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Interviewer: Okay. I'm ***, I'm interviewing *** and it is [...] November 15. Do you wanna start just by telling me how you would describe yourself as a writer?

Interviewee: I don't think that before last year I would actually describe myself as a writer really very much. I hated English in high school, I'm very math-science oriented. I didn't like [English course] freshman year, I just, I felt, I don't know. I don't really like things that don't have answers to them, so writing to me was just, it's not one of my stronger suits. Then I started working in this research lab last year and I kind was like, well, I'm gonna be a doctor, I don't really need to know how to write. Which doesn't make any sense, but was kind of my mindset going into it. I started working in this research lab and we publish a lot of papers, just academic, scientific papers, and I realized I had no idea what I was doing. Just like, just easy stuff, like APA citations, things that I didn't think I would every really need to know. I didn't come into U of M [University of Michigan] thinking I was gonna publish any papers. I think that's why I ended up taking academic argumentation. I'm in it right now. And the [Writing course] class. They have us a lot of freedom to work with what we wanted to work with. I could bring my science papers in and people could critique them. I think that's kind of where I'm at with writing right now.

Interviewer: Okay. How would you describe yourself when you began at [University of Michigan]? You already started talking about that.

Interviewee: Yeah.

Interviewer: You can elaborate a little bit more.

Interviewee: I was in all math and science. I wasn't gonna be taking any more Spanish, so I actually just declared a Spanish major along with molecular bio. When I first came in, I didn't think that, like I said earlier, that writing was necessarily something I was going to pursue, but I think on top of the science writing, now that I'm in Spanish, too, even if you work with writing in English, it helps your Spanish. Like in that [Writing course], I could bring in my Spanish writing also and like, I had a guy in the class who was a Spanish major too, so we kind of worked together and improved our Spanish through that. I guess at the beginning I didn't, I wasn't really into it, I guess.

Interviewer: Okay. To what, how would you describe the way you've grown as a writer since that time?

Interviewee: I think I've just done it so much more. I don't know, I guess, grow as a writer. I think I've grown in terms of actually starting to enjoy writing, because I've been able to write about things I want to write about, instead of oh, we watched a movie, now give me your analysis of the movie, or we read this book, and your analysis. It's more like all right, you're in the Spanish class, write about what you want to write about for the

Spanish class, or you, you're in a lab, bring in your lab writing and we can work on that. I think that I've grown as a writer—I don't know if I've grown as writer, but more so just started to enjoy writing, I guess.

Interviewer: Would you attribute that enjoyment mostly to being able to write about the topic that you choose, or are there other things that contribute to your enjoyment?

Interviewee: I think yeah, mostly just being able to write about what I want to write about. I mean, for—yeah. Yeah. Writing about what I want to write about, and also I like the collaborative classes that I've been in. Just this academic argumentation class I'm in and the [Writing course]. I, like, we worked a lot in groups. It wasn't really a lecture. There wasn't really course material. There was. You had homework, we had readings, but it wasn't the professor getting up and lecturing us about the symbolism of this book. It was kind of like these are tools that you can use to make your writing better. Then you sat there with your peers and you worked through it, and I think that was just really productive.

Interviewer: What would you say your goals are for yourself as a writer right now?

Interviewee: As of this moment, my goal is to be published in a scientific journal. I'm working towards it; we're pretty close with a couple things. It's just that it's such a long process. For a publication, it's like a year, at least, between the experiment itself and then writing a paper and getting all the right stuff put together.

Interviewer: If you think across all your different writing experiences at [University of Michigan], what do you think it means to write well?

Interviewee: I think writing well is, it's all about clarity and addressing your audience in a way that they can understand what you're trying to say. That's where you have to identify who the group of people you're speaking to. I think that's probably what I've struggled the most with, because in terms of writing an essay for a professor or like a board of plastic surgeons or a Spanish professor, you really have to know who you're trying to get to. I think that, yeah, that writing well is recognizing that and staying within the constricts of what you're supposed to be doing.

Interviewer: Where do you think you first learned to pay attention to audiences? Do you know?

Interviewee: I mean, first started know I should pay attention to it, was probably like ninth grade. Eighth, seventh grade. But actually understanding what that meant, probably not until last year. Just because I think I was limited in the types of audience I ever had to try and reach out to. Cuz I mean, in high school and even with [English course], it was for your teacher. You never really were trying to address a certain audience. But then in [Writing course], we were given prompts that were, they weren't necessarily to be written to our GSI or our professor. It was more so like to the college students. Then this academic argumentation class I'm in, it's just been awesome. Because we can,

everything's about your audience and who you're trying to persuade one way or the other. That's kind of, yeah.

Interviewer: You took [English course]?

Interviewee: Um-hmm.

Interviewer: Tell me more about what you did in that class.

Interviewee: We had readings and then we would talk about them every day in class. Then we would have essays that were based around a certain reading. We didn't get to pick the reading. It was like, write an essay about symbolism in this particular book. Everyone's kind of writing a similar paper. There's not really a lot of freedom. I just didn't, I wasn't, I didn't like it.

Interviewer: You think those experiences had an effect on you as a writer at all, or—?

Interviewee: I think yeah, definitely. Like, starting that way, like in high school, I mean, that's how I had written from probably tenth grade until freshman year. It was the same, the five-page structured argue, or just, argument, I guess. It definitely sets the stage to be able to develop on that, but I don't think that I should, being stuck in that same five years, or four years, whatever, writing pattern, it was kind of tedious. It was just over and over and over again. I just feel like I wish we would have had more freedom with our prompts.

Interviewer: Do you think you're still making use of anything you learned in [English course] now when you write?

Interviewee: Yeah, definitely. I do. Just the structure of essays and I don't know, I think that coming here, I learned how professors grade writing more, too, in [English course]. Yeah. I mean, it was definitely useful. I think that it was just kind of a continuation of what we had been doing in high school. Which, for a first writing class, is probably what it's meant to do. I don't know. I think it would have been more interesting if we had a little more freedom.

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

Interviewee: Uh-uh.

Interviewer: Before?

Interviewee: No.

Interviewer: What is your concentration?

Interviewee: Molecular biology and Spanish and a writing minor.

Interviewer: Okay. Do you do, I mean, you took, you do do writing in molecular?

Interviewee: Um-hmm.

Interviewer: Biology? Tell me more about what that writing looks like.

Interviewee: It looks like Chinese, to be honest with you. I don't even understand half of it, at this point. It's very—when you're writing an English paper, your sentences are intricate and commas everywhere, semicolons. Just trying to make it sound good. But with the science writing, it's a flat sentence. You make it as short as you possibly can. No adjectives. No, well maybe it seems like. It is, or it isn't, very different language used in the writing for science. Different format. A lot of different format. Just APA versus MLA type of stuff. But yeah, very different.

Interviewer: How would you say you learned those differences, or learned how to write in that way?

Interviewee: I think through my lab, really. My lab is kind of a power-house for publishing all the time. Reading through the essays that I needed to read through to get to the point that I'm at now, that they've already written, kind of showed me how to do it like they do. I know in classes that I've had before, science classes, we've had journal clubs or that type of thing, where we read those articles. But I don't think that that was necessarily effective in teaching me how to write like that. It was more so just, I guess, understanding how to pick apart the paper, more so than actually learning how to write like that. Because when you look at it, it's all pretty confusing. Learning how to actually, be like, oh, this is what they're talking about, and the structure is different, too.

Interviewer: What about Spanish writing? Is that more similar to English writing, or not?

Interviewee: Yeah, definitely. I mean, Spanish grammar and English grammar are completely different, but it's more or less the same thing. You can develop your ideas in the same way, same structure, same general everything. But just the grammar is flip-flopped around.

Interviewer: Do you do literary analyses?

Interviewee: Yeah, yup.

Interviewer: [Inaudible 12:20]

Interviewee: Yeah, and even that I feel like is less tedious, just because I haven't been doing it as long. Even though it's the same five page, or however many paragraph format, introduction conclusion body paragraphs, it's just, I haven't been doing it for long. It isn't tedious, boring yet, I guess, for me.

Interviewer: Okay. What experiences or what effect have those experiences writing in your major had on you as a writer, do you think?

Interviewee: I think writing in my bio major has, it's almost more so in my lab that I've actually had the experience that I've turned around to use in my bio major. Because I started working in the lab, so I started working when I was a sophomore, and now I'm a junior and I'm getting into the upper level classes where we actually do write, and we do need to do things like that. Not just intro classes. Really, my lab is where I learned how to do it all. Kind of just reflecting now in the essays that we've been assigned, or the papers that we've been assigned.

Interviewer: How confident do you feel about writing in your concentration?

Interviewee: Spanish, eh. Kind of 50-50, but that's—I feel confident in the structure, in the way I frame my argument, in the way I develop a thesis. But I—I mean, it's a different language, I don't feel 100 percent confident in the way I can express that idea. With the science writing, there's always going to be room for improvement. I mean, just with any type of writing, I guess, but I feel pretty confident with science writing at this point. I think just because I've been exposed to it so much.

Interviewer: Can you give me a specific example of something you wrote that you felt really confident about? In either, I guess, major.

Interviewee: I just wrote a research paper for my bio lab. It was [lab], about the metabolism in gold fish. Very interesting stuff. I felt really, really confident with that just because it was set up, the abstract, introduction, materials, methods, results, conclusion. Then I was talking to some of my class mates and they were like “it took me 12 hours to write this paper.” I was like, I had it done in three and a half, cuz I just knew how to make the graphs. I knew how to do, just from previous experience I've had in my lab, I just kind of whipped it out. I felt pretty good about that.

Interviewer: It's interesting. You said you wish your English, early English class was more open, but then the science writing sounds like it's really defined in the way you do it.

Interviewee: Yeah.

Interviewer: Yet you still enjoy it?

Interviewee: Yeah, because I think with science, I guess, I mean, that's kind of what I'm passionate about. It is the same structure, but what you're writing about is, it varies so much. There's, we, in my lab we work on, it's plastic, reconstructive surgery. Then I turn around and write about the metabolism of gold fish. Granted, the metabolism of gold fish isn't as interesting to me as the plastic surgery is, it's just, I, it's something about science, I think, for me, that just makes it less boring. Writing a paper about the symbolism of this and the symbolism of this and the symbolism of this, it's kind of, becomes almost the

same paper. You could almost copy and paste it, just change the words, a couple of the examples around.

Interviewer: Okay. Let's talk about the minor writing class that you took. What impact do you think that minor gateway course, which was [Writing course], had on your writing?

Interviewee: I loved that class. I, that was the first writing class ever in my life that I've ever liked. Yeah, it was, I had [Instructor]. She gave us so much freedom to explore types of writing that I never would have ever done in another class. I wrote a satirical newspaper article, sort of like the [inaudible 16:54] weekly. I've never been able to explore my writing strengths and weaknesses like that before without really being afraid that she was going to fail us. She was like "I want you to go out and I want you to figure out what you like writing, and then we can work on how you, to improve that." She, I think she just made us feel really comfortable and gave us the freedom to push our limits.

Interviewer: Do you think it had an impact on your writing process, the way you go about writing?

Interviewee: Yeah. We were talking, we were all talking about writing strategies and she made us, I'm, I thought it was dumb, at first. But she made us write self-reflective comments on all of our essays, so right before you handed it in, or like the first draft, and then when you handed it in, you made self-reflective comments. You had to go through and pick apart your essay, not just in an editing way but almost kind of say "this is why I did this, this needs some work." I think it was just so productive because you could sit there and look at your whole argument as whole, but by, you'd break it down but then you could see it all as a whole come together at the end, too. There's sometimes you're sitting there at the end, you're like, "wait a minute. This doesn't, none of this makes sense." You could go back and really fix it. I think that her asking us to go back through it and reflect on everything we had written really allowed us to pull it all together at the end.

Interviewer: Is that something that you think about when you write now?

Interviewee: Yeah. Um-hmm. I mean, I don't go through and actually make the comments in the margins like we did for that class, but I definitely do the same thing now. I go through it paragraph by paragraph. We also went through it backwards and said okay, let's look at each paragraph. If you can't tell me why this is important or how this is different from something else, then it shouldn't be in the paper. Sometimes when you read it forwards, it all is like, just flowing together, and it makes sense. But if you read it backwards, you can actually really pinpoint what you're saying in that paragraph and be like, is this important? Yes or no.

Interviewer: What impact did the class have on your sense of yourself as a writer? Do you think?

Interviewee: Definitely gave me a lot more confidence. Like I said before, I, when I took [English course], I was like, “that’s it. I’m not taking any more writing classes. I’m done.” But—

Interviewer: So what led you to the minor?

Interviewee: It was my lab. I know I keep going back to that, but like I said earlier, I kind of realized that my very narrow-minded thought process of not needing to be a strong writer in the medical field was just not accurate. That’s kind of what led me back. But, I’m sorry, I forgot the question now.

Interviewer: I asked if you’re sense of self as a writer about the class.

Interviewee: Yeah. Just again, the confidence. It really just, it gave us the freedom, I don’t know, to explore ourselves as writers. I’d never had that before in a class, so I thought that that was really awesome.

Interviewer: What were your experiences working with others in that course?

Interviewee: We did peer review groups, and we switched them out. Every essay we had, we switched them throughout the term. It was cool, just because everyone was such, from such a different background, I guess, of like what they wanted to do, what they wanted to study. I remember in my group we had a girl that was in the business school, an English major, me, a science major, and then a Spanish major, the guy I was saying earlier. It was just so nice that we could all come together, I guess, and everyone’s strengths were, you could see everyone’s strengths, but you could also see everyone’s weaknesses. But your weakness might be my strength, my weakness—you know what I mean? So it was kind of nice to be able to have other people, and it was—it was very geared around group work, which I usually don’t like, to be honest, but it was just very productive in that class, I think.

Interviewer: What do you think made it so productive versus other ones that haven’t been?

Interviewee: I just think that, cuz we all came, like I said, from different backgrounds of education and we were all there for the same reason, to improve our writing. Everyone could just give such constructive criticism and something I may never have noticed in an essay that I was writing, like a couple of the other people would notice and same for me and them. It was just, I don’t know, I feel like it was very, just a very comfortable, open atmosphere. I just, I think that’s awesome. Cuz sometimes it’s easy when you’re in, we’re in a bio [biology] lab or something and we’re all writing the same paper about the experiment we just did, it’s, if you work with someone who has the same outlook, it’s pretty hard to be constructive with each other. I don’t know if I’m making sense, but I’m trying to, I just think it was cool because there was so many different types of people, it really let you see what you could work on, in different fields.

Interviewer: That's cool. Okay, as you mentioned, the minor course emphasized reflective writing. Can you say a little bit more about how you experienced the different kinds of reflection you did in that class? You talked about the marginal comments that you had to do. Did you do other types?

Interviewee: I'm trying to remember. I feel like we did, there was the essay prompts. There were a "how I write," a "why I write"—I think there was another one, but I don't remember. I guess the essays within themselves were pretty reflection-based. How I write, why I write was a hard one for me. Because I never really had written before. I don't know. I think it really, when writing that essay, you kind of had to sit down and pull from within yourself why you were there, almost, and what you wanted to improve on. Then I think the rest—that was one of our first essays. The rest of the course was geared around that how I write, why I write essay so we could improve from there on. Yeah.

Interviewer: Do you use reflection in your current writing?

Interviewee: Yeah, like I mentioned earlier, I still do the, not necessarily the self-reflective comments, but it's more like the way that we were taught to go through the paper, it's kind of—I wouldn't say it's reflection, but it's just a different way to edit and revise your paper. Because I know like revision was such a strong, or such like a huge part of that class. Because we did like three drafts and every time she placed such a huge importance on making sure that the draft was very different. Each draft was different. It was turning in one draft, then turning in the next draft that had the same paragraph outline, that's not what she wanted. We would write one draft of it and then the next one we turned would just, it would be the same, but it would have to be almost completely different. Different paragraph ordering, different paragraph structure, adding a bunch of stuff. I think that the process of writing changed a lot for me in that class.

Interviewer: Do you do drafts like that now? Or how did that change you?

Interviewee: For my English class that I'm, I can't say that's true for my science class, but for my English class that I'm in, I definitely do that. I write, I remember there was one assignment that we read. It was called [Assignment]. She was just like, "I want you guys to go home, and I want you to write a shitty first draft. Just don't really read through it, put everything down. Just write five paragraphs." Or whatever. We brought it back to class and we were like, "Wow, this sucks! We have to really work on this." Then we wrote our second draft, moving it around. Then we wrote our final draft. I definitely think that's how I write papers now. I just get all my ideas out. It's almost like an outline, but in paragraph form, so you just say what you want to say. You don't really go back and read through the paragraph, you don't there trying to make it intricate and pretty, but then in the next—then you save it, and then go back to it the next day. Then work on it, then save it and go back to it the next day. You know?

Interviewer: Tell me more about the different way of, you said it's not quite reflection but like sort of reading it and editing it? Do you do that all in your head, or how do you do it?

Interviewee: I always have multiple copies of an essay saved. I always have draft one, draft two, draft three. I, the comments that we were asked to write were kind of like asking you to say why you or explain why you put this here or why you included this. What your strategy was. I guess in a sense it's kind of the same thing, but I don't, I'm not writing it out to a professor being like "this is why I chose to do this." It's more, I print out my essay and I can see, I link where things come together and the structure and the argument. It's, I guess it's still the same process of self-reflection, but it, I just don't know if I would consider it self-reflection. Just because I'm not trying to explain myself. I'm just trying to reason through it in my head.

Interviewer: Okay. How would you describe your experiences using new media writing? Which, those could have been the blogs you did, the remediation project, or any other writing you've done with non-traditional media.

Interviewee: It was, I'm glad that we did it. I just, I don't, and I enjoyed doing the projects, I guess. But I didn't, I don't really see for what I'm going into how that really applies. I don't think I'm ever going to be writing a blog. I don't, I'm not sure that we, we don't make video projects, that type of thing. It's definitely more pen and paper, straightforward stuff for the science field. But I mean, it was a good experience. I learned a lot about how to use the blog. It was cool how we used, we took our essay and then turned that into, like I liked the remediation idea, because you kind of grasp how a book can be turned into a film and then—you know what I mean. It's just, it's, there's so many different forms of expression, I guess, that are trying to say the same thing.

Interviewer: Do you think that even though like, say you won't be making videos and other things, that you could sort of go cross-genre, across the different types of composition? Or you see them as kind of separate?

Interviewee: I mean, I kind of see them as separate. There's definitely, it's important to learn how to do those things, just because we are in such a technology-based era right now. Knowing how to do it is, I mean, I guess it's important. But I don't know. I just, I didn't really see the overlap for me in terms of that.

Interviewer: Okay. The next couple questions are your gateway portfolio that you made.

Interviewee: Okay.

Interviewer: If you want to use that laptop and pull it up, then you can kind of, we can look at it and you can talk about it. It should just sort of pop up. Do you remember where it is?

Interviewee: No. There—I might have it on my laptop, actually.

Interviewer: Okay. Did you do it in WordPress [content management system], or—?

Interviewee: Yeah, it was on WordPress, but I think I had two different WordPress accounts. Is there a website that they're all linked to?

Interviewer: I think there is. I don't even know what it is, though. Well, do you remember it? Can we talk about it without having it in front of you? Or would it help to have it up? Cuz we can look for it. I think it's Sweetland, maybe? Sweetland has a page for the writing minor?

Interviewee: Yeah, I saw that, but it only had—

Interviewer: It had like a couple of them. Yeah.

Interviewee: I probably saved everything that I put on there.

Interviewer: Do you remember what you called it? You can search WordPress.

Interviewee: Okay. I have all of the stuff that I put on the thing in my documents, so we can look at that.

Interviewer: What was the most memorable part of making the portfolio?

Interviewee: I did, I kind of did a four-year portfolio. Even though we just started it, I actually went home and got my laptop from home, the one I used in high school, and got from sophomore year to sophomore year. My sophomore year of high school writing, and it was really cool to go back and look at all of that stuff that I had previously written. And to realize that I thought it was so good at the time, and it was really just terrible! Yeah. It was, my favorite part was going back to everything and picking things I wanted to put on the portfolio. I think I ended up choosing two from each semester, choose two papers that I had written from each semester of high school and then two from each semester of college, so I could go through and see that. Then I also put the drafts on it. I put first draft—I didn't have a lot of drafts for my, the ones in high school, but the ones that I've written since I've been in college, I had a lot of the primary outlines, drafts and things, so I put those on there, too, so people would kind of see the process I went through when I wrote. That was really cool, to kind of see how it all led to where I was.

Interviewer: What were your aims for the portfolio? What was the purpose for that?

Interviewee: I mean, I guess the purpose of the portfolio is just to showcase everything that we had written. I guess more, that might have been what it was on the surface, but I guess for me it turned into more of a, you kind of, without realizing it, you really improve in writing. You, I really got to see how much my writing had improved since I was in tenth grade. Even though during those years I didn't like writing, I had gotten so much better at it. I'm sure if I go back now and read my why my write or how I write, I'd be like "why did I write it like that?" It's just, it's kind of a, it was really cool just because you're writing is constantly changing and you can actually see that. It gave you a chance to actually go back and reflect on it.

Interviewer: Do you think creating the portfolio had an effect on your writing?

Interviewee: I don't know if it necessarily had an effect on my writing. I mean, I guess I did notice that the essays that I posted that I had drafts to turned out, I don't want to say better, but like—I, for the ones I had written in high school, I kind of went through one time and just did my five paragraphs and called it good. But as the years progressed, you could see how the first time you write something, it isn't that good. The second time it's a lot better. I think that that just kind of reinforced the editing process for me.

Interviewer: Can you talk about one specific example from the portfolio where that was shown?

Interviewee: Where the—? The draft thing?

Interviewer: Sure. If you want to do it that way.

Interviewee: Okay. I had, we wrote a letter, or in tenth grade, I wrote a, like a symbolism paper, I guess, about *The Scarlet Letter*. I remember I was so upset because I got a B on it, and I just thought that was absolutely ridiculous. I went through and read it when I was putting it back on there, and it was just—it was a terrible paper. It was absolutely terrible. I know that for the amount of time I spent on it and the amount of effort I put into it, I didn't deserve an A on that paper. Because I didn't do more than one draft. I didn't really read, I mean, I read through it, but I didn't really work on it after the initial getting it on the page. Then I went through and I saw a paper that I turned in in [English course] that I got an A on. I had three or four different drafts for it. It was just, you could, you really see how much it helps, having all those drafts helps improve not only your grade but your writing.

Interviewer: Did you have to do reflective writing for the portfolio itself when you put all that stuff up, or how did it go together?

Interviewee: I don't—when we, I did a little bit of reflective writing, yeah, I did. I did. When I like, like for each year I put up, I had all of the papers linked in the tab. Then I would put a description of that year for me. I guess it was like my tenth grade year was a really, just a bad year for me. Just in general. I kind of went into that, just saying I was not enjoying myself that year. I wasn't having fun. That was reflected, almost, in my writing a little bit. I don't know. I guess it, we reflected on ourselves and I guess where I was at emotionally during the years that I was writing these papers and you could definitely see it in that writing.

Interviewer: Do you think there was an impact from writing those yearly reflections? On you?

Interviewee: I mean, it was, like an impact, or an impact in terms of just kind of actually being able to see how, like looking back on it. How happy I was, or my mood at the time

I was writing, really did affect how I ended up writing in general. That's something that I think about now in terms of when I sit down and write a paper. You don't want to be upset, because it's not going to turn out very good. Yeah, I mean, I guess it's just that.

Interviewer: Okay. That's the last question. Do you have anything else you wanna tell the researchers about the minor or your writing?

Interviewee: I guess I just think that I really love the structure of the minor, because not only does [Writing course] give you so much freedom to kind of explore yourself as a writer, but also within the requirements, you don't have to take—I mean, there are, you have to take an upper-level writing, but that doesn't necessarily, it doesn't tell you which one you have to take. You have a choice of three. The three, academic argumentation, I don't remember the other ones. But you get a choice in which, what you want to do, and I think that that's kind of, that was my whole draw towards the program, is because there aren't really classes for science, like I came into the writing minor wanting to improve my science writing, and there really aren't classes that are structured around improving your science writing. But there, I mean, there are classes that you have to write for science. I think that just having the freedom to bring it in and work on it there and get outside feedback is really, really has been beneficial for me in class and in my extracurriculars.

Interviewer: That's awesome.

Interviewee: Yeah.

Interviewer: Yeah, I think [Title of course] is one of the classes you can take.

Interviewee: Professional, yeah.

Interviewer: They do some of that, but I don't know if they do science writing.

Interviewee: I don't think it was science. It was [Writing 200 level course], whatever that is. Yeah. But it's, I don't know. It's really cool that they give us so much freedom. Just cuz like for, I guess for me there, in science, there's no freedom. It's, you take this, this, this, this and this. It's kind of the same with Spanish. There's a lot of freedom with that, too. It's my breather from science.

Interviewer: Cool.

Interviewee: Yeah.

Interviewer: All right. Well, thank you.

Interviewee: Yeah, no problem.

Interviewer: Turn this off.

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