



NEWSLETTER



From left: graduate assistant Matt, tutor Rachel, graduate assistant Sam, tutor Lana, office assistant Nikolas, tutor Rosie
Middle/front: Kevin the Cactus

TUTOR WRITING TIPS

- Generate questions to help keep you focused as you write.
- Schedule multiple tutoring sessions across the various stages of your writing process.

WRITING MONDAYS SERIES



We hosted our first Writing Mondays workshop of the semester on 09/28. Undergraduate and graduate students joined us to discuss the CARS method for writing **Capstones and Thesis Projects**.



We will host our second Writing Mondays workshop on **Timed Writing Assignments** on 10/19 from 12-1 pm in the Writing Center (W314).

WRITING MONDAYS SERIES

NOVEMBER 2, 2026:

Effective Writing Assignments

When: Monday, November 2, 12:15-1:15 pm

Where: The Writing Center, WD W314, in person

What: After a brief discussion of rhetorical framing, faculty will peer review writing assignment drafts.

Who: Any instructor with a writing assignment!

NOVEMBER 9, 2026:

Working with Instructors' Feedback

When: Monday, November 9, 12-1 pm

Where: The Writing Center, WD W314, in person

What: This workshop will equip students with strategies to best make use of instructor feedback on their writing.

Who: Undergraduate and graduate students

NOVEMBER 30, 2026:

Faculty Writers Across Disciplines

When: Monday, November 30, 12:15-1:15 pm

Where: The Writing Center, WD W314, in person

What: Faculty writers will discuss what they have learned about writing in their fields of study, including common genres of writing, what they write and publish, and how they approach their writing.

Who: Open to all

FACULTY WRITING SPOTLIGHT

DR. RAVINDRA THAMMA

Dr. Ravindra Thamma is Associate Dean of the School of Engineering, Science, and Technology and Professor at Central Connecticut State University. He is an ISA Fellow, interdisciplinary researcher, educator, and academic leader whose work has been shaped by curiosity about emerging technologies and how ideas from one field can be applied in another. His research has included robotics, automation, machine vision, advanced manufacturing, connected systems, and, more recently, medical applications. He has authored or co-authored more than 60 peer-reviewed journal articles, along with conference papers and presentations. His broader work focuses on student success, academic programs, research and innovation, interdisciplinary collaboration, university-industry partnerships, and strengthening the connections among people, programs, and opportunities across the university.



Tell us about the kinds of writing you do.

Writing has been a constant throughout my career, but what I write has changed quite a bit.

As a researcher, I write journal articles, conference papers, technical reports, and research proposals. The challenge is to take an idea, experiment, or set of results and explain it clearly enough that someone else can understand what was done, question it, reproduce it, or build on it.

My administrative work requires a very different kind of reading and writing. I write program proposals, accreditation and assessment reports, strategic documents, presentations, and communications for students, faculty, university leadership, and external partners. I also spend a great deal of time reading and reviewing what others have written: faculty reports and proposals, accreditation materials, policies, assessment documents, student appeals, and other academic materials. Often, my role

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is to understand different perspectives, identify the important issues, synthesize information from several sources, and communicate it clearly enough to support thoughtful decisions and next steps. This has taught me how important it is to understand both a document's purpose and its audience.

More recently, I have also started writing short articles in Sanskrit (Saṃskṛtam). My knowledge of Sanskrit is still limited, and I am discovering that writing even a short article takes much longer than I expected. Its highly structured grammar requires me to be very careful with word choice and sentence construction because a small change can alter the intended meaning. It has been interesting to become a student again: writing, checking, revising, asking questions, and learning from others.

That experience has reminded me of something very basic about writing: we may understand an idea in our own mind, but communicating exactly what we mean is a different challenge.

What tips do you have for writing in your field?

English is my second language, and writing did not come easily to me when I began my academic journey. I had to work deliberately to improve it—by reading, writing, accepting corrections, learning from reviewers and mentors, and revising again and again. Even today, I do not take good writing for granted.

That experience has influenced how I work with students. I understand that someone can have a strong idea and still struggle to communicate it clearly. Writing is a skill that develops with practice, feedback, and persistence. I am still learning and improving, just as I expect my students to do. Interestingly, writing in Sanskrit has put me back in that learner's position.

My first piece of advice is simple: know what you want the reader to understand. Clarity is more important than trying to sound complicated.

I also believe researchers should write while they are doing the research. Keep track of the original question, why you thought it was important, what you tried, what worked, what did not work, unexpected results, and questions that came up along the way. Those notes become extremely valuable later.

I learned this partly from my own mistakes. At times in my career, I delayed writing because I wanted to do more work or improve the paper further. Meanwhile, other researchers published similar ideas. That taught me not to wait indefinitely for perfection.

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I now give the same advice to students and researchers I mentor. I also serve as a co-advisor and research mentor for doctoral students at institutions outside Central. I encourage them not to finish an entire dissertation and only then start thinking about publications. Writing should develop along with the research.

I also encourage students to think beyond completing the dissertation or the assignment. Ask: What did I learn? What is new here? Who else would benefit from knowing this? Where should I communicate it?

And do not be afraid of questions that cross disciplines. Some of my most interesting work has started by asking whether an idea from one area might solve a problem in another.

In your field, what are some of the most important academic and occupational writing genres for students to know?

Students should be comfortable writing research papers, technical and professional reports, proposals, project documentation, executive summaries, presentations, and professional correspondence. Just as important, they should learn how to explain the same idea to different audiences.

I became interested in this issue after noticing that some of our students did very good technical work but did not necessarily see themselves as writers. I wanted them to understand that writing is not something that belongs only in an English course. Every discipline has its own language, evidence, conventions, and ways of communicating knowledge.

In my undergraduate and graduate classes, I began inviting colleagues from the CCSU Writing Center to work directly with students as they developed scholarly papers. I then encouraged the students to continue working with the Writing Center while revising their papers.

I saw a real difference. Students became more thoughtful about organization, evidence, revision, and audience, and a number of them eventually developed their work into publications.

That experience taught me an important lesson. We cannot simply tell students, “You need to become a better writer.” We have to create the conditions that help them become better writers—good assignments, faculty mentoring, feedback, revision, research opportunities, and resources such as the Writing Center.

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FACULTY WRITING SPOTLIGHT

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It also made me realize that sometimes the solution to a problem already exists somewhere else on campus. We just have to connect the right people and resources. When something works well in one class or program, I usually start wondering whether we can adapt it for other students as well.

Tell us about your writing space/process: where do you write, and in which conditions do you write best?

I write best when I have uninterrupted time to think. I usually start with questions rather than trying to write the opening paragraph immediately: What is the problem? Why does it matter? What evidence do I have? What do I want the reader to understand?

Then I create an outline and organize the evidence, data, or figures. I rarely write a major paper perfectly from beginning to end. I write something, leave it for a while, return to it, reorganize it, and revise it several times.

I have also learned not to wait for the perfect time to write. Sometimes I write only a paragraph, record an observation, sketch an outline, or save a question that I want to investigate. Months later, one of those small notes may become part of a paper or even lead to a new research project.

Which piece of writing are you most proud of? Could you share a description and/or link?

One paper that means a great deal to me is “Controlling Robot Through Internet Using Java,” which I co-authored with Luke H. Huang, Shi-Jer Lou, and C. Ray Diez and published in the Journal of Industrial Technology in 2004.

The story behind the paper actually began in 1995, during my first year of college, when I became interested in whether physical devices could be controlled through the Internet.

It is easy to forget what the Internet was like then. Dial-up connections were common, speeds were slow, and most people thought about the Internet mainly as a way to access and exchange information. I was interested in a different question: Could the Internet be used to connect to and control something in the physical world? I kept working on that question and eventually moved toward remotely controlling robotic systems. At the time, I didn't think of it as particularly visionary. I was curious and wanted to see whether it could be done.

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Many years later, especially when my research journey was discussed during my ISA Fellow induction, I looked back at that work differently. The ideas we were exploring—networked physical systems, remote monitoring and control, and connecting computing with automation were early versions of concepts that later became important in connected systems, cyber-physical systems, the Industrial Internet of Things, and Industry 4.0.

That experience also taught me a lesson I wish I had understood earlier. Doing good work is not enough if nobody knows about it. Researchers have to document and communicate what they discover so that other people can question it, reproduce it, improve it, or take it somewhere we never imagined.

I often summarize that lesson for students this way: "Do the work. Document the work. Write the work. Communicate the work."

Sometimes we do not realize at the time that a question we are pursuing may eventually become part of something much larger.

Article: Ravindra Thamma, Luke H. Huang, Shi-Jer Lou, and C. Ray Diez, "Controlling Robot Through Internet Using Java," *Journal of Industrial Technology*, Vol. 20, No. 3, June–August 2004.

Article link:

<https://www.iastatedigitalpress.com/jtmae/article/14259/galley/13023/view/>

Tell us about a project you're writing now (or planning to write).

Several projects I am working on now are taking me into areas outside my original research background, which is one reason I find them so interesting.

One involves medical soft robotics for surgery. We are studying a miniature soft robotic system designed to navigate delicate anatomical environments, including applications related to intraparenchymal and neurosurgical navigation.

An unexpected challenge for me has been the writing. I know the robotics language, but now I have to understand and correctly use medical terminology as well. At the same time, something obvious to a robotics researcher may not be obvious to a medical researcher, and the reverse is also true. Sometimes the first challenge in interdisciplinary research is simply learning each other's language.

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I am experiencing something similar in another project involving non-invasive ophthalmic imaging and computational screening. We are exploring how imaging and computational methods might contribute to screening for conditions such as diabetic retinopathy, glaucoma, age-related macular degeneration, cataract, and corneal abnormalities. This requires me to understand not only the technology but also how clinicians define the problem, what information is useful to them, and how to validate and communicate results responsibly.

My writing is also beginning to extend more directly into questions about higher education and the changing ways students move through the educational system. One article I am currently developing examines the potential impact of 90-credit bachelor's degree programs on high school education and the transition from high school to college. I am interested in how shorter degree pathways might affect college preparation, dual-enrollment opportunities, curriculum alignment, expectations for incoming students, and the relationship between secondary and higher education. This is quite different from my technology research, but it grows naturally from my work with academic programs and student success.

I am also working on research involving machine vision and self-calibrating imaging for precision measurement, digital twins and emerging technologies for advanced manufacturing and semiconductor applications, and imaging and computational methods for cultural heritage preservation and analysis.

These projects may appear very different, but I approach them with essentially the same question: Can something we know in one field help solve a problem in another? One thing I have learned is that difficult problems rarely belong to only one discipline. We need to make it easier for faculty and students from different areas to work together. Sometimes that begins simply by learning how to understand one another.

I also want students to experience that kind of intellectual freedom. A student's major gives them a foundation, but it should not define the limits of the questions they are willing to ask.

For me, research still begins with curiosity. Writing is what allows us to share that curiosity—and what we discover from it—with someone else.

SENSORY ROOM



Introducing the...



SENSORY ROOM



Noise-cancelling headphones available for limited use!

Need to...

- Work in a quiet place?**
- Relax for a few minutes?**
- Destress with fidget items?**

STOP BY THE WRITING CENTER!



**Located in
Wilard-Diloreto Hall
W314**

***Please ask to use the room
and sign in!**



LESS STRESS!

WOMANFEST



Tutors Anthony and Lana representing the Writing Center at WomanFest 2026!

POP CULTURE PREVIEW

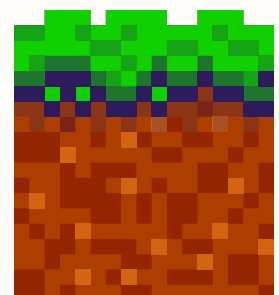
BY MATT POULIN

What have you watched, read, or played recently?

Hello, everyone. I'm back with more pop culture stuff. Today, I'm going to be discussing Minecraft. Minecraft's been out since 2009, and I've played it just about my entire life. For the first time in 15 years, Minecraft is adding a new dimension, called The Sift. Previously, players could explore The Nether and The End, and in 2027 The Sift will be added to the list! The Sift looks very cute, unlike The Nether and The End.

Not much is known about The Sift yet, but there are a few interesting things to discuss here. First, there are these little blue rabbit-like creatures called Blubs. They squeak, and they seem friendly. I am seriously looking forward to those. Also, it seems as if players will be able to enter The Sift through Ancient City portals, which is quite interesting if it ends up being true. Ancient Cities are quite scary thanks to powerful, blind monsters called Wardens who reside there. I wonder why the Wardens guard The Sift? The best way to learn more is to play Minecraft Dungeons II, which just released.

Minecraft Dungeons is a more action-based story based in the world of Minecraft. The second entry mostly takes place in The Sift, far ahead from the vanilla game's release, so you can get your first peek at it there!



POP CULTURE PREVIEW II

BY TYLER MURPHY

***Resident Evil* (2026) and Other Movies**

It's good to live in year where no one can say "there are no good movies out now." No matter what genre you fancy, we've seen good actors with even better performances provide movie-goers with months of constant entertainment. Honestly, it's unlike anything I've ever seen.

So far, I've watched *Project Hail Mary* (possibly better than the book), *Backrooms*, *Obsession*, *Spider-Man: Brand New Day*, *The Odyssey*, and, most recently, *Resident Evil*. You would be incorrect to assume I'm not seeing *Primetime*, as my alleged "free-thinking" brain ogles the idea of the best Batman fighting a new type of crime.

As a fan of the franchise, it feels good to say that *Resident Evil* (2026) didn't break the streak of good movies this year. Zach Cregger's voice and comedic background are on full display, to some people's displeasure but to my enjoyment. The tension and humor in the film play around each other perfectly. Often, the humor isn't enough to cut the tension, which inspires the uncomfortable combination of fear and faint laughter. Austin Abrams' performance as Bryan, a medical courier, is a convincing depiction of how a regular, but insanely motivated, person would act in the Raccoon City outbreak. His frequent mishaps and expletives are indicative of how a lot of people (including myself) navigate the games: with confusion and luck. The horror in the movie is certainly on par with the games, if not better during a lot of the scenes.

Despite several creative differences, the movie honors its source material while not restricting itself with a need to be lore accurate. It's scary, funny, and clearly crafted with love. I'm looking forward to what Zach Cregger has for us next.

OPEN HOUSE

Join us for a...

WRITING CENTER OPEN HOUSE



October 26th 11am-3pm

Help us celebrate
the National Day on Writing
by joining us for an Open House!

Food and drink will be served!

Featured Stations & Activities:

- Sensory Room
- Resource Tables
- Class & Employment Opportunities
- Parallel Writing
- Craft & Activity Table
- and more!



OUR BIG E REVIEW

Shall I compare thee to a Maine baked potato?



Maine Baked Potato

Sydney: 10/10

Denaya: 9/10

Tanghulu

Gio: 9/10



Pickle Pizza

Gio: 10/10

Denaya: 8/10

OUR BIG E REVIEW

Because I could not stop for Del's



Vermont Cider Slush

Sydney: 1000/10

Denaya: 10/10

Del's Frozen Lemonade

Sydney: 6.5/10

Denaya: 7/10



Milk Tea with Boba

Sydney: 7/10

Denaya: 8/10

SUMMER BREAK



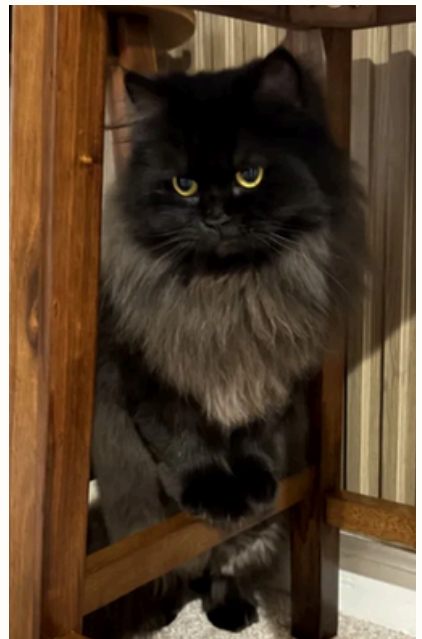
Over the summer, former and current Writing Center staff attended a mall scavenger hunt hosted by former Graduate Assistant, Georgine Revilloza!

PHOTOGRAPHY HIGHLIGHTS



“Perhaps a Heron”
by Sam Hass

OUR PETS



SOCIAL MEDIA

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