

Interviewee: This is *** being interviewed by *** on March 27th [...].

Interviewer: How do you describe yourself as a writer?

Interviewee: I am not a very strong writer. I'm not very creative. I'm more of an academic writer. I'm a psychology major, so in my experiences here, I've learned to write more of an academic paper and more that kind of thing. I don't know.

Interviewer: You say you don't think you're very strong as a writer?

Interviewee: I think I have definitely improved since I have gotten to the University of Michigan, but coming in, I had a lot of difficulty in my [English course]. I think since then I have definitely improved, but I'm still not as confident as I would like to be.

Interviewer: Okay. Why do you think you're not a strong writer?

Interviewee: I think a lot of it has to do with my high school, the classes I took in high school and middle school. I don't think I was fully prepared for college writing, and so going from taking not-very-good high school courses to coming to college, I didn't really have—I had to take a big leap. I think that was—I think that's probably why.

Interviewer: Can you talk a little bit more about how you would describe yourself when you first started out at [University of Michigan]?

Interviewee: I came to [University of Michigan], and I had a lot of trouble adjusting academically, especially cuz I thought I was gonna go premed. I was taking really heavy science courses, which were not my thing. Then I was taking these creative writing courses, which were also not my thing. I was taking stuff that I didn't feel very passionately about or very interested in. I think that probably had to do with not being able to—I think if you are more interested in something, you are more willing to try harder and to learn more.

I think that was probably why I didn't get as much out of my first [English course], just because of the material we were writing about. I don't know. I felt like my—I think I had a graduate student, and I just felt that she—I think she was a new teacher and didn't really have—wasn't very organized and all of that.

Interviewer: What kind of material were you doing in that class? You said you weren't comfortable with the material.

Interviewee: I don't think I was not comfortable; it just wasn't interesting to me. I don't even remember. You had to write a definition paper, and then write about—I think we had to write about a website. It was just not my—I wasn't very interested in those topics.

Interviewer: Okay. Then to what extent would you say you've grown as a writer here in Michigan?

Interviewee: I think I have definitely grown. I think I have definitely gained a stronger vocabulary, and gotten more a sense of how to structure a paper, and how to start a paper better, and generate those ideas, especially in taking psych classes. That's material I'm really interested in, so I would work harder on those papers, and go to my GSI's office hours. I have utilized the writing center here just to strengthen my writing.

Interviewer: Okay. You say you use the writing center here?

Interviewee: Yes.

Interviewer: Okay. How do you think that helped you grow?

Interviewee: I think it definitely helped me so I would have my ideas, and to make sure that my ideas were clear, cuz sometimes that would be my hardest thing is that what I was thinking when I was writing, it wasn't coming out in my writing. Having someone else reading it, and then explaining to them what I was actually trying to portray, definitely helped me present my ideas in a more clear way.

Interviewer: Okay. Would you say there is anything else besides the writing center that helped you to grow as a writer?

Interviewee: Definitely going to GSI's office hours and talking over my thesis with them, or talking over my paper topic with them, and making sure that it made sense, it was relevant. I think that was my hardest problem is I would generate this idea, but it wasn't clear. It wasn't clear, it wasn't strong enough, and so then my writing then would suffer from that.

Interviewer: Great. Related to that, what do you think your goals as a writer for yourself are?

Interviewee: It's for what I want to do. I want to go into public health and do research and stuff. Just to be able to clearly present my ideas in a professional way. I am not looking so much to be a really creative writer; I am looking more to be a clear, concise academic writer.

Interviewer: Thinking across your writing experiences here, what do you think it means to write well?

Interviewee: I think that if you have a good vocabulary and a well-structured paper, and it flows easy, and easy to read, and your ideas are clear, I think that's definitely—those are the basics and what you need to be a good writer.

Interviewer: Okay. You think that goes across your writing experiences here?

Interviewee: Yes. I think for any sort of discipline, that if you're able to structure it well, and it's clear, and it's interesting, and you're appealing to your reader, then I think that would be considered a good piece of writing.

Interviewer: You said you took [English course] as your required first-year writing course?

Interviewee: Yes.

Interviewer: Okay. Can you just talk a little bit more about your experiences in that course?

Interviewee: Yes. It was a while ago. I remember it being—I remember feeling very—I felt like I was one of the more unprepared or one of the less strong writers in the course. I feel that hurt me, because I felt that I was embarrassed to show my papers, or I'd be embarrassed to ask questions and stuff. I think that hurt me.

Especially as I have grown at U of M [University of Michigan], I feel like I have definitely come out of my shell a little bit more, and so being more confident about my writing and asking questions, because that's ultimately what's gonna help you in the end, and what's gonna get you that better grade, and make you become a better writer.

I felt that having a graduate student was probably hurtful for that course, just because for me I probably needed a little more—someone with a little more experience in teaching, and someone who would help me get better skills. She didn't really give you the skills needed. It was more—she was disorganized and trying to get the papers graded. It was just a very chaotic class.

Interviewer: Okay. What kind of writing experiences did you have in that class?

Interviewee: Do you mean like what types of essays? I know we wrote a personal narrative. We wrote something about—I can't remember exactly. It was about a website or something and social media. We wrote a definition essay, and then I think there might have been a fourth, but I can't remember.

Interviewer: You said you did peer review.

Interviewee: Yeah.

Interviewer: You said you showed your writing.

Interviewee: Mm-hmm.

Interviewer: Can you talk about that a little bit?

Interviewee: For each essay, we'd have a different group, and each group would exchange essays and give feedback. I found that, especially in that type of class, the type of feedback you would receive may not even be that helpful. Some people would give you a ton of feedback, and others wouldn't. I think it was helpful in some aspects, but also in some ways it wasn't helpful.

Interviewer: Which aspects do you think were helpful?

Interviewee: I think just having someone else read it and catch those grammatical things and ideas that are unclear, or the missed words. I felt that some of the peer editing was—I don't know. It was more them trying to put themselves into your essay. They didn't like your style—I don't know—or that kind of thing, and trying to change it to be more like an essay they would write. It wasn't as helpful as I would have hoped in that sense.

Interviewer: Do you think you are still making use of what you learned in your first-year writing requirement course?

Interviewee: Yeah. She obviously did provide good resources on how to structure an essay and stuff. That stuff I definitely still think about and relate back to when writing essays for other courses now.

Interviewer: What kind of things do you use to help you structure an essay still now?

Interviewee: When looking at the rubric of a paper or the requirements, seeing what is required of it and trying to break that up into paragraphs or into a structure that would make sense, and that I would make sure that I'd include all the information. Also, even as I write it, I change it all the time. You'll start to write, and then you're like, "Oh, this idea." My structure is very—I don't know. I go about it many different ways. I don't even know how to explain it.

Interviewer: You feel like you learned how to do that in first-year writing?

Interviewee: Yeah, in a way. Yeah. Definitely in coming to the writing center, I found that they were more helpful in that sense in saying how long a paragraph should be and which ideas should go together, when somebody else was reading my essay.

Interviewer: Did you ever have to take [Writing course]?

Interviewee: No.

Interviewer: You said your concentration right now is ...

Interviewee: Psychology.

Interviewer: Psychology, okay. Have you had an opportunity to write in psychology at all yet?

Interviewee: Yeah, I've written a few papers. Not this semester yet, but this past semester I had to write an integrative review for my lab requirement for psychology. It was on taking a couple pieces of literature, and taking those findings and making them—almost rehashing them, and presenting like, “So these are the findings and the future implications.” More of like a peer review journal type thing.

Interviewer: Have you done any other kinds of writing, besides that one in your major, in your concentration?

Interviewee: I've done small papers on taking a paper and reviewing it. That's probably the most I've done is take literature papers and reviewed them.

Interviewer: What effect have those experiences had on you as a writer?

Interviewee: I think reading an article or something and having to review it also helps, because you're looking at the structure of their essay, and you're looking at the vocabulary that they are using and the ideas that they have. That helps create a structure for your own paper and helps you learn, “Okay, so for an academic paper, there is usually this amount of sections. This is what they focus on in each of the sections.” That helps you gain an idea so if you're ever gonna do research that this is how your paper will turn out.

Interviewer: Great. You said you learned that from doing the review papers?

Interviewee: Yeah.

Interviewer: What about from your integrated—what did you call it?

Interviewee: An integrative review.

Interviewer: Mm-hmm.

Interviewee: That was a challenging paper to write, because you had to take the information, but then also make it your own. That was probably challenging for me in that aspect was taking those ideas, and then putting a new spin on them, and interpreting them, and then putting that into words. I thought that was pretty challenging, but it ended up turning out all right.

Interviewer: Why was that challenging for you?

Interviewee: Because a lot of the articles that I read had a lot of heavy statistics and findings. I could have the general idea, but then taking that general idea and finding something new out of it, I think that part was hard, especially when you want to find something new from the statistics and the results.

Interviewer: What do you think that writing experience of that integrated review had on you? What affect did that have on you?

Interviewee: I think it definitely challenged me and made me a little bit more confident that I am able to—it was a 10-page paper, single-spaced. Being able to write something that long, cuz I have never written something that long before, and being able to read all of this literature and then be able to express it in my own words.

Interviewer: How confident do you feel about that writing in your concentration?

Interviewee: I feel pretty confident now, especially after taking a few courses, so I've done this a few times, and getting comfortable with it. I have a paper coming up in my next psych class, which is more of a diagnostic, and taking a case, and determining what diagnosis you would give them and the treatment plan and stuff. It's very logical. It's not very creative. It's very, "Okay, so you have to include this, this, this, and this." For me, that makes more sense to me, cuz that's the way I think.

Interviewer: Okay, great. Is there any other—is there a specific writing experience that you think helped make you feel more confident about writing in your major?

Interviewee: I think it's just the combination of just writing multiple papers. I think that has definitely just made me a stronger writer by having to do so many papers. You're forcing yourself to keep doing it, and keep trying, and using new methods, and finding what works for you and what doesn't.

Interviewer: Have you had any experiences in or out of the classroom that had an effect on your writing?

Interviewee: This summer I worked at a [lab], and I had to do lit reviews. I had to—I didn't have to write a literature review, but I had to do summaries. I felt that was—it put you on the spot, because you're writing for a professional and not just to be graded on by a teacher. I thought that helped me, because it put a different type of pressure on. You learn from those types of people how they want their writing done, and it's not necessarily the same as a professor from the school.

Interviewer: Can you talk about how that's different, the professional and the academic writing?

Interviewee: The professional writing, I felt more pressure just because you're doing this not for your own purpose, but for someone else's. They are gonna be using this for their work. I felt that it needed to be perfect, and that everything needed to be backed up correctly. Every word needed to be spelled right, and every period needed to be where it was, and comma and all of that. It was just very—I thought I had spent more time on grammar details that I don't necessarily so much in academic writing.

Interviewer: Mm-hmm. You said all the ideas had to be backed up in the professional?

Interviewee: If you're gonna make a claim from something, you have to have the paper and the author who made that claim to support that idea.

Interviewer: You feel like that's different than academic writing?

Interviewee: I think that it's not different. It's very similar. It's just for academic writing for psychology, if you have the paper cited and you cite it, then that's fine. But if you're in a meeting, and a professional asks you, "Okay, well, where did you find this weird thing," you have to be able to on-hand identify exactly where it was in that paper. For a writing assignment in school, that's not so much. As long as you have it cited in your paper, then they are not gonna be like, "Okay, well, where in the paper was that?"

Interviewer: Mm-hmm. How has your writing process changed as a result of that professional writing experience?

Interviewee: I think I'm definitely more detail-oriented when looking at sources and looking at my own papers. Now I feel like I edit my papers more. When I actually print them and write on them, I feel like I catch more mistakes than I did when I would just edit it on the computer. Just little things like that.

Interviewer: The professional writing made you print it out and edit it differently?

Interviewee: Yeah, mm-hmm.

Interviewer: How did that happen?

Interviewee: That's just how I was—they told me to do that. That was just their way of how they wanted things done.

Interviewer: What little details do you feel like you focus on more now?

Interviewee: Well, definitely grammar, commas and stuff, and even just word vocabulary, and how, yeah, that word might work, but there may be a better word that would present the idea in a more clear way. Just nitpicking sentences and choosing different words, or maybe structuring the sentence a little better just to make it just a little better.

Interviewer: You said they had a set process for how they wanted things done with the writing?

Interviewee: Yeah.

Interviewer: Can you talk about that process?

Interviewee: Well, it wasn't a process. It was just, "This is how we do literature reviews here. You're gonna use this database, and you're gonna put this information in an Excel sheet, and then you're gonna write in this. You're gonna type that lit review and write it, print it out, edit it, fix the changes, and then send it to me." They've had interns before, and so this is just the way that they found that was most successful for them.

Interviewer: You feel like having that process that they taught you has affected you since then?

Interviewee: Yeah, I think it's helped definitely to think about—well, if I print it out, it's easier for me to catch mistakes than just scrolling through a computer screen and trying to get it done fast. They definitely focused on, "Don't rush. Take your time. We want this to be perfect." That's something that definitely I tend to not do and I need to work on is not to rush so much, and to slow down, and make sure I'm catching everything that I needed to catch.

Interviewer: Have you started doing those things for your academic writing now?

Interviewee: Yes.

Interviewer: Can you talk about that a little bit?

Interviewee: I'm working on a paper right now, and I have printed it out, and I've edited it. I'm going to my office hours tomorrow to talk to my GSI about it, and making sure that I have specific questions that I want to ask her. Before, freshman year, I would have never done something like that. My process of writing a paper has definitely changed.

Interviewer: If I use the term "reflective writing," what does that mean to you?

Interviewee: Reflective writing? For me, I don't know, like a personal experience or writing about something that has happened to you that has maybe made a difference in your life, or an experience that has shaped you as a person.

Interviewer: Okay. Have you used reflective writing at all in your own writing processes?

Interviewee: Not so much in my academic papers or from psychology. For one of my Spanish—I have a Spanish minor, and so I've had to write about personal experiences for my Spanish class. For my [English course], I had to write a personal narrative about an experience that had changed me. I definitely have used it, just not as heavily as maybe other concentrations.

Interviewer: You've had to write personal reflections for your Spanish minor?

Interviewee: Mm-hmm.

Interviewer: Can you talk about that a little bit?

Interviewee: I've had to write—we did a lot of—we do journal entries. We would have to write about a vacation we took or an experience, like you moved or someone died or just some sort of turning moment in your life in journals, just to practice your Spanish. It was, more than anything, just to get you to write in Spanish.

Interviewer: Okay. Has that reflective writing, that journal writing, had an effect on your writing process at all?

Interviewee: I guess a little bit, in a way. For journal writing it was more of—I think I used reflective writing in that sense of when I am trying to figure out my ideas, and just writing out everything that I think. But journal writing, it's much more relaxed, and so I'm not so focused on grammar, and I'm not so focused on word choice. I'm more focused on the idea.

Interviewer: Can you talk about that a little bit, the reflective writing and getting all your ideas out?

Interviewee: Well, I think in a journal entry, the purpose of a journal is to write down your feelings and your thoughts and your ideas, and it's not so much on word choice and grammar and backing up your ideas. It's almost like just writing everything down so you have it at hand. Using that strategy for a paper or something, and writing all of these ideas you have down and what you want to say, and then going back and figuring out, "Okay, so this makes sense, and I want to change this," and using it as a starting point in writing.

Interviewer: Have you done that with other papers?

Interviewee: Yeah, definitely. I am gonna do an honors thesis for psychology. I've been talking to my researcher. She was definitely stressing to use that strategy when I was—I am working on my lit review for it. To make sure I get all my ideas down that I want to talk about and then going from there is definitely used as a starting point.

Interviewer: Have you used it before your thesis, your honors thesis?

Interviewee: Yeah, I'm using it. I've taken two public health classes, and that has definitely been helpful for those types of classes, because they're more focused on taking—it's research, but it's more of your perception of it. I'm writing a paper now on the awareness of childhood mental illness, and writing what I personally think, and then writing all that down, and then finding evidence to see if that actually makes sense and if those claims work, and does it all flow together.

Interviewer: You feel like you learned that strategy from your journal writing in Spanish?

Interviewee: Yeah, I think definitely just that idea of it, and then having my researcher—she said it. I'm like, "Well, I already do that. I just didn't even think about that I actually do that."

Interviewer: Great. What have your experiences of working with other writers in your courses been?

Interviewee: I think it's been helpful reading your other classmates' writing and see how they write and the vocabulary they use, and comparing it to your own, and then almost giving you a reference point of what is expected of you for that particular course and for that particular paper. Sometimes you're like, "Oh, I have no idea how this should look." I think peer editing is definitely helpful in that sense.

Interviewer: Have you worked with other writers in any way besides peer editing? Have you had any collaborative writing projects?

Interviewee: I don't think so, I mean nothing formal. If it would be PowerPoint slides or something, but—

Interviewer: Okay. Can you talk about that a little bit?

Interviewee: I did chem [chemistry] lab freshman year, and we had to write lab reports and do PowerPoints for the lab reports and present those. That's not so much really creative or a lot of writing, it was more just presenting your findings in a clear way. Working with people like that, it's always challenging, cuz everyone has their own way that they like to do things and their own process. It helps you learn how other people do it, and maybe taking some of those ideas if they work for you.

Interviewer: Have you found other writers' ideas that work for you?

Interviewee: Not that I can think off. I'm sure I've adapted them. I just can't think of a particular method off the top of my head. I'm sure that in seeing something in a group project, I was like, "Oh, that's cool," and I adapted it. I can't think of it off the top of my head.

Interviewer: Mm-hmm. What about were you working with other writers in your internship over the summer?

Interviewee: Yeah, there were other interns doing very similar work to me, but we didn't really collaborate. We each had our own project that we were working on. It wasn't so much that we were sharing each other's, it was going to the people in charge.

Interviewer: Did you work with other writers who already worked there, not the other interns?

Interviewee: A little bit. The person who I was writing for, she would give me tips, but it was very minimal.

Interviewer: Mm-hmm. What kinds of things did she tell you about, give you tips about?

Interviewee: Just how to structure things, word choice. Especially for academic writing, you are supposed to use certain words to make sure that the language is more sophisticated. It was little things like that. It wasn't anything—she wasn't giving me a writing [chuckle] seminar or anything. It would just be little things she would say.

Interviewer: Great. If you were going to give someone advice about writing, what are some of the things they should think about as they begin writing a paper?

Interviewee: Definitely, as I said before, getting all your ideas out on a piece of paper, regardless of not thinking about structure or any of the mechanics. Just making sure you're getting all of your ideas out so that you have something to work with, and you can always go forth from there.

Then always have someone else read your paper, because even if I just have my mom read it over and just make sure that I didn't miss a word, or I didn't have a grammatical error, just having another pair of eyes read it I think is really helpful.

Interviewer: Why do you think that's helpful?

Interviewee: Just because when you read, I feel like—especially if I have worked on it for a couple hours, and I am rereading it again, I'm bored with it. I am not completely focused. I'm just ready for this to be done. I'm giving up at that point. If you have someone else who is fresh, hasn't read it, they can give you better advice or better tips and strategies to make your paper better.

Interviewer: Is there any other advice you would give a new writer?

Interviewee: In general or at the University of Michigan?

Interviewer: In general.

Interviewee: In general? Edit a lot. I think printing it out and writing on it, for me it makes a huge difference, instead of looking at a screen, because I will just scroll through my document. Having to have a pen out and a highlighter, and physically reading and writing on it, I think helps me to catch more mistakes and plan out my ideas better than just, "Oh, okay, I'll go back and fix that after I finish reading the paper on the computer."

Interviewer: Can you talk about planning your ideas out a little bit more?

Interviewee: Like with ...

Interviewer: You said you print it out, and you have a pen in hand.

Interviewee: Oh, yeah. If you were reading it, and you're like, "Oh, I don't really like this," then you can write your other idea on the side of the page, instead of—I don't know. On a computer it's like, well, you have to pull up a tab, and do all of that. You're like, "Oh, okay. Well, I'll just go back and do that. I'll remember it." But then sometimes you forget. Just being able to write it on the side, even just a quick note, for me I think it makes a difference.

Interviewer: That's great. Do you have specific advice for people writing at the University of Michigan?

Interviewee: I would just say utilize the [Sweetland Writing Center], cuz I really found it helpful for me.

Interviewer: Why was that so helpful for you?

Interviewee: Just to have someone else read my paper. They're giving you a half-hour of their time to give you advice on your paper. I just think it's really helpful just to have someone who knows what they're doing and knows about writing and that thing, just to have them read your paper and give you advice. It gives you something to work with, because I think sometimes with papers, you have your paper, and you're like, "Well, I don't know if it's done or not." Coming here and then getting more structured advice, I think it helps me, and then it helps me know what to look for in future papers.

Interviewer: You feel like the things you learn at the writing center you use for other papers, too?

Interviewee: Mm-hmm.

Interviewer: Can you give an example of a time you do that?

Interviewee: I think I was here one time, and she was reading my paper and found that my—she thought my paragraphs were too long and that my paper was too—in order for it to be more easy to read, to chop my paragraphs up. I think I have used that advice in all my other papers, just because it's an easy fix you can do. It makes the paper flow easier, and then you don't have all of these ideas in one paragraph. Separating it makes it more interesting to the reader, and it's more visually appealing.

Interviewer: Have you had any experiences with new media writing, like writing for blogs or websites, using sound or video, or even PowerPoints, like you were talking about?

Interviewee: Not besides a general lab report PowerPoint or a presentation PowerPoint with video clips. That's about as technology-advanced as I get.

Interviewer: Okay. Can you talk about that experience a little bit more?

Interviewee: It was for a Spanish class. I had to do a—it was a Spanish class on Spanish movies, so each person had to present a movie for that day—for that class. I had to make a PowerPoint and include video clips into it from the movie. Instead of quotes from a book or a poem or something, you would take clips from a video. I thought it was cool. It was different incorporating that and taking the text from a movie and analyzing it.

Interviewer: How is that different?

Interviewee: Cuz it's not visually in front of you. You're listening to it. Then there is also all the scenery. You're using more than just one—oh my gosh, one sentence. You're using your ears and your eyes. I think that makes it a different experience.

Interviewer: Okay. What effect do you think that experience has had on you as a writer overall?

Interviewee: I think it makes me more open-minded to what is considered literature and what is considered a story, and using that and using a multiple of different resources for papers in general. Cuz I know that for one of my classes I used a CNN clip as a resource, which I may not have done if I hadn't had the idea that, "Oh, maybe I can use video as a source. I don't have to just use these articles or literature reviews or all that."

Interviewer: Can you talk about using the CNN clip in a paper?

Interviewee: I think it was for my public health class, and we were talking about childhood obesity. It was a video clip of I think it was Mayor Bloomberg talking about the soda ban that they were trying to pass, and using his interview as just a support that there's measures going on to help obesity.

Interviewer: Why did you decide to use a video clip for that?

Interviewee: Because I had seen it. My professor had talked about the video clip. It made me want to watch it, and then watching it, I found it relevant to my topic.

Interviewer: They just talked about it in class; they didn't show it?

Interviewee: He had mentioned it. He did not show it, no.

Interviewer: Then you went out and found it.

Interviewee: Yeah.

Interviewer: Okay. Okay, so you have been uploading pieces of writing to the study archive on CTools [learning management system]?

Interviewee: Yes.

Interviewer: Okay. How has that process been going for you?

Interviewee: It's fine. Very, very easy, not too difficult.

Interviewer: What pieces did you choose for the archive?

Interviewee: I think I chose my personal narrative from my [English course]. I think I started the study this first semester, so I uploaded one of my papers. I think it was from my public health class, but I don't remember which paper it was, though. I think it might have been—I cannot remember, but it was one from my [Public Health course]. I have not uploaded one yet for this semester, cuz I haven't—I think I'm gonna upload either the one I just wrote for my public health or my next public health paper.

Interviewer: Okay. Why did you choose to upload your personal narrative essay?

Interviewee: Because it was my final essay I wrote for my [English course], and it was the one I did the best on and I think the one that—I don't know. I was proud of it. It was something that I felt like I had worked hard on, and I felt like was my best piece that semester. It showed my improvement.

Interviewer: Why do you think it was your best?

Interviewee: I think it was my best because I did get to write about something of my own, and I got to pick the topic. At that point in the semester, I had been more comfortable in talking to my GSI more. I think her interactions and her advice and everything that we had learned, I finally was able to put it together.

Interviewer: What did you choose to write about for that?

Interviewee: I wrote about a car accident [...]. Also, there was that, because I had a personal—it was the most personal for me, so I think that also made a difference.

Interviewer: You said you felt like it was the paper you were the most improved on?

Interviewee: Yeah.

Interviewer: What improvements do you think you made?

Interviewee: I think that I used a stronger vocabulary and that my structure was neater. Yeah, that was probably the two strongest aspects of it.

Interviewer: Then you said you chose a paper from your public health?

Interviewee: Yeah, and that was—I can't remember which that one was about. I think it was about health disparities, but I can't remember. I wrote three papers for that class. I think it was about health disparities. I wrote about—we were supposed to identify a group in the United States that faces health disparities, and describe the disparities, and then identify an intervention that's currently going on trying to improve those disparities.

Interviewer: Why did you choose to upload that paper?

Interviewee: I found it was a really interesting topic to write about. Also, it was one of the ones I did better on in my course. I felt that it showed a more academic side, because it wasn't just me writing a creative essay about one of my personal experiences. It was more research-based. I had to make claims, and I had to back up the claims and incorporate many different resources into the paper.

Interviewer: Can you talk about the different kinds of resources you put into the paper?

Interviewee: Yes. I know I used a couple of news articles. I think one was from The New York Times, and one was from maybe The Washington Post. Then I used some literature. I think I used a literature review or article. I know that I used a website, I think the CDC [Centers for Disease Control and Prevention] website, for statistics and those kinds of things, which diseases they have, which diseases were most infected by African-Americans that weren't by whites, that kind of thing, and comparing the two groups.

Interviewer: Then you said you might upload something from this semester still?

Interviewee: Yes. I have two papers due, two papers due for the rest of the semester. I'll either upload one of those. One's public health, and one's a psychology paper. They're more academic. Just depending on—we'll see. I'll see which one I'm in the mood to upload.

Interviewer: Do you have any other comments you want to make?

Interviewee: I don't think so.

Interviewer: Great. Thank you so much.

Interviewee: Yeah, not a problem.

[End of Audio]