

Interviewer: This is *** and I'm here with *** and it's 1:00 on April 27th. ***, tell us about your major and stuff like that.

Interviewee: I'm a [inaudible 00:00:16] and science major in kinesiology. I'm pre-dental.

Interviewer: Okay.

Interviewee: I'm applying to dental school this summer. What else do you want to know?

Interviewer: I was gonna say you're a junior and you just wrapped up your—

Interviewee: I just wrapped up my junior year.

Interviewer: Okay and congrats, so the first question is just really general. How would you describe yourself as a writer when you came into U of M [University of Michigan] and then how would you describe yourself as a writer now?

Interviewee: My writing ability?

Interviewer: Yeah or any way you interpret the question. How do you describe yourself as a writer?

Interviewee: As a writer, I'd say—well, I only write for like school purposes. I don't enjoy writing at all. I say that I'm good with like just basic like structured writing. Like I just like [inaudible 00:01:04] writing essay or something, but creative writing I do not enjoy at all and I don't like. [Laughs]

Interviewer: Okay.

Interviewee: That's probably the same coming into school—

Interviewer: Okay.

Interviewee: - and leaving now.

Interviewer: Okay, so you describe yourself as a school-based writer.

Interviewee: School-based writer.

Interviewer: But maybe not. You wouldn't really characterize yourself as a writer.

Interviewee: Right. Yes.

Interviewer: Okay and you don't enjoy it. Can you elaborate on why you don't?

Interviewee: I don't know. There's something about it. I don't know, something about it I don't enjoy about writing. I don't mind like—I think it's just I've never been creative. I don't have that creative like mindset for creative writing, 'cause I don't really mind doing like academic essays as much, but like structured writing, like creative writing I just don't enjoy.

Interviewer: The academic writing is okay?

Interviewee: Mm-hmm. Yeah. [Laughs]

Interviewer: Do you see yourself as a strong academic writer?

Interviewee: Yeah. I think so. I've gotten As on all my English courses, so—

Interviewer: Okay, so that's what I was wondering. Sometimes people say they don't enjoy writing 'cause it's really difficult, but it sounds like you—

Interviewee: It's difficult. I think for me, it's difficult coming with the ideas and sitting down and starting an essay, but once I start it, I can do it, but it's difficult beginning and like outlining my paper and all of that.

Interviewer: So once you've got an outline and you've got your ideas, then the actual writing—

Interviewee: Then the actual writing is easy.

Interviewer: Okay.

Interviewee: [Inaudible 00:02:42] easier.

Interviewer: Now, has that changed at all since you've been here in your three years?

Interviewee: I'd say it's been—I can come up with an outline easier now, like more quickly come up with ideas I wanna get across.

Interviewer: Okay. This next question's kind of related. To what extent when you say you've grown as a writer?

Interviewee: Probably what I just said. [Laughs] It's easier for me to come up with ideas that I wanna get across in my paper for whatever the paper is.

Interviewer: Okay and so to what would you attribute that means?

Interviewee: Probably just practice. You like keep having to write a lot of essays and stuff.

Interviewer: Okay, so what are some of the types of writing you've done? I guess you took [English courses]?

Interviewee: I took [list of English courses].

Interviewer: Okay.

Interviewee: Those were both—my [English course] was argumentation, argumentative writing and so was my [higher level English course].

Interviewer: Okay.

Interviewee: They were both argumentative and then I've had to write papers for like psych [Psychology] classes and like bio [Biology] classes and various classes like that.

Interviewer: Okay.

Interviewee: I guess mostly argumentative. I had to do a lot of like reading a paper and then writing an essay on the paper. That's pretty much—

Interviewer: Did you do a lot of the kind of science-type writing apart from [English courses], what others?

Interviewee: I just finished a scientific writing course for kinesiology, so we had to write a research paper.

Interviewer: Okay.

Interviewee: So I'm pretty familiar with science writing.

Interviewer: Okay. This question's a little—maybe a little tricky. What are your goals for yourself as a writer and have you changed since you've been [inaudible 00:04:43]

Interviewee: My goals are probably to get—I think when I first started writing, which is why I didn't like it, it was hard for me to get what I'm actually trying to say, like my thoughts and ideas through to the reader, so that's probably my main goals, but I've gotten better at that, too since I've started freshman year.

Interviewer: Okay. Mainly being clearer? [cross talk 00:05:11]

Interviewee: Yeah, like being clear and like clear and concise.

Interviewer: Okay and is that something you had trouble with when you started?

Interviewee: A little bit. Yeah.

Interviewer: Okay, so then this question. Thinking across your writing experiences, what do you think it means to write well and you sort of answered that with the clarity piece, but what are some of the things that you think are included in writing well?

Interviewee: I think writing well is like being clear, keeping the reader's attention throughout the whole thing, keeping them interested. Probably like those are the main two things and getting the information across that you want to get across.

Interviewer: So keeping their attention throughout, keeping them interested. Would you say that's the same for like your science writing as well?

Interviewee: Yeah. The science writing is more like factual though and listing facts like for the [inaudible 00:06:11] answer right like you don't put any opinion in anything. It's just all facts, so that's kind of like where you have to be really clear and concise of what exactly is the facts you're trying to say.

Interviewer: Tell me about that research paper? What was it about?

Interviewee: We had to come up with a study, so you just pick something, a random topic. I did children with spina bifida in obesity. That's when their spinal cord is like—

Interviewer: I know basically—

Interviewee: Yeah. Their spinal cord is like—they're born with it outside of their bodies, so they have like—

Interviewer: Right.

Interviewee: - mobility issues, so I did a study. I made up a study of like testing different like exercises that they can do and then so we had to do like the [inaudible 00:06:55] and show 'em [inaudible 00:06:57] and write an abstract for that.

Interviewer: Was that your first time to do that particular structure?

Interviewee: It was my first time writing a full paper like that.

Interviewer: Okay and so the discussion part—were you encouraged to put like your opinion in there?

Interviewee: No.

Interviewer: Or what did you do in the discussion part?

Interviewee: My discussion, I just used my results with previous research. Like said what my results mean—

Interviewer: Okay.

Interviewee: - and then said what future research needs to be done.

Interviewer: Okay, so like the significance and the stakes 00:07:39 of the research?

Interviewee: Mm-hmm.

Interviewer: What do you think is most important in learning to write?

Interviewee: [Laughs] I don't know.

Interviewer: Well, so you took [English courses]. Maybe think of some of the things you got from those courses and then also you've done writing in your other content courses where you've presumably learned things about writing that maybe wasn't like part of explicit instruction, but like doing it [inaudible 00:08:10]

Interviewee: In [higher level English course], we had to read this article. It was called like Read Like a Writer and so I thought that was very interesting to like kind of go through and just—so like Read Like a Writer, like why they put—instead of reading for the information, reading with like how they set it up and like their structure and I thought that was interesting, 'cause it was like, why did they put like this sentence here, like use these words in these 00:08:33 spots, so—

Interviewer: Right.

Interviewee: I thought that was kind of helpful of like—

Interviewer: Okay.

Interviewee: - how to write. [Laughs] Like studying other peoples' writing.

Interviewer: Okay, so then very generally, then—so the question is what do you think is the most important in learning to write and so that lesson, as it were, came about through a reading?

Interviewee: Mm-hmm.

Interviewer: Like maybe your answer would be the types of reading you do [cross talk 00:09:00]

Interviewee: Yeah. I think types of writing is important in writing.

Interviewer: Okay, so some other things about learning to write. What else?

Interviewee: Well, I think learning to write [inaudible 00:09:11] is like learning to set up a good structure of your paper 'cause you don't want ideas just randomly thrown all around. I think a lot of learning to write well is doing [inaudible 00:09:28] writing. Like all four 00:09:32 of my English classes were just argumentative, so I didn't do like any kind of like other types of writing, which I know there's other classes for that, but I think that would help someone become a stronger writer.

Interviewer: Can you say like what other types of writing you think would be beneficial?

Interviewee: Maybe—I don't really know. [Laughs] Maybe like some other types of like creative writing or—I don't know offhand other types of writing right now.

Interviewer: Well, maybe one way to think about it is have you had to do types of writing at U of M that you didn't practice doing in your [English courses]? Do you know what I mean?

Interviewee: For different classes?

Interviewer: Yeah. In your other courses, have you had to do a type of writing where maybe you said, uh, I wish I learned to do that?

Interviewee: Not really. I don't know. My other types of writing from like my bio and psych classes we had to read a paper and then write on a paper.

Interviewer: Okay.

Interviewee: Which I guess we didn't really—I don't really remember if I did that in [English courses]. I did do that in [higher level English course]. Like write a essay on a paper.

Interviewer: Like as a response or a critique?

Interviewee: I did have to do like critiques, response like or a summary of the paper. I think that's all pretty much that I've done [inaudible 00:11:04]

Interviewer: So you've done research papers, critiques, responses, summaries?

Interviewee: Mm-hmm.

Interviewer: Okay, but I take your point also that maybe doing a variety of other types of writing, even if you don't have to practice that in your other courses. Maybe that's a good exercise.

Interviewee: Mm-hmm because like I'm applying for dental school, so I have to write a personal statement, so I think like just having a good base of all types of writing comes in handy.

Interviewer: Yeah. Yeah. There's that [title of class] where you learn types of writing like that.

Interviewee: Mm-hmm. I think another reason why I don't like writing as much as like—it's such a process and like time process, like going through and then like organizing it and then writing it and then proofreading it and like changing things around.

Interviewer: Yeah.

Interviewee: All of that, so I think that's—

Interviewer: It's such a time investment?

Interviewee: Mm-hmm.

Interviewer: Okay. Yeah. Writing's hard. [Laughs]

Interviewee: [Laughs] It is hard.

Interviewer: What did you learn in your—you took [English course]?

Interviewee: Yes, I took [English course].

Interviewer: What did you learn there? If you can kind of think back to that three years ago that you've continued to use in your writing, if anything?

Interviewee: I don't remember. [Laughs]

Interviewer: Okay. Do you remember—and it's not uncommon for people to not remember much from their [English] class, but do you remember anything about what you read or what you wrote about?

Interviewee: No. [Laughs]

Interviewer: Truly?

Interviewee: I'm trying to think. I can remember like we had the book *They Say/I Say*. I remember that book. [Laughs]

Interviewer: Did you like that book or do you remember much about it?

Interviewee: I didn't really read it that much, to be honest. [Laughs] We read it a couple of times in class, but I know we didn't have to read it outside or anything.

Interviewer: Okay.

Interviewee: I think. I cannot remember anything I wrote for that class. I know we had to do like argue—we did arguments, so I think we like—I know we like picked a paper and then I think we picked a side of whatever you like agree or disagree with it and then we wrote [inaudible 00:13:23] back that up, back up our—whether we agreed or disagreed with it. I don't really remember writing—

Interviewer: Okay.

Interviewee: - anything else. I'm sorry.

Interviewer: Nah. Nah. That's fine. I was trying to see if I could figure out if you had actually learned anything from that course that transferred to your other writing experiences, but if you don't remember, then maybe—

Interviewee: I guess maybe like for what I was just talking about, we had to like go through and find evidence and like supporting our arguments. I guess I kind of learned that, used that in my other writing.

Interviewer: One of the questions I'll ask you later is what kind of advice you might have to teachers about what you could have done in that [English] class that maybe would have been more helpful or more memorable, but so something to think about.

Interviewee: Okay.

Interviewer: You didn't take [Writing course]?

Interviewee: Yeah. I did.

Interviewer: Oh. You did take [Writing course]?

Interviewee: Yeah. I did. I forgot about that.

Interviewer: Okay.

Interviewee: Yeah. I took that first semester and I took [English course] the second semester [cross talk 00:14:30]

Interviewer: Okay. All right, so do you remember anything you learned from that course and lessons you may have transferred?

Interviewee: I really did not find that course any helpful personally. To me, as a writer, I did not find it—

Interviewer: Okay.

Interviewee: I felt like 00:14:42 I didn't learn anything throughout the class.

Interviewer: Do you remember the—

Interviewee: I remember a little bit. I remember we had to write like a creative story about writing. [Laughs] I remember that, a reading, but that's the only thing I remember like actually writing, but I remember being in the class and not really coming out with anything.

Interviewer: Okay and you got, I assume, feedback from your instructors in [Writing course] and [English course] on your writing?

Interviewee: Mm-hmm.

Interviewer: Do you remember what types of feedback you got?

Interviewee: Of how my writing was?

Interviewer: Yeah, like I'm just wondering if they gave you feedback where you realized something about your writing that you may have taken with you.

Interviewee: In [Writing course] we had like weekly meetings with the TA [Teacher's Assistant]?

Interviewer: Mm-hmm.

Interviewee: TA and the professor, but that was more like—I don't remember any like feedback.

Interviewer: So when you wrote papers, they didn't write feedback?

Interviewee: They wrote—yeah. They wrote it down, but I don't remember what it was. [Laughs]

Interviewer: Okay. Yeah. That's fine, so—

Interviewee: I know for [higher level English course], I got a lot of feedback on transitioning from like paragraph to paragraph, which is another thing that—I'm terrible at transitions [inaudible 00:16:10] better at that. That [inaudible 00:16:13] I don't remember [English course].

Interviewer: So you must have taken [higher level English course] last year.

Interviewee: I took it this junior year.

Interviewer: This—

Interviewee: Fall.

Interviewer: Oh. Oh. In fall, okay.

Interviewee: Yeah, so it's kind of more fresh in my mind 00:16:25

Interviewer: You remember getting feedback that you need smoother transitions [cross talk 00:16:29]

Interviewee: Mm-hmm. Yeah. That was a big thing that I worked on all semester.

Interviewer: Okay.

Interviewee: That's the thing. That's something I've learned that I have been able to use in my like other classes that I've written for.

Interviewer: Okay, so when you're writing in your other courses, you're kind of consciously thinking to yourself, I need transitions between paragraphs?

Interviewee: Yeah. [Laughs]

Interviewer: Okay. Yeah. We just wanna make sure you're learning something. [Laughs]

Interviewee: [Laughs] Yeah. I'm sure I've learned something in [English course]. I just can't—

Interviewer: Yeah. I mean, I think sometimes yeah. You sort of learn things and then you internalize it and it becomes kind of obvious and you may not be able to pinpoint like a single lesson you got.

Interviewee: Yeah.

Interviewer: Apart from those writing courses, have you had experiences inside or outside the classroom that you think has had an effect on your writing? Do you know what I mean?

Interviewee: No. [Laughs]

Interviewer: So have you like kept blogs or do you do kind of extracurricular writing? The question is basically, what sort of influences have you had on your writing that may not be from a writing course?

Interviewee: In [higher level English course], we had to write a paper about that.

Interviewer: Oh.

Interviewee: We had to pick like a community or a group and then say how that has influenced our writing and so I talked about like my family and how I was brought up. I always brought up I read a lot, so [inaudible 00:18:06] that I've learned to write from that and like—

Interviewer: Yeah.

Interviewee: I [inaudible 00:18:13] formals. [Inaudible 00:18:15] to use like how I've talked with my—like had it out in writing and stuff, but yeah. We had to write a whole paper on that and that—that was not a good paper. I mean, it was really hard to write. [Laughs]

Interviewer: So the paper was what? Like how you're reading and experiences in your family?

Interviewee: A paper was you pick a group or community you're in.

Interviewer: Okay.

Interviewee: Like some kind of—I forget the term she used, but like—

Interviewer: Is it like discourse community?

Interviewee: Discourse community. Yes, so you pick a discourse community and then you write about how that has affected your writing.

Interviewer: So the discourse community you picked was your family?

Interviewee: Mm-hmm.

Interviewer: Okay, so you're talking about—oh, so like the ways you talk to your family, how that might—

Interviewee: Yeah. I kind of forget what else I wrote about. I can't remember. I know I wrote about reading a lot.

Interviewer: So your experiences reading growing up?

Interviewee: Mm-hmm.

Interviewer: Okay.

Interviewee: I don't know if I've 00:19:20 ever have ever kept 00:09:22 a blog or journal or anything.

Interviewer: [Cross talk 00:19:22] stuff?

Interviewee: [Laughs]

Interviewer: Okay. All right, kind of a different question. If I used the term reflective writing, what does that mean to you?

Interviewee: That would mean to me writing on an experience or something. Like reflective writing would be like writing on how I thought my [higher level English course] was or like something like that.

Interviewer: Okay, so writing on a past experience?

Interviewee: Mm-hmm.

Interviewer: Reflecting on a past experience. Have you had to do that type of reflective writing in your courses?

Interviewee: Mm-hmm. We had to—[higher level English course], our last essay was a reflective essay on one of the piece—like our experience writing one of our essays. Like we had to pick one and reflect on it.

Interviewer: So your experience writing one of the essays in that course?

Interviewee: Mm-hmm.

Interviewer: Okay. What have been your experiences of working with other writers in your courses? So like, doing peer reviews—

Interviewee: Peer reviews. I found peer reviews to be very helpful. I can't remember how much peer review we did in [English course]. I'm sure it was a lot, but since I—[higher level English course], every person had to, at one point, go up in front of the class and have the whole class read their paper and get feedback on it, which was kind of scary, 'cause I—

Interviewer: You had to read it aloud?

Interviewee: No. Like they—

Interviewer: Oh. They did. They had—

Interviewee: They had it. We put in on [inaudible 00:20:58] and then they read it. We had to read 'em before our class and everyone give feedback on them, like go through and everyone would give 'em back a copy of like their notes on the side, so I found that—and then for every essay, we did just like small group peer reviews. I found that very helpful

because everyone is such different types of writers that getting other people's ideas can help you get more ideas and help you like become a stronger writer.

Interviewer: Yeah and so you did that in [higher level English course]. Have you had to that type of peer review in other like non-related course—non-writing related courses?

Interviewee: No.

Interviewer: So when you've written in psych and biology, you said?

Interviewee: Mm-hmm.

Interviewer: Do you do drafts of the writing or you just do it, turn it in?

Interviewee: I would do drafts and go talk to my [inaudible 00:21:46] about it, but you were not required to do drafts or anything.

Interviewer: Okay, so back to the peer review. You had to be a peer reviewer?

Interviewee: Mm-hmm.

Interviewer: What was that experience like?

Interviewee: When—

Interviewer: Like you had to do the same, so you talked about how it was nice for other people to give you—

Interviewee: Oh. I had to give other people feedback?

Interviewer: Yeah.

Interviewee: With those—kind of like just like it was seeing how people would like set up their essay for like that prompts was kind of interesting I thought because everyone like has different ideas of like structure. Like different ideas of like things to bring in, so I thought that was helpful for me too to see it, but like seeing other people—how they would set up their essay and like what they talked about in it.

Interviewer: Yes. Do you—

Interviewee: I thought it was interesting how people emphasize different parts of like the prompts and stuff.

Interviewer: Oh, so how they approached the same prompt that you were dealing with.
00:28:47

Interviewee: Mm-hmm.

Interviewer: Do you think it's fair to say you learned from your peers?

Interviewee: Yeah. I think so.

Interviewer: You learned like writing strategies?

Interviewee: Mm-hmm. I think so. It was kind of a lot to do for peer review, 'cause it was like every week when we had to write them a letter of like their essay to you like saying what we thought was good and like—

Interviewer: Yeah.

Interviewee: - they ought to improve, so it was a lot of work, but I thought it was helpful.

Interviewer: Oh, you had to write one of those review letters every week?

Interviewee: Mm-hmm.

Interviewer: Yeah. That's a lot.

Interviewee: Yeah. We had to write like two a week and however many people were present—that were going that day. I think we did like two or three a class time.

Interviewer: Yeah. I mean, I was just thinking what was your experience writing those reviews? Did you get better at the actual review part?

Interviewee: I don't think writing the review had any effect 'cause I felt like I would put all my thoughts just like in the margins and stuff when I was going through, so I thought writing the actual reviews didn't really have any effect on like learning or anything, but—

Interviewer: Okay.

Interviewee: Yeah.

Interviewer: Yeah. I was just wondering if you thought about it in that way. This question's kind of related. Thinking about your peers, if you were gonna give someone advice about writing—maybe think of like an incoming freshman. What are some of the things you would say that they should think about as they begin to write like their first college paper?

Interviewee: [Laughs]

Interviewer: Is that too specific?

Interviewee: No. [Laughs] I don't know.

Interviewer: Like you're a mentor to a freshman. What kind of advice would you give them about their writing?

Interviewee: I would say to like write an outline before, some sort of outline before. I know a lot of people don't like outlines, but I find them very helpful, at least like a general outline of how your structures—I think structure is very important and like organizing your paper is important. I'd probably say for them to do that first— [Laughs]

Interviewer: Okay.

Interviewee: - before they try to like sit down and write a paper.

Interviewer: Because it'll save 'em time?

Interviewee: I think it'll save 'em time and it'll just help the paper turn out better.

Interviewer: So you write outlines? Do you follow your own advice?

Interviewee: Yeah. I don't write like explicit outlines, but I write just kind of like one sentence of what each paragraph is gonna be.

Interviewer: Okay and I'm wondering if you find that as you're writing, does your outline plan change or do you pretty much adhere to your outline?

Interviewee: I pretty much adhere to it. Sometimes it changes if I like come up with more ideas or something else I wanna talk about, but I think pretty much, though I like come up with all that before I start to write the paper.

Interviewer: Okay.

Interviewee: I pretty much stick to it.

Interviewer: Okay, so your advice would be do an outline?

Interviewee: [Laughs]

Interviewer: Other types of advice?

Interviewee: I don't know.

Interviewer: One thing you said that I thought was really interesting, to me as a writing teacher, is you enjoyed seeing how your classmates approached the same prompt as you

but in different ways. To me, it seems like being able to read a prompt in smart ways is important.

Interviewee: Yeah. I think that's important, too.

Interviewer: Like could you talk about how you read prompts and what you do when you like begin an assignment? Do you know what I mean?

Interviewee: Mm-hmm. I guess it depends on what type of assignment it is, but like how I read prompts—what do you mean by that? [Laughs]

Interviewer: Yeah. I'm trying to connect it back to the advice you would give an incoming student. Like I would say being smart about the prompt is important, but what does that really mean?

Interviewee: I think it means to fully understand what is being asked of you in the assignment and what you need to like—so to fully understand what—like if there's a question, like how to answer the question or if there's different things you need to include to understand basically like what is being asked of you and to be able to, so I think that's also important.

Interviewer: Yeah, so mainly before outlining, just make sure you understand the prompt and come up with strategies?

Interviewee: Yes.

Interviewer: Okay. All right. Yeah, I mean I know. When I was a freshman in college I didn't know that. That would have been good advice.

Interviewee: Yeah. [Laughs]

Interviewer: This question, you've kind of answered it, but have you had an opportunity to do writing in your major? Your major is what, again?

Interviewee: Movement Science.

Interviewer: Movement Science.

Interviewee: Mm-hmm and kinesiology.

Interviewer: So you've done writing in biology and psychology, you said?

Interviewee: Mm-hmm.

Interviewer: In movement science, do you do specific types of writing?

Interviewee: We don't really have to—I never really had to write like a paper or anything besides my scientific writing course, but we have to write a lot of lab reports.

Interviewer: Okay. When you say a lot, what does that mean? Like how many do you write?

Interviewee: I wrote like four—well, they're like—basically I wrote like 12 last semester for one of my classes.

Interviewer: That is a lot.

Interviewee: Yeah, just 'cause basically one per lab, per week and that would include [inaudible 00:28:13] that it would always include like intro, method, results and discussion.

Interviewer: Oh, the lab reports and so that's—

Interviewee: Mm-hmm. I forgot about that.

Interviewer: Doing 12 of 'em, I assume you got better at writing, then?

Interviewee: Mm-hmm. Yeah. I guess so. [Laughs] After it, yeah 'cause it—yeah. I guess I got better 'cause they're very—I could write 'em quicker. The discussions, I think I got better at like being able to just like find the exact purpose of the lab and write. I don't know what my process—I don't think my process really changed.

Interviewer: Okay. Okay, so the purpose of the lab. That's an important part of the lab report? I think I wrote a lab report maybe 15 years ago.

Interviewee: [Laughs] Yeah. The purpose is pretty important I guess 'cause that's—yeah. Yeah. I'm trying to think. Yeah I think the purpose and like why that experiment was taking place, like why were we doing it. It's like what would we learn from doing the experiment.

Interviewer: Okay and you think having a clear sense of the purpose kind of made the writing of the lab report itself easier?

Interviewee: Mm-hmm because when you're writing about—like if you know the purpose, like what you're gonna learn from it or what you wanna take out of it, then you can write like the methods. Like this is why we did this and like I think everything else kind of just—that is important—

Interviewer: Yeah.

Interviewee: - to write the rest of it.

Interviewer: Yeah. I was just trying to think to myself if there's some lesson there that you could like transfer to other writing experiences. Like it seems to me this whole idea of a purpose is really important for writing well. Is it a matter of purpose for why you're writing or it's purpose for the experiment?

Interviewee: Purpose for the experiment.

Interviewer: Okay, but that would be related to the purpose of the writing as well I guess.

Interviewee: Mm-hmm. I think the writing I think is more the purpose of the experiment 'cause you're writing to tell other people about this experiment, your results and what the results mean.

Interviewer: Okay. Did you enjoy writing these lab reports?

Interviewee: No.

Interviewer: [Laughs]

Interviewee: They're very tedious— [Laughs]

Interviewer: Yeah.

Interviewee: - and long and like 12 pages.

Interviewer: [Cross talk 00:30:41]

Interviewee: Well, we had to write [inaudible 00:30:44] so I guess altogether there were like 12 pages.

Interviewer: Why three at once?

Interviewee: 'Cause they were due like every other week—

Interviewer: Okay.

Interviewee: - so I guess I thought that since we had an extra week in between then—

Interviewer: Okay.

Interviewee: We could do 'em all together.

Interviewer: Have you had any experiences that you have had doing new media writing like blogs or making websites?

Interviewee: Oh, yeah. I take a public speaking course and we had to make a website for that, so we were allowed to say—and for [higher level English course] we had to do some sort of media, so we could have done the blog or a video and I made a website for that as well.

Interviewer: What was public speaking course? Is that in the English department?

Interviewee: That was in kinesiology.

Interviewer: Kinesiology? It offers public speaking?

Interviewee: Yes.

Interviewer: Do all majors here offer—or all departments offer a public speaking course?

Interviewee: I have no idea. [Laughs]

Interviewer: [Laughs] Yeah.

Interviewee: I know we had to take it.

Interviewer: I asked because a student the other day was asking me where he could take a public speaking course and I didn't know where.

Interviewee: It was [inaudible 00:31:53] in the sport management department of kinesiology building. You had to take it as like [Sport Management course].

Interviewer: I wonder if that's 'cause it's related to like PR?

Interviewee: Yeah.

Interviewer: Sports Management?

Interviewee: Mm-hmm. Maybe. I think they're actually getting rid of that requirement for movement science, so I feel like I read an email about that.

Interviewer: What was your experience to like write—so for both of those you wrote a blog?

Interviewee: I made a website.

Interviewer: A website. Sorry.

Interviewee: Mm-hmm.

Interviewer: What was that experience like?

Interviewee: It's kind of interesting 'cause I took sports management freshman year, so that was the first time I ever made a website—

Interviewer: Yeah.

Interviewee: - and so I was like—I thought that it was interesting 'cause you could bring out like pictures and like colors and make it more like fun for people to look at.

Interviewer: Yeah.

Interviewee: For [higher level English course], we had to make a website and like one of the arguments we were writing. It's 'cause we were supposed to like try to state an argument in a different way other than just an essay, so I thought that like—it was interesting to make an argument that way 'cause you can like put in pictures and like get like—make it more fun for people to read and like—

Interviewer: Right.

Interviewee: - look at.

Interviewer: You had to make basically a visual argument?

Interviewee: Mm-hmm. Or yeah, like some people did videos or mine had a—since I was doing a website, so I had a lot of writing, but—

Interviewer: So what was the writing part? It was whatever argument?

Interviewee: Yeah. It was whatever argument you were making, so I think I had like a tab of like my argument and then—'cause I had like different links that I had. Like I think it was like two main—like my two main points—yeah. I think [Laughs] [inaudible 00:33:43]

Interviewer: Okay. Oh, so have you been uploading pieces to the study archive?

Interviewee: Yes.

Interviewer: Did you do that?

Interviewee: Mm-hmm.

Interviewer: Okay, so can you tell me about what you put on there or have you been—

Interviewee: I put up—well, I did it first semester and second semester of this year, so first semester I put on my final paper of [higher level English course], which was our big argument. Like our—

Interviewer: Was the visual argument or it—

Interviewee: A visual argument was part of it—

Interviewer: Okay.

Interviewee: - but we had to write a paper, too. That was you have to like pick a topic and just like argue one side of it and then this semester, I put up my research paper that I wrote for my scientific writing course.

Interviewer: Okay and why did you choose those two pieces?

Interviewee: That was for scientific writing. I mean, that was the only paper I really wrote this semester, so— [Laughs]

Interviewer: Also, it seems like they're two very different types of writing, so they represent maybe two very different—

Interviewee: Yeah.

Interviewer: - sides of yourself as a writer?

Interviewee: Mm-hmm.

Interviewer: Okay, so you're pre-dental?

Interviewee: Mm-hmm.

Interviewer: What kinds of writing, if any, do you imagine you'll be doing as you're a dentist one day or whatever career you choose?

Interviewee: Probably not that much writing. [Laughs]

Interviewer: Okay.

Interviewee: Maybe if I go into research, like writing for grants and like that kind of stuff, but I can't imagine I'd be doing too—like papers or any—I don't know—too much writing.

Interviewer: If you get on the research side of it—

Interviewee: Mm-hmm.

Interviewer: = so then you'll do a lot of like research?

Interviewee: Yeah. I work in a dental clinic like that's part of Michigan and I help—for part of the [inaudible 00:35:35] I had to do it [inaudible 35:36] but I helped them write a grant, so that's kind of interesting to see like how you write a grant for your like—

Interviewer: That's a great experience.

Interviewee: Yeah.

Interviewer: I mean, those have to be very persuasive.

Interviewee: Mm-hmm, 'cause they have to say like what you're gonna use this money for, like why—'cause you have to try to get 'em—

Interviewer: Yeah.

Interviewee: - if you're gonna get money, so—

Interviewer: That's a proposal.

Interviewee: Mm-hmm.

Interviewer: Yeah and so you actually did some of the writing?

Interviewee: Yeah. I did some of the writing. [Laughs] Yeah. I did it with like the office lady, the director of the clinic—

Interviewer: Yeah.

Interviewee: - so— [Laughs]

Interviewer: Do you know if you got the grant? Do you know if the proposal—

Interviewee: They just sent it in. I don't think they've heard it yet—

Interviewer: Oh, okay.

Interviewee: 'cause they just sent it in like two weeks ago.

Interviewer: Yeah. Well, that seems like great writing experience.

Interviewee: Mm-hmm.

Interviewer: Very different type of question. If you could tell—and this was what I tried to prepare you for before—if you could tell your teachers one thing about writing or how to teach writing, what would you say?

Interviewee: I think feedback is very helpful. Like for [English course] I never went to like office hours or anything, but [higher level English course], I went to office hours a lot with a lot of like either questions about the prompt or just like getting questions about like my structure and she was really good about it. She would—like she was really good about like setting up times outside of office hours to meet, so I found that very helpful.

Interviewer: So your advice would be to make plenty of room, if you can, to—[cross talk 00:37:03]

Interviewee: [Laughs] Yeah, which it's hard, so like a lot of feedback is helpful—

Interviewer: Yeah.

Interviewee: - and I don't know what else. [Laughs] What advice for teachers to teach about writing?

Interviewer: Yeah. Like I mean, I'm struck by the fact that you don't remember anything really about your [English course] class, unless I really like press you, so I wonder if they're things that you could have done in there that maybe would have lasted longer.

Interviewee: Lasted longer? Yeah. I'm sure there are some. I don't know.

Interviewer: By the way, as I said, it's not uncommon to not remember, so that's part of what we're trying to figure out. Like you know, you've done lots of writing since then, so reflecting back, what could have happened in [English course]?

Interviewee: Sorry. I can't—

Interviewer: [Cross talk 00:37:58]

Interviewee: I can't—I don't know. I can't remember what—I remember those arguments. Like I guess maybe—I feel like I didn't even do that much writing [in English course]—

Interviewer: Hmm.

Interviewee: - so maybe—

Interviewer: More writing? [Laughs]

Interviewee: - more writing. That's terrible. I know no one wants to do that. [Laughs] Or maybe just—I know from my—so for my research paper that I—for my scientific research paper, we did it in parts kind of and then so we would turn in drafts and get feedback on that and get that back, so maybe doing—and made that why we—and made sure we were like—were going on the right track with everything.

Interviewer: Yeah.

Interviewee: Maybe doing more like—

Interviewer: Like extended writing projects that kind of fit in—

Interviewee: Mm-hmm.

Interviewer: - together with each other?

Interviewee: Yeah, maybe. [Laughs]

Interviewer: Yeah. No. That—I mean, that makes sense 00:38:49 ‘cause I think part of the problem can be in [English course] you write something. You get the grade and then—

Interviewee: And then just—

Interviewer: - move on.

Interviewee: Yeah. Exactly.

Interviewer: Got it 00:38:56 but if the writing’s kind of building up towards something like—yeah, so like you wrote that grant. Like what if the [English course] course was structured in a way that you would take steps toward writing something huge like that?

Interviewee: I think that’d be helpful, ‘cause then you’re kind of coming out with your final piece is like something that will like stick with you.

Interviewer: Yeah. Oh, so I—so having a product you could leave the class with?

Interviewee: Yeah. [Laughs]

Interviewer: [Cross talk 00:39:21] That sounds good. Yeah. Well, that’s it. Any other like comments you wanna say about yourself writing at U of M?

Interviewee: I don’t think so. [Laughs]

Interviewer: Okay. Well, great.

Interviewee: I hope that helps a little. [Laughs]

Interviewer: Oh, absolutely. Absolutely. Thank you very much.

Interviewee: Yes. You’re welcome.

[End of Audio]