

Interviewer: This is ***, and I'm interviewing *** on December 5, 2013. We're at the Brandon Center at the School of Education. This is a re-recorded interview. We had a tape recorder issue the first time we met. ***, it's nice to see you again.

Interviewee: Yes. Definitely.

Interviewer: Thank you for doing this. As we discussed today and earlier, the study is looking generally at students' writing development. The initial questions will ask you broadly about how you see yourself as a writer, and then we'll talk more specifically about experiences here at [the University of Michigan]. To start very broad, how do you describe yourself as a writer?

Interviewee: I guess I've always been a very descriptive person, so I guess my writing style has always been very detailed. It's kind of funny cuz I enjoy writing about colors and really describing a room or describing what I'm trying to say, but when I read somebody else's writing, [*inaudible 01:03*].

I was just thinking about this the other day, and I was thinking, "I don't really enjoy it as much when I read it," but that is my writing style. I think I enjoy it because it's my own thoughts. Maybe that's a little selfish.

Yeah, I was thinking—I was pondering that since the last time we talked. Yeah, I don't enjoy reading it as much. I'm, like, "Oh! Can you get on with the story?"

When I write personally, I think especially when I journal, I like to write descriptively so that when I do look back, I can understand the context and the concepts I was trying to go for when I was writing. I think that's why. I wanna make sure that when I look back, I have a full picture of what happened or to trigger memories.

Interviewer: That's great. The next question is sort of related. It asks essentially how you see the role of writing in your life. You've described a little bit about how you approach writing, how you think of yourself. What is the role of writing for you?

Interviewee: Right now I guess I do journal quite frequently, sometimes more than others, depending on how much time I have, but I do love to journal. I like taking down my thoughts, my feelings about what's going on right now, and reflecting on that.

I think that reflective writing process really helps me to see areas in my life where things have worked. The reason I use journaling is to see the Lord's blessings in my life and to see even if something's wrong in that aspect, that I can look back and understand how that may have been for a good reason or see how everything plays out cuz I think with myself at least, I lose a lot of memories.

My memory's not perfect, so I may just continue on with life going forward, forward, forward and never really looking back to say what really happened. I think writing is a great way to preserve those things.

We talked a little bit about just day-to-day stuff, which I've used writing for. I use it definitely in my trips to [country] with blogging and things like that, reflecting on what we've done during the week and helping people to experience what we've experienced there.

Interviewer: Mm-hmm. [*Inaudible 03:12*]

Interviewee: Yeah. I think it's a way to help people to feel and to experience things. That's how I use it currently outside of the schools aspect of things.

Interviewer: Good. We'll talk more about the school aspects as well. Right now, actually. The next question asks: how would you describe yourself as a writer when you came here to the University of Michigan? Thinking a bit more of yourself as an academic writer.

Interviewee: Yes. Yes. I was home-schooled for nine years, and actually I never was—my mom never made me write a paper until I went to high school in tenth grade. I remember my first science paper. I didn't understand that it was due the next day and that you can't just write a research paper in one night and not pull an all-nighter. I remember I was up till 4:00 a.m., trying to figure out this paper.

It was a very intimidating experience for me. I think from then on it was—I always wanted to write. I think I made myself try to write a paper when I was in eighth grade just because my mom never assigned me one. I just thought, "I'll just try it." It didn't really work very well.

Interviewer: That experience you're describing with the science class—that was when you were no longer home-schooled and you'd transferred to—

Interviewee: I was in high school. Right. I had just started high school.

Interviewer: Okay.

Interviewee: [*Laughter*] Yeah. I did okay on it, but I didn't understand how to put a paper together, like how to do 04:32 your intro, your body—what exactly that entailed. We did do a writing across the curriculum in my high school, but it was more very reflective writing.

We had to write a paper for every class. I think they were trying to instill writing into where we were 04:47, but I guess their critiquing and the way that they taught us wasn't up to par, I guess you'd say, now looking back on that. I did understand

how to create a proper paper in high school by the end of senior year. I finally got there.

Then I was kind of intimidated going into college, especially U of M. I was very much intimidated, and so I started out in a Sweetland writing class. Then I think that really—there was no pressure, no credit—you know, credit/no credit.

It was no pressure because I just felt like I could write, and really learn how to write properly, and write in the way that was personal to me, that was my own style, while still following the rules—quote/unquote, "following the rules." Yeah. I really enjoyed that, and then I went into my first 05:37 first year.

Interviewer: That is the [Writing] class?

Interviewee: [Writing course]. Mm-hmm.

Interviewer: Okay.

Interviewee: Then from there I went to my—was it [English course]?—and then I had the same professor. That was really nice because I had continuity between those two classes and a professor who also appreciated the very descriptive writing style. Maybe that's part of what shaped my writing style. Yeah.

I guess I talk descriptively. I speak descriptively. I always wanted to be able to put that on paper. It's funny, I guess. I've always been not as well written as I am spoken, I guess, but I've been trying to marry the two.

Interviewer: That's interesting. You are a senior this year, right? I know we're near the end.

Interviewee: Yes.

Interviewer: Thinking back across the four years, do what extent do you think you've grown as a writer, generally or as an academic writer?

Interviewee: Generally speaking, I think I have just learned how to write a proper paper, whether it be a research paper, or a personal reflection paper, or a compare-and-contrast. I've learned how to structure those things. They've become a lot less intimidating, and they take way less time, knowing what information to pull, what I'm looking for, and how to order it and synthesize it into a good paper.

I think I've learned not to be scared of papers. [*Chuckles*] I remember I was really intimidated by them initially.

I guess I've also learned how to—I guess my biggest—I remember one of my bigger challenges in college was this fairy tales class I took in the spring. Four

theses later, I was, like, "Uhhhh!" I just really wanted to get—and he's, like, "This is garbage." Like, "Get something new."

I finally got the right thing. I just was so relieved. Feeling confident with what I'm writing. I think I've grown some confidence with that.

Interviewer: That's great. Right now, approaching the end of your senior year, what are the goals for yourself as a writer?

Interviewee: With the field that I'm in, really writing is more—that descriptive aspect is super important because in the field that I'm in—basically, nursing is a descriptive field. You have to document what everything looks like. You know, what size the wound is, what color the wound is, how deep it is, if there's exudate, if there's pus, if there's basically necrosis in the wound.

You have to document all these things. That can more or break your charting cuz a doc looks at that, and he's, like, "Oh, you just put a red wound on the bottom. What does that mean?" But if you document and you say, "Yeah, it's ten centimeters wide, and it's this deep, and I can see some necrosis on the outside 08:22," they're gonna get on that right away, and they've gonna fix it.

If you just document "red wound on the bottom," they're not gonna know what that even means, or what that entails, or the severity of it. It's important not only for us to really document the proper things—really, truly what's going on—but also for the care of the patient. I guess looking at my—this is my clinical rotation, so as I move into my last semester, from what I've heard, I think I'm gonna be doing a lot of research.

Interviewer: That's interesting.

Interviewee: I'm going into leadership and management within nursing. A lot of it is evidence-based practice. I guess it's relatively new within the last ten years within nursing. Really, they're trying to create nurses who are well versed with the new evidence and that are open to change because the issue with that has been that there hasn't been—there's a lot of plastic, very rigid people who don't wanna change their practice.

A lot of research will be going into next semester. [*Chuckles*] I'm also going into a Spanish-speaking clinical, so that'll be fun.

Interviewer: Oh, interesting.

Interviewee: [*Cross Talk:09:26*] some things—

Interviewer: Will it have a writing requirement?

Interviewee: That's the thing 09:28. There may be some writing projects—a lot of projects and a lot of presentations to families, a lot of educational aspects. I'm sure we'll be doing an educational project. We'll be working with a lot of new moms, and so we're going to be doing a lot of teaching during 09:44 that: how to wrap your baby properly.

A lot of poster boards I think are going to be entailed within the next semester. *[Chuckles]* I think that'll carry through. How to create a nice-looking poster board with applicable evidence, and how to pull the evidence and understand what is important.

Interviewer: That's great. The next group of questions focus more closely on your experiences in classes at the U of M. The first question asks: thinking across your writing experiences, what do you think it means to write well?

A moment ago you talked about figuring out how to write a proper paper or a correctly structured paper. I was gonna interrupt then, but maybe you can think along with me a bit about what it means to write well.

Interviewee: I know I talked about this a little bit. I'm trying to think of what I exactly said cuz I really liked what I said. I talked about how, number 1, you have to find the important—well, number 1, you have to set aside the time.

You have to find the important points of what you want—let's say it's a research paper. You have to have the knowledge and have even—cuz let's say you're writing a research paper about dinosaurs. I don't know a thing about dinosaurs.

Doing your background information—soaking in the information first before you can actually go through, and dig through, and know what you're looking for because there's so much stuff out there. Knowing what's important to put in your paper I think makes a good paper.

Second of all is organizing it in a way that is readable. If someone's going through my paper and it's all over the place, that doesn't make me wanna—for me, that wouldn't make me wanna read a paper. I just see the errors, and I see disjointed sentence structures and things like that.

I think just having fluidity within the paper and then interesting things, stuff that people would wanna hear. Also, the typical intro—your boom-boom-boom three points and then your conclusion kind of thing. The standard set of—you can definitely play with that a lot, play with that structure, but having the basis of that was really important for me to learn.

Interviewer: That makes sense. *[Fading voice 11:56]* We talked a little bit ago about the [Writing course]. Right?

Interviewee: Mm-hmm.

Interviewer: You said you did take it.

Interviewee: Yes.

Interviewer: Can you talk a little bit about how that particular class affected you as a writer?

Interviewee: Oh, I really liked it. I did talk a little bit about how it—it broke down my walls with writing because I was so scared! I was literally just scared of writing in college. I thought, "I'm gonna fail all these classes" because I just felt so insecure as a writer.

I felt insecure with putting my thoughts on paper, that I would seem stupid or whatever, but I [*inaudible 12:30*] with this class because the teacher—he did critique, but he did it in a way that was nonthreatening, which I really liked. Then he gave us topics that were kind of fun. It made it so you could just really go outside the box with what you were writing.

We talked about earlier the skin paper that I wrote that I loved because it was your own interpretation—whatever it may be—of skin. Like, you could do a descriptive paper—a two-and-a-half page paper on skin.

I remember thinking, "Man, what am I gonna write?" but when I got down to it, it was very great for me since I was very biological, and that's what my interest was. I ended up going that route, but seeing what other people could do with that paper.

Yeah. I liked it cuz it was no pressure because I didn't have to try to fight for a grade. I'm a grade grubber. I'm gonna admit it. That really affects me. It puts pressure on. If there's pressure on me, I really don't perform as well as I do if there's not a lot of pressure.

It's more the passion aspect. If I have a passion for what I'm writing about, that gives me more gusto than if I'm freaking out because I wanna get an A.

That's not really a good motivator. It is and it isn't. It motivates me to be paranoid and upset because I think 13:47, "I gotta get an A!"

When it's a passion thing, it's more of, "I enjoy this. I really like to do this. Let's focus on this," and I have a more level head about it. [*Chuckles*]

Interviewer: You felt like the [Writing course] gave you that space.

Interviewee: Yes. It absolutely did.

Interviewer: That's interesting.

Interviewee: It really, really did. We created a blog as well—a page about ourselves. It encompasses everything we did, so he allowed me to bring in my photography elements, and poetry that I'd written, and any papers that I'd written, and integrate into the site. That was a fun aspect, too, because we learned how to make sites—site-maker type stuff. That was integrated into the program.

Interviewer: Pushing ahead from that class, for the first-year writing requirement, you took [English course] then? You said you took it with the same instructor actually.

Interviewee: Yes.

Interviewer: Okay. The question just asks: what were your experiences in that course?

Interviewee: I was thinking more about it. I know we did a lot of very descriptive writing, very similar to what we did in the first class, but we did read books.

I remember we—I think somebody—I forget that we read all these books, but we did read quite a few books. Then it was we had to basically write papers based on character analysis. I remember just taking even just one scene in the book and really picking it apart: what your thoughts were, how you think it relates to the story, or what the implications are for that character. It was kinda cool. I enjoyed that.

Again, not a lot of pressure. Even though that class was graded, it felt, again—cuz it was the same professor. He knew me, and it was, like, "Okay. Do your thing. You'll be okay. Just really work hard on it and put what you have into it. Do the work, and you'll be fine." It was less pressure.

Interviewer: Can you talk a little bit about what effect the general experiences in that class had on your writing?

Interviewee: We did do the peer review. We talked about that. I really enjoyed that because it allowed me to see what other people were writing and also to get some critique on my own writing—other people's thoughts and feelings on what I was doing, which was new for me. It was nice because I could take it or leave it, and that was kinda cool.

Like I said, I liked getting to know—I liked getting to know the other people through their writing because I felt like I could really tell who they were by reading what they had written and where their heart's at. I don't know. It's kinda cool. You get a little sight into their soul a little when you read something somebody else has written. I really liked that.

Interviewer: The next question asks whether you're still making use of anything you learned in your first-year writing class now or if you have over the other courses you've taken.

Interviewee: Yeah. I think so. Definitely. Especially that descriptive writing. When we blog in [country], we're going, like, "We see this. We see that." Then there are photos to go along with it, but, really, it's very descriptive.

We're describing relationships. We're describing what exactly we're doing—hands-on experiences and stories, people stories. That's really awesome. The medical clinics, what we've done, and stories of people who really, really were impacted by these things. Also, our group—the impact that that had on them, too.

Interviewer: [*Cross Talk 17:09*] You've made a couple of references to the trip to [country].

Interviewee: Yeah.

Interviewer: That was just—I think we talked about it before, but for this recording.

Interviewee: Okay. I've been to [country] three times. I went the summer between my freshmen-sophomore, sophomore-junior, and junior-and-senior years, so three years in a row.

Interviewer: That's great. That was not related to school. That was—

Interviewee: No. That was—

Interviewer: - mission work. Right?

Interviewee: Mm-hmm. Yeah. We had a team from my church that went down there.

Interviewer: Okay.

Interviewee: We had to leave them with them 17:31 down there.

Interviewer: Okay. Great. Just to put that writing into context.

Interviewee: Yeah. Definitely.

Interviewer: That's good. Your concentration is nursing.

Interviewee: Mm-hmm.

Interviewer: You talked a bit about that. The question asks if you've had an opportunity to do writing in your concentration and what kinds. You started to talk a bit about some of the work in clinical, but if you might just elaborate.

Interviewee: Sure. Yeah. Basically, with the clinical writing, we are, again, like I said, very descriptive. We chart everything. We have to write notes every day, notes per shift. If you're working 12, you have to do 2 notes because it's technically like a shift-and-a-half.

It's a lot of writing, and it's a lot of documentation. It's putting down what you see, what you observe, and also stuff that isn't observed, like subjective versus the objective.

Then again you're also documenting, "Okay, what was the blood pressure? What was the other vitals? What does this look like? What are you feeling like?" Everything the patient says, does. You're documenting everything. If it's not documented, it's not been done, so really it's a lot of different things.

Also within nursing, I guess it applies to my concentration with all the research—the evidence-based guidelines. Man, that stuff is really important. Like a lot of bloodstream-associated infection. There's a lot of research done in that. There are big- hitter 8:51 topics within nursing that they are trying to eradicate these infection because they're due to negligence of nurses or practice that isn't right.

[...]

Looking at this written evidence and then—there's two ways to do it. For us, it's writing a paper about it, but that is synthesizing it into actual practice for the unit that we're on. We do posters. We do presentations. We're really only 19:40 nursing students who are telling the other 19:43 nurses that they're doing stuff wrong.

[Laughter]

Interviewer: That's great.

Interviewee: They love us.

Interviewer: I bet they do.

Interviewee: Very sarcastic tone there.

[Laughter]

Interviewer: The next question asks how confident you feel about writing in your concentration, how some of those experiences have shaped how you see yourself.

Interviewee: Definitely. I think my psych classes started me in research writing, and then I was really insecure because I just kept flashing back to my poor science paper. *[Laughter]* That was my first big-girl research paper.

I took, I think, two or three psych classes that were required. I did a few research papers there, and that prepped me for all of the research papers I'd be writing in my nursing classes. I think I feel much more confident with that.

I know how to work the research databases now. I know how to use my search terms properly and really hone in on what I'm trying to look for, and then pulling out that relevant information, reading through the articles, scanning through and seeing what is important, because—especially also levels of evidence.

If it's a descriptive study, you really gotta look and see if you even wanna pull that information because you don't wanna look like a fool standing up in front of them with a poster board saying, "This descriptive study said you should do this." It's stuff that affects people's lives. They're not gonna take you seriously.

Looking really—I guess having this research brain and filtering things through it. It takes time. It takes experience, and I think, hopefully, I'm getting to the point where it's becoming easier and more of a routine type of thing. *[Chuckles]*

Interviewer: That's great. No, that's a useful way to think about it. Yeah. The next group of questions ask a little more generally about writing experiences, both in and out of the classroom. The question is: what experiences in and out of the classroom have had an effect on your writing? Moving away from the concentration or just the [English course] class.

Interviewee: Right. Okay. I guess personal experience, too—the way that I deal with emotions, the way that I deal with feelings. My first shot is a journal. Whenever anything ever went wrong, that was my way of processing through how I felt.

I even said that going back and looking at what has happened and being able to learn from the past, almost, it's like that's my way of doing it. I think—I dunno how it shaped my writing, but I guess—I dunno.

I guess it does tie in with emotions, too. My family life wasn't great-great, so I had to look to something else to vent those things that were going on. That was my way of doing it. It stuck. It's just what I do now. That is a processing mechanism. Yeah.

Interviewer: Any other experiences that you think, "Yeah, I can really see that contributing to how I write or how I think of writing"?

Interviewee: [Pause] I dunno. I dunno know if it's experience. I guess it's just who I am. I'm a very descriptive person. Even texting bothers me sometimes because I can't express what I really wanna say because I'd rather just use my words. If I could talk-to-text, that's a beautiful invention. I'm trying to think. Experiences. I dunno. Yeah.

Interviewer: You talked a bit just a few minutes ago about the [country] example of blogging.

Interviewee: Oh, yeah. Oh, yeah.

Interviewer: Also having that kind of experience that's not—

Interviewee: Yeah, yeah. Because when you're—yes!

Interviewer: - class-based.

Interviewee: Yeah. That is really good cuz I remember, number 1, it was almost the language barrier that initiated this because I always wanted to be—like, "I wanna be able to talk to this people and communicate." Then it's the same thing with the writing—is that you wanna be able to tell everybody at home exactly what's going on, exactly what you feel, exactly the beauty of what's going on because it's just a ridiculously awesome experience.

You wanna take it home with you, but you can't, and you're trying to explain to them exactly what this is. Like, "Oh, my goodness! This is amazing!" You wanna use descriptive vocabulary to really help them to envision what's going on, but, unfortunately, you can't necessarily always do that. That's my way of getting the closest that I can to that.

Interviewer: The next question asks: if I use the term "reflective writing"—and you used it yourself a bit earlier in the interview—what does that mean to you?

Interviewee: Reflective writing is taking, I guess, your thoughts, emotions, feelings, how you see things, and just putting it on paper. I guess even on the paper itself, mulling through what you think about it—if that makes any sense. If you're taking a situation that has just happened, and you're trying to reflect on it, you're gonna look back, you're gonna describe the situation, and you're gonna describe how you feel about it or how you felt about it then and now how you feel about it.

[...]

I remember looking at that and being, like, "Wow." I see all these things. I didn't know what was going on at the time, but looking back and reflecting on that experience, which is this palliative care project that I did. It was a video project.

Interviewer: How interesting.

Interviewee: I was able to very much reflect on it, and it was a very different experience cuz when I was going through it, it was very, like, "Hey, it's gonna be okay." I remember being very positive.

I kind of was mom at the time because my parents were not—they were not very strong at that time. I remember my aunt even telling me—she was, like, "You were worrying about how you're gonna pay the bills." [*Inaudible 25:51*] I was ten. I just remembered this.

Looking back to that experience and then even reflecting, cuz I remember I asked all my aunts—I was, like, "Oh, what happened to [individual]? What were your impressions?" I have two nurses in the family.

Interviewer: This was for this most recent project where you were going back to revisit?

Interviewee: For the palliative care. Mm-hmm.

Interviewer: Yeah. Wow.

Interviewee: [...]. Learning all these details about things and then looking back—oh, it's such a different experience. It makes me so much more emotional. It's been 11 years, and this the first year I've really, really felt this anniversary of what had happened.

[...]

Interviewee: Things like that. I learned all these details that I didn't know about, and I was, like, "Wow! That is so cool."

Interviewer: Yeah. What an interesting project, too.

Interviewee: Yeah. It was very emotional for me.

Interviewer: I'm sure. Yeah.

Interviewee: Yeah. More so than I ever thought it would be, man, cuz I just [*inaudible 27:26*]. It was always a nonchalant thing. [...].

Interviewer: Mm-hmm. Wow. Turning gears a bit here, the next question asks about experiences working with other writers in your courses. You mentioned that you did some peer review in [English course].

Interviewee: [*Cross Talk 27:44*]. Yeah.

Interviewer: Or group projects. Yeah. What have been your experiences working with other writers or in other contexts, whether in class or out of class?

Interviewee: Yeah. We did do that peer review, which I really enjoyed.

Interviewer: That's the [English course] class?

Interviewee: That's the [English course].

Interviewer: Okay.

Interviewee: Then for my [Nursing courses]—it's the same class really, but they just have two numbers for it—for that class, we just finished a paper that was an evidence-based practice project based on humidifying incubators. That was a group paper, which was really strange. I'd never done that before. *[Chuckles]*

It was ten pages of pieced-together paper. I thought it was very cohesive for what we did, but I was just, like, "Ahhh!" I wrote the conclusion, which I enjoy because I like to look—like I said—look at everything everybody else has already gathered. I'm just, like, "Alright. This is what we think." *[Chuckles]* It depends on your group.

Interviewer: How many people participated in that?

Interviewee: Four.

Interviewer: Four people producing a ten pages.

Interviewee: Mm-hmm. Yeah.

Interviewer: How'd you divide it up?

Interviewee: It was basically divided up in four sections. I think the first section was introduction/current research, and then a breakdown of each article that we looked at, and the synthesis of the findings. Then mine was the conclusions and implications for the unit. I didn't really enjoy that.

Interviewer: Mm-hmm. Can you talk about—when you say, "I didn't really enjoy that," can you talk a little bit about how the project went?

Interviewee: Oh, sure. The reason I didn't really enjoy it is cuz I think there was one person who took control over it. Yes, I am a control freak, but I try really hard in group projects to—cuz I know I'm a control freak.

That's one of those reflective processes. I'm trying to work on it. I guess for me it was really hard because I'm trying to work on the control freak issues, and somebody else is controlling these 29:33. I'm, like, "Aw!" Just trying to work peacefully in the group. I don't like tension.

It wasn't that bad. It could've been way worse, but I was just feeling—it was an uncomfortable experience because someone else was assigning me what I was gonna do. They gave the shortest part to themselves, and you're sittin' there, and you're, like, "Hey, you gave me the longest part. That's great."

Interviewer: How'd the paper turn out?

Interviewee: We got an A. Hundred percent. She loved it. I think the reason why—

Interviewer: How did you feel about the writing?

Interviewee: I thought it was good.

Interviewer: That's interesting.

Interviewee: I really liked my section. I thought I did a really good job of synthesizing it, but then again, that's my impression of my work, so it's biased.

Interviewer: Okay.

Interviewee: Yeah. The reason I enjoyed it so much is cuz when we came down to it, we went so in depth with evidence that we basically—the findings that we had were identical to a guideline [hospital in Michigan] is using that we didn't have access to.

Interviewer: That's interesting.

Interviewee: They sent it to us. When we got the guideline—cuz our guideline at UMH [University of Michigan Hospital] hasn't been updated since 2002. When we got the information of everything's that's been from 2002 to '13, our findings were identical to the findings of this new guideline. It was really cool because we couldn't've hit the nail on the head any better, so our unit was pretty impressed with us.

Interviewer: Interesting. Interesting outcome, if the project wasn't always comfortable.

Interviewee: Yeah. The writing process wasn't, but the thing is the unit-based stuff isn't based on the paper. It's based on the poster we make and the things that we put on the poster and basically the findings. The paper is more to be graded by our

instructor as a formality, but the actual evidence-based stuff that we put on our poster is really what we're trying to sell to the unit.

Interviewer: That makes sense. The next question asks: if you were going to give someone advice about writing, what are some of the things they should think about as they begin writing a paper?

Interviewee: I talked a little bit about this before, but I still really believe in this. Basically, I took a psychology of creativity class during the summer. They talked about incubating on stuff 31:36 and basically giving yourself enough time to expose yourself to the information and let your brain just do the work a little bit.

Sit on it for a week and passively think about it. That is supposed to aid you when you actually go to write your paper. You've been subconsciously thinking about this for the past week, and you're able to actually write a better paper because of that.

For me, my process is to take—if I have a due date, I make my own due date for it prior to the actual due date. I give myself a lot of time for papers. I always have because for me I guess it's still some of the insecurity with it. I just wanna have time to make sure that what I'm writing is what I really wanna say. Then taking the time.

Number 2 is going through and really digging through what you're trying to—whatever—if it's research articles or the books you're trying to pull information out of it, and be very thorough about that. Then once you have all your information, weed through what is important and what isn't.

Then make sure—in that process, making your main points and making sure that what you're saying is hitting home and that it's interesting and not boring, not being just redundant of what the paper saying, but trying to really make a conclusion that's like, "Alright!" Like, "That's interesting."

Then having somebody go over it, read over it, making sure that what you're saying makes sense. Sometimes I've had people say, "That doesn't really make sense." When I was thinking about it in my own mind, I was, like, "Oh, that makes complete sense."

When they pointed out the areas that I was going wrong, it was this sudden realization, "Oh, no! That doesn't make sense! I gotta change it!" That is the time. Having time to do that and not feeling rushed. For me, feeling rushed when I'm writing a paper, it creates a bad paper.

Interviewer: Yeah. That's true. Your point about that extra set of eyes is an interesting one to draw on 33:34.

Interviewee: Mm-hmm.

Interviewer: Great. You've given a couple of examples. The question asks whether you've had experience with new media writing, so blogs, websites, sound, video, PowerPoint.

Interviewee: Yeah.

Interviewer: You made reference to a blog that you kept personally—

Interviewee: Yeah.

Interviewer: - but then also one that was required for [English course]?

Interviewee: Yes.

Interviewer: Okay.

Interviewee: Yeah, the one for [course number]—it was [Writing course] that was a blog.

Interviewer: [Writing course]. Right. I'm sorry.

Interviewee: Yeah. That was great. I didn't really keep up with it too much, but it was great for the actual thing cuz I got to put all my own photos there, and I love photography. Then I was able to really upload photos that connect with the writing, too, so it was this very cohesive thing.

That was really fun, and that my first little dip into blogging. Then after that is that summer after I went to [country] and I started helping with the blog. My friend, [name of friend], and I did the blog together and the photos and just being very descriptive about the writing.

I really loved that and also using that to connect with so many other people. So many people read that blog, and it was just really cool to know someone's reading what you're writing and, again, not feeling embarrassed about it, knowing that what you're saying is eloquent and it does make sense.

Then this palliative care project was basically uploading photos, and you could even upload PowerPoint. It's called [title of project], and you add in audio of your voice, voicing over the slides as you click through. You can add music in, so I added music, and I did a voiceover with it. [...].

Interviewer: Right.

Interviewee: Yeah.

Interviewer: Great. Just thinking then about those experiences, do you think that kind of writing or those kind of productions in any way changed your sense of writing or your abilities as a writer?

Interviewee: I think it decreased the formalization. When you're writing a paper, you want everything to be perfect. You are trying to make it this very eloquent paper that's really scholarly and beautiful. Then you go back to blogging, and you're, like, "Wow. Real people are gonna be reading this. They're not gonna wanna read this report with huge words and things they can't really understand."

You're looking to appeal to a general audience, so you're tailoring what you're saying to the audience that you want to read. For this [country] blog, it's just using very descriptive words but not words that are over people's heads and not trying to impress people with this great sentence structure and all this stuff.

It's just, like, "Wow. We're gonna impress you with what actually happened, and we're gonna try to do our best to explain what happened with words, but it's not the words that are amazing. It's what happened that's amazing."

Interviewer: Right. Right. That's great. Just a couple of questions about the archive for this project. It sounded like you were able to upload some things to the project.

Interviewee: Mm-hmm. I got questioned 36:27 to upload fall 2013 just a couple of days, so I'll do that.

Interviewer: Oh, okay. Great. Please do.

Interviewee: Why don't they ask for spring. It's so boring. My fall 2013—it's been just research papers. I'm, like, "Oh!"

Interviewer: Oh, sorry.

Interviewee: It's fine. I wish they'd asked for my spring semester. I would've given them a little taste of the fairy tale.

Interviewer: That's right. Thinking about whether the pieces you uploaded previously, or what you're thinking about for this one, or all of them, they're just curious to know what kinds of pieces you chose and why you chose them.

Interviewee: I know I talked about—basically, I was a little limited because the semesters I was asked for weren't necessarily things that I loved. [*Chuckles*]. One semester was just nursing research, and it was so boring. All the papers I had reflected that.

There were other semesters that were fun 37:19. I wrote more descriptively, but the thing 37:23 had not asked for that semester's information. I think I was a little limited in that respect.

I remember I think I did upload for my Sweetland class, and I think I did [title of paper].. I loved that one. *[Laughter]* It's fun. I loved it because it was so descriptive. I thought it was just a really—for me at least, a well-written descriptive paper.

Yeah, from what I remember, I think that's what I uploaded for that one. I think I uploaded a huge OB paper I did that was kind of descriptive. It's a huge thing where you follow a mom from basically her prenatal history all the way through her giving birth, postpartum, and then even after going to a home visit and recording.

I remember my home visit was super descriptive. I said, "As I walk in, it's a warm, comforting room." I really went crazy there— *[chuckles]*—cuz I had no creative liberty anywhere else. For that respect, I dumped it all there.

I enjoyed that because that was very personal. You got to know the person, and you got to get a feel for them, and then write about their whole life, really.

Interviewer: Right. Interesting. Do you have thoughts about the pieces you may end up choosing now that you've been prompted again?

Interviewee: Mm-hmm. Fall 2013. Really, it's [title of pieces]. I have two papers. It probably will be my clinical practice guideline paper, and that's a practice guideline on hand washing. I basically analyzed it according to a specific format. I can't remember what it's called. [...].

We had to analyze it using this model, basically, that went through and critiques guidelines. We had to critique this guideline. It's going through and being, like, "Were there any conflict of interest? What was the patient population?"

Very dry stuff, but I did fairly well on that paper, and it was exactly what they were looking for, but there was a standardized format for it. I think I only wrote two papers this semester, so that's probably the most enthralling one.

Interviewer: The choices will be a little more limited.

Interviewee: Yes!

Interviewer: I thought it was interesting a moment ago where you said, "If only they had asked about another semester."

Interviewee: Yes. It was spring semester *[cross talk 39:29]*.

Interviewer: Were there other kinds of writing that you feel like you've done that you would like to have represented?

Interviewee: Yes! My fairy tales class. That was so much fun. I really enjoyed my compare-and-contrast with Snow White. Not the original version but I guess the Brothers Grimm version, I guess you'd say. Then comparing and contrasting that with Snow White and the Huntsman, the movie that just came out.

That was really interesting because they took the character of Snow White and totally revamped her, so it was fun to do that. Then my actual fairy tale. I wrote a fairy tale with specific guidelines, specific motifs.

Then I integrated those, and I had to create a story. It didn't have to make sense, which is a beautiful thing 40:12. Yeah, it was fun. I could just let my mind go because, really, you could make anything happen. I think I had my little girl sleeping on a mushroom for three years. *[Laughter]*

Interviewer: That's great.

Interviewee: It was fun. It was fun to write, and I blew through that thing, man. It was no problem cuz I liked writing it. I could use creativity, and there was really no backlash. No backlash on the grade.

As long as you kept within the motifs, you could be as crazy or funky as you wanted. He put that in the rubric, too: no limits. I like 40:46 being unlimited like that 40:45 when I'm writing.

Interviewer: That's interesting. It's interesting, too, to hear the way you're thinking about when you were confined to just one semester. It's not that you were just picking what was the most formal paper.

Interviewee: Right.

Interviewer: It just happened to be—

Interviewee: It just happened to be the right semester.

Interviewer: Right. But you feel like your writing overall—

Interviewee: Spring 2013 is my kicker for writing.

Interviewer: Okay. *[Chuckles]*

Interviewee: I love that semester.

Interviewer: That's great.

Interviewee: It was a challenge, but it was good. That last paper where I submitted four theses was the challenge, and I finally got the one with the Snow White, and that worked. [*Chuckles*]

Interviewer: Okay. Any other thoughts about the papers that you ended up choosing for the archive from the choices you had? Were there any other reasons why you pointed to the ones you did?

Interviewee: No, not really. I think the one from my OB semester was another semester where it was more research-based, so it was my more interesting one because I felt more personal about it because I'd actually followed this family. Everything's maintained confidential in the paper.

Interviewer: Right, right.

Interviewee: It was fun because it's getting to know a family and understanding who they are as a family and what their future looks like, too—what their plans are.

Interviewer: That is the end of the formal questions. Is there any other comment that you wanna make about what you're thinking about writing at this point or if we discussed anything that makes you think of something else, or if there was something that we talked about before that you feel like we didn't circle back to for any reason?

Interviewee: I don't think so. I think I have everything I remember at least that I wanted.

Interviewer: Good, good. We appreciate your help, ***, [...].

[...]

[*End of Audio*]