

[...]

Interviewer: As we begin—so this is ***. I am here with ***. It is April 24, 2015, and we are doing an exit interview for the Sweetland Writing Development study. I think that's everything that they need to know to identify us.

Interviewee: Yeah.

[...]

Interviewer: We always start by asking every student we talk to how they would describe themselves as a writer.

Interviewee: I would say that as a writer my main focus has been academically. I'm not a free writer. I don't know. I'm still in the period of deciding if I call myself a writer or not, even though that's something that they kind of nail into us in the minor.

Interviewer: Me, too.

Interviewee: Yeah.

Interviewer: [Laughter]

Interviewee: Most of my experience with writing has been purely academic, but for internships or stuff like that I have done some other types of writing. I guess I would just call myself a student writer, if that makes sense. I don't know.

Interviewer: [Chuckles] Okay. Can you say more about that? A student writer as opposed to a writer how?

Interviewee: I enjoy writing, and I purposefully take classes that are more writing oriented. If I see a class has a final versus writing a final research paper, I would be more prone to take that class. I enjoy writing. I think I'm good at it. I've been successful at it. I think a lot of my classes have been concentrated on writing in a lot of different disciplines cuz I'm a communications major. I'm doing the program for entrepreneurship so I've had a lot of different types of writing, but anything that involves writing, I enjoy.

Interviewer: Okay.

Interviewee: Yeah.

Interviewer: Yeah. That makes a lot of sense.

Interviewee: Yeah.

Interviewer: How do you know—when you say you've been successful at it, what are the indicators that you use to measure that?

Interviewee: In high school, I never thought I was a good writer because I didn't have much experience with it. I never got formal feedback. I just would get a grade and that would be the end of it. Then freshmen year, my English class, my teacher just thought I did really well on the first paper, and she would tell me, "I've noticed when we do free writing in class, structure just comes easily to you, or it doesn't seem like you to have to give organization much thought. It just happens authentically, and that's really a good sign that you should be taking more classes."

Then after that, it made me wanna do the minor or take more classes with writing, so I took [English course]. When I say successful, I mean I've gotten good grades on writing assignments. I've gotten good feedback, and I also just feel like it's not a chore when I do it. It just comes naturally.

Interviewer: Right. Yeah. Okay.

Interviewee: Yeah.

Interviewer: You mentioned that you've done a couple of internships.

Interviewee: Mm-hmm.

Interviewer: Can you tell me a little bit about them?

Interviewee: Yeah. I'm actually interested in business—more going into business. Next year I'll be working for [company] in Seattle. I'm excited about that.

Interviewer: Congratulations.

Interviewee: Thank you.

Interviewer: That's exciting.

Interviewee: I worked for [company] in Detroit, and I did a lot of either proposal writing or succinct e-mail writing or writing up notes and stuff for different people on the floor. Then I worked for [department store] this last summer.

Interviewer: Wow.

Interviewee: I had to do a lot of—I guess more formalized business writing, and I was the only one on my team that had writing experience, so a lot of that fell on

me, more just like "How do we get somebody to be persuaded by our argument?" and that kind of stuff.

Interviewer: Right.

Interviewee: It was a different way of thinking about writing, even if it was in a PowerPoint or just a one-page write-up. I was in charge of a lot of that. I guess that's the way that it came into play in internships.

Interviewer: Nice, nice.

Interviewee: Yeah.

Interviewer: Your team at [department store]. Was that other interns?

Interviewee: Yeah.

Interviewer: Yeah. Okay.

Interviewee: They put you on a team of three interns, and then they give—they gave us a project at the beginning of the summer.

Interviewer: Cool.

Interviewee: That was basically our sole responsibility all summer. My other teammates—one went to Iowa, and he was a marketing major. The other one went to Notre Dame, and he was in business school.

Interviewer: Okay.

Interviewee: Me and the marketing one had a lot in common in terms of past experience, but no one really had the writing experience that I had—

Interviewer: You've got.

Interviewee: - or the communication skills.

Interviewer: Got it.

Interviewee: That's where I came into—I didn't the Excel or the business stuff as much.

Interviewer: [Chuckles] Right.

Interviewee: I was, like, I'll do the write-up.

Interviewer: Right. How did you decide on a COMM major?

Interviewee: Freshmen year, I wanted to apply to Ross, and then I took Econ, and it went terribly. At the same time as that was my writing class that I really liked. Then COMM was, like, "Okay, if I wanna do something maybe business-related but not like finance, more like maybe marketing," then COMM was that other option for me. It just fell into place. It wasn't a conscious, "Oh, I wanna be a COMM major."

Interviewer: Right.

Interviewee: It was, like, "That's the best option here."

Interviewer: Right. You were working it back from what your long-term goal was.

Interviewee: Yeah. Yeah. Exactly. I didn't really—I had a hesitation about it because of the reputation that it has. Just even when I was a freshman, it was known to be an easier major and not as practical and really broad, but for me, I just felt like there was nothing—the way I was gonna make it more specific was through the writing minor or through the entrepreneurship. There were ways—I don't think I would've been comfortable just being a COMM major.

Interviewer: Right. Okay. The combination of the comm plus the entrepreneurship plus the writing—

Interviewee: Yeah. Yeah.

Interviewer: - is what's helping you make up for what you didn't—

Interviewee: Yeah.

Interviewer: Like, just create your own program that you couldn't get at Ross.

Interviewee: Yeah. Exactly. Exactly.

Interviewer: Yeah. Okay.

Interviewee: Yeah. I think I would've wished I had a little bit more—I've taken classes that are more marketing or basic how to look at an income statement, but I don't think I've walked away with—for my job next year, for example, there are certain things that I feel like maybe I won't have because I didn't come from that background, but, hopefully, it'll be stuff that I can learn easily.

Interviewer: Right. Right. Sure.

Interviewee: Yeah.

Interviewer: How did you learn about the writing minor?

Interviewee: That's a good question. I think I did research on it cuz I remember that I applied two days before it was due. I signed up kind of late. I also applied my freshmen year going into sophomore year, that May or April. It was kind of early, which made it a little bit difficult at first because I was too early to enroll in certain classes. Then I frontloaded a lot of the classes, and then there was a year I didn't take anything for the minor because I couldn't take the Capstone until my senior year. I think I found out about it through research and maybe going to Sweetland to get help. Maybe they mentioned it.

Interviewer: Yeah.

Interviewee: I'm not really sure.

Interviewer: You did go to Sweetland then?

Interviewee: Yeah. Yeah.

Interviewer: Yeah. You did the [*cross talk 00:09:24*].

Interviewee: I have. Yes.

Interviewer: Yeah.

Interviewee: Yeah.

Interviewer: Okay. Cool. How would you describe yourself as a writer when you came in to Michigan?

Interviewee: Very insecure.

Interviewer: Really?

Interviewee: I think I just didn't—I didn't get what writing was from high school cuz it was so formalized and so—I don't know. It was taking a book and writing a five-paragraph essay about it, and everyone's is kind of the same. I never really had the opportunity to be creative with either my choice of what I wanted to write about, or how much I wanted to write, or using multi-media. That was not really an option. I just felt like—I was definitely not comfortable with it. I took [English course] cuz it was a requirement, and a lot of freshmen do first semester in that 00:10:08, because I was super excited about it by then 00:10:11.

Interviewer: Sure. Now that you're graduating, as you think forward to the work you're going to be doing at [company], what are your goals for yourself as a writer going forward?

Interviewee: I don't really know how writing is gonna come into play with that.

Interviewer: What are going to be doing?

Interviewee: I'm doing a brand specialist role. It's basically they put you on a specific department within [company], and then you're working with one vendor. Say it's [phone company]. You're buying the inventory, and then you're doing the marketing for them and figuring out how to price it on the website and all that stuff.

Interviewer: Okay.

Interviewee: I think writing will more come into—maybe come into play not long writing but figuring out how do I get the message across that I want to on the website, how do I figure out how to make marketing with good word choice and figuring out how to—because [company]'s solely online, how do you convey certain things without being in the store to have a person helping you or a sign or whatever.

Interviewer: Right.

Interviewee: I think it'll be more working with concise and creative strategy, and I think writing is a big part of that.

Interviewer: Yeah. Okay.

Interviewee: Yeah.

Interviewer: Okay. Do you have any goals for yourself as a writer that are unrelated to your profession or your professional development?

Interviewee: I think one day I would love to write a book. I'm interested in either TV writing or something more creative down the road, but I don't really know when that would happen. I would like to do something more personal later on in life.

Interviewer: Yeah.

Interviewee: Just probably not right away.

Interviewer: Okay. Fair enough. As you think about your writing experiences at U of M—and you've been at U of M from the beginning?

Interviewee: Yeah, yeah, yeah.

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

Interviewee: I think it means to be able to make a clear argument from the beginning of the paper to the end. I think it means that as a reader, they can pick it up and follow it and have good structure and organization. Also, what I wrote for my final—one of my papers for my Capstone class was just about that your—I think good writing will—either you'll learn something when you're writing it, or somebody else will pick up on maybe something that they hadn't thought about prior to reading it, so something new.

Interviewer: Yeah. Yeah.

Interviewee: Yeah.

Interviewer: Are those things that are true across the three, the major and the two minors or the—

Interviewee: Yes. It's definitely been something that I've tried to do just because I feel like—I love the feeling of meeting with a GSI [Graduate Student Instructor] or a teacher or having someone else read my paper and they're, like, "Wow. I never thought of it like that before," or "That's a really interesting point." I've always tried to think, "Even if they're gonna get 150 of the same paper, I wanna make mine different somehow," but still sticking within the parameters, obviously. That's a challenge.

Interviewer: Yeah. Yeah. Cool. Have you taken any upper-level writing courses?

Interviewee: Yeah.

Interviewer: What did you take?

Interviewee: Okay. I took [Writing courses], which was the peer—what's the right word—the Sweetland—

Interviewer: Oh, cuz you worked for Sweetland, too.

Interviewee: I actually never worked. I took the class and then it just didn't work out to tutor there.

Interviewer: You didn't—okay.

Interviewee: I took that class, and then I took [Communications course], which is an upper-level writing. I just finished [Writing course]? The Capstone class.

Interviewer: Yeah. Yeah.

Interviewee: Whatever number that one is, the Capstone.

Interviewer: Okay. Yeah. Great. What were your experiences like in those courses?

Interviewee: They were all really good. Very different. The [writing course] one was more focused on how to be a tutor, so all of our writing was more either reflective or—the last project was coming up with a research topic regarding writing centers and something that we were interested in. The COMM class was a lot more, I guess, formal in the sense that it wasn't personal reflection. It was writing about media or technology, which was interesting. The Capstone class, for sure, has been the hardest of all because we're building the portfolio, and there's a lot of components to that. They've all been very different.

Interviewer: Okay. Okay. Are there any themes in common that you've taken away from them?

Interviewee: I guess a lot of them have one big working project with a lot of other things in between. Does that make sense?

Interviewer: Yeah.

Interviewee: There's an overarching semester project, and then in between those you either have a lot of mini-papers or little assignments. I guess it's helped me to learn how to balance a big project with still having other responsibilities and how to designate time cuz I think it's easy to get caught up in, "Oh, this is my semester project," but you also have all these other writing assignments that are important also. That's been the theme there cuz my other writing classes were more like you have three papers; you have three weeks in between. It was a lot more structured that way.

Interviewer: Yeah.

Interviewee: Yeah.

Interviewer: Yeah. That structure of the one big, overarching project with other—that's gonna be really useful for you in the business world.

Interviewee: Yeah. Yeah. Exactly.

Interviewer: Yeah.

Interviewee: Yeah. That's been helpful. Time management and just figuring out when—how to balance—cuz to be honest, the first couple of years of college, I could get away with not writing a paper until two days before, and it would work out. This is not like that. If you don't start early, it's impossible to finish.

Interviewer: Right.

Interviewee: That's been a theme, for sure.

Interviewer: Yeah. Definitely. What effects do you think that these upper-level writing experiences have had on you as a writer?

Interviewee: I think it's taught me a lot about topic choice because a lot of them have been self-driven. For my Capstone, for the COMM class, for the [Writing course], you had to pick a project or a topic that you were really interested in cuz that's what you were working on the whole semester. I think that was hard at first because you were kind of locked into it week two or three of class, and then you're sticking with it for four months. I think that's taught me pick something you're actually passionate about and that you wanna write about because it's gonna be something that's long term. That's been something that I've learned.

I also think just getting better at research, like figuring out how to be resourceful, like looking at U-M Library, looking at Google Scholar, like actually going to the library and checking out books. I think it required a lot more just than like some simple Google searches. It was a little bit more sophisticated than that.

Interviewer: Okay. Yeah. Have you had to do any writing in other courses?

Interviewee: Yeah. I'd say pretty much every class that I've ever taken here requires at least one paper, at the very minimum.

Interviewer: Yeah.

Interviewee: Pretty much every class—I mean every one I'm in—actually, all but one that I'm in this semester require a paper at least. Yeah, I'd say every class that I've really ever taken here does.

Interviewer: Yeah. Do you think that has affected the writing you do in your major and in your concentration?

Interviewee: You mean the fact that I have to write in other classes?

Interviewer: Mm-hmm. Yeah.

Interviewee: Probably, just because my major, the writing classes are a little bit more self-guided. Like, if I went to a teacher and said, "Okay, here's what I'm thinking for this topic. I know it's not completely in line with what other students are doing or maybe what you had envisioned, but I can tell you how it relates." I think that's made me more wanting to do that because in other classes it's so strict that I feel constrained. When I have the chance to take it a different direction, I like to be able to do that.

Interviewer: Yeah. Have you received much explicit communication about how—sorry, much explicit instruction about how to write in your concentration, so about how to write in communications or how to write as an entrepreneur? I don't even know if that's a thing.

Interviewee: Yeah.

Interviewer: I don't know 00:18:11. *[Laughter]*

Interviewee: They're definitely totally different. In my entrepreneurship, it's a lot more—we're writing a business proposal or a PowerPoint that's supposed to maybe directed at people that can invest in your company. It's a lot more concise. It's a lot more—like, you can use "I." That was a big transition because in my writing classes, even in the minor, "I" is acceptable and okay. In communications, it's not.

That was hard to switch gears like that and be comfortable saying "I think this" or whatever, but I don't think there was ever that much direction, actually. I think the rubrics and the assignments were meant to guide you. Like, "You must have this many sources, this many pages. You have to include X, Y, and Z." I don't think anyone formally said, "This is the tone you're supposed to take," or "This is what's appropriate, and this isn't." It was trial and error, I guess.

Interviewer: Yeah. Okay.

Interviewee: Yeah.

Interviewer: Okay. How often have you used something that you learned in one class, like a skill or a strategy, in another context?

Interviewee: My freshmen year, I took the Kanye West College Dropout. That was what my [English course] class was about.

Interviewer: Right.

Interviewee: It was literally taking Kanye West songs and analyzing them and using his album as a text.

Interviewer: Interesting.

Interviewee: Then my [English course] was also about hip hop because I realized I really liked that after first semester.

Interviewer: Yes!

Interviewee: That taught me the skill of close reading, which I had never learned in high school, really. Maybe I did it, but it was never called that.

Interviewer: Yeah.

Interviewee: Just analyze it.

Interviewer: Right.

Interviewee: I think that's definitely something that I know how to do now. When I have a quote in any class, I don't just leave it there. You take it a step further and tie in your own thoughts or another reading. I think that's something that was very tangible, how to deal with analyzing something and how to make it more sophisticated than just saying, "This is what he said," and leaving it there.

Interviewer: Right.

Interviewee: That, I've definitely used in all my classes.

Interviewer: Yeah. Great. Let's talk a little bit about your Capstone class.

Interviewee: Sure.

Interviewer: First, tell me a little bit about it.

Interviewee: I'm just finishing up this semester. Basically, the structure of the class was doing the writer's evolution essay, which is saying where you started as a writer and how you've evolved, picking a project to work on the entire semester, building the portfolio, and then a bunch of little mini writing assignments in between to get points. That was the basic structure of the class.

Interviewer: Okay. Has the Capstone class had an effect on your writing?

Interviewee: My writing. [*Cross Talk 00:21:10*]—

Interviewer: By the way, there's no right or wrong answer here.

Interviewee: Yeah. I probably actually wouldn't say it has, just because I was using existing writing skills to do this project, so in effect, probably not. I think

maybe more it was: has it had an effect on the way that I think about my writing? Probably, yeah, but I don't think that it changed the way I write or anything about my writing style.

Interviewer: Okay. Say more about how it's shifted how you think about your writing.

Interviewee: I had a chance to re-read a lot of it, which I never really had to do. Some of them, I was, like, "Oh, my god. This is awful. How did I get a good grade on this? [*Cross Talk 00:21:45*]."

Interviewer: This was stuff from earlier in your—

Interviewee: Earlier in my writing, or looking at feedback I've gotten which I hadn't read in a really time or seen where I started till now. Also, being able to pick what artifacts I wanted to put in the portfolio made me think about—for example, my project was on social media, about commenting on social media. The whole project was on that.

Interviewer: Again, so good for your future career.

Interviewee: Yeah. I wanted to write about how—in my communications classes, it's very critical against media, which I thought was kind of ironic because I picked communications because I wanna go into something in technology or media, yet all my classes, basically, are saying how you should be critical of what you see and that everything's constricted 00:22:33. I felt—depressed is the wrong word.

I understand that they want us to be critical thinkers, but there are also good things about social media that I feel were never highlighted to me, so my project is on how commenting can actually be a really powerful tool in helping people connect and helping to bring out social connections in a digital space. Then when I was re-reading all my old writing, I realized, "Wow, I actually have done a lot on social media and different technology stuff, which I never really realized I had before.

Interviewer: Interesting.

Interviewee: The way I constructed my portfolio made me feel, like, "Oh, it looks like I'm an expert on this field," that I didn't even intend to—even if it's four papers, it was substantial the way that it all connected.

Interviewer: Right. You've built an expertise over that. Yeah.

Interviewee: Right. Right. I think that was really cool, and I never realized it before that. Those were all papers that I had the ability to pick a topic, and I didn't

realize subconsciously I was picking the same type of paper every time. That was really cool, and that made me think differently about my writing, that maybe all along I've known what I'm interested in, and it culminated in a final project.

Interviewer: Right.

Interviewee: Yeah.

Interviewer: Okay. Cool. We're gonna actually turn there next. Let me just make sure—so a couple of little questions to just sharpen and clarify some things that I think you actually probably touched on already. Has the Capstone course had any kind of an impact on your writing process?

Interviewee: I guess it's made me a lot more reflective on it cuz every step was talked about from the beginning to the end, which is not something that I usually do with my writing, and I really am bad at editing. By the time I'm done, I just wanna be done, and this has made it impossible to do that because every step was either a peer workshop or checking in with my teacher. I think that changed the process into not thinking about of it as an entire process but mini-steps. Like, "Okay, first you have to pick your topic, and then you have to set directive questions. Then you have to pick the research." It helped me not get lost in such a big project, which I feel like in the future, if I ever went to grad school or whatnot, that guidance wouldn't be there, but now I know how to handle a big process of writing.

Interviewer: Right. Good. Good. Has the course had any impact on your sense of who you are as a writer, all this reflection?

Interviewee: I guess working with my peers, cuz seeing what other people are doing as opposed to what I was doing. I feel like I'm—I don't know if this is a type of writer, but I feel like I'm very practical. I liked working on stuff that I feel will have a connection to something else, whether it be—I don't know. For example, some projects were nonfiction or more creative, like writing a screenplay or something, but for me I like something that's tangible. I can read an article, and I can see somebody who's an expert at that. I did a lot of reaching out to people from articles I read in the *New York Times*, like reaching out to the a researcher and getting feedback from them. I like having something more tangible when I write.

Interviewer: Yeah.

Interviewee: Yeah. Not as creative, I guess.

Interviewer: Okay. Yes. That's interesting. By creative there, you mean conjuring something out of thin air.

Interviewee: Yeah. Exactly. I like something that's attached to something that's currently happening in the world.

Interviewer: Okay. Cool. Yeah. You suggested that you chose the Capstone project because you saw that it was there when you didn't even really plan on it.

Interviewee: Mm-hmm.

Interviewer: Can we actually take a look at your Capstone project?

Interviewee: Sure. Sure.

[...]

Interviewer: Right. I got to be looking at all of your photos. I'm, like, "Oh, this is so lovely," and I forgot that I have questions to ask you. Tell me the most memorable aspect of putting together this project.

Interviewee: Yeah. The thing I'm the most proud of—so the way that I structured it is this is my Capstone project. I have three components to it. What I love the most or the most memorable is I picked photos from different social media sites. Then I picked different comments that were taken from them that actually showed somebody that was opened up back to the photo or whatever was taken. I wanted to make it feel like an Instagram page or like a social media page itself.

I think this was the most memorable because I felt like it turned out exactly the way I pictured it in my head, which is rare. I liked that it made it interactive for the person, hopefully, to navigate it. Then I went through and did a guide of how to read the rest of it. I wanted to put a lot of pictures in and videos.

Interviewer: Right. That's what I was gonna ask. Were these photos in the original project?

Interviewee: Yeah. This is the original project.

Interviewer: Oh, this is. Okay.

Interviewee: I just copied it from a document.

Interviewer: Oh, I see. Okay.

Interviewee: Yeah.

Interviewer: Then the other things that you added are under artifacts or—

Interviewee: Yeah. This is my main Capstone project.

Interviewer: Yep. I see.

Interviewee: This is artifacts—

Interviewer: Artifacts.

Interviewee: - and these are the different papers I've written.

Interviewer: I got it. I got it.

Interviewee: Yeah.

Interviewer: Can you tell I'm new to this process?

Interviewee: No, no, no. It's probably confusing a little bit.

Interviewer: Yeah. Okay.

Interviewee: I just divided it by project, the artifacts, and then I have the writer's evolution essay, an annotated bibliography, and then a contact page.

Interviewer: Okay.

Interviewee: I wanted it to be very clean and easy to navigate, which, hopefully, it is. I felt like dividing my Capstone project into different subcategories would make it more easy to navigate.

Interviewer: Yeah, yeah. What do you want to be the big takeaway of this site for the viewer, the reader?

Interviewee: I think it's kind of different because I don't know if this is something that I would send to a future employer. I don't know. I've had a struggle with what's the purpose of this to me personally because a lot of the students in my class are applying to writing or editing jobs or wanna use this to maybe—I don't really know, but I've struggled to what's the takeaway or what audience do I want to see this.

Interviewer: Sure. Yeah.

Interviewee: Besides my [relatives]. *[Chuckles]*

Interviewer: *[Laughter]*

Interviewee: I don't know. I guess what I said about the being an expert on something. If anybody asks for a writing sample, I guess I like that it doesn't feel

random, like this was on social media I wrote for COMM. This was about [singer]. This was about social media, and I also put photos to illustrate how to use Twitter.

Interviewer: Okay. Yeah.

Interviewee: I like that if I was ever applying for a specific job that has to do with it, then the main takeaway would be, like, "Wow. She knows social media. She knows how to analyze it. She's comfortable, and she can use digital—she can use multimedia to help somebody figure something out."

Interviewer: Right.

Interviewee: I guess that's the main takeaway.

Interviewer: Okay.

Interviewee: Less about me as a person and more just about what I've produced in college.

Interviewer: Right. Right. If you were going to send something like this to an employer, are there things that you would like to do that would be different than what was asked of you by the minor?

Interviewee: That's a good question. The writer's evolution essay, for example. I have some personal—not anything that's—whatever—but more personal things that I don't know if I necessarily would want an employer to read. For example, for my first portfolio sophomore year, one of the papers was asking us to be really critical of an assignment that we've gotten and how we wanted it to change. I just felt a little bit uncomfortable with having that come off—like, how does that come off if you're sending that out? Cuz I really wanna come off—I guess for my project, it's COMM has been a great stepping-stone. I just wanted to take it in a different direction for this project, not like it's wrong that they did it this way and I'm rectifying it.

Interviewer: Right.

Interviewee: Do you know I mean?

Interviewer: Yeah.

Interviewee: I feel like that could come off as wanting something different out of your education that you couldn't have—does that make sense?

Interviewer: Yeah. There's a way in which academia is more willing to be self-critical—

Interviewee: Yeah. Yeah.

Interviewer: - than a lot of the professional world wants people to be.

Interviewee: Yeah. Right. I think even for me, I wanted to come off like I had a really great four years here, which I did, I learned a lot, and here's how I took it one step further. Not like there was a lot I wish I would've gotten out of my education and I took this experience to give myself what I never got, because that's really not how I felt.

Interviewer: Right.

Interviewee: I don't know. Maybe that's me being too analytical cuz I don't really think anyone's gonna take that much time, honestly, to read through the whole thing.

Interviewer: No, but I think it's important to do that gut check—right?—

Interviewee: Yeah.

Interviewer: - and to think through because if there are things that you don't want to communicate, then—

Interviewee: Yeah. I just feel like maybe this stuff I feel totally comfortable with anybody seeing. It's more the personal writer's evolution essay. That's my personal experience with writing. There's a lot about me as a person, things I went through, and whatnot, and I don't know if I just would feel comfortable with just anybody stumbling on it.

Interviewer: No. I totally understand that. A few years ago in a graduate class, we were assigned to write a literacy narrative that the professor wanted us to put the digital archive of literacy narratives. I was, like, "I wanna use this to talk about some personal things in my life that I'm not sure I want an employer to see."

Interviewee: Yeah. Exactly.

Interviewer: Yeah.

Interviewee: None of it is sad, and if it came up in an interview I wouldn't necessarily care. I just want it to be said on my terms and not misconstrued and whatnot.

Interviewer: You want a little control over that.

Interviewee: Yeah. If we had the opportunity not to include the writer's evolution essay, I just wouldn't have included it. I don't think it connects to my portfolio. That's kind of why I put it under More. I don't know. I don't think it adds anything, and I never, from the beginning of the class—in the least offensive way—I didn't understand why this was such a big part of the course.

Interviewer: Interesting. Okay.

Interviewee: I didn't get that.

Interviewer: Do you have a speculation about what they wanted that to accomplish?

Interviewee: Yeah. I think they wanted it to connect—our teacher said they wanted it to prime the reader for the portfolio or ease them into, "This is who I am as a writer, and this is my experience," but it was really, really hard to write it because it was emphasized, like, "Don't be cliché, and don't just say, like, 'Yeah, I started off as not a great writer, and I ended up as a great one.'" They wanted it to be something more unique, so there was a lot of pressure on this essay just to be unique but also meet all the criteria and prime the reader. At that point I didn't even know how my project was gonna turn out.

Interviewer: Sure. [*Cross Talk 00:34:44*].

Interviewee: I just feel like the rest of it was about social media and technology. Then this writer's evolution essay is all about me figuring out who I am as a person and trying to learn from my own writing, and I just didn't feel like it connected to the portfolio in any way. I also felt like this was the one thing that was personal and the rest of this was very research-based and kind of formal.

Interviewer: More professional. Yeah. Yeah.

Interviewee: I guess that's the main thing. I don't like mixing professional with personal at all.

Interviewer: Interesting. Okay.

Interviewee: At all.

Interviewer: Okay.

Interviewee: I just don't—I think that those are two different—like he was saying, you can pick a funny picture, whatever. It's whatever message you're trying to send. My About page is very formal in terms of [*cross talk 00:35:26*].

Interviewer: Oh, wow! It is. Look at that.

Interviewee: This explains who I am. This says what the portfolio is, whereas other people's was a little more fun, but I have a weird thing about figuring out a tone that I wanna carry throughout, and if this is something I wanna send to an employer, I want it to be very professional and not—I don't know—give too much away that I don't necessarily want.

Interviewer: Yeah.

Interviewee: That was kind of a struggle for me, I think, cuz the rest of this was pretty formal, and then the writer's evolution essay was the opposite.

Interviewer: Right.

Interviewee: That was kinda hard.

Interviewer: Yeah. That's an interesting insight.

Interviewee: Yeah.

Interviewer: Yeah. Okay.

Interviewee: If that was an option not to include it, I wouldn't have, honestly.

Interviewer: Right.

Interviewee: After the class, I might hide the tab or something like that.

Interviewer: Yeah. That makes a lot of sense. In terms of the—for you, the artifacts are the essays that you brought in.

Interviewee: Mm-hmm. Yeah.

Interviewer: We've already talked about that.

[Pause 00:36:30 - 00:36:39]

Interviewer: I'm trying to think of how to frame a couple of these questions—

Interviewee: Sure.

Interviewer: - because we've been touching on little things, but I feel like there's a little bit more we can get to.

Interviewee: Yeah.

Interviewer: Do you think that—and I recognize that this is a little difficult because you've just come off of this project, but do you think that this project has had any impact on how you write?

Interviewee: The only thing I can think of is the impact of changing something from an essay to a digital form. How does that change the way I write? For example, I wrote this. In a formal paper, this would've been the abstract—

Interviewer: Oh!

Interviewee: - but I wanted it to be a different tab. I wanted somebody to be able to click Capstone Project and right away know what this is and why I'm writing about it.

Interviewer: Mm-hmm. Just for the people who will be coding and reading the interviews, the "this" here is what we're calling a contextual reflection that sets up the Capstone project.

Interviewee: Yeah. Yeah.

Interviewer: Yeah.

Interviewee: Then the samples in an essay form, I don't really know how this would've worked.

Interviewer: Right.

Interviewee: I guess it changed the way I write in terms of thinking, "How can I convey what I want in a different medium?" was really important. This is the first time I've ever really used Wix or a website builder so there was a lot of learning there. For example, under Content Analysis, how to write and figure out where the best time to insert a photo is, or "Will anyone take the time to watch an 18-minute TED talk?"

Interviewer: Right.

Interviewee: I still thought it was important to put it in. It changed the way I write in terms of seeing what I can supplement. Maybe it's not as dense in terms of writing, but it has these little photos or infographs to highlight something that I would've usually used a paragraph to talk about.

Interviewer: Right.

Interviewee: I know when I look at a website, if it's not broken up by photos or other things, I get bored, so I wanted to make it as interactive as possible, I guess. In that sense, yeah, it did change the way I write. What else is messed up in there?
00:38:57 I wanted to put a lot of photos and stuff.

Interviewer: Yeah. Okay. Really getting you that more multimedia form
00:39:15.

Interviewee: Yeah. Yeah, or when to figure out—cuz our teacher said it should be close to 30 pages of writing if you didn't have any photos or anything else in it.

Interviewer: Interesting.

Interviewee: That was hard because then I'm, like, "What does that mean? Cuz I do have a lot of photos in it." I think, total, mine was more like 24 pages, but the amount of media I put in I thought was equivalent to around 6 pages of pure photos and videos, and all of this counts as writing in and of itself.

Interviewer: Right. I was gonna say. It's almost impossible to translate that—

Interviewee: Exactly.

Interviewer: - into pages.

Interviewee: Yeah. In that sense, it was really hard for me cuz I was constantly thinking, "Is this enough?"

Interviewer: Right.

Interviewee: Cuz there was always more I could've wrote—write, but I didn't know. That was a struggle for me.

Interviewer: Right. Yeah. Again, for the sake of the transcription, the "that" that we're talking about here is on ***'s ePortfolio, she has a page of photos—sort of pins, if you will—

Interviewee: Yeah.

Interviewer: - that we're just discussing how in the world do you turn that into page lengths.

Interviewee: Yeah. I know that was a rough—the 30 pages was rough, but once that was in my mind, it wouldn't stop.

Interviewer: That's normal.

Interviewee: Yeah.

Interviewer: Right? I think that's how most people would be.

Interviewee: I questioned, "Oh, is this enough or is it not?"

Interviewer: Yeah. Yeah. Definitely. You said that one piece was sort of an abstract. Right? Do you consider any of the work that you've done here to be reflective writing?

Interviewee: The writer's evolution essay was definitely reflective.

Interviewer: That's the one piece that's reflective?

Interviewee: Yeah.

Interviewer: Okay.

Interviewee: I think that's pretty—it's making me nervous that it looks like that on other computers cuz it didn't look like that on my mine. That's really weird. It's all messed up. Oh, god.

[...]

Interviewer: [...]. You don't consider, then, the introductions to the other portions—you don't consider those reflective?

Interviewee: Um.

Interviewer: How about this about you page?

[Pause 00:42:38 - 00:42:43]

Interviewee: Not really because I think it's more of the about—who I am is probably—I struggled with what to say there because this About page is more like "What is this portfolio?" and not "Who am I?"

Interviewer: Interesting.

Interviewee: I don't know. I didn't know how to word that.

Interviewer: Yeah.

Interviewee: Cuz I wanted this to introduce about me and also about what this is. I don't know. Maybe I guess you could say it's reflective in a sense, but it's very straightforward. It's like, "This is what this page is," "This is what this is." Yeah.

Interviewer: Yeah. No. You're hitting on an interesting distinction between our interest in the writer versus our interest in what the writer has made.

Interviewee: Yeah. Yeah.

Interviewer: Yeah.

Interviewee: That's really interesting. Yeah.

Interviewer: It's a—maybe a tension potentially that's built into the notion of a portfolio itself.

Interviewee: Yeah. Yeah.

Interviewer: I don't know.

Interviewee: Yeah. No. I think it's also really hard to introduce yourself without knowing who the audience is gonna be.

Interviewer: Sure.

Interviewee: It this is gonna be somebody—that's why I said I wanted to keep it formal because then this is kinda generic, but this is who I am in terms of who I am academically. That's gonna change in a month.

Interviewer: Right.

Interviewee: Yeah. It was hard to figure out what to write on that page, for sure.

Interviewer: Yeah. Sure. Definitely. Definitely. What would you like people who are interested in writing to take away from this project? If I as a Ph.D. writing come to it, what would you like me to learn?

Interviewee: I'd like you, I guess, to learn that as somebody who has had a critical background in media, it's still okay to acknowledge the positivity. I think that's the main point, is that Michigan in general has taught me how to be very analytical and critical, but I think that sometimes that comes to the expense of just also being critical of the good parts of it and talking about it in a more positive way. I guess, yeah, that's what I would want people to know. To think about social media a little differently. I picked comments because that's such a controversial—like, everyone thinks, "Oh, the comments in YouTube are terrible." I pointed out to say, "Yeah, they are, but isn't that part of a healthy debate? If you took the comments away, what would you lose?"

Interviewer: Oh, that's interesting.

Interviewee: That was kind of the question that I said. Basically saying that a news site, for example, differs from a normal newspaper because you can engage in it. If you don't want the comments, you can pick up a newspaper and not see what other people are thinking about it, but that's what makes this unique. Isn't that valuable that we can have that? I wanted to raise different questions cuz I feel like in my other classes I never really had the chance to do that. That's what I hope other people will see.

Interviewer: Cool.

Interviewee: Yeah. Cool.

[...]

Interviewer: For our last little bit, we're gonna think back to your Gateway course.

Interviewee: Right.

Interviewer: We're going back a couple of years. How did your experience in the Capstone compare to your experience in the Gateway?

Interviewee: Completely different.

Interviewer: Really?

Interviewee: I thought the Gateway was—I think the Capstone class was probably the hardest class I've taken all four years.

Interviewer: Wow! Okay.

Interviewee: Honestly, just in terms of workload, in terms of me feeling like I had no—I would leave class just not knowing what to do, whereas Gateway I felt a lot more—I don't know. It was more guided. That makes sense. We're sophomores, and it's the Gateway class for the minor.

Interviewer: Sure.

Interviewee: I think maybe in terms of the structure it was the same, like the points adding up to be your final grade, and having one big project, and having to make a portfolio, but in terms of workload and writing intensity, I don't really think they're even remotely comparable.

Interviewer: Okay.

Interviewee: Yeah.

Interviewer: What have your experiences been working with other writers throughout the minor?

Interviewee: It's been really cool. I wish there would've been a little bit more of it, just because I feel like I had the Gateway class and then there was a two-year gap. I took that as a sophomore freshmen year—sorry, first semester. Then I haven't seen these people until senior year, and we had no overlap in any other classes because a lot were taken through our majors or there's so much selection that the chance of overlapping with some of 'em was limited. I feel like I—this semester I feel like I walked away with a couple of good friends from the class—

Interviewer: That's cool.

Interviewee: - which is really nice. I didn't really feel that in the Gateway class. Maybe if there was more opportunities to see what other people were up to, I would've liked that just so I didn't have a two-year gap and forget what I did.

Interviewer: Right, right. That makes sense. You did a neat 00:47:49 portfolio in your Gateway, too.

Interviewee: Yeah.

Interviewer: How do you think that compared to what we just looked at?

Interviewee: I think it's terrible.

[Laughter]

Interviewee: I tried to delete it last week and I couldn't figure out how.

Interviewer: Did you really? *[Laughter]*

Interviewee: It's literally horrifying.

Interviewer: Really?

Interviewee: The background—maybe that's why I went overboard on professionalism on this one because I feel like the other one is so completely unprofessional that I'm embarrassed that it's out there. [...].

[...]

Interviewee: Oh, yeah. I have it 00:49:25. Oh, here it is. It is in there. Cuz we had to call—it was a dummy blog, but I'm pretty sure that this—

Interviewer: I love it.

Interviewee: - attached. Yes. This was my main—this was my portfolio. I used the same picture.

Interviewer: I love it.

Interviewee: This was why I think this is the worst thing ever. Just so all over the place. At the time—it's scary cuz I literally thought this was good.

Interviewer: Yeah.

Interviewee: This is—I don't know. This one isn't so bad, but—oh, yeah. I tried to do this thing where I put different quotes on each one.

Interviewer: Okay.

Interviewee: I don't even know.

Interviewer: [Laughter]

Interviewee: All the fonts are different. This background is terrible. The sizes is different.

Interviewer: As I look at this—and tell me what you think about this—the difference that is see is self-expression—

Interviewee: Yeah.

Interviewer: - as opposed to a sort of understanding of how you're self-expression is gonna be picked up by—

Interviewee: Yeah.

Interviewer: Yeah. Cuz this is much more like, "Here's me!" [Laughter]

Interviewee: Yeah. Yeah. I guess at this time I wasn't concerned with getting a job or what is this message that this is gonna send.

Interviewer: Right.

Interviewee: This was also my first time ever using a website builder, so I tried a lot more hard 00:51:13—I remember thinking from sophomore year to senior year, even Wix had a lot more features, that it just was easier to make it.

Interviewer: Yeah. No, this is actually—

Interviewee: Even though this doesn't look hard, this took a really long time.

Interviewer: No. I have a site on WordPress [content management system] that is about—in terms of the levels and the layers, is about like this, and it is pretty hard to do.

Interviewee: Yeah. I think I was more concerned with getting it done. I picked a template, and I really stuck with it, where on the other one I changed a lot. This, I see zero reason why this is—you know what I mean?

Interviewer: Yeah.

Interviewee: I don't—

Interviewer: This doesn't have value for you.

Interviewee: Not at all. I don't know if it did at the time, to be honest.

Interviewer: Oh, interesting.

Interviewee: I thought it was good, but I don't ever think at the time I was, like, "Oh, I'm gonna send this out to internships. I'm gonna send this to my parents." When I finished that one, I sent it to my parents. I showed my friends. I feel like I have a lot more pride in this one than I did in this.

Interviewer: Yeah.

Interviewee: Even at the time, I was wondering, "Is this background okay?" but I, for whatever reason, just felt like it was fine to keep.

Interviewer: Yeah. Yeah.

Interviewee: Which is not like—as a sophomore, it's not—

Interviewer: Aesthetically, it's kinda pretty, actually.

Interviewee: Yeah. It's not terrible by any means, but I just don't—when I'm looking at this now—

Interviewer: Yeah.

Interviewee: It's more cute, I guess, is the right word.

Interviewer: [Laughter]

Interviewee: Do you know what I mean?

Interviewer: Yeah. I love that.

Interviewee: That's not really the message I was trying to—or at this point in my life, trying to send across, [...] trying to get a job.

Interviewer: Right. Right. I love it.

Interviewee: I don't know. We'll see.

Interviewer: Yeah.

Interviewee: Yeah. It's definitely interesting to compare the two.

Interviewer: It is. It's really interesting.

Interviewee: Cuz a lot of people wanted to keep they template from sophomore year, and I was, like, "I am not even gonna look to do that."

Interviewer: Yeah. No. If I weren't sitting here talking to you and you showed me these two, I'd be, like, "That cannot be the same person."

Interviewee: Yeah. Yeah. It's really weird.

Interviewer: As I'm sitting here talking to you, I can see why this and the other are both facets of the same person—

Interviewee: Yeah. Yeah. That's really interesting.

Interviewer: - but without you here, I wouldn't.

Interviewee: Yeah.

Interviewer: Yeah. That's fascinating.

Interviewee: Yeah. It really is. It's only been two years in between, but—

Interviewer: They're two pretty formative years. [Laughter]

Interviewee: Yeah. No, it's true.

Interviewer: Let's see. The Gateway—and you can even see this on this site. The Gateway privilege 00:53:46 is a lot more reflection.

Interviewee: Yes.

Interviewer: What is your take now, two years later, on that act of reflecting? Do you still do it? Do you see value in it?

Interviewee: I don't really do it. I do see the value in it, but for me, the question of writer's evolution—that was really, really hard. I don't know why. Even these classes, I remember, I almost felt like I was talking in circles a lot because the basic answer was, like, "Yeah, I have become a better writer from freshmen to senior year in so many different ways," but then I linked that back to, "Is that just because I've learned how to be a better writer, or is that because I just learned to be a better thinker and then I'm able to now know how to write better? Do I just now have better ideas than I did?"

Interviewer: There's the \$50,000 question. Isn't it?

Interviewee: Yeah. Ultimately, I tied it back to that as, like, "Yeah, after four years you just know more, and you're better at thinking about it." That's how I felt—and now I have the tools to write about what I know more.

Interviewer: Right.

Interviewee: I found it hard to separate the two, and when a lot of these questions talked about writing, it was hard to not talk about the thinking and the ideas behind the writing also. Yeah, I definitely think it's valuable, but I almost think there's only so much you can say about that.

Interviewer: Okay. Yeah.

Interviewee: I don't know.

Interviewer: That makes a lot of sense.

Interviewee: Yeah.

Interviewer: No. I think you're hitting on something—you're hitting on something that I've been thinking about a lot this year, too, which is "Is the writing the reflection of the things that we've learned—to what extent is it the way in which we learn?"

Interviewee: Yeah. Exactly.

Interviewer: You're at the circular process.

Interviewee: Yeah. That's where 00:55:33 my writer's evolution essay is pointing to.

Interviewer: Yeah, yeah.

Interviewee: Yeah.

Interviewer: That's really interesting. Thank you for showing me those, by the way.

Interviewee: Yeah. You're welcome.

Interviewer: That was really interesting. Has this reflection work—has this whole work of being in the minor given you new ways to talk about writing?

Interviewee: Yeah. I think it gave me something tangible. Now I can pull up these two side by side and be able to show you, "This is how I've grown. This is how I learned." It's sad in sense. Now I don't think this is appropriate anymore cuz it shows just a shift of growing up. Does that make sense? I think I haven't really ever had a chance to be in a program that was very culminating, like beginning to end. Even with COMM, my senior Capstone was any other class. We didn't have anything tangible to take away from it.

Interviewer: Right.

Interviewee: I really liked that this gave me—if anybody asks for my writing, I could walk them through something and show them it all together, which is really cool, I think.

Interviewer: Yeah. That is really cool.

Interviewee: Yeah.

Interviewer: The minor is still relatively new.

Interviewee: Yeah.

Interviewer: Are there any suggestions you would have for the people who are running the program, either the administrators or the instructors?

Interviewee: Let me think. I guess going back to the writer's evolution essay, I think that maybe the Gateway—I think that there should be some more reflection in the Capstone, but maybe in a different way. I don't have any recommendation for that off the top of my head, but I feel like what I was pointing to was that they

want the portfolio to have all these different components, like checking it off. Like, "Did she include the writer's evolution? Did she do this?"

I think if it's something that we're supposed to take away for whatever reason we want to, then as long as we can show it in any way—like, if I wanted to maybe just have that be an assignment that I do, fine. I just don't like the way that it was the portfolio was for us, yet it wasn't at the same time. Cuz that made it really fuzzy as to then who is my audience for this? Is it the people in Sweetland that are reading it, or is it the people that I want to see it?

Interviewer: That's a great question.

Interviewee: Yeah. I totally get why they did that, because we're gonna get feedback on Monday. That totally made sense, but then it was hard because we're gonna get all this feedback, and then I'm graduating. Then am I gonna go change it? Am I gonna add an edit to it? I don't know.

Interviewer: Yeah. Yeah. Okay. If you think at a more general level about your experiences at Michigan, what would you like professors to know about teaching writing to undergrads?

Interviewee: I think I had—I don't know if it was a rare experience, but I had a really good experience with my teachers with writing.

Interviewer: Good, good.

Interviewee: I felt like from the beginning they—I never really felt overwhelmed because I think it was very eased in. Like, the first essay was four pages, and then we got to six, and then we got to eight. Now I'm comfortable writing a 20-page paper, a 30-page paper if I have to.

Interviewer: Sure.

Interviewee: I think knowing what the students are capable of is really important and not assigning something that is gonna make someone feel completely inadequate or like they can't do it, but also challenging them is really important. I also think rubrics are used too much here.

Interviewer: Interesting! Say more.

Interviewee: That's just me. I feel like a lot of the assignments I've gotten literally will say, "Paragraph one, hit on this. Paragraph two, hit on this." I don't understand how that's showing any—it's more like addressing those questions, but then why is in an essay form?

Interviewer: Okay. As opposed to like short answer or—

Interviewee: Cuz if the point of that rubric is to say, "Okay, I want the student to show how much they've mastered or understand these skills," then I could write that in bulleted form or in mini-paragraphs underneath, but then to make it all tie together and to feel like an essay when I'm just doing that because it's like I had to talk about all those points. I think that shows as much as just saying, like, "Okay, this is the topic. Structure it—" and giving us more responsibility I think is important. Then it's so regimented.

I think people get too caught up with, like, "I don't know if this counts as this," and "Did I do this right?" I think people, including me, will second-guess a lot more as opposed to just having the freedom to go with it.

Interviewer: Yeah. Yeah. Okay. We are just about at an hour here, so I'm gonna wrap things up.

Interviewee: Okay.

Interviewer: Has any of this jogged other thoughts that you would want us to know about or things that you'd like to process out loud?

Interviewee: Yeah. I've never compared the two portfolios, so that's really interesting for me to see, for sure. I think that it's really cool, actually, to have two different portfolio—well, not cool lookin' at this one, per se, but to have that to show my growth in and of itself is cool.

Interviewer: I was gonna say I kinda love it for you, but that's me being [age].

Interviewee: Yeah. I think it's really—

Interviewer: Right? That I'm, like, "Oh, that's so great!"

Interviewee: Yeah. I think it's really cool to see two years actually does make a huge difference in where you are in your life.

Interviewer: Yeah! Yeah.

Interviewee: Even when it doesn't really seem that big of a jump.

Interviewer: Right. Can I ask—can I also ask you—can I have your permission in case the researchers need it—

Interviewee: Sure.

Interviewer: - to grab this link as well—

Interviewee: Sure. Yeah.

Interviewer: - so that we've got both portfolios so we talked about 'em both.

Interviewee: Yeah. Yeah. Yeah.

Interviewer: Okay. Cool.

Interviewee: Definitely. Yeah. That's probably been the one thing that I never really thought of that back-to-back, was the decisions I made and how much more time I'd put in to—I think this portfolio, meaning the Capstone, I put probably 50 percent or not more of time just on the design of the website, as opposed to the writing. I actually feel like the writing took the back seat into how the aesthetics came into play. I don't think that was just me wanting it to look good. I think that was actually structured in the class. It was, like, "Why did you pick this template?" or "What do you want—who do you want your audience to be?" Whereas this class was more like, "Okay, go look at the templates." There wasn't as much conversation about design as there was in this one.

Interviewer: Yeah.

Interviewee: Yeah.

Interviewer: Yeah. Can I push into that a little bit?

Interviewee: Yeah.

Interviewer: Cuz I think this is the next one of the leading edges of research in the field.

Interviewee: Yeah.

Interviewer: What is your take on the value of design in relation to writing?

Interviewee: Honestly, for this class I felt like—I don't know if this is true cuz I haven't gotten my grade back, and I'm really worried about how that looked on these computers.

Interviewer: Yeah. Oh, I'm sorry.

Interviewee: I feel like a lot of the grade and a lot of how good it looks reflects how good the writing is.

Interviewer: Interesting.

Interviewee: I think that, for me, if I had all this stuff and the different fonts and stuff unformatted, it would distract me so much from reading it, and just because it looks unprofessional, I would assume that the writing isn't professional, even if that's not true at all. I think it's almost like—I don't know what it is about it. It's being taken seriously, I guess is the best word. Even if this looks cute and fun and what not, I think it almost would distract the reader from this being mature writing because the design is immature.

Interviewer: Interesting.

Interviewee: I don't know if that's true, but I think, for me, when I read things, the design is really important as to how—it's almost like meeting someone and how they're dressed affects the way you think of their credibility.

Interviewer: Totally.

Interviewee: Even though that's really judgmental. It's almost like the design of the website is how the person's dressed.

Interviewer: Right.

Interviewee: You know what I mean?

Interviewer: Yep. Yep.

Interviewee: I think it's really interesting because there was not that much thought into design for this one, and I think that was because it was more practice for the Capstone. Then this time it was, like, "Okay, decide what you're wearing to the interview and mock that in the portfolio."

Interviewer: [Laughter] Right.

Interviewee: Cuz there are people that are gonna find really creative things and are wanting to do things that are super creative, and in their portfolios, that's totally appropriate, but for others that would be seen as wearing—I don't know—a tank top or whatever to a professional setting. It's just like you're not taken as seriously.

Interviewer: Yes.

Interviewee: I think that was a really big part of my portfolio, is how to have the balance of being engaging yet professional and also being taken seriously as somebody who's now had four years of writing experience, as opposed to somebody who this was maybe one of my beginning classes in college.

Interviewer: Right, right.

Interviewee: I think that's really interesting, the design piece.

Interviewer: Great, great.

Interviewee: Yeah.

Interviewer: Cool. ***, thank you so much for your time.

Interviewee: Thank you so much. Yeah. This was really interesting—

Interviewer: Yeah.

Interviewee: - for me, too.

Interviewer: Oh, good. I'm so glad.

Interviewee: Yeah.

Interviewer: Yeah. It's been a lot of fun [...].

[...]

Interviewer: Thank you so much.

Interviewee: Thank you.

Interviewer: Congratulations on being done and on your new job.

Interviewee: Thank you. Thank you.

[End of Audio]