

Interviewer: I'm ***, the interviewer, and I'm interviewing ***. It's April 10th, and we're in the Brandon Center. The purpose of this interview is just to kind of have you talk about your writing experiences, your identity as a writer, just have you reflect on some of the pieces of your writing portfolio.

Interviewee: Okay. Cool.

Interviewer: First we'll just kind of get an idea of who you are as a writer. What are your first impressions of how you would describe yourself as a writer?

Interviewee: I'm more of a magazine journalist. I find a lot of passion in writing girlier, more fun, like lighthearted, comical articles. I've also written for the [local Ann Arbor newspaper] opinion section, so I can adopt a serious tone when I need to, but I would say overall I really enjoy magazine journalism. I don't do too much reflections on my own. I don't keep a diary or anything like that, so it's more for writing for publications, creatively, that kind of thing.

Interviewer: Cool. How did you get into magazine writing?

Interviewee: I got an email from [association] during my freshman year. Someone was starting [magazine] chapter at U of M, and when I read the description it just seemed like so much fun, like to write for early college girls and things like that, from like news articles to photo blog sections, to like fashion, things like that. I think that really sparked my interest. I've always been interested in like girly, things, fashion, so it just seemed like a great opportunity to apply my writing to my interests, that kind of thing.

Interviewer: Yeah. Girly things—you mentioned like fashion. What other kind of things to do you [cross talk 0:01:55]

Interviewee: We have sections like [title of sections], where you kind of interview athletes on campus, things like that, and make a profile for them. We also just do news article which are kind of like anything you wanna write about that relevant to campus. Some recent articles were like do's and don'ts, for how to dress for the music festivals coming up this summer, like Lollapalooza, things like that. It's just like fun—even like study tips. We have more serious articles, too, in terms of studying and exams and things like that. It's a lotta fun. The best of both worlds.

Interviewer: Your identity as a writer is mainly in the magazine world?

Interviewee: Yeah, definitely. More like the creative, lighthearted kind of articles. I like writing shorter pieces. I tried to write a novel once, last summer, and it was a lot harder than I thought it would be, so I definitely like to stick to the short magazine-type pieces.

Interviewer: What's your major?

Interviewee: I'm communications and writing.

Interviewer: Okay. Is that like one major together or is like [cross talk 0:03:07]

Interviewee: No. The major is communication and the minor is the Sweetland Center for Writing.

Interviewer: Okay. For writing minor.

Interviewee: Yeah.

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

Interviewee: When I began here I was actually an engineer. We did a lot of technical writing, like memos and things like that. When I was doing—I didn't enjoy the technical type writing. I think that really sparked my interest in the creative side of things. In high school I enjoyed writing like academic papers, things like that, that made you think more, but then when I started as an engineer it was very dry and I really didn't enjoy that. I think experiencing the other side of writing, like the bare bones, really got me more interested in the creative side of writing. I was like, oh, that's what I wanna do. I'm very passionate about writing. That really helped guide me to my track of the creative aspect.

Interviewer: Interesting. How would you describe yourself as a writer, an academic writer?

Interviewee: I haven't written too many academic essays lately, just with the courses that I'm taking. They don't really require too many papers, but I know like freshman and sophomore year I've written a lot of academic papers. I think I'm a pretty strong writer overall. I've learned all the basic grammar techniques from high school. I know that stuck with me and helped me to be successful. The classes I'm taking now, like the English classes and things like that—I still prefer to write the creative academic pieces. I'm not very interested in research reports or anything like that. I try to avoid those kinds of classes.

Interviewer: Overall, to what extent would you say you've grown as a writer?

Interviewee: I would say I found my niche now, in my college career, with where I wanna go with writing. It's great to experience the serious side of writing like with the [local Ann Arbor newspaper] and also the creative side with [magazine], and then writing memos for engineering and academic essays, all of that has really steered me towards creative magazine journalism, 'cause once you experience all these types of writing you realize what you're most interested in. I think that's been very helpful. It's helped me grown to understand what I want to do with writing, and that kind of thing.

Interviewer: How bit a part of writing is a part of your life? [Laughs]. I didn't phrase that well, but—

Interviewee: No, that's okay. [Laughs]

Interviewer: How big a part of your life is writing, I guess? [Laughs]

Interviewee: No, I know what you mean. I think it's a huge part. I couldn't imagine not writing every day, even if it's just editing. I know that's not exactly the same, but you're still interacting with words and changing words and things like that. It's definitely a huge part of my life. Again, I write a lot of articles per month and things like that. It's pretty common.

Interviewer: What are your goals for yourself as a writer?

Interviewee: I think if I could I really would love to write a—I would like to write a novel. I think that's one of my biggest goals. Nothing too serious, but more like a young adult teen type novel about romance, stuff like that, like a middle school romance, something like that. Other than that, I still wanna continue to push myself to be a better magazine journalists, and just get my foot in the door with the industry there. I just wanna keep building upon my portfolio, that kind of thing.

Interviewer: Magazine writing is something you see yourself doing after college?

Interviewee: Hopefully. If it were—I know it's a very competitive industry. I have an internship right now, for—it's a different—okay, it's a marketing communications position for [company], so it's definitely very different from writing for [magazine] or something like that, so I think I'll see how the corporate America internship goes, and then if that doesn't work out so well, I'd continue to push for New York City journalism, that kind of thing. Ideally I would love to work for [magazines] or something like that, but we'll see.

Interviewer: Sounds like a lotta fun. [Laughs]

Interviewee: In it—yeah, exactly! [Cross talk 0:07:46] so much fun.

Interviewer: How, if at all, does your communications major influence how you write for your—for the magazine or—

Interviewee: That's—

Interviewer: Does your major help you at all in the magazine writing?

Interviewee: Honestly, I don't think so. The class—a lot of the communications classes that I've taken are about like gender and law or internet and law, so they're very law-based. I'm not really a fan of those classes, but we don't do a lot of writing. We kind of just go through court cases and things like that. Those classes really don't help me at all. Even the earlier classes, like the prereqs, like [Communications course] on the [title of

course], and things like that, we don't really learn writing styles or anything. It's very you just learn about the mass media. I don't think those have really helped me at all with magazine journalism.

Interviewer: Interesting. Why is your concentration within communication in law, or—

Interviewee: No, it's not. That's just kind of—there's a bunch of different electives and topics we can pick. I've always been kind of interested in law. Not as a career path but just in general, so I picked some of those. A lot of the electives are very—they're not really writing based. I know there's a couple about like advertising and marketing and law—so interested in that so I would consider taking those, but again, I don't know if they've really helped me with my magazine journalism.

Interviewer: The classes you take, are they more like presentation based or like reading and discussing?

Interviewee: It's more reading and discussing. We have a textbook and we read sections for class as homework and then we discuss it. They're very seminar-based. They're not so much interactive. I know the writing minor is much more helpful for my magazine journalism, just with the structure of the classes and the topics and what we're learning, things like that.

Interviewer: Could you tell me a little bit more about that?

Interviewee: Yeah. Right now I'm taking an academic argumentation class. It's an English class but it still counts for the minor. We're learning about persuasive writing and how to structure arguments. I know that's been helpful when writing certain pieces, because you adopt a more persuasive style so people understand where you're coming from. I'm taking a professional writing class, also through the English department. That's kind of helped with the—not so much the creative side of the articles, but more like promoting the articles in a professional way, like through social media, things like that. The introduction to the minor, I took that last semester. That didn't really help with grammar but it kind of just go you thinking about the ethics in writing and how to be a more credible writer. Those are skills that I can carry over to magazine journalism. But yeah, the com classes are very—they're like special topics. They're not so much like the overall grammar writing type thing.

Interviewer: Okay. Thinking across your experiences at—here, what do you think it means to write well?

Interviewee: I think there's a couple components. One is definitely good grammar and—in the sense that you want your readers to be interested and you want them to read your work, so it needs to be well-formatted, structured, and organized, that kind of thing. Also, just being persuasive and having your own writing voice. I think those—that helps you be a better writer, when you have your own style, you're credible, people wanna read your work and it's well-formatted, things like that.

Interviewer: What does it mean to be credible in your writing? How can you portray that in your writing?

Interviewee: Where people trust you and they just don't just be like, "Oh, she doesn't know what she's talking about." I know that takes practice, to become a credible writer. I think it also has to do with people wanting to read more of your work. Like when they're exposed to your work for the first time, then if they wanna read it again, I think that helps you build up credibility as a writer, that kind of thing.

Interviewer: You mentioned the writing minor. What first year writing requirement course did you take?

Interviewee: [English course].

Interviewer: [English course]?

Interviewee: Yeah.

Interviewer: Did you—what were your experiences in that course like?

Interviewee: I took that freshman year. I remember we wrote four big papers. I think one was like academic argumentation, one was a personal narrative. The other was like a—analyze a process and draw a conclusion. I don't remember what the fourth one was, but I know it's been very helpful, just exposing us to different genres a writing. Like a personal narrative is very different from academic argumentation, where you have to draw in research and sources and things like that. That's been helpful in just helping me to experience new writing styles and things like that.

Interviewer: Speaking of credibility, so you see the ways that you become credible in different genres? Are they the same or different?

Interviewee: That's tough. I think it's easier to build up credibility when you're doing more research academic papers, because you have your sources. When you cite the properly people are like, "Okay, she knows what she's talking about, blah, blah, blah." I think with a personal narrative, people will take a favorable or an unfavorable opinion about you just because—I don't know, it's a personal topic you're talking about. Some people will agree and others may not. It's harder to build up credibility with person writing.

Interviewer: 'Cause it's your experience [cross talk 0:13:35]

Interviewee: Yeah, exactly.

Interviewer: What about magazine writing?

Interviewee: I think it's also tough with magazine writing because a lot of it is original ideas that you come up with. If people don't care about the topic or they get silly, they're probably gonna be like, "Oh, she—yeah, she doesn't really know what she's talking about," that kind of thing. I think it depends like what people are knowledgeable about. That would help them determine if you're a credible writer or not.

Interviewer: Overall, how did the [English course] course affect you or influence you as a writer?

Interviewee: I think it definitely helped me get back into creative writing when I switched over from engineering. I don't think it's influenced me like so much, 'cause I don't really remember. I do remember the papers that I wrote but I don't remember everything we learned in the class. I think it was a good foundation for college writing and helping with the transition from high school to college, where you take your writing to the next level. It's definitely helped lay the foundation out for what I can build upon, if that makes sense.

Interviewer: Yeah. No, that does make sense. Talking about that for a foundation, are you still making use of anything that you learned in [English course]?

Interviewee: Honestly, not really, 'cause I don't really remember specifics about the class. If I had to write a personal narrative I could probably draw upon some of the things I included in that first paper, but in terms of learning different grammar and styles, I probably wouldn't draw that much knowledge on it. I'd probably be better off relying on a grammar book if I needed to go back to that kind of thing.

Interviewer: In [English course], you talked a lot about grammar, and then other different genres of writing. Was there anything else that you learned in [English course] that you took away?

Interviewee: We did analyze a lot of short fiction, like short, short stories and things like that. I remember learning how to analyze stories better from that class. I do kind of remember some techniques for reading comprehension, I guess you could say. I don't really do that too much anymore so it's not as relevant, but if I had to analyze a short story, I think the skills I learned would definitely be helpful, yeah.

Interviewer: Did you take [Writing course] at all?

Interviewee: No, I haven't.

Interviewer: Okay. You also took [200 level Writing course]?

Interviewee: Yes, that's right.

Interviewer: What influence has that had on your writing, if at all?

Interviewee: I was a little surprised at how the course went overall. I thought it was going to be more like a grammar based, teach us different writing styles and techniques, but it was very seminar driven. We didn't use books, notebooks, anything like that. The whole class was very just discussion-based. I think the point of it was to help us become more aware of our writing and ethical and persuasive. I remember some of the topics we talked about, not very well, but I didn't learn grammar-type tips in the class. It was more just getting us to think about how we appeal to our audience and things like that. I guess I could draw upon some of the concepts that we touched, but overall it was kind of different than what I expected, so I'm not sure how useful it really will be for me in the future.

Interviewer: Mm-hmm. You mentioned being aware of your audience?

Interviewee: Kind of like how you tailor your writing to different audiences. Again, I guess that goes back to if you're writing a research paper for a certain teacher, it would be different than writing a magazine article for college girls. It's just kind of like figuring out how to position yourself to appeal to different audiences with different writing styles.

Interviewer: Is that something that you were aware of before coming to the course, or is it something that supported what you already knew about?

Interviewee: Everything I learned was—I did learn new things, but I did not expect the class to be like that. It was honestly so just discussion-based. Sometimes none of the students really understood why we were talking about certain things. I guess I'm sure the teacher had a point with everything, but sometimes it was a little fuzzy on why we were learning those kind of things.

Interviewer: Has it had any influence on yourself as a writer, the way you see yourself as a writer?

Interviewee: I think so. It's definitely got me thinking more about ethics in writing, and making sure that you really do know what you're talking about. Don't just spit words on a page. You should really take your time to formulate a clear argument and come off as a trustworthy writer who people want to read your stuff. I have learned some skills and tips, which has been helpful.

Interviewer: Mm-hmm. In that course you had to work with other people?

Interviewee: I think we had a few—

Interviewer: Did you have any collaborative writing experiences?

Interviewee: Honestly, not really. Sometimes we would partner up with people just to talk about whatever concept we were going over, but we never had like collaborative—

Interviewer: Collaborative writing?

Interviewee: Right. Not that I recall. I could be wrong.

Interviewer: Maybe I'm reading this question wrong. [Laughs]. Have you had any collaborative writing experiences in general, like in magazine writing?

Interviewee: Sort of. We've done group articles with [magazine], where every writer will contribute a quote or a little blurb, and then I kind of mesh it together to sound more uniformed. That's kind of been a collaborative writing experience. I recently did a group case study with my marketing class, where we had to—we each split up the work and we would collaborate on that. I haven't really had too many collaborative experiences. I prefer individual writing anyway.

Interviewer: Why so?

Interviewee: I just find—I don't know. I guess I just like having my own ideas expressed. It's not that I don't like working with other people, but I guess—I don't know. If I'm writing an article I kind of just want it to be my own thoughts. I understand with group and academic papers it's different. I'm more willing to work with people for academic purposes, but when it comes down to creative pieces, I kind of don't want anyone else's influence, just because I like taking the credit for those things on my own.

Interviewer: Yeah. Have you had any academic collaborative writing experiences?

Interviewee: Besides that marketing project, not really. Not that I can really recall.

Interviewer: What did you have to do for that marketing project?

Interviewee: Right. My group was assigned to analyze [phone company] as a brand, like what they're doing well and what they're doing poorly, and things like that. We divided the work so one person would research the company background, someone else researches why their sales are declining, and someone else researches possible solutions to how they can approve and gain more customers, things like that. Then we put it all together in one document. That's been very helpful working with people, 'cause you see what information they bring in and you're learning from them because you have your own part to research. I do like that, group research projects, just 'cause I think you learn a lot from each other in the process. You're exposed to things you wouldn't normally be exposed to. It's kind of neat.

Interviewer: Any challenges?

Interviewee: It's always tough coordinating with people. I'm also not a fan of group projects just because like coordinating meeting times is kind of a pain, and then some people are very pushy about their position and things like that, but overall it's good to experiences, but not just all the time.

Interviewer: The [200 level Writing course] emphasized reflective writing.

Interviewee: Right.

Interviewer: In various forms. How would you describe your experience with this kind of reflection?

Interviewee: I remember doing reflections on some of the big projects we worked on. We had to re-mediate a piece of writing and change the format, from like if we wrote an article maybe we would make it into a video.

Interviewer: Interesting.

Interviewee: That was really cool to experience the different kinds of mediums where you can present your work. Yeah, those reflections were very helpful to kind of like take a step back and be like, "Oh, wow, I kind of completely transformed this academic essay into a video or a PowerPoint or something. It was cool to see—going from text to visual. I did enjoy the reflections because it gave us a chance to really put on to paper what we did and how much we've learned and how we would apply this again in the future.

Interviewer: Mm-hmm. That was one experience. What else did you do in terms of reflective writing?

Interviewee: We reflected on all of the big three assignments that we had. One was like a repurposing. I don't exactly remember all the assignments, but in general the reflections were just a good opportunity to see how you could change your writing and transform upon it for different purposes and using different media styles and things like that.

Interviewer: Did you learn about yourself as a writer doing these reflections?

Interviewee: A little bit. I think I give myself more credit now as a writer, just because I can do more than I thought I originally could. I was very into just kind of article writing, but now I guess you can make videos, which I know is not technically writing, but it's still translating your writing into something else. I think I've just learned to be more open. I can do more with writing, which is kind of cool.

Interviewer: Imagine making videos for your magazine [cross talk 0:24:57].

Interviewee: Definitely, yeah. We wanna do a lot of promotional videos. It's more like the advertising side of things. I would definitely take what I've learned in this class and apply it to making videos for [magazine].

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

Interviewee: Mm-mmm. Not really. I don't reflect on my own. I only reflect if it's an assignment, that kind of thing. I know for the [200 level English] class, now our final

paper is a reflection of the whole semester. In few weeks I'll be working on that. I guess we're just reflecting like what we've learned, how we can improve, what we liked about the papers we've written, things like that. That'll be a good opportunity to reflect on where I am in academic writing.

Interviewer: The next couple of questions I'm gonna ask you about your Gateway portfolio.

Interviewee: Okay.

[...]

Interviewer: Is [magazine] a blog?

Interviewee: No, it's online magazine.

Interviewer: Okay.

Interviewee: We have a blog section, but it's overall like a magazine.

Interviewer: So you had to write blogs for [200 level Writing course] as well?

Interviewee: Yeah. We had a group blog website, where we were encouraged to just kind of write anything that came into mind, or we would reflect on some of the things we went over in class. Okay. I found it. Okay.

Interviewer: First, talking about the blogs for a little bit. What was your experience with that like?

Interviewee: I was really cool with like make our own website. We were able to put in what we did during the course, but we were also able to bring in outside information about our writing interests and activities. When I made this I put in a section for magazine journalism with links to the publications that I write for. I know when I apply for professional jobs I would probably use this as—not for my resume but just to show them kind of what I'm writing and what I've learned and things like that.

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

Interviewee: Like creating it or—?

Interviewer: Sure. Creating it or—I guess it would be creating it. [Laughs]. Sharing it?

Interviewee: Yeah, it was cool to share it. I shared it with my family and they were like really impressed with how it came out and things like that. It guess it was cool compiling everything onto one website and making different sections, kind of just reflecting on how

much I've really done throughout the course and my college career with writing, so I guess just putting everything together was a neat part of it.

Interviewer: Putting everything together.

Interviewee: Kind of like just having everything in one spot. It was very organized. Yeah, we put up the original assignments and then the edited version, so it was cool to compare those side by side, and have it all on one portfolio.

Interviewer: What were your goals for this portfolio?

Interviewee: I guess I kind of just wanted to organize all of my writing in one spot. I wish we would've had more time to work on this and stuff. It was kind of rushed. If I could expand on it—and we can edit them on our own. I'd probably put in other things that I've written—

Interviewer: Such as?

Interviewee: Maybe more academic pieces from other writing classes, like research papers and things like that. I have links to the [magazine] website, but if I had more time I'd probably imbed some of my most popular articles, things like that.

Interviewer: Do you feel that your portfolio met the goals you set out in [cross talk 0:31:14]?

Interviewee: I think it could've been better. I met all the requirements to get the grade in the class, but I could've put in more work to—I don't know, just make it the way I wanted it, so it would be ready to present to someone professionally. It's definitely a work in progress.

Interviewer: You see yourself continuing to monitor all this?

Interviewee: Yeah. I would like the Writing [...] capstone, which I'm taking next year, I'll probably be able to really finesse it and just expand.

Interviewer: Do you think that writing or creating this portfolio has had an influence on your writing?

Interviewee: Not really, because I haven't really checked this since last semester. I think it was more just a—okay, I had to do this, I did it. But if I finish it and I'm really happy with the way it turns out I think I would continue to use it and write more so that I can put more onto my portfolio, that kind of thing.

Interviewer: You mentioned adding more, academically and—

Interviewee: Academically, magazine journalism and—like I mentioned before I write for [local Ann Arbor newspaper], so maybe even including some of those kinds of articles, even though I don't really have in interest in newspaper writing so much, it's still part of my portfolio. If I do write a novel or even if I start it, I could probably put some information about that in here. I think it's great to have everything together. I just wish I would use it more.

Interviewer: What are your most—the pieces of writing you're most proud of? It doesn't necessarily have to be on the portfolio. And I guess why are you proud of it?

Interviewee: I guess one of the opinion pieces I wrote for [local Ann Arbor newspaper] was my personal view point on juvenile delinquency. It was something about that. I got a lot of comments. Not all positive, you know it's a very touchy subject, but I think I'm most proud of it because it shows that I can take a persuasive standpoint and get people to respond to my writing. I was very proud that that generated comment. One time my article was most viewed on [magazine]. It was one of the top ten. That was really cool. I think what makes me most proud of my writing is when I know people are reading it and reacting to it. It doesn't have to be positive reactions, just any kind of reaction, just because it means you're connecting with your audience, I guess. That kind of thing.

Interviewer: Mm-hmm. Yeah. Do you have any other writing experiences that we haven't touched on today?

Interviewee: I don't think so. Mostly it's the magazine and the newspaper, and then any academic that I'm assigned to. Again, I don't really write creatively on my own, like short stories or poetry or anything like that. I'm really involved in magazine journalism so that's the biggest thing.

Interviewer: We didn't touch too much on—you mentioned that your communications classes don't really require too much writing.

Interviewee: No too much. Like the ones from freshman and sophomore year.

Interviewer: So it's really in your minor?

Interviewee: Yeah. We had papers and things like that, but the specialized, higher-level courses, the one's that I've taken at least, really don't require much essay writing. It's kind of just reading and discussing and things like that. So yeah, most of the writing, like grammar or whatever, is from the writing minor classes.

Interviewer: Overall impressions of that writing minor to your writing self?

Interviewee: It's definitely helpful. I don't know if the introduction course, the [200 level Writing course] was the most helpful. I think I really benefited from the English courses, actually, that are required, like the professional writing and the academic argumentation are most helpful, just because it's helped me improve and become more persuasive. In the

professional class we're learning about email etiquette and things like that. I know it's not elaborate, extensive writing, but it's still helpful knowing the proper ways to communicate with professionals and really establish strong connections there. That's been really helpful.

Interviewer: I can imagine that'd be really important for you.

Interviewee: Yeah, it is very important, yeah, for every industry that I'm interested in. It's great to really be able to connect well with people of higher status.

Interviewer: And present yourself.

Interviewee: Yeah, absolutely. Mm-hmm.

Interviewer: Cool. I definitely will check your website. [Laughs]

Interviewee: Oh, yeah. You should. That'd be so cool.

Interviewer: Your magazine.

Interviewee: Yeah, it's really neat.

Interviewer: I guess before we end this, were there any specific pieces of writing in your portfolio that stood out to you?

Interviewee: I did a really cool remediation where I transformed a written academic essay into an in-design type spread. I know the end design wasn't really writing but I thought it was really cool to learn how to use in-design on my own and make a visual supplementation to the writing piece. That was cool. The writing piece—

Interviewer: Is that in here?

[...]

Interviewee: That's good. Yeah, me too. Okay. For the essay it was in one of my Comm classes called [title of course]. We had to take on the role of editor-in-chief of a made-up magazine and you kind of explain how you would design your magazine from start to finish, using some of the concepts we learned in class, like—I don't remember all the concepts but we kind of just had to take on the role of editor and talk about how you would design a magazine. That was all written in text. Then for the remediation I decided to just make the actual magazine cover. For example, we had to say if was a monthly publication or quarterly or whatever, so I would say on the label, December 2012, just to show that it was a monthly type thing. I don't know, it was just really cool to be able to put this into a visual state, I guess you could say. I'm deadly proud of this piece. If I had more time I would make it even better, but it was fun. It applies my interest in magazine journalism so it was perfect.

Interviewer: For sure. What kind of tasks do you do presently as the editor of your magazine?

Interviewee: I basically edit publish all the articles to the site for my writers. They're upload their articles to our site, and then I'll go through and edit the grammar, fix the format if it needs to, like if the pictures aren't really working I'll find new pictures that look better. Then you just pick a time to schedule the article and make sure every day we're posting new content, so you kind of just spread out all the publishing and stuff like that. If I have time I'll write my own articles but it's mostly just edit, you accept pitches from the girls every month, you say yes or no to their ideas. We also have a marketing team but for writing it's basically accepting pitches, make the schedule and then editing and publishing the articles.

Interviewer: Do you see that as collaborative work?

Interviewee: I guess technically yes, since I—eh, hmm. In some regard yes, because you are working with someone else on their writing, but I'm not really putting my ideas into the writing. I'm kind of just editing grammar. I don't really see that as too collaborative. When you accept pitches and work with the writer on their pitch, I think that's more collaborative, 'cause you can take their basic ideas and twist it a little bit to make it more exciting or whatever. So yeah, I guess there is some collaboration with that.

Interviewer: So that, the forming of ideas is more collaborative in the beginning of the process?

Interviewee: Right, exactly, because everyone's required to send in five pitches every month. I can edit them and tell them like, "Oh, yeah, your idea is good but maybe try this instead of that." It is more collaborative in the beginning but then they're free to run with the article after I accept their pitch, if that makes sense. Then when I edit it I don't really edit the content so much as more just the grammar. Unless something's way off base I'll edit the content but it's mostly just their idea in the article at that point.

Interviewer: That doesn't happen too often where towards the end of the process things change in terms of content?

Interviewee: Right. No so much. I always encourage the writers to contact me if they're struggling with how to put a piece together, but once it's uploaded to the site I have trusted that they've done their work and this is how they want it. Yeah, I don't really edit the content much at the end unless, again, it's really off-base and needs to be tweaked. But, yeah.

Interviewer: Those experiences writing, in comparison to collaborative writing experiences academically, any major differences?

Interviewee: Well, I guess with the academic writing—I don't know how to explain it. It's more interactive because you're putting together a entire paper together. But with the [magazine] collaboration it's more just the little things like, oh, instead of talking about this I want you to talk about this. I feel like as editor I kind of call the shots and make the final decision, but when I'm working with people academically I can't just say, "Oh, I wanna do this. This is what we're doing." You have to be cooperative. I'm not saying I boss the girls around, like, "Oh, this is what you have to do." It's more like I kind of have the upper hand just because I'm the one editing and in charge of the publication. Again, with the academic study you really have to learn how to work with people so you—yeah, you have compromise and things like that. They're different but they're both really helpful in different ways.

Interviewer: Mm-hmm. I guess that's it. [Laughter]. I think we talked about everything, unless there is anything else about your portfolio or the writing minor, or anything else in terms of your experiences with writing, and how that shaped you as a writer.

Interviewee: Nothing really different, but again, just it's so helpful being exposed to all different genres of writing, from magazines to newspapers to academic things, and like the engineering memos. I think if people can experience all different kinds of writing it's very helpful, just because it really makes you realize what kind of writing you're most passionate about. Yeah, like I really do appreciate that I've had the opportunity to write in so many different styles and for different publications, just because it kind of directed me towards what I like the best. That's been really helpful.

Interviewer: Technical writing, did that change how you write nowadays at all?

Interviewee: I don't know if it's changed how I write, but it's good to know that if I need to write more professional pieces I can pull upon the knowledge that I've gained from those classes. I don't take any of that into creative writing but I know there will be opportunities. Like probably this summer I might internship where it's going to be more like tech writing and things like that. That'll be helpful to have had that experience.

Interviewer: At [company]?

Interviewee: At [company], yeah. It's a social media position but I'm sure there'll be—I'm sure there is a creative side but also a stricter side, so we'll see how that goes.

Interviewer: Yeah. Sounds like a good opportunity to pull in a bunch of strengths together.

Interviewee: Yeah, absolutely. I hope so. It'll be good.

Interviewer: Yeah.

Interviewee: Yeah.

Interviewer: Okay. Thank you so much.

Interviewee: Thank you. Yeah.

Interviewer: Have a good end of the semester.

[...]

Interviewee: Thank you very much.

Interviewer: Thank you.

[End of audio]