

# Annual Report



2024  
2025

**2024-2025 ANNUAL REPORT  
SJSU WRITING CENTER**

**Compiled and Submitted by**  
Michelle Hager, Writing Center Director

**Sections Written by**  
Lakmini Campbell, Coordinator of Administrative Support & Operations  
Michelle Hager, Writing Center Director  
Amy Russo, Coordinator of Multilingual Writing Support Services  
Seher Vora, Coordinator of Online Writing Support Services

**Graphic Design by**  
Jane Luu, Social Media & Graphic Design Student Coordinator

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# INTRODUCTION



# Introduction

## Director's Executive Summary

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

This annual report is organized to progress from the work we do at the Writing Center to the additional activities we participate in on campus. The report ends with a listing of our personnel and their accomplishments in the last year. In 2024-2025, we offered support services to meet the needs of a large campus population, the highlights of which are included below.

- We continued to offer **tutoring in various modalities** to reach more of the SJSU student population. In 2024-2025, we offered in-person appointments, online appointments, course-embedded tutoring, and drop-in tutoring services. We also offered **evening hours** online (until 9:00 PM) and were open for business whenever classes were in session, including in the winter and summer.
- Our tutors conducted **3,621 tutoring sessions** in 2024-2025 with **1,390 unique clients**, both showing increases from 2023-2024.
- Our **in-person appointment utilization** increased from the previous year. We will continue to “right size” our services based on demand, aiming for utilization rates in the 70% to 80% range (as higher rates in tutoring services are considered impacted, and students can then not find appointment options).
- We saw a clear distribution of students coming to see us from **colleges across campus**, with the most students coming from the colleges of **Social Sciences** and **Health and Human Sciences**.
- Tutors scored an average of **4.89 out of 5 satisfaction (97.8%)** on their end-of-session evaluation surveys.
- We offered **69 regularly scheduled workshops**, with **733 student attendees**.
- Our workshop facilitators earned an **overall workshop evaluation** score of **4.70 out of 5 (94%)**.
- We facilitated **58 in-class, faculty requested workshops**, demonstrating how we can be used in classrooms.
- Readership of **our blog, *The Write Attitude***, continued to increase, with **over 65,473 new views** during the reporting period, averaging up to 995 views per day. Our staff wrote **114 new blog posts** in 2024-2025.
- We continued to run our most successful major event: “**Foundations of Graduate Writing**.” We facilitated this intensive series three times in 2024-2025. We averaged up to **286 registrants** with **average attendance up to 129 per session**.
- We continued to expand **partnerships** with units across campus, from embedded tutoring to joint workshops.
- We welcomed a **new half-time professional staff member: Cassie Blair, Writing Specialist for Online Programs**. Writing Specialist Blair will directly support students and faculty in the SJSU Online 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.

# Introduction

## Mission Statement

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

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

## DEI Statement

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

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

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

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

# Introduction

## Student Belonging

Fostering a sense of student belonging has always been a core component of the Writing Center, and starting during the pandemic period, we became more intentional about creating spaces for our student employees to connect with one another. These initiatives included developing **Google Spaces** that focus on writing support, appointment support, and team banter. Since we have continued to work in a hybrid environment, we prioritize intentional team building and maintaining a sense of community among our student staff.

As professional staff, we want all our students to get to know one another as people to increase their sense of belonging, which in turn helps them better function as a team and provide high-quality service. We believe that these events should be opt-in. In past semesters, we offered student staff a monthly opportunity to opt into “Coffee with a Colleague.” During their online or in-person meetup, they could get to know each other as people. This academic year, we piloted several new initiatives.

Every week, we offer two places to interact meaningfully. First, we started “**Share a Win Wednesdays.**” This is an opportunity for anyone to share a small joy, a win, or something positive, which helps us celebrate as a team. We utilize the team chat for this, so everyone can participate and share text, links, and/or photos. Second, we next created “**Holding Space Tuesdays,**” a complement to “Share a Win Wednesdays.” Lakmini Campbell, our Coordinator of Administrative Support and Operations, suggested this as a space where students can ask questions, vent, or discuss anything on their minds with a professional staff member. Holding Space is held live over Zoom each week. Monthly, we spend the first 20 minutes of our online team meeting running the “**Rose-Bud-Thorn**” activity. Everyone is invited to share via a Google Doc: a rose (something going well), a thorn (something challenging), and/or a bud (something to look forward to). Anyone interested can verbally share what they added.

In addition, we hosted several new special events for our student team members. Coordinator Campbell suggested that we hold a **potluck**, during which employees could bring their favorite dishes to share. Director Michelle Hager and Coordinator Amy Russo co-developed our a **dessert and games party** in fall 2024.

Coordinator Russo also managed our first ever “**Lightning Talks**” for employees in spring 2025. At the Lightning Talks, student employees did a brief 10-minute presentation on a special hobby or interest followed by Q&A. This event was popular and attended by half of our team. We will run the event again in the future.

Moving forward, we will continue to explore how we can build a strong sense of belonging and community for everyone. We believe that we can create robust opportunities for connection by directly involving our student employees and creating deliberate spaces in which they can engage.

# TUTORING, WORKSHOPS, & STUDENT FEEDBACK



# Tutoring Services

Writing Center tutoring services offered in 24-25 included in-person and online tutoring, embedded tutoring, and Open Lab online drop-ins. Information about each tutoring service is provided on [our website](#); roles and responsibilities of writing tutors can be found on our [jobs page](#).

Throughout this section, we have highlighted **student feedback** from our evaluation surveys that are administered at the end of each tutoring session.

## Historical Use

The total numbers of sessions and students have fluctuated over the years, with a peak in 2021-2022 and a slight decline in 2023-2024 (3,463 sessions). For the 2024-2025 period, the overall number of registrations and appointments **increased** from the previous year. In 24-25, we conducted **3,621 tutoring sessions**.

## Tutees & Registrations

Through the WOnline booking system, students register once to create an account with the Writing Center. The account provides a mechanism for students to self-book either in-person or online tutoring appointments in advance. When a student first registers in WOnline, the information provided is based on their own knowledge and not derived from SSO or an integrated SJSU student record system. As such, the data itself relies on student reporting.

The following findings are based on registration data for the reporting period, specifically the unique students who utilized the WOnline system to schedule tutoring appointments.

- The number of **unique students** for 2024-2025 reached **1,390**, with the majority engaging in **online tutoring**.
- Class standing data indicates that **juniors** (480) and **graduate students** (387) are our largest groups.
- Registrations by ethnicity indicate a diverse student body, with the highest numbers being white (355) and Hispanic (233).
- English is the predominant first/home language (855), followed by Spanish (225) and Vietnamese (68).
- A total of 66 students with Accessible Education Center (AEC) markers used either in-person or online tutoring services.
- There were **1,073 new student registrations** in WOnline in the 24-25 reporting period.

## Student Feedback

“Val was extremely helpful in helping me review my assignment for grammar errors and APA formatting. They helped me understand when it came to commas how to adjust how to use them properly so I can incorporate them moving forward. Will definitely be looking to book Val again for future sessions.”

“Liam is really good at encouragement. I love that! I felt more confident every time after his tutoring.”

“I cannot stress enough how helpful this is for second language learners. Thank you!”

“Alyssa was fantastic! I slowly feel like my writing is improving and I am approaching my writing in a way with fewer notes with each round.”

“Annie provided me with a calm and collected environment which made me feel at ease. Her structure of reading out the material helped immensely as a I was able to talk through my understanding of my information community and ask questions I had about content and APA format. Additionally, she provided reassurance which is always greatly appreciated!”

# Tutoring Services

## Tutoring Appointments

In addition to registration (student) data, the WOnline system provides information about the specific writing needs of students during scheduled tutoring appointments. These details are outlined below.

- There were a total of **3,621 tutoring appointments** during the reporting period, with the majority of students opting for **online tutoring** during the fall and spring semesters (1,166 and 1,141).
- In terms of utilization rates (e.g., the number of available tutoring minutes and the number actually used for tutoring), these were overall lower than in the previous year. However, for **in-person tutoring** (Spring: 61.78%), there was an **increase of 3.57% in utilization** from the previous year.
- The majority of students booked appointments during the time slots between 11 AM and 3 PM on Monday, Tuesday, and Wednesday. Incidentally, the 11 AM slot was also when the most missed appointments occurred.
- There was a significant focus on **content development** (1,337 appointments) and **organization** (1,061 appointments) in terms of what students wanted to focus on in their writing.
- Regarding the writing stage, the majority of students sought support at the latter, **revising/polishing stage** (50.04%).
- The most common types of writing students brought in were **research papers** (710) and **literature reviews** (610).
- Appointments were highest among students from the **College of Social Sciences** (1,050).
- As with the previous year, the most self-reported departments were PSYC (429) and ENGL (229).
- Hosted through a separate reporting system, the Writing Center department-embedded tutor for the iSchool supported an **additional 19 students in 32 online tutoring sessions**.



## Course Classifications

The Writing Center asks students to self-report the classes for which they were scheduled to have a tutoring session. Their entries were submitted in WOnline and categorized as follows:

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

For the 2024-2025 period, and as in recent years, **the graduate division** has been the most frequently reported course classification of students who visit the Writing Center for tutoring appointments.

# Tutoring Services

## Open Lab (Online Drop-Ins)

The Writing Center offered drop-in sessions via Zoom during weekday lunchtimes in fall 2024 and spring 2025. In comparison to the 45-minute, pre-bookable tutoring appointments, the Open Lab space was not used as frequently. We held 106 Open Lab sessions (Monday through Thursday, 12:00 PM - 2:00 PM), and **115 students** total joined us for drop-ins. Moving forward, we plan to adjust the days/times of Open Lab to see if we can better accommodate students' varied schedules; we also plan to offer fewer total hours of Open Lab time.

## Tutoring Evaluations

At the end of each tutoring appointment, students were given the opportunity to provide feedback to monitor impact and overall tutor performance. A total of **2,153 evaluations** were submitted. The overall satisfaction scores were high, with online appointments averaging **4.87 for learning/usefulness and 4.89 for satisfaction** (with 5 being the maximum score). The figures for in-person tutoring were similar.

Further tutoring services data is shown on the following pages. Additional data is also available upon request.

### Student Feedback

“Arianna was an amazing support for me today. I really appreciate the way they explain/describe concepts and ideas. We worked on something very personal to me, and they ensured that this was a safe space for me to express myself and my thoughts. Overall, I am very grateful for the Writing Center and this resource.”

“Vienna was incredibly welcoming and respectful. She assisted me in planning my personal statement and respected my privacy, understanding the personal nature of the document. My first visit to the Writing Center was a great experience. Thank you, Vienna!”

“Duy was terrific! I am humbled and very grateful for their help today. I needed another pair of eyes to look over my work and to test my writing skills. [. . .] I learned some new things from my appointment and am thankful for the exchange! I am humbled and plan to return! Thank you Duy!”

“

He was a great tutor and quickly saw the mistakes I was making in my writing. He also sent me links to help guide me to becoming a better writer. I will be joining again soon and am grateful you have this for your students.”

”

“

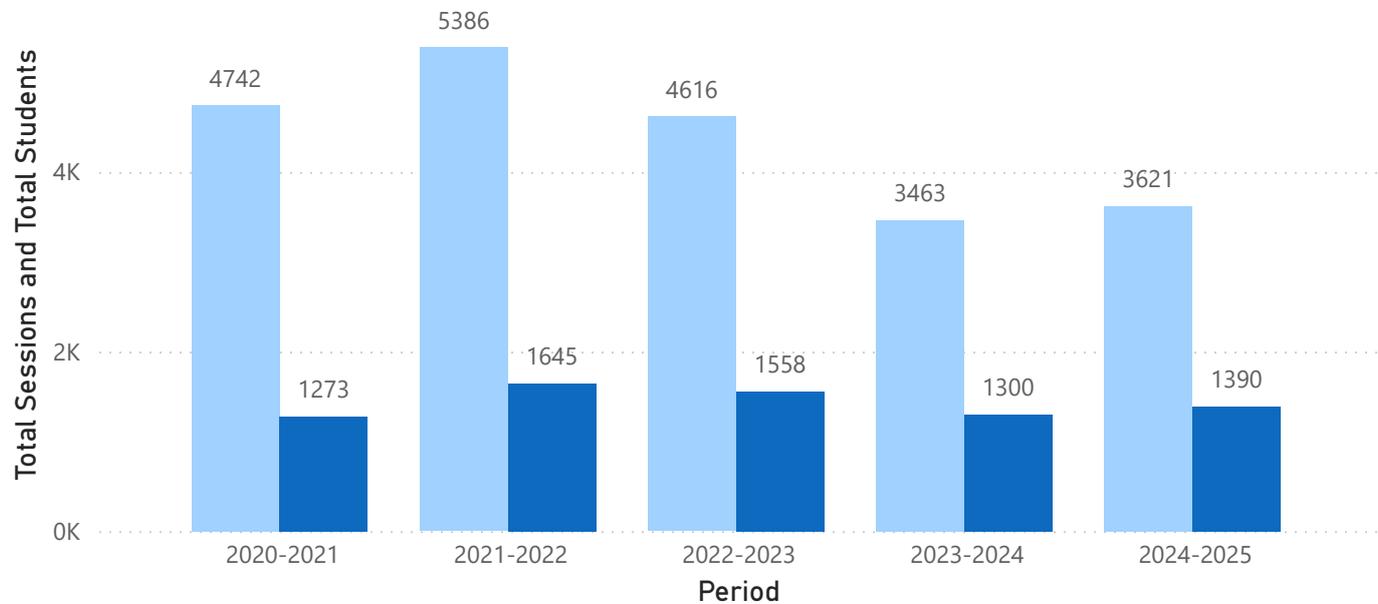
My session with Michael was very helpful. He gives clear, constructive feedback and helps me come up with ways to elevate my writing. I will definitely be returning to the Writing Center in the future.”

”

# Historical Use

## Five-Year Historical Use

● Total Sessions ● Total Students



# Registrations

## Registrations by Schedule

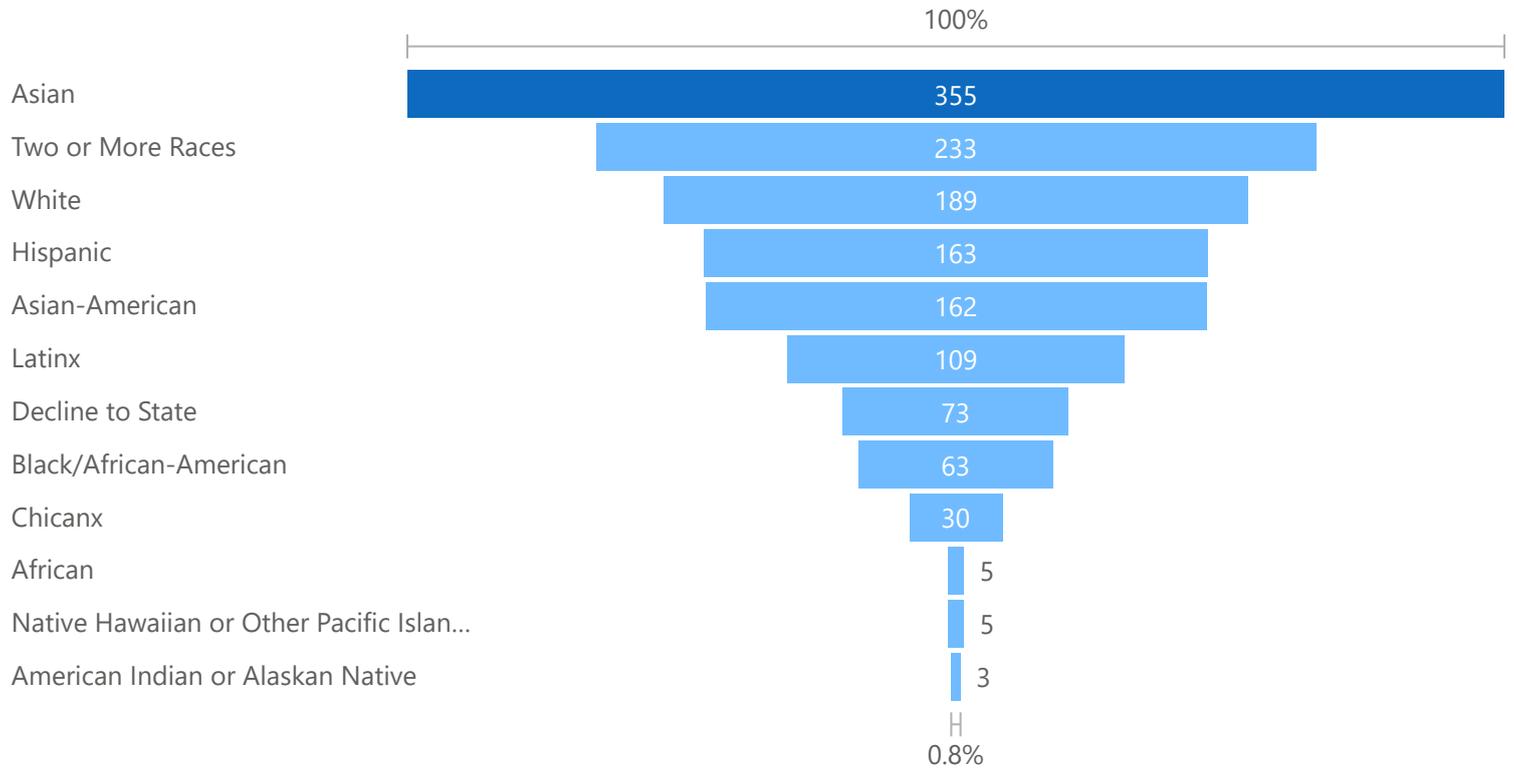
Schedule	Number of Students
Spring 2025 - Online Tutoring	493
Fall 2024 - Online Tutoring	444
Spring 2025 - In-Person Tutoring	185
Fall 2024 - In-Person Tutoring	177
Summer 2024 - Online Tutoring	70
Winter 2025 - Online Tutoring	14
Spring 2025 - Embedded Tutoring	5
Fall 2024 - Embedded Tutoring	2
<b>Total</b>	<b>1390</b>

## Registration by Class Standing

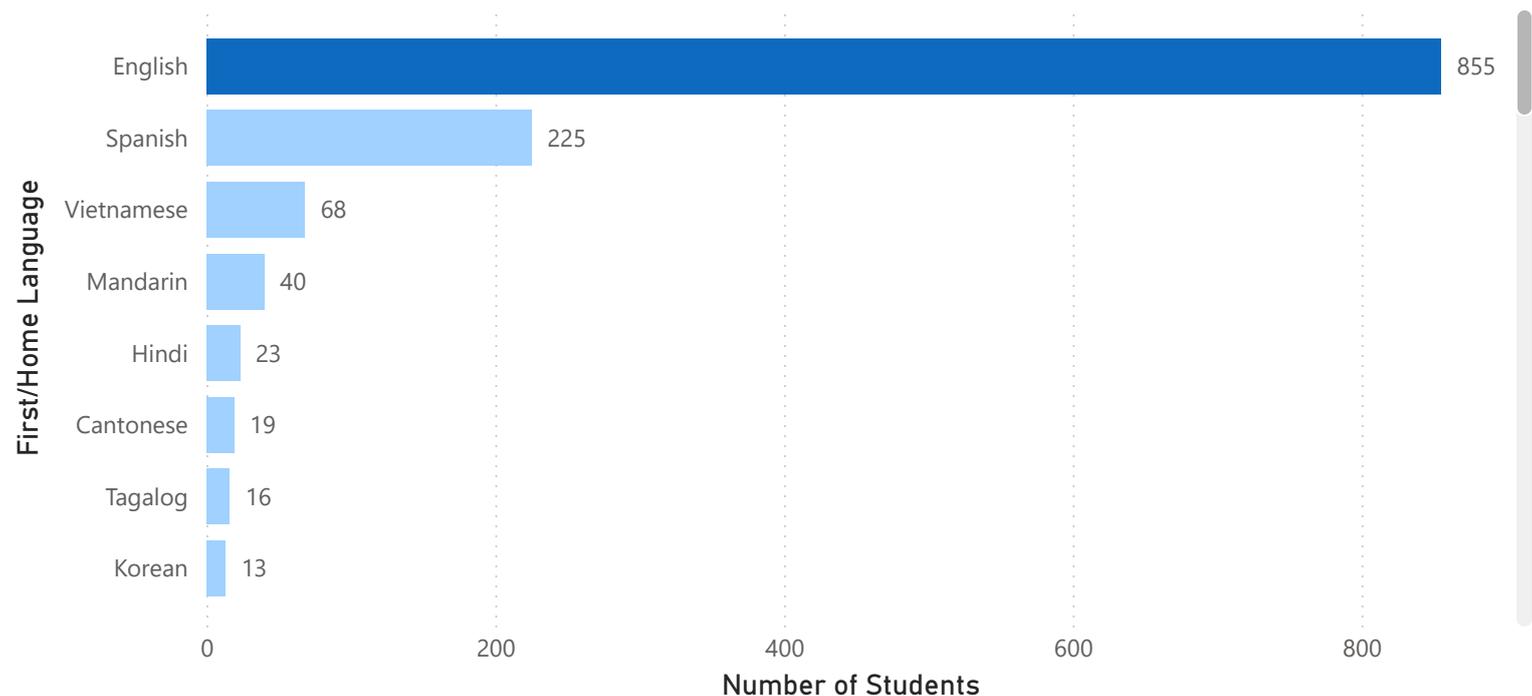
Class Standing	Number of Students
Junior	480
Graduate Student	387
Freshman	264
Senior	159
Sophomore	96
Faculty	3
Staff	1
<b>Total</b>	<b>1390</b>

# Registrations

## Registration by Ethnicity



## Registration by First/Home Language



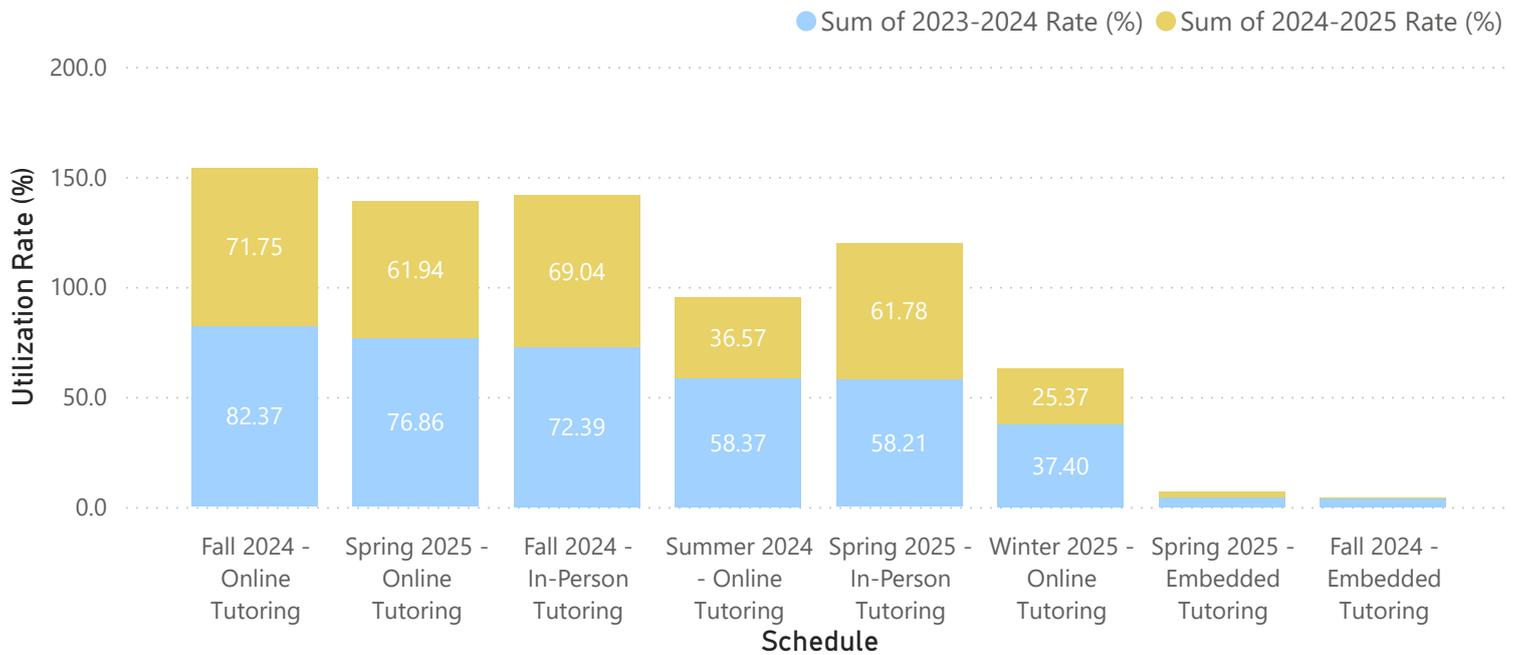
Full data sets for Registrations by First/Home Language are available upon request.

# Tutoring Appointments

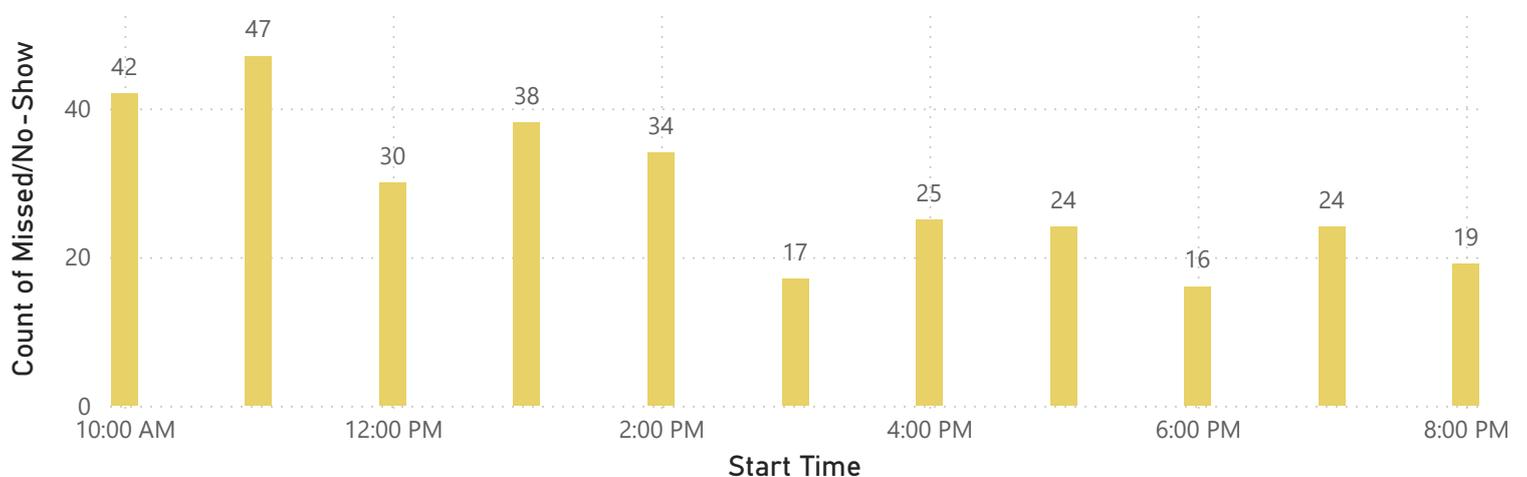
## Tutoring Appointments by Schedule

Schedule Title	Number of Appointments
Fall 2024 - Online Tutoring	1166
Spring 2025 - Online Tutoring	1141
Fall 2024 - In-Person Tutoring	589
Spring 2025 - In-Person Tutoring	451
Summer 2024 - Online Tutoring	235
Winter 2025 - Online Tutoring	31
Spring 2025 - Embedded Tutoring	6
Fall 2024 - Embedded Tutoring	2
<b>Total</b>	<b>3621</b>

## Tutoring Appointments by Utilization Rate (Year-on-Year)



## Tutoring Appointments by Start Time and Missed/No-Show

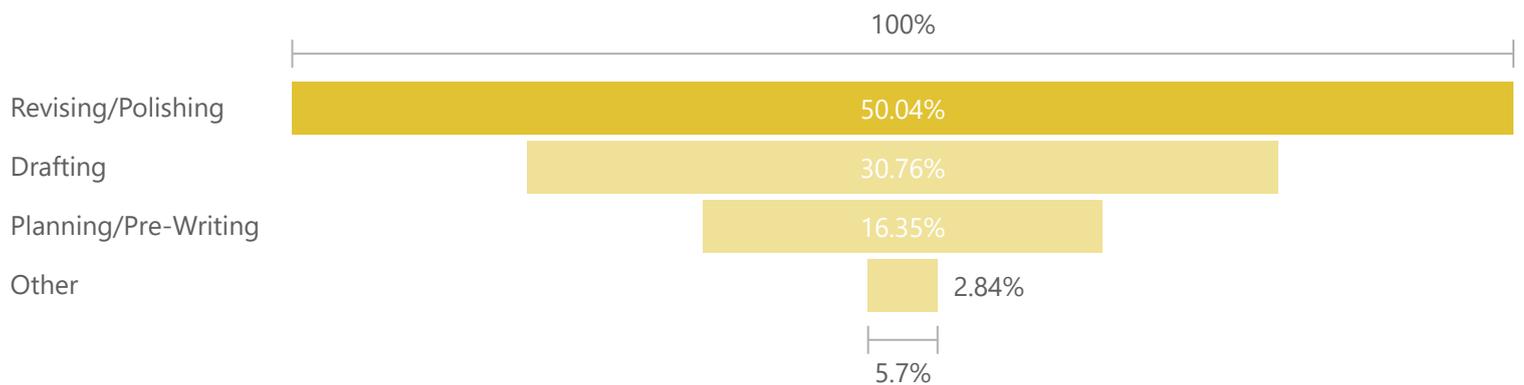


# Tutoring Appointments

## Tutoring Appointments by Primary Writing Focus

Primary Focus	Number of Appointments
Content e.g. brainstorming/developing ideas/adding support or evidence	1337
Organization e.g. ordering ideas/transitioning/linking concepts logically	1061
Grammar e.g. working with your writing on the sentence level	764
Formatting e.g. using formatting styles such as APA/MLA/Chicago etc.	459
<b>Total</b>	<b>3621</b>

## Tutoring Appointments by Writing Stage



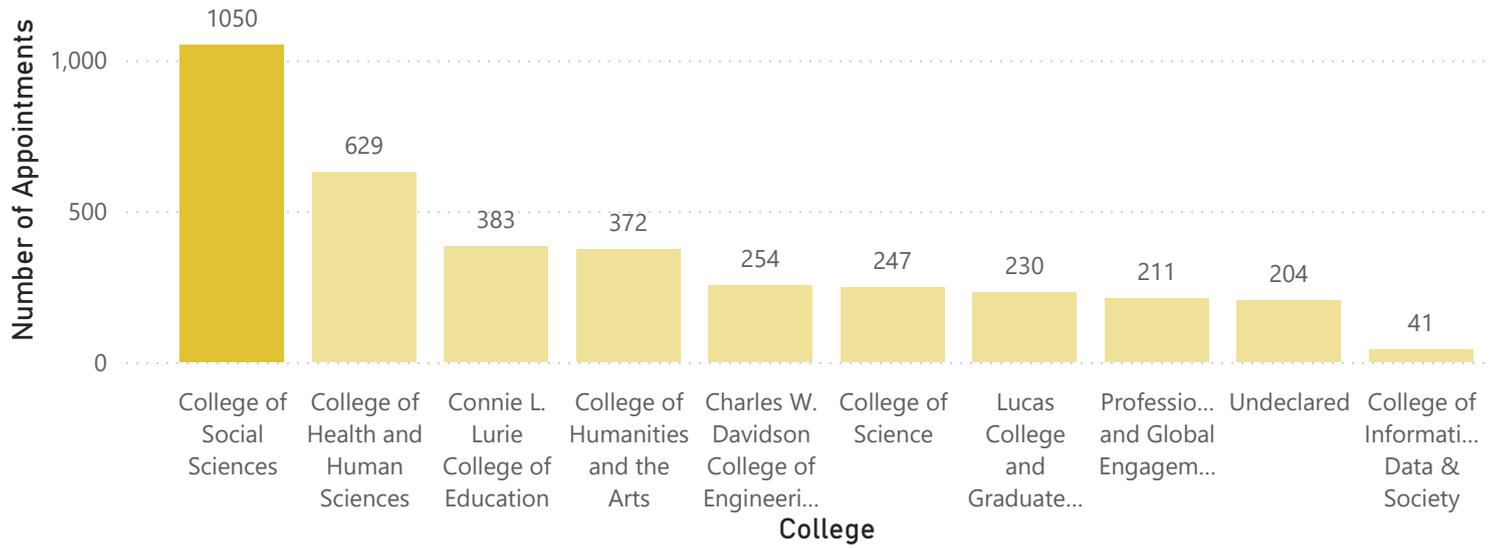
## Tutoring Appointments by Writing Type

Type of Writing	Number of Appointments
Research Paper	710
Literature Review	610
Other	523
Critical Analysis	188
Creative Writing	153
Personal Statement	146
Argumentative Essay	142
Reflection Essay	139
Graduate Project	120
Graduate Thesis	95
Personal/Narrative Essay	86
Discussion Post	78
Blog Post	70
Project Proposal	70
Statement of Purpose	70
<b>Total</b>	<b>3621</b>

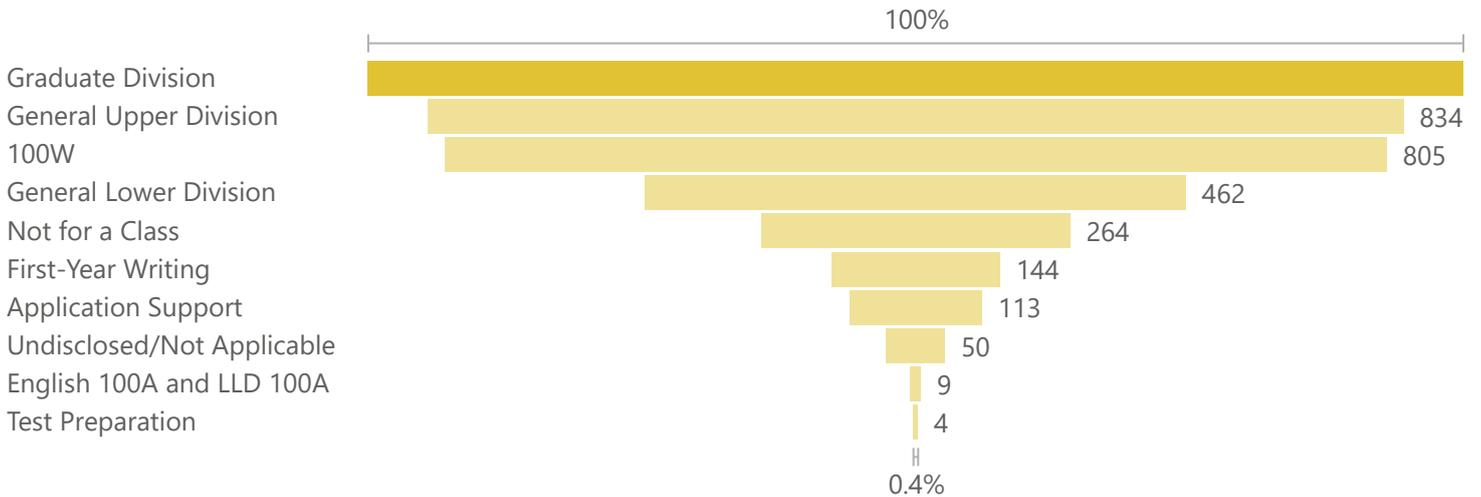
Full data sets for Tutoring Appointments by Writing Type are available upon request.

# Tutoring Appointments

## Tutoring Appointments by College



## Tutoring Appointments by Course Classification



## Tutoring Appointments by Department

Department	Number of Appointments
PSYC	429
Not for a class	271
ENGL	229
JS	196
PH	150
SOCI	139
Application Support	116
INFO	109
SCWK	104
CHAD	103
COMM	101
<b>Total</b>	<b>3621</b>

Full data sets for Tutoring Appointments by Department are available upon request.

# Tutoring Evaluations

## Average Tutoring Evaluation Scores

Type of tutoring session	Average of I learned something useful in my tutoring session ▲	Average of I was satisfied with my tutoring session	Average of I will return and/or recommend the Writing Center
Open Lab Drop-In	4.65	4.70	4.65
In-Person Appointment	4.85	4.86	4.86
Online Appointment (via Zoom)	4.87	4.89	4.90
Embedded Tutor Session (with a tutor assigned to work with my class)	5.00	5.00	5.00
<b>Total</b>	<b>4.86</b>	<b>4.88</b>	<b>4.88</b>

# Writing Workshops

As in previous years, the Writing Center offered two types of workshop options.

1. **Regular online writing workshops** during the spring and fall semesters and scheduled in advance to occur via Zoom.
2. **Faculty-requested workshops** on demand from SJSU faculty and partners seeking specific writing topics to be covered for their class or student organization. Depending on faculty needs and Writing Center availability, these workshops were held either online via Zoom or in the classroom on campus.

All workshops were one hour long and led by either a writing tutor or a professional staff member. The complete listing of workshop topics can be found on our [Workshop Topics](#) page.

The information below presents details about the workshops we facilitated in the 24-25 period.

- A total of **69 regular writing workshops** were conducted, which was significantly higher than in the 2023-2024 period (43 in total).
- A total of **733 student attendees** participated in various regular writing workshops, with a notable frequency of requests for topics like “Common Grammar and Punctuation Errors” and “Writing Concisely.” The total student attendance was higher than in the previous year (587 in total); however, the average number of students attending per workshop fell due to the increased number of overall workshops offered.
- A total of **58 faculty-requested workshops** were accommodated both in-person and online, with a higher number of requests for online sessions.
- The **most popular writing topic** requested by faculty was “Basic APA Style” (a total of 12 of the 58 faculty-requested workshops provided).
- The majority of faculty-requested workshops were scheduled at 10:30 AM or 6:00 PM.

## Student Feedback

Alongside the set of evaluative questions about our workshop sessions, students were asked to provide more narrative details about their workshop experience. One of the questions provided insight into potential areas for workshop content expansion (below) as we move forward.

### What other writing workshop topics would you like to see covered?

- Blog posts for creative writing and technical posts related to personal or career goals.
- Cohesion, sentence/paragraph structure for different types of writing, and time management with timed writing
- How to get over writer's block and manage writer's block before researching
- How to write a student blog or how to format a student blog
- More workshops with tips to write for scholarships, internships, and even writing statements for LinkedIn profiles
- Resume and CV Writing

## Workshop Evaluations

At the end of each workshop (regular and faculty-requested), students were given the opportunity to provide feedback. This was for tutor development, as well as to monitor the relevance and impact of the workshop material. A total of **412 evaluations** were received (up from 336 in 2023-2024).

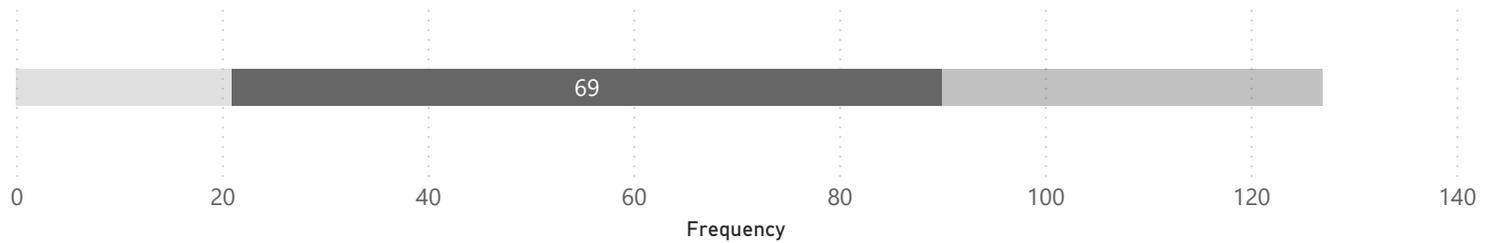
Compared to the previous year, scores were slightly lower, with an **overall average of 4.70** out of a maximum 5.0 (4.75 in 2023-2024). Most students reported that they had heard about the workshop from their professors.

Further workshop data is shown on the following pages.

# Regular Workshops

## Number of Workshops

Modality ● In-Person/On Campus ● Online (via Zoom)



### Type

- Faculty-Requested Workshop
- Writing Center Workshop

## Workshop Requests by Topic

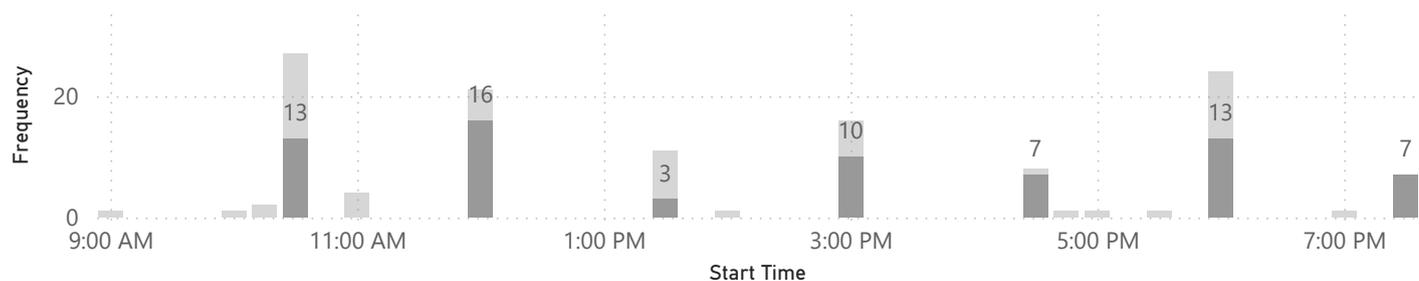
Semester	Topic	Number of Attendees
2024 Fall	Common Grammar and Punctuation Errors	27
2024 Fall	Writing Concisely	19
2024 Fall	Selecting and Integrating Source Material	18
2025 Spring	Writing Concisely	18
2024 Fall	Common Grammar and Punctuation Errors	17
2024 Fall	Essay Prompts and Time Management	17
2025 Spring	Crafting Compelling Introductions	16
2024 Fall	Emailing Netiquette: Academic and Professional Communication	16
2025 Spring	Emailing Netiquette: Academic and Professional Communication	16
2025 Spring	Writing Concisely	16
2024 Fall	Personal Statements for Scholarships and Applications	15

Full data sets for Workshop Requests by Attendance are available upon request.

# 733 TOTAL

Student Workshop Attendees

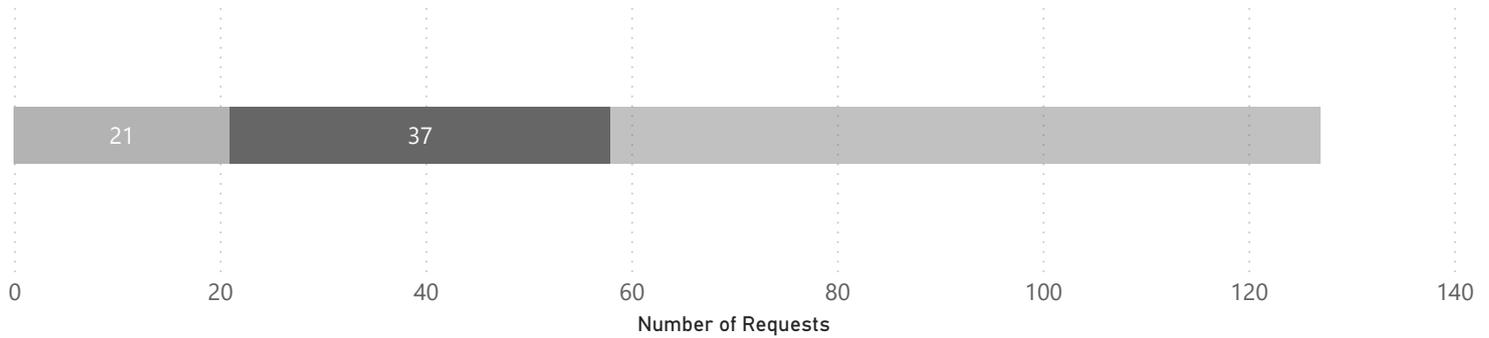
## Workshops by Start Time



# Faculty-Requested Workshops

## Workshops Requests by Modality

Modality ● In-Person/On Campus ● Online (via Zoom)



Type

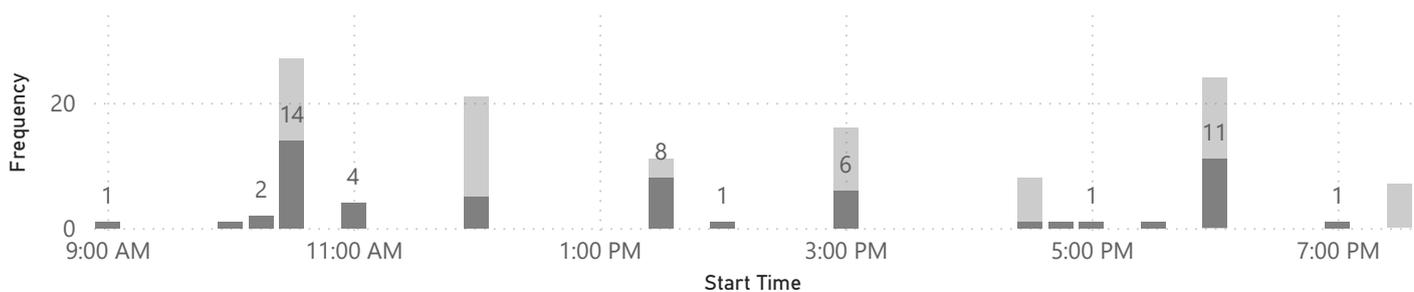
- Faculty-Requested Workshop
- Writing Center Workshop

## Workshop Requests by Topic

Semester	Topic	Modality	Number of Requests
2024 Fall	Basic APA Style	In-Person/On Campus	5
2025 Spring	Basic APA Style	Online (via Zoom)	4
2024 Fall	Un-blurring Plagiarism and Paraphrasing	In-Person/On Campus	4
2024 Fall	Writing Concisely	Online (via Zoom)	4
2024 Fall	Basic APA Style	Online (via Zoom)	3
2024 Fall	Common Grammar and Punctuation Errors	In-Person/On Campus	2
2025 Spring	Common Grammar and Punctuation Errors	Online (via Zoom)	2
2025 Spring	Creating Easy-to-Read Sentences and Paragraphs	Online (via Zoom)	2
2024 Fall	Revising for Clarity: Subjects and Their Verbs	Online (via Zoom)	2
2024 Fall	Scientific Abstracts	Online (via Zoom)	2
2025 Spring	Selecting and Integrating Source Material	Online (via Zoom)	2
2024 Fall	Sentence Variety and Rhythm	In-Person/On Campus	2
<b>Total</b>			<b>58</b>

Full data sets for Workshop Requests by Topic are available upon request.

## Workshops by Start Time



# Workshop Evaluations

## Average Workshop Evaluation Scores

Type of Workshop	Average of The workshop material was presented clearly.	Average of The workshop covered the material sufficiently.	Average of I learned something I can use right away.	Average of I would recommend this workshop to others.
▲				
In-Class (on Campus) Workshop	4.69	4.67	4.60	4.58
In-Class (Online via Zoom) Workshop	4.80	4.74	4.68	4.66
Writing Center (Online via Zoom) Workshop	4.79	4.68	4.76	4.75
<b>Total</b>	<b>4.76</b>	<b>4.70</b>	<b>4.67</b>	<b>4.66</b>

# FACULTY FEEDBACK



# Faculty Feedback

## Follow-up Email Communications with Faculty

We seek to engage faculty in discussions about teaching writing. At the conclusion of each tutoring session--with the tutee's explicit permission--the tutor will send an email report about the session to the instructor, identifying the assignment discussed and issues addressed during the session. (Every tutee indicates whether they want us to send this message when they book an appointment in the WCOOnline.)

In many cases, instructors' responses express appreciation for the individualized attention their students receive at the Writing Center.

Occasionally, instructors have questions about teaching writing and want to know more about the strategies we employ. In all cases, the follow-up emails heighten faculty awareness of how tutors can assist in the process of helping student writers.

The emails included in this section are representative samples of feedback we received from faculty in 2024-2025. (Student names have been redacted for privacy.)

Thank you so much for this overview--I have seen a HUGE improvement in his writing and have been in discussions with Dr. Ferdie Rivera to have our students be more proactive about using the Writing Center. Thank you so much for your support and for others from the center who have worked with him--it's been a game changer for his writing!

*Rebeca Burciaga*  
*Connie L. Lurie College of Education*  
*April 28, 2025*

Hello Troy,  
 I am extremely appreciative of the assistance you provided [name redacted]. He is off to a great start to want to prepare and structure a great research paper.

*Thank you,*  
*Virginia Montelongo*  
*College of Social Sciences*  
*September 19, 2024*

“ Thank you for working with [name redacted] on his Master's project paper. [Redacted] has informed me that the Writing Center has been incredibly beneficial, and I consistently encourage my other Master's students to utilize its services for their final project papers. I have a meeting scheduled with [redacted] this afternoon to discuss his project paper further. Thank you once again.

*Warm regards,*  
*Nancy Sun (she/her/hers)*  
*College of Humanities & the Arts*  
*July 9, 2024*



# Faculty Feedback

Thank you for working with [name redacted]. He and I meet each Friday on Zoom to go through his writing for the week. I felt that he was ready for this extra step so that by the time he leaves the class, he will have a lot more skills. During the first weeks he had no knowledge of periods and commas, and did not know what a semicolon or colon were. He has come so far! Thank you from my heart, Isaac, for your dedication. You make such a huge difference. If ever I can write a letter to any of the powers that be to let them know how amazingly valuable your work is, I'd be delighted.

*Warmest,  
Philippa Kelly  
College of Humanities & the Arts  
March 12, 2025*

Duy,

Thanks so much for working with [name redacted]. She does have great ideas but struggles some getting them on the page in an organized way using APA.

I will remind her that she has an opportunity for a draft review from me prior to her final submission, but I appreciate all the work you are doing with her.

*Thanks,  
Lisa Walker-Vischer  
College of Health & Human Sciences  
May 6, 2025*



Hi Andrew,

Thanks for the information about your session with [name redacted]. He has been working hard this semester, and I agree with your summary of the issues that he needs to work on. I am pleased you were able to assist further.

*Kind regards,  
Clare Cordero (she/her)  
Charles W. Davidson College of Engineering  
December 12, 2024*



# Faculty Feedback

“ Hi Troy,

Thank you for reaching out! It sounds like you had a productive session--I've also noticed room for improvement regarding his language and tone, so I'm glad you focused on that! Thanks for all you do at the Writing Center!

*Chelsea Criez  
College of Humanities & the Arts  
December 5, 2024*

”

“ Hi Duy,

Thanks so much! Nicol asked me about the Writing Center and I suggested she try it. So glad to hear that she did and that she is working hard. I know that she is the kind of student who will learn a lot from you!

*Thanks for all you do,  
Laurie Steinberg  
College of Health & Human Sciences  
September 4, 2024*

”

“ Thank you so much Alyssa! This is very helpful.

I appreciate your thorough writeup and, even more, your encouragement of my student!

*All the best,  
Karin Jeffery  
College of Social Sciences  
October 17, 2024*

”

# Faculty Feedback

“ Dear Laraib,

Thank you for your email with the update. I could see the benefit of your support. I have requested that [name redacted] visit the Writing Center again before his final submission. I appreciate your work with [redacted].

*Soma Sen*  
*College of Health & Human Sciences*  
*April 7, 2025*

”

“ Hi Erica,

Thanks so much for sending this update. It's great to hear that [name redacted] is making progress with her literature review.

*Thanks again,*  
*Ni Zhang*  
*College of Health & Human Sciences*  
*March 5, 2025*

”

“ Thank you very much, Alyssa.

I hope you know how important you are to all of us. Your support is essential to learning.

*Janet Giddings*  
*College of Humanities & the Arts*  
*March 11, 2025*

”

# Faculty Feedback

Hi Laraib,

Thank you so much for working with [name redacted] on his paper! I appreciate you sharing the details with me.

[Redacted] puts in the effort on every assignment. I'm not surprised to hear about the work he put in with you.

I'm so happy we have tutors like you supporting our students. :-)

*Thanks again & take care,  
Patrick Cravalho  
College of Social Sciences  
March 26, 2025*

Hi Isaac,

Thank you for your email! I appreciate your assistance. I look forward to reading the paper and seeing the progress!

I have a few other students who would benefit from a visit to the Writing Center. I will definitely refer them to make an appointment.

*Best,  
Suzanne Haley  
Lucas College & Graduate School of Business  
April 7, 2025*



Great to know, thank you for working with her! This fellowship application is due on Monday, so she won't have time to meet with you again. But she will be applying to more fellowships later this semester, and I will make sure she consults with you for those.

*Constanza Rampini  
College of Social Sciences  
February 6, 2025*



# Faculty Feedback

“Hi Val,

Thank you so much! I am very happy to hear how hard [name redacted] is working. I agree with our recommendation about taking reading notes first. Did [redacted] bring in the assignment instructions? I can send them to you if that would help.

*Mary Salzman*  
*College of Humanities & the Arts*  
*September 27, 2024*

”

“

Thanks, Troy. I appreciate you working with [name redacted]. You gave him great advice.

*Kind regards,*  
*Gregory Tomlinson*  
*College of Science*  
*November 12, 2024*

”

“Andrew,

Thank you for letting me know. It's great that there is someone who can help students improve and become more confident in this skill. [Name redacted] should not worry about seeking your assistance; it will help her develop confidence as a student.

*Earl Johnson*  
*College of Health & Human Sciences*  
*September 11, 2024*

”

# ONLINE RESOURCES



about. Normalization can make activity  
is easier to understand? Why?  
induced by FBI agents.

Investigated	Investigated
Actions(s)	Investigated
to their actions.	

U | WRITING CENTER

# Online Resources

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

## Homegrown Handouts

Writing tutors create and revise [Homegrown Handouts](#) every semester, all of which go through a proposal process and multiple revisions with feedback from Director Hager.

During our years of operation, tutors at the SJSU Writing Center have created over 150 handouts, which are posted on the Writing Center website and available in hard copy in the Center. Tutors also have the option to engage in a significant overhaul of an existing handout to ensure that our resources remain up-to-date and reflective of current best practices.

In creating these handouts, tutors learn pedagogical concepts such as scaffolding and modeling while also making resources that are used by faculty and students on campus and at other schools and universities.

The following handouts were created or updated during the 2024-2025 period.

- “Academic Language” (updated)
- “AI Prompt Engineering” (new)
- “APA Formatting Guidelines” (updated)
- “Black Language in Creative Writing” (new)
- “Early Modern English: Reading Shakespeare” (new)
- “Email Template: Request to Join a Research Lab” (new)
- “IEEE Citation Guide” (updated)
- “Oxford Comma” (new)
- “Presentation Writing” (new)
- “Proofreading” (updated)
- “Statements of Purpose” (new)
- “Thank-You Notes after Job Interviews” (new)
- “Visual Tools in Research Writing” (new)

## Canvas Modules

In needs analysis surveys conducted with graduate students, GVAR instructors, and graduate advisors, one common theme among all groups was the desire to have Writing Center resources incorporated directly in the Canvas LMS. Director Hager created and now updates two modules about Center services--one for graduate students and another for undergraduates. They are available in Canvas Commons. Instructors can import these modules into their Canvas courses and have Writing Center information readily available. Taking this step has further integrated our resources in the classroom.

## Writing Toolboxes

We have focused writing toolboxes available for two specific student populations: the [Multilingual Writer Toolbox](#) and the [Grad Writer Toolbox](#). Coordinator Russo created these toolboxes through Google Sites; multiple writing tutors studying TESOL also contributed to the Multilingual Writer Toolbox. The toolboxes contain curated resources that are useful for these writers. Some of the resources were created by our Writing Center staff while others were selected from external online sources. Our new [AI Writer Toolbox](#) is featured on the next page of this report.

## Graduate Writing Guides

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

# Online Resources

## AI Writer Toolbox



### WELCOME WRITERS!

The [SJSU Writing Center](#) is aware of the possibilities and challenges presented by generative artificial intelligence (AI) in writing-intensive courses and for college writing in general. The resources collected here are intended to help you increase your understanding of generative AI technology and make informed decisions about its use or engage in "conscious use." When and how can you use AI in your writing process? When should you not use AI? What are considerations and questions to ask yourself? This writer toolbox will contain information and resources regarding these topics.

While the AI Writer Toolbox can help you learn more about applications of AI in writing, it's important to remember that faculty will have different policies about the use of AI in the classroom. **If you are ever in doubt about acceptable applications of AI tools in a specific class, the best thing to do is ask your instructor.**



[The Technology](#)



[AI for Writing](#)



[AI for Idea Generation](#)



[AI for Revisions](#)

In light of the uptick in usage of generative AI platforms for writing--and the need for students to learn best practices about AI and writing as a digital literacy skill--Coordinator Vora created our [AI Writer Toolbox](#) to provide a resource for students to develop foundational skills and make informed decisions about generative AI use. The AI Writer Toolbox was published in September 2024, and it will continue to undergo revisions at the end of each semester to keep all information updated along with the fast-changing technology.

The toolbox contains comprehensive guidance on the ethical and practical usage of AI tools for writing, revising, and exploring ideas, as well as a detailed overview of AI citation guidelines provided by the major style guides and SJSU. The toolbox includes both external and internal resources to provide focused help for students who are curious but unsure of how and when to use AI in their writing in a way that is effective but stays in line with academic integrity requirements. Alternatives to AI are also provided.

Since its publication, the toolbox has been featured widely by other campus units and in off-campus circles as a leading resource on the topic of AI use in writing. Most notably, the [SJSU x AI](#) web resource, SJSU's central hub for all things AI, heavily features the toolbox as a touchstone resource for students to reference.

The following SJSU campus units have spotlighted the toolbox on their websites:

- The SJSU Dr. Martin Luther King, Jr. Library: [AI @ SJSU](#)
- Center for Faculty Excellence and Teaching Innovation (CFETI): [AI Pedagogical Resources](#)
- Student Affairs: [ChatGPT/GenAI FAQs](#)

Additionally, the Provost and Senior Vice President of Academic Affairs, Vincent J. Del Casino, referenced the toolbox in an [interview with Enrollify](#), a network of podcasts dedicated to innovation in the higher education community. Outside of SJSU, the toolbox has been highlighted on the CSU's [AI Commons](#) page.

# Online Resources

## Social Media

The Writing Center's presence on social media continues to grow. Our current active platforms are Instagram, TikTok, Facebook, and YouTube, with Instagram being the most popular in terms of student engagement and the bulk of our focus this academic year in terms of analytics. Coordinator Vora continued to provide oversight for Instagram, TikTok, and Facebook content, and Sanchita Satishkumar served as Social Media & Graphic Design Student Coordinator. Keeping with University Marketing and Communications (UMC) goals and social media strategy, during the 2024-2025 academic year we achieved the following:

- **Collaborate:** We used the “collaborator” feature on posts highlighting our partnerships with Academic Initiatives, the College of Graduate Studies, International Student and Scholar Services, and SJSU Research and Innovation. We were tagged in collaborative social media initiatives by SJSU Student Involvement, the SJSU Equal Opportunity Program (EOP), and the SJSU King Library.
- **Connect:** We continued to refine our visual strategy to align with SJSU brand guidelines while still keeping our Writing Center flair. Student Coordinator Satishkumar developed a color palette for each semester, which helped to visually group graphics.
- **Measure:** As of this academic year, Hootsuite is now the primary platform for scheduling content to Instagram and Facebook. However, since Hootsuite does not support all elements of posting for Instagram Stories, posting story content is done through the Instagram app directly.
- **Engage:** We have met our goal of increasing overall engagement with Instagram users. Our impressions have seen a 2.3K% increase from the last academic year, while our follower count has increased by 14.4%. Post reactions and likes have also increased by 10.8%.

## 2025-2026 Social Media Goals

We will continue to take our directives for content and social media strategy from UMC. Our goals for the upcoming academic year include the following.

- **Strategic Content Creation:** Develop engaging content that highlights Writing Center services and contributions to student success.
- **Community Engagement:** Continue to highlight partnerships with on-campus partners and collaborate on social media feeds to reach a wider audience.
- **Innovative Media Formats:** Experiment with different content types and formats, from videos and graphics to interactive media features and university-wide contests.
- **Brand Recognition and Institutional Values:** Continue to curate recognizable aesthetic and brand across Writing Center visual platforms, while connecting our image to the wider university community.

See detailed analytics from our main social media platform, Instagram, on the following page. Analytics were obtained from Hootsuite.

# Social Media Analytics

## MOST WATCHED REEL



2,164  
VIEWS

45  
LIKES



## MOST VIEWED POST



VIEWS 8,459  
LIKES 63

## IMPRESSIONS

69,281

## NEW POSTS

38

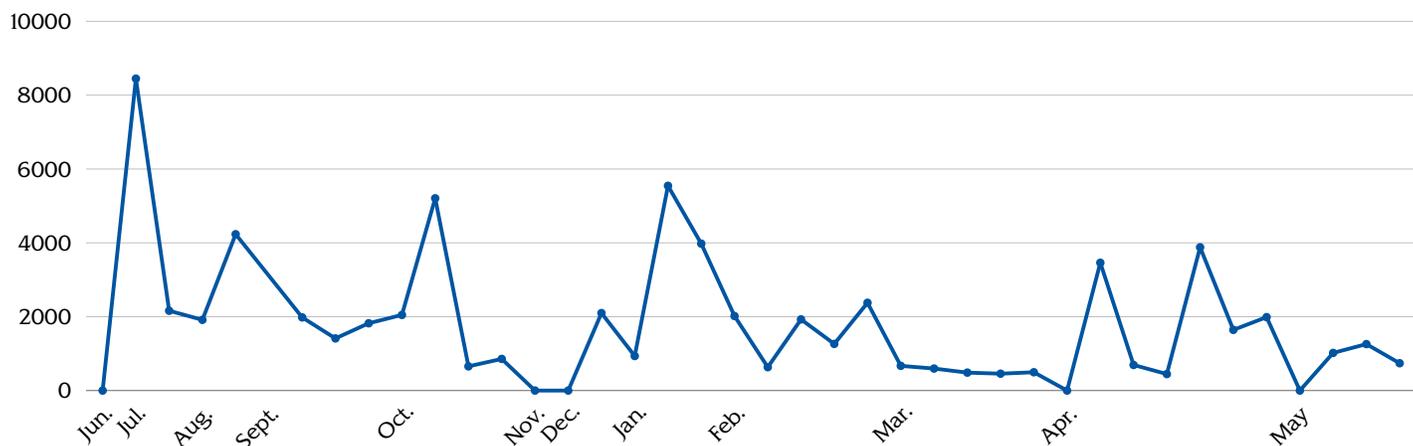
## NEW STORIES

189

## FOLLOWERS

1,863

## POST IMPRESSIONS



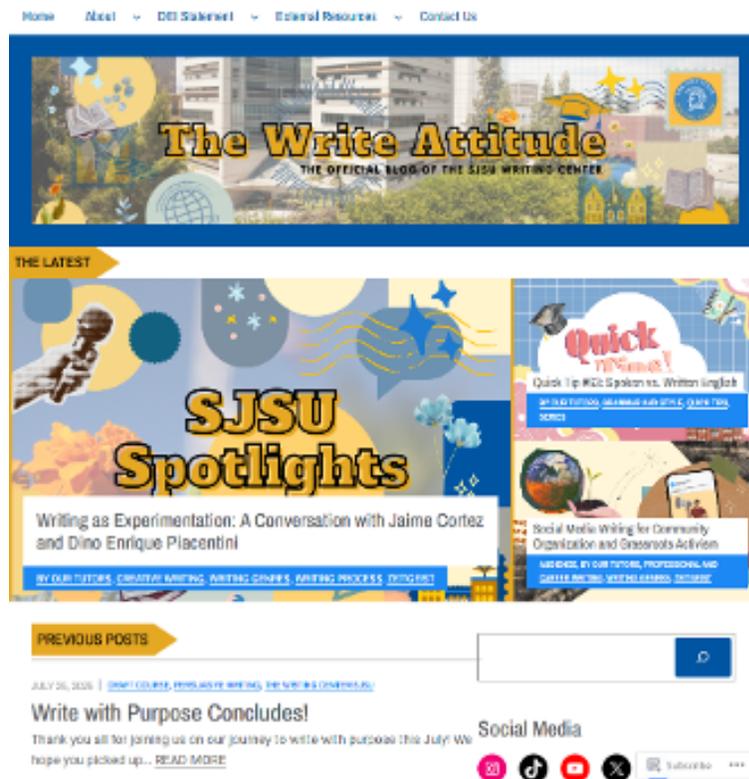
# Online Resources

## The Write Attitude Blog

*The Write Attitude* blog continues to publish three times per week during the fall and spring semesters and twice per week during the summer and winter sessions, with steady levels of readership and engagement. In accordance with the SJSU UMC social media strategy from the previous academic year, we accomplished the following goals in AY 24-25.

- **Connect:** A complete overhaul of the blog's visual design was completed in August 2024. The look of the blog is now more streamlined and in alignment with the look of standard SJSU blogs, while still retaining graphic design flair to present an approachable and appealing image to readers.
- **Measure and Engage:** As of May 2025, the blog has surpassed 200,000 views, and engagement levels continue to remain steady.
- **Lead and Influence:** We have continued to post three times a week on trending writing topics, such as AI, pop culture, and technical writing.

Coordinator Vora continued as Editor-in-Chief of *The Write Attitude*, and Tutors Isaac Isenberg and Vienna Alexander served as Associate Editors in the fall and spring semesters respectively.



## 2025-2026 Blog Goals

We will continue to follow directives laid out by SJSU UMC. In alignment with these directives, our goals for the next academic year are as follows.

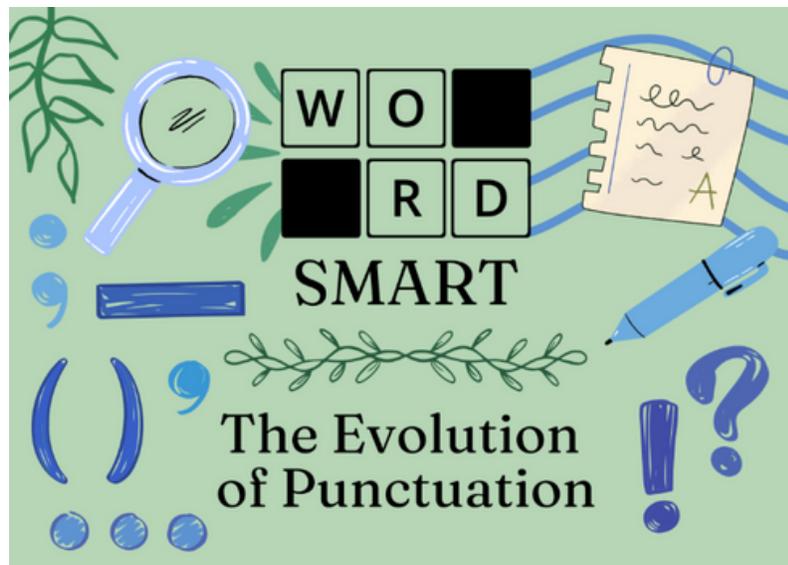
- **Strategic Content Creation:** Develop engaging content that contributes to student engagement and drives student success.
- **Community Engagement:** Undertake an effort to feature more SJSU-relevant content on the blog and highlight partnerships with on-campus partners as well as alumni, external stakeholders, and the wider community in efforts to grow our audience.
- **Innovative Media Formats:** Experiment with different content types and formats, from audio and video to live media features and university-wide contests.

# Online Resources

## Blog Contributors and Content

In 2024-2025, Coordinator Vora created 21 unique blog posts and was responsible for formatting, editing, and scheduling, as well as designing individual header images. In July 2024, Coordinator Vora created and published the annual Summer Craft course, “Write for Social Media,” a six-post series about writing considerations needed for creating successful social media content. She contributed five posts to this series, with Tutor Peoples contributing a guest post titled “Social Media Literacy.” Coordinator Vora also created the January 2025 Winter Craft Course, “Write for You.”

This course featured tips and strategies for personal forms of writing such as journaling, commonplacing, and planning. Additionally, Coordinator Vora wrote posts for Banned Books Week, Black History Month, and Women’s History Month, and contributed posts to the series “Perks of Writing In…” and “The Fix-It Police.”



Associate Editor Isenberg served in the role from summer 2024 - fall 2024. During his tenure, he created a new series titled “The Write of It,” which ran from September 2024 to March 2025. He also conducted a series of interviews with study abroad students in Japan that was published in November 2024. In spring 2025, Tutor Alexander stepped into the Associate Editor role. In this position, she contributed three unique posts: an installment of the “Better Know a Department” series and two posts on the topic of translations and their effect on writing. She also began a new series titled “Word Smart,” which was published once a month from March 2025 to June 2025.

Tutor contributions to the blog remain invaluable to its success during the year. Tutors who choose blogging for their semester project each produce two or three posts. Members of the blog team in 2024-2025 included tutors Abril Baez Anguiano, Tyler Bansil, Andrew Cormier, Alyssa Galvan, Troy Hofer, Annie Johnson, Laraib Khan, Liam Leslie, Val Ocegüera, Adriana Pliego, and Imaan Siddiqui.

To further provide posts on specific academic genres, Tutor Cormier, Tutor Hofer, and Tutor Khan participated in a project to produce business writing posts for a series in March 2025. As students in the MBA program, they were able to share insider tips and tricks for writing in this discipline. Tutor Leslie wrote three posts covering different CLA author events on campus, which share authors’ advice on writing. This has contributed to a growing cache of posts on campus events under a new category called “SJSU Spotlights” and aligns with our goal of collaborating with and uplifting other units on campus. Other miscellaneous topics included the following: playwriting, writing biographies, moving and visualizing writing, analyzing song lyrics and music videos, and writing for personal benefit. The blog also continued the popular monthly “Ask the Specialists” column featuring responses from multiple Writing Center staff members.

Members of the blog team wrote and/or contributed to a total of 44 posts to the blog this academic year. See **detailed analytics from our blog on the following page**. Analytics were obtained from WordPress.



# The Write Attitude

THE OFFICIAL BLOG OF THE SJSU WRITING CENTER

## MOST POPULAR POST

### Quick Tips #11: Our Daily Words



<b>VEWS</b>	550
<b>LIKES</b>	3

## NEW POSTS

114

## NEW VIEWS

65,473

## SUBSCRIBERS

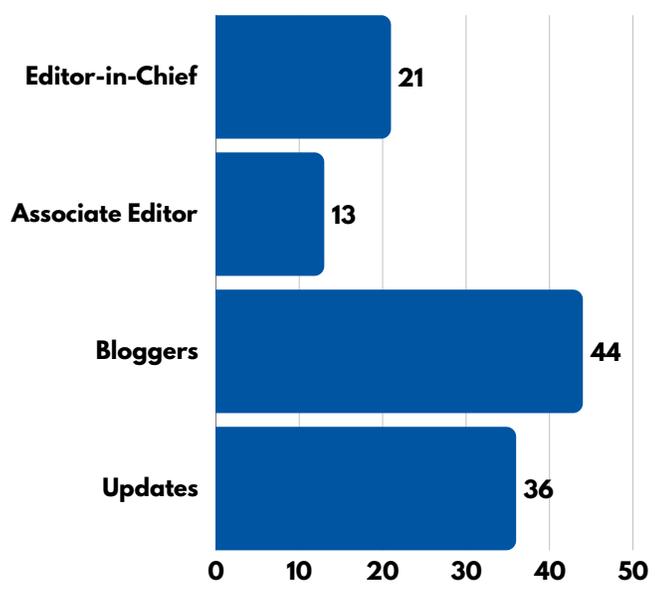
454

## BEST MONTH

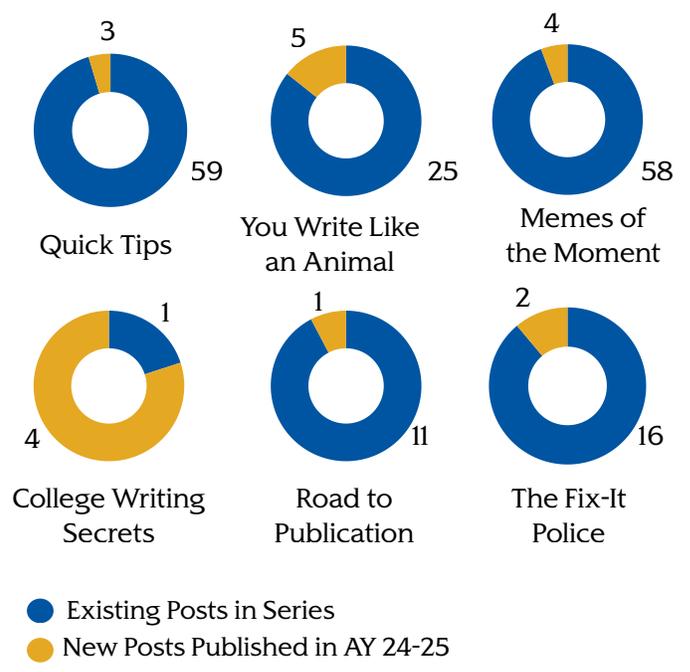
# April

<b>VEWS</b>	29,482
<b>AVG. VIEWS/DAY</b>	995

## BLOG CONTRIBUTORS



## CONTRIBUTIONS TO EXISTING SERIES



# EVENTS & OUTREACH



**WHAT IS YOUR FAVORITE BOOK OR MOVIE?**  
SJSU

*Frozen*  
A Good Girls Guide to Murder  
Blood Meridian

*Frankenstein* by Mary Shelley  
Ponyo by Studio Ghibli  
Mulan  
A silent voice  
Scott Pilgrim vs. The World  
LOVELY BONES  
Mrs. Doubtfire

*Scarface (1983)*  
Ground Ups

*The Hobbit*  
Violent Evergreen  
1984 by George Orwell  
BlacKkKlazz  
Tinkerbell & Fairy Rescue

*Howl's Moving Castle* by Diana Wynne Jones  
Very different from the movie but still cozy  
Closer (2004)  
Sleepless in Seattle  
The Game of Thrones

*The Castle of Lyrion*  
Grandpa day  
Point Break  
Avengers  
Harry Potter  
Lib n Stitch (Printed)

SJSU

# Events & Outreach

Please see the On-Campus Partnerships section of this report for information about all the *collaborative* programming we engaged in during 2024-2025. This section provides details about events and outreach programs that were hosted exclusively by the Writing Center or were done as part of larger university events.

## House Calls & Tours

Starting in spring 2024, we opted to offer our [\*video house call\*](#) to faculty as opposed to live orientations for individual courses. Faculty were also invited to bring their students to the Writing Center for **in-person tours**, which have the benefit of showing students our space (eliminating an access barrier).

We had a total of three faculty-requested tours in this reporting period. Moving forward, we plan to promote this service more heavily to faculty as an option for letting their students know about Writing Center services and gaining more visibility for our space.

## Weeks of Welcome (WoW)

The Writing Center hosted special Weeks of Welcome (WoW) events. We invited students to join us in person on the Seventh Street Plaza in our “Social Media Challenge” in fall 2024 and in our “Tutors on the Plaza” event in spring 2025.

We participated in the WoW Kick-Off event in both the fall and spring semesters. Student employees worked at our table and engaged with **280 students** in the fall and **210 students** in the spring. The kick-off has consistently led to high engagement numbers, so we will focus our future WoW planning on this event.

## University Tabling

Writing Center staff worked at the following university tabling events in 2024-2025. In total, we engaged with **2,353 students** at these events, up from the 23-24 reporting period.

- **SJSU Summer Orientation (Frosh/Sparta Camp), June-July 2024, 548 students engaged**
- **SJSU Summer Orientation (Transfer), June-July 2024, 429 students engaged**
- **ESUHSD Spartan Summer Program Resource Fair, June 2024, 30 students engaged**
- **Student RSCA Opportunity Fair, September 2024, 50 students engaged**
- **AEC Sweet Success Resource Fair, September 2024, 17 students engaged**
- **Housing Quad Tabling, September 2024, 46 students engaged**
- **Fall Preview Day, November 2024, 150 students engaged**
- **Admitted Spartan Day, April 2025, 905 students engaged**
- **Spring 2025 Orientation Resource Fair, January 2025, 87 students engaged**
- **AEC Sweet Success Resource Fair, February 2025, 11 students engaged**
- **Commuter Resource Fair, March 2025, 34 students engaged**
- **Associated Students Resource Fair, March 2025, 20 students engaged**
- **Housing Quad Tabling, April 2025, 26 students engaged**

# Events & Outreach



## University of Pretoria Guest Speaker

In September 2024, we welcomed Dr. Pineteh Angu from the University of Pretoria in South Africa to discuss writing center collaborations. Dr. Angu presented a session that was open to all members of the campus community: “Improving Students’ Academic Reading and Writing Through Writing Centre Interventions.” Dr. Angu also met with the chair of the Linguistics and Language Development Department, Dr. Stef Frazier, and professional staff at the Writing Center. We discussed collaboration possibilities, which we hope to explore in the future.

## OWCA Symposium Presentation

The SJSU Writing Center maintains membership in the Online Writing Centers Association (OWCA), an organization dedicated to supporting “students and professionals who are researching and/or implementing online writing support services.” Professional staff members and student employees have access to this membership, and they are able to access, attend, and present at OWCA events. Yearly, the OWCA hosts a Professional Development Symposium, in which writing center staff members from across the country come together to attend sessions and network.

At this year’s symposium, Coordinator Seher Vora presented and facilitated a session titled “The Pen vs. the Algorithm: Training Tutors to Respond and Work with AI.” The one-hour session detailed the SJSU Writing Center’s incorporation of AI into the online tutor training portion of our robust training program. The session also provided suggestions for other writing centers looking to adopt this approach. Feedback from attendees was overwhelmingly positive, further helping to establish the SJSU Writing Center as a clear leader in AI as it relates to writing centers and writing instruction.

## Reading Journal Articles Workshop Series

The Writing Center has been working to create a host of holistic writing support offerings. We believe that academic writing starts with reading and understanding the scholarship in your field and then using that evidence to build your papers. We have observed that there is no university-level support for helping students learn to read journal articles. As such, Coordinator Amy Russo created and piloted a three-part workshop series to help students better understand journal articles.

In 24-25, Coordinator Russo aimed to attract upper-division undergraduate students and graduate students from all disciplines. Reaching upper-division undergraduates can be challenging, so we developed a list of current 100W faculty members who are teaching discipline-specific writing courses. We advertised the event to them and requested that they share it with their students. The marketing was successful, and we had many undergraduates attend. She also reached out to students who had completed other past Writing Center events. In the future, Coordinator Russo will experiment with running a condensed, one-hour crash-course of her first workshop for specific units.

# Events & Outreach

## Reading Journal Articles Workshop Series

### Registration & Attendance

The workshop series had **177 unique sign-ups** and **91 unique attendees**, resulting in a 51% overall attendance rate. The table below provides the details for each of the three workshop sessions.

Workshop	Date	Sign-ups	Attendance	Participation Rate
Session #1	9/19	142	62	44%
Session #2	9/26	139	44	32%
Session #3	10/3	136	34	25%

### Student Feedback

All students present were invited to submit workshop feedback via a Google form. Evaluative statements were rated on a Likert scale of 1 to 6, where 6 was “strongly agree,” and 1 was “strongly disagree.” Students completed the form 41 times over the course of the series. The aggregate data is presented below. All statements received a 5.6 average or higher.

- Statement #1: This workshop taught me something useful or valuable. **5.7**
- Statement #2: This workshop helped me feel more confident. **5.6**
- Statement #3: The presenter helped me understand and feel comfortable with the material. **5.7**
- Statement #4: I learned something I can use right away. **5.7**
- Statement #5: I would recommend this workshop to a friend. **5.7**

Students were also given space to include written feedback regarding the most useful concepts they learned or most valuable experiences they had during the workshops. We’ve included representative samples of student feedback below. (The text was taken verbatim from the evaluation forms.)

“

“I’ve been reading journal articles for awhile, but always felt I was not reading efficiently or effectively. This workshop series has been so helpful! I especially appreciate the demonstrations and discussion of how to organize your work.”

”

“

“It made me feel confident in my own ability to just having a ‘workable understanding’ of material. You don’t need to know everything at once. It also is helpful learning how you can be strategic in the order in which you read the articles. Not just from the first page to the last!”

”

# Events & Outreach

## Reading Journal Articles Workshop Series

### Student Feedback

“

“The most valuable thing was the way Amy showed skimming through the article. I used it right away that night. The second was more of a reminder to me that I do not have to read every part of every article assigned.”

”

“

“I really appreciated the discussion about how to organize your work as you are reading through many journal articles. I had to learn this the hard way during spring semester when I was writing my first research paper. I am looking forward to learning more about notes and organization in the next workshop!”

”

“

“I thought the first workshop was fantastic; I recommended it to everyone in my master’s of Occupational Therapy cohort. I had to miss most of the second one due to a prior commitment but was able to catch the end.”

”

“

“I liked that these multiple parts of this workshop worked with the same material/examples, so we could get familiar with the concept and grow with it as we learned.”

”

“

“I read a bunch of humanities academic articles in undergrad for my GEs but have never really read engineering journal articles and felt incredibly overwhelmed by the articles assigned to me by my research advisor. I feel a lot more confident now that I have a place to start. I also really appreciated the part at the beginning acknowledging that sometimes reading journal articles makes you feel like you aren’t smart...I have definitely been in that boat over the last few months, and I felt quite ashamed I wasn’t able to understand the readings assigned to me.”

”

# Events & Outreach

## Present with Impact: Public Speaking Workshop Series

As part of our holistic writing support offerings, we believe that a natural outcome of writing is the presentation of your work. Coordinator Russo has created a workshop series to help students move from a paper format to presentation format successfully. The topics covered include structuring presentations, improving vocal delivery, leveling up physical delivery, combating imposter syndrome, and designing slides.

In summer 2024, Coordinator Russo ran a special pilot of this workshop series. After reviewing feedback, she updated the material and extended the future workshops to an hour and half to ensure all material and questions could be answered. In spring 2025, Coordinator Russo ran a full pilot of the workshop series. The series was run twice. The first session was held once a week for five weeks in the early afternoon (referred to as “afternoon workshop series” below); the second session was held twice per week for two weeks in the evenings (referred to as “evening workshop series” below).

### Registration & Attendance

The **afternoon workshop series** had **95 unique sign-ups** and **54 unique attendees**, resulting in a 57% overall attendance rate. The table below provides details for each of the five sessions. Please note that the fourth workshop in the afternoon series had to be cancelled, so its data is excluded from calculations.

Workshop	Sign-ups	Attendance	Participation Rate
Session #1	70	34	49%
Session #2	83	30	36%
Session #3	73	22	30%
Session #4	N/A (cancelled)	N/A (cancelled)	N/A (cancelled)
Session #5	49	13	27%

# Events & Outreach

## Present with Impact: Public Speaking Workshop Series

### Registration & Attendance

The evening workshop series had **83 unique sign-ups** and **40 unique attendees**, resulting in a 48% overall attendance rate. The table below provides details for each of the five sessions.

Workshop	Sign-ups	Attendance	Participation Rate
Session #1	70	21	30%
Session #2	68	20	29%
Session #3	68	13	19%
Session #4	78	10	13%
Session #5	48	7	15%

### Student Feedback

All students present were invited to submit workshop feedback via a Google form. Evaluative statements were rated on a Likert scale of 1 to 6, where 6 was “strongly agree,” and 1 was “strongly disagree.” Students completed the form 105 times, and the data below combines the feedback from students in both the afternoon and evening workshop series.

- Statement #1: This workshop taught me something useful or valuable. **5.7**
- Statement #2: This workshop helped me feel more confident. **5.6**
- Statement #3: The presenter helped me understand and feel comfortable with the material. **5.7**
- Statement #4: I learned something I can use right away. **5.7**
- Statement #5: I would recommend this workshop to a friend. **5.7**

# Events & Outreach

## Foundations of Graduate Writing (FoGW) Workshop Series

In 2019, the SJSU Writing Center partnered with the College of Graduate Studies to create a series of workshops designed to **help early career graduate students comfortably and confidently transition into graduate-level writing**. The Foundations of Graduate Writing (FoGW) workshop series is meant to narrow the gap in writing knowledge new graduate writers face by improving knowledge of the research and writing process, giving concrete tools and techniques, and de-mystifying the expectations and common practices of graduate-level work.

### Workshop Series Objectives:

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

The FoGW series consists of **seven workshops (descriptions linked)** held over four sessions. The table below shows the seven workshops by session.

We offer the workshop series three times per year: in the fall, spring, and summer. We vary the days and times to accommodate different student schedules, and we always facilitate one offering in the evenings for graduate students who work full-time or have other daytime obligations.

**Table 1: FoGW Workshop Sessions & Topics**

Session	Workshop 1	Workshop 2
Session #1	Graduate Writer Mindset	Academic Voice
Session #2	Recognizing the Parts of a Research Paper	How to Find Good Articles
Session #3	Abstracts and Literature Reviews	Sentence Variety and Rhythm
Session #4	Writing Productivity: Solo and Group Adventures	N/A

# Events & Outreach

## Foundations of Graduate Writing Workshop Series

### Registration & Attendance

FoGW workshops are held over Zoom, which allows students to register for sessions individually. Many students register for all four sessions, and others selectively choose sessions that they are either most interested in or that their schedule allows. All registrants are emailed the slides and handouts before each meeting regardless of attendance. The tables below show registration and attendance data per session and attrition rates between sessions.

#### Session Participant Registration

Semester	Session #1	Session #2	Session #3	Session #4	Average Registration
Summer 2024	293	286	297	268	286
Fall 2024	219	221	210	189	210
Spring 2025	118	116	120	106	115

#### Session Participant Attendance

Semester	Session #1	Session #2	Session #3	Session #4	Average Attendance
Summer 2024	166 (56.6%)	142 (49.6%)	121 (40.7%)	85 (31.7%)	129 (45.1%)
Fall 2024	55 (25.1%)	48 (21.7%)	32 (15.2%)	15 (7.9%)	38 (18.1%)
Spring 2025	54 (45.7%)	45 (38.7%)	39 (32.5%)	17 (16.0%)	39 (33.9%)

# Events & Outreach

## Foundations of Graduate Writing Workshop Series

### Attrition Rate Between Sessions

Semester	Attrition After Session #1	Attrition After Session #2	Attrition After Session #3	Average Attrition Between Sessions
Summer 2024	-24	-21	-36	-27
Fall 2024	-10	-16	-17	-14
Spring 2025	-9	-6	-22	-12

### Confidence Scores and Changes: Pre- and Post- Can-Do Surveys

We created can-do statement surveys to measure the effectiveness of each workshop within our series. The major outcomes for each of the seven workshops are represented in the statements. Participants were asked to rate their confidence for each statement on a Likert scale from 1 to 6, where 1 was “unconfident” and 6 was “confident.” Collecting this information allows us to understand where graduate students start in their writing journeys. We provided one question as an overarching statement to gauge student confidence in graduate-level writing: “Overall, I feel comfortable in my ability to write effectively at the graduate level.” In response, **the overall pre-workshop confidence rating for AY 24-25 was 2.9 (n = 205), and the post-workshop confidence rating was 5.6 (n = 69), an increase of +2.7.**

The tables below display the overall pre- and post-confidence scores for each workshop. We had 205 students complete the pre-survey during AY 2024-2025. As shown in the tables, the pre-survey showed that students rated all eighteen can-do statements under a confidence score of 4.3 and four statements under a confidence score of 3. The average pre-workshop confidence score was 3.5 across all statements.

After the Foundations of Graduate Writing workshop series, students showed confidence gains in all areas as seen in the tables below. **The average pre-workshop confidence score changed from 3.5 to an average post-workshop confidence score of 5.6 overall. The gains for each statement range from +1.1 to +3.6. The average post-workshop change was a +2.0 confidence gain.**

# Events & Outreach

## Foundations of Graduate Writing Workshop Series

### Confidence Scores and Changes: Pre- and Post- Can-Do Surveys

Workshop Name	Can-Do Statement	Overall Pre-Workshop Confidence Rating	Overall Post-Workshop Confidence Rating & Change
Graduate Writer Mindset	I understand how the expectations and common practices for graduate-level writing are different from undergraduate writing.	4.0	5.7 (+1.7 change)
Graduate Writer Mindset	I know about tools and techniques for effective time management.	4.0	5.6 (+1.6 change)
Academic Voice	I can use my vocabulary and sentence structure choices to establish an academic voice.	4.0	5.6 (+1.6 change)
Academic Voice	I understand why hedging language is important in academic writing.	3.2	5.8 (+2.6 change)
Academic Voice	I can analyze published resources in my field to discover how writers create their academic voice.	3.6	5.5 (+1.9 change)
Recognizing the Parts of a Research Paper	I can recognize the parts of a research paper.	4.3	5.4 (+1.1 change)
Recognizing the Parts of a Research Paper	I can recognize the elements of a strong research question.	3.6	5.4 (+1.8 change)

# Events & Outreach

## Foundations of Graduate Writing Workshop Series

### Confidence Scores and Changes: Pre- and Post- Can-Do Surveys

Workshop Name	Can-Do Statement	Overall Pre-Workshop Confidence Rating	Overall Post-Workshop Confidence Rating & Change
How to Find Good Articles	I can identify the library databases associated with the subject area of my research topic.	4.0	5.7 (+1.7 change)
How to Find Good Articles	I can use an article about my topic to quickly search for other similar articles using library databases.	4.1	5.8 (+1.7 change)
Abstracts & Literature Reviews	I know how an abstract should be structured.	3.2	5.5 (+2.2 change)
Abstracts & Literature Reviews	I know how a literature review should be structured.	2.9	5.4 (+2.5 change)
Abstracts & Literature Reviews	I understand the benefits of using a graphic organizer for literature reviews.	2.6	5.6 (+2.0 change)
Sentence Variety & Rhythm	I can create a paragraph with a strong rhythm by strategically sequencing information, using transitions, and adding punctuation.	3.9	5.6 (+1.7 change)
Sentence Variety & Rhythm	I know techniques to increase and/or decrease the complexity of sentences.	3.6	5.7 (+2.1 change)

# Events & Outreach

## Foundations of Graduate Writing Workshop Series

### Confidence Scores and Changes: Pre- and Post- Can-Do Surveys

Workshop Name	Can-Do Statement	Overall Pre-Workshop Confidence Rating	Overall Post-Workshop Confidence Rating & Change
Sentence Variety & Rhythm	I can structure and revise sentences so they are easy to read.	4.1	5.6 (+1.5 change)
Writing Productivity: Solo & Group Adventures	I know techniques and strategies to increase my productivity when writing on my own.	3.2	5.8 (+2.6 change)
Writing Productivity: Solo & Group Adventures	I know about the benefits of the four types of writing groups: support, work, feedback, and hybrid.	2.6	5.7 (+3.1 change)
Writing Productivity: Solo & Group Adventures	I know the steps to start my own writing group successfully.	2.1	5.7 (+3.6 change)

# Events & Outreach

## Foundations of Graduate Writing Workshop Series

### Student Feedback

After each workshop, we asked attendees to take a workshop survey. Students ranked their agreement with each evaluative statement from 1 to 6, where 1 was “strongly disagree,” and 6 was “strongly agree.” The data below shows the results for AY 2024-2025. Collectively, participants completed our end-of-workshop surveys **729 times**. All scores were above 5.7.

- Statement #1: This workshop covered the material sufficiently. **5.71**
- Statement #2: The workshop material was presented clearly. **5.77**
- Statement #3: I learned something I can use right away. **5.74**
- Statement #4: I would recommend this workshop to others. **5.78**

Students were also offered space to include written feedback in response to the following two questions: “What did you find most useful about this workshop?” and “Any additional comments or suggestions?” We’ve included representative samples of student feedback below in response to each workshop session. (The text was taken verbatim from the evaluation forms, so all language features were left unaltered.)



### Workshop 1: Graduate Writer Mindset

“Everything presented was very useful to me. I feel like it gave me tools to feel less stressed about starting to write graduate papers.”

“Breaks down what’s expected and makes it digestible . . . We’re going to be okay here, folks.”

“Graphic organizer to help with article citations, very engaging materials and easily understood. Thank you!”

“Loved the various ways presented to beat procrastination and get into a graduate writer state of mind.”

“This session’s focus on time management techniques is a great intro for new grad students.”



# Events & Outreach

## Foundations of Graduate Writing Workshop Series

### Student Feedback



#### Workshop 2: Academic Voice

“I appreciated all the examples provided to help make sure I understood the concept or topic referenced.”

“Being provided specific examples of writing genres/articles in relation to grammar concepts was very useful to think about.”

“I tend to write in long sentences and could sometimes be more concise in my wording. I therefore really enjoyed learning about clarity and conciseness.”

“No suggestions at this time. This was a very well-paced and well-organized presentation.”

“I had never heard of hedging, which I think I will benefit from learning about.”



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

“I really liked that we had an activity after the presentation, since I learn best with hands on activity. And it increased my confidence to see that my answers were right when we reviewed it together!”

“Still need to learn lots more but this was a great workshop explaining research papers and what to expect!”

“Slides were included ahead of time and great for reference in the future. Very engaging.”

“The research activity helped to apply what was discussed until then. The difficulty was balanced, and the discussion post that was useful.”



# Events & Outreach

## Foundations of Graduate Writing Workshop Series

### Student Feedback



#### Workshop 4: How to Find Good Articles

“Doing an actual search and going through that process was very helpful to see.”

“The most useful part is the step-by-step demonstration of finding research papers by example. It is very detailed and helpful. Thanks!”

“I am looking forward to using all that the SJSU library has to offer. So happy that it is all online.”

“This was a great introduction on how to do article research. I found it very helpful and less intimidating.”

“I so appreciate this forthright and detailed lecture. Thank you for the encouragement.”



#### Workshop 5: Abstracts and Lit Reviews

“I found many useful insights in this workshop--structure of an abstract, to revisit it at the end of the paper, what is a literary review, MEAL, how to use a graphic organizer.”

“I valued the graphic organizers and activities highly because they were practical and shaped my understanding of writing grad style.”

“The info-graphics were helpful because I am a visual learner. Thank you!”

“Enjoyed the discussion on graphic organizers but particularly the use of MEAL to structure paragraphs when writing a lit review to keep the writer’s voice in focus.”



# Events & Outreach

## Foundations of Graduate Writing Workshop Series

### Student Feedback



#### Workshop 6: Sentence Variety and Rhythm

“The short exercises were great. They helped me understand how much I am able to apply from what I learned.”

“Today’s workshop was helpful, as Michelle is always concise when she presents! Its refreshing to receive more clarity on writing and grammar learned during grade school!”

“This was very practical with applicable activities and satisfying answers. Thank you!”

“I feel much more equipped as a grad student than I did, even when taking writing classes.”

“Straightforward. Clean. Good stuff. Thanks for taking the time to help us out.”



#### Workshop 7: Writing Productivity: Solo and Group Adventures

“I find working together with people with the different projects very helpful. Now I know what its name is: Body double!”

“I learned so much about different study techniques that I am excited to try once school starts. Thank you so much, this was very helpful.”

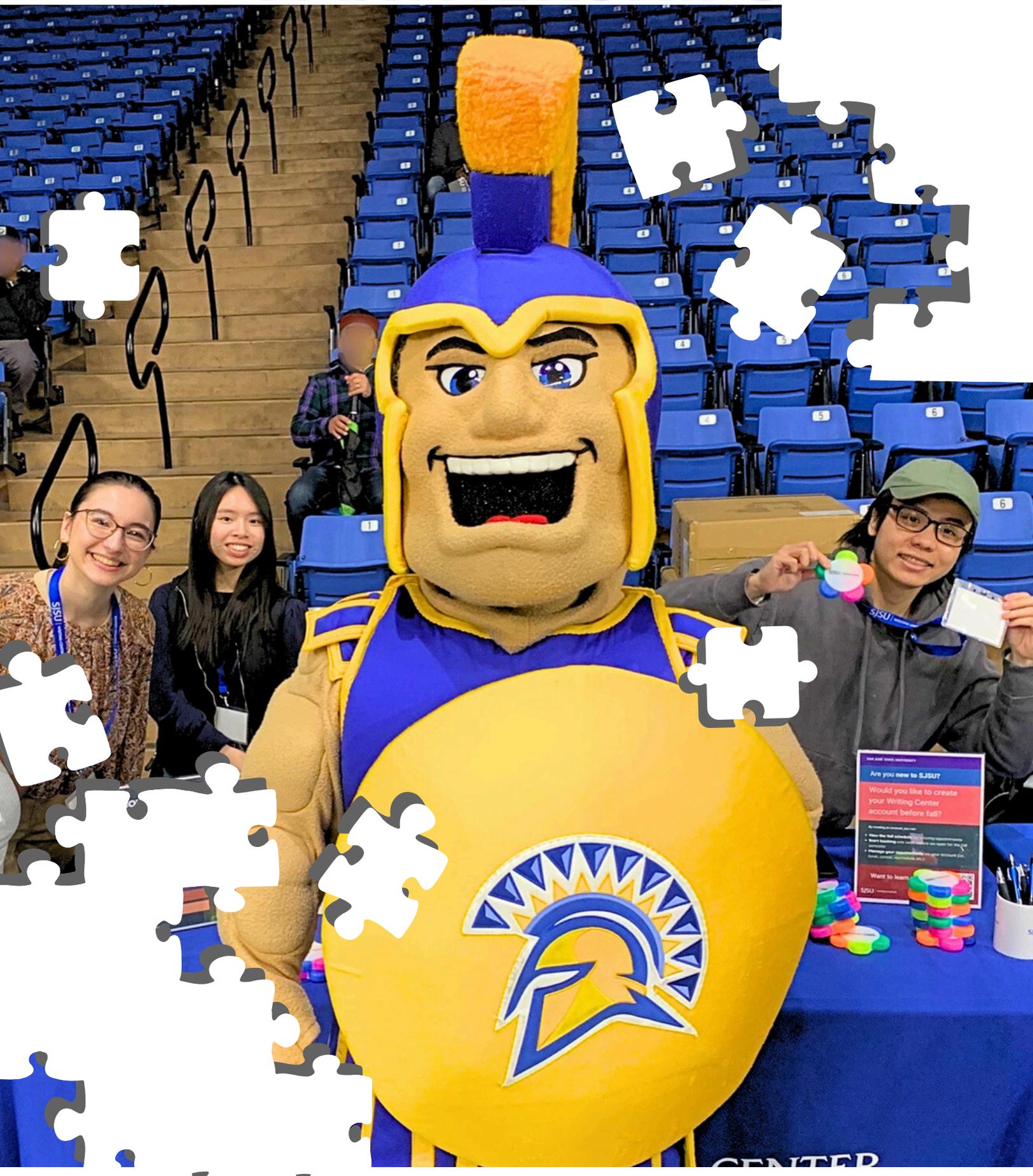
“I loved how the presenter selected the topics because there were ways to help everyone.”

“I am impressed with the practical information that I have received thus far.”

“Thank you so much for these presentations. I feel more confident about being a grad student and writing.”



# ON-CAMPUS PARTNERSHIPS



Are you new to SJSU?  
Would you like to create your Writing Center account before fall?

- Register for the fall semester
- Meet with your advisor
- Complete your course registration
- Visit the Writing Center

Want to learn more?

SJSU

CENTER

# On-Campus Partnerships

## Course-Embedded Tutors

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

The duties of a course-embedded tutor include

- meeting with faculty regularly to develop and deliver 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.
- creating asynchronous writing resources for students in the class (e.g., videos or handouts).
- posting announcements or discussion board topics on the Canvas course page.
- writing client reports and tracking data for every tutoring session conducted.

The Writing Center trains all course-embedded tutors, and they go through the same hiring/training process as all other tutors. Writing Center tutors can choose to work on the regular schedule or to be embedded, with some tutors choosing to take on both roles. **Course-embedded tutor placements in 2024-2025 are shown in the box to the right.**

## Embedded Tutoring Partnerships

We embedded tutors in the following courses in 24-25.

- **English (ENGL) 100A** with Professor Alesya Petty
- **Humanities (HUM) 11** with Professors Erik Johnson and Todd Perreira
- **Linguistics & Language Development (LLD) 100W** with Professor Stefan Frazier
- **Mechanical Engineering (ME) 201** with Professor John Lee
- **Public Health (PH) 100W** with Professor Ni Zhang
- **Sociology (SOCI) 100W** with Professor Morgan Sanchez

When the given professor teaches writing-intensive courses in both the fall and spring semesters, we often maintain our partnerships with them for the full academic year, as was the case with Professor Lee in 2024-2025.

## Programmatic Tutoring

The Writing Center also enters into agreements every year with units across campus in which tutors are embedded within a unit/department to assist their students. In 2024-2025, we continued to embed a tutor in the SJSU **School of Information (iSchool)**, and our tutor conducts sessions with students in its online graduate program. The tutor works for an additional four hours per week providing this exclusive support to iSchool students.

We also offered programmatic tutoring to students in person in **University Housing** in fall 2024 for three hours per week. We consistently have more faculty demand for course-embedded tutoring than we can accommodate, so programmatic tutoring allows us to extend our reach.

# On-Campus Partnerships

## Faculty Training Workshops

Director Hager ran seminars to train SJSU faculty to work with course-embedded writing tutors. This need for additional faculty training was identified in the earliest years of running the course-embedded tutoring program. Meetings focused on WAC principles, namely genre theory; Writing Center services; and best practices for integrating embedded tutors into a class.

In addition to this continual training with faculty, our staff engaged with faculty from various departments to provide information about Writing Center services and to address **developing concerns about AI**. As two examples, Director Hager presented **best practices about AI and writing** to faculty in INFO 200 and the Public Health Department. She also presented at the **AI Forum hosted by the Curriculum and Research Subcommittee** of the Academic Senate.

## Faculty Writing Assignment Review Service

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

Faculty complete our submission form and upload the PDF version of their writing assignment. Faculty receive 1-2 pages of feedback from two Writing Center tutors within seven business days.

## Tutor Training Partners

Every year, we partner with different on-campus units to provide additional live training sessions to Writing Center employees at our monthly team meetings. This year, we invited a workshop about resume writing from the **Career Center** (led by Christine Bautista in April 2025).

We also consulted heavily with the **Accessible Education Center (AEC)** in developing additional training materials that grew from the presentation we invited in 23-24 from their director. We created a training document about working with students with ADHD and those on the Autism Spectrum.

## College of Graduate Studies

In 2024-2025, we continued to work closely with the College of Graduate Studies (CGS) to support graduate-level students. Director Hager was invited to present information at various events hosted by the College of Graduate Studies and by individual graduate programs (e.g., the Doctoral of Nursing Practice and MS Biotechnology programs). Director Hager and Coordinators Russo and Vora all provided feedback for semifinalists in the university-wide **Grad Slam** competition. We also continued to offer special services and events to graduate students as outlined elsewhere in this report, including our largest event “Foundations of Graduate Writing.”

During this reporting period, Director Hager continued in her role of **Graduate Writing Evaluator for CGS**. In this position, she provided input on graduate writing initiatives, and she continued to work with CGS and the University Writing Committee (UWC) to discuss **graduate GVAR** requirements at SJSU. She continued pilot testing a **graduate-writing self-assessment tool** for students in select GVAR courses. She started to assess the data from this tool to see if student perceptions about writing and their own writing skills change during their GVAR courses.

# On-Campus Partnerships

## SJSU Online

Our collaboration with the **SJSU Online** program on various online writing support initiatives for their students continued in the 2024-2025 academic year. As part of Coordinator Vora's role, she continues to work on providing visibility for Writing Center resources and tailored writing support to SJSU Online students, as needed for the unique requirements of this entirely online undergraduate degree program.



Coordinator Vora continued to provide workshop facilitation for SJSU Online's fall and spring workshop series, curated by the SJSU Online student success team, alongside the SJSU Library and the Career Center. This academic year, the student success team proposed shorter-form workshops to increase student engagement and participation. Coordinator Vora facilitated "Academic Voice" and "Un-Blurring Plagiarism and Paraphrasing," both of which she adapted to a 30-minute time frame. The workshops addressed writing conventions and strategies for returning students, and the feedback from the SJSU Online team was positive.

## Center for Faculty Excellence and Teaching Innovation

### AI Literacy Essentials

A Self-Paced Course for All SJSU Spartans



Following efforts to familiarize tutors with generative **AI technologies** like ChatGPT and Google Gemini in tutor training, as well as presenting about AI to faculty on numerous occasions, the Writing Center continues to take an active role in shaping AI guidance and resources in regard to writing on campus. In 24-25, the Center for Faculty Excellence and Teaching Innovation (CFETI) invited staff from the Writing Center, the MLK Library, and the Career Center to collaborate on the creation of a **Canvas course for incoming students**, tentatively titled "AI Literacy Essentials." Representing the Writing Center, Coordinator Vora was responsible for the following sections: "Making Responsible Decisions about Using AI in Your Learning" and "Scenario and Decision-Making." All contributors are involved in continuing to develop and refine the Canvas course. The course will officially go live in 25-26.

Coordinator Russo also facilitated a CFETI training for faculty on the topic of **imposter syndrome**. She first created an imposter syndrome workshop for students in 2023, which she then adapted in spring 2025 to present to a cohort of faculty participating in a STEM grant program.

# On-Campus Partnerships

## University Housing

Each semester tutors must complete a project to help forward the mission of the Writing Center. Tutors can select to work with the collaboration team, whose members provide tailored support to other units on campus. We select a collaboration partnering unit and go deep with them over an academic year. We do a needs analysis to understand their students' needs and then develop customized support.

In fall 2024 and spring 2025, we partnered with University Housing, working closely with Coordinator Blanca Moncada. Through discussion with Coordinator Moncada, we learned that students in housing are looking for in-person events.

First, in conjunction with Director Hager, our team helped provide tutors for their **Writer's Workspace midterm and final events**. We provided this support for both semesters. We also provided **specialized tabling** to publicize Writing Center services and events in front of the dorms. We provided points of interaction to draw students in such as writing a response on our white board, getting swag, or receiving a free boba drink.

In fall 2024, we also experimented by having a tutor embedded in the Housing Study Hub on Sunday nights for several hours. In spring 2025, we focused our efforts on resource creation based on the requests from Coordinator Moncada. Our tutor developed two blog posts for their use: "Casual vs. Formal Language: Understanding the Key Differences" and "A Practical Guide to Professional and Academic Language." We will likely continue resource creation into the future as an offered service. We plan to continue our collaboration with University Housing in 25-26.

## International Student and Scholar Services (ISSS)

For the past twelve semesters, we have partnered with **International Student and Scholar Services (ISSS)** to run multiple writing workshops on high-interest topics for international students. Coordinator Russo facilitated the workshops below.

### Fall 2024

- "Email Netiquette"
- "From Awkward to Awesome: Master the Art of Connection"
- "Harnessing Business English"

### Spring 2025

- "Recognizing the Parts of a Research Paper"
- "Personal Statements for Scholarships and Applications"
- "Harnessing Business English"

For 2025 - 2026, the ISSS x WC workshops will continue using an online format via Zoom. Coordinator Russo will work to create additional synergy between our workshop choices and other ISSS events.

## University Committees

Director Hager and Coordinator Russo serve as members of the **University Writing Committee (UWC)**, a subcommittee of the Academic Senate. They serve with representatives from all colleges alongside other faculty writing experts to help guide university-wide writing initiatives.

In late spring 2025, Director Hager was invited to serve on the new **Network for Optimizing AI in Academics (NOVA) Committee**, established by the Office of the Provost. Coordinator Russo has served as co-chair of the **International Student Success Committee (ISSC)** since June 2023. On the ISSC, she highlights Writing Center services and collaborates with other members to create initiatives that better serve international students.

# On-Campus Partnerships

## Dr. Martin Luther King, Jr. Library

Director Hager and Coordinator Russo have worked closely with Librarian Bernd Becker to deepen the partnership between the Writing Center and the **Dr. Martin Luther King, Jr. Library**. Originally, Director Hager and Coordinator Russo invited Librarian Becker to present his workshop on **finding research articles** during the “Foundations of Graduate Writing” workshop series. The student participants always ranked the workshop highly, so we expanded this offering as a stand-alone session to our wider service population. In fall 2024, we offered “Searching for Research Articles” three times; we had **111 total registrants and 42 attendees**. In spring 2025, we offered the workshop five times; we had **66 total registrants and 22 attendees**. Moving forward, we will continue to offer sessions of Librarian Becker’s workshops every semester.

Additionally, Director Hager continued to work with the **Library Research Scholars Program (LRSP)**. The LRSP introduces a select group of undergraduate students to intensive research, moving toward creating an original research project over the course of three semesters. Director Hager presented on the topic of academic writing conventions in March 2025.

## Educational Opportunity Program (EOP)

### Student Feedback

“I really liked the event! There were some very useful information in the slides that helps identify concepts in writing. Writing gets pretty tricky, and this presentation made it easy to write in a professional level.”

“The event was really helpful. I got to learn ways to improve my writing and the presentation was easy to follow because of the examples. It was nice that she gave us the slides to look back at later.”

“I really appreciated how thorough and easy to follow the guide was. It made the idea of applying to graduate school feel less intimidating and more within reach. The resource didn’t just explain what to do—it also helped me reflect on why I want to go to graduate school and how to present my goals confidently.”

“I was stuck with one assignment. I was frustrated all week not knowing how to come up with ideas until this event. I know I will continue with my work with the kind feedback I received from Michael, the kind tutor.”

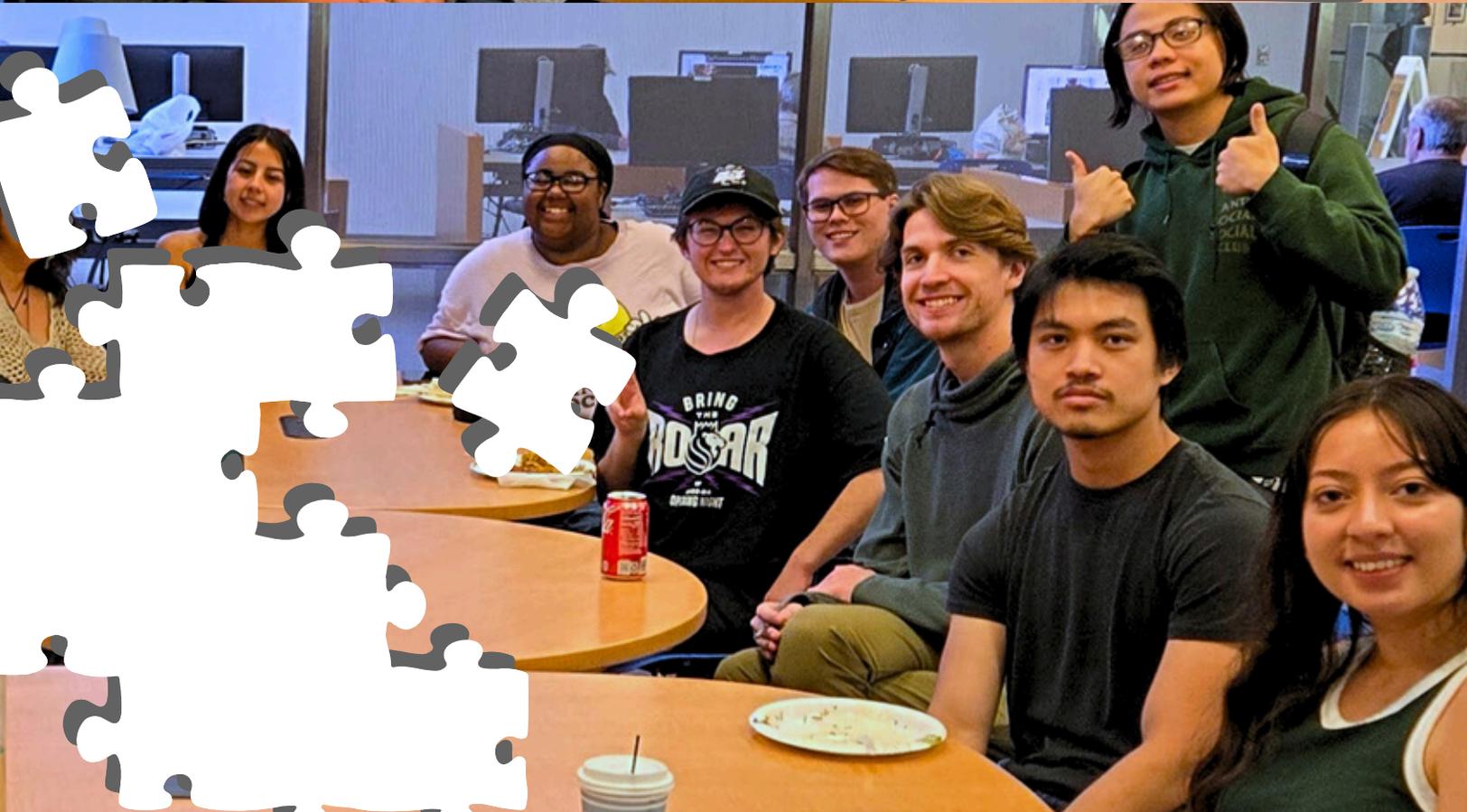
“I loved having a safe space to work on my assignment while having the opportunity to speak to someone.”

In fall 2024, the Writing Center established a new partnership with **Transfer Connect**, part of the Educational Opportunity Program (EOP). Transfer Connect’s goal is to create a smooth transition for new transfer students. We explored several methods of support.

Director Hager and Coordinator Russo offered **special workshops** in both the fall and spring: “Academic Voice,” “Academic Writing and Imposter Syndrome,” and “Personal Statements for Scholarships and Applications.” We had **112 workshop attendees** (across four sessions). We also scheduled tutors to attend **writing cafés**, with one monthly session being hosted online and the other in person. These cafés gave students a place to write while seeking additional support from tutors if desired. We had **85 writing café attendees** (across both semesters). Select student feedback from workshops and cafés is presented in the box to the left.

Our tutors also worked **EOP Study Jam** for midterms and finals, and Director Hager ran info sessions at the **EOP Transfer Summer Welcome** and during **EOP Summer Bridge**.

# PERSONNEL



# Professional Staff

## Michelle Hager

### Writing Center Director



- Oversaw all aspects of the Writing Center, including new hires, programs, and resources.
- Continued to refine training processes and created new training modules for (and with) tutors, including a new required training for advanced tutors about best practices for conducting and evaluating the mock tutoring sessions of new hires.
- Ensured that Writing Center services continued to be “right sized,” moving toward long-term hybridity with careful balancing between in-person and online services.
- Made budgetary decisions for Writing Center operations.
- Maintained and established relationships with units all across campus and worked with them in various capacities (e.g., partnering with support units for student employee training, working with academic departments through embedded tutoring, and presenting info sessions about Writing Center services to both faculty and student groups).
- Created new partnerships with units across campus, such as EOP (offering both instructional workshops and writing cafes for students in their Transfer Connect program).
- Served on multiple university-level committees, including the University Writing Committee (UWC), a sub-committee of the Academic Senate.
- Worked as the Graduate Writing Evaluator for the College of Graduate Studies (CGS), which involved partnering with GEAR instructors to administer writing self-assessment surveys, analyzing data from these student surveys, developing new Writing Center offerings for graduate students, continuing to build on/refine existing offerings (such as the Foundations of Graduate Writing workshop series), and giving feedback to Grad Slam 2025 student participants.
- Belonged to professional organizations, including the International Writing Centers Association (IWCA), Online Writing Centers Association (OWCA), and National Council for Teachers of English (NCTE).
- Was interviewed for a feature in EdSource about university writing center pedagogy.
- Worked with scholar Pineteh Angu from the University of Pretoria when he visited the Writing Center in fall 2024.
- Presented material to numerous faculty groups about AI best practices in writing (including faculty from Information Science and Public Health, among others).
- Presented at the university-wide AI Forum hosted by the Curriculum & Research Committee.
- Interviewed candidates for the English single-subject teaching credential program.
- Chaired the hiring committee for a new half-time role at the Writing Center: Writing Specialist for Online Programs (SSP-II).
- Trained and onboarded our new Writing Specialist for Online Programs.
- Began collaboration with Adobe, the Career Center, and the First-Year Writing Program to help ensure first-year students learn aspects of digital literacy.

# Professional Staff



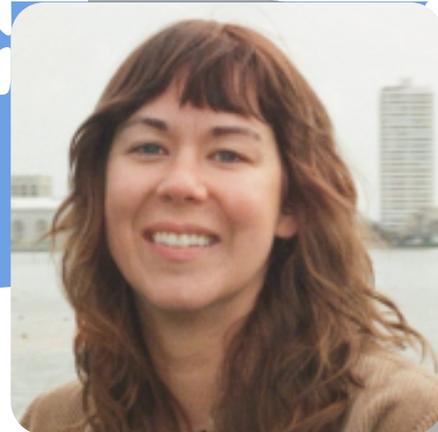
## Lakmini Campbell

### Coordinator of Administrative Support and Operations

- Coordinated student employee hiring and onboarding administration, supporting the Writing Center Director with the recruitment of writing tutors, student assistants/coordinators, and summer ambassadors.
- Coordinated all Writing Center scheduling, including all services, events, and faculty requests.
- Administered faculty special consultant administration for First-Year Writing and Writing Across the Curriculum stipends.
- Maintained the Writing Center budget ledger and expense tracking for the fiscal year.
- Managed web content for the Writing Center website, including improving site navigation as required by the university.
- Introduced the first phase of the Writing Center marketing review, in alignment with SJSU University Marketing and Communications (UMC) brand pillars and strategy.
- Provided administrative support to all Writing Center employees, new hires, and SJSU stakeholders.
- Served on the hiring committee for a new professional staff position at the Writing Center.
- Attended the CSU Academic Resources Conference (ARC) 2025.
- Coordinated the majority of Writing Center workshops and events from an administrative and logistical viewpoint.

## Cassie Blair

### Writing Specialist for Online Programs



- Was hired as the new Writing Specialist for Online Programs.
- Earned M.F.A. in Creative Writing from SJSU in December 2024.
- Assessed the needs of the SJSU Online community through surveys, interviews, and one-on-one faculty meetings.
- Will offer embedded tutoring, workshops, and resources tailored to SJSU Online students in writing-intensive courses.
- Published short story “Cleaning Girls” in *Chestnut Review* (Winter 2025 issue): [chestnutreview.com/cassie-blair-cleaning-girls](https://chestnutreview.com/cassie-blair-cleaning-girls)

# Professional Staff



## Amy Russo

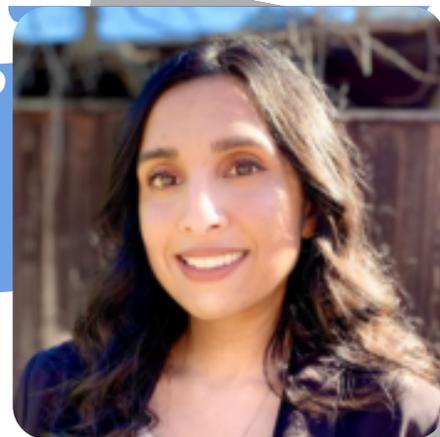
### Coordinator of Multilingual Writing Support Services

- Conducted multilingual training for all tutors who moved through the hiring process.
- Co-facilitated and presented the Foundations of Graduate Writing workshop series in the fall and spring semesters.
- Conducted training for tutors about working with graduate-level writers, offered every semester in conjunction with the Writing Center Director.
- Created the "Writing Group Creation Toolbox" resource site and the "Grammar Toolbox" resource site.
- Maintained and updated the "Graduate Writer Toolbox" resource site.
- Maintained and updated the "Multilingual Writer Toolbox" resource site.
- Oversaw tutors working on events/resources in collaboration with other on-campus units, partnering with University Housing in the fall and spring semesters.
- Facilitated Imposter Syndrome Teacher Training (March 2025): Partnered with Yingjie Liu (Center for Faculty Excellence and Teaching Innovation) to run a workshop on recognizing and reducing student imposter syndrome.
- Collaborated with Eva Chan (EOP) to deliver Imposter Syndrome workshops to students in the Transfer Connect program (in both fall and spring semesters).
- Oversaw the development of boundary-setting scenarios and dialogues for student employees (front desk, online/in-person tutoring, phone) as an expansion of previous training from CAPS.
- Curated best practices for supporting neurodiverse students (ADHD, Autism Spectrum) based on student employee requests; validated the resource material with AEC leadership.
- Co-chaired the International Student Success Committee.
- Served on the University Writing Requirements Committee.
- Volunteered as Grad Slam feedback giver for semifinalists in March 2025.
- Taught a five-hour teaching workshop to outgoing participants on the Japanese Exchange and Teaching Program in summer 2024.
- Updated and ran the "Reading and Understanding Journal Articles" workshop series in fall 2025.
- Updated and ran the "Present with Impact: The Public Speaker's Toolkit" workshop series twice in spring 2024.
- Collaborated with Keri Toma (International Program Manager) to deliver six writing workshops for international students.

# Professional Staff

## Seher Vora

### Coordinator of Online Writing Support Services



- Conducted online tutor training for all new tutor hires.
- Presented 30-minute abridged versions of the "Academic Voice" and "Un-blurring Plagiarism and Paraphrasing" workshops for the SJSU Online fall and spring workshop series.
- Created, published, and continued to update the "AI Writer Toolbox" resource site.
- Oversaw social media contests and campaigns including "Gratitude Fridays," "Journal for You," and "Black History Month Book Recommendations."
- Ran two university-wide creative contests in October 2024 and April 2025.
- Produced the summer 2024 Craft Course "Write for Social Media" and the winter 2025 Craft Course "Write for You" for the blog and managed the blog team, which contributed over 34 unique posts for the year.
- Was a featured speaker at the Crockett Scholarship Golf Classic Fundraiser Event to raise awareness about the value of SJSU scholarships.
- Collaborated with Yingjie Liu at CFETI on the "AI Literacy Essentials for All Spartans" self-paced Canvas course, along with contributors from the library, the Career Center, and other campus units.
- Gave feedback on the Career Center's "Using Generative AI to Enhance Resumes" as requested by SJSU Career Counselor Thuy Nguyen.
- Participated on a Grad Slam feedback committee to assist Grad Slam finalists in revising and refining their speeches for the SJSU Grad Slam competition.
- Presented a workshop titled "The Pen and the Algorithm: Training Tutors to Respond and Work With AI" at the Online Writing Centers Association (OWCA)'s Professional Development Symposium.
- Completed the CSU training "Artificial Intelligence (AI) Tools for Teaching and Learning."
- Completed the SDSU "Academic Application of AI (AAAI)" micro credential.
- Facilitated "Common Grammar and Punctuation Errors," "Graduate Writer Mindset," "Transitions for Coherence," "Un-Blurring Plagiarism and Paraphrasing," "Crafting Compelling Introductions," and "Recognizing the Parts of a Research Paper" workshops.
- Presented and helped moderate workshops for the fall 2024 and spring 2025 Foundations of Graduate Writing workshop series.
- Published an essay titled "Home is Not a Place" in the non-fiction anthology "Home #itscomplicated" from Liberty Books.

# Student Coordinators & Assistants



## Abigail Bugay

### Front-Desk & Zoom Support Student Assistant

- BA student in Management Information Systems.
- Graduated in spring 2025.
- Began working at the Writing Center in fall 2023.
- Moderated workshops “Body Paragraphs,” “Emailing Netiquette: Academic and Professional Communication,” “Common Grammar and Punctuation Errors,” “Graduate Writer Mindset,” “Basic APA Style,” “Muscle Verbs for Good Writing,” “Creating Easy-to-Read Sentences and Paragraphs,” and “Scientific Abstracts.”
- Was a member of Beta Alpha Psi and Women in Business.
- Earned the Volunteer Service Certificate from the Volunteer Center of Santa Cruz County.
- Received Business Honors Program Certificate and Dean’s Scholar.
- Served as Assistant Coordinator @ Lattice Wealth Management Group, Inc., Product Owner @ Volunteer Center of Santa Cruz County, Product Owner @ SEMI (via Business Honors Program).
- Participated in Weeks of Welcome kick-off tabling.

## Nickolas Kramer

### Video Production Student Coordinator



- BS student in Radio-Television- Film.
- Graduating in fall 2026.
- Began working at the Writing Center in spring 2025.
- Facilitated in the video production of reels for Admitted Spartan Day and Graduating Student Employees.
- Participated in Admitted Spartan Day tabling.

# Student Coordinators & Assistants



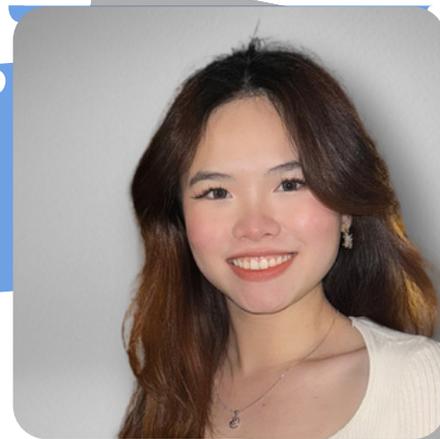
## Alejandra Luevanos

### Front-Desk & Zoom Support Student Assistant

- BA student in English with a concentration in professional and technical writing and a minor in creative writing.
- Graduating in spring 2026.
- Began working at the Writing Center in summer 2024.
- Awarded third place in the Dr. Josephine Chandler Scholarship.
- Moderated workshops including “Selecting and Integrating Source Materials,” “Sentence Variety and Rhythm,” “Personal Statements for Scholarships and Applications,” “Common Grammar and Punctuation Errors,” “Essay Prompts and Time Management,” “Body Paragraphs,” “Graduate Writer Mindset,” and “Emailing Etiquette: Academic and Professional Communication.”
- Participated in summer tabling events for orientation.
- Was a member of Akbayan and Grupo Folklorico Luna Y Solo.

## Jane Luu

### Social Media & Graphic Design Student Coordinator



- BA student in Business Administration, concentration in Marketing.
- Graduating in fall 2026.
- Began working at the Writing Center in spring 2025.
- Accepted into the Business Honors Program for fall 2025.
- Assisted with the Poetry Contest flier.
- Interned at Southern Glazer’s Wine & Spirits and was a top five finalist for their National Intern Project for pitching a marketing campaign to a client.
- Served as Vice President of the International Business Association and a member of SJSU Marketing Association.
- Worked as a part-time Brand Ambassador for Renewal by Andersen, an emote Marketing Manager for Pate Vietnamese Cuisine, and a freelance TikTok content creator.

# Student Coordinators & Assistants

## Sanchita Satiskumar

### Social Media & Graphic Design Student Coordinator



- BS student with a concentration in Marketing, minor in Creative Writing.
- Graduated in spring 2025 with Summa Cum Laude Latin Honors; earned a 3.85 GPA.
- Began working at the Writing Center in summer 2022.
- Awarded second place in Best Documents and third place in Overall Performance at the International Collegiate Business Strategy Competition 2025.
- Served as Chief Marketing Officer for Surge at the International Collegiate Business Strategy Competition.
- Facilitated all marketing materials across fliers, Instagram, and TikTok for Poetry Contest Spring 2025, Hiring Promotion videos, Graduating Staff Reflection videos.
- Moderated workshops on “Selecting and Integrating Source Materials,” “Emailing Netiquette: Academic and Professional Communication,” “Un-Blurring Plagiarism and Paraphrasing,” “Crafting Compelling Introductions,” and “Recognizing Parts of a Research Paper.”
- Participated in the Weeks of Welcome tabling events.
- Completed a Digital Advertising Externship with Expedia Group in fall 2024.

## Mrunali Abhijit Thokadiwala

### Front-Desk & Zoom Support Student Assistant



- MA student in Bioinformatics.
- Graduated in May 2025; earned a 3.94 GPA.
- Began working at the Writing Center in summer 2024.
- Awarded A.S. Global Scholar Award 2024.
- Was a Grad Slam 2025 semifinalist.
- Moderated workshops on “Recognizing the Parts of a Research Paper,” “Essay Prompts and Time Management,” “Writing Concisely,” “Body Paragraphs,” and “Deconstructing the Prompt.”
- Participated in tabling at SJSU Summer Transfer Orientation, SJSU Summer Orientation-Frosh/Sparta Camp, Weeks of Welcome Kick-Off, SJSU Fall Preview Day, and Admitted Spartan Day.
- Served as Treasurer of the Music & Meditation Club at SJSU, planning events, securing funding, collaborating with student organizations, and leading outreach through tabling and social media.

# Student Coordinators & Assistants



## Zuhayr Usmani

### Video Production Student Coordinator

- BA student in Radio-Television-Film, minor in Theatre Arts.
- Graduated in spring 2025.
- Began working at the Writing Center in spring 2024.
- Produced video content for Writing Center's Instagram and YouTube channel, including first-ever YouTube Shorts.
- Launched a new Quick Tips video series and created reels/shorts introducing new tutors.
- Conducted video campaigns to highlight in-person tutoring, Open Lab services, extended Open Lab hours, and spring 2025 workshops
- Promoted student coordinator job openings via social media.
- Assisted with recruitment and collaborated with new coordinator on send-off reels/shorts for graduating staff.
- Moderated a total of nine workshops throughout the academic year.
- Received the 2024 TV, Radio, Film, Theater Scholarship Endowment from the Department of Film and Theatre at SJSU.
- Worked as Human Resources Manager at ZM.
- Participated in tabling events for freshman and transfer orientations.
- Worked on the short film *Psyched* with the SJSU Film Production Society.
- Wrote, produced, directed, and acted in short film *Paranoia*, the largest project taken on to date with 35+ cast and crew of students, faculty and alumni.

# Writing Tutors



## Vienna Alexander

- BA student in English with a concentration in Professional and Technical Writing, minor in Public Relations.
- Graduated in spring 2025; awarded President's Scholar.
- Began working at the Writing Center in fall 2023.
- Was a member of Phi Kappa Phi Honor Society.
- Served as the Associate Blog Editor of *The Write Attitude* blog; created the Word Smart series and Translated Books series.
- Wrote individual blog posts including "Better Know a Department: English: Professional and Technical Writing," "Etymology and Writing," and "Purpose and Audience in Writing."
- Assisted with the summer 2025 Writing Center Newsletter.
- Conducted workshops on "Sentence Variety and Rhythm" and "Creating Easy-to-Read Sentences and Paragraphs."
- Tutored for the EOP (Educational Opportunity Program) Transfer Connect Writing Center Cafe.
- Crafted articles for publication on the main SJSU blog site, which were promoted on the main SJSU social media channels.

## Erica Almira



- BA student in English.
- Graduating in spring 2026.
- Began working at the Writing Center in fall 2024.
- Wrote the blog post "Writing POC Trauma: A Conversation with Keenan Norris."
- Conducted the "Creating Easy-to-Read Sentences and Paragraphs" workshop.
- Volunteered for the San Jose Peace and Justice Center community clothing swap.
- Participated in tabling at the University Housing quad, Commuter Resource Fair, and Spring AEC Sweet Success event.

# Writing Tutors



## Abril Baez

- BS student in Research and Experimental Psychology.
- Graduated in summer 2025.
- Began working at the Writing Center in fall 2024.
- Awarded Graduate Equity Fellowship 2024-2025.
- Created new homegrown handout instructional resource: "Email Template: Request to Join a Research Lab."
- Conducted "Basic APA Style" workshop.
- Served as SONA Research Coordinator for the Department of Psychology.
- Participated in Admitted Spartan Day tabling and orientation events.
- Was a member of the SJSU Hip-Hop Club.

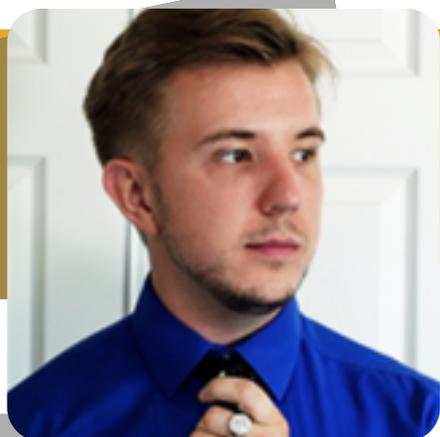
## Tyler Bansil



- BA student in Business Administration with a concentration in Finance.
- Graduating in spring 2026; earned a 3.5 GPA.
- Began working at the Writing Center in fall 2023.
- Wrote blog posts on professional biographies and writing young adult characters.
- Conducted a total of eleven workshops throughout the academic year.
- Worked as an embedded tutor and held office hours for over 60 students.
- Served as President of the SJSU Figure Skating Team, and led tabling events, coordinated merchandise sales, and organized team competitions.

# Writing Tutors

## Andrew Cormier



- MBA student in Financial Analytics.
- Graduated in spring 2025; earned a 4.0 GPA.
- Began working at the Writing Center in spring 2019 as an undergraduate and as a graduate student in fall 2023.
- Wrote four blog posts on “3 Rules for Business Writing,” “How Writing Helps Process Your Feelings,” “Using AI for Cover Letters,” and “Is It Worth Writing for Money?”
- Conducted a workshop on “Writing Concisely.”
- Worked as a freelance writer for [MakeUseOf.com](https://www.makeuseof.com), at digital marketing for a health equity non-profit, and as a self-employed YouTube creator.
- Participated in tabling at the Resource Fair and Weeks of Welcome.
- Facilitated drop-in tutoring at the EOP Study Jam event.
- Served as Vice President of Finance in the Lucas College of Business Young Alumni Association Board.
- Ranked top 9% in a 5k race.

## Ruchira Arun Danavadi



- BA student in Psychology.
- Graduating in fall 2025.
- Awarded the President’s Scholar award and honored at the SJSU Honors Convocation for academic excellence.
- Began working at the Writing Center in spring 2024.
- Wrote “The Thoughtful Student’s Guide to Writing in Philosophy” for *The Write Attitude* blog.
- Facilitated the “Basic APA Style” and “Body Paragraphs” workshops.
- Served as the Secretary for Psi Chi, the Psychology Honor Society at SJSU.
- Coordinated and presented research at the Spartan Psychological Association Research Conference.

# Writing Tutors



## Duy Dao

- MA student in Teaching English to Speakers of Other Languages (TESOL).
- Graduating in spring 2026.
- Began working at the Writing Center in spring 2024.
- Participated in summer 2024 tabling events.
- Worked on on-campus collaboration events with Amy Russo.
- Reviewed and updated the “IEEE Citation Guide” homegrown handout.
- Conducted workshops on “Writing Concisely” and “Scientific Abstracts.”

## Rachel Dubois



- MA student in Geography.
- Graduating in fall 2025; earned a 4.0 GPA.
- Began working at the Writing Center in spring 2024.
- Reviewed and updated the “APA Formatting Guidelines” homegrown handout resource.
- Facilitated the “Graduate Writer Mindset” workshop.
- Received a scholarship from Switzerland.
- Facilitated private tutoring and worked part-time as a coffee barista in a local coffee shop.
- Reviewed a writing prompt submitted by a faculty member and provided them with feedback from the perspective of a student tutor.

# Writing Tutors



## Alyssa Galvan

- MLIS student in Library and Information Science.
- Graduating in spring 2027; earned a 4.0 GPA.
- Began working at the Writing Center in fall 2024.
- Wrote three blog posts, including “The Fix-It Police: That Perfect Job Posting,” “Writing Tips from a Former Technical Writer,” and “Why I No Love the Song ‘Why You No Love Me.’”
- Participated in “Meet Our Tutors” video filming for Instagram and Open Lab tutoring
- Conducted workshops on “Basic APA Style,” “Common Grammar and Punctuation Errors,” and “Transitions for Coherence.”
- Provided private coaching for resume and cover letter development.
- Served as a student moderator of a community learning space for Students Amplifying Your Voices.
- Profiled for the SJSU iSchool Blog: <https://ischool.sjsu.edu/istudent-blog/rooted-culture-growing-through-service>.

## Troy Hofer



- MBA student.
- Graduated in spring 2025.
- Began working at the Writing Center in fall 2024.
- Wrote five blog posts on “Outsourcing Human Thought,” “Academic vs. Business Writing,” “Crafting Your Cover Letter Story,” “A Guide to Writing Vulnerably,” and “Spooky Scary Grammar Tips for This Halloween”
- Conducted workshops on “Graduate Writer Mindset,” “Common Grammar and Punctuation Errors,” “Basic APA Style,” and “Emailing Netiquette: Academic and Professional Communication.”
- Worked in the field of email marketing.
- Participated in EOP Writing Cafes and Weeks of Welcome tabling events.
- Served as a member of the Graduate Business Student Association (GBSA).

# Writing Tutors



## Isaac Isenberg

- BS student in Psychology.
- Graduated in spring 2025.
- Began working at the Writing Center in fall 2022.
- Created and completed the blog series “The Write of It.”
- Served as the Associate Editor of *The Write Attitude* blog.
- Conducted workshops on "Un-Blurring Plagiarism and Paraphrasing" and "Scientific Abstracts."

## Annie Johnson



- MLIS student in Library and Information Sciences.
- Graduated in spring 2025; earned a 3.9 GPA.
- Began working at the Writing Center in fall 2023.
- Wrote two blog posts on "You Write Like an Animal: The Cheetah" and "Quick Tip #60: Sticking to a Strict Word Count."
- Created the “Presentation Writing” Homegrown Handout.
- Conducted workshops on “Personal Statements for Scholarships and Applications” and “Emailing Netiquette: Academic and Professional Communication”
- Served as Library Assistant for Burlingame Public Library Children’s Services and Content Editor for Student Research Journal.
- Received a full-time offer as a high school librarian and will begin working after graduation.

# Writing Tutors



## Laraib Khan

- MBA student.
- Graduated in spring 2025; earned a 3.9 GPA.
- Began working at the Writing Center in fall 2024.
- Wrote two blogs on “Beating Writer’s Block in the Age of Distraction” and “Mastering Business Case Studies: A Student’s Guide to Success.”
- Created the “Academic Language” homegrown handout.
- Hosted several EOP writing cafes in Clark Hall and the Midterm EOP Study Jam, which featured sessions with writing tutors.
- Conducted workshops on “Common Grammar and Punctuation Errors,” “Basic APA Style,” and “Deconstructing the Prompt.”
- Facilitated private tutoring sessions.
- Participated in a sample tutoring video.
- Presented a Lightning Talk on Urdu Poetry for Writing Center staff.

## Liam Leslie



- MFA student in Creative Writing.
- Graduating in Spring 2027; earned a 4.0 GPA.
- Began working at the Writing Center in fall 2024.
- Awarded Graduate Steinbeck Fellow and Ida Fay Sachs Ludwig Scholarship.
- Wrote two blog posts on CLA author events, one post on cover letters, and bios for creative writing submissions.
- Conducted workshops on “Personal Statements for Scholarships and Applications,” “Creating Easy-to-Read Sentences and Paragraphs,” and “Selecting and Integrating Source Materials.”
- Served as Student Archivist at the John Steinbeck Center.
- Worked on the staff at *Reed Magazine*.
- Participated in several tabling events and helped with the EOP writing cafes for transfer students.

# Writing Tutors



## Samuel Michael

- MFA in Creative Writing with a primary in Fiction and secondary in Screenwriting.
- Graduating in spring 2026; earned a 4.0 GPA.
- Began working at the Writing Center in fall 2023.
- Participated in tabling at the spring 2025 Orientation Resource Fair, AEC Sweet Success event, Writer's Workspace Event with University Housing, Weeks of Welcome Kick-off, and Admitted Spartan Day 2025.
- Attended SSP-II presentations and provided feedback about the finalists.
- Created the "Statement of Purpose" homegrown handout resource.
- Conducted workshops on "Writing Concisely," "Un-Blurring Plagiarism and Paraphrasing," "Selecting and Integrating Source Materials," and "Deconstructing the Prompt."
- Served as a Teaching Assistant in the Department of English & Comparative Literature and facilitated private tutoring sessions.
- Attended CLA events and SJSU literary readings.

## Michael Muszynski



- MFA student.
- Graduating in spring 2027.
- Awarded James Phelan Award for Fiction Short Story.
- Began working at the Writing Center in fall 2021.
- Wrote the "Early Modern English: Reading Shakespeare" homegrown handout resource.
- Conducted the "Body Paragraphs" workshop.
- Facilitated private tutoring sessions.
- Participated in several tabling events.

# Writing Tutors



## Val Ocegueda

- BS student in Psychology.
- Graduating in spring 2026.
- Began working at the Writing Center in fall 2024.
- Awarded the President's Scholar award.
- Wrote two blog posts on "Analyzing Song Lyrics" and "Analyzing Music Videos" for *The Write Attitude*.
- Participated in "Meet Our Tutors" video filming for Instagram.
- Participated in tabling for University Housing collaborative event, Spring 2025 Orientation Resource Fair, Weeks of Welcome Kick-Off, AEC Sweet Success, and Admitted Spartan Day 2025.
- Conducted a workshop on "Essay Prompts and Time Management."
- Facilitated EOP Writing Cafe via Zoom.
- Served as an instructional assistant for First Year Experience (FYE), the Pride Center, and the Writing and Reading Center (WRC) at De Anza College during summer 2024.
- Completed a short film with friends during the summer of 2024, which was submitted to several festivals.
- Was a guest speaker at FYE's orientation for incoming students.

## Michaela Ota



- MA student in Linguistics.
- Graduating in summer 2025; earned a 3.95 GPA.
- Began working at the Writing Center in spring 2024.
- Created the "Oxford Comma" and "AI Prompt Engineering" homegrown handouts.
- Facilitated workshops on "Muscle Verbs for Good Writing" and "Crafting Compelling Introductions."
- Worked as a Graduate Student Intern for the City of San José's Energy Department, San José Clean Energy (SJCE).
- Participated in tabling for SJCE during Earth Day 2025 at SJSU.
- Worked as a Poetry Editor on *Reed Magazine* and Research Associate in the Department of Linguistics and Language Development.
- Presented research on Accent Bias during a dry-run session at SJSU, which was later presented at the 2024 NWA (New Ways of Analyzing Variation) Conference.

# Writing Tutors

## Arianna Peoples



- BA student in English, concentration in Creative Writing, minor in Professional Technical Writing.
- Graduating in spring 2026.
- Received second place for the Shirley Nelson Iverson Scholarship.
- Began working at the Writing Center in summer 2022.
- Collaborated with Coordinator Vora on writing the AI Writer's Toolbox's "AI Bias" section.
- Wrote the "Black Language in Creative Writing" homegrown handout.
- Conducted workshops on "Common Grammar and Punctuation Errors," "Writing Concisely," "Basic APA Style," "Scientific Abstracts," "Selecting and Integrating Source Materials," and "Personal Statements for Scholarships and Applications."
- Participated in the AEC Sweet Success tabling event, three University Housing collaboration events, the spring 2025 Orientation Resource Fair, Admitted Spartan Day 2025, and a Writer's Workspace Event with University Housing.
- Was the embedded tutor for University Housing and various classes.

## Adriana Pliego



- BS student in Forensic Science, concentration in Biology, minor in Chemistry.
- Graduated in spring 2025; awarded Dean's Scholar.
- Began working at the Writing Center in fall 2022.
- Completed 12 blog posts from the summer through the spring 2024 semester for *The Write Attitude*, including two posts for "You Write Like an Animal," two posts for "Better Know a Department," and seven posts for "Memes of the Moment."
- Created a homegrown handout on accessible writing strategies.
- Conducted workshops on "Basic APA Style," "Un-Blurring Plagiarism and Paraphrasing," "Deconstructing the Prompt," "Writing Concisely," and "Selecting and Integrating Source Materials."
- Served as Vice President and helped plan and carry out events for the Forensic Science Club.
- Created graphics and posts as the Social Media Manager for the Chemistry Club.
- Served as a member of Alpha Phi Sigma, the Criminal Justice Honor Society.
- Interned with The Freel Agency Private Investigators.
- Worked as a tennis coach for Kassirer Sports.

# Writing Tutors

## Sonalika Rawat



- MS student in Nutrition Science
- Graduated in spring 2025; earned a 4.0 GPA.
- Began working at the Writing Center in fall 2023.
- Awarded the Elvida Smith Memorial Scholarship.
- Wrote three blog posts on “You Write Like an Animal,” “Elevate Your Brand–Marketing Strategies for Authors in the Digital Age,” and “Visual Tools in Research Writing.”
- Conducted workshops on “Recognizing the Parts of a Research Paper,” “Scientific Abstracts,” “Muscle Verbs for Good Writing,” and “Un-Blurring Plagiarism and Paraphrasing.”

## Imaan Siddiqui



- BA student in Psychology, minor in Creative Writing.
- Graduating in spring 2026; earned a 4.0 GPA.
- Began working at the Writing Center in fall 2023.
- Awarded the SJSU Psychology Scholarship Endowment Award and President’s Scholar Award.
- Was a finalist in the Global Spartan Photo Contest and Global Spartan Video Contest.
- Conducted psychology research in Dr. Feist's lab and presented the findings at the SPARC and WPA Conference in Las Vegas.
- Wrote three blog posts including “Guide to Writing in Psychology,” “The Importance of Character Sketches in Creative Writing,” and “Are Movie/TV Adaptations Good?”
- Created the “Analytical Thesis Statements” homegrown handout.
- Developed a new workshop on cover letters as an embedded tutor.
- Facilitated workshops on “Basic APA Style,” “Selecting and Integrating Source Materials,” “Creating Easy-to-Read Sentences and Paragraphs,” and “Writing Concisely.”
- Participated in tabling for Spring Orientation and Admitted Spartan Day.
- Assisted professors through the Writing Assignment Review Service.
- Walked two runways and modeled in the second magazine issue for the Fashion Club.
- Served as President of the Sustainability and Climate Innovation Club and member of the Global Ambassador Program (GAP).
- Submitted a blog piece for Think Piece Thursday.
- Volunteered for the Pre-Departure Orientation and promoted the Italy Abroad Program.