

Interviewer: [...] I'm *** and I'm interviewing ***. [...]

Interviewee: November 2nd.

Interviewer: November 2nd. ***, you wanna start out, and just talk to me about how you describe yourself as a writer?

Interviewee: I would say that I generally like to plan out, like very clearly, how I wanna write. I'd like to have a clear outline before I really embark on any big projects. More about like how I write? Should I share that?

Interviewer: Yeah. You can talk about how you write. You can talk about just the way you describe yourself as a writer, what kind of writer you are.

Interviewee: I think that I'm very, I don't use kinda like lofty language. I try to be as personal as I can and write as though I were talking. I think that, generally that's what I've heard, is I do a pretty good job of being able to translate my voice into the written word. There's not much, like I don't try to be someone that I'm really not, that I wouldn't otherwise, that doesn't really represent me. I think that I also try, with my writing, to break down concepts easily for people and try to find kind of similarities among different disciplines, kinda different areas. Try to make it make sense for people through my writing, like difficult, somewhat difficult concepts.

Interviewer: Okay, that makes sense. If you had to describe the role of writing in your life, how would you describe it?

Interviewee: I think that writing just expresses what I have learned, and what I also still want to learn. I think it shows what I understand. It also gives an idea of what I am still struggling with, or grappling with. It's kind of a way for me to kinda find some answers. I mean, you can certainly learn through writing. Also, you just are able to, you have to articulate yourself in such a way that doesn't, that makes sense to the reader, without you being there. Which is, I think, really difficult, but so important, that you're able to convey your message through just the text, without your actual presentation of it.

I think, also, writing just gives me a chance to kinda take a step back from everything I've done and reflect on it. It gets me a way to kind of, also sometimes, assume a different role, because I think that, on a blog, you're able to kind of sometimes take a different identity a little bit—your blogging, blogger identity, and speak more directly about issues that you wouldn't be able to say as clearly, if it were you in person. Since you kind of have a blog format, you're able to be a little bit more honest with your words, and speak exactly from your heart.

I think it's also, yeah, a way for me to also write about—writing gives me an opportunity to talk about things that I'm not able to in the formal, academic setting. What I may wanna talk about or what I'm thinking may not really exactly, to a core, stop taking, but writing gives me the avenue to still be able to express that.

Interviewer: It sounds like you write a lot for outside of school?

Interviewee: Yeah. I mean, I don't do it in a standard way, but I think that I just write about—like, I'll comment on blogs, and write in a journal. I think also, a lot of my emails are very—like, that's a lot of my writing. It's more informal, but it's still very much so comes from what's going on in my mind, and what I'm thinking, and how I interact with people.

Interviewer: How would you describe yourself as a writer when you first began here at University of Michigan?

Interviewee: I think that it was a lot of regurgitation, and a lot of just what other people are saying, and just present what their arguments and what their thoughts were. Now, I'm much more, I think, thinking critically about their writings, and how it's still, yes they may have more prestige, but they're still a person that has opinion and a certain voice. It's not, like it's still something that can be critiqued. I think that—what I think about, for example, is like writing assignments in high school. It's very much like, you use examples about the writings to guide your writing. Now, for me, I find that I kind of like, present my argument using kind of other people, but not as the foundation of my argument, but to kind of supplement what I'm trying to say.

I also don't think I take other people's writings as literally as I used to. I'm much more able to kind of push back against certain writers' works, and I allow myself to critique them. I think that my writing has become more reflective, and also not as, like this is the way that things are. This is how I think, this is why, this is how I think that things are, and this is why I believe that. It may not be right, but this is kind of my analysis of it. I'm much more open to kind of a conversation through my writing, rather than saying, this is how it is, and this is how I see it. I think I've been able to better understand that we all view the world, like we all view things very differently. How we write about that is reflected in our pieces.

I think I've also tried to find a little bit more of my voice, and not try to be like someone else, but really value how I view the world. That it's okay that it may not be as polished as other people's writings, but that it's still [me], and it's still—it needs to represent me, instead of trying to copycat or mimic another writer. I think it's much more reflective of who I am.

I think also, just like taking, I don't take myself as seriously, maybe, as I used to. I'm much more able to enjoy myself as a writer, and the writing process. I mean, it's certainly still just as difficult as it was coming to [University of Michigan]. I mean, I don't think writing is easy, really, for me, at all. For most people, it's still a struggle. That's really how you are learning, is like through that kind of difficult process.

Interviewer: What would you attribute all those changes to? Like you said, you can have more of a conversation now, you sort of have a stronger voice, you feel you can enjoy it. Where do you think those changes have come from?

Interviewee: I think just, I mean all like the different classes I've had, like [English course], Academic Argumentation, a good course about presenting argument but realizing that that's just one side of the argument, that other people may disagree and that's okay. You still should support your claims and whatever you wrote about. I'm doing the minor in writing here [...] 0:08:42, so we write a lot about how people write and why people write, and their writing decisions. That's really opened my eyes up a little bit to the different techniques and such.

I think, also, just the amounts of reading that we do here, that's certainly helped in seeing that. Like reading different texts and different pieces for like all different courses, that's really exposed me to just the different ways of writing. I think, it's certain English writing courses, just doing readings in the classes, and how we kind of break down the readings. That's helped my writing. Actually like doing the writing and meeting with the professor at GSI [Graduate Student Instructor] and talking about it with my peers. I always, also, have my older sister review my essays. All of that, together, has been, I think, what has shaped me as a writer, to be a little bit more changed since coming to [University of Michigan].

Interviewer: If you had to describe probably some goals that you have right now for yourself as a writer, what would those be?

Interviewee: I think I still need to do a little bit better job of planning my essays and outlining them and thinking them through before I really get into the whole process. I always tell myself I'm gonna do that, but I end up just kinda like writing it. I don't think I completely—I wanna still do a better job of preparing for the actual writing process, through outlining and all that. I think that I still need to be okay with getting critical feedback, and knowing that someone wants to help me by being an editor, and they don't want to, they're not trying to critique me because they don't—they're trying to help me through that think process, and the revising process. I still need to be okay with that, as a writer, to open myself up to that kind of criticism.

I think that I also wanna just be a little bit more succinct in my writing. I think that sometimes I use language that can confuse people, and I wanna be able to convey my message very easily and as succinctly as possible to the person who's reading the piece. I also, any time I can get my voice—someone's reading, I want someone to know, oh yeah, that's definitely [me]. That's clearly coming through in the writing. However, I still want that to be possible. I think that like, the best writers, that's what you can really tell about them, is that it's—you know. You don't even have to see the name on the top. You know who it is, because you've heard their voice before, and they write exactly how they speak. They speak exactly how they write. It's what I'm striving towards.

Let's see. These questions are all—I just wanna make sure I'm getting the question right. It's about goals for my writing.

Interviewer: That's quite a few you've already said.

Interviewee: Yeah, I think just making the argument—or not argument. Making the thesis, or getting as much information—not as much information. Making sure I'm not just glossing over big moments, or making too generalized statements. I'm being very fair in my writing, and I'm being reasonable and rational in my thinking. Just constantly wanna make sure that that is what I'm actually doing. Sometimes I think I have a tendency to like say that, make big statements that could be, that people may disagree with, but I wanna make sure that most of my statements are at least fair, acknowledging from the other side.

Interviewer: Makes sense. Okay, so if you'd think across all the combined experiences you've had at [University of Michigan], and you had to say what it meant to write well, how would you define that?

Interviewee: I think writing well means clearly conveying your message. Writing well indicates that you're thinking critically about the issue and you're seeking to learn something through that writing. You're not just writing to give information, but you're trying to learn something through the piece, but also get other people to think about a matter or a subject differently. I think writing well should not be easy. It should be a challenge. It shouldn't be easy, cuz I think the best pieces come from struggling with it. Writing well also, I think, gets the reader to think about something differently, and really engages the reader.

Interviewer: What first year writing requirement did you take?

Interviewee: [English course].

Interviewer: Okay, you wanna tell me about that course a little bit? What you did in it?

Interviewee: It was quite a few years ago now. The topic of the course was, something, I didn't realize going into it, but it's something along the lines of like, deaths and coping and dying, and how you cope with that. We read a few books on that subject. [...].

The text kind of guided our writing, so most of the essays were about the book that we were reading and trying to find—what else do you want me to kind of [inaudible 0:16:09]?

Interviewer: I'm just interested in, generally, what you wrote about, and how it affected you in your writing.

Interviewee: Most of the essays, like I remember one of them was, is there such a thing as true evil? [...]. One of the characters, I think, we were trying to figure out whether or not

there's such thing as an evil person. We used the text to kind of reach a conclusion. I don't remember it that clearly, but I think that it was somewhat of an interesting essay, because it got me thinking about bigger issues outside of the book. Other essays about—I feel like some of them, though, were, we were trying to like pass judgment on certain characters in the book. I don't know how useful that kind of essay was, because were trying to like interpret whether or not one character was coping with the death of a loved one appropriately. I dunno if it's really useful to write an essay about that, because it doesn't really get you anywhere.

Interviewer: What do you mean by that?

Interviewee: Like, I don't think that your writing should—I think that the essays, if I'm remembering the essay correctly, it was whether or not the way that the person was handling another person's death was appropriate. I think that sometimes you can't rationalize someone's actions completely, especially through a text. You can't try to write your way through that, because you don't really completely, you can't say whether or not something's like right or wrong. You can't say that was good or bad through your writing. At least, it just kinda felt weird to me, I remember.

In terms of [English course], the kind of effect it had on my [University of Michigan] writing, I wasn't, I don't think it really had that much of an effect, to be honest. I don't think that it really made me think that differently about who I am as a writer. The other people in the class, they didn't really challenge me in my writing, too. I've had other classes where they were really good at, like my peers are really good about making, like editing my papers and challenging me on the different points I'm making in discussion, but this class, I just remember it not being really set up to give like critical feedback.

The books were certainly interesting. I remember that the discussions weren't very stimulating, nor were the peer review sessions. I mean, I think that was due in part because I just didn't establish a good relationship with the professor. Not like I had a bad relationship. I just didn't really get a good, strong relationship. Had I done that, it may have been differently, but from what I remember, I didn't really take away that much from the experience.

Interviewer: Do you ever make use of anything now, that you learned or did in that class, do you think?

Interviewee: I think there was kind of—I do remember, actually, one of the first essays. I was just struggling with that transition from high school to college writing. It was a little bit of, how do we move away from like—I think the one that I do remember is like, how to structure your essay, and organize your essay around the question to be answered. In high school, a lot of our essays were, this is how you should write it, and this is the format you should follow. [English course] maybe did help me a little bit with thinking about how to approach answering a question, how to organize your essay, how to form a strong thesis. It was kind of the start of that process a little bit more.

Interviewer: Okay, that makes sense. Did you take [Writing course]?

Interviewee: Uh-uh.

Interviewer: No? Okay, what's your concentration? What's your major?

Interviewee: Political science.

Interviewer: Do you do writing in political science?

Interviewee: Yeah. We do quite a bit of writing.

Interviewer: You wanna tell me about what kinds?

Interviewee: Yeah. I'd say mostly like argue, academic arguments. We usually engage in what's like kind of text and talking of like whether or not the validity of like an author's argument. What else have we done? For one of my classes, I was in the poly sci [political science] research center class, so that was getting ready for an honor's thesis. We had to do, we had to like form our—do a literature review, like write up our main argument. Our argument, what we see to like, our research question. How we would go about tackling that. The different methods that we would take in our research.

That was a really good process to have in the poly sci department, about looking at the different writings that come before you, and what question you seek answer, where is there like a gap in literature that you could maybe seek to fill, and how exactly you would go about doing that. That's like, that kind of writing was, I think, very helpful for me, because it was clear. How to go about approaching that problem. A lot of the other ones have been like, breaking down different authors' texts and explaining what I got, what I think the author was trying to say, and whether or not their point had any—I guess if their point was logical. I guess that's mostly what I've done.

Interviewer: What affect have those experiences had on you as a writer?

Interviewee: I think that they both—like the first, like the standard kind of research, poly sci research paper, has been very helpful in getting me to think about—kinda like what, back to what I said before: owning my voice, and kind of finding a place where you kind of fit in. You don't wanna duplicate what someone else has written. Really made me think about, how can I contribute to kind of the body of literature and the other kinds of writing where I'm more, like analogy text. I think that it just got me to be much more critical about my writing and think about every sentence and how each, what each word adds to your argument.

Interviewer: How confident do you feel about writing in poly sci?

Interviewee: I feel pretty confident. I think that I'm not able to ever like just turn in a draft and be good. I definitely need to still like review with people and all that. I think

that I can usually, after talking about the assignment with the professor, the GSI, and after kind of working with other people, I can get to a place where I feel like confident like turning in most of my papers.

Interviewer: Can you give me a specific example of a time you felt really comfortable?

Interviewee: Yeah. Last semester—was it last semester? Yeah, last semester, I took [Political course]. [...]. The first few essays, I was not confident. That's kind of where I resorted, went back to the technique of like, basically summarizing, or like regurgitating what someone else said. That was reflected in kinda like my grade. She didn't want just a text summary. They wanted me to present an argument. I think, over the course of the semester, I tried to do a better job at meeting with the professor and the GSI and figuring out, and presenting my work to my peers to find ways where I could just strengthen my argument. They just recommended that I just do a better job reading the text that I'm writing about, and outlining my essays, and using the text as support, but not as the kind of the guiding element.

I think that's kinda what my big thing has been, was that I need to be the writer, and other people can support that, but my argument needs to be, my central thesis needs to be my own. Other people, other works can kind of supplement that, but they can't be the main, the thing that drives the essay or the piece. What that poly sci class did was really push me to do that, and to write on my own.

Interviewer: Why do you think you went back to sort of summarizing at the beginning? Was it cuz it was a strange topic?

Interviewee: Yeah. I think that the summarizing can be a little bit easier if you're just confused. If you're not confident, you would just, you know that the authors are, and that to trust their pieces, so you just use what they said in your writing. Also, it's just not as challenging to use someone else's. I mean, it's quite challenging to try to form your own argument, but if you use someone else's, then you just, it makes the process much easier, especially when I was not as comfortable with the material, that it can be easier.

Interviewer: Okay, let's talk about the writing minor a little bit. What impact would you say the minor gateway course, which is [Writing course], had on your writing?

Interviewee: I think that the gateway course got me to think about a lot of what we're talking about now, like putting together the e-portfolio, and just seeing all of my writing from my four years altogether. That really got me, it really showed how I made progress, but also kind of the same mistakes that I'm making from year to year. That was kind of useful to see and kinda reflect on. I mean, the blog that we've maintained has given me an opportunity to do that more informal writing, and to kind of think about my writing by writing, rather than just kind of like talking about it. Some of the projects have been a little bit about like kind of repurposing arguments, and reiterating our pieces, to make it so it's like, instead of an essay, it's like a blog entry, or it's a video project. I think that's kind of been useful, to think about how writing is the core of so many different kind of

mediums, and how it's important to have that good, the good structure, before you try to translate it into something else.

I think that it also gave me a good opportunity to provide feedback to other people. I don't think I got as much of it, much feedback for myself. I don't think my peers really helped me that much with my writing. I think that it gave me an opportunity to be a better editor, and to—which, I don't think; actually, I did kind of a lot of writing, because when I was reading other people's, I would have a lot of comments and a lot of things to say about it, which kind of made me think about how I make kind of my own writing. That really helped. The peer reviews sessions, although I didn't gain that much from having other people read mine, by reading other people, I was able to learn a little bit more about preserving the author's voice and being clear in your writing. That's kinda what I said.

Interviewer: Do you think that gateway course had any impact on your writing process?

Interviewee: Yeah, I think it really showed me, just kind of reinforced the importance of peer review and the editing process. I think that, I really liked the readings that we did towards the beginning of the course, about like ask, kinda answered a question of why I write, how I write. The writings like rule in everything we do. That really was good. I also think that putting together the e-portfolio kinda reminded me that it's not just an essay that you're submitting for a class. It's like, that's something that can stick, that's part of you, that needs to be an extension of you. You need to do a good job of representing yourself through your writing, and also challenging yourself through your writing and learning to—I think that that's really like a process, and it's not something you just sit down and do. You need to like work with other people and you may not know the answers to some things you're trying to, you may not even know, until you finish it, what you learned or what you're trying to say. Sometimes you just have to sit down and get it all out, and put it down on paper. It's something I really always thought about, but I actually had to do with the gateway course.

Interviewer: Okay, so when you say that it renewed your belief in peer review, were you not doing that before, and then after the gateway course, you started doing more of it? How did it change that for your process?

Interviewee: I think it just reminded me of its value, in having as many eyes as you can that can look over your paper. I knew, I mean, people always say that it's a process, and writing is rewriting, and how sometimes the editing and revision process can be more valuable than the actual writing process. I've heard it all before, but I think it showed me that it actually means something. I think that, again, for my writing, I don't think it—like, I didn't really benefit that much from it, but I could see, through other people's pieces, that they really needed it.

Interviewer: You keep saying that, cuz you didn't get much useful feedback or something. Why do you think that was? Did you not use your peers' suggestions?

Interviewee: I'm trying to think. I just, I don't wanna say that I was like—I mean, they certain provide a good feedback. I think it was mostly the stuff that I already knew. I didn't really, I don't feel like I really needed the help for it. I mean, and maybe because I was kinda confident in my pieces, but I just don't really remember being like, oh wow, that was really amazing, that suggestion that you had. I just don't really remember getting that from any of the people in the class. I think it has a little bit to do with, maybe they weren't putting any effort to help, to like push me.

Interviewer: Like you were saying, maybe that's not the sole point of workshop, maybe reading a lot and learning to give feedback.

Interviewee: Yeah, definitely. I mean, that's what I got out of it. I didn't really get that much. That piece that I presented, I didn't learn, like I didn't get specific feedback, and maybe that's a wrong goal of mine to have, to get specific feedback. I certainly learned more about how to present my opinions about a piece of writing.

Interviewer: What impact has the gateway course, if any, had on your sense of yourself as a writer?

Interviewee: Sense of self as a writer. That I'm sometimes not—it reminded me that sometimes I'm not as clear as I wanna be, and that people can't always understand what I'm trying to say. I need to do a better job of clarifying the message.

Interviewer: Did you get that feedback from people in the course?

Interviewee: Yeah. I think, also, like again, through reading other people's pieces, I saw, like oh, this is kinda confusing. I looked back to my own, and I was like, okay, yeah, I also need to work on mine.

Interviewer: The next question is about working with other writers, which we just talked about quite a lot. Do you have any other experiences from the gateway course where you worked with writers? Different than we've talked about already?

Interviewee: I would say that we were like doing a lot of stuff on the blog. We would comment on other people's blog posts. I really liked doing that, because I think that—I thought the blog was actually pretty good. What I saw in the blog, I thought was much more interesting than sometimes what would our conversations would be in class. I think that really speaks to like the power of writing and how it can be so much more effective in communicating than talking. People were very thoughtful on the blog, and we would course bond back and forth through our writing about issues that we talked about in class, or things that we saw, and whatever we were doing that pertained to writing. I thought it was really, it was a good forum for us to talk about or to communicate kind of like our beliefs and our concerns with issues and all that. I think that kind of spoke to the value of writing, and how, I thought it was like a good way to communicate with other writers.

Interviewer: The gateway course emphasizes reflective writing, as mentioned. How would you describe your experience with that kind of reflection that you did in the course?

Interviewee: I think it was certainly useful. It makes you think critically. It makes you think critically about yourself and your writing decisions and why you do what you do and how you can improve. I think it also even remind yourself, though, that—like when we were reflecting on pieces that we wrote in this semester, that you were in a certain state of mind when you wrote that, and you're different now. You may not really understand why you made certain decisions, because you were in a different mental state, or you were just in a different place and time. I think that is a kind of good reminder to—I think it's just really helpful, to ask yourself important questions about your writing.

Interviewer: Do you still use reflection in your current writing?

Interviewee: Do you mean reflection, like on the, like you can comment on your writing throughout your writing?

Interviewer: Yeah. I guess you guys did a lot of different kinds of reflection, like in any form.

Interviewee: Okay, so one of the things that we did was sometimes, you would write your essay, and we'd talk about your writing process. I don't really do that anymore. I think that sometimes, when I write an essay, I do put like marginal, comments in the margins, and that sometimes helps. When I'm stuck on something I don't really know how to say, I'll just write it out, what exactly it is, what I'm trying to say, and sometimes that actually makes its way into the paper; which happened a lot in the gateway course, and I still try to do.

Reflection, I think really the big ones, was I turn to reflection at the end, and a little bit of the reflection on the margins. That's mostly it. The margins one, that was really nice. I sometimes, like you wanna write your essay and make it all perfect, and then, but you still wanna try to explain yourself. You don't wanna put it in the essay, but you wanna somehow include it, so you put it on the side. You realize that you actually wanna reach the conclusion, cuz it makes more sense than what I was trying to do before.

Interviewer: How would you describe your experience using new media writing in [Writing course]? That can be, when you talked about the [inaudible 0:39:46], the [special project].

Interviewee: For [special project], I made a website. That actually really came in handy for other writing that I did over this, for this summer. It was a good experience, and a good skill to have. I think that I really like how I was able to supplement my writing through images and videos and other websites and links and stuff, and graphs. I just think that's kinda like where we're headed, is more multimedia writing. I think that, certainly though, the standard text still is so important. You're not, no matter like how many flashy

images you can add to something, you still need to have good words, like good sentences and structure. I know sometimes bad writing gets more apparent when you add all the extra stuff, because, for instance, also I did like a podcast, too. For that, it's a different kind of writing, but also, you need to be just as clear and succinct. That's kinda what I was saying before. You need to be on message. Bad writing doesn't translate well onto that, like when you're listening to it. The [special project] was really helpful in helping my writing.

Interviewer: The next couple questions are about your portfolio. [...].

Interviewee: Can I use this?

Interviewer: [...]. What was the most memorable part of making the portfolio, do you think?

Interviewee: Most memorable.

Interviewer: You have a lot of stuff on there.

Interviewee: Yeah. I put a lot of, I just put all my writing, basically, from undergrad on here, or like most of the big ones that I still have. Here is the one from [English course]. I did this a lot, where I was like looking over my old essays and just seeing like what I still do that's not working, and what I really changed about my writing, and grown and better developed. I think just like seeing it all together was really interesting, because this one, for the class, we had to—broke down practically the whole process of the writing. I think that was really cool to see, that it all did that, so breaking that down a little bit more.

Interviewer: That was one assignment there, and those different tabs are different?

Interviewee: Yeah. That was really useful. I think also just seeing when I, like showing my good writing from my bad writing. I know when it's good and bad.

Interviewer: Do you have both kinds on there?

Interviewee: Yeah. Some of these are, like there's just like a really old [English course] essay. It's just not very good. Here are some ones that are a little bit more recent. I think that they're pretty strong. Just seeing that, was really useful. I try to write a little bit about each piece at the beginning, just to kind of explain like what I was thinking of and what the purpose of the essay was. I think those were good, helpful to write about.

Interviewer: What were your aims for the portfolio, would you say?

Interviewee: Let me see what I have. Just to, I think about my progress as a writer, my development, and represent myself through a key portfolio, and learn a little bit about how I was—think back to how I was, what my line was thinking at that time, was really interesting. How I've changed as a person and what used to matter to me back then

maybe doesn't matter to me as much anymore. Exactly, as you says, it kind of gives me a peek into how I started off at [University of Michigan], how I'm about to leave.

Interviewer: How do you feel like it addresses those aims? Just by showcasing all the different kinds?

Interviewee: Yeah. I think that some of these are very, like all on the surface. They don't really dig very deep.

Interviewer: Some of those old ones?

Interviewee: Yes, my old pieces. They really just show you that most of this is about the text, and not really my interpretation of it. It kinda takes certain authors' words as facts. I've gotten much better, I think, about kind of challenging those, and not letting the text really guide you or anything, but like taking control of it.

Interviewer: Do you think creating the portfolio had an effect on your writing in general?

Interviewee: Yeah, yeah. I think it just pointed out to me the importance of kind of looking at your process, and how a good process can lead to a better product. Just kind of reminded me, also, like some of the good and the bad, and showed me how I can try to get more of the good and less of the bad. It also like, putting it together was really nice.

Interviewer: Talk more about that. What did you, did you have to learn Wordpress [content management system]?

Interviewee: Yeah, like all of that, and I think it was really handy. This is like, like I could probably send a bunch of files to people, with like my writing, but actually having this interactive form is more interesting, and I think more accessible to people.

Interviewer: Do you have an audience for the portfolio, or do you think you will?

Interviewee: Yeah. We talked a lot about audience, and who is our audience. I think my audience is more like me, than anyone, during myself. I'm trying to figure out how, why, who would care, and why should they care. Who will actually go to this. Right now, I think I checked traffic recently, and like no one's actually going to it. That's probably cuz I don't ever really advertise it in any way, publicize it. How can I make it more so people wanna go to it and interact with me? I'm sure they have stuff to say about it.

Interviewer: What do you think the impact of the reflective writing you had to do for this portfolio was on you? You said you did the introductory paragraphs for each one?

Interviewee: Yeah, that's what I tried to do, I think. I think we did more—I think this one was also. I think that was, I mean it was just really helpful. What else can I say about that?

Interviewer: Would you have done the same analysis of the writing without the reflective short pieces?

Interviewee: No, I probably wouldn't have thought about it as much. I think that—I mean, I should like write it down, what your reflections are. It's pretty different from like, to talk about it. I think that was really useful, bringing it to words, written words, what I got from it.

Interviewer: Anything else? That's the last question. About the portfolio? About writing? About the gateway course?

Interviewee: I think that kinda covers, I mean, I think it covered a lot.

Interviewer: Yeah, we did really well.

Interviewee: I think just like, maybe it's confidence and being able to challenge yourself and critique yourself, and knowing that, like understanding your voice and who you—being confident with yourself as a writer, and not try to be someone else. Just speak for yourself. I think the biggest difference between high school and college is that you are, like you're the expert—not that you're the expert, but you're the one leading the argument in your piece, versus letting other people do it for you. That was one thing I think I've kind of taken away.

Interviewer: Yeah, that's a great thing to take away. Alright, well thank you. It was very helpful.

[End of Audio]