

[...]

*Interviewer:* [Laughter] This is \*\*\*. I'm here with \*\*\*. Today is the 18th, is that right?

*Interviewee:* Yes.

[...]

*Interviewer:* Wonderful. [...]. Basically, we're going to have a conversation today just about your experiences with writing here at the University of Michigan.

*Interviewee:* Okay.

*Interviewer:* You're about to graduate.

*Interviewee:* Yes. It's so exciting.

*Interviewer:* I know.

[Laughter]

Are you so excited?

*Interviewee:* I am. I'm, like, I don't know. I go back and forth between thinking I'm ready to graduate and—

*Interviewer:* Feeling like you're not.

*Interviewee:* - being terrified but—

[Laughter]

*Interviewer:* What's next for you after this?

*Interviewee:* I'm doing [Non-profit organization].

[...]

*Interviewer:* Yeah. Are you interested in teaching after [Non-profit organization]?

*Interviewee:* I'm not sure yet.

*Interviewer:* Yeah, just feelin' it out?

*Interviewee:* One year at a time *[laughter]*.

*Interviewer:* One year, yeah.

*[Laughter]*

*Interviewer:* That's great.

*Interviewee:* I'm excited.

*Interviewer:* Where are you gonna be, do you know?

*Interviewee:* [city], [state].

*Interviewer:* Oh boy.

*Interviewee:* Yeah *[laughter]*.

*[Laughter]*

*Interviewer:* Are you glad you're leaving?

[...]

*Interviewee:* I wasn't expecting to end up in [city] right after college but—

*Interviewer:* Yeah, that's not a place I would be expecting to be right after college either.

*[Laughter]*

*Interviewee:* That's where I'll be.

*Interviewer:* That'll be fun.

*Interviewee:* Yeah.

*Interviewer:* You'll be close to the city.

*Interviewee:* Right. Super close to the city.

*Interviewer:* Close to the city without being in the city.

*Interviewee:* I know.

*Interviewer:* That'll be great.

*Interviewee:* That'll be nice.

*Interviewer:* It'll be fun.

[...]

*Interviewee:* I know. I'm actually gonna be a music teacher in [city] for [Non-profit organization].

*Interviewer:* Oh my gosh.

*Interviewee:* Yeah.

*Interviewer:* That's so fun.

*Interviewee:* It's a great place to be, yeah.

*Interviewer:* Oh my gosh. That's gonna be so fun.

[...]

*Interviewee:* We'll see.

*Interviewer:* What kind of music do you do now?

*Interviewee:* I'm a violin major here.

*Interviewer:* Oh, wow. Very cool.

*Interviewee:* Yeah.

[...]

*Interviewer:* Today we're just going to talk about how you've developed as a writer in the time that you've been here. We'll start with some general questions about writing.

*Interviewee:* Okay.

*Interviewer:* How you see yourself as a writer. We'll talk about your experiences in writing across the university, so from the time you got here until now.

*Interviewee:* Okay.

*Interviewer:* The courses you've taken and that kind of thing.

*Interviewee:* Yeah.

*Interviewer:* Then we'll talk about some of your writing experiences and the things you understand about writing because of the classes you've taken, and that's it.

*Interviewee:* Okay.

*Interviewer:* Just double checking. I was, like, *[fading voice 04:16]*.

*[Laughter]*

You upload pieces to the archive, right?

*Interviewee:* Yes. Yeah. I've done that.

[...]

*Interviewer:* Close enough. Close enough. The first question's really general and maybe an unusual question. How would you describe yourself as a writer?

*Interviewee:* Let's see. I'm pretty confident in my writing abilities but more so in an academic sense rather than a creative writing sense.

*Interviewer:* Mm-hmm.

*Interviewee:* I guess I would say I'm pretty straight-forward and like to be organized with my writing.

*Interviewer:* Yeah.

*Interviewee:* I'm not really a free writing type. Yeah. Is that what you were going for?

*Interviewer:* Yeah. Yeah, that makes sense. Yeah. That makes a lot of sense to me. How would you have described yourself as a writer when you started here as a freshman? You did your freshman year here, right?

*Interviewee:* Yeah.

*Interviewer:* Okay.

*Interviewee:* Yup.

*Interviewer:* Yeah. Yeah.

*Interviewee:* I mean, similarly I've definitely gotten a lot better at writing throughout my time here. I think I've always been the same type of writer. Writing stories and writing poetry has always been really hard for me whereas writing just a paper or an essay for a class hasn't been—

*Interviewer:* As hard.

*Interviewee:* Right. Has come pretty easily.

*Interviewer:* Yeah. Yeah. As you graduate, what are your goals for yourself in regards to writing? Do you have any goals I guess would be the first question in regards to writing?

*Interviewee:* I mean, communication's just really important, whatever you do. I mean, just being able to communicate through writing. I don't see myself as needing to write short stories in the future. I just wanna be able to write an e-mail or a memo and be concise and get my point across.

*Interviewer:* Mm-hmm. Mm-hmm. What do you think as you think about writing here at the University of Michigan? What do you think it means to write well?

*Interviewee:* I think it's important to be organized and to not ramble in any paper. I mean, stuff you learn like varying sentence structure and stuff. I think the most important thing to me is just being clear and having an easy to follow structure.

*Interviewer:* Mm-hmm. I know that since—I guess if you're a music major—

*Interviewee:* Yeah.

*Interviewer:* - music performance?

*Interviewee:* Yes.

*Interviewer:* That you have taken a ULWR, the upper level writing requirement?

*Interviewee:* Yeah. I'm actually a double major, so I have to do lots of stuff.

*Interviewer:* Oh, you're double. What's your other?

*Interviewee:* Organizational studies.

*Interviewer:* Oh. What is that exactly?

*Interviewee:* It's like—

*Interviewer:* I keep seeing that as a major.

*Interviewee:* Yeah.

*Interviewer:* What does that mean?

*Interviewee:* Well, it's in LSNA 07:24. It's like a businessy type degree but with more of a liberal arts twist to it. The three pre-req classes are psych [psychology] and soc [sociology] and ECON [economics] 07:35.

*Interviewer:* Oh.

*Interviewee:* It's studying organizations and how organizations work, organizational theory.

*Interviewer:* Yeah.

*Interviewee:* It's a really cool program. It's really interdisciplinary, and you choose what path you want to do.

*Interviewer:* Oh.

*Interviewee:* A lot of people do business consulting finance, but you can also do nonprofit or focus on education or law. It's a really cool major. You can piece together what you want to do.

*Interviewer:* That's really interesting.

*Interviewee:* Yeah.

*Interviewer:* What made you become interested in that?

*Interviewee:* Well, my [sibling] was actually an org studies major. That's how I knew about it.

*Interviewer:* Okay.

*Interviewee:* It's kind of unheard of.

*Interviewer:* I was gonna say, I'm not sure a lot of people know—

*Interviewee:* A lot of people—yeah, you're, like, "I'm an org studies major,"—and they're, like, "What's that?"

*Interviewer:* Yeah.

*Interviewee:* Yeah. It's unheard of, and you have to apply to be in the program. I just thought it was cool. My [sibling] loved it. It's a small program, so you get to know everyone.

*Interviewer:* Yeah.

*Interviewee:* You get to know the faculty.

*Interviewer:* Which path did you take?

*Interviewee:* You get to write your own path, what is nice. I did a nonprofits with a focus in arts and education.

*Interviewer:* Wow, that sounds really cool.

*Interviewee:* Oh, yeah. It's—yeah.

*Interviewer:* That's really neat.

*Interviewee:* It's been good.

*Interviewer:* Huh. Wow, okay. Well, so which upper level writing courses did you take? Did you take more than one?

*Interviewee:* Yeah, I think I did.

*Interviewer:* Many people do.

*Interviewee:* Yeah. I'm trying to remember what was an upper level writing. I mean, I think one of the org studies classes, [organizational studies course] I think. It's [Title of course]. It's not the name of the class.

*Interviewer:* I'm sure it had some fancy name.

*Interviewee:* God. Yeah.

*[Laughter]*

I don't even remember. This is embarrassing.

*Interviewer:* It's not that embarrassing.

*Interviewee:* Yeah. That was an upper level writing.

*Interviewer:* *[Cross talk 09:25]* except my courses.

*Interviewee:* Yeah, that was just reading and doing case studies on organizations and comparisons and stuff like that. I think I took a class called [Title of course] I think that counted as an upper level writing.

*Interviewer:* Okay.

*Interviewee:* Maybe. Yeah, we had to write a grant for that.

*Interviewer:* Oh, cool.

*Interviewee:* We had to create our own music organization and write a proposal for it.

*Interviewer:* Wow.

*Interviewee:* Stuff like that. That's what that was. I think those were my only two.

*Interviewer:* Wow, that sounds really cool.

*Interviewee:* Yeah.

*Interviewer:* That's really neat. Those are interesting courses.

*Interviewee:* Yeah. Yeah.

*Interviewer:* What were your experiences like in those courses?

*Interviewee:* They were good. [Title of course] was very—it was more on the creative side. I guess I don't think I was judged as harshly on the writing as I was just coming up with ideas and—

*Interviewer:* Creative ideas?

*Interviewee:* Right, and just having a good, yeah, foundation and idea for the grant and for the project proposal.

*Interviewer:* Sure.

*Interviewee:* Yeah, org studies ripped apart my writing a little bit more, but it was good. They were very focused on making us write well, which was good.

*Interviewer:* That was the one where you wrote the grant proposal?



*Interviewee:* No. That's the one where it was just case studies of organizations and comparisons.

*Interviewer:* Okay.

*Interviewee:* Comparing different organizational theories to one another and stuff like that.

*Interviewer:* Oh, wow. It does sound like pretty specific genres.

*Interviewee:* Yeah. Yeah, it was.

*Interviewer:* They were looking for, "Do it this way," things.

*Interviewee:* Yeah.

*Interviewer:* Did you have a chance to be a little more creative within that?

*Interviewee:* I think the structure of the writing was a very comparison essay.

*Interviewer:* Mm-hmm.

*Interviewee:* Yeah. I guess they were looking for a specific format. I think even the way the papers were designed—it was, "Compare this theory to this theory based on these two cases." They were looking for specific things.

*Interviewer:* Mm-hmm. What affect did these experiences in those courses have on you as a writer?

*Interviewee:* I mean, it definitely improved my writing. I think just the more that I've had to write, the easier it's become for me. I mean, you always think that when you write something it makes perfect sense, but then you turn it in, and they tell you it doesn't make as much sense as you thought it did.

*[Laughter]*

Yeah, I mean, it's definitely improved my writing.

*Interviewer:* In what ways do you feel like your writing's improved?

*Interviewee:* Man.

*Interviewer:* I know, it's asking for specific examples. All of a sudden you're, like, "I don't remember anything."

*Interviewee:* Yeah, exactly.

*Interviewer:* That's always me.

*Interviewee:* Well, for one thing, it's just become easier for me to write. It doesn't take as long for me to write come up with something. I feel like I don't have to go back and make major changes as much as I used to.

*Interviewer:* Sure.

*Interviewee:* I mean, a lot of stuff in structure.

*Interviewer:* Yeah.

*Interviewee:* I remember my earlier papers. I'd turn in, and they were, like, "This should be up here," and rearranging how I was presenting my arguments.

*Interviewer:* Mm-hmm.

*Interviewee:* Just being more aware of stuff like that. My vocabulary has improved, too, which is helpful [*laughter*].

*Interviewer:* What do you think made your vocabulary improve?

*Interviewee:* I think it just has in general by being in college.

*Interviewer:* It just happens.

*Interviewee:* Also being conscious of not using the same words and of trying to find more interesting ways to say things. I like the thesaurus.

[*Laughter*]

*Interviewer:* Thesaurus is helpful.

*Interviewee:* It is.

*Interviewer:* It's a helpful book. Do you still make use of what you've learned in those courses in your writing now?

*Interviewee:* Yeah. I don't know. I don't remember anything really specific that anyone's told me to do.

*Interviewer:* Yeah.

*Interviewee:* I mean, I just think everything has come together, and I've improved in general.

*Interviewer:* Yeah. Yeah. That makes a lot of sense. Well, have you taken any other writing courses since you've been here? Did you take a first year writing course?

*Interviewee:* I took Great Books.

*Interviewer:* Okay.

*Interviewee:* That's what I took. I didn't take an English.

*Interviewer:* You didn't take the [English course] [cross talk 14:15]?

*Interviewee:* Yeah. No, I didn't do that.

*Interviewer:* You took Great Books.

*Interviewee:* I did Great Books.

*Interviewer:* Did you take any of the other writing courses?

*Interviewee:* No. I've never taken an English class.

*Interviewer:* Oh, interesting.

*Interviewee:* Yeah. Yeah, just Great Books.

*Interviewer:* What was that class like?

*Interviewee:* That was the writing that I'm not as good at, reading a book and coming up with an argument about literary uses in the book. It wasn't really as much of my strong point. It was also the first writing class in college that I ever took.

*Interviewer:* Yeah.

*Interviewee:* Yeah. When I think about my writing in Great Books to when I wrote my thesis this year, it's completely different.

*Interviewer:* Very different.

*Interviewee:* Yeah.

*Interviewer:* Cuz it's a different kind of thing all together, isn't it?

*Interviewee:* Yeah. Right. Right. Right.

*Interviewer:* Yeah. Yeah. What was your thesis about?

*Interviewee:* It was about [topic of thesis] essentially.

*Interviewer:* Oh.

*Interviewee:* I did a case study of music education organization.

*Interviewer:* Oh, interesting.

*Interviewee:* Yeah. It was founded based on the philosophy of this big charismatic leader, and then he died 15 years ago. It was how they went through the transition afterwards.

*Interviewer:* Oh, interesting. What an interesting idea. Did you take a thesis writing course?

*Interviewee:* No, not a writing course. It was through org studies, so it was last semester and this semester. Essentially an independent study.

*Interviewer:* Okay.

*Interviewee:* Yeah.

*Interviewer:* Cool. I know some people take thesis writing classes, and other departments don't.

*Interviewee:* Yeah. Yeah, we didn't do that.

*Interviewer:* It seems very random [inaudible 15:55] straight.

*Interviewee:* Yeah, I don't know. I don't know how anyone else does their thesis.

*Interviewer:* Yeah.

*Interviewee:* Cuz org studies is very specific to their program.

*Interviewer:* What was your experience writing that thesis like?

*Interviewee:* It was actually completely different than anything I've ever done cuz I think the longest paper I've written before that was maybe 20 pages tops. That seemed like such a big paper. This one was 70.

*Interviewer:* Wow. That's huge.

*Interviewee:* Yeah. It changed a lot of—yeah, I remember thinking a lot about this cuz I'm the type that when I write a paper I would rather spend a long time on the first draft then just crank something out and go back and revise it. I usually take a long time writing a paper, but when I'm done it's pretty close to how I want to turn it in. I couldn't do that with the thesis. He was just, like, "You need to start writing now." I was, like, "But I don't have my results yet."

*Interviewer:* I don't know yet. I don't know what I wanna say.

*[Laughter]*

*Interviewee:* I just had to crank it out and then do a lot of revising, which was different for me.

*Interviewer:* Wow. That is really different.

*Interviewee:* It was easier to write that much than I thought it would be I guess.

*Interviewer:* Yeah.

*Interviewee:* It was easy, especially with writing just about results. It was really easy for me to just crank out ten pages. It was different. It was definitely different than any kind of writing that I've done before.

*Interviewer:* How did you figure out how to write that?

*Interviewee:* My advisor was really awesome, and he worked a lot with me on coming up with an outline.

*Interviewer:* Okay.

*Interviewee:* Yeah, so I had an outline. It was an intro should be three to four pages, and you wanna have an anecdote and then go into what you're gonna talk about. Then your section on your theory, and your section that introduces the case, and your method section, and then the results.

*Interviewer:* Yeah.

*Interviewee:* It was broken down, and he gave me roughly how many pages something like that usually is. I knew what I was doing. I knew how I was structuring it, which was helpful cuz otherwise it would've been ridiculous.

*Interviewer:* That sounds huge.

*Interviewee:* Yeah.

*Interviewer:* Wow. Wow, what a big project.

*Interviewee:* Yeah.

*Interviewer:* Did that bring together the music and the org studies?

*Interviewee:* Yeah. That was my purpose, yeah.

*Interviewer:* That's what it sounds like.

*[Laughter]*

How did that—I'm not even really sure what my question is here.

*[Laughter]*

I guess it just sounds really interesting to me how you brought those two things together. How did you design that so they would be brought together quite so neatly?

*Interviewee:* I mean, it was definitely—all the theory I was using was organization theory.

*Interviewer:* Yeah.

*Interviewee:* Just by having the case study on a music organization. All the research I was doing was—even though I wasn't focusing on the musical part of it, it was all centered around music. I did interviews. It was all qualitative, not statistical.

*Interviewer:* Mm-hmm.

*Interviewee:* I was doing interviews with a bunch of people. I wasn't asking them specifically, "Tell me about the organization."

*Interviewer:* Yes.

*Interviewee:* It was just by talking to them you—

*Interviewer:* Figure it out.

*Interviewee:* - I had different things I was looking for.

*Interviewer:* Yeah.

*Interviewee:* It was really interesting to talk to them cuz they were all about the music. It was a nice way to piece together what I've been doing.

*Interviewer:* Yeah. Huh. That's really interesting. It sounds like such an interesting thesis.

*Interviewee:* Yeah, it was fun to do.

*Interviewer:* Yeah. Well, it's a really interesting topic when you think about charismatic leaders.

*Interviewee:* Yeah.

*Interviewer:* That's such an interesting thing, to me at least.

*Interviewee:* Yeah.

*Interviewer:* I'm fascinated by the influence—

*Interviewee:* Yeah, me to.

*Interviewer:* - that a leader's personality has on the company or—

*Interviewee:* Yeah. Right. We touched a little bit on it in org studies, like theory. I learned so much about charisma that you wouldn't think about.

*Interviewer:* Yeah.

*Interviewee:* Yeah, it was really interesting.

*Interviewer:* Well, charisma's such an interesting thing anyway.

*Interviewee:* Yeah.

*Interviewer:* Because it's hard to pin down.

*Interviewee:* Right, exactly.

*Interviewer:* Right. It's that it 20:10 factor, right?

*Interviewee:* I was looking at all these—right. I was looking at all—people have done so much research trying to figure out—

*Interviewer:* What it is [*laughter*].

*Interviewee:* Right, exactly. What makes someone charismatic? They're conclusion is nothing.

*Interviewer:* Right.

*Interviewee:* No one can—

*Interviewer:* They're charismatic because they are, right?

*Interviewee:* Yeah. Right, exactly.

*[Laughter]*

I had my thesis defense last week some time. One of the questions was, "How did you decide he was charismatic?"

*Interviewer:* Oh geesh.

*Interviewee:* "You talk about it being a psychological personality thing, but how could you make the distinction that he was charismatic?"

*Interviewer:* Oh geesh.

*Interviewee:* I was just, like, what did I say? Cuz it says a charismatic leader is able to attain a following of people. I was, like, "Since he was able to do that, he must be charismatic."

*Interviewer:* Yeah. Good answer.

*Interviewee:* Yeah. Thank you. Thank you.

*Interviewer:* Well done.

*[Laughter]*

*Interviewee:* Anyways.

*Interviewer:* No, that's fascinating. That's absolutely fascinating. I guess then, I think my next question would be what kinds of skills and strategies do you feel like that project, your thesis, and other projects you've done here, have taught you about writing? What kinds of things have you learned how to do in your writing?

*Interviewee:* I mean, the thesis was something that made me space out my writing and be able to write piece by piece and then put it all together, which I think is important cuz I'm not always gonna have the ability to pull an all-nighter to finish something at one time.



*Interviewer:* Right. Right.

*Interviewee:* Just being able to start something and put it down and come back to it and make it make sense is a good skill to have.

*Interviewer:* Mm-hmm. Yeah. As you think back over the last two years in particular then, so junior and seniors years—

*Interviewee:* Yeah. Yes.

*Interviewer:* - what experiences, both in and out of the classroom, have had an affect on your writing?

*Interviewee:* I think I took [Title of course] junior year. It was either my sophomore year or junior year.

*Interviewer:* [Cross talk 22:28] talk about it anyway.

*Interviewee:* Okay. Yeah, cuz we wrote the grant. We had the grant writing product, the fake grant. Then I actually wrote a real grant last year.

*Interviewer:* Oh.

*Interviewee:* That was—

*Interviewer:* Was that for your thesis, the grant you wrote?

*Interviewee:* No. It was for a student org [organization].

*Interviewer:* Okay.

*Interviewee:* Through the [Institute]. I don't know if you know. That's a university affiliated thing. We wrote for a grant for that for a student org.

*Interviewer:* Okay.

*Interviewee:* That was probably the first time where I've had to write something that wasn't for school.

*Interviewer:* Mm-hmm.

*Interviewee:* It was nice because I had already had at least a little bit of practice doing it for school. Yeah, especially with nonprofits being an interest of mine, it's something that—

*Interviewer:* Yeah, that's cool.

*Interviewee:* - was very useful for me.

*Interviewer:* Yeah.

*Interviewee:* Yeah.

*Interviewer:* That's really cool. Do you feel like your writing process—I know you said that before you wrote your thesis you liked to just revise almost as you're drafting.

*Interviewee:* Yeah. Yeah.

*Interviewer:* Now in your thesis you couldn't really do that.

*Interviewee:* Right.

*Interviewer:* Do you feel like your writing process has changed as a result of having to write the thesis, or when you write the next thing you write will you go back to your old way of revising as you're drafting? Does that make sense?

*Interviewee:* Yeah, it does. Probably I think I'm gonna stick to my revising while I'm drafting just cuz, I don't know. It works well for me if the paper is short enough.

*Interviewer:* [Cross talk 24:04]

*Interviewee:* I guess it's nice for me to know that there's another way to do it and that I'm able to do that if I need to. I think that comes along with whether I'm doing it all at once or if I'm piecing it out cuz if I do it all at once I wanna get down everything exactly how I want it. If I'm coming back to it, it's probably more likely to be I write and then revise later.

*Interviewer:* Yeah. Yeah. If I were to use the term reflective writing, what does that mean to you?

*Interviewee:* Reflective. Is it supposed to mean something?

*Interviewer:* Not necessarily.

*Interviewee:* Okay. Well, two things.

*Interviewer:* There's not any one right answer.

*Interviewee:* Okay. Yeah, two things. I guess either reflecting on your writing, like writing about how you write, or just more generally reflecting on anything, on your life or on any experience.

*Interviewer:* Do you have any experience with those kinds of reflection?

*Interviewee:* I remember in high school we had to do reflecting on how we write and how we could improve. When I was little I kept a journal, which is reflective writing I would say.

*Interviewer:* Mm-hmm.

*Interviewee:* Yeah.

*Interviewer:* Yeah. Have you used reflective writing in any of your courses here, either of those kinds of reflection?

[Pause 25:37 to 25:43]

*Interviewee:* I don't think so actually. Yeah.

*Interviewer:* Okay.

*Interviewee:* Not that I remember.

*Interviewer:* What have your recent experiences been working with other writers in your courses or in other contexts, so as you were writing this grant or in any of your classes working with other writers?

*Interviewee:* You definitely find out that people write differently than you. I remember it was this one paper for one of my classes. It was a group paper. Your group came up with an idea to—I don't even remember. We had a group project, and then we had to write a group paper about it.

*Interviewer:* Mm-hmm.

*Interviewee:* Which is harder than writing a paper by yourself, to have three people sit down and figure out how to write a paper. I think we each wrote a section of it, and then we were gonna put it together and try to make it flow a little better.

*Interviewer:* How'd that work out?

*Interviewee:* It worked out. I had good people in my group.

*Interviewer:* Yeah.

*Interviewee:* Everyone was a pretty solid writer to begin with. We had to just work on little things.

*Interviewer:* Yeah.

*Interviewee:* I mean, you definitely—I wouldn't have turned that paper in if it was me. Not that anything I would have done would have been better or worse. It was just there were certain things I would've probably done differently—

*Interviewer:* You would've done differently.

*Interviewee:* - if I was doing it myself. I mean, it was fine.

*Interviewer:* Yeah.

*Interviewee:* It was just a different process.

*Interviewer:* Very different.

*Interviewee:* I remember my thesis advisor, he's in the process of publishing a book, but he co-wrote the book.

*Interviewer:* Mm-hmm.

*Interviewee:* He would tell me a lot about that process. I was asking him how I should be writing the thesis because I was having trouble with, like I was saying, revising while I'm writing and just writing.

*Interviewer:* Sure.

*Interviewee:* He writes like me, where he likes it to be well done the first time. The guy who he's writing with is the type that just likes to write and then go back to it.

*Interviewer:* Then go back and change.

*Interviewee:* It was just hard to work those together.

*Interviewer:* How did they work that out?

*Interviewee:* He said he ended up pretty much writing most of the book. Not that he did more work in general, but he ended up just doing more of the writing, and the other guy was doing more of the research. I don't know exactly.

*Interviewer:* Yeah.

*Interviewee:* Yeah.

*Interviewer:* That's interesting.

*Interviewee:* They didn't sit down and write it together anymore.

*Interviewer:* Right.

*Interviewee:* Which they I guess were planning on doing, and it wasn't working.

*Interviewer:* Had tried to do. Yeah. That's interesting. It could be difficult to co-write things I think.

*Interviewee:* Yeah.

*Interviewer:* Interesting but difficult. Have you had any workshop or peer review in any of your courses?

*Interviewee:* In one course. It was [Title of course] in sociology, where we had to write three or four different short papers. Each time you had to get it reviewed by two people I think and then revise it and submit it.

*Interviewer:* Mm-hmm.

*Interviewee:* I think that was the only class that—actually, no. Great Books one time we had a peer review day.

*Interviewer:* How'd that go in general? Did you feel like it was helpful or not helpful?

*Interviewee:* I thought it was helpful. I didn't like it in Great Books cuz we did it in class. I like editing people's papers, and I just felt like I didn't have any time. In class we got 20 minutes to read a paper and jot down thoughts, and I was, like, "But I wanna think about it."

*Interviewer:* You wanted to really think about it. Yeah.

*Interviewee:* Whereas [Title of course] it was just an assignment that you had to fill out a form and edit someone's papers.

*Interviewer:* Yeah. You liked that better?

*Interviewee:* Yeah. Yeah, I did. I thought it was helpful. As much as I usually don't like peer review.

*[Laughter]*

*Interviewer:* Yeah.

*Interviewee:* It is helpful.

*Interviewer:* Yeah. Why do you not usually like it?

*Interviewee:* Just sharing your writing with someone else, I don't know.

*Interviewer:* It feels uncomfortable.

*Interviewee:* Right, with peers rather than just turning it in to a professor, and they can think what they want to about it *[laughter]*.

*Interviewer:* You don't feel that way about your peers, that they can just think what they want to about it?

*Interviewee:* I mean, to an extent. It's fine. I'm not gonna not do it.

*Interviewer:* Right.

*Interviewee:* It's just a little more uncomfortable for me.

*Interviewer:* Mm-hmm. I can understand that. Now that you're about to graduate in two weeks—

*Interviewee:* Yeah.

*Interviewer:* - what advice would you give to college students about writing? What are the things they should be thinking about?

*Interviewee:* Like I said in the beginning, I think the most important thing is being very clear. Knowing what you want to say and having your ideas together and finding a way to put those down and not to worry as much about sounding fancy and flowery cuz that's just not how I write at all. It hasn't been my thing, and it's been fine. It's been almost easier for me to make a point.

To reach out. If they're having problems writing their papers to ask someone about it rather than just letting it slide cuz it is important.

*Interviewer:* Yeah. What kinds of resources do you feel you have here that you can reach out to when you're looking for help?

*Interviewee:* I mean, Sweetland, which I only went to once, freshman year. I think I did the on-line thing.

*Interviewer:* Okay.

*Interviewee:* I submitted a paper on-line before, too.

*Interviewer:* Did you ever actually go to the peer tutors or to Sweetland itself?

*Interviewee:* No, I didn't.

*Interviewer:* Okay. I've never done the on-line. How was that? Was it helpful?

*Interviewee:* Yeah. Yeah. It was. I mean, it was like a peer review.

*Interviewer:* Okay.

*Interviewee:* It was submitting your paper to someone and just getting a little bit of advice about it before you turn it in.

*Interviewer:* Okay. Okay.

*Interviewee:* It was helpful.

*Interviewer:* Okay.

*Interviewee:* I guess what I've done more is when you have a paper, go talk about it with your professor.

*Interviewer:* Mm-hmm.

*Interviewee:* Just go into office hours. I guess for me that wasn't as much for my specific writing as it was for, "These are my ideas. Let me know if these are legitimate." I did one time go into office hours for my—it was for the upper level writing class, though, the org studies one. I brought in a full-on draft on my paper, and she read it, and we went over some things. When I did my final project for that class, the final paper, I sent her part of it.

*Interviewer:* Yeah.

*Interviewee:* I think I sent her my intro, being, like, "Is this what you're looking for?" Just get guidance from your professors cuz all professors are looking for a little bit different things, too. It's good to figure out what you're—

*Interviewer:* How do you figure out what each of them wants?

*Interviewee:* I mean, it's just been helpful for me to go talk to them. After you turn in a first paper, you—

*Interviewer:* You figure it out.

*Interviewee:* - you figure out what they're looking for and what they didn't like about what you wrote.

*Interviewer:* Yeah.

*Interviewee:* I don't know. I feel like the way I write, which is just structured—I don't know why I'm all about structure and organization. Cuz I'm an org studies major, I don't know.

*Interviewer:* You like organization.

*Interviewee:* Yeah, I just like organization.

*[Laughter]*

I feel like as long as what you have makes your points clearly, that's more of what they're looking for than anything else. It has a broad base.

*Interviewer:* Mm-hmm. Have you had any experiences with the new media writing, like writing for blogs or websites or making an electronic portfolio or a digital portfolio?

*Interviewee:* Not in my spare time or anything, but I have had classes that utilize blogs. Instead of writing a paper we'd have to write a blog post. Some of the classes I'm in right now, we had to write two blog posts and comment on everyone else's blogs. We had a forum, too, and we had to write forum posts and comment on the forums.

*Interviewer:* What were your experiences with writing on those blogs like? Did you find that helpful?

*Interviewee:* I actually liked it a lot more.

*Interviewer:* Than writing a paper?

*Interviewee:* Well, I don't know. I wasn't gonna say that. I was gonna say more than I thought I would.

*Interviewer:* Oh, I see.

*Interviewee:* Cuz, like I said, when I write a paper I'll just give it to the professor, that's fine.



*Interviewer:* You like the structure. Yeah.

*Interviewee:* The blog, everyone reads your blog.

*Interviewer:* Yeah.

*Interviewee:* Especially for this class that I'm taking right now, there are so many blog posts and so many forum posts that it's just fun. Especially the forum. You're chatting with people about topics of the class.

*Interviewer:* Mm-hmm.

*Interviewee:* You can bring in a lot of current topics, which makes it a lot of times more interesting than just writing an analytical paper.

*Interviewer:* Yeah. It sounds interesting. You've been uploading pieces on the archive on CTools [learning management system].

*Interviewee:* Yes.

*Interviewer:* Has that process being going okay technologically speaking?

*Interviewee:* Yeah. Yeah. That's fine.

*Interviewer:* Okay. How have you been choosing the pieces that you choose that you're uploading? You've been uploading one a semester, right?

*Interviewee:* Right, yeah.

*Interviewer:* How do you decide which one I guess is the question.

*Interviewee:* Let me think. I guess, as a double major I don't have that many classes in LSA that I'm writing for, so it's not like I have a lot of things to choose from. Usually, I've only had one class where I've really had to write papers for.

*Interviewer:* Yeah.

*Interviewee:* I just choose my favorite or the one that I thought I wrote best of the class.

*Interviewer:* Yeah.

*Interviewee:* I think I submitted the grant that I wrote, the extra-curricular grant that I wrote cuz that was something different—

*Interviewer:* Yeah.

*Interviewee:* - and something that I cared a lot about.

*Interviewer:* Yeah.

*Interviewer:* Then I uploaded my thesis. That was just an obvious choice.

*Interviewer:* Choice. Clearly.

*Interviewee:* Yeah.

*Interviewer:* Cuz you were pretty proud of that.

*Interviewee:* I mean, it was—yeah. I mean, I haven't written anything else this semester except for a blog post.

*Interviewer:* That's a lot to write in one semester, though.

*Interviewee:* Yeah. Yeah, exactly.

*Interviewer:* What was the process of looking back over your old writing and uploading it like? Did you think differently about it now that you've had some distance from it?

*Interviewee:* I think I only had to do that once. It was upload one.

*Interviewer:* At the beginning.

*Interviewee:* Yeah, from your freshman year.

*Interviewer:* Yeah.

*Interviewee:* Everything else was from this semester.

*Interviewer:* Yeah.

*Interviewee:* Man, that was a long time ago. I don't even remember what I submitted as my freshman year.

*Interviewer:* That's okay.

*Interviewee:* I'm sure I re-read it.

*Interviewer:* Yeah.

*Interviewee:* I'm sure.

*Interviewer:* I'm sure you did.

*[Laughter]*

I'm sure you did.

*Interviewee:* I'm sure it was just, like, "Oh, that's that one that I had wrote."

*Interviewer:* Yeah.

*Interviewee:* It was also probably a Great Books paper. I'm sure it had to be, so it probably wasn't great but—

*Interviewer:* Because that was more the creative kinds of writing, and you weren't as comfortable with that?

*Interviewee:* Yeah, and it was just my first semester in college. I don't know. In high school, you didn't have to write those types of papers. All the papers you wrote were just very different and very free.

*Interviewer:* Mm-hmm.

*Interviewee:* Yeah.

*Interviewer:* The last real question I have is what do you think the instructors or professors should know about teaching writing to undergraduates? What should we be thinking about or what suggestions do you have?

*[Pause 37:26 to 37:34]*

*Interviewee:* Okay. I think that you need to stress being concise and being clear and giving specifics on that. I do know of a girl who's taking an English class whose professor gave them an exact outline of how he wants all papers to be written. She was describing it to me, and I was just, like, "That might work for some papers, but that's not how I would write all papers." Students in the class are really struggling. I guess I would say give students guidance on how to organize papers, but don't give such a strict rubric for everything.

Let me see. Just giving students practice writing where they get feedback. I mean, whether that's peer review or just—I do remember Great Books was actually nicely designed because you would turn in a draft to the professor, and they'd give it back, and then you'd turn in the final.

*Interviewer:* Mm-hmm.

*Interviewee:* That was always really helpful, especially freshman year and first year writing classes. Structures like that I think were really helpful for me.

*Interviewer:* Mm-hmm.

*[Pause 38:55 to 39:00]*

*Interviewee:* Yeah. Just giving a lot of feedback on writing. I hate it when professors will just give you a grade and give a couple comments at the very end. Whereas my upper level writing class—

*Interviewer:* It's hard to say.

*Interviewee:* It is.

*Interviewer:* Every time I try to say it I mess it up.

*[Laughter]*

*Interviewee:* The org studies one. Our GSI gave us so much feedback, and it was awesome. You could go to office hours and talk to her about it, but she was very detailed with what she told you to improve and why she gave you the grade that she gave you. Yeah, the more feedback and the more opportunities for writing.

*Interviewer:* Mm-hmm. That's really helpful. Do you have any other comments that you'd like to add?

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

*Interviewer:* This is really helpful. Thank you so much.

*Interviewee:* Yeah.

*Interviewer:* It's helpful for us as we're thinking about how students develop as writers as undergraduates and how we can do things better in the future. Thank you so much for coming.

*Interviewee:* *[Inaudible 40:02]*. No problem.

*[...]*

*Interviewer:* Thank you so much.

*Interviewee:* Sounds good. Yeah. Thank you.

*Interviewer:* Thank you so much for coming. I really appreciate—

*[End of Audio]*