

Interviewer: This is *** being interviewed by *** on May 30. How would you describe yourself as a writer?

Interviewee: I think I'm a reflective writer. I think a lot about the process. Try to plan out as much as possible, I enjoy detail. I think I write much like I talk, which is fairly organized and descriptive and slightly self-deprecating, but professional.

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

Interviewee: I think much the same, but maybe less willing to take risks and a little bit more reserved. Not maybe as critical of a thinker. A little bit more unclear, and I think sometimes it wasn't as well organized or well thought out and maybe sometimes some committed some illogical fallacies in my writing too.

Interviewer: What do you think brought about the changes in your writing? The growth in your writing?

Interviewee: Just growth as a person. Development as a student, and then the writing courses that I've taken, and just some self-reflection, and thinking critically about myself as a writer.

Interviewer: What are your goals for yourself as a writer now that you've graduated?

Interviewee: Guess I haven't really thought about it too much, but if I could answer now, basically to just continue writing. I was thinking about having some kind of journal that I could put in entries every so often. Contribute to blogs when I feel like necessary and comment and all that on articles that I find interesting. Probably a little bit more professional and apply what I've learned to my work too.

Interviewer: What kind of blogs? For personal reasons or for professional?

Interviewee: Both. There's a blog we have for my work that I can contributing to so that would be a way for me to express myself through that outlet.

Interviewer: Okay, great. To keep writing, continue writing is your major goal for yourself?

Interviewee: Yeah.

Interviewer: Thinking across your writing experiences at University of Michigan, what do you think it means to write well?

Interviewee: I think you have to be a critical thinker. I think you have to be organized. Have a central thesis. You need to back up your claims. You need to be original.

Interviewer: What do you mean by be original?

Interviewee: You want to contribute something new to the field or whatever you're doing. You don't want to just regurgitate or add stale information. I think you need to be tough on yourself too, so really challenging what you're putting down. I think you have to really carefully select every word. That ultimately would be the goal. To be very deliberate with every thing you write down. I think you need to have a voice for yourself that expresses who you are. I think you probably need to take risks, and do some stuff that is out of the ordinary and put yourself in different directions. I think you need to engage with other thinkers and writers within your work, too.

Interviewer: Oh, okay. All right. You said critical thinking was your first one? Can you talk a little bit about that?

Interviewee: Yeah. I think it's just not digging deeper into any subject and not staying on the surface but really examining a topic or an area from multiple view points and challenging your preconceived notions and incorporating different facets of an argument of what you're writing about. Not taking anything at face value, really. Just really, really uncovering and unpacking what you're writing about.

Interviewer: Okay, great. Which upper level writing courses have you taken?

Interviewee: I've taken a few. I've taken [Political courses]. [...]. I took a [Political Science course], which is designing your Honor's thesis. I think there may have been one more, but I think that was it.

Interviewer: Okay. What were your experiences in those courses? You can go through each one if you want to.

Interviewee: Okay. The first one was a new kind of writing for me. At least it was theory, something I wasn't entirely used to.

Interviewer: Your Poli-Sci [Political Science]?

Interviewee: Yeah. We had maybe four or three essays for the semester and we had to come in before the week before the final draft was due with a rough draft that was five pages, and then we would peer review it and have critiques, and then the next week we'd come back with a seven page draft. My first two papers were okay. My final paper was much, much better. Way improved. The instructor was really into outlining and really into the argument, the counter argument, a thesis. She was very structured in the way that she wanted her writing.

Interviewer: How did that experience influence you as a writer?

Interviewee: I think it reinforced the value of planning and peer critiques and outlining your essays? Yeah, it was generally helpful. Thinking about a counter argument and

strong thesis and all that was good. Using the material smartly. Then I took this class in [city]. Just a general research course. Then one I didn't really enjoy that much. It was kind of all towards the end of the semester we wrote this big research, which I think we could have spread out a little bit more across the whole semester. I kind of just dropped the ball towards the end, in terms of really narrowing in on my research, and making sure it was great. I didn't really use my GSI [Graduate Student Instructor] that much. I didn't really use peer critiques and really delve into too greatly, so I'm a little disappointed with that. For the [research course] for an Honor's thesis, I kind of built upon what I wrote in [city] and that was greatly improved, and that was good because I saw the GSI and professor a lot. We had a lot of peer critiques. We spent a lot of time going from your research question to your annotative bibliography and literature review to your rough draft. We really thought about it and the methods. That was better structure, I thought. That one was probably the most helpful in terms of social science research writing.

Interviewer: Do you still make use of what you learned in any of those courses in your writing now?

Interviewee: Yeah, I mean I don't think as explicitly, but I'm sure I use those general research techniques. Outlining is always helpful. Having a lot of people read your works. Those that you respect, have them read it over. All of that definitely comes in handy.

Interviewer: Okay, great. What other writing courses have you taken, besides the upper level requirement course?

Interviewee: I took the [Writing course], the gateway course for the minor and capstone course for the minor.

Interviewer: Okay, we'll talk about those. What was [Writing course]?

Interviewee: Gateway course. I took [English course]. I took [English 200 level course]. I took English—well more of a literature course, but I would say those were my core writing courses.

Interviewee: [English course] and [English 200 level course]—

Interviewee: Those were like explicitly writing.

Interviewer: Yep. How do you think those courses affected your writing.

Interviewee: [English course], not really at all. That was so long ago. [English 200 level course] I think that was good. Veering away from illogical fallacies. Building a strong argument. Supporting your argument. Thinking about the kind of arguments. A good thesis statement. Peer critiques, and all that. Really think about the editing process too.

Interviewer: Peer critique really helps you think about the editing process?

Interviewee: Yeah. Just the value of having that input.

Interviewer: Can you talk about that a little bit?

Interviewee: We had work shopped our papers during class, so I think it's just important to have someone read it before you get too far so you know whether or not you're expressing your thoughts logically and whether or not it's digestible from another person.

Interviewer: Yeah. That's great. You took the other writing courses you already mentioned. You took some of those in your courses for your concentration?

Interviewee: Yeah.

Interviewer: Which was?

Interviewee: Poli-Sci.

Interviewer: Now that you're about to—now that you have graduated, how confident do you feel about writing in your concentration?

Interviewee: Very confident.

Interviewer: Yeah? Can you say why that is, or give an example?

Interviewee: I've done a lot of writing. I found a lot of—I've done a lot of it. I've gotten good grades, so I think that I've been reinforced externally. Also, I just feel strong when I do it. I don't feel like I'm unsure of myself.

Interviewer: Can you give an example of a paper you wrote that you've felt confident about? Or, anything that you wrote that you felt confident about for your concentration?

Interviewee: Yeah. Within my concentration, I'm trying to think. I haven't taken a Poli-Sci class that recently. We have to write a few memos for a class for semester. They were really short and had to be really concise and make use of the source materials without directly quoting them. I felt good about that, and writing those. In terms of Poli-Sci writing, last year I took a course, and we had to do a critical analysis of a [...] political science piece. That felt really good. It was challenging because you had to break down and really think through a famous work. I still felt good about deconstructing that.

Interviewer: That's great. How often have you used skills or strategies that you learned in any one of those writing classes in your other courses?

Interviewee: I think it's sometimes hard to compartmentalize what I've learned in any specific course. I think generally everything has come in handy, like I said. I've kind of built upon what I've done previously. I've known for a while that peer critiques are really

valuable. Really thinking more about what kind of peer critiques are valuable. How can it be useful to you as a writer? How can it be useful for someone else as an editor? Yeah.

Interviewer: Okay. Now we're gonna talk about the capstone course a little bit. What impact has the minor capstone course had overall on your writing?

Interviewee: I think overall it just gives you the chance to really think about yourself as a writer, kind of like what we're doing now, which is really just to think about how you've grown, and why you've made certain decisions as a writer, and what kind of themes do you see throughout your writing. It's really just brought that to my attention more than anything. In terms of growth as a writer, I think that being aware of that, and seeing those qualities in your writing and what you're good at, and what you can improve upon. I think is important for any student and graduating senior to know about themselves. More than anything it's just showing myself how I have changed and areas of improvement.

Interviewer: That's great. Has the course had an impact on your writing process?

Interviewee: Let me think. I think overall, the course really emphasizes reflection, which I think is an important part of the writing process, but not many people do. After you submit an essay, writing about the writing process, and flaws in the paper you submitted, and what you would do if you had more time and all of that. I think the capstone emphasized that portion of writing, and I think that's valuable to everyone, to really—after you turn in an essay to really think about it more, and write about it after, while it's fresh in your mind. That was something that I learned. I think a lot the pre-writing was helpful in the course. Talking through your topic and being able to explain your research or your project before you embarked on it—to the average person, so if you were able to explain to them, if they got it, then you were good.

Interviewer: You mean someone who was not familiar with your topic?

Interviewee: Yeah. Yeah. I'm trying to think what else. Those were the main areas, I think.

Interviewer: Has the course had an impact on your sense of yourself as a writer?

Interviewee: Yeah. Putting together your ePortfolio forces you to look at your old writing, so I think that you really get a good grasp on how you've grown.

Interviewer: Okay. What has the experience of the capstone project—what influence has that had on you as writer?

Interviewee: The project? Let me think. I would say the project probably wasn't as central, for me. I think for my project I interviewed a few friends and people, so that was an interesting part to be involved in. To interview folks for my writing, which is something not many people really do cuz you just kind of use other peoples research. I

think that was useful to think about—how you write about your own first person accounts or other people’s accounts of what they dictated to you. That’s been useful.

Interviewer: Why did you choose the topic or the project that you chose to do?

Interviewee: I wrote about how people portray themselves through [...] instant messaging services. Honestly, I think a lot of kind of went with a topic that we thought to be interesting, cuz he kind of moved along rather quickly in terms of narrowing our topics. Which was fine, but I think that had I given it more thought I may have chose something different. Regardless, I chose to write about this because I thought it was fascinating how one of my friends in particular was communication on-line and how differed from his in-person identity. So I was just trying to think through that and better understand it.

Interviewer: Why did you choose that project?

Interviewee: Do you want more? I thought I—

Interviewer: Yeah, keep going [laughter].

Interviewee: I just thought it was interesting, my relationship with him and how differently in-person and on-line. I wanted to understand if there were other people who had similar experiences. What the researchers were saying, and trying to reach some conclusion as to why this matters and how it affects people’s sense of self and their relationships with others.

Interviewer: Okay. We’re gonna talk about the ePortfolio now. [...].

Interviewee: Looks like it—oh, there it is.

Interviewer: Great. Can you tell me about the most memorable aspect of your experience with the ePortfolio?

Interviewee: Most memorable—what do you mean most memorable experience? What do you mean experience?

Interviewer: Whatever you think was most memorable about putting together your ePortfolio.

Interviewee: About putting it together? Let me think. I think finding points of connection between different parts of the portfolio was important, and really thinking about how it’s organized. For example, when I first put together my—in the Gateway course it wasn’t organized like this. It was more, a lot more headlines and folders, but now it is organized [...]. That was important. How I was giving the information to the reader, but I think that’s still the weakness of the portfolio was there’s not really a strong theme per se, but the content is strong. I know that’s one thing that I didn’t find was a theme, which I think

now that I think about it, I could've pulled out more of a theme. Maybe we could talk about that later.

Interviewer: Yeah. No, go ahead.

Interviewee: [...]. A lot of my writing is about self—identity of self and discovery of one's self, and using adversity and working through adversity. If I really wanted to push myself to write more about—to define a theme, I could have done that, but I didn't think it was a central motivating factor in putting that in my ePortfolio.

Interviewer: Okay, so what were your aims for the ePortfolio?

Interviewee: I think it was just to show my growth. To display my work in a fun, interesting way, and to reflect on it a little bit.

Interviewer: Do you think you addressed those aims?

Interviewee: Yeah, cuz I say that you kind of move a long here to really work through the entire ePortfolio.

Interviewer: Yeah, through the top menu there?

Interviewee: Yeah. I think it shows the growth, and then at the beginning of every paper—every folder, there is a little analysis of every essay, so I think that that was—that really shows how I really thought about every piece and why I chose to include it in my portfolio.

Interviewer: Okay, great. Did you design the ePortfolio to create a particular reader experience?

Interviewee: Yeah, I think that's one thing that a lot of people in the writing minor really struggled with and can't really answer. Who is your reader? Honestly, I don't know why anyone would chose to read this, besides maybe potential employers or graduate schools or so forth. In terms of who I was making this for, I think more than anyone was myself and fellow students like me, who are just maybe interested in writing. I think they talked a lot about determining who your audience was and putting together your ePortfolio to meet their needs. It's kind of somewhat difficult to answer because we can't really see ourselves necessarily just stumbling upon an ePortfolio and choosing to read it.

Interviewer: Okay. Can you give some specific examples of your design choices that you made?

Interviewee: I think above all, I like simplicity, and I think it's just generally pretty easy to read. Everything has an image.

Interviewer: Each one of the tabs has an image?

Interviewee: Yeah, usually of some sort. Each section has its own introduction, argument, [...]. Again, very simple. I wanted to include a little bit more about me, so there's websites that I like to go to, and ways for people to connect with me through social media and all of that.

Interviewer: [Inaudible 23:43]

Interviewee: It's like very simple, though. Nothing too complicated. That's just my general design aesthetic choice in what I like.

Interviewee: Did you notice any relationships among your artifacts as you created your ePortfolio?

Interviewee: I think that's the whole point of putting together an ePortfolio is to find connections and relationships. I tried to group those together accordingly [...]. I think the categories are generally pretty broad, but it's all kind of under these bigger umbrellas of the type of writing I view it as.

Interviewer: All right, great. Do you think creating the portfolio has had an effect on your writing?

Interviewee: Had an effect on my writing? I don't think it's really had an effect directly on my writing. I don't know if I can say that but I think actually, yeah. In general, it makes you think about how you've grown, common mistakes you make, your areas of strength, and it just kind of reminds you that stuff will be with you for awhile so how do you really want to portray yourself, and what do you really care about to write about. I think that's how it's effected me as a writer, and just exposed to me as a writer, and what I've already—I guess known about myself, and making that a little bit more evident.

Interviewer: Okay. Do you feel that you've learned those things through the reflective writing in the ePortfolio?

Interviewee: Yeah.

Interviewer: Can you think about anything else you learned from the reflective writing in the ePortfolio?

Interviewee: I think in general it's just important for everyone, for you to be able to write about what you wrote about, and why you made the choices, and to be able to defend yourself.

Interviewer: Okay, so you feel that that's important so that you can defend yourself if people question—

Interviewee: [Cross talk 26:10] Yeah, and just kind of made it clear why you made the decisions you made. Maybe not necessarily like defending, but making it clear that everything was that way for a reason. That's kind of what you can do with those reflective pieces, which is important for you to really think and understand and express why you made the decisions that you made, and how you got to where you were in your piece.

Interviewer: Okay, great. What could people interested in writing development, including program administrators at [Sweetland Writing Center], learn about writing development from your capstone ePortfolio?

Interviewee: What could they learn about how students develop as writers? I think that really looking back at some of my earlier essays, they are just somewhat—I'm just coming right out of high school when I wrote some of these, so they feel that way. I think it is cool to see that [University of Michigan] and English courses certainly do have an effect on how we approach writing and kind of breaking the mold of the five paragraph essay. I think it's important for them to continue to show students that what they're doing everyday, whether they realize it or not is valuable writing, so how we talk with our friends and text and how we write little notes or how we organize our thoughts, even emails, like professors. Things that you may not even realize they you're writing is—and so I think that it's important to make that clear for students, is that writing is more than just what you do in a classroom or with a five paragraph essay or what have you. Writing really does entail any kind of expression of thought I would say.

Interviewer: You feel like that's in the ePortfolio?

Interviewee: Yeah, cuz I included some blog posts, some pod casts that I wrote, transcripts of my [...] conversations. All of that is writing, and it's interesting to show the students and make it clear to them that that can be considered writing and that's important for your development.

Interviewer: Okay. How do you think that kind of writing influences your development?

Interviewee: I think it's just one way of expressing yourself and you can kind of see those types of patterns that we've been talking about across your writing. You may write one way in a blue book exam, but it might be quite similar to how you chat informally with your friends on instant messaging services. Whether you realize it or not, you're really always using the skills, and those transferable across your writing. Things that you learn about best practices for blogging may actually come in handy for when you're recording a pod cast, or when you're writing a long research paper. These are not really like distinct disciplines, but they all feed into your identity as a writer.

Interviewer: Yeah, great. Now we're gonna think back to the gateway course. How did your experience in the capstone course compare to your experience in the gateway course?

Interviewee: I think the gateway course was just much more elementary, which was to be expected, but I think it wasn't challenging. We did a lot more fine tuning on our blogs and we did a lot more talking about writing and doing readings about writing, and it wasn't nearly as interesting. I liked the capstone class, that it was smaller. There were maybe ten of us in the class, but then again that too, the class structure was kind of strangely—I wish that our grade was based off our ePortfolio and our project, but it was instead base off of these mini, micro assignments that prepared us for our ePortfolios, so you get points for doing a rough draft, or doing a peer critique and all of that. Stepping back, in terms of how they would compare, I liked the capstone a lot more. I think that we produced a few more physical documents that came in handy for the gateway course, but I felt that I had more fun and enjoyed the capstone class because we had a smaller, more intimate environment and really got to talk though our writing, but I think the time the class could have been used a little bit more efficiently, cuz sometimes we were just sitting around a table talking to each other. We could have done more work shopping, more in class writing of our own works.

Interviewer: Okay. What have your experiences been of working with other writers throughout the minor?

Interviewee: They've all been really great. It's been a really good program, and they've been really fun and supportive, and surprisingly helpful, and really respectful. Everyone, I think wasn't to see each other grow. It's a really good community, and I think that it helps that everyone chose to be in the program and applied and went out of their way to learn more and to be a part of it. They've been really, really helpful. They've been good peers, and have been constructively critical of each others writing.

Interviewer: Can you give an example maybe?

Interviewee: Yeah, so for every one of my projects, a few people sent in articles to me of things that would be helpful as I continued to do my research. Some people would just offer positive reinforcement, said, "You're on the right track. Keep it up." Others asked probing questions, "Have you thought about this? I think this is missing form your project plan?" Yeah.

Interviewer: That was in class, during conversations or...

Interviewee: Online, in class, on the blog, through email.

Interviewer: What are the differences you see between the gateway and the capstone ePortfolios?

Interviewee: I think it's completely different. They really understood the—okay, so for the gateway we had to do a lot of this archiving of our works which they basically found to be completely unhelpful to us and more of a burden then being of any use to the students. They got rid of that, which was nice, so we were able to just focus on the portfolio itself. I think that [Instructor], in general, the instructor for the capstone course

really pushed us to think about how we're organizing it and how we're showing our information. The design of the ePortfolio, and how you're grouping things together, and what you're including, and why you're including it, what's the broader purpose of your ePortfolio. I think that I really—and I don't know if that is with time, or with doing it a second go around, or with better instruction, but something happened between the gateway and the capstone that ended up being much more polished, informative, reflective product.

Interviewer: Okay, great. Both courses emphasized reflective writing in various forms. How would you describe your experience with this kind of reflection?

Interviewee: I think reflective writing is very useful and it's important for us all to think about, the decisions we made, and how we would have improved and what we could do if we had a second chance at rewriting it or whatever. I think sometimes it is difficult to constantly have reflective writing, because it gets a little bit repetitive. Sometimes it feels like you're grabbing at straws, or just trying to pull things out of nowhere, and pushing yourself a little bit too hard to reflect, when maybe you really don't have much to reflect on. For example, if you really wrote an essay the day before, and didn't really think about it too much, you don't really have that much to reflect on, so sometimes it can be difficult to reflect when you don't feel like you put that much thought into it in the first place.

Interviewer: Okay, and you felt like that was a problem in the gateway or the capstone course, or...

Interviewee: I think in the gateway more, cuz we did more of that kind of writing. The capstone we didn't do as much. We didn't do really as much—I don't know if I would say that, but we didn't do as much reflective writing, so it didn't feel as burdensome as it did for the gateway. I've also have just done a lot of classes where we've done a lot of reflection, so I think outside of the writing minor, I've done a lot of that kind of writing, so it just felt like kind of doing it again, and again, and again.

Interviewer: Are you still using reflection in your current writing at all?

Interviewee: Not reflection, where I write it down necessarily, but I think I always in some way, maybe talking through with another person how I finished a piece, so I may not be physically reflecting by writing it down, but I'm at least thinking about what I just turned in or handed in or posted.

Interviewer: Talking to other people about it?

Interviewee: Mm-hmm.

Interviewer: Can you talk about that a little but? Give an example of it?

Interviewee: Yeah. I haven't spent that much time in my new job, but you submit—you draft an email or whatever, then you're kind of looking back at it, and working with a co-

worker about best ways to edit it to make it more concise or to provide more detail or make it more clear for the reader. All that is kind of a different way of reflection/revision.

Interviewer: Has that reflection given you new ways to talk about your writing? New terms or concepts?

Interviewee: I don't know. New terms or concepts or ways of expressing my writing. Not really. I don't know. I don't think so.

Interviewer: Okay. The minor program is still relatively new. Are there any suggestions you would have for instructors or administrators for the program?

Interviewee: Yeah. I think that it—overall, I would say that it was a positive experience. I don't think that it drastically changed me, but I think that it certainly was one facet of a larger, helpful education. I think that the gateway course needs a lot of work because we did a lot of reading about writing, and we did a lot of working on the fine tuning of word crafts, and we did a lot of archiving these artifacts, and we did considerable amount of in class writing, which I didn't think was very useful. I would say really work on perfecting the gateway course to have people do—have an option to work on a project that they find to be interesting. Do less of the first half of the semester stuff where you were just reading about writing and writing theory. That wasn't really interesting. I don't think very helpful for anyone. I think the capstone class too, we seemed to be maybe talking a lot about abstract things, and talking about our writing without ever really working on it, which I think could be improved by having more in class peer workshops or large group workshops of a person's work. Have more small writing tasks that you could do in like fifteen minutes and then quickly turn it around and talk about it.

Interviewer: In the capstone course?

Interviewee: Yeah. I guess across the board, shorter things. I didn't like the micro assignments really. Well, I think there needs to be a little more structure to the course, because the micro assignments—I completed all those, got my entire grade for the course in the last two weeks of the semester, which is just kind of silly to like it cram it all for the end, and also those micro assignments could have come in handy developing that project in ePortfolio, but instead I just used it as an afterthought to just get a A in the class. What I could say is to try to make it so there's an incentive to get some of these micro assignments done in the beginning half of the semester so people don't have to cram, and you're on your way to an A earlier in the semester.

Interviewer: They can contribute to the ePortfolio that way? Is that what you said?

Interviewee: Yeah, well they can just help you with your project. For example, you would get points editing another person's essay, or having your essay being edited, or recording yourself reading your essay will get you so-number points, and that's all helping you develop your project. We all did that after we basically turned in our projects, which was—we followed the rules, but ideally, you would work throughout the

entire course of the semester on those micro assignments that build your project and to strengthen it. I would just recommend they set some strict deadlines, like “By this time we want you to have 500 points” Whatever. A little bit more—I would say assignments that everybody’s working on, so we’re all on the same page.

In general, though it’s a good supportive program. The professors are really great. They’re really nice. I would say they could just be a little bit more—I know they don’t want to give us too many requirements, cuz the whole point of the program is a minor so you’re able to kind of explore your own areas of interest, but I would say just a little bit more direct requirements while still being open to a lot of the student to do what they want to be doing in the minor.

Interviewer: Okay. More generally, what do you think professors should know about teaching writing at the undergraduate level?

Interviewee: I think that it’s important to remember that professors want very different things from their students, so it can be hard to understand what they’re looking for, and whether we need to sacrifice our own voice, or our own thoughts in order to meet the professor’s needs. Social science writing looks very different from humanities which looks different from the hard sciences, so we’re trying to kind of balance all that, all the time. That can rather difficult. I think that it’s important for—like I said earlier, for them to understand or for professors to make it clear to us that what we’re doing day to day, via text or on Facebook is writing, and not necessarily allowing us to get away with spelling errors, but really incorporate that new media into our writing without really forcing it, because a lot of people don’t love blogging, but maybe there is a way for people to incorporate what they’re doing outside of the classroom into their writing course. Again I think that it’s interesting that professors really do want different things, so we’re trying to navigate all of that. Like all classes, sometimes it feels like the professors think their class is the most important so sometimes it’s hard to convey that they’re worried or preoccupied with other stuff, so some people didn’t really put that much time into a draft. I think every student has their own way of writing and they may work best—they may not really like to outline but kind of just go for it, and see what happens. That’s always important to just, as always, for teachers to recognize differences across students. We’re all coming from it a different way. I think too, I’ve really liked it when professors have given students the opportunity to rewrite or submit a second draft. The writing minor has allowed us to do that, so that’s always nice,

Interviewer: Do you have any other comments that you want to add?

Interviewee: No. Like I said, I think it’s a good program. I’m excited to see it continue to grow. I think it’s important to keep the program small, the writing minor small. I think they should probably remove the blog requirements cuz that didn’t really contribute much to our experience in the minor. Really thinking about the requirements that they’re imposing. Is the public really necessary for the community? I would really challenge them to think about why they need to include that, cuz I don’t know if they would say that it is absolutely imperative for us to always blog. I think continue to, like I said, have

a little bit more requirements for the students, but still allow it to be very open, which is why people are attracted to minor cuz they're really able to embark on their own project, and decide what they want to do, but striking that right balance. Yeah, it's overall good, and I think that in five, ten years it's gonna be very popular and a way for people to write about what they care about.

Interviewer: That's great. Any other comments?

Interviewee: No, that's basically it.

Interviewer: Okay, awesome. Thank you.

[End of Audio]