

Interviewer: Okay. Today is April 11th. I'm ***, and I'll be interviewing *** this morning. First, let's just talk about yourself as a writer. What are your first impressions on how you would describe yourself as a writer?

Interviewee: I'm [a teacher] so I've always been a huge advocate for education and learning in general. I've always been like a big reader, big writer on my own, not even for school. It's always the thing I've enjoyed. I mean I used to love to like write little stories. When I grew up—as I got older I guess, I found myself really interested in research writing. That's stuff I think that I consider a strength. I'm actually pre-law. I'm a pre-law student. I'm hoping to go to law school after I graduate, and obviously, writing is useful in every field. It's very useful in law. I was talking to someone out here in [CITY], and they were like when we look through applications, we look through half of them. The ones that can write are the ones that we consider the highest.

They're like they're the ones that we look for, the kids that can write like. It doesn't matter what the major is. [Inaudible 01:17] GPA is. If they can write a strong paper or argument or memo or whatever it is, that's who we're looking for. I've always considered myself. I guess that's my strength is research writing. At [University of Michigan], I took the [English course] like the required freshman English class, and then I took creative writing, which I had an okay teacher, but I really liked the class. We wrote three big short stories throughout it. I really, really enjoyed those. They all ended up having somehow very sad endings. I don't know why. It was not like on purpose, but they—I really enjoyed them.

I think I was trying to make it like cliffhanger-y. I don't know cuz short stories tend to end like that, and then I took academic argumentation with [instructor] 02:11, which was like life-changing. She kept saying throughout the class, "I always have law students. Law students always wanna take academic argumentation because it's so useful in law school." This is kind of the point in my undergraduate career where I wasn't sure what I was doing, but after like talking to her and really excelling in that class, I was like, yeah, I definitely see myself pursuing law. I actually—[instructor] just won a big award at Michigan in the English department. I wrote her one of her letters of recommendation of—letters of support so she's fabulous.

Interviewer: That's awesome.

Interviewee: Then, this past fall, I applied to the writing minor, and I took the—what was it? [Writing course] with [Instructor], and that was fantastic. It made like an online portfolio of us. We didn't do like new writing. What we've did was we took a lot of writing we've already done at [University of Michigan] and then really like spun it around, took it in a different direction, really reformatted it, send it in a different direction. It was really cool. [...].

Interviewer: Awesome.

Interviewee: You can check it out. All my writing up through last semester is on there so all my creative stories, academic argumentation, research papers, everything. Then now, I'm doing the [University of Michigan] in [Program] so I'm sitting here in [City] kind of on that pre-law track. I applied to this in the fall and was accepted, which was amazing cuz it's very competitive to get into. Then, I'm currently in a research seminar. It's political science research seminar, and it's—the goal this semester is to write a 25-page research paper, which is the longest thing I've written, as an undergrad at least. I mean I know that in graduate school, that's something more common, but as an undergrad, that's not typical work, but it's been fantastic.

I started writing about the Affordable Care Act so that's been really cool. I've really—and looking specifically at mental health. I'm a psychology major so I'm looking at the Affordable Care Act, specifically mental health. I think all of the research writing I've done up to this point like really describes me and what I excel in and what I plan to do in the future.

Interviewer: Okay. You gave me a lot. We will be talking in more depth about [English course] and [Writing course], and later on, I'll be asking you to pull up your portfolio and kind of reflect on that work. You mentioned a few different experiences at the University of Michigan. How would you describe yourself as a writer when you began at the University of Michigan?

Interviewee: I think I had a good feel for what I was doing. In high school, I definitely wrote research papers. They weren't long. I know senior year, my—I had a really great teach senior year. We wrote it was like an eight-page research paper, which in high school is like holy cow like eight pages. That was a big deal back then, and I wrote about Jane Austen. I really enjoyed that so I definitely like had a good idea of who I was as a writer. I knew I really liked research, and my paper ended up being 14 pages when the minimum was 8. I was an over-writer, over-researcher. I definitely—coming to Michigan, I had an idea, but I hadn't really sharpened any skills yet.

Interviewer: If you were to describe yourself as a writer in like one sentence, what would you say? What are your goals as a writer?

Interviewee: Ambitious, but unpolished.

Interviewer: Okay. Ambitious in what sense and unpolished in what sense?

Interviewee: Ambitious in that I knew I wanted to do more with it, and I was excited about it. It was something I enjoyed. Unpolished in the sense that I was just inexperienced. I hadn't done a lot of it yet, but I knew it was something I wanted to pursue.

Interviewer: To what extent have you seen yourself grow as a writer since then?

Interviewee: Yeah. I've gone a long way I think. It would be interesting. I haven't seen that senior year research paper. It would be interesting to find that and look at it just to compare. It's in my old computer so I don't even know if I have it anymore, but I definitely—I've learned a lot through—I think one really cool thing about [University of Michigan] is that I've taken all these English classes with different professors, and they've all kind of taught me different things along the way I guess. I've like picked up certain skills in each class, and I've really—that's helped I think a lot. Along the way each time I've taken a new class, I've been like, oh, I can add that to my writing now. It will make me a better writer. Oh, I can do this. That will make me more professional. Or, oh, I can do this, and it will spark my interest 07:32 or whatever it is.

Interviewer: What are some things that you learned in [English course] that you'll take with you?

Interviewee: [English course] was my least favorite English class I've taken at [University of Michigan]. Like my teacher, she was a GSI. She was in graduate school, and she did not have time for us. She was very disorganized. The class was always changing. There was no set syllabus, no set grading. I mean we never really knew what to expect. She was very spur of the moment. She had written her syllabus I'm assuming back when Hurricane Katrina happened and just never changed it [...] and the entire class was focused on Hurricane Katrina, which was really outdated by that point. I mean in [...] that would have been really cool, but since then, there had been so many other things that have happened that would have been more relevant.

We were writing about Hurricane Katrina. [...]. It was frustrating. If anything in that class, I learned to tailor it to what is demanded of you like I guess I learned like things that she would want out of an essay and to work with that. One thing that I did learn how to do in that class that I had not done before was footnotes. I had never done footnoting before. Footnotes are endnotes so we did a lot of that. Yeah. It wasn't a great experience to be honest.

Interviewer: Okay. Do you still—you learned how to do footnotes and endnotes. Is that something that you still use today?

Interviewee: Yeah. It is actually. In my research paper now, I'm using footnotes and endnotes so it's definitely—that was one of the things that I learned and that has been helpful.

Interviewer: Okay. Let's take a step back again. What are your goals for yourself as a writer academically or professionally, both?

Interviewee: Sure. Well, as a writer 09:49. I think one of my big goals has always been to make my reader think about something. If not to change their mind, at least reconsider or open up for debate or think twice I guess, especially since I do a lot of research writing. I think academic argumentation definitely is in that alley where it's like I want you to hear

my point of view and respect it and hear what I have to say, and then kind of hope it changes it your mind in some way or changes you in some way.

Interviewer: How do you learn to do that? How do you learn to have somebody respect your point of view and—

Interviewee: Definitely so evidence. Evidence for sure backing yourself up. Every time you make a point, have three studies that say, “Look. She’s right, boom, boom, boom.” This study shows A. This study shows B, and this study shows C. They all back up what I’m trying to show you so definitely learned that you can’t just say something. You can’t say, “Oh, studies show that blah, blah, blah, blah, blah.” You need to have evidence to back that up and say, “Look. The study shows that. The study shows that. They’re all credible. They’re all peer-reviewed sources.

Interviewer: How did you—or where did you learn how to do that?

Interviewee: Again, it probably goes back to my high school senior year, that research paper. We did talk a lot about backing up your position, but definitely in academic argumentation. We did a lot of that. You can’t just make a statement. You have to have studies to show.

Interviewer: Are you learning about writing in [City]?

Interviewee: Definitely yeah. We’re doing a lot of new things so things I’m doing in my research I’ve never done before so we’ve had to do a literature review, which is something I had never done before. That’s basically in your research paper looking at what’s already been done in the field, what past studies have shown, what relevant information your readers should know going into your paper. My literature review ended up being like 14 pages, and so it’s gonna make my 25-page research paper a little bit easier cuz I’ve already got 14 down. That was new—

Interviewer: Something tells me it’s gonna be more than 25 pages.

Interviewee: Right. Oh, it’s gonna be I’m sure 35 by the time I’m done with it, 40. The literature review is new. We did a research design so that’s kind of like talking about like, oh, this is what I plan to do. These are the variables. This is—so that was new. I’ve never done anything like that so that was cool.

Interviewer: Awesome. Thinking across your writing experiences at U of M [University of Michigan] and in [City], what do you think it means to write well?

Interviewee: Well, a good paper always follows proper citations and proper like APA or MLA format. You definitely don’t wanna mess that up. I’ve learned that definitely along the way like teachers care about that. Life cares about that. Get it straight. Get it right. For academic argumentation, our teacher had us buy a book that basically is like a Godsend. I’ve used it every time I wrote a paper since. It just has basically like all the

rules of English. I mean it goes from grammar to sentence structure to paragraph structure all the way down to like really detailed MLA format, really detailed APA format. I usually write APA, but it gives you like exact examples of how to cite everything in text citations, bibliographies, how to write abstract, all of that. That's been really, really helpful. I use that a lot.

Interviewer: What's the book called?

Interviewee: Let me grab it. Hang on.

Interviewer: Sorry.

Interviewee: No. That's okay. I have it handy always. It's A Writer's Reference.

Interviewer: Okay. With writing in the disciplines. Interesting.

Interviewee: Yeah. It's been great. Diana Hacker and Nancy Sommers. It's been great. I use it all the time. That's been really helpful so good writing definitely is properly formatted to begin with. You [audio cut out 14:32].

[...]

Interviewer: Yeah. Good writing follows a certain structure. What else is good writing for you?

Interviewee: You always want to be clear and concise. I've learned that along the way. Definitely you always wanna be really concise and clear in your writing. Stick to the point. Get your message across as simply as possible. Like I said, you always wanna have really good information to back up your points. You don't wanna just say something. You wanna have evidence to back it up.

Interviewer: Anything else? What else it means to write well or—

Interviewee: Yeah. To really I guess evoke like emotion or change in your reader to have your reader really feel something or think something whether it's to be sad or to be happy or to be really thoughtful or angry even. Get a response.

Interviewer: Some connection with the audience.

Interviewee: Mm-hmm.

Interviewer: Coming back to your major, psychology, right?

Interviewee: Yep.

Interviewer: Do you have a minor? Oh, duh. Writing minor.

Interviewee: Yeah. Writing minor and a poly psy [political psychology] 16:42 minor.

Interviewer: And a poly psy minor. Have you had any opportunity to do a writing in your concentration in psychology?

Interviewee: Yeah, in psych. Yeah. Almost every psych class has a paper at some point, but they're never like—it's never been like a main focus. I mean psych classes are mainly based on grades and exams, but I do write lengthy responses or things like that. But it's not anything like research like I would do in English class.

Interviewer: Okay.

Interviewee: I'm taking an upper-level psych class in the fall in that upper-level writing department so that will definitely be more writing intensive.

Interviewer: Have you learned anything about yourself as a writer based on your experiences in writing for psychology?

Interviewee: Have I learned anything about myself as a writer?

Interviewer: Yeah. Or have you learned anything about writing well?

Interviewee: Yeah. When I'm writing papers that like are just opinion-based or like responses, to me, it's like almost a joke like it's so easy. Oh, you mean I can say whatever I want. I don't have 17:52 information. I don't have to have a source to back it up, and I have to 17:54 evidence and all that. It flows out of me like I can write like a three-page paper in two seconds if it's just like my personal feelings and my response. That's a piece of cake. It's not as satisfying, doesn't feel as good when you finish it because it's just your thoughts. When you write a research paper and you've got all these hard facts and everything behind you, it's much more satisfying.

Interviewer: Interesting. How confident do you feel about writing in psychology?

Interviewee: Really confident. Yeah.

Interviewer: Yeah. Then, how about your research writing? How confident do you feel about that?

Interviewee: I feel pretty good. It's still something I'm definitely working on. I mean the process. Yeah. I feel pretty confident with what I've done, and I'm excited to see what's down the road.

Interviewer: What are some aspects of writing, research writing, that you feel most confident about?

Interviewee: I tend to feel most confident with what I know so that's I guess the main body of research so my points and information to back it up. I'm not as confident with like the literature review and the research design just because that's new to me. That's a thing that I'm sure I'll get more of a grasp on as I go along, but I definitely feel very confident with the research body and then the other parts and the work in progress. Definitely get a lot of teacher feedback and peer feedback on those.

Interviewer: It takes, yeah, lots of practice. I'm still learning to write good literature reviews, and it's—

Interviewee: Right.

Interviewer: It's tough. It's tough work, but it is, as you said, satisfying.

Interviewee: Yeah.

Interviewer: Let's talk a little bit about the gateway course, [Writing course].

Interviewee: Okay.

Interviewer: Overall, you mentioned that it was a positive experience.

Interviewee: Oh, yeah. Absolutely. I loved [Instructor]. I'm definitely hoping to take her again for the capstone course. I love her.

Interviewer: Has it had an impact on your writing process?

Interviewee: Yeah. I definitely think I'm more cognizant of it because before that class, writing was writing, and that class really helps you dissect it. It was like what were you thinking at that moment? How did you get from your A to B? I definitely became more cognizant of the process itself, what goes into it, your mindset. In what situations, in what environment do you work well? Or things like that. Definitely more meta I guess. [Instructor] loves that word, meta.

Interviewer: Yeah. It does sound like a very meta process. It's had an impact on your sense of self as a writer.

Interviewee: Yeah.

Interviewer: How so I guess? How—

Interviewee: Well, I guess I just think more each step along the way. It's a process itself. I definitely found that I always write the introductions last. I've [inaudible 21:08] along the way it's kind of pick a topic. I start researching. I see what's out there, and then I kind of from there decide like, okay, what am I gonna write about because I think a lot of

people get hung up like this is what I wanna write about. Then, they realize there's not anything out there, and then they get like stuck in these loops where it's like, for this semester for the Affordable Care Act and the mental illness, like I looked what was out there first. Then, I decided what I was gonna research about because I think you're just making it hard on yourself if you decide on one thing. Unless you have funding to do your own original research, you kinda have to work with what's out there.

Interviewer: You've learned to first do some preliminary research before actually getting down to the writing process.

Interviewee: Right.

Interviewer: Did you have experiences working with other writers in that course?

Interviewee: Definitely. Yeah. Oh, yeah. We always did peer-review things. We had the weekly blog posts, and we all responded to each other's blog posts. Oh, yeah. We did it all. It was entirely based on working together with the writers and bouncing ideas off each other. That was really helpful.

Interviewer: Could you talk a little bit more about those experiences?

Interviewee: Sure. Yeah. I mean if I came in and I was like, oh, you guys were gonna rework, I'd say, "Okay, this is my original essay." It's about—I wrote it in academic argumentation. It was about some people believe that vaccinations lead to autism, which this is not true. I debunked that myth in my essay. We were gonna rework it and change it for a different audience. I came in and was like, hey, guys. I'm thinking about making it into like a magazine article. What do you think about that? Everyone was like, oh, my gosh. That would be great like you could do it in a Parenting magazine. They kind of like gave me ideas. From there, I was like, oh, awesome. When you get that great response from other people, it definitely gives you confidence in your writing, and it gives you new ideas that maybe you hadn't thought of.

Interviewer: Then, you mentioned blogging.

Interviewee: Yeah. We do the weekly 23:11 blog post, and [inaudible 23:13] our many blog groups so it was like me and I think three others. It seems like light years now. I feel like I've been in [City] for so long, but you read—you had different blog groups. They switched I think at the semester, and every community 23:30 blog post, you commented on the other members of your blog groups of their blog posts. Again, the blog posts were always very meta like thinking about writing and writing about writing. In reading other people's processes, it kind of helps you work on your own.

Interviewer: What did you—is there anything else you learned about your process in addition to writing your introductions last and doing [cross talk 24:00] research?

Interviewee: Sure. Yeah. I learned about like in what environment like I see like what environment I write really well in. We wrote a piece. It was like how I write, and it was like funny because I was like first thing I have to do is I have to clean my entire room because I cannot write in a messy space. I have to clean everything up. I have to vacuum like I have to Lysol wipe everything. I have to be very clean, and then I will write some. I'll get up and I'll bake something. I'll come back and I'll write some. You know what kind of music I like to listen to when I write so definitely I've learned myself [audio cut out 24:28] the writing process. The more I thought about it, I was like these are the circumstances in which I do my best writing, and so that helps.

Interviewer: Yeah. It's amazing how like environment makes a difference.

Interviewee: It does. Yeah.

[...]

Interviewer: Any challenges of working with other writers.

Interviewee: Well, it's hard sometimes if you have an idea that you're really like this is what I wanna do, and someone is like, well, maybe that's not the best. You kinda have to go with your gut. You have to be like do I wanna do what I wanna do? Or should I listen to like the public opinion? That's something I think probably a lot of other writers—I mean published authors have the guts to do that like do I write what's in my heart? Or do I write like what other people want me to write? I think you definitely have to go into peer reviews with a grain of salt. Take them with a grain of salt and say, "Other people feel like I might change that, but I really feel strongly that that's the way I intended it so I'm gonna keep it that way."

Interviewer: Interesting. Do you have that sense of tension or that issue nowadays when you write your research paper?

Interviewee: No, because we have not done nearly any group work. We're doing our first peer review next week like that's our first time. I haven't really gotten much. I've gotten feedback from my teacher who has been like this has been great. This has been great. This has been great. If I had gone to him with my idea and he was like this is awful, I would have been really disappointed because I'm really passionate about it, but fortunately, so far with like feedback with my teacher and my advisor, they both have been like fantastic. But we're doing our big peer review next week so I'll get some feedback then. At this point, I'm gonna be done with my paper so what the peer says hopefully is constructive, but not like anything like you need to change this because, at this point, I'm not going to, to be honest. I'm almost done.

Interviewer: Change this whole middle section.

Interviewee: Yeah. Like the research question. You should just go in a different direction. Yeah. I don't think so. 25 pages later, I'm not. Yeah.

Interviewer: You mentioned that the writing in your [Writing course] was very meta. It was very reflective.

Interviewee: Mm-hmm.

Interviewer: How would you—are you still using this type of reflective writing in your current writing whether it's assigned or voluntary?

Interviewee: I don't think I necessarily use reflective writing all the time, but I do think about it. I definitely have like a more conscious thought process about my writing when I write. I don't necessarily write reflective writing right now, but I do think about it when I'm doing different writing assignments.

Interviewer: What are some considerations that you make when you are writing that stem from—or that relate to this reflective process?

Interviewee: Sure. Well, like I said, I do a lot of—I do have a pre-list 27:38 like I'm the kind of person where I do like a ton of pre-work before I even start writing. I will do all of my research and then begin the research body like I'm not gonna start the research body, pause, do some research, pause, do some research, oh, keep writing. No. I do everything, and then I write about it. That's definitely something. I think when you think more [audio cut out 28:00] about your writing if you're more cognizant, like that's something that you're definitely 28:03 gonna do. You're definitely gonna really plan things out in your mind and kind of see how you feel about it before you start writing it on paper. I think definitely being more cognizant of your writing, your writing process, helps you do that. Over planner I guess.

Interviewer: The reflection has helped you be more of a planner in your writing.

Interviewee: Yeah.

Interviewer: The next few questions are gonna be about your portfolio.

Interviewee: Okay.

[...]

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

Interviewee: I might change a theme a million times. Oh, my gosh. I could not decide what theme I wanted to do. I was like what? What describes me? What works best for me? I definitely changed things a lot.

Interviewer: What did you end up doing? What was your theme in the end?

Interviewee: I ended up making it—the theme of the idea stayed the same. The title of my portfolio is [Title of portfolio] so the idea was in all writing letters. It was writing letters from me to my readers, [...], but like the colors and the fonts.

Interviewer: Oh, that.

Interviewee: I could not stop doing stuff like I literally like if I was ever in class like in a lecture and I like had down time or was like distracted, I'm gonna go online and change my theme and see how this looks. I'm really happy with the one I ended up choosing so stuck with it, but halfway through this semester, I found my permanent one and I kept it.

Interviewer: Anything else that like—

Interviewee: Yeah. I worked a lot about the different tabs of how I was gonna break it up. I ended up choosing [titles of portfolio tabs]. I had a hard time kind of dividing things up like I was like—I was gonna make like originally in my plan was to make a creative tab and a professional tab, but it just—it was too disorganized. I needed to break it up more so I did that, and it definitely really happy how that ended up. When I've applied to jobs for the summer, when I applied to it, I got the summer internship here in [City], and I started. I was like, hey, listen. Do you wanna see a writing sample? Check out my blog, my Wordpress, and my ePortfolio, and they all looked at it.

Interviewer: That's awesome.

Interviewee: Yeah.

Interviewer: Any particular pieces of writing in your portfolio that you're especially proud of?

Interviewee: I was really proud of my repurposing project so that was when I took my—I told you about my essay, and it turned into a magazine article. I'm genuinely 31:05 so proud of it like I worked so hard. I went to [Bookstore]. I talked to some mom in the magazine aisle. I'm like what parenting magazine do you read? She's like, oh, I read this one called Parents. I literally bought a couple different parenting magazines, and I formatted my essay and I went through with [Instructor]. I actually Skyped 31:26 in [Instructor], and we went through and like cut everything out. I like rephrased things, and I added things that made it appeal to parents. What if this happened to your child? Your child needs this, and kind of changed it around. I completely formatted it using Microsoft Publisher into a magazine article, and like it's amazing. I found this thing online. It's called FlipSnack so basically you upload the PDF. I uploaded the PDF of my magazine article, and it makes it into a flipbook online. I'm looking at it right now. It's so cool.

Interviewer: That sounds really cool.

Interviewee: It looks like a magazine like I numbered the pages. I did like everything. I mean it even sounds like you're flipping the pages of a book when you flip it like it's so cool. I'm really proud of that.

Interviewer: That's awesome. What would you say is the aims of your portfolio?

Interviewee: Sure. Like I said, my original idea was to break it up into professional versus creative writing because I wanted to be able to distinguish like if someone was looking at me and they wanted to see my creative writing. I wanted them to look like one way, and if someone was looking at me like for a future job, like give them like 32:33 professional writing. I ended up kind of including all of it, and I think that's good because I think it shows me as a well-balanced writer. I think that's really important like I think the fact that I have all these different tabs and they're really different. You know the writing process, argumentative writing versus research writing versus creative writing. They're all really different so I think it's really cool that it shows my diversity as a writer.

I definitely still think my strongest view is research writing including argumentative writing, but it's really cool that you can see all these different sides of me as a writer. I think that makes me valuable as an intern or a future employee.

Interviewer: Do you think creating the portfolio has had—sorry. Just shifting. Creating the portfolio has had an effect on your writing.

Interviewee: Yeah. Definitely. I guess I've just become more cognizant and learned more 33:31 about my process. I was really excited about it. It turned out really, really well [audio cut out 33:36]. I was very happy about that.

Interviewer: It would help you be more cognizant of your writing, and I guess like what was the—what am I trying to say? Well, okay. What was the impact of reflective writing in your portfolio?

Interviewee: Wait. Sorry. What?

Interviewer: What was the impact of the reflective writing in your portfolio? You mentioned it helped you be more cognizant of your writing. Is there anything else that it—

Interviewee: Yeah. That was I think the main point of it.

Interviewer: Anything else that it helped you with?

Interviewee: Helped you break it down I guess and to look into different pieces and parts of it, I suppose, or distinguishing like one of the two big assignments we did in writing class was why I write versus how I write. Those are really different, why you write versus how you write. That helped me distinguish that, the different pieces of the process.

Interviewer: The why, the why you write differs for each.

Interviewee: Yeah. We talked about that so the why I write is kind of to instill an idea or to change the feelings and thoughts of the reader. That's why I write definitely. How I write, we talk about that, too. Like the process of like cleaning the room and thinking really big picture and Googling things and kind of doing a lot of pre-research. That's something more of how I write, and narrowing it down and kind of seeing what's out there first. I never really thought about that's why I write or how I write, but once I was forced to like sit down and think about why you do it, and that helped.

Interviewer: Does the why or the how change across your research writing, argumentative writing, or—

Interviewee: Oh, yeah. Definitely.

Interviewer: Creative writing.

Interviewee: In creative writing too, I still think I'm—no. Actually, no. I think they stay pretty similar. In creative writing, of course, it's a fictional story, but there's still that meaning in there like I still wanna change something in the reader's mind. [Inaudible 36:06] not like the dad that was cheating on the mom, and the daughter knew what was happening. It was like the point of the story was like these like family problems and the effects it had on the child and all these things. Even though it's fictional, I still hoped to strike a feeling in the reader.

Interviewer: The way that you strike a feeling or the way that you move the reader, does that differ across the genres of like creative writing, argumentative writing, research writing, the feelings that you're trying to invoke in the reader?

Interviewee: Well, it may change a little bit. I mean based on the paper. I mean each paper I think I'm trying to invoke a different feeling or a different thought process so it does change paper to paper.

Interviewer: Okay. Anything else about your writing experiences that we haven't talked about?

Interviewee: No. I think I've covered most the bases.

Interviewer: How about any like out of school writing experiences? Cuz you said you mentioned that you used to write—

Interviewee: Yeah. When I was younger, I don't have time for that anymore.

Interviewer: Sure.

Interviewee: Unfortunately, right now, I've been so busy, but I think once I graduate college and I have some more time, I do see myself blogging in the future.

Interviewer: Awesome. Awesome. Well, I think that's it unless you have anything about writing that we should talk about.

Interviewee: I think I'm good. If not, I'll email you.

[...]

Interviewer: Well, thank you so much, ***.

Interviewee: Yeah. No problem. Thank you. [...].

Interviewer: Yeah. No problem. [...].

Interviewee: Yeah. Absolutely.

Interviewer: Okay.

Interviewee: Well, you have a good one, and I will speak to you soon.

Interviewer: Thank you.

Interviewee: Alright. Bye.

Interviewer: Bye.

[End of Audio]