

Interviewer: [...]. Okay, so I'm *** and I'm here with ***, right?

Interviewee: Right.

Interviewer: Okay. Today's date is the 21st of June [...] and we'll get started with our interview. Okay, so my first question is how do you describe yourself as a writer?

Interviewee: [Laughter] Sporadic. [Laughter]

Interviewer: Okay.

Interviewee: Sometimes I feel like I want to write a lot, mostly journaling or something like that. Then I will go a really long time without writing anything, but I'm not a published writer [laughter] at all. I don't really have any plans to publish. Most of the writing I do is probably journaling or somethin' like that.

Interviewer: Okay, so a little more private in nature.

Interviewee: Yeah.

Interviewer: Okay. How would you describe the role of writing in your life?

Interviewee: I think writing for me, especially in the past few years just in college, has been really cathartic. It's been really helpful for me to get out a lot of experiences I've had and feelings or thoughts that I've had just on paper and to be able to sort out my thoughts that way. Before college, I never really remember finding that helpful. In the past few years, it has been more helpful to me.

Interviewer: Interesting. Okay, great. Great. How would you describe yourself as a writer when you first started here at the University of Michigan? Can you think back that [laughter] far?

Interviewee: Yeah. Nervous, sort of shaky, unsure. Really not sure what was expected of me. Felt like I was a descent writer. I know grammar. I knew grammar coming in, but I didn't really feel really confident in myself to go outside of that or outside of something really structured. Probably kind of confused, also. [Laughter]

Interviewer: Okay. All right. To what extent would you then say that you've grown or changed since then as a writer? How have you changed? [Laughter]

Interviewee: I think that I see writing as a lot more broad now than I thought of it before. I think that I can appreciate all genres of writing now as having their place, and that I can see myself writing more than just really rigid structures of writing or genres of writing. I guess I just feel a lot more confident in writing a little more freely, having more freedom in my writing and not feeling like there's a right and a wrong way all the time.

Interviewer: Okay. Great. You had talked about seein' it more broad and not kind of as rigid structures or genres. What, when you were kind of thinking of writing a little bit more narrowly, what were the acceptable or the correct kinds of structures that you had been writing in? What has changed that way?

Interviewee: Well, I think probably four years ago, I just thought of writing as being writing is what's published and writing is black and white and writing, there's a right way to write and there's a wrong way to right and it's mostly academic or something like that. Now I think writing could be almost anything.

Interviewer: Okay. Fantastic. Fantastic. Thank you. Now that you've graduated, what are your goals for yourself as a writer?

Interviewee: Well, I graduated with my teaching certificate also in English, secondary English. Thinking about my teaching career moving forward, I definitely would like to publish something. I have no idea what that might be, but I do plan to keep writing as much as I can. It still feels kind of like a battle, like I know I should write more, I should write more, I should write more. I'm supposed to be an English teacher. I guess I'm not totally comfortable with myself as a writer either, so I know it's just a struggle I have and I really wanna keep working at it.

Interviewer: Okay. All right, interesting. I'm gonna jump back real quick. When we were talking about how writing has grown and changed and everything, you had talked about it, your kind of perception broadening, right, and appreciating all different forms of writing. To what would you attribute that kind of change?

Interviewee: Well, I know a big part of it is probably my background in education in the School of Education and just having more appreciation for how we teach writing and how we really teach the appreciation for writing and building students up to be writers and to appreciate all kinds of writing that they're doing. Having that perspective helped me think about my own writing that I do and kind of maybe accept myself more and the writing that I do more as being legitimate or—yeah, legitimate writing, I guess.

Interviewer: Okay. Wonderful. Wonderful. That's great. Okay, so thinking across your writing experiences at the University of Michigan, what do you think it means to write well?

Interviewee: Is that the same thing as what is good writing? [Laughter]

Interviewer: Sure. Gimme what's good writing. [Laughter]

Interviewee: Well, the first thing that came to mind is that good writing takes risks, that you do stuff outside of the box and that you do write what you feel like you need to write or what you feel is the right thing. Writing well. Yeah, I think just getting away from the fear of putting your writing out there helps you take more risks. Writing something that's

a little bit weird or different or edgy or personal or provocative or whatever it is, I think those kinds of things usually end up being the best pieces.

Interviewer: Okay. Wonderful. Wonderful, so taking risks and—

Interviewee: Yeah.

Interviewer: Okay. I like it. [Laughter] Which upper level writing courses did you take? Remember? [Laughter]

Interviewee: I took [Writing course] or whatever it's called now. I think that was my upper level writing requirement.

Interviewer: Okay. Okay.

Interviewee: I think. Maybe [title of course] also?

Interviewer: Okay.

Interviewee: I think those were the main writing courses I took, the upper level.

Interviewer: Okay. Then what were your experiences in those courses?

Interviewee: [Title of course] I took last summer, so it was a little bit of a different experience, probably, just that it was a summer term. I really, really liked it. I think that that course really helped me think about myself as a writer because it was I'm writing all this creative nonfiction and I'm getting to explore all these thoughts that I have and experiences that I've had and sharing them with the class and sharing them with the professor. It made me feel really vulnerable. I really surprised myself with some of the things that I wrote in that class. I also took the class because I thought that it would help me moving forward as a teacher in thinking about my students' writing.

Interviewer: Sure.

Interviewee: That was a really beneficial class to me. I really felt like it really helped me kind of affirm myself as a writer.

Interviewer: Okay. You said that that class kind of surprise, you were surprised by yourself.

Interviewee: Yeah.

Interviewer: What kind of surprises did you encounter?

Interviewee: Well, normally I'm somewhat reserved. I'm not really going to put my whole self out there, but I really felt like that class let me open up more than I normally would. I

don't know if it was because it was summer, it was more relaxed in general, the instructor was a really nice person and I just ended up writing about some of the most personal things that anybody could write about. That was something that I wouldn't normally do in any other class, so that was a surprise to me. [Laughter]

Interviewer: Okay. Yeah. Absolutely. [Laughter] What about the [Writing] class? How was that for you?

Interviewee: That was more about exploring how to talk about other people's writing. It was for my education courses. I don't have a whole lot to say about that class. I don't feel like I gained a whole lot from it. [Laughter]

Interviewer: Okay. Okay.

Interviewee: I mean, I don't remember a whole lot from it either. It was very early in the morning. [Laughter] I would have to think. I mean, I think it was helpful in thinking about how we do sit down with another writer or a student and sort of just approach writing really carefully, their writing really carefully, and how we just kinda navigate that really awkward situation of sitting down with somebody else's writing and helping them with it. That's what I took away from that class, probably, is how to deal with that awkward situation of talking about somebody else's writing or picking it apart or whatever it is.

Interviewer: Sure. Okay, great. Great, great. When you think about those classes, what effects do you think that they had on you as a writer?

Interviewee: For myself as a writer?

Interviewer: Yeah. Yep.

Interviewee: Well, I think last summer taking [title of course] really helped me see myself as more of a writer in the sense that I have something important to say and I can put this out there and I can sit down and write ten pages about this experience that I had or this situation I'm going through and feel like it was important. I wrote about something that was really personal to me and I put it out there for the class. Somebody else wrote me after that class and said, "Hey, I had the same experience, too, and your writing really helped me." That was really the first time where I was like, wow, that's what writing does. That's why we read. That's why this is important. That's why I want to be a teacher, but I'd never seen myself in that role before. That class in particular was really helpful for me.

Interviewer: Great. Great. Are you still making use of what you learned in those classes, those experiences now? I mean, I know you're out of school, but [laughter] do you see yourself in your journaling or in anything that way?

Interviewee: I do think that they've really helped me moving forward in the sense that if I do sit down to journal, whereas probably before I would think, "Oh, this is stupid. Journaling is kind of silly and I'm just being dramatic," or it always felt like kind of an immature thing to do, like I'm keeping a diary or something, which I would only write in every few months. Now if I feel like I have something to say, I don't feel bad about it. I just want to sit down and write and I know that it will help me. I know it's what I need to do. I definitely think that it has helped me feel more comfortable with myself as a writer.

Interviewer: Wonderful. Wonderful. Okay. What other writing courses did you take?

Interviewee: [English course] in my first semester as a freshman. I'd have to look at my transcript. That's a lot of semesters. Writing courses specifically. One in Spanish.
[Laughter]

Interviewer: Okay. All right.

Interviewee: Conversation, I mean. I don't know if I took other writing courses.

Interviewer: Okay. How did [English course] affect your writing? I know that was at the beginning. [Laughter]

Interviewee: I actually remember that class fairly well just because I knew I wanted to go into English and so I probably paid more attention to it, even though it was also early in the morning. How did it—sorry. How did it affect my writing?

Interviewer: Yeah.

Interviewee: I don't know. At that point, I feel like I was still really confused about what I was supposed to be doing and I really felt like with each writing assignment we had, I was just going to give it my best shot and I was going to do what I thought I was supposed to do and proofread it and make sure that I hit all the checkpoints that it was supposed to have. I usually got a B-plus, A-minus and still felt like I didn't know what I was doing. [Laughter]

Interviewer: Okay.

Interviewee: [Laughter] Still felt like, okay, good enough. I do feel like it was still helpful. I was able to write about things that I liked and things that I wanted to talk about and things that were interesting to me. It was also sort of a frustrating class because it was a workshop class and so when other people aren't writing about things that are interesting to you, then it's not as beneficial [laughter] maybe. I don't know. It probably did move me forward as a writer. Definitely got me thinking more about how a college level thesis should be, which is something that I felt really confused about coming in, probably. I definitely still have some things that I've taken away from that class that I use.

Interviewer: Excellent. Excellent. Okay. Well, you were an English major—

Interviewee: Yeah.

Interviewer: - but you also did some Spanish.

Interviewee: Yeah, it was double major.

Interviewer: Okay, so did you take any writing courses in your concentration, either with teaching or anything that way that was specifically towards a different subset rather than just English?

Interviewee: Oh, so outside my concentration, you mean?

Interviewer: Well, yeah, I guess so. [Laughter]

Interviewee: No. [Laughter]

Interviewer: Not really? Okay.

Interviewee: No. Those are the only writing classes that I can remember.

Interviewer: Okay. All right.

Interviewee: [English course], [cross talk 16:51].

Interviewer: Sure. Sure, sure. Now how confident do you feel about writing in the realm of English?

Interviewee: It depends what it is. It really depends on what it is. I know that I feel fairly confident that I can, if I have an assignment that I could probably get it done and probably do fairly well. If it's something really complex, like some really complicated analysis or something, I will probably flounder a little bit and just kind of scramble something together and it will be fairly solid, but not great. [Laughter] Generally I feel pretty confident, but there are definitely some areas that I'm not so confident with.

Interviewer: Can you think of a time when you felt less confident, when you were kind of in that floundering [laughter] and what those specific assignments were?

Interviewee: A specific assignment?

Interviewer: If you have one.

Interviewee: I can't remember exactly what they said it was. The assignment was for [upper level English course]. I think the assignment was something like put together a glossary of ten English words, slang words, a slang dictionary. Something like that.

Interviewer: Okay.

Interviewee: I think that I just purposefully didn't follow directions. [Laughter] Purposely. That I just used ten of the most provocative swear words, most vulgar words in English and I put them together and I got a C or a C-minus or some not so good grade—

Interviewer: Right.

Interviewee: - because those are not really slang, [laughter] but whatever. I think I also felt confused about the assignment. I think especially now, because I can't even remember what the purpose of it was or what the exact assignment was for. I think we were supposed to define, give multiple definitions for each word and how they're used and maybe some history of how they came to be slang. I think I just felt like, oh, I want to put all these really bad swear words out there in mine. [Laughter]

Interviewer: Okay.

Interviewee: I have no regrets. [Laughter]

Interviewer: [Laughter] Good. Good. [Laughter] Have you used skills or strategies learned in one of the writing classes that we've been talking about in some of your other courses?

Interviewee: Yes, I'm sure that I have. [Laughter]

Interviewer: Do you have any examples? [Laughter]

Interviewee: I mean, I've had to do a lot of writing in a lot of my courses. Women's studies, linguistics, some kind of history something. I definitely feel like I have paid attention to the lessons that I've learned in writing and that even if I'm not consciously aware that I'm using X lesson from X class or whatever. I mean, I know that I'm a better writer now than I was even a year ago probably, so I'm sure that I have carried those forward. I don't really have specifics. I'm sorry.

Interviewer: Okay. No, that's all right. That's all right. Wonderful. We like that progression towards better, right?

Interviewee: Yes.

Interviewer: That's the important thing. [Laughter]

Interviewee: That much, I know.

Interviewer: Okay, so thinking back over the last two years or so, what experiences in and out of the classroom have had an effect on your writing?

Interviewee: I want to be dramatic and say everything, but I don't know. [Laughter] I think that being in the role that I am in in education, just going into education and just finishing my student teaching, really viewing writing in a different light. [...].

Interviewer: Okay.

Interviewee: I mean, everything gives you a different perspective on writing. I feel like I've read a lot more lately than I have and I've read a lot more fiction than I used to. I think that I'm always really interested in what other writers are putting out there, from [...]. [Laughter] I think even my personal experiences that I'm going through, I kind of see everything as worthy of being written down now. [Laughter]

Interviewer: Okay. Very good. Very good. If I use the term reflective writing, what does that mean to you?

Interviewee: It makes me think of writing reflections [laughter] specifically. I feel like I've done many of those in school. Having to do a reading assignment and then write a reflection, whether it was turned in or not or whether it was some kind of online chat reflection. I think reflective writing can also be the metacognitive thinking as you're writing and reflecting on your writing as you go and just the—I don't know—that back and forth processes.

Interviewer: Right. Right. Okay. Have you recently used reflective writing in your writing or whether required of you in a course or rather voluntary in your journaling or anything that way?

Interviewee: I think I'm a fairly reflective person in general, so it's probably rare for me to put something out there, even if it's just to myself and not really think about it or not really base it off of something important. I don't know. I don't know if I understand exactly the question. [Laughter]

Interviewer: Well, then there's a lot of different ways it can be interpreted. [Laughter]

Interviewee: Yeah.

Interviewer: Yeah, I think that's a great answer. Have your recent experiences been of working with other writers in your courses or in other contexts, how has that worked for you?

Interviewee: My experiences with other writers?

Interviewer: Right. What have they been and how do you feel about them?

Interviewee: Right. Well, now I'm thinking about [students] that I just left for the year and we did informational reading and writing. They produced feature articles, I guess.

Interviewer: Oh, okay.

Interviewee: That was a really challenging experience because it's not the most engaging kind of writing for pretty much anybody. I think it's really important because a lotta those skills transfer over into argumentative writing and what have you. I think that a lot of the ways that I think about writing now are due to my experiences [...] and how they think about writing and kind of where they are in dealing with the writing process or the assignments. Yeah, I don't know if I can really put this all together for you. [Laughter]

Interviewer: Yeah. No, that's good. [Laughter] That's good. What about workshopping or peer review in your life [...]? Group and collaborative writing projects, have you dealt much with that, or—

Interviewee: I've done collaborative writing. I remember one specifically. It was a very traumatic experience so I'll probably remember it forever.

Interviewer: [Laughter] Give me some examples. What happened? [Laughter]

Interviewee: I think it was just—I don't even know what the assignment was, but it was three people in our group total. We had to write 10 or 12 pages—I don't know—some kind of analysis, historical something. It was a class that I was not interested in at all and it's really hard for three people to sit down and write 10 or 12 pages together [laughter] and everybody has a different voice and everybody has a different perspective or opinion. It just really felt like a mess to me.

Interviewer: Okay.

Interviewee: Like jumping through hoops just to get it done, even though it just felt like not at all a helpful experience. [Laughter] I don't know how you're supposed to write some things—I mean, I know there are coauthors who write books together, but I don't know how they do it because I can't do it. [Laughter] I don't know. I can't do it.

Interviewer: Yeah. [Laughter]

Interviewee: Peer editing or workshopping, I feel fairly comfortable with. I feel like I've been doing that probably since middle school.

Interviewer: Sure.

Interviewee: In kind of all roles of that experience, I've been in. [Laughter] I don't know. I feel like I've had really positive experiences with workshop and negative ones, kind of like most people would probably say.

Interviewer: What do you think are the differences between the positive and the negative?

Interviewee: Well, I think it depends on the piece. It depends on the people that you're with. It depends on kind of whether everybody sees value in the workshop or the peer editing or not. I feel like there's a really negative connotation with peer editing or peer review or workshop or—those are all slightly different, probably. I've had good experiences where it feels like the person I'm working with or the people I'm working with, we all really want to move our writing forward and so obviously I feel like that makes a difference.

Interviewer: Sure.

Interviewee: If you're in a situation where it just feels like you're going through the motions because you have to do peer editing or peer review, then it's not as helpful. For example, in my [title of course], I felt like the people I was with there, we all really were interested in writing and we were interested in what we were putting out there. I feel like that was time well spent for us.

Interviewer: Very good. Very good. Excellent. Now that you've graduated, what advice would you give to college students about writing? What are some of the things that they should think about when starting to write a paper?

Interviewee: I wish that I would've asked more questions. All those times when I felt really confused about an assignment or really confused about what the final product should look like or sound like, I wish that I would've found out before I just took a stab in the dark. Even though it kind of worked for me, I feel like I could be an even better writer if I had gotten some of those answers beforehand.

Interviewer: Sure.

Interviewee: The other thing that's frustrating when I think back on it now and I know a little bit about how to teach writing is that I never saw any examples of what the writing I was doing was supposed to look like. That feels really wrong to me. I think that I would've sought those out if I were to do it again. [Laughter]

Interviewer: Okay. All right. Great. Have you had any experience with new media writing, such as writing for blogs or websites, makin' an electronic portfolio, anything like that?

Interviewee: I do have an e-portfolio for my teaching. It's kind of in the early stages. I've abandoned it a little bit, so there's that. [Laughter]

Interviewer: Okay.

Interviewee: What do you wanna know about it? [Laughter]

Interviewer: Okay. Well, what is included in that?

Interviewee: I just put—well, I was really ambitious starting off, and so I just put my résumé and some, my unit plan materials and some other documents and assessments and things I've created. I don't even remember all the pages I have on there now, but it's sort of half done, so [laughter]—

Interviewer: Okay. All right.

Interviewee: - I've abandoned it.

Interviewer: [Laughter] What effect has this experience kind of had on you? Obviously you've kind of abandoned it. Why? [Laughter]

Interviewee: Yeah. I think the main reason is that I felt like nobody was looking at it. [Laughter] I felt like I didn't know how to get it out there. I felt like it was too hard to get done. That it was too incomplete. I had all these pages set up with nothing on them, and so then I couldn't put it out there. I didn't have time to work on it. It takes so much time. It's on a WordPress site and everybody says WordPress is simple, but I am very confused on it and so [laughter]—

Interviewer: Understand that. [Laughter] Yep.

Interviewee: It just took too much time tryin' to get everything on there. I mean, I feel comfortable on the internet, using a computer, but yeah. It was just too much time, effort, and feeling like it was just lost out there in the internet and not getting to anybody.

Interviewer: Okay, so has this experience affected the way your sense of writing at all or—

Interviewee: No, probably not. Probably not that experience in particular, but I don't feel negatively in general about e-portfolios. A lot of students do them. I might have students do them. I don't know.

Interviewer: Right. Right. I understand that. Do you think that your kind of experience putting together a teacher portfolio would be different if it had been a hard copy or a paper portfolio?

Interviewee: Well, I also had to do a paper. [Laughter]

Interviewer: Oh, you did? Okay.

Interviewee: A whole unit plan portfolio. Yeah, slash portfolio, so—

Interviewer: Okay. All right, so how was that different from your online?

Interviewee: Well, I do think it's pretty different because I'm always really nervous about what I'm putting online [...] and being 22 years old and having my whole life ahead of

me. I think that was another thing about the e-portfolio is that I felt really nervous about it. Every document I put up, I had to worry about, oh, what is it called and is it something professional. Where does it lead to and where does it link form? Just there was so much stress with it being out there.

Interviewer: Sure.

Interviewee: The paper portfolio unit plan that I put together for my class felt a lot, a lot less stressful but also not as useful, not as functional because then I just have this gigantic binder of pages that I probably will not have time to look through and find what I need. It's just a lose, lose. [Laughter]

Interviewer: [Laughter] Got it. Got it. All right. Do you feel that this experience of putting together these two portfolios have pushed you, pushed your writing, I guess, into any new direction? Have you altered what was online versus what was in the binder?

Interviewee: I wouldn't say so. [Laughter]

Interviewer: Okay.

Interviewee: No. No, I don't think that—I mean, most of the writing that I had for it was already done just for my teaching and for my students or whatever. Then I just kind of compiled it all together. It wasn't actually a writing process to put together the portfolio, I guess.

Interviewer: Okay. All right, great. You've been uploading pieces of writing to the study archive on CTools [learning management system], correct?

Interviewee: Yeah.

Interviewer: How has that process been going for you?

Interviewee: The actual uploading?

Interviewer: Sure. [Laughter]

Interviewee: Fine. [Laughter]

Interviewer: Okay. What about the selection process of what you were gonna—

Interviewee: Some semesters, I felt like it was easier than others because some semesters I had a piece that I was really proud of or happy with and so I knew right away that's what I could use. Then the past couple semesters, most of my coursework has been in education and so I didn't have the more extensive writing to use, or most of the writing I had was sort of brief reflection or journaling. I didn't feel really proud of that, putting that out there. Like this is not symbolic of me as a writer, but okay. [Laughter]

Interviewer: Sure. [Laughter]

Interviewee: Yeah, I guess it's been easier some semesters than others.

Interviewer: Okay. Why did you choose the pieces—you were kinda talking about it now, but if you could kind of give us a little bit more—that you did decide to upload?

[...]

Interviewee: Oh, this was a real interesting assignment. Asked me to explore my identity as a writer and my relationship with writing, if that's the class I'm thinking of. Or maybe—with writing. Yeah. That was really helpful in getting me to think about my background and kind of why I grew up to be a teacher and what I think about education and writing and what writing should be.

Interviewer: Okay.

Interviewee: I think that piece was really something that helped me, and so I was proud of that.

Interviewer: Great.

Interviewee: Educational psychology. This honestly—[year]. That was last fall. This was probably the only major writing piece I did last fall.

Interviewer: Okay.

Interviewee: That's probably why I put that there. [Year].

Interviewer: Okay. [Laughter]

Interviewee: I probably got a good grade on it, so I was like, “Okay.” [Laughter] There you go.

Interviewer: Sold. [Laughter]

Interviewee: This paper was—okay, so this is back in the day. This was [English course]. Describe and examine an important place on campus. I think that was our—it was either the first or the last assignment, writing assignment for English [English course]. I described The Big House, which now feels really cliché and not interesting at all. [Laughter] At the time, I think it was the biggest paper that I had written, the longest. I think that's probably why I put that there. [Laughter]

Interviewer: Okay. Okay.

Interviewee: Then this winter semester. Yeah, this was an informal assignment to reflect on my student teaching experience. That was literally an email that I sent to my professor. That was the major writing that I did this year in terms of any kind of academic writing, I guess. [Laughter]

Interviewer: Okay. All right.

Interviewee: Somewhat academic.

Interviewer: It sounds like maybe length and kind of weight or—

Interviewee: Yeah.

Interviewer: - your perception of kind of the weight of the assignment?

Interviewee: That's probably true. Yeah, that's probably fair. Because I think that project or whatever calls for somethin' that reflects you as a writer. I feel like I don't want to put out something that's weak and small and whatever. Yeah, I think that's fair that I feel like, oh, this is big. This makes me look important.

Interviewer: Sure.

Interviewee: [Laughter] I'm not ashamed to admit that.

Interviewer: Sure. Did this process of kind of having to upload something each semester make you think differently about your writing at all?

Interviewee: I think that each time that I was asked to submit my writing, it definitely made me think about the writing that I have been doing. Like what do I even have here or what have I been doing or do I have something that I would call academic writing? What does that even mean? [Laughter] I think that it definitely did make me think about the kind of writing that I'm doing and whether I am proud of it or whether it does reflect me, reflect who I am as a writer. I know with a lotta these, I do feel proud of them, but I also felt like I would've liked to do more with some of these pieces. How do I feel, like it's really a tricky situation to put myself out there and say, "This is me as a writer," when even though these are my, maybe, some of my best pieces, that still feels embarrassing. [Laughter] Is it really me as a writer? I don't know. [Laughter]

Interviewer: Okay. What do you think instructors should know about the teaching of writing at the undergraduate level?

Interviewee: What instructors should know?

Interviewer: Mm-hmm.

Interviewee: I think they should know what their students know. They should somehow figure that out. Because I think what I—and that's tough because everybody comes from a different background and different kind of experiences and different expectations in high school. Then we're thrown into college writing, which I still—what is college writing? [Laughter] No.

Interviewer: Mm-hmm.

Interviewee: Really, and I just feel like if instructors kind of had a feel for what's sitting in front of them, what do their students know, what are we coming to the table with, I think that that would be helpful. I think it would be helpful to sort of explore some of students' fears with writing, attitudes toward writing. I think those things are really going to play into how you talk about writing and assign writing. Anyway, so yeah.

Interviewer: Okay. Wonderful. Any other comments, thoughts?

Interviewee: No.

Interviewer: No? Okay. Wonderful.

[...]

[End of Audio]