

*Interviewer:* Great. This is \*\*\*, and I'm meeting with \*\*\* on the 24th of April. We have just established in the School of Education, and \*\*\*, thanks again for meeting with us and for your help with this study. Congratulations on graduation.

*Interviewee:* Thank you.

*Interviewer:* It must be such a great feeling.

*Interviewee:* Yes.

*Interviewer:* Yes. [Laughter]

*Interviewee:* Finally.

*Interviewer:* I'm sure it is. The questions will ask you to do some thinking about your writing work in classes, especially over the last two years—the upper level courses that you worked on. We'll start out just very generally, asking at this point as you're graduating how you would describe yourself as a writer?

*Interviewee:* I mean, I think that writing in nursing is a little bit different. A lot of the writing that we've done is more based off of our clinical experiences and stuff. I feel like it's different than what a lot of other people do. I've only had one, actually now two—I had in my freshman year. I had in [English course]; the class drew outside. Then I just recently took a graduate level course looking at nursing theory.

*Interviewer:* Oh, interesting.

*Interviewee:* I wrote a lot of papers during that. I don't really know if I have an actual way to describe myself as a writer. It's not something that I really thought about before.

*Interviewer:* Okay. Maybe another way to think about it would be to think maybe how you might describe the role of writing in your life.

*Interviewee:* I would say that the main role of writing in my life is basically a way to describe what I see in the clinical setting and what I—trying to regulate my subjective findings more objectively, I guess.

*Interviewer:* Okay, so thinking about it primarily around your professional work in nursing—

*Interviewee:* Yes.

*Interviewer:* - which we started to talk about your professional work before I turned the tape recorder on. When you're talking about clinical settings, what are you thinking of?

*Interviewee:* Just like working with patients on—in the hospital, or I've had clinical settings in multiple places. Most recently I've had them in community settings, so going to people's homes. Just stuff like that.

*Interviewee:* Okay. If you think back to—did you start at the University of Michigan or did you transfer in?

*Interviewee:* No, I've been here all four years.

*Interviewer:* Okay. Thinking back to four years ago, it must seem long ago now.

*Interviewee:* Yes [laughter].

*Interviewer:* If you'd been asked the same question then, how do you think you might have described yourself as a writer right as you're coming in the door?

*Interviewee:* I would describe myself more as a basic writer, I guess. All the papers that I'd ever done were just papers based on class assignments, and they were really basically five-paragraph papers. Didn't really have a purpose to 'em other than completing the assignment, so more like a beginner writer. Not that I feel like I'm more advanced now, but—

*Interviewer:* It's interesting though because you use that word "purpose" when you're describing how you see yourself leaving. It sounds like your purpose is much more closely tied to your professional work. Is that fair to think about?

*Interviewee:* Yeah. Definitely.

*Interviewer:* If that maybe is part of the evolution or change, what do you think you would attribute to that change? What occurred over the four years that allowed you to see that kind of purpose or reason for your writing?

*Interviewee:* The purpose itself, just having that need to be able to portray what I'm seeing and stuff. Be able to show my professors and my colleagues and stuff that I—what I'm talking about and being able to explain to them. Just having that purpose is what evolved then I guess, like you said.

*Interviewer:* That makes sense. What kind of nursing are you doing?

*Interviewee:* I will be doing in the fall—it'll be a critical care setting, nursing, cardiovascular, primarily.

*Interviewer:* In that role, what kinds of writing do you anticipate that you'll have to—

*Interviewee:* It's not gonna be anything formal, but it's gonna be a lot of charting. You have to describe what you see and you have to write different notes, explaining what the patient is telling you, and just being able to put what the patient is saying into your own words, basically.

*Interviewer:* Okay. Maybe with that in mind, the question asks as your graduating, what goals you might have for yourself in writing or as a writer?

*Interviewee:* Immediately, I don't really have any goals other than to just stay proficient in as far as my clinical setting, but eventually I do want to go back to grad school. I just took a grad level course, and we did a lot of writing.

I definitely feel that I need to continue at a higher level if I wanna go back to grad school, because this last course was very challenging for me as far as writing and stuff. I'm writing at a scientific and a nursing/scientific level. We use all APA, and so she required that format. She required very concise writing, yet detailed, which is difficult for me.

*Interviewer:* Okay. We're gonna talk a little bit about classes you've taken and what your writing experiences were like before we—cuz that follows up on what you're raising, I think. Before we turn to that, when you're thinking about your experiences across writing at the university, what would you say it means to write well?

*Interviewee:* I would say, I guess, basically being able to write—like I said, scientifically, in a concise manner, being able to portray what you're trying to say in a way that others can understand and can use to their benefit.

*Interviewer:* Okay. Okay. The next question is interested in which upper level writing courses you took? I think this graduate class sounds like it might be a little bit of an outlier, but let's make sure we include that and think about that too. That course was ...

*Interviewee:* [Nursing course].

*Interviewer:* Okay.

*Interviewee:* I mean, I haven't taken any upper level grad writing courses.

*Interviewer:* Did you take any upper level undergrad courses? Was there any—

*Interviewee:* I mean undergrad either. I haven't taken any writing courses since freshman year.

*Interviewer:* Okay. Were there any courses in your concentration or major area that were writing intensive?

*Interviewee:* I mean, the one I talked about, and then also I did an independent study where I basically worked with a preceptor in the nursing school. We wrote a paper, basically. It's not being published or anything, but I did do that. I would say the—

*Interviewer:* What was the focus of the independent study?

*Interviewee:* The focus was it's looking at COPD, chronic obstructive pulmonary disease, and the stigmatizing experiences that those subjects feel due to the disease.

*Interviewer:* That's interesting. The [Nursing course]—what is the theme of that class?

*Interviewee:* Theory, nursing theory.

*Interviewer:* Nursing theory. Okay. Okay. Talk with me a little bit about what your writing experiences were then. Both working on this paper about COPD, and then also you said you were doing a lot of writing in that 500-level class, and being asked to perform in a really specific way. Can you talk to us a little bit more about how you responded to that? How you felt prepared for that?

*Interviewee:* Looking at the [Nursing course] first, basically what we did is she had us write short responses each week. We had two questions we had to respond to based off of anywhere from five to ten articles related to nursing theory. We weren't allowed to go over a page for each response.

We did that, and then we also had two brief three-page papers, and then one final ten-page paper. Both the brief papers and those two shorter three-page papers were challenging for me, just because what she was asking I felt was a lot for me to write about in just a short passage and then a short page, or a short couple of pages.

*Interviewer:* How do you mean that exactly? You felt the topic was bigger than the space allowed?

*Interviewee:* Yeah. Yeah. She required us to mention there's course themes of culture out in the city and public policy. Those were required to be included in these passages, and we were supposed to respond to the—whatever the question was as well. It was difficult to keep it concise, yet being able to answer all the questions that she was asking, and also include the themes.

I think it really helped me to transform myself. Because I guess I didn't think about it before this, but I would guess I tend to talk or write more than I need to and explain things more than is necessary. I guess I would beat around the bush a little bit. This forced me to be really concise, to try and talk about what I want to say, and get in and get out and be done with it.

*Interviewer:* Okay. Then thinking about the writing you did for the independent study, what were your experiences like with that paper?

*Interviewee:* That's actually very similar to—just based on the style that is required by the APA for these nursing papers. It's just required to be concise and not use lots of descriptive words and such. Just get to the point and try to convey what you're saying as concisely as possible.

*Interviewer:* Mm-hmm. Mm-hmm. That felt like something that you were still—

*Interviewee:* Struggling with. Yeah. I think I got better with that as the semester went on, for sure. It's just a style of writing that I never really used. In my freshman class, it was all about being—writing elegantly and trying to write in a way that's where you're not repeating any words, and you're trying to write something that sounds good. Not to say that these ones weren't supposed to sound good, but there's a different purpose, I think, from a more descriptive writing and a more scientific writing.

*Interviewer:* That makes sense. Would you think that you would still make use of some of the concepts that you learned writing for these upper level classes as you're going forward?

*Interviewee:* I think that upper level classes are definitely more of the style that I am supposed to write at and going to use continuing forward, versus what I was asked to do in my freshman year.

*Interviewer:* In what way?

*Interviewee:* Just what I was saying about—

*Interviewer:* Similar—

*Interviewee:* Yeah. Just being more to the point.

*Interviewer:* Okay. Okay. Are there any other courses that you've taken that emphasized writing other than those you've taken?

*Interviewee:* Not emphasized writing. I mean, a lot of my courses have had writing components where you write about—we had to write a paper for my community course this last semester about—it was called an aggregate paper.

We went into the community and we did an intervention with—I did it with some students in a community nearby, and looked at obesity and obesity rates in that community and trying to prevent them. Then I wrote a paper based on that.

*Interviewer:* That's interesting. Is that the community health nursing class?

*Interviewee:* Yeah.

*Interviewer:* Does that course have a blogging requirement also?

*Interviewee:* Yeah. Yeah.

*Interviewer:* You did some writing in that.

*Interviewee:* We did, yeah, actually. I forgot about that, and that was—

*Interviewer:* I just randomly happened to be talking with someone about it.

*Interviewee:* Oh, really?

*Interviewer:* [*Inaudible 11:59*] "I feel like I just heard something about that class." Can you talk a little bit about that writing experience?

*Interviewee:* Yeah. That was a little different too. That's not something that I've really done. I mean, I think I've tried blogging. I think I tried blogging for another class, and it fell through. What was that class called? It was a [*inaudible 12:22*] class, and it was about your body and how to take care of your body. One of the extra credit projects was to transform your body, and to workout, and do other stuff. I tried to do a blog for that, and it fell through.

*Interviewer:* Oh, interesting.

*Interviewee:* This blog, I wrote a post, and I also commented on some people's posts. That was an interesting way to do it. I've never really had a class blog like that. [*Cough*] Excuse me.

*Interviewer:* What sort of purpose did you see it serving in the class? That kind of writing that you were being asked to do in a shared way?

*Interviewee:* It was interesting because you got to see a lot of different topics and lot of different stories from students that you never really thought about. It brought to light different aspects of community nursing and nursing in general, and also what's going on in the world today. It brought that to light from a different perspective that I hadn't really thought about, which is really cool. It

was cool to read about 'em. It was cool to comment on them and talk about what I thought, from my perspective.

I can't remember specifically any of the stuff that I commented on. Say they would write something, and in response I would talk about my experiences and try and lead them to answer what they thought about my experiences, and how I think about what they wrote about was, there's some different aspects to look at. Does that make sense? Actually, no. *[Laughter]*

*Interviewer:* No, no. That makes a lot of sense. It's interesting given that it was a community health class. Then you also had this, I guess it's like a community of writers in some ways, that you were building that together, which is interesting.

*Interviewee:* Yeah. Yeah. Yeah. It was. Yeah.

*Interviewer:* That's random. I just heard about that class. Thinking about the writing you've done in your concentration in nursing—so the community health class certainly applies, and then these other longer classes. The question asks how comfortable or confident you feel writing in your field of study?

*Interviewee:* I feel pretty confident. I've never really been super—I've been worried about writing before.

*Interviewer:* Okay.

*Interviewee:* Especially my undergrad classes. I've always done well, and I've always felt confident, and I've always been able to write at a pretty high level, I feel like. When I took this grad-level class it definitely was, excuse me, an eye-opener.

*Interviewer:* Sure.

*Interviewee:* Not used to that style of writing and stuff. I feel like going forward there's definitely work that needs to be done. I need to hopefully continue my education with some writing classes and be able to apply what I've learned, both in this grad-level class and then hopefully in future classes too, my overall education and career, profession.

*Interviewer:* That makes sense. Can you help me out, just—and give me some examples. You just made that comment. There's things from that grad class that you might apply in another course.

*Interviewee:* Just like what we were talking about. This is not your field, but can—

*Interviewer:* No, no, no. I just wanna make sure I'm following.

*Interviewee:* Just being able to write concisely, and in a way that's scientific and really means something for others that are reading it. That they can get something from it without having to read through a bunch of garbage. It's to the point, yet appropriate and helpful.

*Interviewer:* Okay. Okay. The question is, thinking back over the last two years, so especially as you've been finishing, although it sounds like some of our conversation is mostly in that space right now. Right? These are pretty recent classes?

*Interviewee:* Yes.

*Interviewer:* The question asks what experiences you might have had in and out of the classroom that might have had an affect on your writing? We've talked a bit about the classroom writing, but is there anything—

*Interviewee:* Outside?

*Interviewer:* Outside, where you feel like writing is playing a role in your life, or influencing maybe what you're doing professionally in school?

*Interviewee:* The only thing that comes to mind is I'm a part of [program].

*Interviewer:* Oh, sure, yeah.

*Interviewee:* Through that—

*Interviewer:* That's for off-campus undergraduate—

*Interviewee:* Off campus, yeah. Yeah, basically what we do is we promote community in the off-campus neighborhood. The idea is that if students feel like they're living in a community and they get to know each other and stuff, that it'll reduce crime and increase the safety. It'll overall increase the satisfaction of the students because they'll get to know their peers and stuff.

Because right now we're finding that not a lot 'em—a lot of 'em form their cliques, and when they move in—especially when they move into the neighborhoods they're normally juniors and seniors. They already have their friend group. They don't really branch out and get to know their neighbors. It's an issue just from a safety standpoint mainly, and then also from the overall community safety.

Through that, [*coughing*] through that, we were required or asked to write a passage for the [program] newsletter each month.



*Interviewer:* Oh, okay. Okay.

*Interviewee:* Basically, I did that every other month. That's the only thing that I've really written outside of the classroom. That was really more of a descriptive, fun—I did a passage on the men's basketball team when we were playing, and I've done something on parking in the streets during snow removal and stuff.

*Interviewer:* That's great.

*Interviewee:* It brings the community nursing aspect into this community. Because community nursing's just supposed to be about the well-being of populations and the well-being of groups of people and stuff in the community and stuff. I was able to do that through the writing, and promote safety or promote different things just with that.

*Interviewer:* Oh, that's interesting. Do you think there was anything about your approach to writing or your writing process that changed just from the experience of, "I know this is a newsletter that's going out to students?"

*Interviewee:* I mean, just trying to have more fun with it for that. It's not meant to be anything difficult or—I don't know what the word is to explain that to be—challenging writing for—it's supposed to fun, and something that's informative yet fun for the students.

*Interviewer:* That's great. That's a great group to be involved with. Yeah. That's cool. The next question asks if I use the term "reflective writing," what would that mean to you?

*Interviewee:* Reflective writing? I guess I would say it's grading another piece, or not even reading another piece, but looking at something else and then writing about what you looked at. Writing about another piece of writing, or writing about something you saw on TV, or something you saw anywhere, basically. Just writing reflectively about something you experienced.

*Interviewer:* Is that kind of writing something that you have ever done, whether voluntarily or that you've maybe been even assigned to do in a class?

*Interviewee:* I mean, I feel like a lot of the papers that I do are reflective in some ways. The community one, for example, we were reflecting on—part of it was doing research and finding out what the statistics were, and writing about that. Then, part of it was also—

*Interviewer:* This was again on that topic of obesity?

*Interviewee:* Yeah.

*Interviewer:* Okay.

*Interviewee:* Then, part of it was then also reflecting on how the intervention went and how we went about doing it, and why—what worked and what didn't work. Almost everything that I've written about is reflective in some way, I think.

*Interviewer:* Okay. That makes sense. Have you had experiences working with other writers in courses at all? Reading their work, or maybe writing a project together with anyone?

*Interviewee:* Other students?

*Interviewer:* Hm-mmm.

*Interviewee:* Freshman year, I mean we definitely did a lot of peer reviews.

*Interviewer:* Okay. That's in the [English course]?

*Interviewee:* Yeah. [English course]. In a lot of my—a lot of the nursing classes, we work on, I want to say papers, but projects together, and so those projects do have some writing aspects to them.

For a leadership course that I just did, we—it's the nursing department [*inaudible 21:13*] on leadership, and we did a quality—it was called a root cause analysis. You basically look at a problem that's going on in the hospital setting, for example. Then you do a little research and figure out why that problem is happening, and trying to figure out and analyzing what can be done to fix it.

*Interviewer:* Mm-hmm.

*Interviewee:* We did a little—it wasn't a paper, but it was a mini-paper about that. We did that as a group.

*Interviewer:* Okay. How have your experiences been when you've been asked to work with other student writers?

*Interviewee:* I enjoyed it just because it gives an extra set of eyes. People tell you what they think about your writing and you can change it accordingly, and you can do the same for them.

*Interviewer:* Mm-hmm. Right.

*Interviewee:* It's been a positive experience.

*Interviewer:* Okay. As you are about to graduate, the question asks what advice would you give to college students about writing? What are some things they should think about if they're gonna begin a paper, say?

*Interviewee:* I would say to write something that you're passionate about and something that really interests you. Because it's difficult to write about something that you don't really care about. That's been my big thing, is making sure you find something that you're really passionate about and really care about.

*Interviewer:* Okay. Any other advice if they've got that first step down?

*Interviewee:* To work at it. To definitely get ahead and do a little bit at a time so you have time to go back. If you write something and you come back a couple of days later, you'll definitely find stuff that's not—doesn't sound good, or isn't right, and that you need to change. It's helpful if you can get ahead and not just do it all the night before.

*Interviewer:* Okay. Still thinking about your experiences across the time here. We're interested also in whether you've had experiences with new media writing, and they give the example of blogs, websites, making electronic portfolio.

*Interviewee:* Mm-hmm.

*Interviewer:* We just talked a bit about the blog experience.

*Interviewee:* That's really, I think, all that I've had as far as media.

*Interviewer:* Was it only in that single class?

*Interviewee:* Only in that single class. Yeah.

*Interviewer:* Okay. In the community health nursing.

*Interviewee:* Mm-hmm.

*Interviewer:* You've never been asked to create a electronic portfolio of your work or anything like that that you would—

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

*Interviewer:* - share with an employer, or—

*Interviewee:* No.

*Interviewer:* Okay.

*Interviewee:* I don't think so.

*Interviewer:* Okay. The next questions were in case that had occurred. As you've been participating in our project, they've asked you to upload some of your work to CTools [learning management system]. Has that process gone—

*Interviewee:* Yep. It's been fine. Yep.

*Interviewer:* It's gone okay? All right. Can you tell me just a little bit about what pieces you did end up choosing to archive here?

*Interviewee:* I don't remember if I did last semester. I can tell you about the one I did this semester.

*Interviewer:* Oh, perfect. Yeah.

*Interviewee:* [Cough] Excuse me.

*Interviewer:* That's fine.

*Interviewee:* This semester I did—when I found out they were for my grad theory class, so that was a paper looking at Pender's Health Promotion Theory. It's a middle-range theory. Basically, the assignment for the paper was to critique a middle-range theory using quality criteria, which is a criteria for critiquing a middle-range theory in nursing.

*Interviewer:* Okay.

*Interviewee:* That was what the paper [inaudible 24:47]. It kept advanced practice nursing in mind, trying to apply how you would use that, that theory in your advanced practice nursing interest. [Coughing] Excuse me.

*Interviewer:* Sorry. There aren't too many more questions. I know I'm talking you dry.

*Interviewee:* Okay. I mean, it was a difficult paper for me to write. I did enjoy it too. I mean, what do you want to know about it?

*Interviewer:* Well, we're just interested in what you chose and why, especially though why you decided this would be a useful thing for the study folks to look at?

*Interviewee:* I thought it was probably the most—as far as why it was a good paper, I think that it was probably the most—it was just one of the better papers I'd ever written, I guess. I mean it was definitely the one that took the most time

to write. It was worth a lot. It was worth 40 percent of my grade, so it was a really big paper.

I really took the time to write about it. I feel like it definitely did a—it was a good paper that I had with and show, I guess, my progression of writing, hopefully. I mean, I think it was better. I haven't got my grade back yet, so I guess we'll see.

*Interviewer:* Was there anything else that you uploaded this semester?

*Interviewee:* No. I just uploaded the one.

*Interviewer:* Excellent.

*Interviewee:* I didn't realize that they—

*Interviewer:* That's okay.

*Interviewee:* Do they want you to upload more than one?

*Interviewer:* I don't know that there is a mandatory—

*Interviewee:* I thought they just—

*Interviewer:* I was gonna say—

*Interviewee:* They always just email me and say, "Upload one," so that's what I did.

*Interviewer:* Upload something. Right. That was what I thought. I just show up and do interviews.

*Interviewee:* Oh, okay. *[Laughter]*

*Interviewer:* I apologize, but—

*Interviewee:* Oh no, that's okay.

*Interviewer:* I thought it was pretty open-ended. It's interesting what you just said about you thought it maybe showed your growth as a writer too. Did you find yourself going back through files in your computer and thinking about—

*Interviewee:* Not really.

*Interviewer:* - that progression at all?

*Interviewee:* Looking back, I mean, I put a lot of time into that [English course]. I've obviously put time into my papers throughout my semesters. None of 'em I really felt needed to be at as high of a level as this paper needed to be at. None of 'em have really been worth as much, and so you had to balance what's worth more in with everything that's going on, because there's a lot going on.

A lot of the other papers were more based off of experiences in clinical and stuff, and so there wasn't really as much analyzing of other people's papers, that critical thinking aspect as much as there was for this one. This one actually took a lot of critical thinking to put it together, and it took a lot of time. That's why I think it was a really good paper to upload, just because it was something that I put a lot of time and effort in; something that I think was really my own work.

Obviously, everything has been my own work, but something that I've completely put together from scratch, versus using information and using—a lot of the other papers are focused around a lot of information that we get from clinical. There's not as much room, I guess, to write your own, I guess. I don't know exactly how to explain it.

*Interviewer:* When you're saying your own, you're thinking both the idea and then the materials you gathered, and the whole creation.

*Interviewee:* Yeah. Yeah. I'm not saying that the other papers, they're not my own ideas or anything.

*Interviewer:* No, no, no; or that they're just building off course readings, sometimes.

*Interviewee:* Yeah. At least for me, I guess, there hasn't—didn't seem like there's a huge critical thinking aspect, whereas this one was very, very much critical thinking involved, I guess. That would be the best way to describe it.

*Interviewer:* No, that makes sense. That makes perfect sense. It certainly speaks to this kind of progression that you thought you were representing, which is great.

We're close to the end here. One of the last questions is really quite broad, and it asks what you think instructors should know about teaching writing at the undergraduate level? As you're leaving, if there are things that you thought, "Oh, that really worked well," or things that you're like, "Wow, I still would have liked to have known how to do—whatever." [*Laughter*]

*Interviewee:* I can't think of—it's hard because I haven't really taken that many actual writing-specific courses. I'm sure that there are things that my professor freshman year did that I liked and didn't like. I honestly can't remember.

*Interviewer:* Okay. Maybe thinking about that graduate level course would be helpful because it's fresh.

*Interviewee:* Mm-hmm.

*Interviewer:* It sounds like it drew your attention to writing—

*Interviewee:* I mean—

*Interviewer:* - in a different way. Were there things about that instructive work that you did think was helpful?

*Interviewee:* I mean, the way she would grade each of our papers and return 'em to us each week; each of those three papers and stuff. Basically, what she would write was—she would comment. She would send it back and [inaudible 29:50] and just write and word comments. She would just be, "This is too broad," or "This needs to be more specific," or just stuff like that. I guess—

*Interviewer:* Was that kind of feedback helpful to you?

*Interviewee:* Yeah. I guess that feedback wasn't the most helpful to me.

*Interviewer:* Okay. Okay.

*Interviewee:* Because I felt I didn't know how to change it exactly. I felt I was being as specific as I could, given the space. Maybe more verbal feedback would have been helpful. Then again, I'm sure if I'd really actively wanted to get verbal feedback I could have gotten it from her by going in to office hours or something like that, but—

*Interviewer:* Was that a course where she also was talking about writing as part of the course structure, or really it was more just on the feedback you were getting?

*Interviewee:* What do you mean?

*Interviewer:* In class, would she talk about approaches that you might take to completing the written assignment?

*Interviewee:* No. She expected that you knew how to write.

*Interviewer:* Okay. That's why you were talking about—that's sort of like if you were going on with further graduate studies, you feel like figuring that component out feels important.

*Interviewee:* Yeah. Yeah. Yes.

*Interviewer:* Are there other things, especially thinking about that, being that you feel would have been helpful to have explained by the instructor at some point about the writing process, or—

*Interviewee:* I mean, if there is a—I guess if for nursing students if they were required to take a course that's more geared towards nursing-specific writing, I guess it could be helpful, maybe. Cuz I feel like *[coughing]* [English course] kind of touched base on it, but it really wasn't geared specific towards nursing students, I guess.

*Interviewer:* Right. No.

*Interviewee:* I don't know exactly how they could do it, but cutting a test or something how to write more in a proven scientific reflective might be useful.

*Interviewer:* Okay.

*Interviewee:* I don't know if there's a class like that. I suppose so *[fading voice 32:01]*.

*Interviewer:* I think it varies from program to program, and I'm just not sure about if nursing has something precisely like that.

*Interviewee:* I mean in *[inaudible 32:09]*, cuz they, do you know? If there's a *[inaudible 32:11]* course that they focus on?

*Interviewer:* Science writing?

*Interviewee:* Yeah.

*Interviewer:* Not that comes to mind right away, although some of the science fields will have writing for biology or something like that. That's a really interesting suggestion, to think about what it means to write in that discipline or field that you find yourself in, two years after you take a really broad first-year writing class. That's an interesting idea. Great. Other thoughts, comments, about your writing work while you've been here, or what you anticipate coming next?

*Interviewee:* I don't know how to say it. Just gonna go with what life gives me, I guess.

*[Laughter]*

*Interviewer:* If they ask you to write, you will.

*Interviewee:* Yeah. *[Laughter]* Yes.



*Interviewer:* People proceed. Well, this is great. This is a huge help, and it's always really interesting to hear what people have encountered as they've been going through. This graduate class, in particular, sounds like it pushed you—

*Interviewee:* Yes.

*Interviewer:* - in some really interesting ways and gave you some new stuff to think about.

*Interviewee:* Mm-hmm.

*Interviewer:* What a great thing to have done before you—

*Interviewee:* Yeah. Yeah. It was difficult, but I was definitely dreading it and not liking it during it, but I'm glad after the fact that I got to do it, so—

*Interviewer:* Okay. That's terrific. [...].

[...]

*[End of Audio]*