

Interviewer: All right. Today is April 5th, Friday at 2013. This is the winter 2013 semester. This is *** interviewing today with ***. ***, the first question I have for you today is how do you describe yourself as a writer?

Interviewee: How do I describe myself as a writer? I would say I struggle through the writing process, but I feel like my nature of being a perfectionist is a little bit—I end up with a good result. I think I know how to write in an academic—with, yeah, an academic tone. I know the proper sentence structures and variations in those. I think for me writing is not always the most fun process because I struggle with putting my ideas down onto a paper. Getting through that process is like pulling teeth, but once it's through and I have my ideas down, I feel like overall I would consider myself a pretty good writer. Just the process is not very fun for me.

Interviewer: Sure. What do you consider some of your strengths as a writer?

Interviewee: What are some of my strengths? I think the organization of writing is very good strength of mine. I know how—I think writing, some people can have a topic sentence, and that paragraph have ideas that do not go underneath that topic sentence. I know how to organize a paper where it's logical and everything fits where it needs to be. That's just my mindset.

Interviewer: Great. How about—you talked about difficulties with the process, once you actually finish that work, finish that piece, what are some common, maybe areas of improvement that you've noticed and the actual finished product?

Interviewee: Areas of improvement?

Interviewer: Sure. I'm trying to find euphemistic ways to say like weaknesses or—
[laughs]

Interviewee: Oh, okay. That's fine. You can just say it. When I'm—my finished product what are some weaknesses that I find?

Interviewer: Sure. Yeah.

Interviewee: I think definitely like wording is a big one, and like vocabulary in the sense of could I have used stronger vocabulary or phrases better to make it more concise. Yeah, I think that's the biggest think I'd like to weakness or area of improvement that I'd want in my writing.

Interviewer: Sure. Cool. How do you describe the role of writing in your life right now?

Interviewee: Being a sport management major we have a lot of group projects that require papers. I do a lot of academic but factual research writing, not a lot of academic creative pieces. Writing is a lot of my academic life a bit, but—and with those kind of papers it's

easier for me to write because it's a lot of factual stuff instead of creative thinking ideas. I don't really like that.

Interviewer: Interesting.

Interviewee: Yeah. I think for me that's when the ideas expressing onto the paper is very hard, because I like—being creative I think in images almost, and it's hard to express those images into words of what I want.

Interviewer: Oh, I see.

Interviewee: Yeah. I also do writing as a huge [inaudible 0:03:56]. I journal a lot during the week. I wouldn't say daily but a couple times a week I just journal, and that for me is freeing because it's like for me and myself. I can just write whatever and it doesn't have to sound grammatically correct, or be correct or sound logical. It can just free flowing of thoughts. I can have run-on sentences and errors. My organization can be all disjointed. That for me is a good form of creative writing, I guess, even though it's just like jotting down thoughts or things. Yeah, I'd say those two things are the biggest ways—yeah, writing is in my life.

Interviewer: One for school and one for personal?

Interviewee: Mm-hmm

Interviewer: Cool. That's great. Very different. [Laughs]

Interviewee: Very different.

Interviewer: Sounds like it. How would you describe yourself as a writer when you began at the University of Michigan?

Interviewee: Before I took anything?

Interviewer: Yeah.

Interviewee: Hmm. Honestly I would say I struggled even—I still kind of struggled writing creatively, not in terms of like—factual research is easier for me to write, but I struggles a lot, even more before coming to the University of Michigan. I think I just—I didn't get down the process. Yeah, I think I just didn't—I mean a took a couple high school English classes, like a humanities class and even an honors writing class, which definitely helped, so I think I did have a lot of good skill set, but for me when I start writing I see like a—I know how I like want to view my paper when I'm done with it, as in like I'm proud of it and this is a good piece of work that I wanna turn in to my professor. It's just the art of getting there to that point where I feel that way about my paper. I think now I know that if I put the time and effort—yeah, good time management I can get to that place, but I think before coming into Michigan I—that process seemed

hopeless to me. I was almost afraid to engage with that process because I didn't think I'd ever achieve being proud of my paper at the end of it.

Interviewer: Mm-hmm. Absolutely. Wow. To what extent would you say you've grown as a writer over the course of the time here?

Interviewee: I think I grew—I was being [inaudible 0:07:15] in the last question. I think I grew the most taking my [English] class freshman year. That writing class was just specifically focused on writing. A lot of it was more the—it wasn't like factual research. It was more of the expressive, creative, or even just literature, literary analysis, literature writing. I think I came to Sweetland a lot that year and with that class, and just through bouncing off ideas and working with tutors, I learned almost more of the process of writing in the sense of it's okay to just writing down—I think one of the things that was ingrained to me is like it's okay to just write down thoughts and then fix it later on, versus I would want to have it perfect the first time I wrote down. I think I just learned the process better, and the value of good edits.

Actually I learned the value of talking about your paper with somebody and being in dialog, versus, for me I think in high school I often wrote—I was very probably insecure about my writing style, so I just kind of wrote my paper by myself. I didn't want anybody to look at it for fear of—yeah, just the red pen being all over it and it not being good enough. I think coming to Michigan, and especially that class, I feel more confident in my writing skills, if anything. Even my writing hasn't changed, but I feel good about—I feel like I can attack the process and I feel more confident in writing.

Interviewer: You sorta answered this question already, but to what would you attribute this growth, or how did this growing come about? You said [English course]. Is there anything in particular about that class that you attribute that?

Interviewee: I'm tryin' to think. I think a lot of it was just focusing on writing and the writing process. In that class, it's an English class so they're grading you on your writing versus a lot of other classes, even though you're turning in papers, it's more about the content of the paper rather than the writing style of the paper. I think just by focusing on the writing style and being more conscious about it and working had through it, and going to Sweetland and just talking about people through it, and putting the work in it, I became—what was the question?—more confident—

Interviewer: More confident.

Interviewee: Yeah, I mean more confident in it.

Interviewer: Cool. Okay. So just kinda like practicing that process.

Interviewee: Mm-hmm. Mm-hmm. Yeah. Practicing it a lot.

Interviewer: Thinking across your writing experiences at U of M, what do you think it means to write well?

Interviewee: To write well? Personally or just subjectively?

Interviewer: Both.

Interviewee: Okay. [Laughter]. Personally for me to write well, it would be for me to articulate my thoughts in the way that I want to articulate them. I mean I kinda talked about just the process of [inaudible 0:10:35] thoughts on a paper. I think for me writing well means like, yes, I finally—that's what I wanted to articulate on paper. Objectively writing well, I think it's getting tone across in an organizational format that—I don't know, that reads well to the reader and conveys the message you wanna convey and articulates what you wanna say and the tone that you wanna say and the style that you wanna say it. I guess it was kinda intermixed, but I think that means writing well.

For me it's like I know it when I see it. Like grammar free and just how you want to present your ideas are presented in a way that you want them to be presented. If you're writing an academic paper that means it has an academic tone, and the vocabulary's up to good academic standards. Versus like—I've written some really well-written articles that are from the perspective of a female who I think is having coffee with me. It's a like talking to a friend, articles like that. Well written, but they're not in that academic tone. I think it's getting your ideas across in the way that you want them to.

Interviewer: Totally.

Interviewee: The reader knows where you're coming from.

Interviewer: Mm-hmm. There's a question specifically on the first year writing requirement. You took [English course]. You spoke a little bit about this, but talk more. What were your experiences in this course?

Interviewee: I'm trying to remember. [Laughter]. What were my experiences? I just remember we had to write a lot of papers. We did a lot of peer editing. I remember coming to Sweetland a lot, just and talking about—asking is my writing style coming across, is it in a logical, fluid way. Just getting fresh eyes on it. I'm trying to remember. We—what did we do? I remember we didn't read a lot about—I remember this—we didn't read a lot about how to write, it's more like we learned about the process of writing through experiential. It wasn't like we read articles on—this is how you should write and this is bad writing. It was a lot of just paper after paper after paper, and then you'd receive feedback and try to implement that in your next paper. I think that allowed me to be more immersed in it and experience it and grow in it. That's why I was at Sweetland all the time. [Laughs]. 'Cause we were just papers.

There are definitely points—we did a lotta discussion. I remember the room was even situated in a circular format and we just talked to each other about what we struggling

with and what was helpful, what was not helpful, what we looked for in writing. There was discussion, but it was definitely—I remember it being very experiential, versus—some classes at U of M are lectures and you memorize information, almost like there's a disconnect or detachment or something. I remember [English course] was just very hands-on. You were very invested in the class. You talked about it. You were goin' through it, yeah, writing.

Interviewer: Mm-hmm. What affect did that have on you as a writer, having gone through that process?

Interviewee: I definitely think it made me grow as a writer. I think for me that's also a style in which I learn, is just through experience. I think for me instead of being told how to write, experiencing and learning how to write was huge for me. That's probably [fading voice 0:14:55] affect.

Interviewer: Yeah, great. Are you still making use of what you learned in that first year writing course?

Interviewee: I think I am. I don't think I'm consciously like—oh, I'm doing this because of [English course]. I think just whether it's the process or—yeah, just even throwing things down on a page and then sorting through it later. I think I am, yeah.

Interviewer: Okay. Did you take [Writing course]?

Interviewee: No.

Interviewer: Okay. Your concentration is—

Interviewee: Gender and health.

Interviewer: Have you had an opportunity to do writing in your concentration? You talked about this a little bit already, but let's talk a little bit more about this.

Interviewee: Oh, I'm sorry. Concentration's my major, right?

Interviewer: Yeah, yeah.

Interviewee: Oh, I'm sorry. That's sports management. Sorry, I was thinkin' minor. [Laughter]. I'm like gender and health, is that my concentration? Sport management is my concentration. Have I had an opportunity to do writing?

Interviewer: Yeah, uh-huh.

Interviewee: I have, but not—I would say the writing has not been heavily important to the major. I think even some of the standards are a little lower than you would find in other classes.

Interviewer: What makes you say that?

Interviewee: Part of it is because I've seen people turn in papers and gotten grades back that I'm like, that paper's worth a lower grade than that. I even think just feedback on papers, it's—yeah, I think I've just seen the writing styles of some of my fellow majors, or fellow—yeah, classmates. I just know writing's not their strong suit, but yet they do fine on papers. I don't know. Part of me is like, so I can stay at my level and still get an A.

Interviewer: Mm-hmm. I see. What did you notice about those other papers that made you feel like they were sub-standard?

Interviewee: There's no complexity to them at all. Very simplified sentences, run-ons. It's almost like they would write how they would talk, which is not how you are supposed to write. You need to write how you should write, and not what you say. Yeah, simplified sentences, just—yeah, not a lotta substance to them, too. In writing you're presenting an argument or points, and there was no depth to their writing. I think that's a lot of it.

Interviewer: Could you talk a little bit about—exactly how many papers do you write, for your classes in your major—how long are they, what are the goals of those papers—

Interviewee: Yeah. Just throughout my four years or just this year?

Interviewer: Probably about now, maybe.

Interviewee: Okay, now. Yeah. We do not write—we pretty much do not write any individual papers. A lot of my major is group papers, which is the most frustrating thing ever. It would be like a 20-page paper and four people in a group, so we all write about five pages of it, then we try to put it together and try to match up the tone and the styles, so it looks like one person wrote the whole thing, just like that. A lot of them are just factual-based research papers, whether it's on like the culture of an organization or monopolies of football over the past decade. I'm trying to think of other papers I've written—law, sport law just [inaudible 0:18:59] law, and how—tort law and it plays into sport. Within sport management I probably have to written a paper longer than five pages now. I personally think I can just whip 'em out because I'm confident enough in my writing skills I can write it well on the first time, versus like if it was an English class I would wanna read it over, fine tune it. I think I just know that the professors aren't as strict on writing, so I don't really try to strive for that perfect phrasing to make my point, because I know it's good enough the way it is. What was your other question, or was there not another question to that?

Interviewer: I think that was—

Interviewee: Yeah.

Interviewer: [Cross talk 0:19:57]

Interviewee: Sometimes I go and I forget the original question.

Interviewer: No, it's wonderful. The more you talk the better.

Interviewee: It must be horrible for not writing a—for writing a paper in my [laughing]. Sittin' here would not be good.

Interviewer: No, it's great.

Interviewee: Just going on a tangent.

Interviewer: Yeah. No, it's perfect.

Interviewee: Okay. I don't know if you're gonna ask about my minor, but I do some writing in my minor.

Interviewee: Go for it. Talk about it.

Interviewee: Okay. My minor is gender and health, and I've taken—that's primarily just a lot of women's studies classes. I'm taking more in the—sports management's in the School of Kinesiology, my minor's in the School of LSA. For that class I've had to write papers. I just turned in—I think it was five-page—but it was like a research paper. I've had to write—yeah. Those are still more research papers, but I think those papers there's a higher standard of writing so I do proofread those and make sure my wording's right, and stuff like that. I feel like that's where I get most of my writing—that's where most of my writing comes from. [Cross talk 0:21:00]

Interviewer: Interesting. I have one question that you said about your writing for your major. You mentioned that mostly you're doing five-page papers, but you also do 20-page papers with a group, or how does that—

Interviewee: No. Sorry. Yeah, that's kinda confusing. I write—we have a group paper which is about 20 pages long, and then each member writes 5 pages.

Interviewer: Got it.

Interviewee: I—one of the member that writes five pages, but then everybody—I also, because I'm confident in my writing skills, I have everybody turn their portions into me, and then I compile them and proofread everybody's—I'm kinda that final thing. Everybody turns in their 5 pages, and then total it's 20 pages. We all write about five pages of it.

Interviewer: Interesting.

Interviewee: That's the group papers. They're horrible. [Laughter]. They're horrible!

Interviewer: What do you mean about—talk about that.

Interviewee: Just because people have different writing styles—as I was saying about people in my classes—or my classmates—some people do not have as—they just have simplified sentence structure and they don't know how to write well. It's very frustrating when you have like a great introduction paragraph, and then you can totally tell it switches to a new writer based on the sentence structure and the depth of the material. Then trying to add that in so it looks like one cohesive paper from one author is the most frustrating thing ever. Because you can totally tell it's written by four different people.

Interviewer: How much are you allowed to edit what your peers have written?

Interviewee: Oh, you can edit it a lot.

Interviewer: Oh, you do. Okay.

Interviewee: But unfortunately, just with the nature of group projects, when we finally compile it it's very late in the game and you don't have that much time. You can only do so much.

Interviewer: Interesting. How does your process differ between your classes in LS&A versus the group project for sports management?

Interviewee: For writing?

Interviewer: Yeah. Your writing [fading voice 0:23:01].

Interviewee: Yeah. I think with LS&A, I kinda said this before—sport management I know I can whip out the paper. If it's two pages, five pages I can write it—first time it'll be pretty good. I can proofread it but that's pretty much for grammatical errors and just for meaning, if the wording sounds awkward or whatever. My LS&A classes, I feel like I have to write those papers a couple days in advance, really go through it, and two days later I'll read it again with fresh eyes, maybe add some—that I'm looking for more content. Is this good enough, deep enough? Is there depth? Is the tone right? Does it flow well? Yeah. Versus I think my sport management paper's it's like, is everything in there that I need to be in there. Whether if it's—I mean—organization's pretty good most of the time, but whether it's, I don't know, it could be a—it's not as great writing. I don't know how to say it. I don't fine-tune the little things as much as I do for LS&A.

Interviewer: Why do you think that difference exists?

Interviewee: Honestly, I think it's just because I know the standards of the professors. It's horrible, but I know I can turn in not as good writing in sport management and still get an

A, versus like LS&A, there's the risk of maybe they are grading for my writing and so I might not get an A on this, so I'm gonna do it well. Yeah.

Interviewer: Totally. How confident do you feel about writing in your concentration? Why don't you talk about both of those, writing in your major versus writing in LS&A?

Interviewee: Oh, my gosh. Totally confident writing in my major. Like if you haven't gotten that clear. To the extent of—honestly I think part of my confidence in writing is because of that. I think just that when you're surrounded by—I mean there's an element of learning how to write, like write by seeing poor writing. You just learn what not to do. Yeah. I think just being surrounded by—I don't know. I've always been harsh on myself [inaudible 0:25:21], like, I'm not great of a writer. But then actually seeing not great writing, I realize that, oh, I'm actually not that—I mean I'm not like, oh, my gosh, awesome writer, but I realize my writing does have some value to it and substance to it. What was the original question? How do you see yourself as a writer?

Interviewer: [Laughter]. How confident do you feel—?

Interviewee: Confidence compared to other people. Yeah. I feel very confident in sport management. LS&A I actually do feel pretty confident. I just think even just being in the university and writing a lotta papers, you do just get some confidence after crankin' em out. You know how it goes. You know how it needs to be structured. You know what it looks like and you've done it before. I know I can get through the process. It's more of just will I take the time to do it and—yeah. Yeah.

Interviewer: Mm-hmm. Totally. Interesting. What other experiences—actually, what experiences in and out of the classroom have had an effect on your writing?

Interviewee: Yeah. What experiences—okay. Let me think for a second. Is that U of M, I'm assuming and not high school?

Interviewer: Right.

Interviewee: Got it. In and out. Yeah. I think—I'm gonna talk more about my out of classroom experiences. I think it's been really cool to—I'm sorry, I'm gonna repeat the question so I don't go on a tangent. What experiences in and out have had an impact on writing?

Interviewer: Mm-hmm. But feel free to tangent. [Laughter].

Interviewee: Okay. I just wanna make sure I answer it at least. I think for me—yeah, I kinda mentioned this before, it's just that I felt like writing has just been this struggle for me because I try to communicate thoughts and ideas. I feel like I've always—the process of doing that is—yeah, I've been struggling and there hasn't every really been a freedom to it. I think starting to journal just about my day or what I'm going through or what I'm thinking about or how I'm feeling—that's been really cool for me, because not only has it

given me the freedom to not be in this box of, okay, it needs to be logical and have good organization and well written and flow well. It's given me the freedom to mess up, or to just write whatever I think. It doesn't have to be grammatically correct. It doesn't even have to be English. It could be complete run-on and not make sense, as long as it makes sense to me. I think that has given me freedom.

It's also given me the ability to articulate, because I am—when I do journal I just write down my stream of consciousness, pretty much. I even write—I think I'm feeling this way, but actually no, that's not right. I'm trying to—it's helped me just to writing my stream of consciousness, better communicate what exactly I'm thinking so I can get my thought from my head onto paper. I think that has been probably the most impactful thing. It's brought the writing process more of—I guess it's just like practicing writing but in a fun and freedom-filled way.

Interviewee: Hmm. Interesting. Any other experiences?

Interviewer: I'm tryin' to think. Any other experiences of writing have an impact. I mean Sweetland definitely—just coming to Sweetland writing center and talking with people who have way better writing abilities than I do. It's through talking with them—I don't know. I can be very biased in my paper and I think it's good, and then I talk to them and I see all the holes in it and how it can be better. That has been very impactful for my writing. Just like you can always make things better. Again, I can't really think of specifics, but I know just talking to them I've come out with a clear vision for my paper, or yeah—I'm more [inaudible 0:29:54] like, okay, this is what I need to do, instead of trying to figure it out myself.

Interviewee: Mm-hmm. Totally. If I use the term reflective writing, what does that mean to you?

Interviewer: Initially my first thought is writing a response on some academic work that we just viewed, like being reflective about it and voicing your thoughts and opinions. Yeah. I don't see that as—technically when I journal that is like reflective writing because I'm just in reflection about my life and writing it down. When I think of reflective writing I think of just a very—there's a difference between what I journal and writing a reflective piece in an academic context, of just writing your thoughts but they still need to be specific and you have to back it up with evidence and examples. It's more like a response, an opinionated academic response, versus what I do outside—writing.

Interviewee: Have you used reflective writing in your own writing processes, whether in assigned courses or voluntary?

Interviewer: Technically journaling can be considered reflective writing. Maybe that's what I've done. I guess I didn't really define reflective writing. I would say to both, with is awful because I'm making it two different definitions, but I guess I view reflective writing as voicing your thoughts and opinions, and I've done that both academic—in the classroom academic and outside—they just looked different in terms of structure, voice,

logic, depth. Yeah, is it filled with evidence and examples or is just like, all right, I wrote that down, I can move on to the next point. Yes, I've done both of them but they looked very different.

Interviewee: Mm-hmm. You've talked about this also a little bit, but what have your experience been working with other writers in your courses, or in other contexts?

Interviewer: Yeah. Is that my major, my course—or like—

Interviewee: It could be in any class.

Interviewer: Any class. What have my experiences been like?

Interviewee: Yeah, working with other writers.

Interviewer: Thus far a majority of it has just been frustrating. I think a lot of is just because of those group papers I talked about earlier. I also think it's hard because I'm one that I think I do my best when I'm challenged. I think in some of my concentration courses I do not feel challenged in my writing. Then at the same time, if I took an upper level English class I would totally be intimidated by the writers, because they would probably write way better than me. I do like—[whispers] what are my experiences [fading voice 0:29:54] my courses—I don't know. Aside from peer edits that we did in [English course] I have had many experiences with my classmates in my courses, other than collaborating for group papers. I don't do any peer edits on my own. I think once I did send my paper to a friend who does essay stuff on the side, so she's a great writer. I had her look over it because I wanted to get a good grade in that class and wasn't confident in my writing abilities.

Interviewee: Mm-hmm. What was that for?

Interviewer: That was for one of my LS&A minor classes. It's like a 10-page research paper. It was a couple semesters ago. Other than that I don't really have people proofread as much as they should. There's not much—

Interviewee: Sure. What was that like in [English course] when you did it?

Interviewer: Peer editing?

Interviewee: We partnered up. We swapped papers, and then I'm pretty sure we just wrote—I'm not sure if we had—I don't really remember we had a sheet we were supposed to go by, but for me, I love—this is absolutely awful—but I love editing other people's papers, because I rip them apart. I do it because for me that's also a way of learning how to be a better writer, is seeing poor writing and what makes it better, and then realizing that I need to do that in my work. I just remember writing in scribbles, or scribbling in the margins and underlining things and being like, "Good," or "This doesn't make sense." I think that's where I saw a lot of improvement in my own writing 'cause I

would see like, oh, their logic is off, or their flow is not right. I need to—yeah. I don't know. I don't know how to put that right in mind.

Interviewer: Interesting. What about in terms of getting feedback from those writers.

Interviewee: Feedback? Here's the thing that I realized. Feedback from my peers is not as good as I always wanted it. I think that's why I actually came to Sweetland a lot, because I remember the feedback I got from Sweetland was really good. A lot of feedback from my peers versus—I would be very harsh on my peers in terms of, "This is what you need to improve," and like, "This is a good paper, but work on this, this, this, and this." I would get a lot back of, "This is a good paper." I'd be like, okay, that's not helpful for me whatsoever, because I—yeah, I'm great that it's a good paper, but I know it could use improvement. I just need to know on what. I wanna get those specifics from my peers. I don't know if that's because they were freshmen or—I don't know. I don't know. I think I found that feedback from a more experienced writer has always been way more helpful for me, even if it tears my paper apart, it's been way more helpful for me than of my peers.

Interviewer: Interesting. Okay. 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: As they begin writing a paper. Make an outline so you know it's—you're not going off tangents and it's concise and all your ideas are down. I would just say if you're starting writing, sometimes you just need to start writing and just write what comes to you. I think sometimes that blank Word document on a computer is the most intimidating thing. Sometimes you just need to start, whether it's starting with the body paragraph or starting with the conclusion—well, conclusion's probably not the best place to start—but even if it's starting in the middle, just to start writing, and then you can worry about structure and organization later. I think for me, I used to never write like that. I used to want to start from the introduction and perfect that, and then move on to the body paragraph. Perfect that, and then—and I realized that it was so much easier and better when I could just write things out and then cut and paste different areas to different parts of the paper and stuff. I think that would be my biggest piece of advice.

Interviewer: Interesting. Any other advice?

Interviewee: For someone starting out, the writing process—get a lotta feedback. I think—actually, yeah, I think another piece of advice would be that you often don't see—I remember reading my—get another pair of eyes on writing, because I would see something and I would read it one way, and then somebody would read the same wording and it would be awkward to them. Just getting a fresh pair of eyes, whether it's—yeah, somebody else or even, I would say, what I've been doing lately just because I haven't been having other people edit, is writing something and sleeping on it, and then reading it again with a fresh pair of eyes. I think that is very helpful, just seeing flaws or wording that doesn't make sense or, oh, it's really. Let just do that. Yeah, a fresh pair of eyes to see weaknesses in your paper.

Interviewer: Sure. Have you had any experiences with new media writing? That would be like writing for blogs, for websites or using sound or video, or PowerPoint presentations.

Interviewee: Have I had any experiences with those?

Interviewer: Have you, yeah.

Interviewee: I've done PowerPoint presentations, but I think that would be the only thing.

Interviewer: Okay. Talk a little bit about—what do those experiences look like? What do they look like for you?

Interviewee: What's the process of making a PowerPoint kinda look like? [Laughs]. I'm sorry, I just—

Interviewer: Or like when you made that PowerPoint presentation, was that derived from a paper or was it—

Interviewee: Yeah. Okay, okay. I get what you're saying. Yeah, a lot of my PowerPoints, it's the group paper and then the presentation with it, so a lot of PowerPoints I've made have been derived from the group paper.

Interviewer: Got it.

Interviewee: Yeah. I mean honestly it's just the paper and—the same structure of the paper and the content of the paper in the PowerPoint. I try not to do—this is more the nature of PowerPoint presentations but I try not to put a lot of text on my PowerPoint presentations because you wanna always be talking more than just having your participants or audience reading the PowerPoint. But, yeah, I think that's just the structure in a lot of PowerPoints, especially in my concentration of sports management just papers. PowerPoints are easy because you write the paper first and then stick the main points in PowerPoint. Other than that I don't think I've experienced any media blogging or media writing site.

Interviewer: Okay. What effect even just presenting your papers on PowerPoint? What effect has that had on you as a writer?

Interviewee: I don't know if it's that much, just because we often write the paper first and then the PowerPoint. We just derive the PowerPoint from the paper. If anything it does help to—I guess seeing the whole PowerPoint, 'cause it is just a condensed version of the paper, you see like, oh, we don't have many examples for this point. You see the weaknesses—I guess you see the main points and you wanna make sure you have a point to each section of your paper. Yeah, you can see like, is this a solid paper based on—because here's the PowerPoint, which are just the main—'cause you have time to talk about everything that you've written about, so you like do the main points and you can

assess whether—yeah, it's a solid, concrete paper or not, and if you have good examples and evidence and everything.

Interviewer: Mm-hmm. Interesting. You've been uploading pieces of writing to the CTools [learning management system] website.

Interviewee: Yes, I have.

Interviewer: I'm gonna open that up right now. How's that been going for you?

Interviewee: Good. I'm trying to remember what pieces I've uploaded. [Laughs]

[...]

Interviewer: Which pieces did you choose for this?

Interviewee: Okay. Was there set ruled? Like did one have to be from a certain—I don't remember.

Interviewer: Not that I know of personally.

Interviewee: They just said upload? Okay. I think one said one from this year or something. Anyways, the first one is [title of paper]. That is something I wrote during [English course]. That was our final paper we had to write. I was on this documentary that we watched in class. We had to do—I don't know if it was like analysis of it or a opinionated piece on it, but—

Interviewer: Can you open it?

Interviewee: Sure. I'll open it. [...]. Yeah, I think we had to take a character and then analyze the character. Just really funny. Yeah, and I chose [individual]. I just remember being really proud of this because I—we watched the documentary and picked out little things that I would—found little pieces of evidence that I'd put over my whole—like I had to create a thesis and main points and then go through and find evidence of the main points. I just remember working really hard on it and putting the time into it, coming to Sweetland a lot and really wanting an A. We turned it in the last day of class and she sent it—[inaudible 0:45:25] I sent it. We addressed it so she could return it to us and I got an A on it. I was really happy. I'm really proud of this piece just for that. Quality of writing, I have no idea how good it is now, but I remember being really proud of it. If she gave me an A hopefully it's good.

Interviewer: Do you remember why you thought it was good at the time that you wrote it?

Interviewee: Yeah. I think it's just because I had really concrete examples, and I really drove my points home. Yeah. Just like—I set up a clear thesis and I had two main points

that were really—or two or three points that were—that supported—thank you—supported that thesis and then I drove those point home with evidence. It looks like I have some quotes in there of just—yeah, it was just a really structurally sound paper.

Interviewer: Mm-hmm. Interesting. Glancing over it now, did you reread it at all after you uploaded it or you just uploaded it?

Interviewee: No, I actually think I did read—I skimmed through it to make sure that it was pretty decent.

Interviewer: Mm-hmm. What were your impressions of it?

Interviewee: I remember thinking it was a pretty decent paper. I didn't reread the whole thing. I think when I opened it and skimmed it, I remember getting the A and how happy I was and proud of it. That's why I probably uploaded it.

Interviewer: Uh-huh. When you skimmed it, what were your thoughts? What was standing out to you as strong? Was it the same things as when you first wrote it or was it new things—what were some new things that you noticed about it?

Interviewee: Let's see. Should I not skim it now?

Interviewer: Oh, you can go for it.

Interviewee: Okay. What were some things? I don't know if I noticed any new things. I just remember it—even just the layout of the paper were like big, chunky paragraphs. Just looked like a lotta depth in those paragraphs.

Interviewer: Uh-huh. Interesting. Okay.

Interviewee: Yeah, some of the language, because [individual] is somber and pensive after he—I don't write like that anymore. I don't know. Just kinda being impressed with the—he wins as a redeeming melody with a softer, almost pity-like undertone. That's just very—not specific. I remember reading a couple if it—I just remember my ideas area communicated in the way I wanted them to be communicated. I feel like after reading it the reader would get a sense of what I meant, and would clearly see [individual] in the way that I saw [individual]. I was just very specific about it. I wasn't just like, “[individual] is a good person.” It was just like, okay, why, and try to be as—yeah, specific and clarifying as possible.

Interviewer: Sure. Interesting. How about this other example you have here, [title of paper].

Interviewee: [Title of paper]. That was for my sports management law class. I don't think I liked that paper very much. I think was the only piece that I had written that semester. I think it was last semester, actually. Yeah, it was last semester. That was only—I barely—

like you have to upload a paper. I'm like, I haven't written many papers. That was the only individual, 'cause a lot of my paper were group papers and I didn't wanna upload that. That was the only individual paper I wrote.

Interviewer: I see.

Interviewee: Yeah. Can I open it?

Interviewer: Oh, absolutely. Why did you not like this paper?

Interviewee: Just because it was a very factual paper. I kinda whipped it out. Very substance-filled, but not in voice was in there. I think—yeah, that was the other thing with [title of paper], the other paper, [English course]. It's like my voice was in there. You could totally—there's a lotta commentary, a lot of—yeah, not my opinion but just, yeah, a lotta commentary and you could get a feel, versus this was just all facts. It was like a good argument.

Interviewer: What was the argument?

Interviewee: I mean not argument. I'm sorry. It was a good—I think actually maybe not. Let me see this—what's my thesis? I think were given a case and I had to analyze it from three different perspectives, I think. I did it and it was good, but—I don't know—my commentary wasn't in there, or my voice wasn't in there. There was some commentary but just—my vocabulary wasn't as diligently selected as it was with [title of paper]. I think [title of paper] 0:50:28 was the name of my other piece. I think I just wrote a lotta factual information. It was a pretty good paper, I guess. It got the point across and I argued it well, but it wasn't anything spectacular that I was proud about.

Interviewer: What was the point in this paper?

Interviewee: I haven't read it in a while, but I think it was just—let's see. That the burden of proof is on the plaintiff? Yeah. Oh, yeah, yeah, yeah. I was supposed to write—sorry [Laughs]. Tort law. I was supposed to write how—it was like she gave us a case and then you could write—and then you had to analyze the claims that the prosecution would make and the defense that could potentially go against those claims, and then some other—I think there's like a third part to it. I wrote the claims well. The burden of proof is on the prosecution and this is what they would argue, and the defense would argue this. Maybe even like the setbacks. Yeah, what would you do differently if this was filed against you? It was a lot for one paper. It didn't even—I mean reading it now—it didn't even—the paper assignment wasn't one things. I was like, "Write this and this and this all on one paper," which I think helped add to its length. Yeah.

Interviewer: Interesting. Any other comments on these essays that you uploaded?

Interviewee: Don't read this one. I'm just kidding. [Laughter]. No, I think it was just—any other comments—yeah, I think just the thing was it was [English course]. I was

actually proud of that one. This one is a good paper but—I don't know. I wouldn't wanna submit this. I mean I wouldn't want—I don't know. I don't read this and think, oh, my gosh, I'm so proud of it.

Interviewer: Mm-hmm. Okay. All right.

[End of Audio]