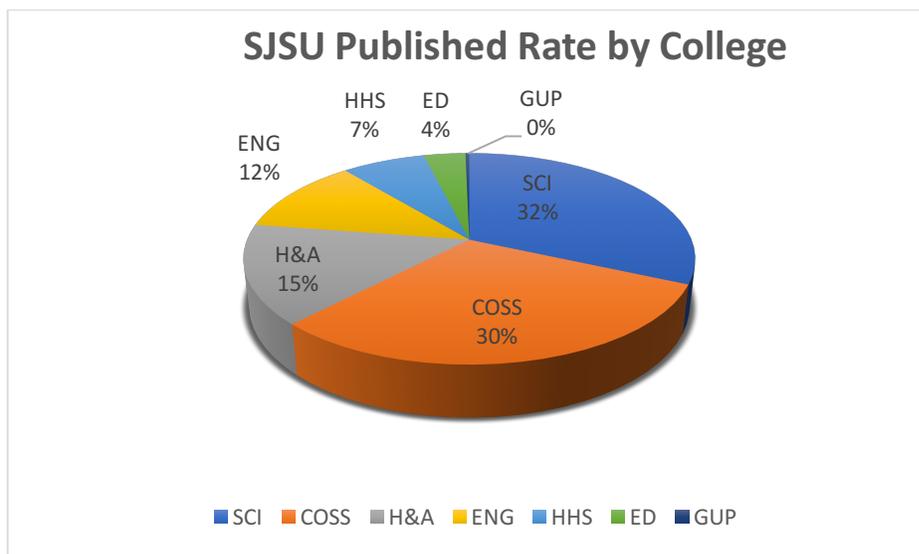


Figure 2. Published Rate by College (Pie Chart)

The Colleges of Science and Social Science account for more than 60% (385 of 611) published papers. Engineering is tied for top submitters, but is only fourth in terms of actually published theses.

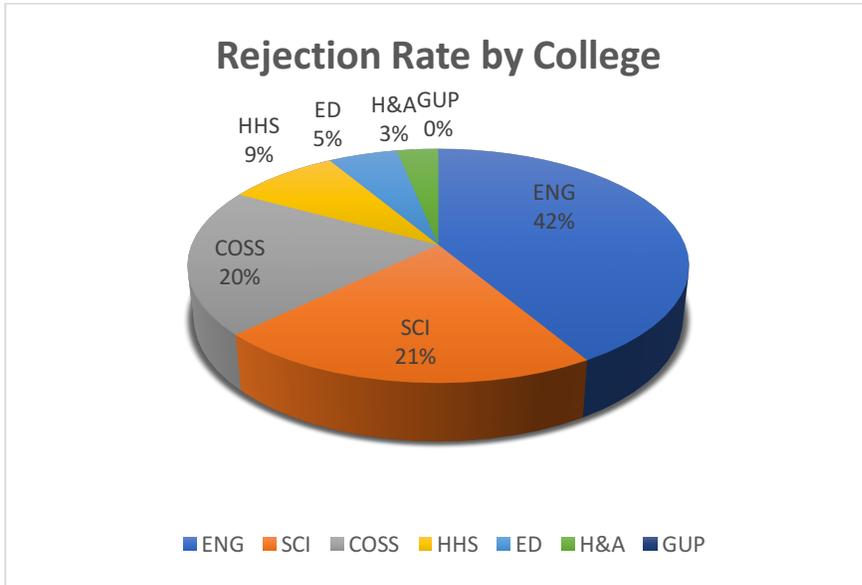


Figure 3. Rejection Rate by College (Pie Chart)

The Colleges of Engineering, Science, and Social Science together account for 80% (78 of 95) of rejected thesis papers. Engineering accounts for 42% (39 of 95) of rejected papers.

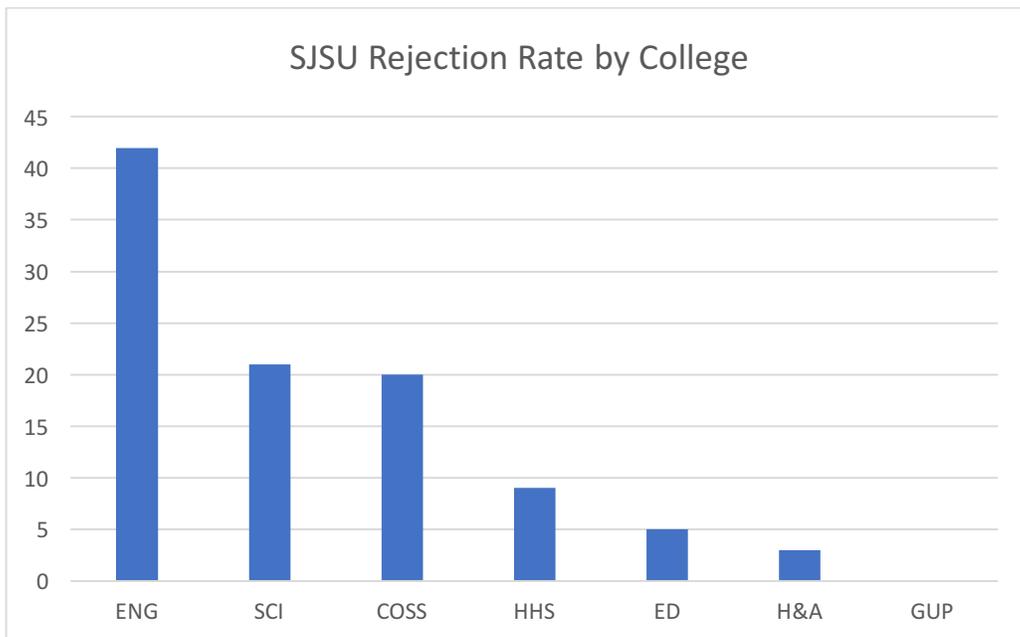


Figure 4. Rejection Rate by College (Bar Graph)

The Colleges of Engineering, Science, and Social Science represent the highest areas of need.

Program-Level Analysis

College of Engineering

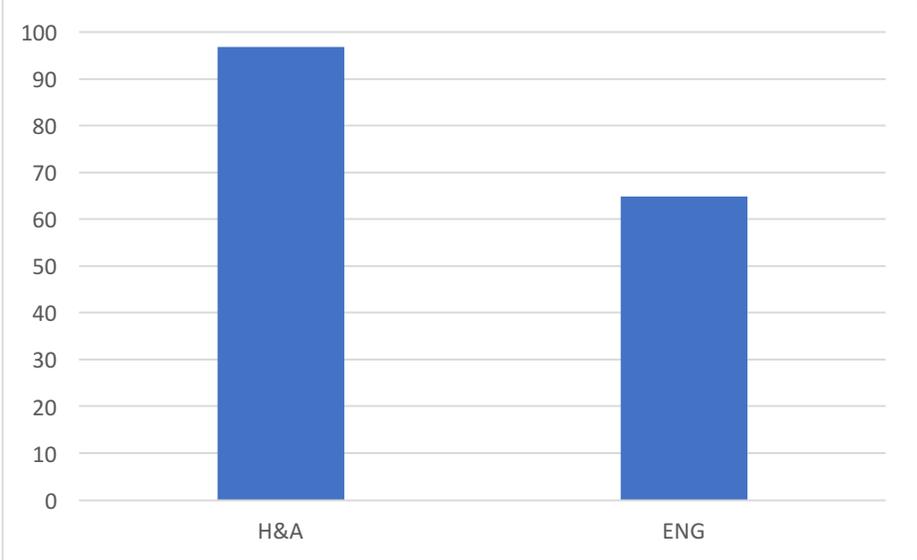


Figure 5. H&A and ENG Published Comparison, Similar Submissions Size

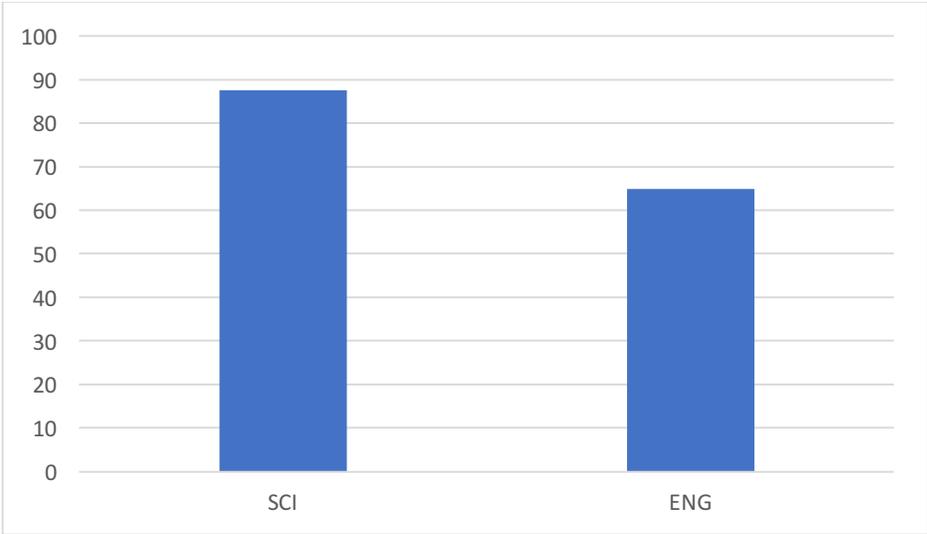


Figure 6. SCI and ENG Published Comparison, Similar Content Areas

College of Engineering Programs

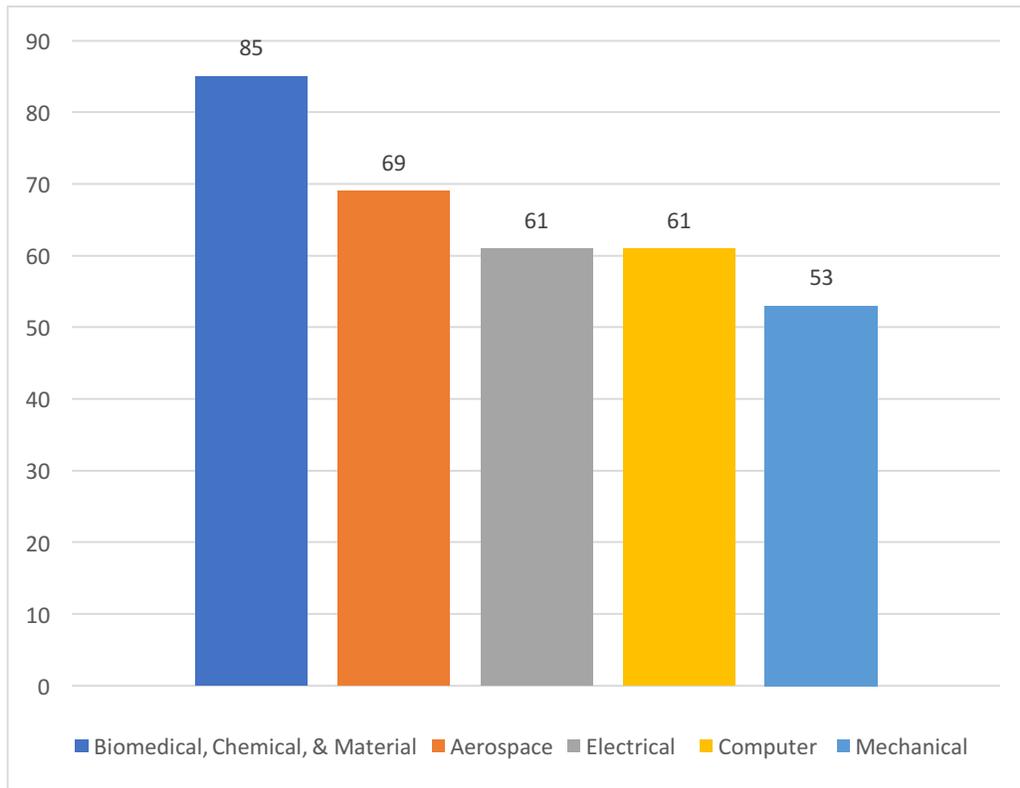


Figure 7. College of Engineering Program Publish Rates

The Biomedical, Chemical, and Material Engineering Program has the highest internal publication rate and might serve as a strong model for best practices. Mechanical Engineering has the weakest publication rate and may benefit from further analysis. The Electrical Engineering Program has the highest number of submissions and also warrants close attention, because of its size and weaker publication rate.

Table 2. Green Light Programs for Engineering

College of Engineering Green Lights				
Program	Total Program Submission	Total Program Publish	Total Program Rejected	% of College Published
Biomedical, Chemical, & Material	14	12 (85%)	2 (15%)	12/72 (16.6%)
Aerospace	13	9 (69%)	4 (31%)	9/72 (12.5%)

Green Light Selection Criteria: (1) have more than 10 entries, (2) have a 69% or more publish rate within program, and (3) have a 12% or above college publish rate.

Table 3. Yellow Light Programs for Engineering

College of Engineering Yellow Lights				
Program	Total Program Submission	Total Program Published	Total Program Rejected	% of College Rejected
Electrical	36	22 (61%)	14 (39%)	14/39 (36%)
Mechanical	15	8 (53%)	7 (47%)	7/39 (18%)
Computer	18	11 (61%)	7 (39%)	7/39 (18%)

Yellow Light Selection Criteria: (1) have more than 10 entries, (2) have a 39% or above rejection rate within program and (3) have a 17% or above college rejection rate.

College of Science

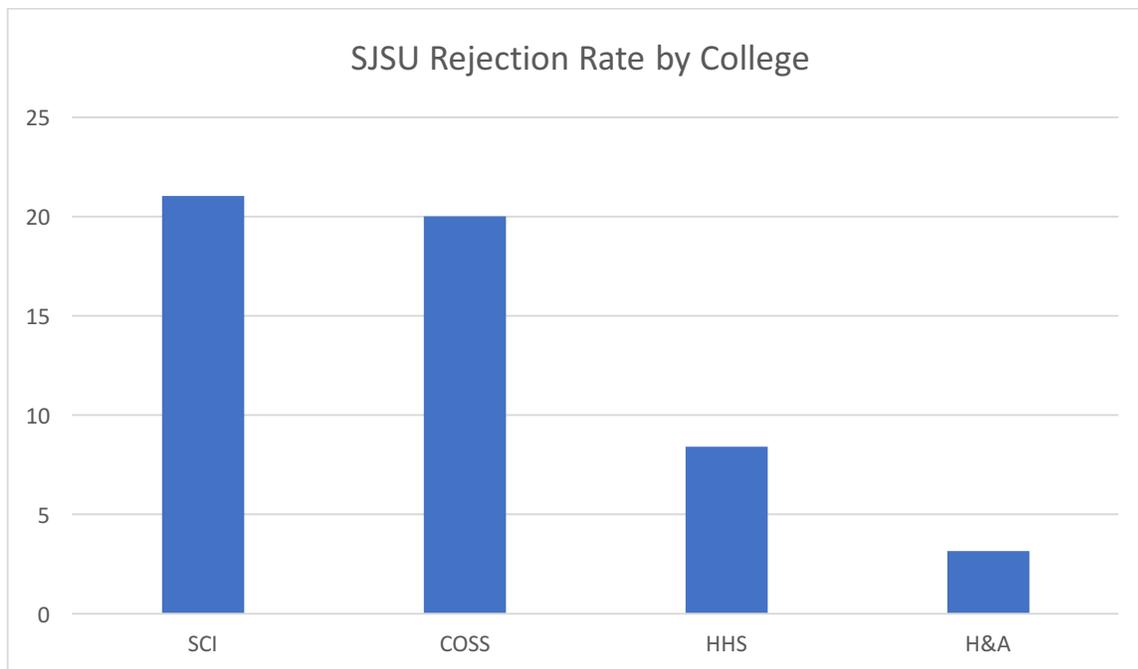


Figure 8. SJSU Rejections Rates by College, SCI Accounts for 21%

College of Science Programs

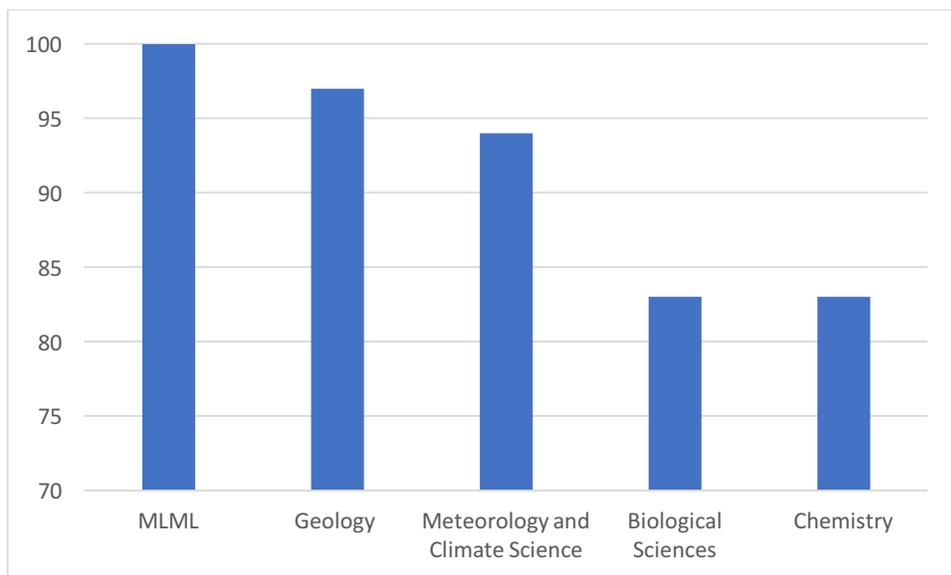


Figure 9. College of Science Program Publish Rates

The MLML, Geology, and Meteorology and Climate Science Programs all have very strong publication rates (over 90%) and might serve as strong models for best practices for STEM related programs. Biological Science and Chemistry are both doing well with over an 80% publication rate, but might be able to enhance their acceptance rate through modeling some of the practices from a program such as Geology.

Table 4. Green Light Programs for Science

College of Science Green Lights				
Program	Total Program Submission	Total Program Publish	Total Program Rejected	% of College Published
Geology	34	33 (97%)	1 (3%)	12/72 (16.8%)
MLML	19	19 (100%)	0 (0%)	19/72 (26%)
Meteorology and Climate Science	17	16 (94%)	1 (6%)	16/72 (22%)

Green Light Selection Criteria: (1) have more than 10 entries, (2) have a 90% or above publish rate within program, and (3) have a 22% or above college publish rate.

Table 5. Yellow Light Programs for Science

College of Science Yellow Lights				
Program	Total Program Submission	Total Program Published	Total Program Rejected	% of College Rejected
Biological Sciences	56	47 (84%)	9 (16%)	9/20 (45%)
Chemistry	37	31 (84%)	6 (16%)	6/20 (30%)

Yellow Light Selection Criteria: (1) have more than 10 entries, (2) have a 16% or above rejection rate within program and have a 30% or above college rejection rate.

College of Social Science

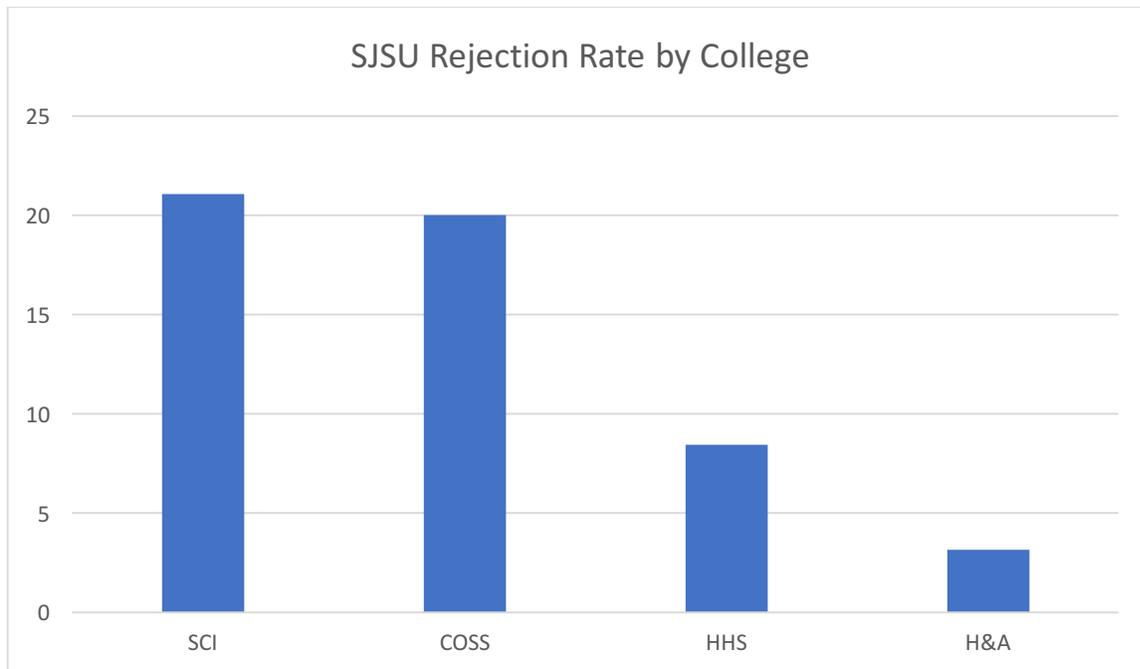


Figure 10. SJSU Rejection Rates by College.11 June 201811 June 2018 COSS Accounts for 20%

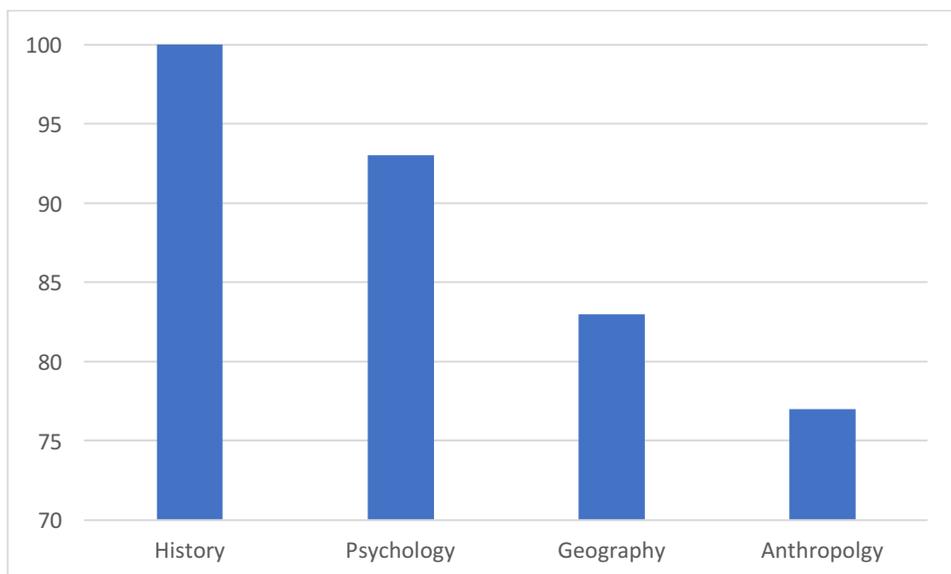


Figure 11. College of Social Science Program Publish Rates

Overall the college is doing very well in terms of its publication rates. Most programs have a few rejected proposals. The History Program represents a small pool of submissions, but has a perfect success record. Chances for growth lie with the Psychology Program, the largest COSS program. This program has published 96 of its 103 theses. Its rejected 7 make up around 40% of COSS rejections, though. Further study into successful and not successful Psychology theses and insights from History might provide a strong model to enhanced COSS as a whole.

Table 6. Green Light Programs for Social Science

College of Social Science Green Lights				
Program	Total Program Submission	Total Program Publish	Total Program Rejected	% of College Published
History	10	10 (100%)	0 (0%)	10/189 (5%)
Psychology	103	96 (93%)	7 (6%)	96/189 (50%)
Geography	12	10 (83%)	2 (27%)	10/189 (17%)

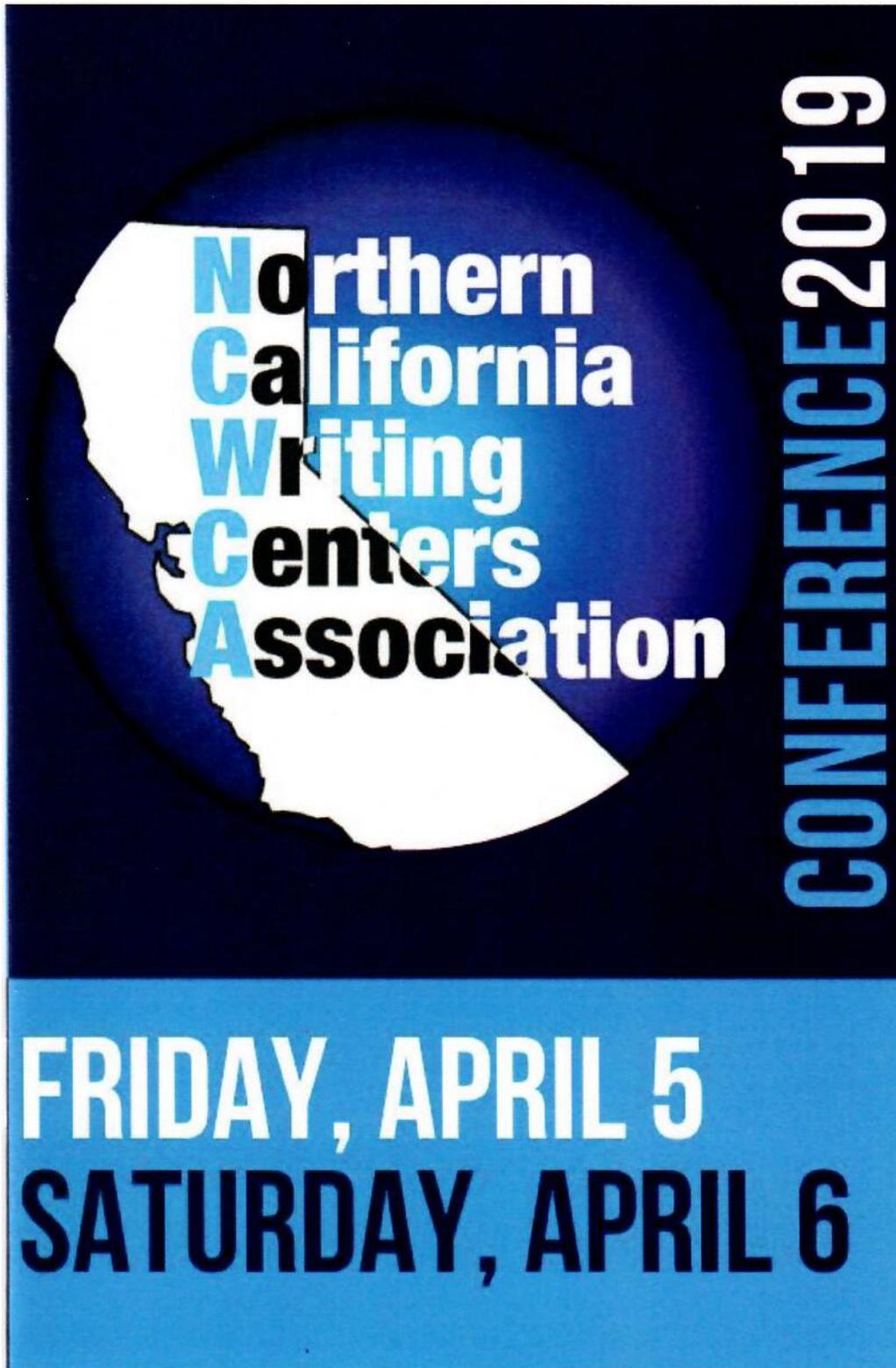
Green Light Selection Criteria: (1) have more than 10 entries, (2) have a 80% or above publish rate within program, and (3) have a 5% or above college publish rate.

Table 7. Yellow Light Programs for Social Science

College of Social Science Yellow Lights				
Program	Total Program Submission	Total Program Published	Total Program Rejected	% of College Rejected
Anthropology	18	14 (77%)	4 (22%)	4/19 (21%)
Psychology	103	96 (93%)	7 (6%)	7/19 (37%)

- Yellow Light Selection Criteria: (1) have more than 10 entries and (2) have a 20% or above college rejection rate.

Submitted by Amy Russo, Coordinator of Multilingual Writing Support Services



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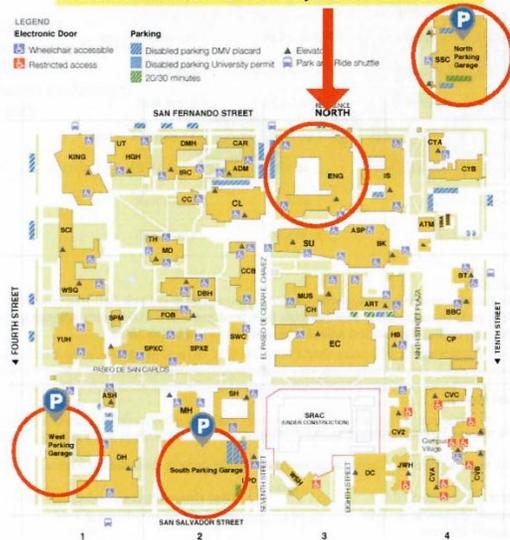
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Lydia Row
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NCWCA Pre-Conference Workshop
Friday, April 5, 2019
1:00 PM – 5:00 PM

NCWCA Pre-Conference Workshop
Friday, April 5, 1:00-5:00 PM
San Jose State University
ENGINEERING BUILDING, ROOM 285/287



NCWCA Conference

Saturday, April 6, 2019
8:00 AM – 6:00 PM

Event Schedule:

Registration and Breakfast	8:00-9:00	Hammer Theatre
Keynote Speech Dr. Rebecca Day Babcock	9:00-10:00	Hammer Theatre
Concurrent Sessions A	10:30-11:30	Clark Hall
Concurrent Sessions B	11:45-12:45	Clark Hall
Lunch	1:00-2:00	Flames Restaurant
Concurrent Sessions C	2:30-3:30	Clark Hall
Concurrent Sessions D	3:45-4:45	Clark Hall
Concurrent Sessions E	5:00-6:00	Clark Hall

Hospitality:

Throughout the conference day, **bottled water** will be available in Clark Hall 100H (near the building main entrance) along with materials from book publishers. After lunch, **afternoon snacks** (tea, coffee, and cookies) will also be available in Clark Hall 100H.

Social Media:

Please use our Twitter hashtag: **#NCWCA2019**

Follow the SJSU Writing Center social media outlets for updates about the conference.

Twitter @TheWcatsJSU
Facebook @sjsuwritingcenter
Instagram @sjsuwc

Blog sjsuwritingcenter.wordpress.com
YouTube @SJSUWritingCenter

NCWCA Conference Saturday Map

- 1 Parking Garage: West & South
- 2 Hammer Theatre: Keynote & Breakfast
- 3 Clark Hall: Conference Sessions
- 4 Flames Restaurant: Lunch



SJSU | WRITING CENTER

Book Raffle

We will be hosting a book raffle at the 2019 NCWCA Conference, which is generously supported by the following publishers who donated books and discount flyers. Keynote Speaker Dr. Rebecca Day Babcock's work is included among the raffled books.

Enter the raffle at breakfast (in the Hammer Theatre Lobby) and during the morning presentations (in Clark Hall 100H). Raffle winners will be announced at lunch.

Peter Lang

Fountainhead Press

Utah State University Press

Keynote Speaker



Rebecca Day Babcock is the William and Ordelle Watts Professor at the University of Texas of the Permian Basin where she serves as the Chair of the Literature and Languages Department and also directs the University's Undergraduate Research Program.

Her research interests include writing centers, disability, folklinguistics, and metaresearch. Her latest book is *Writing Centers and Disability*, edited with Sharifa Daniels, from Fountainhead Press. She has also recently published a revised edition of *Researching the Writing Center: Towards an Evidence-Based Practice* written with Terese Thomas.

She has published in *DSH: Digital Scholarship in the Humanities*, *Praxis*, *The Peer Review*, *Linguistics and Education*, and *The Writing Lab Newsletter* among others.

6

Concurrent Sessions A: 10:30 AM – 11:30 AM

Building a Better Presence: Establishing and Engaging the WC within the Campus Community
Clark Hall 202

Presenters:
Chloe Ray, Adriana Hernandez,
Nicholas Bickett, and Pooja Dimba
University of California, Merced

Format:
Tutor Tips Roundtable

Area Cluster(s):
Engagement / Public Relations
Campus Presence

The focus of this tutor roundtable discussion is to not only examine the particular aspects of a writing center that constitute its presence on campus, but also to glean new possible ways to improve the center's engagement with the campus community.

Writing and Speaking Center: An Identity Crisis?
Clark Hall 204

Presenters:
Annette Cooper and Maureen McBride
University of Nevada, Reno

Format:
Workshop

Area Cluster(s):
Administration
Types of Tutoring and Tutoring Best Practices

In this workshop, the presenters will provide a brief overview of the history of their center's transformation from a writing center to a writing and speaking center. Participants will reflect on the current identity of their centers and discuss ways their centers can adapt to campus initiatives and shifting priorities.

When Writing Saved My Life: Fostering a Culture of Transformation
Clark Hall 216

Presenters:
Scott Miller, Celeste DiLullo, Brooke
Wrisley, Jamieson C. Poncia, and
Megan Monroe
Sonoma State University

Format:
Panel Presentation

Area Cluster(s):
Types of Tutoring and Tutoring Best Practices

7

Concurrent Sessions A: 10:30 AM – 11:30 AM Cont.

Writing Centers, we argue, can be transformative spaces beyond the useful ancillary functions we serve for students because writing itself is transformative. In this panel, we will share ways in which our own transformative conceptions of writing itself shape our work in tutorials, in writing groups and other services, and in administration.

Acclimation to University as a Form of Culture Shock
Clark Hall 222

Presenters:
Jacklyn Heslop and Maria Torres
California State University, Stanislaus

Format:
Workshop

Area Cluster(s):
Diverse Audiences and Populations

This workshop aims to equip attendees with the tools needed to help students who are experiencing "culture shock" while adjusting to the university. An interactive game and readings centered around culture shock that address common issues will lead into discussion about common writing center scenarios.

Choose Your Own Adventure: Strategies for Tutoring Successfully with Diverse Populations
Clark Hall 224

Presenters:
Tammie Lovvorn and Paige Patterson
William Jessup University

Format:
Workshop

Area Cluster(s):
Diverse Audiences and Populations
Types of Tutoring and Tutoring Best Practices

We will discuss how to help students of varying fluencies in areas that affect success: technology, academia, English, and rapport. Sharing strategies in relation to these areas and how they can overlap, this workshop will include resources for customizable organization strategies for each writing center's individual needs.

8

Concurrent Sessions A: 10:30 AM – 11:30 AM Cont.

Individual Presentations
Clark Hall 226

Repurposed and (Re)Constructed: Supporting Mature Student Identity, Belonging, and Agency in the Writing Center

Presenter:
Margaret Lundberg
University of Washington Tacoma

Area Cluster(s):
Research
Diverse Audiences and Populations

Drawing data from interviews and literacy narratives, this presentation examines mature adult students' identity (re)constructions within both the academy and writing center practice. Through group discussion, we will uncover new insight into ways the writing center can better assist students as they perform this work so vital to their success.

Slaying Dragons: The Power of Creativity in the Context of Tutoring

Presenter:
Jessie Schindler
Truckee Meadows Community College

Area Cluster(s):
Engagement / Public Relations

As tutors, we have the unique benefit of being both student and teacher. This presentation will explore the power of creativity as a means of connecting to and engaging with students through the development of resources. My resource? A dragon-slaying themed guide to essay writing.

"I Get That from the Writing Center": The Role of Writing Center Work in Tutors' Academic Literacy Development

Presenter:
Erin Goldin
University of California, Merced

Area Cluster(s):
Research
Administration

For directors, coordinators, and administrators, tutors are one of our many audiences. Using results from an ethnographically oriented study, this presentation explores the role that writing center work plays in tutors' individual narratives of their academic literacy development and our oft-cited goal of "making better writers."

9

Concurrent Sessions B: 11:45 AM – 12:45 PM

All Writers Have to Make Choices: A Rhetorical Approach to Sentence-Level Analysis for Tutor Development Clark Hall 202

Presenters:
Nanda Warren, Natasha Oehlman,
Marley Forsyth, and Eva Pabilona
California State University, Monterey
Bay

Format:
Workshop

Area Cluster(s):
Diverse Audiences and Populations
Tutor Training / Professional
Development

Regardless of expertise, all writers struggle to structure sentences. Based on the Framework for Success in Post Secondary Writing, this workshop will lead participants through activities of a tutor training module. Participants will analyze sentences and ask questions that lead writers to consider the rhetorical effects of their language choices.

How Social Media Can Enhance Your Writing Center Clark Hall 204

Presenters:
Maria Judnick, Aya Abdelhadi, and
Alejandra Galindo
San José State University

Format:
Panel Presentation

Area Cluster(s):
Engagement / Public Relations

Come learn how SJSU uses social media to advertise, engage, and educate our followers. We will discuss how social media brings new audiences to your writing center. We will introduce simple tools for your writing center to easily create and post content, which will help your program grow!

Internal and External Management Efficiency Clark Hall 216

Presenters:
Rachel Telljohn and Tereza Kramer
Saint Mary's College of California

Format:
Panel Presentation

Area Cluster(s):
Administration
Technological Innovations

10

Concurrent Sessions B: 11:45 AM – 12:45 PM Cont.

We recognize that an efficient management system makes for an engaged and mindful center. Our panel will discuss the findings of our primary research to illustrate the benefits of a complimentary internal and external management process and how the two may be applied to a university's mission statement.

Diversity in the Tutoring Center: Who We Are Determines How We Learn Clark Hall 222

Presenters:
Edward Calderon, Kristina Modena,
Bernadeh Mokhtas, Maria Pena,
Alyssa Taiariol, Derek Tristao, Sarenity
Naber, Scott Hennings, and Christa
Faircloth
Modesto Junior College

Format:
Tutor Tips Roundtable

Area Cluster(s):
Diverse Audiences and Populations
Types of Tutoring and Tutoring Best
Practices

Different learning styles among students is something that most colleges can relate to, especially when dealing with ELL, DSPS, and Returning Students. Exploring the importance of creating connections between students and the Library and Learning Center, we offer exercises to challenge your understanding and ability to efficiently work through obstacles.

Cultural Rhetorics for Tutors-in-Training Clark Hall 224

Presenters:
Zandra L. Jordan and Norah Fahim
Stanford University

Format:
Workshop

Area Cluster(s):
Diverse Audiences and Populations

How can we instill in tutors appreciation for the philosophies and practices of those committed to learning from and with culturally diverse writers? We'll illustrate how we plan to use Cultural Rhetorics in tutor training and offer interactive activities and resources that administrators can try out at their own centers.

11

Concurrent Sessions B: 11:45 AM – 12:45 PM Cont.

The Prompt Problem Clark Hall 226

Presenters:
Dominick Ott and Bree Bellati
Santa Clara University

Format:
Workshop

Area Cluster(s):
Types of Tutoring and Tutoring Best
Practices

Let's face it: We've all come across prompts that are unclear, ambiguous, or even downright nonsensical. While these experiences can be frustrating, this session will focus specifically on alleviating such ambiguities through an interactive and informative workshop, focused on helping audiences confront these prompts in a fun and decisive manner.

12

Concurrent Sessions C: 2:30 PM – 3:30 PM

Discourse on Diversity: Why Inclusivity Matters in a Writing Center Clark Hall 202

Presenters:
Mia Maramba, Joana Rowlands, and
Amanda Caroll
Saint Mary's College of California

Format:
Tutor Tips Roundtable

Area Cluster(s):
Diverse Audiences and Populations
Engagement / Public Relations

People of marginalized identities often feel unsafe and unwelcome, and as a campus resource it is our primary function to best serve our diverse audience. In our roundtable discussion, we will be tackling inclusivity in centers and how best to create a safe space for all writers.

Promoting the Writing Center Presence: Assessing and Re-evaluating Marketing Techniques Clark Hall 204

Presenters:
Sabrina Zehnder, Angelica Figueroa,
Clayne Zollinger, and Seb Singh
Saint Mary's College of California

Format:
Panel Presentation

Area Cluster(s):
Research
Engagement / Public Relations

A writing center's presence on a campus is a commitment to helping writers grow. However, there can be misunderstandings about how a center serves its writers. During our presentation, we will use our research to assess how we can better market our presence through varied forms of outreach to the campus community.

Leadership Development for Tutors: Using Lead Positions to Meet College Demands Clark Hall 216

Presenters:
Michelle Montoya, Courtney Cliften,
and Jessie Schindler
Truckee Meadows Community College

Format:
Panel Presentation

Area Cluster(s):
Administration
Tutor Training / Professional
Development

13

Concurrent Sessions C: 2:30 PM – 3:30 PM Cont.

This presentation will explain the use of lead positions to help the Center address the demands from students, instructors, and administration while facilitating a student-centered conversation that guides strategic planning and innovation. The presentation will provide examples of program materials with a discussion about empowering student leaders as learning ambassadors.

Including Everyone: The Impact of Assumption-Based Accommodations Clark Hall 222

Presenters:
Matt Weymouth and Peter Garza
Clovis Community College

Format:
Workshop

Area Cluster(s):
Diverse Audiences and Populations

Working with students with disabilities in the writing center can feel daunting. The writing center's purpose to provide each student with a positive learning environment presents us with a question: how can we be sensitive to the needs of each student without alienating anyone?

Directive and Non-Directive Approaches to Tutoring Multilingual Learners: A Practical Workshop for Tutors and Administrators Clark Hall 224

Presenters:
Isabelle Foster, Charlotte Hull, and Linda Liu
Stanford University

Format:
Workshop

Area Cluster(s):
Diverse Audiences and Populations
Types of Tutoring and Tutoring Best Practices

How do we balance directive and non-directive approaches when tutoring Multilingual Learners (MLLs), especially when faced with a request for "editing"? In this interactive and collaborative workshop, we'll share and discuss strategies for how to meet this pedagogical challenge using several common MLL tutoring scenarios.

14

Concurrent Sessions C: 2:30 PM – 3:30 PM Cont.

Individual Presentations Clark Hall 226

Writing in Theory: Teaching to an Ever-Diverse Student Body

Presenter:
Mostafa Jalal
Santa Clara University

Area Cluster(s):
Research
Diverse Audiences and Populations

What's the philosophy behind the way we approach writing in academia? Moreover, how do we conceptualize the theory of writing and its practices within the classroom and writing centers amidst an ever-diversifying student population? This discussion reviews how we've traditionally done things and how we're changing for the better.

Using Minimalist Methods for Social Justice Education in the Writing Center

Presenter:
Kerry-Anne Loughman
Saint Mary's College of California

Area Cluster(s):
Diverse Audiences and Populations
Types of Tutoring and Tutoring Best Practices

The writing center is an excellent environment for social justice education through the usage of minimalist tutoring methods, as it allows for writing advisers to help students create strong writing practices while still preventing the spread of misinformation about identity-based oppression.

Tutoring Audiences Unexpectedly: How Writing Centers Can Challenge Oppressive Language

Presenter:
Khiley Jackson
Santa Clara University

Area Cluster(s):
Diverse Audiences and Populations

What should tutors do when encountering writers who use language that perpetuates systems of oppression? This presentation will highlight the ethical conflict tutors experience when faced with writers who knowingly or unknowingly use such language and will suggest ways tutors can approach writers so they learn to challenge oppressive language.

15

Concurrent Sessions D: 3:45 PM – 4:45 PM

Do Instructor Referrals and Mandated Writing Tutoring Help or Hinder the Peer Tutoring Experience? Clark Hall 202

Presenters:
Jacqueline Hollcraft, Juliana Sargis, and Maria Torres
California State University, Stanislaus

Format:
Workshop

Area Cluster(s):
Diverse Audiences and Populations
Engagement / Public Relations

Do instructor referrals and mandated writing tutoring say, "Welcome to the Writing Center?" Probably not. Students who feel "othered" in the writing center perceive themselves as problems to be fixed. Join us in discussing and revising instructor referrals so they align with writing center philosophy and inspire initiative in writers.

The Student-Run Writing Center: Modeling Practices of Equity, Responsiveness, and Self-Determination Clark Hall 204

Presenters:
Austin Lim, Diego Gomez, Gina Matteo, and Karen Pena
San Francisco State University

Format:
Panel Presentation

Area Cluster(s):
Administration
Diverse Audiences and Populations

This presentation explores the student-run tutoring model and its potential to inform writing center theory as a whole. How can student leadership enable a writing center to mitigate power asymmetries, incorporate diverse student epistemologies and cultural wealth, and engage student-run leadership as a mode of equity and social justice?

Talk About It: When Body Language Says What You Don't Clark Hall 216

Presenters:
Alex Shi and Sara Bernardo
University of Nevada, Reno

Format:
Workshop

Area Cluster(s):
Research
Types of Tutoring and Tutoring Best Practices

16

Concurrent Sessions D: 3:45 PM – 4:45 PM Cont.

Body language speaks volumes about what environment we are creating for students because it subconsciously indicates thoughts and feelings like discomfort. In this workshop, the presenters will discuss their observational research, and attendees will engage in activities reading body language and how to be aware of their own.

How to Promote Student "Belonging" in Writing Centers Clark Hall 222

Presenters:
Gemma Keane and Paula Barrington-Schmidt
California State University, Stanislaus

Format:
Workshop

Area Cluster(s):
Diverse Audiences and Populations

This interactive workshop will define student "belonging" and help writing center staff find solutions to the challenges students face in embracing their identity as writers. Participants will explore ways they can promote "belonging" in their own Writing Centers and leave with tips on how to apply their ideas.

Helping Tutees Develop Healthy Emotional Relationships to Writing Clark Hall 224

Presenters:
Amber Levine and Anna Lee
Stanford University

Format:
Workshop

Area Cluster(s):
Diverse Audiences and Populations
Types of Tutoring and Tutoring Best Practices

We will lead a collaborative discussion of how emotion factors into not only a specific tutoring session, but also how tutees think about and approach their own writing processes. We will frame discussion with social psychology and tutoring literature, and facilitate a conversation to share strategies for supporting students emotionally.

17

Concurrent Sessions D: 3:45 PM – 4:45 PM Cont.

Individual Presentations Clark Hall 226

Focus on Form: The Role of Grammar Tutoring in the Writing Center

Presenter: Jennifer Hambly
San José State University

Area Cluster(s):
Research
Diverse Audiences and Populations

Grammar tutoring, though historically controversial, is a beneficial service for multilingual writers across increasingly diverse campuses. The presenter will discuss theory, research, and practice that demonstrate the role of grammar tutoring in English language acquisition and the need for writing centers to provide such equitable support for multilingual students.

Utilizing Communicative Competence for Student Growth and Self-Efficacy

Presenter: Hannah Abramson
California State University, Stanislaus

Area Cluster(s):
Research
Diverse Audiences and Populations

Though many students struggle with academic writing conventions, they often excel in other areas such as pragmatics and strategic use of language to convey their ideas. When tutors acknowledge and celebrate these other forms of communicative competence, they foster self-efficacy, motivation, and effective learning strategies for all levels of writers.

What Can a Writing Center Afford? Role(s) of Writing Centers in Japanese Universities

Presenter: Erika I-Tremblay
University of California, Davis

Area Cluster(s):
Research

Japanese universities have adopted a US-born idea of the writing center as an alternative model of the teaching of writing. The speaker presents findings from a recent study and discusses how the writing center is developing in ways that are consistent with an existing educational, cultural, and historical context.

18

Concurrent Sessions E: 5:00 PM – 6:00 PM

Dr. Jekyll and Mr. Hyde: Booking an Appointment for the Exacting Client Inside Every Mild-Mannered Writer Clark Hall 202

Presenters: Iris Aceves, Naomi Martinez, Sonia Cruz, Alexis Paniagua, and Elina Arroyo
California State University, Los Angeles

Format:
Panel Presentation

Area Cluster(s):
Administration
Engagement / Public Relations

The conversation about all writing center employees must include the student assistants who work our front desk. They see the Hyde, appease it, and send the Jekyll to the tutor. Mitigating the emotional labor front-line student staff contend with is crucial to the well-being of a healthy writing center.

Collaboration Between the Writing Support Center and Biochemistry Faculty to Facilitate Quality Peer Review and Writing in a High-Enrollment Course Clark Hall 204

Presenters: Bridget Mabunga and Ariel Loring
University of California, Davis

Format:
Panel Presentation

Area Cluster(s):
Research
Types of Tutoring and Tutoring Best Practices

Curious about how to make peer review more impactful and reach students in an embedded-classroom partnership? In our pilot study, implementing research-recommended strategies for how to give effective feedback and clear, specific directions for peer review while adding an expert-led component yielded an increase in student confidence, comfort, and essay scores.

Pedagogical and Emotional Scaffolding for Veteran, First Gen, and Adult High School Students Clark Hall 222

Presenters: Anne Fleming and Sarah Pultz
MiraCosta College

Format:
Workshop

19

Concurrent Sessions E: 5:00 PM – 6:00 PM Cont.

Area Cluster(s):
Diverse Audiences and Populations

Workshop participants will practice pedagogical scaffolding through the lens of different audience members: first generation, veteran, and adult high school students; interact with authentic student papers and interpret the needs of diverse student writers based on composite student bios; practice and create scaffolding technique heuristics; and engage in metacognitive reflection.

From Sketches to the Self: Writing as a Tool to Connection with our Diverse Identities Clark Hall 224

Presenters: Jun Young Park, Jordan Strauch, Brooke Wrisley, and Carly Solberg
Sonoma State University

Format:
Panel Presentation

Area Cluster(s):
Diverse Audiences and Populations
Types of Tutoring and Tutoring Best Practices

In this panel, staff tutors from the SSU Writing Center will explore how writing as a pathway toward identity discovery might be shared with student tutees—tutees who often bring identities distant from the mainstream academy. Understanding our own diverse identities, we find, is key in helping tutees discover and grow into theirs.

Individual Presentations Clark Hall 226

The Graduate: How Writing Centers May Engage with, and Serve, Graduate Students

Presenter: Elizabeth K. Preston
University of Nevada, Reno

Area Cluster(s):
Diverse Audiences and Populations
Engagement / Public Relations

This presentation discusses some of the challenges in engaging with, and serving, graduate students while also offering ways in which writing centers may support graduate students in their writing, research, and professional endeavors.

20

Concurrent Sessions E: 5:00 PM – 6:00 PM Cont.

"Writing an Email to a Professor" Pop-Up Event

Presenter: Sydney Seelig
San José State University

Area Cluster(s):
Engagement / Public Relations

Many students struggle with professional communication upon entering college, and the SJSU Writing Center's pop-up event provides a fun, low-pressure environment for students to begin cultivating those skills. This presentation explores using student engagement and game-based learning to advertise writing center services and share necessary writing skills.

Using a Social-Psychological Framework to Train Embedded Tutors Online

Presenter: Teresa Ishigaki
Clovis Community College

Area Cluster(s):
Technological Innovations
Types of Tutoring and Tutoring Best Practices

Embedded tutors are increasingly common in classrooms, and their role as support and liaison between the writing center and classroom is well documented. In Fall 2015 as we developed our online tutoring program, we added an embedded tutor to an online freshman composition course. In this session, learn how we used a social-psychological theoretical framework to overcome challenges of synchronicity, technology, and role definition.

21

MIXING IT UP: WORKING WITH ALL OUR AUDIENCES IN THE WRITING CENTER

THE WRITING CENTER INHABITS A UNIQUE PLACE ON CAMPUS IN WHICH ALL ITS EMPLOYEES ENCOUNTER AN EXTRAORDINARY RANGE OF DIVERSE POPULATIONS. WRITING CENTER PRACTITIONERS HAVE TO ALTER THEIR OWN RHETORIC WITH EVERY STUDENT WRITER THEY INTERACT WITH, AS EVERY STUDENT READS AND WRITES WITH DIFFERENT LEARNING CAPACITIES.

IN ADDITION TO THE DIVERSITY INHERENT TO WRITING CENTER USERS, THERE ARE OTHER, ADDITIONAL GROUPS THAT ARE TRADITIONALLY CONSIDERED AS HAVING THEIR OWN NEEDS. IN THE EFFORTS TO FIND A BALANCE BETWEEN INCREASING SUPPORT FOR SUCH TUTEES AND PREVENTING A SENSE OF "OTHERING" THEM, WE INVITE YOU TO JOIN OUR DISCUSSION ABOUT HOW THE WRITING CENTER SERVES AND SUPPORTS ITS MANY DIFFERENT AUDIENCES.

SAN JOSÉ STATE
UNIVERSITY



Appendix Document #4 CCCC Presentation Outline

Performing Writing Support Across Campus: A Comparative Empirical Study of Writing Fellows in First-Year Composition and Advanced, Discipline-Specific Writing Courses

Session M.23 | Saturday, March 16, 2019 | 11:00 AM – 12:15 PM

CCCC | Pittsburgh, PA

1) Introductions (everyone in the room)

Begin by introducing ourselves, then asking everyone else to introduce themselves. (Unless we have a big crowd.) **(SLIDE #1)**

2) Writing Fellows Overview

Thank you so very much for coming to our session today. We appreciate it. Like we said in our introductions, we are from San José State University and we have been busy developing and growing a Writing Fellows program for about four years now. Our Writing Fellows program grew as a collaboration between our Writing Center and Writing Across the Curriculum program, and even though the Fellows are now housed in the WC, the program remains a collaborative endeavor that creates many relationships all across campus.

We're especially interested in the ways in which Writing Fellows are *different* from Writing Center tutors, and we've been working to articulate those differences in meaningful, empirical, and measurable ways. We're also interested in how Writing Fellows function differently in different types of courses.

As those of us who work with Writing Fellows and Writing Center tutors know, the main difference between the two is Writing Fellows are a form of *embedded* writing support, while Writing Center tutors are a form of *drop-in* writing support. Embedded, in the case of Writing Fellows, means Fellows are assigned to a particular course and work with the instructor in that course to offer workshops, one-on-one tutoring, and supplemental classroom instruction to the students enrolled in the course. Writing Center tutors, in contrast, are available to all students on campus, and any student is welcome to "drop in" and receive help with a project.

The goal of our ongoing research project is to measure and articulate the value – or value added – of embeddedness. We aim to measure and articulate the ways in which Writing Fellows are *different* from Writing Center tutors; to measure and articulate the ways in which Writing Fellows programs and Writing Centers offer *different, but complementary*, forms of writing support to our students.

This research is valuable to program directors for two reasons. First, it helps us better understand the differences between these two programs and fully develop and realize the potential of each. Second, it helps us argue for the value of Writing Fellows programs on campus, particularly with administrators. Both Writing Fellows and Writing Center tutors add value to our writing programs, offering supplemental instruction and support that improves the

quality of writing instruction on campus. But the work of Writing Center tutors is more easily quantifiable, at least in traditional terms, and oftentimes appears to be cheaper.

Our Writing Center is virtually gridlocked in terms of appointments, with Writing Center tutors booked for one-on-one tutoring sessions for over 90% of their paid work time. Writing Fellows, in contrast, have more breathing room, and have typically devoted about half of their paid work time to one-on-one tutoring sessions. (Beyond one-on-one sessions, both Writing Fellows and Writing Center tutors develop resources and offer workshops. Writing Fellows also attend class, participate in and help coordinate classroom activities, and make in-class presentations.) According to simple administrator math, then, Fellows are about 40% less efficient than tutors, measured in terms of dollars paid versus students helped.

The research study we conducted and we'll be presenting the findings of today specifically compare Writing Fellows in first-year writing classes vs. upper-division, discipline-specific writing courses.

3) Overview of Study (SLIDES #2 - #6)

Research Questions (SLIDE #2)

We began with the research questions outlined on slide two.

- Are there differences in how students in first-year composition courses work with writing fellows versus students in junior-level, discipline-specific writing courses?
- Are there differences in how students in first-year composition courses with writing fellows view their progress as writers versus students in junior-level, discipline-specific courses with writing fellows?
- Are there differences in how instructors of first-year composition courses view the support of writing fellows versus instructors in junior-level, discipline-specific courses?
- How do student and instructor opinions compare between courses supported by Writing Fellows and those without Fellows?

Hypothesis (SLIDE #3)

Much of the literature on Writing Fellows suggests that Fellows are more valuable outside of the English Department because they can play a subtle role of transferring some of our knowledge about writing instruction to faculty in other disciplines. By working with a Writing Fellow who is trained and supported in the best practices of teaching writing by experts in the English Department, faculty in other disciplines – most of whom are subject-matter experts and NOT writing experts – can learn a lot about how to teach writing. The Writing Fellow, then, subtly and diplomatically helps their faculty member improve their own teaching of writing in a non-threatening manner.

How might we measure this empirically? In the terms of this study, we would expect to see greater differences between 100W courses that are supported by Fellows versus those that are not than we see in First Year Composition courses that are supported by Fellows versus those

that are not. In other words, we expect to see that Fellows made a bigger difference in 100W courses than in First Year Composition courses.

Research Design (SLIDES #4 - #6)

We then created the research design as outlined on slides four and five.

For this study, we conducted a quasi-experiment with 20 sections of a junior-level writing-intensive courses all across the curriculum. At San Jose State, students are required to take a junior-level writing course, called 100W, in their discipline. These courses are administered by the various departments across campus, and instructors are supported by the Writing Across the Curriculum program. All oversight of these courses lies with the departments that teach them, not the English Department, the WC, or the WAC program.

For this study, we had participating sections of 100W from the following departments:

- Communication
- English
- Engineering
- Business
- Health Science
- Sociology
- Nursing
- Psychology
- Anthropology
- Humanities

Eight of the sections were supported by Writing Fellows, who worked five hours per week providing embedded supplemental instruction. The other twelve sections were not supported by Writing Fellows, and all 20 sections had access to the University Writing Center and other forms of supplemental instruction on campus. The only difference between sections was that eight of the sections had Fellows assigned to them. We collected data from instructors and students in their classes.

We also conducted a quasi-experiment with 16 sections of first-year composition courses—Stretch English specifically. Six sections were supported by Writing Fellows, who worked five hours per week providing embedded supplemental instruction. Ten sections were not supported by Writing Fellows, but had access to the WC and other forms of supplemental instruction on campus. Surveys were administered to students and instructors at the beginning, middle, and end of the semester.

Finally, review challenges and limitations on slide six.

4) Our Findings: Student Opinions (SLIDES #7 - #11)

Our results in these graphs are from the surveys administered to students (and then instructors on the latter slides) at the beginning and end of each semester in the classes with and without Fellows.

SLIDE #7: FYC classes with and without Fellows ended in similar places in regard to this question—not much difference in regard to students viewing themselves as “good,” “okay,” or “poor/struggling” writers. The 100W classes without Fellows began and ended in the same place (almost exactly). The most significant difference in opinions comes in 100W classes with Fellows. Students who view themselves as “good” rose from 21% to 33%.

SLIDE #8: In regard to this question about how students feel about writing (“easy,” “challenging but doable,” or “difficult”), we again see little change in FYC students in those classes with Fellows vs. those without. The number of students in FYC classes with Fellows who viewed writing as difficult did lower significantly—from 10% to 0%, but that number is difficult to compare to FYC classes without Fellows since those students STARTED at 0% viewing it as “difficult.” In 100W courses with Fellows, we see the number of students viewing writing as “easy” rise from 16% to 33%, which is significant; this number also rose in courses without Fellows, but the increase was less significant (from 21% to 33%).

SLIDE #9: Here we see positive movement almost across the board, with the “do not like to write” numbers dropping dramatically in every group except for 100W classes without Fellows, perhaps demonstrating that Fellows are more valuable in 100W courses (since the positive gains still show up in FYC courses).

SLIDE #10: Again, we see positive movement across the board (almost), indicating that these writing courses are generally valuable in regard to helping students view themselves as better writers. All classes with Fellows show significant improvements (FYC and 100W). However, the FYC courses without Fellows also show significant improvements, while some students in 100W courses without Fellows (25%!) indicated—by the END of the class—that they have not improved at all as writers. This stat perhaps best demonstrates our hypothesis.

SLIDE #11: In FYC courses, opinions about the level/amount of help received is virtually the same in Fellowed vs. Non-Fellowed courses. However, in 100W courses with Fellows, we see some significant differences. 27% of students in 100W courses without Fellows indicated that they did not receive enough help to improve, while 0% of students in 100W courses with Fellows felt that way.

5) Our Findings: Instructor Opinions (SLIDES #12 - #13)

SLIDE #12: Moving on to instructor opinions. Not as much difference in FYC courses with vs. without Fellows (thought the good/pretty good number jumps by the end of the term, it does so equally in both types of courses). In 100W classes with Fellows, however, the change is

significant—the “good/pretty good” view jumps from 16% to 56%! In 100W courses without Fellows, that number actually drops from 29% to 23%.

SLIDE #13: Much like with our last instructor question, the results here indicate that the least positive movement (or actually negative movement) occurs in 100W classes without Fellows. Toward the beginning of the term, 21% of instructors indicated that their students were “not improving much at all as writers,” and by the end of the term, that number jumped to 39%. In all other categories, that number is much lower.

6) Conclusions (SLIDE #14)

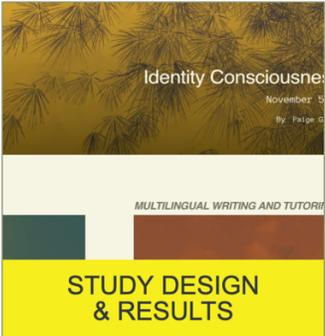
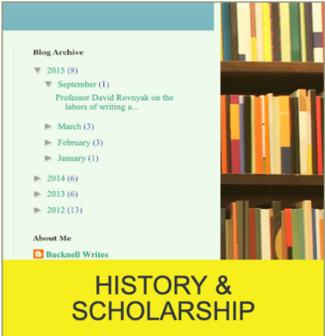
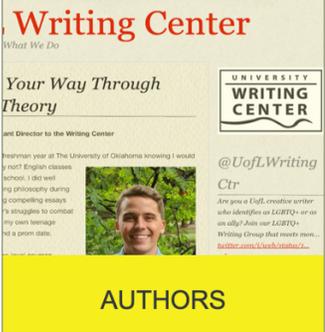
- Instructors in first-year composition courses are writing experts, and as such, the impact of a course-embedded tutor is lessened.
- Improvements in FYC courses are similar in courses with Fellows vs. those courses without Fellows.
- Fellows have a more significant impact in writing-intensive courses in the disciplines—courses that are generally taught by subject-matter experts (but not necessarily writing experts).
- Student opinions of themselves as writers improve more dramatically in courses with Fellows; instructors’ opinions of student progress also improve more dramatically in courses with Fellows.

Appendix Document #5 Writing Center Blogs Project

WRITING CENTER BLOGS PROJECT MENU ▾

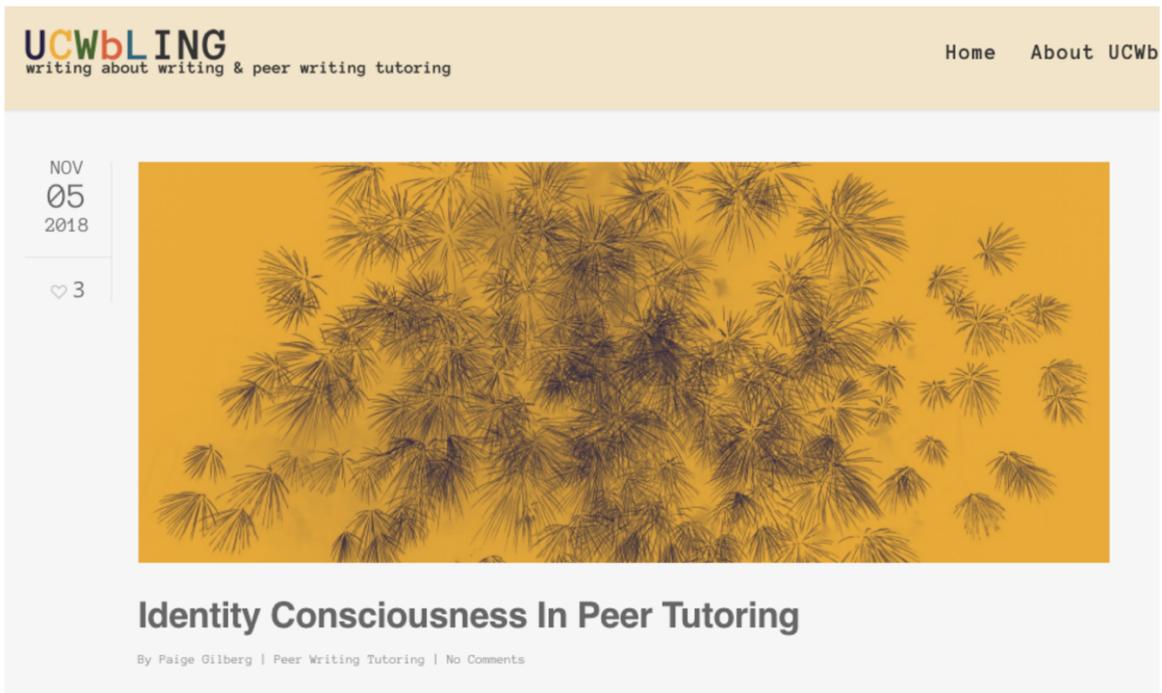
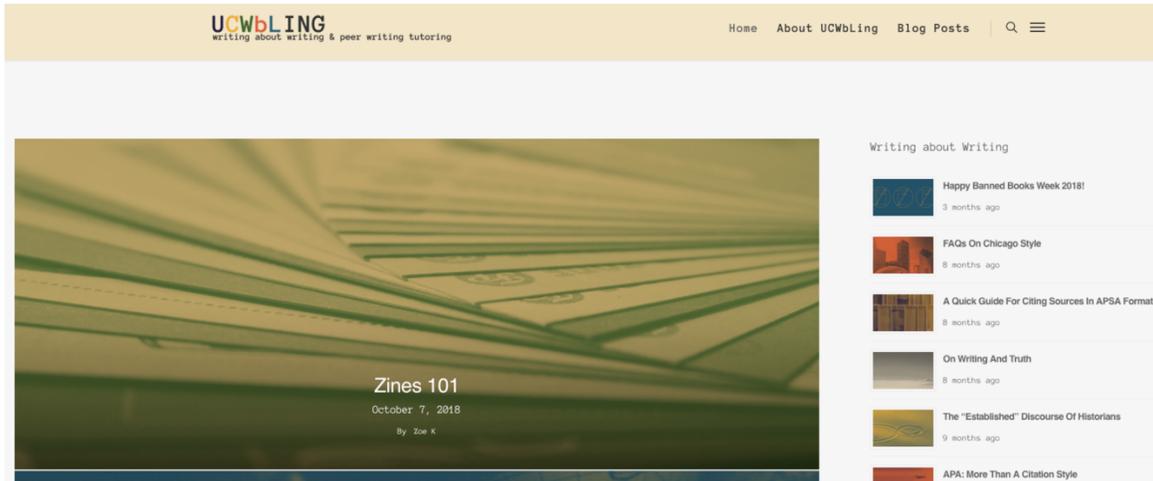
The Project

The original purpose of this project was to gather in one place a comprehensive list of writing center blogs that could be shared with tutors and writing center professionals. As responses to our request for links to blogs rolled in, we repurposed our project to create a tool for writing centers that are considering creating their own blog. This web article sets out to identify what factors make writing center blogs effective. We briefly review the history of blog use in writing studies, focusing of their use as a pedagogical tool for student reflection; to understand what makes blogs effective, we analyzed 43 writing center blogs to identify content, design, and logistical factors that contribute to their efficacy; in addition, we offer tools for writing centers that seek to create their own blog. With this resource, we seek to help writing center professionals avoid the pitfall of the short-lived blog simply because certain factors had not been considered in advance.

WHAT MAKES BLOGS ENGAGING?

We suggest that three features make blogs particularly compelling: strong content, creative design, and longevity or sustainability, meaning that the blogs remain active and continue to evolve. Based on our analysis of all the blogs submitted or gathered for this study, we identified six blogs that exemplified these features.





[Writing it Out \(Minnetonka High School WC\)](#)

Minnetonka High School Writing Center blog is integrated into the training for peer writing tutors, making it an active blog. Each year, the blog has co-editors selected from among the tutors, who are called coaches. The blog is a place for the coaches to use writing as a medium to explore literary or cultural topics or for the writers to reflect on the value of the blog to themselves as developing writers. The blog also has other engagement opportunities; for instance, the coaches review writing spots in the local community and give them "Hemingways" (one spot got 4 out of 5 Hemingways). The blog is sustainable because of the training context in which the coaches write their blogs and the selected co-editors who keep the other writers on track.



[WRITING.WISC.EDU](#) [ABOUT](#) [CONTACT](#) [ARCHIVES](#)



About This Blog



Reflections on writing center practice, research, and theory from the students, staff, alumni, and friends of the Writing Center at the University of Wisconsin-Madison

STUDY DESIGN & METHODS

Study and Survey Design

The Writing Center at San José State University had been maintaining a list of blogs; we set out to expand this list by asking writing center colleagues to tell us about their blogs. In November 2016, we posted on the WCenter listserv asking subscribers to complete a survey, and we sent a reminder in February 2017. From this request, we received 31 responses. We combined this submitted list with SJSU's existing list of blogs to end up with a grand total of 43 blogs. Blogs were submitted from high school, community college, and university writing centers across the United States; one international blog, from the University of Bangor in Wales, was also submitted.

The survey asked writing center colleagues to answer the following questions, in addition to providing the blog's URL, name of the writing center, and name of the college or university:

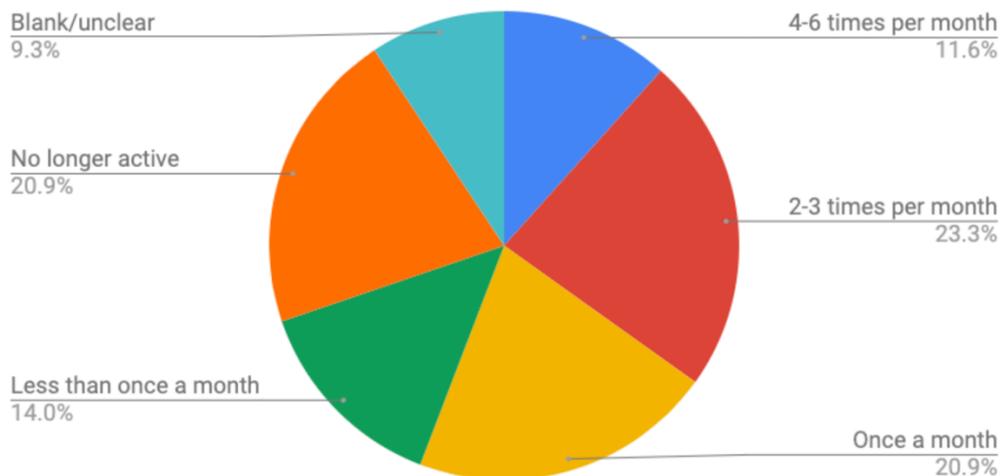
- Briefly describe the audience for and purpose of your blog (e.g., my blog is primarily for our tutors at my institution to share tutoring tips; my blog is to help me contribute to the scholarly conversation about writing center, etc.).
- How regularly do you post?
- When did you make your last post?
- How old is the blog?
- Who writes the blog posts?

To supplement the survey responses (n=31) as well as to analyze the blogs that we already had a list of on the SJSU website, we developed an additional list of criteria by which to analyze each blog:

- Posting regularity
- Post authors
- Visual conventions (e.g., no visuals, stock, memes etc.)
- Platform (e.g. Wordpress, Blogspot, etc.)
- Average post length
- Engagement

Results

From the visual display of results, we can see that once a month or 2-3 times per month are the most common frequency of posts (totaling 45%); on the other end of the scale, we can see that 20% of the blogs are no-longer active. The majority (65%) of the blogs are written by peer tutors. Approximately the same percentage (32-35%) of blogs use either stock photos or photos taken specifically by writing center staff. Wordpress is by far the most commonly used platform. Post length varies, but the most frequent (37%) is posts of between 500-800 words. Finally, engagement is difficult to discern for many of the blogs; when it is possible, engagement through comments or likes is low.



STARTING YOUR OWN WRITING CENTER BLOG

Download the How-to Guide

To understand what makes blogs engaging, we also invited our contacts for each of these featured blogs to help us identify what features make for strong content and design and to explain what they did to ensure their blogs stayed active and engaging. We received four (n=4) responses to a comprehensive list of questions.

- Why did you start the blog for your Writing Center? What was the motivation?
- Who have been the primary writers for your blog? If they have been paid, please note this point. Does the blog receive support from the university?
- Have you encountered any obstacles in your blog's creation or maintenance? How were you able to continue the blog during these difficult times/transitions?
- Who publishes your blog posts/entries?
- Who provides tech support for the blog?
- If you use images/videos/other multimedia on the blog, how do you find them?
- Have you revamped your blog at any point? If so, what kind of updates did you do?
- How do you measure success for your blog?
- Do you have a style guide for your blog that you follow?
- Are there design principles that you follow in your blog?
- Do you have a specific training system in place for your blog writers?
- How do you maintain the continuity on your blog as tutors graduate, faculty switch positions, etc.?
- How do you generate ideas/topics for your blog?
- Do you have any future goals for your blog?

From this survey, many common threads of advice and suggestions emerged from their responses.

Several editors suggested that new writing center bloggers should consider this platform as a great way to expand an organization's **connections to their community**. Bronwyn Williams from the University of Louisville explained, "We decided we wanted the combination of outreach, pedagogy, and publicity that social media could offer us. [...] I also wanted to use the blog to help establish the narrative about the Writing Center we wanted to tell." Thus, there should be a variety of posts on the blog—not only can blogs be used to advertise a center's events, but they could also serve as a more informal way to discuss writing strategies with students. A blog can also provide a natural outlet to embody the philosophy and atmosphere of the Writing Center while attracting more tutors or encouraging students to utilize the center's services.

Moreover, a writing center **blog doesn't just have to benefit students**. Maggie Bertucci Hamper of the University of Wisconsin-Madison noted, "We hope that writing center tutors around the world read and engage with this blog as a way of helping tutors to each week be thinking about a new issue relevant to their tutoring." Clearly, their strategy is working as their blog "Another Word" received the 2016 John Lovas award from *Kairos: A Journal of Rhetoric, Technology, and Pedagogy*. Bertucci Hamper also added that a blog also offers another forum for current staff and alums to gain critical experience writing for a public audience.

While some writing centers might shy away from blogs due to **technical concerns**, the directors were quick to allay those fears. Bertucci Hamper pointed out, "Technical issues can cause problems with formatting and style but, between our staff and the university's IT department, we are usually able to solve these problems quickly." Several members surveyed advised it is key to **designate one permanent (or long-term staff member) as the editor or technical support**. This strategy ensures there is less training involved each term for new blog writers while also maintaining one clear process for posting blogs. Williams shared the University of Louisville's process, "The assistant directors (who are PhD students) train each other, with help from me as director. I am actively involved." Additionally, several editors offered that the creation of a **style guide** for the blog (especially resources for free stock images or videos) helps new writers familiarize themselves quickly with the blog's specific tone and common topics.

Of course, while the blog platforms and their accompanying tools are often easy to use, many of the writing centers plan their blogs using Google software. Williams stated, "The assistant directors have a set of tips and ideas they add to that is kept on our Google Drive." For blogs, **planning ahead** is crucial. Writing centers need to maintain their reading audience through consistent posting, whether that means daily, weekly, or monthly submissions. To that end, Priscilla Trinh of Minnetonka High School adds, "Having a Google Calendar with reminders is helpful for staying on top of the schedule."

How can a bustling, often short staffed writing center maintain a consistent publication schedule with high quality posts? Minnetonka High School has a goal to **involve more writers**—"We would like to feature more of the student body voice, not just [writing] coaches and the occasional guest post." As we often tell students, anyone can be a writer—thus, easy-to-create blog posts can involve interviews with students, faculty, staff, and tutors, for example. At the University of Louisville, the burden is taken off the editor to create posts. Instead, Williams employs the full writing staff as bloggers:

The consultants each write one blog post per semester. They can write about anything connected to writing - writing tips, experiences in the Writing Center, experiences as writers, other writing pedagogy topics, community writing ideas, writing issues in the news, etc. [...] Other staff members (associate director, assistant directors) also contribute posts from time to time. Finally, we have our "How I Write" series on the blog in which local writers (faculty, staff, writers in the community from novelists to journalists to business people, etc.) answer five questions about how they write.

HISTORY & SCHOLARSHIP

History and Scholarship

Blogging in education was a much-discussed topic in the mid-to-late 2000s, with student-created blogs becoming popular in the writing classroom (and in the field of education in general). A majority of the scholarship tends to present general views about blogging in teaching, with much of the focus being on practical, “how-to” aspects of blogging that would presumably make the task of having students use this online writing medium more accessible for instructors. Blogs in writing centers, however, have not been studied as thoroughly, and existing scholarship suggests that writing center blogs are being used in many different ways with a wide variety of intended audiences—from blogs written for students to blogs written for tutors in tutor training courses. In reviewing the literature, we split sources into three general categories, moving from general to specific: “How-to Blog,” “Blogging as Learning in Education,” and “Blogging as Learning in the Writing Center.”

How-to Blog

In “Educational Blogging,” published in 2004, Stephen Downes offers a look at educational blogging practices and the history of the medium while offering insights on the value of blog posts for both writers and readers. Downes notes that for today’s readers, “the weblog is frequently characterized (and criticized) as (only) a set of personal comments and observations” but was originally more of a series of “bookmarks, rants and raves, news, [and] events” when they were first named in 1997 by Jorn Barger on his site *Robot Wisdom Web*. While weblogs were more formally categorized around 1999, the form rapidly increased in use and popularity after the events of Sept. 11, 2001. While early blogs could be compared to posted journals, 9/11 increased the types of blogs more commonly seen today. Downes cites critic Catherine Seipp: “[a] blog now refers to a Web journal that comments on the news—often by criticizing the media and usually in rudely clever tones—with links to stories that back up the commentary with evidence.”

Downes stresses that educational blogs should be categorized more by *format* and *process* than by content. While his article highlights five of the reasons blogs are so popular in educational settings, Downes emphasizes their ease of use. After an overview of some (now-extinct) hosts and applications, Downes re-focuses on why blogs have become so vital to classrooms. He cites George Siemens, an educational blog advocate: “weblogs break down barriers. They allow ideas to be based on merit, rather than origin, and ideas that are of quality filter across the Internet, ‘viral-like across the blogosphere.” It is with this mindset that Downes encourages educators to use blogs as a medium to foster connections between disciplines and to allow students to develop their own learning based on their interests.

Similarly in “Wikis and Podcasts and Blogs! Oh, My! What Is a Faculty Member Supposed to Do?” (2007), Diaz and McGee highlight why instructional technology programs are being embraced by universities across the country. Offering crisp tables on “Web 2.0 applications” and “Emerging Technologies,” Diaz and McGee ask institutions and instructors to consider the desires, needs, and preferences of faculty—and their pedagogical constraints—before choosing to use the latest technology tools. They encourage readers to consider the following questions: “Do emerging and innovative technologies actually result in an improved educational model? How are these technologies implemented and sustained? How do these technologies map to instructional problems? Which technologies actually improve learning?” They conclude that faculty adopt current or emerging technology tools which “[address] broader ‘grand challenges’ such as accessibility, affordability, accountability, and improved learning.” They offer suggestions for institutions to pilot and then “centralize and support tools” in “an informed, data-driven process” that benefits both faculty and students. In these pieces about how-to blog in education, the authors offer practical tips about effectively using blogs in an academic setting.

In the literature regarding how to create/maintain blogs, concerns are outlined as well. Downes is careful to note the downsides to educational blogging: the constraints on content in a school setting and the student writers’ fading interest in the medium when the writing doesn’t seem purposeful. Diaz and McGee acknowledge the challenges of technology adaptation/usage for non-digital-native educators in classrooms filled with digitally literate students as they begin their piece with a story about an overworked professor named Kim Vega who struggles to integrate Web 2.0 elements into her professional life. Jackie Grutsch McKinney expresses concerns regarding the emerging field of blogging in writing centers as it relates to privacy and authenticity of communication in “Geek in the Writing Center: Blogging” (2009). She notes that “public blogs [are] readily findable by parents, students, faculty, administrators, and the general public.” Blog researchers frequently return to these concerns, and it is unsurprising that these concerns are evident in the Writing Center community as well.

However, these pieces by researchers in the fields of education and writing centers also highlight that educational practitioners are open to these newer avenues of communication and are generally excited about the possibilities that they afford.

Blogging as Learning in Education

Blogging is viewed as an emerging genre, and those in the field of education are considering how effectively this type of writing can be used both in the classroom and beyond. Eddy Chong (2010) asked if blogging was “the key for the 21st-century educator teaching the Web 2.0 generation.” Gill Kirkup (2010) took a broad view of blogging in academia, and he asserted that the blog was “a new genre of authoritative and accessible academic textual production, and in this way is changing the nature of what it is to be a twenty-first century academic practitioner.” However, though blogging in education is typically presented positively, the negative perceptions about blogging are also frequently considered in the literature.

Kirkup stated that traditional academic writing can be problematic, and blogging has the potential to become a new, more accessible type of academic writing. Kirkup argued that blogs have typically been agreed upon as valuable for students, but they haven’t been accepted as a legitimate writing medium for scholars, and they are, in fact, often derided as “not real” publications. This concern is echoed by Carie Windham (2007), who documented her fear of blogging publicly in her time as a graduate student (worrying about what her professors might see on the blog or what her peers might think). In response to this type of concern within the academic community, Kirkup conducted a study with bloggers at his own university. He discovered that for academics “there was no direct relationship between their teaching and their blogging” (2010). That said, he found “professional reputation costs” (2010) involved with blogging as an academic, with some of his interviewees noting that their blogging had a “negative impact” on their careers. Chong (2010) also discussed the perceived problems with required academic blogging—both by serious/professional bloggers who view “forced blogging” as problematic and by educators who view the informal writing in blogs as inappropriate for academics.

Appendix Document #6

Movin' On Up: Assessing Challenges and Opportunities During Major Growth at the SJSU Writing Center

Movin' on Up: Assessing Challenges and Opportunities during Major Growth at the SJSU Writing Center

By Jennifer Hambly and Maria Judnick,
with contributions from Ariel Andrews and Brooke Blankenship

In 2018, change was in the air at San José State University's Writing Center, which doubled its physical presence, tutoring staff, and services offered over the course of the year. In order to reach more and underserved students, we implemented and assessed several efforts to increase our inclusivity, accessibility, and responsiveness to student needs. This article summarizes those efforts and their impacts.

Over the last few years, there had been a growing awareness among the faculty and tutoring staff that our services for multilingual students needed attention. In an effort to address both tutor professional development and multilingual student support, we began a research project on grammar tutoring in writing centers. The aim of the project was to draw connections between grammar tutoring and second language acquisition theory, to determine the current view of the role of grammar tutoring among the broader writing center community, and to assess current practice at the SJSU Writing Center in order to further enhance our services in that area.

Data collected by the Writing Center show that of the 4,215 appointments scheduled during the 2017-2018 academic year, 62% were made by students who reported a non-English first language, and 66.5% of these appointments were focused on grammar. These appointments represented over one-third of the total for the academic year, demonstrating an obvious demand for this service among SJSU's students. The data also suggest that explicit grammar tutoring is a vital part of second language learning. As the Writing Center is often multilingual students' only resource for such guidance, we began specific efforts in 2017 to expand our assistance of multilingual writers, both in-person and online, through expanded tutor training, multilingual student-inclusive workshops, and the addition of dedicated staff.

The ongoing development of the tutoring staff has always been a priority at SJSU's Writing Center. Our hiring and training process, which results in a certification for tutors, includes tests of pedagogical knowledge and mock tutoring sessions to ensure that prospective tutors are well-versed in writing-related subject matter and best practices for interacting with tutees in a professional manner. Tutors can also opt to earn two additional training certifications – online tutoring and graduate student-focused tutoring – which enable our tutors to offer specialized support to our clients. This training continues in monthly staff meetings and tutor-to-tutor mentorships, both of which add to our tutoring staff's professional development and give tutors the chance to share experiences and build community. Each meeting also engages tutors pedagogical abilities, from supporting students with learning disabilities to working on

resume writing to helping multilingual students build their English vocabulary. Tutors frequently consult each other when puzzling or unexpected situations arise in the course of a session, and senior tutors perform observations of their less-experienced colleagues in order to provide constructive feedback. By sharing best practices and their experiences, our tutors learn from each other and sharpen their own pedagogical abilities.

We have provided training to our tutors in scaled intervention, a technique outlined by Aljaafreh & Lantolf (1994) and based on Vygotskian sociocultural theory, which allows tutors to focus their suggestions for tutees' writing as broadly or narrowly as the tutee's linguistic proficiency dictates. Brendel (2012) discusses the related notion of shared identity between multilingual tutor and tutee as a tool which can build rapport during the session and help tutees activate their existing linguistic repertoire to acquire structures in the new language. In these ways, tutees receive accurate guidance appropriate to their abilities in a respectful manner. Another useful resource for expanding tutees' English lexicon is the use of a coding dictionary, a reflection of the lexical grammar approach for which Min (2016) advocates. The SJSU Writing Center website offers a link to the Longman Dictionary of Contemporary English, which can help a multilingual writer determine the most common uses and collocations of English words. Finally, Naydan (2016) stresses the importance of creating a writing center environment in which multilingual writers are seen as writers regardless of how "native-like" their written English might be. Tutees may experience this type of othering discrimination in other contexts, so tutors must be sure that the tutoring session is a time of instructive inclusion.

Some of these concepts – such as "un-othering" and the use of resources such as coding dictionaries – were already incorporated in our Writing Center's general mission and practice. Others have been more recently applied. For example, the tutoring staff recently received training in comparative multilingualism. As college and university campuses become increasingly diverse, it is imperative that writing centers make room for an influx of multilingual writers whose linguistic needs differ widely from those of native English speakers.

We've also implemented several workshops aimed at our multilingual student population. During the fall 2017 semester, we developed a 60-minute workshop called "Deconstructing the Prompt," which teaches students how to break down an essay prompt in order to better recognize the most relevant information to include in an essay. The workshop was revised in the fall of 2018 for increased simplicity and effectiveness, and it has consistently garnered a 100% positive response from participants. We also developed and successfully piloted an English Language Learner conversation group. The groups, held in weekly 60-minute sessions, gave English language learners a safe and welcoming place to gain confidence and improve their speaking skills. Sessions, organized by themes, were led by the attendees with a facilitator, and Writing Center tutors were available to model ideas, take part in activities, and answer questions.

With institutional support from the University, we created a full-time staff position to further support multilingual writers in spring 2018: the Coordinator of Multilingual Writing Support Services. In summer 2018, the coordinator developed an additional three hours of training for new tutors dedicated specifically

to the needs of multilingual writers and organized several new programs that are inclusive of students at any level of English proficiency. Practically Speaking, launched in fall 2018, is a six-week program for graduate students seeking to improve their academic and professional public speaking skills. The Graduate Writing Retreat, which takes place once a semester, is a two-day retreat that provides a dedicated work environment, complete with food and coffee, for students working on long-term projects such as research papers and theses. Finally, we implemented a drop-in event targeting transfer students during midterms. Students come for food, coffee, and twenty-minute writing tutoring sessions. Each of these programs is available to students of all linguistic backgrounds and all levels of English competence, giving multilingual students opportunities to interact with more proficient English speakers and receive specific feedback, both crucial elements of second language acquisition.

During the spring 2018 semester, we conducted an anonymous survey of the tutoring staff, using Likert scale questions and optional qualitative feedback to ascertain what works and what could work better for our tutors' pedagogical education and community. Because this survey was conducted prior to the launch of our online tutoring program and concurrent with yet independent of our efforts in support of multilingual writers, it focused on the traditional tutor training process, and so did not include questions about these new initiatives. We wanted to ensure that we were building upon a solid model of training as we worked on our expansion. The noted successes were our monthly staff meetings and the intensive hiring/training process. When asked if the hybrid hiring and training process prepared tutors for the job, 66.7% selected "strongly agree" and 26.7% selected "agree."

The survey also revealed areas for improvement, including diversifying opportunities for tutor-to-tutor interactions on a daily basis, stronger community-building for embedded tutors, and peer observations for the observer's education (rather than the observed tutor's evaluation). This study provided insight into the tutors' own perceptions of their professional experience, presenting opportunities to build further on our training during our rapid expansion.

While the multilingual student initiatives and tutor training help expand our reach and impact with students, our digital initiatives are aimed at reaching the entire student body. Historically, the Writing Center's social media presence had been minimal. The Writing Center Twitter account links directly to our blog, *The Write Attitude*, so it automatically announces each new post on our feed. Our Facebook page is used to announce changes in Writing Center hours, special events, and other important news. In fall 2017, we began to expand our digital presence. To this end, we created a position – Coordinator of Digital Initiatives – and developed a three-fold goal for our digital growth: creating an Instagram social media following, strengthening our popular blog, and piloting an online tutoring program.

In order to increase the Center's reach across campus, we needed a platform that was popular with students and would provide more opportunities for frequent interaction, which in turn would encourage new visitors to the Center. To begin, we opened a new Instagram account (@sjsuwc) and followed each of the major student organizations, departments, and programs on campus in hopes of attracting their followers. We also followed other writing centers nationwide to get a sense of their online presences and to mimic popular posts. Using the graphic design service Canva, our tutors and front desk staffers created digital

flyers advertising our workshops, special events, blog entries, new services offered in our expansion, and other news.

Starting in February 2018, we posted on Instagram five days a week, sometimes multiple times each day. Our Instagram feed serves as a forum to showcase our tutors' interests in the hopes that peer students will feel comfortable visiting a friendly face at the Center. Tutors write and illustrate haiku poems each week, offer reflections and writing advice, and/or create short videos highlighting aspects of the Writing Center. During winter, spring, and summer breaks, we offer "craft courses" – a weekly set of posts that tackles specific writing questions, like the art of punctuation, with a focus on our multilingual population. As our posts increased in frequency, we created a new student position at the Writing Center: Social Media Coordinator. Our two student Social Media Coordinators each work six hours per week managing social media updates. We also subscribe to the social media service Later, which automates our daily posts at peak hours and offers analytics so we can target our social media efforts for maximum views, likes, comments, and, ultimately, greater participation in our programs.

On our blog *The Write Attitude* we've continued to post three days a week while classes are in session, for a total of over 200 entries since summer 2017. These posts help share writing expertise in a more casual setting for our students and the larger academic community. Several different series of posts are featured on the blog, including "Ask the Specialists," in which a sampling of tutor answers to questions such as "What music would you suggest to your fellow students to help them concentrate?" are compiled into a blog post. Since fall 2017, one tutor each semester is appointed Associate Editor to format and edit the posts and to submit up to three blog entries per month on grammar-related topics. During the 2017-2018 academic year, we reached over 18,000 views. By January 2019, we reached 40,000 views, so our reading audience is growing quickly.

Our main priority has been developing the online tutorial program. The internal pilot program launched in spring 2018, with 13 of our tutors participating in 19 mock sessions. We ran over 11 hours of tests with follow-up surveys so tutors could provide input on each aspect of the process. Our tutors helped evaluate the best web platform (comparing Zoom, Google Hangouts, and the WCOOnline), length of session (30, 45, and 60 minutes), techniques for tutors to support writers of varying skill and degree levels, and strategizing problem-solving for technology issues on a variety of computers/tablets. Ultimately, 60-minute sessions on the Zoom platform conducted on Macintosh laptops with external headphones were selected as the most conducive to our needs. We created tech support guides for both tutors and students, a four-hour hands-on training program for tutors highlighting the use of Zoom's features such as the share screen and annotations, and Writing Center policies to prepare for a University-wide implementation. In fall 2018, 11 tutors were trained and scheduled to offer 10 hours of online tutoring each week. As the program expanded to 20 hours each week in spring 2019 with three additional trained tutors, we maintained our goal to reach out to the increasing numbers of graduate students attending SJSU programs online and students requiring additional academic support.

While it is clear that the Writing Center is growing in many ways, our assessment of our services in 2018 also highlights a need to periodically evaluate our programs to ensure their continued effectiveness. In

2019, we look forward to studying our data to see how the new online initiatives can help us reach more students; to train more tutors in multilingual best practices; to deepen collaborations with SJSU's academic departments; and to continue offering more opportunities for our tutors.

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