

*Interviewer:* My name is \*\*\* and I'm here interviewing \*\*\*, and it is September 11, and we're talking about the writing development study. For the first question, it's kind of a big one. *[Laughter]* There's not really warm-up questions. The question is how do you describe yourself as a writer?

*Interviewee:* I also answered this question in the survey thing, and I think that I put that I am a capable writer, capable and confident writer, I believe. Because I know that I feel confident in my writing skills because of my English. It goes back to high school. I had a really good English—a bunch of good English teachers throughout middle school and high school, so that was really where my writing started. I'm also a pretty reserved person, and I feel like I get—I am more comfortable expressing myself through writing. It's pretty important to me that I'm able to do so well. I'm confident in my writing and I'm also confident in Spanish and English, which is cool now, three of them. Yeah, writing is a good outlet for me for expressing myself.

*Interviewer:* When you say writing is a good outlet for expressing yourself do you mean academic writing or any other kind of writing?

*Interviewee:* Both. I have to say that I'm not—I'm a lazy writer so I don't do much writing on my own. I do do some journaling occasionally. I'll probably get more into it because I'm going abroad in a couple of weeks for a year. I'll *[laughter]* probably have a lot to say. I wanna remember my experiences the whole time. I'm gonna work on journaling, probably not entering into a blog. A lot of people start blogs when they do this program but I'm not really ready for that. Just personal writing down some of my feelings or thoughts everyday 'cause it'll be helpful while I'm in a new country. Then academically I feel like it's a good outlet for my opinions and my ideas. Because I don't necessarily like sharing my opinions or ideas out loud in class because I get shy and not confident when I *[laughter]* talk in front of a bunch of people. If I have more time to think out my—to formulate my opinions through writing and to make a clear and concise argument then I feel a little bit better about it.

*Interviewer:* I have a bunch of follow up questions. *[Laughter]*

*Interviewee:* Okay. *[Laughter]*

*Interviewer:* What program are you doing where you're going abroad?

*Interviewee:* It's this program through the Spanish government. It's called [program name]. I didn't know exactly what I wanna do after college. I thought that this would be a good time to go abroad and be an English teaching assistant. You can be that in Spain. I think there's another program in France too. It's like a nine month commitment and you just move there and find an apartment and then you teach whatever grade they give you. I'm teaching science and English, the language.

*Interviewer:* Cool.

*Interviewee:* To them. *[Laughter]* Yeah.

*Interviewer:* Then another thing that you said that I found really striking was that you're not ready to blog yet.

*Interviewee:* *[Laughter]* Yeah.

*Interviewer:* I was wondering if you could say a little bit more about that.

*[Laughter]*

What to you is a distinction between journaling and blogging and why is blogging—?

*Interviewee:* Different?

*Interviewer:* Yeah.

*Interviewee:* Well, I think it's more of a commitment because you have people that would follow you. I'll be putting myself out more because I have to cater to a different audience than just myself. I don't know. *[Laughter]* I don't have much experience in blogging. I have a friend who's a communications major and a writing minor and she has so much experience with blogging. Then there's those people that just naturally captivate your attention with writing and I'm not sure that I could—it would take me too much time to make it a good blog. Because I'm not a naturally fast writer. I'm confident in my writing but it takes me a long time to do it. To keep up with it every day just sounds exhausting.

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

*Interviewee:* Also capable but more *[laughter]* narrowly focused, if you know what I mean. Being a biology major has taught me how to write in different subject areas. My scientific writing has grown so much. Because we didn't really learn that in high school obviously, we don't do much *[laughter]* scientific paper writing in high school. I guess that in that area I've grown a lot and also in my Spanish writing obviously, yeah. I didn't have to do much writing because I was a science major. When I did it was very scientific or it was when I *[laughter]* took Spanish classes, because they wanted to better your Spanish via writing. When I wrote English papers it would be either about a science subject. *[Laughter]* I took this class up on primates and we had to write this 16 page paper on monkeys. Just one monkey of our choosing and it was actually really interesting. Or lab reports, I wrote a lot of lab reports. Then my first year writing seminar that's where I wrote most of my analytical papers. Yeah.

*Interviewer:* Was that English 125 or something else?

*Interviewee:* It was through the [Residential College], so it was the equivalent of that in RC.

*Interviewer:* You said a little bit about how you've grown and changed in terms of expanding your scope a little bit. Can you tell me a little bit about what factors you think might have led to that growth, that development?

*Interviewee:* What specific writing characteristics or?

*Interviewer:* Influences that might have helped you get there.

*Interviewee:* That's a good question. The bio-station actually was a big help for my science writing. Because we had to—they just throw you into this research writing project—[*laughter*] this research project where you have a big paper at the end that determines your final grade. At that point I really didn't have any experience writing the research paper. They make you buy this book called the something biological handbook 101. It just basically outlines how you write a scientific paper, because it's very—it has a very specific format. With the introduction and the methods and things like that. I've turned back to that to write a lot of my scientific papers. Then with writing with Spanish. That was just the fact that the RC is so intensive with its [*laughter*] language program. The professors are really great, they just walk you through how to improve your writing not only grammatically with Spanish grammar, but also how you can better analyze whatever you're reading or how you could make a better argument with what you're trying to say. I think just the one on one help in the RC also was a really important aspect of that.

*Interviewer:* The first thing you mentioned you said bio-station, is that right?

*Interviewee:* Yeah. [*Laughter*]

*Interviewer:* What is that. [*Laughter*]

*Interviewee:* It's the biological station the U of M biological station. It's this field station, research station up in Pellston, Michigan and a lot of people—it's basically like summer camp. *[Laughter]* You go and you can take classes in the spring for a month or the summer which was three months or four months or something. You can get some of your science credits out of the way. A lot of people who are into the sciences go up there. It's on a big lake and you can take things like, plant ecology or birds or insects. I took ecology, just general ecology. Yeah and you live in these cabins and you have woodstoves and you have to make fires in them every night or else you'll get really cold. *[Laughter]*

*Interviewer:* Nice. That sounds fun. *[Laughter]*

*Interviewee:* Yeah, that's a fun experience.

*Interviewer:* I've never heard of this. How did you find it? Do you have friends that did it or?

*Interviewee:* My sister did it and she loved it. I have a different experience because I went after my freshman year and I think that that is really young. A lot of people go either as super seniors or just as juniors or seniors. They have a dining hall and they advertise it nonstop in the beginning of the year in all of the big science classes.

*Interviewer:* Thank you.

*Interviewee:* Mm-hmm.

*Interviewer:* The next question is as you graduate what are your goals for yourself as a writer?

*Interviewee:* I think that writing is a super important skill to have just in all careers. I would like to keep it up. I know that I'm probably—have already lost touch with some things—some basic skills because I've—haven't really been doing any writing since I graduated. I guess I would just like to keep it up somehow, probably with journaling, that's probably what I'm gonna do, for the most part while I'm abroad. Just because especially as a science—I'll probably have a science-based future career. I think it's important for scientists not to just be able to do, math and *[laughter]* science, but also to be able to communicate everything that they want to say. I would like to bridge those two worlds together for my own personal self.

*Interviewer:* The next question is thinking across your writing experience at the University of Michigan, what do you think it means to write well?

*Interviewee:* *[Laughter]* I guess to write well would be being able to write to your specific audience. Knowing who your audience is. That I guess includes what genre of paper you're writing to. You need to know what format is best for whatever you're writing. Then also making it like an argumentative paper. If you're making an argument make sure that it's clear and concise and well supported with credible facts, evidence. Making sure you used the *[laughter]* the right vocab I guess that's really general. They really emphasized in high school I think or maybe. It was my first year writing a seminar to expand the vocabulary that we use. Because *[laughter]* especially it's just like in Spanish we can't always say we really like—we like something. They were like, "You need to expand your vocab." Just say like, "I love puppies or this makes me really excited." Don't start to say—'cause maybe still is so *[laughter]* easy to say all the time. Just like choosing more appropriate vocabulary, more expansive vocabulary I guess.

*Interviewer:* These next questions are about specific writing courses. Your last answer made me really curious because it seems like you have a really advanced vocabulary for talking about writing. I wonder, would you tell me which upper level writing courses you've taken?

*Interviewee:* I took one of them and it was the primate class. It was called primate social behavior. I think it was anthro-bio 368.

*Interviewer:* What was your experience in that course?

*Interviewee:* It was maybe not the most useful writing course that I've ever taken, but I just had to try. It was her first semester so she did a lot of preparation in order to turn us into better writers. She did give us PowerPoints every week for what she expected us to write. It was an interesting one to chose for an upper level writing class just because it was just a giant research paper. Which was helpful for me I guess as a science student. It didn't necessarily challenge my writing skills, I guess. Because I didn't *[laughter]* have to be super creative with how I wrote things. It was just divided into sections. It was, "Tell us about your species." "Tell us the feeding habits of your species." Like, "What are their mating habits?" and some sort of other interesting section that we chose. That was the most creative liberty I had with it was like, "Talk about something that's interesting about your species that you chose." I think I chose chimpanzees. I don't remember what I chose for the interest and *[laughter]* behavior aspect. Maybe I just I'm not a really good writer at this point in my life *[laughter]* in my college career. It didn't seem like it taught me anything new in terms of writing.

*Interviewer:* It was stuff that you'd seen in other classes then already?

*Interviewee:* Mm-hmm, yeah. We had to do this library course on how to do research which I've done 10,000 times. It's always helpful but that was just—the only thing that I really thought was a really really good idea about the class was that. We had to write a really long paper. They had to turn in a page of the paper every single week which was great. *[Laughter]* Because if they had just been like, "Okay, you have a 16 page paper due at the end of the semester." Everyone would have procrastinated and put it off until the very end. Because the fact that they made us write a page every week made it seem like nothing.

*Interviewer:* What effect did those experiences have on you as a writer if any?

*Interviewee:* They gave me good probably time management for any big papers that I have to write in the future. I now know that if I just write a page every so often—if I have something they do. Not a page. If I space it out a little bit more then it'll be better. It definitely reinforced my research skills in finding primary sources which is always good. I think that is one important thing that—very important thing that U of M taught me, was how to do credible research. They also had really good resources for it going through the library and everything, so that was nice. Reinforcing things that everybody has told me about my weaknesses in writing. I really tried to focus on that when I was writing the paper. I'm not very good with paragraph transitions necessarily. I just keep writing and continue to do it and wherever I think there should be a paragraph, I put a paragraph. *[Laughter]* It made me really focused on separating my ideas and separating what goes into a new paragraph. I did a lot of editing on that paper, we did a lot of peer editing. I did a lot of personal editing. It was a good refresher of the whole writing process in general.

*Interviewer:* Do you still make use of what you learned in that course in your writing now?

*Interviewee:* Yeah. For the most part, I think I have—yes I do. *[Laughter]* As a course it was a good just overall general overview of how you should write something—some piece of writing. I didn't learn super specific skills in that class but it was just a good reminder of how to write something well.

*Interviewer:* You mentioned the first year writing seminar. Beyond that one, what other writing courses have you taken? How have all of these including the first year writing seminar affected your writing?

*Interviewee:* The only other writing class I've taken would be Spanish readings, I took two of those. The readings course is what you take after you finish Spanish language proficiency RC. You have two years of intensive Spanish, or two semesters of intensive Spanish. Then you go on and you fix up your writing capabilities. That was really the only specific writing classes I've taken otherwise it was just—it was just me writing papers in classes, small assignments, summaries of things. Or one page reflections or short essays that we needed to write for the class.



*Interviewer:* For the Spanish reading classes how did those affect your writing or you as a writer?

*Interviewee:* Writing in Spanish I think actually is pretty useful—was pretty useful for my writing in general. Because on one hand you have to be able to *[laughter]* think about your—it's a good game in multi-tasking with your brain I guess. Because you have to make sure you are getting to the point that you're trying to make. You also need to focus on the details. Because it is in a different language and you need to make sure that your grammar and your vocab makes sense. I guess it was good practice for English too, because English is so innate that you can lose your way while you're writing things, and it doesn't really make a lot of sense. I know that with my Spanish I need to go back through and edit it a bunch. Editing I'm good at, I practice that a lot. The Spanish paper writing process was just good in general for my English paper writing *[laughter]* process. Just because it is like writing an English paper on a super intense scale.

*Interviewer:* What about your first year writing seminar, how's that affected your writing?

*Interviewee:* I went in to that seminar thinking I was a pretty good writer. It was nice that she was able to give me *[laughter]* some criticism on whatever I wrote. It wasn't bad at all it was just like, "You could have improved this." If anybody was struggling she would definitely help them. Even if you were a good writer she could find ways for you to improve, so I appreciated that. It was a class on Southeast Asia and gender I believe. We *[laughter]* learned a lot about different cultures of Indonesia and Southern India. We learned how to play the Gamelan which is a type of Indonesian music. I went to go *[laughter]* to see an Indonesian puppet show. We had to write all of these reflections on those artistic things. Those weren't really graded that hard in terms of our writing because it was just an opinion-based thing. We also had to read three books. I know that she—even if my first draft was okay she would be like, "You could edit this and make it better." I did a lot of editing also in that class which I now know is super important. She also helped me with my transitions and my—the flow of my ideas. Because like I said sometimes you can get really—no, I guess I can get really tripped up with what I'm trying to say when some things are out of order *[laughter]* in my argument. She helped me learn how to switch my ideas around and make them fill in the correct order. That's more like typing when I write now too because I could just highlight full paragraphs and move them. *[Laughter]*

*Interviewer:* Yeah definitely. I do the same thing.

*[Pause 00:25:01-00:25:06]*

This next question is about whether the writing courses that you took which the majority of them were outside of your major right?

*Interviewee:* Yes. Mm-hmm.

*Interviewer:* How have these writing courses affected the writing that you do in your major?

*Interviewee:* They *[laughter]* can sometimes actually hinder my science writing. Because I think I'm naturally a better English paper-based writer than I am a science-based writer. Because science is so just to the point. You don't use any really fancy language and it's very concise and dry. *[Laughter]* I think that I can get a little wordy in my science papers. A little bit too—use too many adjectives. I don't think it bothers anyone a lot, any of my professors a lot. I don't think that they appreciate it. *[Laughter]* I try to make my—I was trying to have fun with my science papers and at least make them interesting for somebody who was a scientist or not a scientist. I would try to use my interesting vocab or use different science structures or just things like that. Just get a little bit more fancy than your average science paper. Sometimes that makes the science paper a little bit too lengthy or not really get to the point soon enough, so that's one thing. I don't know if I can think of anything else.

*Interviewer:* Can I ask a follow up question about that?

*Interviewee:* Yeah.

*Interviewer:* You mentioned that your science instructors didn't take too kindly.

*[Laughter]*

The wording of it was a little of that.

*Interviewee:* Yeah.

*Interviewer:* How did they communicate that to you if at all?

*Interviewee:* It would mostly just be, you could make this shorter.

*Interviewer:* *[Laughter]* Okay.

*[Laughter]*

*Interviewee:* You could shorten this up a lot. You don't need to include all of this detail basically.

*Interviewer:* Okay.

*Interviewee:* Yeah.

*Interviewer:* They would say that in written comments when they hand it back to you?

*Interviewee:* Yeah next to the side just like, shorten this up a little bit or yeah. It's not like they didn't appreciate it but they just [*laughter*] wanted it to be more concise.

*Interviewer:* You've actually already spoken to this quite a bit, but I'm gonna ask for specific examples of it. How confident do you feel about writing in your major in particular?

*Interviewee:* I can answer this in that I feel confident in the formatting of writing, let's just say like a scientific paper, because that's probably mostly all the papers I'll do. I feel very confident in the formatting but it's—it would take a lot of editing to get it down to the perfect length and the perfect amount of information every time. depending on whatever research you're doing.

*Interviewer:* This is pertaining to the first year writing seminar and the Spanish reading classes. How often have you used skills or strategies learned in one of those writing classes in your other courses?

*Interviewee:* I feel like I use them all the time whenever I have a writing assignment [*laughter*] to do, yeah. I mean writing skills are things that you can't—you shouldn't lose, I don't think so. Whenever I have a task assigned to me to write like even a micro-paper, I would use those like. I just had a international studies class that I took and we had to read these really, really, long articles about whatever theme we were learning about. It was the politics of economies or something, global economies or something. We were learning about why some countries are rich and some countries are poor. He brought up all these articles about those things. Every three weeks I think—no, I just had to do this three times, I don't know how often it was. Specifically we were assigned two articles each week to read. People were assigned to read specific ones and then make a comment on them like with a paper. In that class I definitely used a lot of my writing skills. Because it was only supposed to be one or two pages but you needed to analyze what you're reading and you needed to make your argument kind of short but also well supported. He just laid out what he wanted us to write and then I definitely used a mixture of my science classes and my

English classes in that class. Because I needed to do research really well but I also needed to make a strong argument.

*Interviewer:* The next question is this, thinking back over the last two years, what experiences in and out of the classroom have had an effect on your writing?

*Interviewee:* I'm not really sure that anything outside of the classroom has affected my writing that much. I mean it would affect me as a person and how I view things in the world but not necessarily my writing style per se. In the classroom, just constant practice of writing I'm sure affected my writing style and catering to different professors and really learning what they liked from you. A reading class that I've just took in the RC, my second one. I got really good at meeting with my professor going to office hours and listening to what she was looking for in the paper. Then basically just like following that exact format and then she always loved my papers. It's good to know what they're looking for, what your professor is looking for, what your audience is looking for. I liked writing little—I liked having little writing assignments in every class even if they were writing assignments or writing classes. Because they got to—me to keep up with my writing skills and just to keep practicing them. It also gave me the opportunity to voice my opinion in, you know, *[laughter]* a way that was fair for me to voice my opinion. *[Laughter]*

*Interviewer:* Can I ask, and this is tangential, it's not in the actual interview protocol but you did mention that earlier, the idea of like this writing is a good way for—

*[Extraneous conversation 00:33:51-00:34:03]*

You mentioned that writing was a way for you to contribute to class discussion in a way that felt more comfortable for you. I'm wondering, and this is just based on my own personal experience, I totally identify with that.

*[Laughter]*

How much of the writing that you've done to contribute in class has been online in like a shared forum, if at all?

*Interviewee:* The one class that jumps out of me is the—my senior capstone for ecology and evolutionary biology. Where we got to read articles every week and then it was like an assignment to post questions on an online forum. It was on like CTools [campus LMS] or something. We just posted three questions from the article that we had and that was to get class discussion started and make sure that everybody had like a opinion or something to say during the discussion. In theory everyone should have been talking during our discussions about those articles. Because everybody posted a question. That's really the only experience I've had with forums or anything.

*Interviewer:* The next question is this. If I use the term, reflective writing, what does that mean to you?

*Interviewee:* It makes me think of my Spanish reflections that I had to write [laughter] for readings class. They make you journal in like a green book every week and talk about just—oops, and talk about what—

[Extraneous conversation 00:35:56-00:36:04]

—and talk about, what was it? I don't remember. It was just like a reflection on—of class that week and our personal opinions on all the discussions that we've had. They were due every Friday and we just journaled a page or two of our pinions and everything. They were called reflections. That is what I think of when I think of reflective writing. It's more personal and more opinion based and a little bit more informal than regular writing, I would say.

*Interviewer:* You mentioned peer review a little bit earlier and the next question is this. What have your recent experiences been in terms of working with other writers in your courses or possibly another context outside of school? If that's been a thing that you've done.

[Laughter]

*Interviewee:* Not really. In terms of peer review, that's a process that you have to go through in every single class at U of M. It is useful sometimes. It [laughter] wasn't always the same idea in high school because everybody—like most people at U of M are capable writers and they are very intelligent. I felt more confident being peer reviewed by [laughter] somebody at U of M than I would at high—in high school. They hated and loved peer review day because it was kind of a blow off day but it was also easy. It was a blow off day but also there were—we didn't really see a point in being there because you can just peer review not in person too. [Laughter] I liked the way that we did peer reviews and my capstone seminar was we sent the papers to our professors. They took our names off of them and then they sent those papers around to whoever. Only they knew who was peer reviewing our papers. I liked the anonymity of that process because you wouldn't—you could say what you were thinking. Then also the fact that we got to take them home allowed us to look at them a little bit more closely. Yeah 'cause trying to peer review those 16 page monkey papers in a day was just ridiculous. It was like, “ [Laughter] Okay, we only have an hour to like 50 minutes to do this so this isn't really gonna be that helpful.” Just in general, I like the peer review process and I like the concept behind it. It's not the only tool that I use for editing. I know that I go through my papers a lot and edit them just for my own personal sake because I'm a perfectionist, I need—and I need to fix everything myself too.

*Interviewer:* What about group or collaborative writing projects?

*Interviewee:* I know that I have done those. At the bio-station I had to do a collaborative writing project with my group mates on our research project. That wasn't super hard 'cause we were all at the Biostation together and could all meet up to write the paper at one computer. Google docs has been a savior [laughter] in school for getting writing done. We had to also do some group papers, like argument papers in my biology efficiency class that I took. Our professor had us write three papers and we were all split up into groups each time and he had six questions so a person took a question and he answered it. It ended up being a couple paragraphs and it wasn't that hard. Then we did that online with Google doc and we had a deadline set for when we would be done. Then everybody went through and spell checked it and made it flow a little bit better. That was a good process. Yeah, I mean I haven't really had any like big challenges with group writing at school which was nice. The funny thing it kind of takes some of the weight off your shoulders. [Laughter] I don't know.

*Interviewer:* Now that you are graduating—graduated in your case, what advice would you give to college students about writing? In other words, what are some of the things that they should think about as they begin writing a paper?

*Interviewee:* I always start off with—I guess it depends on the kind of paper I'm writing but you should—they should really think about the overall goal of what they're writing when they start. Because I think that gives you a clear sense of where you're headed and how you're going to get there. At least you can figure out how you're going to get there later. Because that always just helps me not get off track when I'm writing because that's a lot of wasted time and can cause [laughter] a lot of writers' block too. Because you don't know what you're saying anymore after a certain point. They give out the goal of the paper whether that be like what thesis you're arguing or what—you know what you want to get out of a research paper I guess. Who your target audience is and the best way to write to them. Thinking about just the overall purpose, goal of the paper would be the first key step, I think and then editing. [Laughter] Obviously you have to edit. I used to edit my papers like 50 times. It was just like so many times. Just like even doing a little bit every day or every hour is just—it actually makes me feel better because it's relieving to get rid of some stuff or like make—like you couldn't just have certain sentences that don't sound good. Then going back through and fixing those and making them the way that you originally intended them to be [laughter] just feels really good to me. I think it's also important to know when you need help. When you need to go in and ask a professor what they're looking for. Or if you're struggling to come up with a thesis or even going to like Suitland. I never went to Suitland but I did go to my professors' office hours to see specifically what they wanted out of the paper.

*Interviewer:* We talked a little bit about this but in the context of your classes, have you had any experience with new media writings such as writing for blogs or websites, making electronic portfolio, an m-portfolio or a digital portfolio? Anything like that?

*Interviewee:* No. Hm-mmm.

*Interviewer:* Okay.



*Interviewee:* I did have to write one bio for my peer advisor work but it wasn't really anything.

*Interviewer:* For like a website or something?

*Interviewee:* Yeah. I had to put up a little bio about myself, *[laughter]* yeah. Nothing really like web-based or anything.

*Interviewer:* You've been uploading rather—

*[Laughter]*

- writing every semester to the archive on CTools [campus LMS]. First of all, I just want—this is a logistical question, but did you upload something for the summer at all since the winter?

*Interviewee:* I don't specifically from this semester just because I took physics and we didn't write anything. *[Laughter]* I have a lot of writing that I can give to you but it wouldn't be from this past semester.

*Interviewer:* Okay. No worries, I just wanted to double check.

*Interviewee:* Okay.

*Interviewer:* How has the process of uploading work been going for you?

*Interviewee:* It's fine. It's really easy and I look forward to it obviously every semester 'cause I get \$20.00 for it. *[Laughter]* I also purposefully pick the things that I think are good examples of my writing. That is not just the money incentive. I want you guys to be able to learn something from whatever this research project *[laughter]* is. I try to put my favorite pieces of writing up and also diverse pieces of writing. I'm not gonna put my Spanish papers up but just—I put a couple of science—well, I think I've—maybe I haven't actually. I don't know that I've put a science paper up but I've put up research papers and longer papers, shorter papers in obviously different subjects and from different classes. Yeah, I don't think that I've been titling them correctly this whole time. In the beginning I did title them, winter 2013, but *[laughter]* I learned to do that.

*Interviewer:* Okay. It's all good, we'll figure it out.

*[Laughter]*

*Interviewee:* Yeah.

*Interviewer:* The next question is about why you chose the pieces that you chose to upload to the archive. You spoke a little bit about that already. Do you have anything else to add to that?

*Interviewee:* I can't specifically remember what I put up there. No, I just try to pick the ones that I thought would be most representative of my writing skills for that semester. Or the ones that I thought were the most fun to write. Just because I think that you could probably tell if I enjoyed writing it or not. Sometimes I didn't have an option and I didn't write that much for a semester. I probably should have put, now that I think about it, one like scientific paper up there just to see—just to compare. Yeah I picked the ones that were the most fun and which I thought were most representative of my writing style and which would add variety to the ones that I already put up there.

*Interviewer:* What was it like looking back over your writing and uploading it for the study?

*Interviewee:* I think it was fun. Because obviously I put ones up there that I liked how they turned out. It was more fun in that it was kind of like a little flashback of all of my years in college. *[Laughter]* All of the work that I did. All the different courses that I took and all the different professors that I had. It's a nice little snapshot of my college days.

*Interviewer:* Did the process of uploading your writing make you think differently about your writing at all?

*Interviewee:* No, not while I was writing the pieces but in selecting what pieces I was going to put up there a little bit 'cause I knew that people would be looking at it. I wasn't while I was writing anything been like, "Oh this is definitely gonna go in my writing portfolio." *[Laughter]* I figured something good would come out of the year or the semester and that I couldn't put it up there.

*Interviewer:* The last formal question is a pretty big one—

*[Laughter]*

- and it's my favorite. The question is, what do you think instructors should know about teaching writing at the undergraduate level?

*Interviewee:* Well, I think I've already said—I said this about my first year writing seminar professor. I would like them to be able to—not necessarily give criticism to everybody but work on strengthening every individual's writing, I guess. Because not just treat everyone like they have equal writing capabilities. Really focus on the people who don't—who aren't strung up on with their writing. Obviously get them better at whatever they're struggling with. With the people who are stronger at writing continue to—*[laughter]* everybody can improve. Continue to also give them criticism or just constructive criticism on what they could do better to improve their writing or their specific

paper that they're working on. I think the professors already do a good job of teaching people how to research well, they—their library sessions that they have are really useful. Then just going through and showing—and I guess this isn't so much professors, sometimes it's [Graduate Student Instructors] but just like showing people how to look up primary literature and things like that. I think that's really important. I don't know, because I'm not an adult, I don't know if people [laughter] do that in the real world as much with their writing. Actually go to primary research or primary literature sources for their papers. I think it's good to know how to look for a credible voice. What else could they do? Then I guess, so I think it's really important that they—they're pretty good at this too, just clearly outlining what they're looking for with their writing assignments. Because that was always really helpful to me to just know. [Laughter] Because if you have just a bunch of freedom with how [laughter] you're going to format whatever you're writing, it could be really overwhelming. I think it takes me a long time to get to where I need to be when I have that much just like ambiguity. Then I have more of an outline of what they're looking for, an idea of what they're looking for then I'm good to go. I like when they outline what they're looking for.

*Interviewer:* Do you have anything to add that has come up for you over the course of the interview or anything that you didn't get to mention?

*Interviewee:* I don't think so.

*Interviewer:* Okay, awesome.

*Interviewee:* [Laughter] Was there anything else that you had that was not formal? [Laughter] Not a formal question?

*Interviewer:* No, I think I'm pretty good about interrupting and being like, "Wait [laughter] blogging."

*Interviewee:* Yeah and going on a break.

*[Laughter]* Yeah I'm just gonna be—I'm gonna be interested to see how I'm going to apply my writing in my future. In terms of, whether or not I go to grad school or what I'm gonna do while I'm in Spain. The only reason I was really thinking about starting a blog even was to keep my family posted on what was happening. It just was like so much work for keeping my family updated. *[Laughter]* I guess I was like, "You guys just need to go to Instagram and I'm gonna post a picture every once in awhile. You could see *[laughter]* what I'm doing."

*Interviewer:* What about handwritten? Are you into letters or postcards or anything like that?

*Interviewee:* I should probably write more postcards and I probably will while I'm abroad. I just think it's kind of lame to do it in the same state as somebody. *[Laughter]* My German exchange—I have a German exchange student who always is like, "I want you to send me more postcards." I'm like, "They're gonna be boring. I'm just in Michigan."

*[Laughter]* She's like, "Well, at least that's something interesting for me." *[Laughter]* Yeah she always sends me one when she's in different countries so it's fun. I'll probably maybe write a few letters to my friends while I'm abroad. Letters are fun just because you—I don't know, they bring you back to what it used to be like to communicate with people. When you could only write so many things. They're very in the moment. You could talk about what you're experiencing but it's just like whatever you're thinking of at the moment you just write down.

*Interviewer:* Definitely.

*Interviewee:* I think that's probably it. My friends always come to me when they're having texting problems because *[laughter]* apparently they trust my texting skills more than them. *[Laughter]*

*Interviewer:* Interesting, can you say a little bit more about that?

*Interviewee:* I don't know what it is but I have this roommate—my roommate is very bad at replying to people in general. She's a bad communicator via texting. Also when *[laughter]* she doesn't know what to say she just doesn't respond. I think that's part of it. She often just comes to me and is like, "Lena, will you just read this and tell me what you would say." I think *[laughter]* part of it is that I really—I'm OCD about answering texts, I need to have that lying over my head so I just need to answer right away. It's hard to say because I don't experience this but I think some people really do get just tripped up by texting and expressing themselves through texting. I have just have always felt more okay with it. Just like saying the right things. Because you have to be also careful with texting with your emotions and *[laughter]* how you come across to somebody. Being able to take step back and think about how it sounds from the other person's point of view is important. Not getting too lengthy with what you say, just getting to the point, yeah.

*Interviewer:* Strategic use of emojis. *[Laughter]* That helps with the emotions.

*Interviewee:* Yeah. Like who you're talking to. 'cause that's also a very important thing. More like catering to your audience. Emojis could come off really flirty or they could just be completely normal.

*Interviewer:* Yeah, definitely. Okay, that's interesting, cool.

*Interviewee:* Yeah, I was always really surprised that they would be like, "Lena, will you just text this for me?"

*[Laughter]*

I don't know. It's their conversation, they should be able to do it.

*[Laughter]*

*Interviewer:* Is there anything else you wanna add?

*Interviewee:* No, I don't think so.

*Interviewer:* Okay, cool. Well, thank you so much for talking—

*Interviewee:* Yeah, no problem.

*Interviewer:* - and making time and safe travels and good luck.

*Interviewee:* Thank you. *[Laughter]*

*Interviewer:* Alright.

*Interviewee:* I hope you have everything that you need. If you need any more writing samples from me I can submit some but I don't have any from this past semester.

*Interviewer:* Okay. I'll keep you posted.

*Interviewee:* Okay, sounds good.

*Interviewer:* Cool, thank you. *[Laughter]*

*Interviewee:* Yep, have a good Friday.

*Interviewer:* Thanks, you too. Bye.

*Interviewee:* Bye.

*[End of Audio]*