

Interviewer: This is ***. It's April 11, 2013, and I'm here with ***. What we're gonna do today is just talk a little bit about yourself as a writer.

Interviewee: Okay.

Interviewer: Then by the end of the interview, I wanna hear about [Writing course]—

Interviewee: Okay.

Interviewer: - from your experiences with that class.

Interviewee: Okay.

Interviewer: Sound good?

Interviewee: Yeah.

Interviewer: Okay [laughter]. I wonder, just as a grand tour question.

Interviewee: Okay.

Interviewer: How you would describe yourself as a writer?

Interviewee: It's something that just, I guess, evolved more so than anything else cuz I started out in high school. I was good in English. It was never really anything I thought about, and then I got to college and I did a little more, and I was still doing pretty well at it. I guess as a writer, I like doing it. It's a good way to, I guess, creatively express certain things, ideas, opinions or just creative writing in general. It's a good way to get stuff out that I can't verbalize that well, I guess.

Interviewer: Would you say you are a writer?

Interviewee: Yes.

Interviewer: Okay. How would you describe the role of writing in your life? You're saying it helps you express yourself, but are there other ways too or—

Interviewee: Other ways to express myself or other ways of writing?

Interviewer: The other types of roles that writing has for you in your life?

Interviewee: I guess writing also serves as a balance for me, cuz I'm a premed student actually, so I have a lot of science classes. Doing the writing helps balance things out, so I'm not focusing only on science or only on writing. It's also, I like reading things too. I mean, I don't know.

Interviewer: Yeah, I think that's good [laughter]. Has that changed for you since you've been at [the University of Michigan]? How would you describe yourself, or would you describe yourself as a writer when you were first admitted to Michigan?

Interviewee: No, I wouldn't have, but I think I took my first English class winter of freshman year, and then I took another one fall of sophomore year. Then I took a scientific writing the winter of sophomore year. I kept taking writing classes, and eventually I was, "Hey, I like this. I'm kinda good at it," so that's when I looked into the writing program. Definitely not at the start of college, more towards the middle when I was getting interested in this program, I started to think of myself as more of a writer.

Interviewer: How would you say that you've grown? Are there ways that you can identify that?

Interviewee: I don't know if there's specific ways. I guess, I've learned to some degree what styles of writing fit better. The scientific writing class, it was a really interesting class, and I loved what we learned, but the writing style, the scientific paper itself, was totally different than anything I've ever done. The first paper, I was unsure of, and the second paper I did much better on, but it was still, it was a totally different format. I've learned new types of formats and I've also learned which formats fit me better.

I think some of the more free form creative—especially personal narrative or anything where the voice is more open, I think is really kinda like, 04:02 that's my style.

Interviewer: Yeah, so what about your goals? Do you have specific goals for yourself as a writer?

Interviewee: As a writer? I mean, none particularly. It's hard to say, cuz I really like writing and it's something I wanna keep doing, but at the same time, I'm also focusing on medical things. I'm not really sure—that's actually one thing I'm not sure how I'll fit into later on. I mean, I think one of the things I like about doing both is I know a lot of people who are very science oriented, that writing is just totally off for them, and it's just not their thing.

I think it's kind of important to keep aspects of writing when you're doing any kind of—aside from actually like the practice itself, but when you're doing any kind of writing, write-up, sciencey or the way you interact with even patients way later on, I think having a bit of writing basis and language understanding really helps.

Interviewer: Sure. Also that self-awareness piece—

Interviewee: Yeah.

Interviewer: - that you were talking about.

Interviewee: Yes.

Interviewer: It helps you get in touch with yourself or the thoughts that you've got—

Interviewee: Exactly.

Interviewer: - is always useful.

Interviewee: Yes.

Interviewer: That's interesting. I wonder about—so if you think about the different experiences you've had at the university, so it could be the writing classes you've taken plus all of your other coursework too.

Interviewee: Okay.

Interviewer: What do you think it means to write well?

Interviewee: That's a tough one, cuz it varies, cuz each of the classes I've taken, a lot of them have been in varying style. I think writing well, you are able to make the reader—it depends what you're writing about. Essentially, if you're writing with a goal in mind and not just a storytelling thing, if you're writing with a goal in mind, I think it's important to be able to get the reader an idea of what your goal is, make sure that it's reinforced throughout what you're writing.

Then it's not just this is my goal anecdotes and then that was my paper. Make sure it's all interwoven together, and really make sure that the reader understands what you are trying to say and that it's believable.

Interviewer: There you're thinking more about academic writing it sounds like.

Interviewee: Yes.

Interviewer: Argumentation or—

Interviewee: Yeah.

Interviewer: Okay. What about the other kinds of writing that you might do, like narrative type?

Interviewee: Narrative, see that's, I mean, it's more difficult, cuz with narrative, I think engaging the reader and making the reader want to know what's gonna happen or if it's not so much a, what's gonna happen next kind of thing, but more of just an investment. Make sure the reader is invested, and if you can get some kind of personal, emotional connection with the reader, I think that's really good.

Interviewer: Have you developed some ways to do that over time?

Interviewee: I think the best way to do that is with not being afraid to use personal examples from your own life. Don't just say, "Oh, yeah, I've heard of someone who dealt with this." Say you're dealing with it and say, "I've actually had this specific example in my life," or something so the reader doesn't get—the reader gets a sense that the writer is still a person.

Interviewer: I wonder about some of the intro classes that you took.

Interviewee: Okay.

Interviewer: How that helped shape your thinking about this. Thinking about the first year writing requirement class, which class did you take?

Interviewee: I took [English course].

Interviewer: Okay. What were your experiences like in [English course]?

Interviewee: I really liked that class. I had a really great teacher, and I ended up taking [English course] with the same instructor. Our first paper was a personal narrative, and I really liked doing that one. I mean, cuz I think we did personal narrative, analytical, argumentative and then there's one other, it was interview based maybe or personal experience. I don't know, one of the two. I guess that class introduced strengths and weaknesses with me, and I think the argumentative paper was my least strong paper in that one.

The next time around, when I took [English course], we had to do another argumentative. I think that was actually our first paper was argumentative, and I learned how to fix it up and I ended up doing well on that one.

Interviewer: I wonder about—it sounds maybe that had impact on your self-concept of yourself as a writer.

Interviewee: A little bit, yeah. I mean, it was—I didn't realize it at the time, but the teacher said only very few students ended up getting an A in the class, and I was one of them. It was my first year at college, and it wasn't like that was my sole focus at the time was this writing course. I mean, it was just the writing requirement, and then I ended up doing really well in it. I liked the teacher too, so I decided to take another English class with her, and I guess at that point, it wasn't necessarily right after the first year requirement.

That was when I realized, "Okay, maybe I'm not too bad at this." When I stuck with it more is when I really thought, "Okay, maybe I'm good at this, I guess."

Interviewer: Maybe it's something worth pursuing—

Interviewee: Yeah, exactly.

Interviewer: - further.

Interviewee: Yeah.

Interviewer: Are there specific ways that you're still using, that you're aware that you're still using, what you learned in that class?

Interviewee: I'm not—

Interviewer: Are there specific skills you can tie back or—

Interviewee: Definitely. One of the biggest things that instructor focused on in the [English course] and [English course] was, I mean, this was more of the argumentative, cuz [English course] was argumentative.

Interviewer: Right.

Interviewee: Academic argumentation, I think. She focused on the whole concept of having, I guess the argument of your paper and keeping that strong throughout and not have waning in the middle. Even if you're not necessarily doing an argumentative paper, I think if there is some point you're trying to make or some story you're trying to tell, there's always some sort of focus you wanna convey in papers.

I think the biggest thing I learned from that class was how to keep it strong in the start, strong in the end and weave it together throughout the middle of the paper to make sure it's always there.

Interviewer: I wonder about [Writing course]. Did you take that class?

Interviewee: One hundred?

Interviewer: Yeah.

Interviewee: No.

Interviewer: It's transition to college writing.

Interviewee: No.

Interviewer: Okay. We'll just move on. [Laughter]. All right. Let's talk about your concentration. Have you had an opportunity to do any writing in your concentration?

Interviewee: I kept switching back and forth. I actually switched recently to an English concentration.

Interviewer: Okay.

Interviewee: The writing that I'm going to be doing is coming up in the coming semesters more so than anything else. I have had, I guess, with the premed stuff, lab reports are the biggest kind of writing we've had. I mean, that's really the extent of the writing we've done. It's lab reports and write-ups of science stuff.

Interviewer: How would you describe that work?

Interviewee: Very different.

Interviewer: Yeah [laughter].

Interviewee: Yeah, it's funny, my girlfriend, she's very science oriented whereas I am science and Englishy, and so any time I write something, she's, "Why didn't you just say it simply?" I have a habit of probably overwriting when it comes to science things. I'd say three words when I just need to say observed or something like that. I guess it's unique because it's against—it's a totally different style of writing. They want you to be forward, to the point, concise, no fluff.

Not that you really wanna fluff English papers, but you wanna make them sound nice. I think within the premed area, it's been unique. It's a little difficult turning that part of my brain off, I guess, but I'm working on it.

Interviewer: Yeah [laughter]. When you approach that type of writing, this scientific writing, what do you do to help yourself turn that part of your brain off or turn on the other part of your brain?

Interviewee: I guess a lot of the times I have to go back and look at old stuff that I've written, and when the instructors, "You don't need to say this," I go, "Okay, don't say that." I guess I just have to constantly remind myself, just say what you wanna say and be done and move on. It's more of as I'm writing, a constant reminder to myself, "Hey, you stated the fact, you don't need to say anything else."

Interviewer: [Laughter] That would be tough for me [laughter].

Interviewee: It's tough for me. I'll always have my girlfriend read over it, and she's, "You don't need this, you don't need this. Why did you say that?" It's funny.

Interviewer: [Laughter]. So how confident do you feel about that type of writing?

Interviewee: Less confident than English writing, I guess. It is one of the things I'm getting better at, but it's so different. There's varying styles or preferences of professors even. The science, the upper level writing requirement I took was anthro archaeology [Anthropological archaeology], but they were scientific papers. You had to—it was a lot

different than a lab report, a 12-page write-up of an ancient history and a 2-page write-up of what you did in the lab.

Interviewer: Right.

Interviewee: It was little different. I forgot what the question actually was [Laughter].

Interviewer: Oh, just how confident do you feel about your writing?

Interviewee: Okay. Medium, I guess. It's something that you have to stick with and really get an idea for what the specific topic you're doing, working on is looking for. I think with English writing, there's a degree of—there's more than overlap between different English types of writing than there is between science writing. The lab report versus, I don't know what exactly it was, but it was like a report on a society.

There's a lot of difference between those, cuz one you're citing sources, you're still trying to make an argument, but it's a concise argument. The lab report is just a write-up of facts, whereas English writing kind of spans. I mean, I'm getting more confident at it, but I'm not [Writing course] percent there.

Interviewer: Yeah, well, it does sound different, and even the way the text problems
15:57 you'd be writing about—

Interviewee: Yeah.

Interviewer: - would be different, right?

Interviewee It's a totally different world.

Interviewer: [Laughter]. Talking about [Writing course] and the [inaudible 16:11] in general, but especially that class, what impact would you say that that class has had on your writing?

Interviewee: It was an open-ended kind of class. It was really unique. I guess it got me to think about writing more than anything. It was not so much the basic academic, "Okay, well, you're trying to say this, but in reality you're saying this more so how can you bring in more? How can you really get people thinking about it?" It's not something you can really academically quantify or define, but more just really thinking about what you're writing, I guess is the biggest impact that it's had.

Interviewer: Can you give me any examples of that?

Interviewee: I'm trying to think of one. We had a paper at the beginning where we were supposed to say, why I write. Initially, it was just why I write. Then we were supposed to come back and say, why I write, but also make it applicable to a broader audience than just us. Initially, I took my why I write paper and brought in other examples of people

who do things other than writing, sports or playing an instrument or something. You try to tie the fact that everybody has this thing, I'm a writer. I am a soccer player. I am a violinist, whenever.

I just tried to bring them in and tied them in as best as I could. Then when I was actually talking about it with the instructor, he was, "Okay, well, you know, you've brought out these main parts, but what does it mean to be—if you're really good at one of these things, but you don't wanna do it or one of your—you wanna do it, but you're not a master in it?" Just thinking of all different aspects and counterpoints and how there's different categories or non-categories of things that I wasn't even thinking about or addressing in the paper.

Interviewer: You had reading with that, almost like a critical eye as you're creating; is that part of it?

Interviewee: Yeah, I'm trying to not just include your examples, but make sure you covered everything and you've really thought about, "Well, is this true all the time? Is it not true some of the—" stuff like that.

Interviewer: Are there other ways that it's impacted your writing process that you can tie back to that particular class of those experiences?

Interviewee: Something I'm never good at is do more revisions. I'm always like—I like to either do a really rough draft and then go straight to a final or just kind of go straight for the final and just do the smaller revisions here and there. Something that we did in that class was your revisions had to be major revisions. They couldn't be, "Oh, yeah, I took out a couple sentences here. I added a period here."

They had to be full on revisions, so I guess the revision process is one of the things that really changed through that. It's not something that I'm in a habit of yet, but it's definitely something that I got more introduced to and more familiar with is total revision of the writing and not just nitpicky stuff.

Interviewer: You've used that since?

Interviewee: I haven't used that since, cuz this semester—I took it last semester, and I haven't taken any real writing stuff this semester. I haven't had a chance to, but it's something that—it was an idea that I hadn't really done too much before. The most I've had to do before was a rough draft and a final. This was you can have up to three revisions per paper, and they have to be a major revision kind of thing.

Interviewer: That's interesting. Even though you haven't put it into practice yet?

Interviewee: It's something I wanna keep in mind, and it's something that I haven't forgotten how to totally look over.

Interviewer: Maybe in the future then?

Interviewee: Yeah.

Interviewer: [Laughter]

Interviewee: I mean, it's hard to give examples when I just switched to English—

Interviewer: Sure, of course.

Interviewee: - so I'll—I'm going to be taking a lot more English classes where it'll probably apply more, but not yet.

Interviewer: Probably with a lab report or other writing like that, those type of overhauls wouldn't be the same.

Interviewee: No, because if it's a lab report, you don't really need to overhaul it. You need to make sure that you said what you said.

Interviewer: That it's precise [laughter].

Interviewee: Yeah, exactly. With revisions usually, sometime you cut out some stuff that's unnecessary, but a lot of the times you can add. That doesn't really happen with lab reports [laughter].

Interviewer: Sure [laughter]. I wonder about this class still. You feel it's had an impact on your sense of yourself as a writer?

Interviewee: A little bit, yeah. I mean, I think it's definitely peaked my interest a lot more than—I mean, each class has kind of reinvigorated that, I guess. I really like this class 'cause it was one where you got to think a lot about writing. Not just writing, but new media types which I really like and working with the blog is something that I really like that. I liked the—it took a little bit of getting used to, but I do like the ePortfolio, I guess that we have, blog with all our writing.

Interviewer: Yeah, let's talk about it. All right. Let's pull up the portfolio that you did. Can you get access to it from here?

Interviewee: Yeah, I think I just—did I get that right? Yes.

Interviewer: Awesome. That's so cool. I'm always so impressed with these. It's not something that I'm very experienced at.

Interviewee: Yeah, I mean, it took getting used to, but I was pretty happy especially after just a semester of working on stuff.

Interviewer: Working on it, yeah.

Interviewee: Yeah.

Interviewer: How would you describe your experiences using the new media writing in general, not just this portfolio, but just in general in the class? What was that like for you?

Interviewee: Some of it was more familiar. We had to list our frequently visited websites, whether it be news sites or just for fun sites. Those kinds of writing I was more—just other peoples' blogs or news outlets or reviews of TV shows or something. I was more familiar with that kind of thing. We watched a couple video reports and documentations. That was something I was a little familiar with, but not as much, so that was a new experience. We're dissecting the visuals behind everything.

Interviewer: Right. Yeah, what did you do with that? What was that like?

Interviewee: It was hard to—we had to watch the video a couple times over to really figure out what they were talking about and what they were aiming for. What is the videographer's role in what they're trying to say? Normally, you just watch it and kind of feel how you feel, but when you dissect it, you have to think about the perspective of—we had to watch a documentary, not documentary, report on young girls signing up for modeling agencies over, I forget where exactly it was, but—so we had to think about the role of the girls.

"Are they doing this cuz they want to? Do they not wanna do this? If they're doing it cuz they want to, is it for financial reasons or personal reasons?" Then we had to think of the role of the recruiting agent, and then we had to think of, "Why is the cameraman filming this in the first place?" I mean, it's a whole other thing that you just don't—you really have to think about all the perspectives involved.

Interviewer: Right. That was you more as a consumer or reviewer, I suppose, right because you're trying to get into all these different choices that are being made to produce this test.

Interviewee: Yeah.

Interviewer: Are you aware of times when that has helped you to create your own writing?

Interviewer: In terms of writing, it's gotten me more interested in if I was doing my writing as a video, how would I present it differently? It's nothing I've actually put into practice, but it's something I have thought about, okay, well, in writing, you have to spell out—if it's fictional writing, let's say, you have to spell out emotions or give some indication. When you're on the video, you can choose what to show, what not to show. You don't have to spell anything out.

Interviewer: Sure.

Interviewee: It's a different way of presenting information.

Interviewer: That's interesting.

Interviewee: Yeah.

Interviewer: Useful probably—

Interviewee: Yeah.

Interviewer: - for today, right [laughter]? Okay. About this portfolio specifically, what was the most memorable aspect of your experience with this?

Interviewee: I think honestly, the most memorable was having it all done and looking at the final—what I had done at the end of the semester, cuz, you know, I had seen a ton—I signed up for the writing program, and I was really excited to get into it. Then I really looked into it and I was, "Wow, these portfolios really seem like a lot of work," more so than I was expecting for a minor. I was, "These are impressive." I never thought mine would come halfway to some of those, but I was proud of what I'd finished at the end. I was really surprised that I managed to put it altogether.

Interviewer: Did you have any specific aims or goals for this portfolio?

Interviewee: Not yet. I mean, I was going along with it and following the requirements of the [Writing course] class which was to have your why I write assignment, your repurposing, your remediation, and then a few other things. That was my main thing, was to just get in the requirements, kind of get a feel for the blog in general, before really doing too much with it. I mean, overall, I guess, right now I have one other piece from Writing [English course].

Eventually, I wanna include not all of the writings, but the writings that are important to me, and add more than just this kind of front page, a picture or something. Just fully flesh it out eventually, but in the [Writing course], I just wanted to get a feel for it more than anything.

Interviewer: What would it be like if it's fully fleshed out? What would your goals be for it then? How would your—

Interviewee: I would probably have a few more sections up here just for the different writing classes I've taken. I mean, the home page would have more information about what exactly the portfolio as the about page would be more than two small paragraphs. I guess more presentable, and I don't really—it's hard to describe, but just more everything, I guess.

Interviewer: [Laughter]. And who would you imagine would be looking at it then? Do you have a particular audience in mind at that stage?

Interviewee: That's something I'm still deciding on, cuz they said to keep in mind whether or not you wanna make the ePortfolio like something you present to include in your resume, "Oh, yeah, I have an ePortfolio of all my works," or something you just wanna do for yourself. Right now, I'm in the middle of those two, cuz I want freedom in some of the things that are on here. If I'm gonna be applying to med schools and say, "Oh, yeah, I have an ePortfolio."

I don't want—my idea isn't that my ePortfolio is dedicated to scientific, premed writing. I wanna just show off what I can do as a writer in general. It's halfway in between. I don't want it to be with a specific person in mind. I'm presenting this to a medical admission person, I want them to see medical aspects or I'm submitting this to a newspaper company or whatever. I want them to see it. I just want whoever I present it to, to get an idea of who I am and what kind of writing I can do without being, "Oh, wow, he can't do this or he can do this, can't do that." Just an idea of what I've done.

Interviewer: More broadly who you are.

Interviewee: Yeah, exactly.

Interviewer: Do you think that creating this portfolio has impacted in some way your writing, the actual production of this? Would you say that there are particular skills or ways that this has changed or impacted your own writing?

Interviewee: I don't know if the blog has done that so much as the writings themselves, just developing writing as I go along. I mean, the writing that I created for the class, we did learn that whole revision process and things like that. The blog itself, I think more has taught me a way to present writing than it has to change the way I write.

Interviewer: Say more about that.

Interviewee: Well, we can have options of, "Do I want to present it as the full writing or do I want to present it as a document?" I did a cross between the two. For the [Writing courses], I would use it—there's the main tab where I have a description, and then I would say—I think for all of them, I did the first paragraph. Then I had a link to a Word document. Then I think I did that for pretty much all of them, but then I had a full paper that I had written for the [Writing course] or [English course] class that I just included the full document here with a brief description at the top.

I want people to be able to see this and say, see what's kind of important to me. This one, it's an important piece, so I wanted the full thing there. The other ones, I want them to have an idea of what it is. I want them to—this will kind of tell them what it's about, give them an idea of what I'm writing towards, and if they wanna keep reading, they get me.

Interviewer: Are there pieces here that more reveal your reflection or your reflective process?

Interviewee: Yeah, what we had to do for each of them was, first draft, the scale of a final and then a process reflection for all of them.

Interviewer: Okay.

Interviewee: I think the process reflections I did include here, cuz they weren't a full paper length. Each of these does have a different process reflection, and most of them were when you think of the—I mean, they were general process reflections. They vary from paper to paper.

Interviewer: Sure.

Interviewee: It just explains if you're happy with it, what you wanna change, what you learn going through it, things like that I guess.

Interviewer: What was that like to produce these as a part of—

Interviewee: To produce the reflections?

Interviewee: Uh huh, and to share them in this way.

Interviewer: Sometimes it was actually more helpful than I thought. Sometimes classes tell you, "Oh, yeah, you have to reflect on your work." I'm, "I don't wanna have to think about my work. I wanna do it and be done." With these, some of the time, especially cuz we weren't really graded on what we wrote, and then we had to do them and make sure we were actually thinking about our writing. I got to be more free form with it and say, "Hey, I'm not happy with what I wrote. I wanna fix these." It was a way to openly criticize myself, I guess in a way which was nice.

Interviewer: Also maybe openly say things that you were proud of—

Interviewee: Yeah.

Interviewer: - or things that were, right?

Interviewee: Yeah.

Interviewer: [Laughter]. I would hope they aren't all negative [laughter].

Interviewee: No.

Interviewer: Some combination of the two.

Interviewee: It's also nice having it on here, readers can come and go through and—one of them I wrote, "I'm not happy with this, but I haven't had a chance to go back to it." If someone visits the site and reads the paper and they're, "Okay, that's kind of okay," and then they read the process reflection and see, "Okay, he's not happy with it himself. He wants to redo it." They can get a better idea for what I'm thinking about it, so they're not reading a mediocre paper and thinking I'm, "Oh, this is awesome. I'm such a great writer." They have an idea that I'm on the same page or a different page potentially.

Interviewer: Okay. Right. Than what the initial text said.

Interviewee: Yeah.

Interviewer: I know that this class, in general, emphasize reflection in lots of different ways, right?

Interviewee: Uh huh.

Interviewer: How would you describe your experience with reflecting in your writing just across the whole class? What was that like?

Interviewee: Reflecting in my writing?

Interviewer: Yeah, because there were different ways that you were asked to do reflections in [Writing course], right, more than just these process pieces?

Interviewee: A little bit. I mean, these were a lot of what we had to do, but we did have to, not reflect so much, but look at other papers and critique them. It wasn't as obvious on a reflection, cuz it's not your own paper, but in a similar way we had to do that with other students' papers.

Interviewer: What were your experiences like then in working with other writers?

Interviewee: It's never my favorite, to be honest. I don't like that. A lot of the times I have a—I can never find the right balance between being critical and praiseful, whatever. I also feel sometimes when I get the critique back from them, a lot of times it's just, "Oh, you did this really well. You did this really well. I wouldn't change much." I'm, "Thanks," but I don't know. The student-to-student critiques were never my favorite in this class or other classes.

A lot of the times, I'd rather just talk with the professor or instructor about them. Sometimes they are helpful, though. I mean, sometimes people will say, "Well, I didn't really—this idea wasn't getting across like you wanted it to." I don't know. Those aren't my favorite.

Interviewer: What could you imagine that would make them better?

Interviewee: I don't really know, cuz I always find, not always, but a lot of the times I find that students will tell me something, and I'll talk with the professor, instructor, "Hey, what do you think of this?" They'll tell me the total opposite. I think maybe if the instructor discussed what the students were saying about your paper with you, to say, "Hey, yeah, they're on the right track," or "No, you're doing what you're doing and it's working well." We wrote a satire in [English course], and my satire was in favor of gay marriage.

I passed it out, everyone read it, and they had to come in with critiques the next time. One person raised their hand, and they're, "I thought it was kind of a controversial topic because you're taking a stance that not a lot of people agree with here." I was, "Ann Arbor doesn't agree with that?" [Laughter]

Interviewer: [Laughter]

Interviewee: I was, "What?" The teacher's, "What do you mean? Did you get the idea that he was against it?" He's, "Yeah." She's like, "How many people got that?" Half the class raised their hand. Half the class would have told me to change the way I was writing, but the instructor was, "No, it's working as a satire. I completely got that idea." I think checking critiques with the professor would be helpful more than just reading the critiques.

Interviewer: Sure. Do you feel like working with other writers helps you to be more reflective in your own writing? Cuz sometimes when I read other people's work, it makes me be more introspective about my own.

Interviewee: It depends on the topic. Sometimes I can read other people's writing and I have no familiarity with the topic at all, and I'm, "Okay." It's hard to come up with a critique that kind of relates to mine. Other times, it does help sometimes if people are—I'm getting better at not requiring critiquing other people to improve my writing, I guess. Initially, seeing other peoples' writings and the way they use different transitions or examples or what kind of point they were trying to make and how strongly they stressed it or didn't stress it, I think that helped initially. I could get a good idea for what other people were doing and how well it was working, especially to me as a reader.

Interviewer: Now you feel you don't need that quite as much—

Interviewee: Not as much.

Interviewer: - or you don't lean on that—

Interviewee: No.

Interviewer: - the same way.

Interviewee: Yeah.

Interviewer: How would you say you do engage in reflection when you write or do you, currently?

Interviewee: I think, it's hard to say, cuz I'll write something and I'll look it over, and sometimes as I'm writing, I'll put in caps, in brackets, "Include more here," just to kind of make a mental note, not mental note, a note to myself. Other times I'll go all the way through, and I'll read it through and I'll say, "Okay. I think I want to include more in this part." I'm not going around and writing reflections out and out right now, but I do think about it as I write or it's a mix between as I'm writing, consciously knowing what I wanna do more of, and then finishing what I have wanted to write and figuring out ways that I didn't do what I wanna do. It's a mix.

Interviewer: Do you have—I know sometimes people have checklists or checkpoints in their mind either as they're going through at the end or a voice—

Interviewee: Yeah.

Interviewer: - that they're half listening to that helps. Do you have anything like that, that you're aware of that you kind of draw upon?

Interviewee: I don't actually think I do. I think I just—I know what I want to say. Usually, I'll start out with, "Okay, this is what I want the point of the paper to be." I'll think of examples of how I want to make that and then just work off of that. It starts out very loose and builds around key ideas that I have, but it's not so much a checklist as I have my starting points and I build around them.

Interviewer: Then you at different points are aware of whether or not you're meeting those [inaudible 41:26]?

Interviewee: Yes, sometimes, I don't know why I spaced on this earlier, but I am in an English class this semester, and we've had to do—most of them are small writings. We have had one major paper that we've had to do, and for that I had my thesis for it. There were three stories I wanted to include and the examples from them or the idea of examples from them, but I would reach one story and I would be, "Okay, well, I don't think I have enough quotations or descriptions of the visuals."

Sometimes I'll say, "Okay, include one visual, include one description and one paragraph, and then the next time you mention the book do the same thing." I'll get to that point where I'm at that paragraph where I'm supposed to include those, and I'm, "Well, I had the quote I wanted to use, but I don't think it's enough or I don't think I analyzed it enough," or something along those lines where I'll reach the point where I think I've included what I want to, and it doesn't turn out as strong as I expected.

Interviewer: Then at that point—

Interviewee: At that point, that's where I either make a note to go back here and include another quote or I find another quote. Usually, I think if that's the case, I will make a note of it and just continue writing and then fit it back in when I've gotten the whole thing down.

Interviewer: Yeah. You know how in these process reflections, you I'm assuming wrote them after you wrote the final draft, right?

Interviewee: Yeah.

Interviewer: You produce the final draft of your paper—

Interviewee: Yeah.

Interviewer: - and then look at it again and think about what you would still want to improve for next time. Do you do anything like that with other papers that you write where at the end when you've turned it in, do you ever go back or have in your mind things that you would want to bring from that experience?

Interviewee: Not so much. I mean, sometimes when I'm writing a paper, I'll be writing it and I'll spend a lot of time on it, and when I'm nearing the end, I'll be, "Okay, now I just wanna be done with it and turn it in." Sometimes there's a sense of, "Okay, well, maybe I could have done this a little better," but it's never a huge deal. If there's something I wanted to include or change, it's usually a small thing here or there and I'll kind of finish the paper and say, "Okay, I'm happy with what I wrote."

There might be a few things, but it's a good paper overall. Unless, I completely miss something and the instructor goes back and grades it and says, "Oh, yeah, you needed this." Most of the time it's no, there's not a whole lot that I want to go back and fix, but there are small things here and there. I will finish a paper and say, "Well, maybe I could have done that, but it's okay how it is." It's nothing major.

Interviewer: Right, because ideally hopefully you've caught the major things [Cross Talk 44:27].

Interviewee: Exactly. I mean, I do go through and I turn in a final product, so it's not like I'm turning in—"This is my draft of the final, but it could be better all around."

Interviewer: [Laughter]

Interviewee: "This is my final, it's good."

Interviewer: Right [laughter]. I think those are all the questions that I have. I wonder if there are other things that you think about or other things that you—when you came to this interview knowing it was gonna be about the writing [inaudible 44:55], if there were

things that you thought we would talk about, but we haven't, things that seem important about—

Interviewee: I mean, not too much.

[End of audio]