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Interviewer: [...]. I'm *** and I'm interviewing ***, and it is November—what's the date today? Twelve? November 12th.

Interviewee: Twelve, yeah.

Interviewer: [...]. Okay, so if I asked you to describe yourself as a writer, how would you do that?

Interviewee: As far as experience or—

Interviewer: Yeah, it can be—you can talk about different writing experiences if you want, but just in general, how would you describe yourself as a writer?

Interviewee: I guess I'm maybe fairly experienced as a writer. I certainly don't write any fiction. I'm maybe a little bit of a last minute writer. [Laughter] Sorry, I'm not really sure what you're—

Interviewer: Okay. You can talk more specifically if you want. Just what's the role of writing in your life? What do you write on a day to day basis?

Interviewee: Oh, okay. Yeah, absolutely. Certainly now, I write a lot that I'm in law school, so it's all legal writing. Then there's obviously the day to day writing that everyone, I think, deals with, with my jobs. Email and different types of memos or articles that I would be writing for publication. In that way, I mean writing is a huge part of what I do every day. It's both academically, as my job, and then just, I think, the basic human technology, basically, that everyone has to write to communicate, so—

Interviewer: Yeah. How would you describe your skills and abilities in writing?

Interviewee: I think I have quite a bit of experience, so that I'm a pretty, pretty decent writer. The fact that some of my jobs are specifically writing I think is kind of a sign of that level of understanding. Certainly, again, my writing skills would be very limited to factual nonfiction writing, a little maybe drier than some people would be—especially legal writing. That's kinda the nature of it, so it's not overly colorful either.

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

Interviewee: Atrocious. [Laughter] I mean, I didn't really do a lot of writing beforehand and there wasn't a big push at my high school, so I certainly was a much weaker writer. Very much so. I can still remember getting my first paper back at U of M and just being like, "Oh, my gosh. It's terrible. I'm never gonna succeed." [Laughter]

Interviewer: Tell me about that.

Interviewee: My first paper I got back just had a note on it asking whether I had read the prompt and had what I kind of thought the question was and why wasn't I answering it, and was just marked up with tons of grammar, but more so overall organization issues, of this idea is flowing here. Then this somehow jumps in, and it's not as coherent as it probably should be. [Laughter]

Interviewer: Okay. Do you think you would say you've grown as a writer since then and—

Interviewee: Oh, yeah.

Interviewer: Yeah.

Interviewee: Absolutely. Absolutely. No question.

Interviewer: Tell me how.

Interviewee: I think part of—I mean, it depends what type of writing it is, in how I've grown and kind of furthered my skills. Through different classes, obviously, at U of M, that's made me a much better academic writer. I chose a class called, I think it's [name of course]. It's an English class and that was very helpful in getting me to look at different studies or something and be able to really take the information from that, put it into a paper, apply it and write it in ways that is persuasive. I also worked at [local Ann Arbor newspaper] for four years, so a ton of writing and editing that. That experience helped me with more overall organization issues and structuring and definitely as an editor there, editing cuz I do it five days a week. My grammar dramatically improved from that. I guess it's kind of what area of writing improves from different things. Definitely academic writing classes, but I think more the editing and structural issues from outside of the class experiences.

Interviewer: Okay. That's great. Is there other classes besides [English course] that you think had an effect on your writing?

Interviewee: I think that one had the biggest effect, but you're talking more about the structure of writing or the content of writing, or both?

Interviewer: Yeah, it could be either, I guess.

Interviewee: Okay, so I think as far as being able to take complex ideas and really simplify them and make them readable to someone who doesn't have exposure, some of my poli sci classes did that, especially [Political Science course]. That's senior seminar, because that was a very—those were complex issues of Supreme Court cases and applying the law. I did an independent study on the evolution of affirmative action, so that really helped me kinda figure out how to distill large quantities of information and still make everything flow and make sense. I mean, definitely my first year writing

seminar. That was kind of more of the fundamental issues that when I came in, I just didn't have—probably had the exposure, but didn't have the knowledge from high school [Laughter] to know some of the basics, so that definitely helped as well.

Interviewer: Okay. There's a couple questions about your first year writing class later on, so I'll ask you more about that in a minute.

Interviewee: Okay.

Interviewer: If you had to set some goals for yourself as a writer now, what would you say you have for yourself as goals?

Interviewee: To improve?

Interviewer: Yeah.

Interviewee: Okay. I think I tend to write very wordy, lengthy things that could be distilled in a much simpler structure, fewer words, better use of words to illustrate a point. That's probably my biggest area that I'd like to improve on. I tend to just make things a little overly wordy and complex from what they really need to be. Outside of that, I'm really nitpicky on grammar, so I know that there are still things that I certainly don't know or don't always follow the right rules. That's more of a pet peeve of mine that I really wanna work on.

Interviewer: Mm-hmm.

Interviewee: I guess those are probably the two biggest areas.

Interviewer: Okay. If you think across all the writing experiences you had at Michigan, what would you say it means to write well in general?

Interviewee: I think the biggest thing is knowing your audience and writing to your audience because it's—writing is a way of communication. In order for it to be effective, you have to know who's receiving the message and how they would wanna receive it because if I'm doing legal writing right now, that's written in a very different way than if I was writing a newspaper article for [local Ann Arbor newspaper]. I think that's the most critical thing. I mean, after that, it's obviously good to have a wide vocabulary and good grammar and things like that to make it more understandable the reader, but if they can't—if you don't know the audience you're writing to and can't get the basic message across to start with, then the rest is kind of pointless.

Interviewer: Yeah. Where do you think you first learned to pay attention to audience like that?

Interviewee: I think it's always kind of through school just been in the back of my mind as, "Oh, you're writing and this teacher's gonna grade it. This teacher's really picky on X

or Y, so you have to kinda tailor it.” I think [local Ann Arbor newspaper] was really the first big thing there because for the first time, it was not just one teacher that was reading it. It was saying, “Look, this is not—this needs to be directed towards this type of audience, so you have to make sure that they understand what the word really means when you say matriculation and yields and stuff for admissions.” In classes, the teacher normally knows the content that you’re writing about so it doesn’t really enter my mind as much. [Laughter]

Interviewer: Right. Okay. You took [English course] when you were here?

Interviewee: Yeah.

Interviewer: Can you tell me more about your experiences in that class, what you worked on?

Interviewee: Yeah. I was in the residential college, so I had a very smallish class for the first year writing of like nine people. It was really interesting to me because the topic was—I mean, I kind of randomly got thrown into this class, but the topic was really interesting—of, oh my goodness, Indonesian gender through music and literature, I think.

Interviewer: Oh, wow. [Laughter]

Interviewee: Yeah. It was kinda way out there and I really had no clue what to expect. I think it kind of pushed me then on two fronts of one, this topic that I certainly had no exposure to and really didn’t even understand the overarching goal of the class at first until you really get into it and kinda start to piece everything together. The content was really interesting on that. I think I really did grow as a writer through that class. Just, I mean, I could go back and pull all the papers and stuff and say the first one, issues were more about overall structure. Then by the end of the class, it’s more about, okay, your structure’s improved. Now you’ve gotta work on these little grammar points or these minor—not minor, but smaller points. [Laughter]

Interviewer: Mm-hmm, so you would say that you worked on organization and structure and grammar in that class? Are there other things that you worked on as a writer?

Interviewee: I think those are the biggest things. I think one of the other things that I probably—I don’t know if this is common to everyone, but that I definitely benefitted from was writing style. That my writing before was very direct and here’s a chopped sentence. Then chop to the next one, and just kind of throw ‘em all together, working more on transitions. Because of the topics with literature and music tying into more of a social science of the role of gender, trying to be maybe a little more creative in my approach to conveying the messages that we wanted to convey.

Interviewer: Mm-hmm. Okay. Do you think you’re still making use of what you learned in first year writing when you write now?

Interviewee: I think I probably have. It's subconscious. It's kind of been ingrained since then so that I don't even think about it anymore. I think I just write without having to consciously think about, "Don't write a run-on sentence," or, "The comma doesn't go there." [Laughter] It's just more of through learning and then repetition through different classes, through The Daily, through different experiences that I'm sure I'm making use of the things that I've learned there. I hope I am, otherwise I'm doing a bad job, but it's not a conscious use. [Laughter]

Interviewer: Okay. Did you take [Writing course] before you took [English course] here?

Interviewee: I don't think so—I don't know the difference. I took the first year writing requirement and that was it.

Interviewer: Okay. Yeah, [Writing course is] a class you can take through Sweetland that comes before that.

Interviewee: Okay.

Interviewer: You didn't take that?

Interviewee: No.

Interviewer: Okay. What was your concentration when you were here?

Interviewee: Political science.

Interviewer: Okay. Obviously, you do writing in political science. Can you tell me about what kinds of writing you did for that major?

Interviewee: Yeah. I mean, I took, obviously, an upper level writing requirement through political science. I think the majority of writing that I did in political science was basically just taking different texts that we had read, different studies, kind of piecing them together to then reach some overall conclusion on a certain area of the political science field. It's more of a informative writing, maybe a little bit of persuasive, but definitely not persuasive emphasis. Like I said before, no creative writing, no [Laughter] fiction or anything, but just more distilling lots of different pieces of information, trying to collect them into one.

Interviewer: Okay. What effect do you think writing in your major had on you as a writer as a whole?

Interviewee: I think the overarching purpose of writing that we had for political science was helpful in giving me some of the skills to kind of distill large and complex pieces of information together. I don't think political science gave me much in the way of writing style, grammar tips, the mechanics of writing. I don't think it played much of a role there because most of my professors didn't grade on any of that. You wouldn't see comments

unless a sentence or paragraph was so bad that they could not understand it. I don't think the mechanics were really emphasized at all.

Interviewer: Mm-hmm. Do you think you took other things from that, outside of mechanics? Like thinking about ideas or different genres or organization or anything like that?

Interviewee: I think maybe organization, in the way that I hadn't written papers before where I would have to pull in 15 different sources to help complement one piece of information on the top of another to get from a question that it seems like you can't answer to one where you say, "Well, we'll walk through this process. We can see that part A is answered by this. Part B, by this separate source," and you'll arrive at a reasonable answer. I don't think I had to do that before with so many sources, so maybe organization in that way, but not the genre question or anything like that.

Interviewer: Okay. How confident did you feel about writing in your major?

Interviewee: I mean, fairly confident for the fact that my grades would be okay, but certainly if I sat down and started writing two weeks before a paper was due, I would kinda be fretting and changing things back and forth a lot until then, the night before it was due, where I would actually probably do the bulk of the work. [Laughter] Then I would just do it, turn it in, and would normally get a pretty decent grade.

Interviewer: Okay. Can you gimme one specific example of a time where you either felt confident or you had that sort of feeling that you just described? [Laughter]

Interviewee: Yeah, so maybe my independent study in political science [distorted audio 20:01] you're doing a semester long of reading a bunch of different texts and doing research. As I was writing throughout the semester, I didn't feel like I knew what I was doing at all. [Laughter] There's always more information and I don't know what to pull in and how relevant is this versus that. I didn't really know how to organize some of it. I'd also never written a paper that was 30 pages long. I certainly didn't feel like I knew what I was doing until then kind of more under the pressure I said, "Okay, I've gotta go with this kind of structure that I've started and stop moving the structure around and just write it out and then go back and read it and say, okay, what doesn't make sense if I'm looking at this for the first time as a reader? Okay, now go back, adjust the structure, just minor changes, turn it in," and it turned out well, so—

Interviewer: Okay. Cool. Do you see any connections between the writing you did in your concentration in poli sci and the writing you do now?

Interviewee: I mean, definitely the writing I do now is much more predictive, so it is taking a number of things from different sources—whether in political science it's studies or different scholarly works, or in law from statutes, cases, et cetera—and trying to distill that information in a meaningful way. I think the biggest difference is that in political science, I would be answering a question about a theory or about some principle in the

field whereas the writing I do now is much more predictive. Based on these different pieces of information, it looks like this will happen or could happen. I think that's probably the biggest difference, but the basic skills of doing the research and then being able to take the research and compile it into a meaningful outline through writing that gives the information and is organized. I think the structural setting was definitely something I still use. Actually, also, the process of writing. I don't know if that's relevant to this or not, but the process I go through of writing is certainly something I still do.

Interviewer: Yeah, that is relevant. Tell me more about that.

Interviewee: I don't outline. That's probably bad, but [Laughter] I certainly just like to go through and look at what it is I'm writing about, learn about the topic, highlighting things, noting it a lot, and then just basically start throwing words to paper. Throw it out there, kinda see what sticks in my mind, and then just working, usually with two screens of Word next to each other and taking what I wrote down about here's the information I know needs to be included, here's my kind of two sentence analysis of this text or whatever that's going to get expanded out a lot. Just throwing it all down and the copying over to say, "Okay, it makes sense to first talk about this, and then to talk about this and transition here," over to the second document and then fill it out. It's probably a difficult process, but [Laughter]—

Interviewer: Oh. Everyone's process is different. Yeah. Is that a process that you sort of have always used or—

Interviewee: I haven't always used it because I know some classes wanted to see outlines. Especially back in high school, you had to turn in an outline before you wrote your paper. I think in my first year writing, at least for the first assignment, maybe the first couple, we had to turn in outlines and go meet with the professor and sit down and go over our outline and then say how we were gonna write the paper. When I was required to do somethin' like that, I did the outline and did that, but I think it comes more from a frustration of having so much different information to write about and sayin', "Okay. I'm gonna forget this. I'm gonna forget that." I don't wanna spend the time doing an outline, so then I just write it down. It really is kind of a pseudo-outline I'm making. I'm just filling it out more initially. In that sense, whenever I haven't been required to do an outline, I probably have done this just because otherwise, I get frustrated with too much information going around and not being able to focus on really getting words down and accomplishing it.

Interviewer: Mm-hmm. Okay. Are there any other experiences you had as an undergraduate—I mean, I guess they can be in the classroom or even out of the classroom, too—that you think had an effect on your writing?

Interviewee: Gosh. Okay, I've gotta think about all my classes now. [Laughter] First year was just the writing course. Then I went to—hold on one second, let me just—I think yes. I mean, I'm just trying to—I think writing in some of the—that really wasn't, though. I think some of the maybe less traditional classes, so where something was more

interdisciplinary definitely affected my writing because it was trying to merge and reconcile two different things, which wasn't something that, I guess, I would've had as much exposure to before. In the way that, within political science, you have your Chicago method of citations or something. Then in English, you've got your MLA or whatever. When kind of trying to do environment and literature together, one of the courses I took there, I think probably had an effect because the writing itself was—well, what we were reading and then having to write about was a mix. It was real science about water, but it's told through a fictional story or a nonfiction story, but it's actually a story. That, I think I wasn't really familiar with, and so maybe that was something that, I guess, it's more just growth as a writer of a new kind of genre, exposure to how you write about that.

I can think of a couple classes like that. Political science was all one kind of track. I think I mentioned [title of course] already. Then really, my other classes, I feel like the only writing was on an exam, which is, in my mind, a whole different type of writing. [Laughter] Then definitely outside the classroom, [local Ann Arbor newspaper]. I definitely got more exposure to the audience based writing when I worked for the [a campus office] doing newsletter writing. It was all based—I mean, it all had to be positive. It was all based on, or targeted towards parents, which was kind of a new experience for me. Yeah, sorry. I think that's—

Interviewer: No, that's great. That's a great list.

Interviewee: - [cross talk 28:36] question, and I just venture off.

Interviewer: Can you give me maybe a specific example from [local Ann Arbor newspaper] of something that you can remember that affected you as a writer?

Interviewee: Sure. I mean, there's two that jump to mind that are longer pieces that I wrote. One is a piece on [research at the University of Michigan]. When I was writing that, I am like—I have a phobia of science because it's too technical and I don't wanna [Laughter], I don't wanna deal with it. That was an interesting experience for me to try to—I mean, what they were talking about was policy, research policy, but I still certainly felt like it was very technical and they were talking about specific projects and how it could work to accomplish more research. That, outside of the classroom, was one thing definitely where I started to learn about, okay, here I have something that's pretty technical, pretty boring to a lot of readers, but we wanna make it interesting so that this 4,000 to 5,000 word profile actually gets read and isn't something that people just see the first paragraph and go, “Not gonna look at that.” I think that was something that probably stayed with me a little bit on how do I take something so boring, something so complex, and try to make it enjoyable, make it easy to understand and, in a sense, try to tell a story about it.

The other piece I remember from [local Ann Arbor newspaper] really well was doing a profile on [important individual in the health system]. I think I remember that for a few different reasons. When I did the interview with her, the emotion that came out, trying to figure out, for someone like me that was writing choppy sentences pieced together to just

convey a message and that's it or convey a message just through the text and not really anything between the lines, was a really interesting challenge that I don't get to do a lot of this type of writing. It is really enjoyable to say, well, there's the message that you're saying, but then I also wanna find a way to convey the emotion that's really coming behind this quote or this part of the interview. That was definitely an interesting experience for me, because you can't just list six different adjectives in a sentence and expect a message to come across.

Interviewer: Right.

Interviewee: That was definitely a new and really, really fun experience, too.

Interviewer: Yeah, cool. Those are great examples. Okay. If I use the term reflective writing, what would you say that means to you?

Interviewee: I would say that is more experiential writing, to look back on something that's happened, something you've learned, something you've done, and really, really take a very introspective approach. It could be any experience or anything that you've done, anything that's happened to you and, I mean, introspectively writing about it as a way of learning something or pulling something out that maybe you wouldn't see on first glance.

Interviewer: Yeah. Have you ever used reflective writing in your own writing processes?

Interviewee: You're saying like actually writing reflectively?

Interviewer: Yeah, about your writing or in a class about what you did, writing-wise.

Interviewee: I think in my class on man's relationship with water, the environment and literature one, I think we had to write a response to a paper. We had written a paper and then we had to write a response based on getting the paper back. Actually, I'm sure we did that in my first year writing class as well. That once we got a paper back, we had to just send maybe even just a paragraph about, okay, here's what we thought were the issues and in a sense, how we're gonna fix them but a little more than that as well, to reflect on the writing process.

Interviewer: Mm-hmm. What'd you think of those?

Interviewee: [Cross talk 33:38] say that, yeah, I definitely know we did that. I mean, honestly, I think when I first did it, I just kind of thought, "Well, this is kinda silly," [Laughter] but I think it is beneficial. I mean, because if you can be introspective and reflect on something, you can learn from the challenge that maybe writing about this topic was difficult. Okay, well here's what I did in order to get to the end and make a finished product that was hopefully good. Without evaluating kinda the process, then it's probably a lost lesson that you don't really carry forward into the future.

Interviewer: Mm-hmm. Okay. What have been your experiences working with other writers in courses?

Interviewee: I've never done any group papers, but, I mean, we've had writing workshops in some of my classes, which is really a mixed bag. Some of them are really great and really constructive. That tends to stem from classes that had a very set structure to the writer's workshop as far as when you're reading your partner's paper, make sure you look for A, B, C, and maybe sometimes even filling out a form on that or just making sure you go through the entire checklist when you talk to the author again. In other classes, too, it's more of just a, hey, look at your partner's paper. Let 'em know what you think and that's—with some pairings, that'll be really productive because people really take it seriously, go into it. That's great because it is really good to have feedback from someone else looking at it because even though when I write something, I try to say, "Okay, gonna come in here like I'm blind. I've never seen this before," there's obviously a prejudice there because I wrote it. [Laughter]

Interviewer: Right.

Interviewee: I think they can be really beneficial. It just more depends on how much structure there is to it and then at some level, just who you're paired with.

Interviewer: Yeah, okay. If you were gonna give someone advice on writing, what would you say are some of the things they should think about when they start a paper?

Interviewee: I think definitely who are you writing the paper for, what's the purpose in writing. I think a lot of times, people see a paragraph or a prompt or something and get lost somewhere there and kind of don't actually address what's being asked. The audience, the purpose, and then pairing those two things together before writing or kind of in my approach of how I haphazardly do my outline. What's the best structure? What's the best way to accomplish this? Making sure that it's simple so that a reader doesn't have to read something two or three times to understand what's going on. Also, at the same time, making sure that you include everything that's relevant, that it's informed, that it's not just kind of something you threw together. Write. Read. Write again. Read. [Laughter] Editing's really important. I mean, because I'm really nitpicky on grammar, grammar to me is really huge and is something that shouldn't be overlooked because, like, eats, shoots, and leaves. Right? If the comma's in the wrong spot, it has—or if there is no comma, it has a very different message.

Interviewer: Yeah.

Interviewee: I think those are kind of the biggest things. Then maybe, also, just chunking the paper out into sections, because it's easier, at least for me, to write one portion of the paper beginning to end, have that done, go to the next section, and then just find ways to transition from one section to another once I've gotten the sections written.

Interviewer: Uh huh. That's good advice. [Laughter] Okay. Have you ever had any experience with new media writing?

Interviewee: Like blogs?

Interviewer: Yeah, that's one form. I guess new media's a really broad term, so it can mean pretty much any writing that isn't in the traditional form that you're using some sort of media to do. [Laughter]

Interviewee: Okay. I mean, certainly I've written blogs. Primarily, though, news blogs, which I'm gonna say is more traditional than some nontraditional media. I've done some—I don't know if this really counts as writing—some infographic type of conveying of messages to illustrate something. There is minimal writing in there, but it's more, obviously, the graphic speaking the message. I mean, I was a social media coordinator, so I don't know if that counts either, but some of the writing that you would do there to try to target your audience and get a message out.

Interviewer: Like Twitter and Facebook and stuff?

Interviewee: Right, yeah.

Interviewer: Okay. Yeah, those are all good. Do you think those, any of those have affected you as a writer?

Interviewee: I don't think the news blogs have because it's basically—at least, I probably do this poorly—but I treat it as a news article. It's just posted on a blog instead.

Interviewer: Yeah.

Interviewee: The infographic and maybe Twitter more so, trying to be concise, cuz that's something I definitely struggle with. How do I get this message across in a very simple, someone can just glance at this and get the message we want them to get out of it. The conciseness aspect, but I would say that's probably the biggest thing.

Interviewer: Okay. Overall, how would you describe your experience with writing at the University of Michigan?

Interviewee: A growth process. [Laughter] It's something that I think I've really benefitted from. I think I was—I could write sentences, but I couldn't write sentences when I came to U of M. Now, I have jobs where that's all I do, is write. I think I've definitely grown a lot. I've learned a lot, both about mechanics, structure, just exposure to different types of writing and different purposes for writing. Certainly I've become a better editor, a better self-editor. I think in the end, the skills that I've learned are something that I obviously transfer to a bunch of different things that I'm doing. Writing is something that's hopefully always stays with me that I'll use in later life. I think more than that, it's kind of given me maybe a little more understanding of communication and

just thinking about whether it be writing or some other form of communication, just that here's the message. Once you've figured out what it is you're writing about and you know the subject matter, here's the message I wanna get across. How do I do that? How do I convey it in the tone that I want to and really make it effective? I think it just kind of makes me think about that a little more, just in everyday activities, whether it's actually writing or it's not.

Interviewer: Mm-hmm.

Interviewee: I mean, I don't know. It's a real growth process, but I think I'm leaps and bounds ahead of where I was when I first came into U of M.

Interviewer: Yeah, that's great. Okay, so in the past you uploaded some of your writing to the archive for the Sweetland study.

Interviewee: Yeah.

Interviewer: Can you tell me about what piece you chose to put on there?

Interviewee: [...]. This was for one of my senior seminars in political science. I'm sorry, what—could you restate the question? I didn't—I got distracted with that.

Interviewer: Yeah, just tell me about what you chose and why you chose that piece.

Interviewee: I chose that because—well, so first of all, that semester, I think I only had two classes that I was doing significant writing in. In that class, I wrote three or four—I think it was three—papers throughout the semester for that course. It's within political science. It's something that I would normally be doing, but it's at kind of a higher level than what most of my writing in political science has been in the past as far as it's still scary complex to me. [Laughter] I guess I didn't really think about why I chose this paper over another paper in this course, but I can say that definitely in this course, there was so much data to distill from a lot of different sources. It's, to me, about something so complex, about how the Constitution has evolved, that I just thought it would be a good example of kind of more of where I ended at U of M with being able to do more complex writing. It's pretty indicative of political science writing, where it's not really offering a prediction. It's just offering a, here are different studies whether this type of framework for this academic question makes sense or not. I guess that is a little persuasivist, whether it makes sense, but—

Interviewer: Mm-hmm.

Interviewee: Yeah, I'm sorry. Does that answer your questions?

Interviewer: Yeah, that does.

Interviewee: [Cross talk 44:43] rambling. [Laughter]

Interviewer: [Laughter] Can you describe in a little more detail what the paper looks like?

Interviewee: What do you mean by what it looks like?

Interviewer: I mean just how, what it does, how it's organized, perhaps.

Interviewee: Oh, sure. It's structured to basically almost in a traditional five paragraph, or whatever you learned in high school is, setup where it starts with more of an abstract introduction very clearly with a thesis that has—I don't even know here. It's probably four different points in there, and then starts to break out with a little bit of historical background information that the reader needs to know before getting to the conclusions that are asserted in the thesis. After going into some of the background, it goes basically point by point through the three or four different parts of the thesis to illustrate how a Constitutional revolution occurs. Actually, it ends a little bit with a restatement, but it actually isn't even that strong on that. Yeah. I mean, it does kind of end a little bit with a paraphrasing the conclusion again to redirect the reader back to the main point.

Interviewer: Okay, and you feel that was kind of representative of your writing as a whole?

Interviewee: I think it, yeah, I think it is. I think maybe the only difference here is that because this pulls a lot from Supreme Court decisions and bodies of text that are very legally, or very significant in the exact wording, I pull a lot more block quotes here and actually quote directly from the sources a lot more than I probably normally would've done. I think that's really just because of the good content and how complex some of it is, that rephrasing it would only be changing one or two words, and that's not really—

Interviewer: Right.

Interviewee: - the right thing, to be doing that. [Laughter]

Interviewer: Okay, so is that the only one that you uploaded in the archive?

Interviewee: Yeah. When I was asked to join the study, it was very late. It was my senior year, so I only uploaded one there.

Interviewer: Okay. Okay.

Interviewee: If there's a need for more or anything for this, I can go back and get some from previous semesters.

Interviewer: Yeah. I think that's my—the final question here on this interview question list is asking you if you would mind uploading more.

Interviewee: Yeah.

Interviewer: I think they're interested in a sample from your first year writing course if you have that. Then they're looking for pieces, I guess, from throughout your undergraduate career, one from every term or something.

Interviewee: Okay.

Interviewer: Would you be interested in doing something like that?

Interviewee: Yeah, I can absolutely do that.

Interviewer: Okay.

Interviewee: I won't have probably one from every single term, but—

Interviewer: Okay.

Interviewee: - I definitely have seven or eight term—I was there for five years, but I definitely have six or seven terms that I can upload.

[...]

Interviewer: Okay. That was my last question. Do you have anything else you want the people in the study to know about writing or your writing or anything?

Interviewee: I think we covered a pretty good spectrum of things.

[...]

[End of Audio]