

Interviewer: This is ***'s interview by ***, and it is March 25th. Alright. We'll start out—how would you describe yourself as a writer?

Interviewee: Currently, I'm starting to develop more as a writer. When I first came to this university, I took the [Sweetland course] course because I wasn't very confident. Over the years, I felt very confident about writing the academic argumentation essays, but it was other things like just general essays or write about whatever you like type of papers that I had no confidence with whatsoever and got really nervous. This semester, I haven't been doing a lot of writing for my classes, but I've had to do like resumes and personal statements and stuff like that. I can tell that there's—I'm more confident, but I'm still not like oh, yeah, I've got this. I'm very timid with my writing.

Interviewer: So how would you describe yourself as a writer when you began? You said you took [Sweetland course].

Interviewee: Very, very unsure of what I was doing. I wasn't very familiar with structures of papers, like how this should go about like what—I didn't know how to take an assignment and master it, like figure out what I'm going to do with this and make it my own.

Interviewer: Okay. What do you mean master the assignment?

Interviewee: Take it and tweak it and make it not just like every single other essay that every student's gonna show in the introduction, three paragraphs, and conclusion that everyone is so used to in high school. That was the way I normally started papers, but after coming here and taking the [Sweetland course] course, I saw you can do basically whatever as long as you stay within the requirements.

Interviewer: Can you talk a little bit about that making it your own and the idea of confidence that you mentioned?

Interviewee: Yeah, so for me, making it your own is taking the assignment but doing something with it that most people wouldn't think of like creating a really, really abstract argument, or creating a different type of paper. I had to do an apologia paper, and that's something I never would've thought of to do before. That's what I consider to be making your own. I feel like that helps with confidence when you make something your own because you're not being held up to standards that everybody else is going to be held up to. This is your own craft. You tweaked it to fit with you, not with everybody else.

Interviewer: Can you describe your apologia paper that you turned in?

Interviewee: Yeah, so my apologia paper was for academic argumentation, [English 200 level course], and it was my the very first pay for. At first, I was just like I don't know what she's talking about 'cause supposed to be an argument. I was like why would you write it in apology form? It was just—I struggled with it so bad. I talk to her so many

times because I could just not wrapped my head around this concept. Then after I talked with her some more, we ended up picking a topic that she thought would be really good for me, physician-assisted suicide. It was through that topic that I was able to see how some things need to be written. This isn't something that I would want to ever right again, not as an apologia now that I've seen this form of writing. It was a form of writing I just never knew about before. Now it's like I know how to write certain things differently.

Interviewer: To what extent would you say you've grown as a writer, or to what would you attribute the growth? You've kind of already talked about a little bit.

Interviewee: I'd say just my growth as a writer is due to different courses at this university because I've had to do the strangest things I feel like. The first year writing course was just very—my professor wanted a thesis that was totally abstract, nothing you could ever think about. I remember my final paper. It was for [Book] 00:03:57. I had to relate a picture of a butterfly that shows up on only even numbered pages or something like that and make it just this great argument about love. It was just the most—it was the most complex thing I've ever had to do, and that's something the that I never would've been exposed to the if I wouldn't have taken that class. Learning about different forms of academic argumentation, like the apologia, and then with the [inaudible 00:04:20] minor course, blogging. I've never blogged before. I've grown as a writer just to having to do different forms of writing.

Interviewer: In the different courses?

Interviewee: Yes.

Interviewer: Would you say there's anything other than the different courses that helped you grow as a writer?

Interviewee: I myself personally grow when I have to do something, and then I fail. Then I can get help and learn how it's supposed to be done. For me, I think it was just the different types of writing styles that I've been forced to do.

Interviewer: Okay. Great. What are your goals for yourself as a writer?

Interviewee: My goals for myself would be to the just make peace with the fact that a first draft is not going to be perfect because that's something I really, really struggle with, and it takes me forever to write them because of that. I know that's something I have to work on, but just getting over the fear of first drafts and learning to be more proud of my work when I submit it is something that I would like to see myself.

Interviewer: Okay, great. Can you talk a little bit more about that, being proud of your work?

Interviewee: Yeah, so normally when I turn—sometimes when I turn in an assignment, I'm just like oh, this isn't gonna be as good as some people's, and it just goes back to the lack of confidence the thing which I normally have when I have to do an assignment that I'm not 100 percent about and I've never had to do it before. I didn't really have a lot of help. It's just knowing that I've done good work in the past, and using the techniques that I used to use to apply to new forms of writing. I feel like I just have to carry some of that confidence over so I don't worry about it the whole time when I'm turning again.

Interviewer: You talked about first drafts not having the perfect. Do you have goals for your first drafts?

Interviewee: I'm always been told—this has shut up and three of my writing courses that your first drafts are just going to be really shitty and it doesn't matter. Just put it down. I still just—I don't know. There's something about me that just wants to be like I'll think it in my head, but I won't write it down 'cause I'm like uh, no, that doesn't sound very good. Then I get writer's block because I get caught up and I'm just not allowing myself to think for going. I miss a lot of ideas that may have been really good for my paper. I need to just write and get it all out there and worry about it later.

Interviewer: Thinking across your writing experiences here, what do you think it means to write well?

Interviewee: I think to write well, it means that you have completed the task. I don't really think that it means anything else other than that because I've seen multiple forms of essays that you can do that complete the same task. And even sometimes having correct grammar, like I've had a class where grammar and spelling, like it was purposely messed with to get the point across. That's normally something that I would think of as critical for writing well, but if it fits, then it ended up being really powerful for the essay. I think it's just completing the assignment.

Interviewer: Okay, so completing the assignment or completing the task?

Interviewee: Yeah.

Interviewer: Okay, so which first-year writing requirement course did you take?

Interviewee: I think it was [English course]. It wasn't the creative one. It was the—it was very normal and not creative [laughter].

Interviewer: Then what were your experiences in that course?

Interviewee: Well, [inaudible 00:07:53] [Sweetland course], the papers weren't ever graded. It was just credit or no credit and, so this is the first graded paper I got. I remember I thought it was a really excellent paper. I worked with other people on it, and I got lots of peer reviews, and I got a C on the paper. I just couldn't believe it. I went out to the professor, and that's when I found out the eve really wants abstract ideas. It forced

me to—and we read all Salinger books, so it's abstract already. It was a very challenging course, but in the end, I did very well in the course. I learned to take something that was just like plain context for what it is and relate it to so many other aspects and just be very abstract with things, but write very confidently about it.

Interviewer: Okay. Can you talk about what you mean when you say abstract?

Interviewee: Yes, I think I—like the paper with the butterfly and relating it to love like that. Nowhere was it explicitly stated. You just have to take the themes of what you were reading, and then relates them to something totally beyond the scope of what was explicitly stated in the book.

Interviewer: Did you come up with the theme of love? Or is that something the professor . . .

Interviewee: No, that was us. Yeah. He wouldn't help us with stuff like that. We'd have group discussions so we could all make sure that we were understanding the book, and students could throw in their perspectives, but he wanted everyone to be very connected with their readings and personalized like to what they were seeing themselves and not have his opinion influence because he's read these books countless amounts of times.

Interviewer: Right. Other than that kind of idea of having to think abstract ideas, do you have any other experiences in that course you wanna think about?

Interviewee: That's just the biggest thing that stands out to me about the course is just how abstract everything was.

Interviewer: Okay, and what effect do you think that experience of having those—having to make those abstract connections?

Interviewee: Having that as a first-year student was very, very terrifying because I've never, ever had to do anything like that before high school. I think that just having—it was a very challenging class, so having that first, it kind of just made me think that like it's okay to break all the rules I've been taught in high school. Then that kind of helped me write for other classes.

Interviewer: Okay. What kinds of rules did it help you break?

Interviewee: Like being very abstract, just making stuff up, but it was what he was asking for. In high school you're never—like I was taught don't say anything unless it's stated in the book, but this is causing you to think more in depth about what was stated and related back to you. That was something that I would never have had to do if without that course, and like using sources that weren't text, like pictures for an essay about a book that was just primarily text. That was something else that was kind of different.

Interviewer: Okay. That was another rule you learned how to break.

Interviewee: Yeah.

Interviewer: You feel like you kept doing those abstract rule-breaking things in other courses after that first-year course?

Interviewee: I feel like that's what opened me up to rule-breaking, but I've never done as much rule-breaking as I did in that class. It made me feel a little bit better about testing the waters I think.

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

Interviewee: Yes. I'm trying to write my personal statement, and it's really important for me to try to stand out from the other applicants, so all I can keep thinking about is like not necessarily weird theses 00:11:32, but stuff that's kind of very, very unique and that's the stuff that I learned from that class, just the most random things that nobody wants to hear, that, "Oh, I want to be adopted because I want to help people." You have to really try and struggle to come up with something that you don't think anybody else is gonna say, and I think that's what that course taught me.

Interviewer: Do you have an example of one of your unique theses?

Interviewee: I think one of mine is gonna be how I'm a translator in the sense of social communication. I'm writing all about how we're always supposed to say what we mean and mean what we say, but that never happens because in doctor/patient communication, nobody ever knows what's really going on. That's something that I'm writing about right now how patients never understand doctors, doctors never understand patients, and ways I think that the gap can be closed.

Interviewer: OK. You think that's kind of like an example of the abstract thinking from your [cross talk 00:12:24]—

Interviewee: Yeah 'cause if I wouldn't have had that course, I probably would've been like every other student who is like, "I wanna help people, and this is why I wanna be a doctor."

Interviewer: Okay. Are there any other ways that you're still making use of those things you learned in first-year writing? You talked about in your personal statements, but any other writing that you're doing?

Interviewee: Well, right now, I'm really not doing that much writing 'cause I'm into science classes. They don't really call upon me too much, but I think that that's really—as far as like the—what it taught me for writing. It was also a very reading-intensive course, so I feel like it helped me with reading, just taking what I'm seeing and applying

it to bigger pictures. As far as writing, it's basically just helped me with the whole testing waters and being abstract.

Interviewer: Okay. What kind of things did that course teach you about reading?

Interviewee: To not take everything for face value especially because it was Salinger. You read a story about Seymour and Bananafish, but then it's never just about Seymour and Bananafish. It's kind of shown different sides to books. I can read it for face value, but then also understand that it may have other symbolism that is not explicitly stated.

Interviewer: Okay. Do you feel like you've read for symbolism since then?

Interviewee: I may have. I don't know. There's never any really answers for those [laughter].

Interviewer: Okay. Did you—and you said you did take [Writing course].

Interviewee: Yeah.

Interviewer: How did that class affect you as a writer?

Interviewee: Made me more comfortable asking writing teachers for help because I had [Instructor] 00:14:02, and I really liked her. She was really approachable, and she helped you learn how to talk to professors. Out of that class, I learned how to talk to professors more so than I learned different writing techniques I would say. I think that has the most beneficial because learning to talk to professors is really, really important.

Interviewer: Okay. Can you talk about that a little bit? Why is it important?

Interviewee: Yeah, because like coming in as a freshman, you're very scared. Normally, I never had asked professors for help. You had office hours and there was like 20 kids in there, and we all think that we're the best in the smartest. It's really hard to ask for help sometimes. She was the first one—if she made the meetings mandatory if every other week, I believe. That the first from, we just talked about nothing. She just wanted to get to know you, and then she made it so that you didn't feel awkward and trying to approach her. Since I was able to develop that relationship with her and see like, oh, this isn't that scary, when I had problems in my other classes, it made it a little bit less nerve-wracking for me to try to approach professors.

Interviewer: Okay. Anything else she taught you about how to talk to professors that you remember?

Interviewee: Not that much. I just remember that after that class, I had less fear about talking to professors.

Interviewer: Okay. Can you give an example of the time you went and talked to a professor since then?

Interviewee: Yeah, calc [calculus] was not my strong suit at all. I hate math so much that it's amazing, and I was really struggling in a class, but I was kind of scared to go to her office hours and have to admit to all the other students sitting there that I don't know how to do the simple problem. I just e-mail her like I used to e-mail [Instructor] and I just ask like can we please meet one on one. It was just knowing that that was even an option that really helped. Then once I met with her once and talked to her and got to know her, it made it easier and for me to go when other people were around.

Interviewer: Good, good. What is your concentration now? It's in the sciences, right?

Interviewee: Yeah, I'm cellular molecular biology and sociology.

Interviewer: Okay. Have you had an opportunity to do any kinds of writing in your concentration?

Interviewee: I'm starting my senior thesis right now, so [cross talk 00:16:25]. It's something. I don't know if it's exciting yet. Right now, it's kind of scary, but yeah, I'm starting that, and it's going slowly.

Interviewer: Okay. Can you talk about your topic or your [cross talk 00:16:38]—

Interviewee: Yeah, my topic is my research that I'm currently doing in a lab. It's all about [inaudible 00:16:42] signaling and using different human peptides to get the process going, and they want to see how that relates to rheumatoid arthritis. It's a very long process, and I thought that the hardest part was gonna be doing the experiments to actually getting good data, but I actually found it's the writing that hitting the Griffin wall 00:17:02 with.

Interviewer: Okay. Can you talk about that?

Interviewee: It's such a different type of writing that—and the problem is is that it has to be a certain length and normally with other papers, when it has to be a certain length, I can just fluff it up a little bit, start putting my personal thoughts, but this is cut and dry. And I like to start my papers with really strong introductions and conclusions and this is just very, very, very dry, boring writing. I find myself losing my attention more quickly than I would on the other writing assignment because I have no opportunity to really be creative in it.

Interviewer: Okay. Have you done other kinds of writing in your concentration before your thesis?

Interviewee: No.

Interviewer: Not as much, okay. What effect has that experience of having to write that thesis had on you as a writer?

Interviewee: It's made me more observant to facts, but I almost feel like I need to separate my writing for my thesis from my writing for classes because I feel like writing for classes has to be very thought-out processes. You need to show your stream of thought. You need to have the very strong introductions and conclusions and give your personal opinion where you can't cross that over for like a research paper because it just doesn't work like that. I'm finding myself trying to separate the way that I write for the two because sometimes when I write for class, I noticed myself doing the very short, dry sentences that are just not very entertaining to read. I started to notice the difference between the two writings and actively trying to separate them.

Interviewer: Alright. How confident do you feel about that kind of writing in your concentration?

Interviewee: Normally, I feel very confident about just cut, boring, dry writing, but I think just by this because of the length requirement, I'm starting to feel very scared.

Interviewer: Why do you normally feel confident about that kind of writing?

Interviewee: Normally, I felt confident just because it's factual based, so it doesn't really matter how I say it. I just have to say the facts whereas for other writings, it's—well, not only do you have to come up with facts, you have to show how you got those facts. Then you have to say it in a eloquent way, and you have to say it in a way that proof your point. So for scientific writing, it's just do you know what the facts are? There's nothing else attached to it.

Interviewer: Okay. We're gonna talk about the gateway course now. What impact has the minor gateway course had overall on your writing?

Interviewee: I think it helped a lot. Even the blogging I feel like is what has had the most effect on my writing because it forced me to write almost every single day. I was writing about random topics because sometimes I had no clue what to write about because I just wrote the day before. I would just randomly go like Huffington Post and look at an article and then just try to write about something I really had no clue about. It caused me to—I guess not caused is the correct word, but it made me a little bit better at trying to randomly come up with ideas to write about without having any real knowledge, which is kind of useful in classes sometimes.

Interviewer: How is that useful?

Interviewee: Exams when you have an essay and you really don't know what's going on, just try to write eloquently and maybe they'll just like the way I'm writing so they'll give me like a little half point.

Interviewer: And do you feel like that's something you practiced in the blog?

Interviewee: Oh, yeah. Yeah.

Interviewer: Can you describe the blog assignment a little bit?

Interviewee: Oh, yeah. For the block assignment, we weren't really set on how many posts we had to have. We were just told you should be blogging every single day. We created our WordPress [content management system] site, and then we got to personalize it, write about whatever you—it was really just write about whatever you want. I would just blog about nothing or being tired or I don't even know. [...]. Whatever I felt like at that particular moment that I decided to blog.

Interviewer: Has it impacted—other than the blog, has that gateway course impacted you in any other ways?

Interviewee: Well, I have a very good relationship with the professor, and that's how my—hear me an excellent a letter of recommendation for medical schools. He's a resource now that I turn to when I need help with—just have a off day, like I just want to talk. I still have a lot of connections with the other students in that class, so we all try the death at least once or twice a semester. It's a lot of very close knit bonds.

Interviewer: What do you guys—when you meet up, do you talk about classes?

Interviewee: No, we just—I don't know party together, go get some food [laughter] nothing too formal.

Interviewer: How has that class and those connections you made had an impact on your writing process?

Interviewee: Its given me people to turn to when I need help with my writing process because they have different ways to write and they're more—they have better feedback sometimes than my friends do just because they know all these different ways to write. It's just given those extra resources.

Interviewer: Can you talk about that feedback that they give you a little bit?

Interviewee: Yeah, so for my personal statement or a social essay I had to do for a final. It was due in a week and I was really not sure about it. The professor was like I don't—you can show me these final papers. I can help you with them. Neither can GSIs
00:22:42. I just really didn't know what to do, so I sent it out to a few of my friends who were in that gateway course with us, and they gave me the feedback. Then I just edited off of that.

Interviewer: The What kinds of things did they say to you in their feedback?

Interviewee: It was quite numerous because it was not my best work. It mostly had to do with—I didn't explain my points very clearly. Especially because they weren't in this class, they were like, I don't know what this means. You need to explain how you made this conclusion better. It was just more like content and structure feedback.

Interviewer: Okay. What impact has that course had on your sense of yourself as a writer?

Interviewee: It's made me feel better about myself as a writer because sometimes you get so focused on your fears for writing that it's hard to think that other people feel this way. But when we had an assignment due like two days from now, and it was a Wednesday and it's due Friday, and the professor wasn't in class yet. All of us sitting there just like, oh, my God, I didn't start it. Yeah, me neither. I don't know what to do, and like all of us freaking out the kind of like helped me see that like okay, I'm not the only one who feels this way, so that always helps.

Interviewer: What have your experiences of working with other writers in that course particularly, what have those experiences been?

Interviewee: I think that they've all been beneficial 'cause we all write a different way. You can read somebody's writing and instantly know who wrote it, but we all learn different things from each other. It may not always be like we learn writing things from each other, but we're always learning something.

Interviewer: Can you give an example?

Interviewee: I can think of our—where I used to ask questions at the beginning of class that really had nothing to do with anything it would seem, but then they'll be related to something like one—he went around the class one day and asked us to state a question that we've always wanted to ask people. One girl in the class, [...] she asked, "What would your patronus be?" It was just like instantly we all kind of stopped, and we were just like yeah, I don't know. It was one of those things that once you start talking about it, you learn more about people. Someone said like I don't even know, like a rabbit or rather something, and it's like why? Why would that be it? Then you start team building and you start learning more about people as individuals rather than us as classmates.

Interviewer: Can you talk about—you said everybody was doing different types of writing in that class. Can you talk about the different types of writing?

Interviewee: One of my friends [...] is very, very, very creative. For his final project, he has a Tumblr account. He introduced me to Tumblr unfortunately. He's the more creative of the friends I have. I was the more like cut and dry. Like I did a poster. Some people did videos, and you could kind of—somebody did a song I think and she was very the very involved with the music industry. We all learned how to do different things because like I didn't know Tumblr, and I had to help if somebody with a poster because they didn't know how to do it without a PowerPoint. We all learned different ways to—

besides for just typing on Microsoft, which was kind of helpful because different writings sometimes are best for different medias.

Interviewer: Okay. Can you talk about that a little bit, different writing in different media?

Interviewee: Yeah. For mine, I don't really know if I could've made a Tumbler, but for [his], it was—it made it funny without him having to try. It made it really comical which added to the overall quality of his work, I felt. Then some people did just pictures, and then just like one-word things like little slides, so using different medias portrays a different message.

Interviewer: The minor gateway course emphasized reflective writing in various forms. How would you describe your experience at that kind of reflection?

Interviewee: I really hated doing reflective writing. I just didn't like it. I saved all of my reflective writing to do until like the week before everything needed to be completed. I'm not going to be the best person to ask about reflective writings, but I just—I know that they're supposed to be good for your writing process, and I know this, but I just hated doing them because I just feel like okay, the assignments done. Let's just let it—let's just let it be.

Interviewer: Okay. Can you talk about why you think you resist them so much?

Interviewee: I think I just resist them so much because as soon as I finish—I'm normally working up to the last minute on my paper, so as soon as I submit it I just want to be done with it. I want it to be gone, so then when I realize I have to do a reflective process on it, I just put it off.

Interviewer: Are you still using reflective writing at all in your current writing?

Interviewee: [Laughs] no.

Interviewer: Okay. Why do you think that is?

Interviewee: I just don't like doing reflective writing just for the sole purpose of I procrastinate, and then when I work up to the last minute and I finally finish, the last thing I want to do is just return to that assignment.

Interviewer: Do you feel like you learn anything from having—being made to do those reflective ratings?

Interviewee: Since I didn't complete them the way that I think they're supposed to be intended, I can't really say if I've learned anything just because I didn't do them the way that I think they're supposed to be done.

Interviewer: Okay. You talked about this a little bit already, but how would you describe your experience doing the new media writing? Like the blogs and the remediation project?

Interviewee: I think it was really helpful just because I've never done anything like that. I always do PowerPoint, or I do Microsoft word. Having to make a blog too I found was very—is beneficial because it took us forever to create our WordPress sites because none of us have any clue what we were doing, but now that I had a blog and I followed people who had blogs, I'm starting to become involved with more blogs. Like what I google something now just to read something, I don't hesitate as much to go and read a blog.

Interviewer: Okay. What did you do for your remediation project?

Interviewee: I did a poster.

Interviewer: Okay. Can you describe the process in the—of making the poster?

Interviewee: Yeah. For my poster, I think I did a the contrast of what people view the medical field as and then what people involved with it view it as. I wrote a paper about that, and then when I went to remediate it, I heard everybody talking about like, oh, a Tumblr, a video, I just—I didn't really know how I was gonna do it because I wanted to make it very compare and contrast, and so that's how I ended up on a poster. I just split right down the middle and just did one side X and one side Y.

Interviewer: Would you say you had a good experience with that overall?

Interviewee: Yeah, when you compare it to my paper, it gives a more explicit view than I think that my paper does.

Interviewer: Can you talk about that a little bit more?

Interviewee: Yeah, it's just 'cause my paper's very wordy, but I'm the—I'm just trying to get the same point across. When you look at the poster and just—you just see two options, and just pictures, no words. It gets the point across the faster and a little bit more explicit, I think.

Interviewer: Okay, great. The next couple of questions are about your gateway portfolio, so we're going to actually pull it up on here, and you're going to have to sign in to get it. If you could do that—

[...]

Interviewer: Can you tell me about the most memorable aspect of your experience with portfolio?

Interviewee: Putting it together because I thought it was going to be really, really easy. I was like, oh, yeah, just whatever, create a website, but it was very difficult. It was really hard. That was definitely the most memorable.

Interviewer: What was hard about it?

Interviewee: I don't know how to format, so everybody kept getting these awesome pictures and changing their colors, and I had no clue how anybody was doing any of this. Then I would upload a document and it would be all misformatted 00:32:03, and it was a learning curve that I had to experience.

Interviewer: Okay, so putting it all together and formatting it.

Interviewee: Yeah.

Interviewer: What were your aims for the portfolio?

Interviewee: My aims were I wanted to get everything uploaded correctly and readable because I struggled with that in the very beginning. And I just wanna that to be a very, very simple portfolio. I didn't really want a lot of pictures and add effects, and just a very cut and dry portfolio where I could just display the writing.

Interviewer: Okay. Why do you think you wanted it to be simple and cut and dry?

Interviewee: I'm not a very colorful, frilly, like I want glitter and added effects on my page type of person, so I just wanted it to reflect who I am as a writing student.

Interviewer: Okay. Do you think that your portfolio addressed those aims?

Interviewee: I think so just 'cause my portfolio compared to a lot—I don't have a lot of bright-colored pictures or anything. Mine's more—my goal is to just make it very academic.

Interviewer: Did you have any other memorable aspect of that experience, of the portfolio?

Interviewee: All I remember is just all of us talking in class about how we had no clue how to work WordPress, and just crowding around that one person who figured it out and all trying to learn from it, but that was about it.

Interviewer: What did you learn from one person figuring out?

Interviewee: How to change my background and how to pick different themes. That was the big favorite.

Interviewer: OK. You guys did that all together in class?

Interviewee: Yeah.

Interviewer: Okay. Do you think that creating the portfolio has had an effect on your writing?

Interviewee: It made me go back through and relook at my essays before I uploaded them again. I made minor alterations, but if I—I knew that I wanted to just make sure that it was my best work if I was gonna put it on the portfolio.

Interviewer: What kind of alterations did you make?

Interviewee: Just simple—I took out a few sentences that I didn't think like really made sense, just reading through out loud to make sure I didn't forget any commas or random words got placed in.

Interviewer: Did it have an effect on your writing other than writing for that class like later on?

Interviewee: I don't know because I really haven't been doing too, too much writing this semester, so it's really hard for me to say. I feel like next fall, it will have—if it has and the fact, it will be more prevalent in the fall when I'm taking other writing courses.

Interviewer: Okay. What was the impact of the reflective writing in the portfolio.

Interviewee: Just the fact that I had to do it [laughter]. That was about it.

Interviewer: Can you talk about that experience a little bit?

Interviewee: It was more just like—I don't know, four days before the assignments were due, just having to crank through all these reflective processes. It made me go back and even read and my essay just so I had something to talk about.

Interviewer: Okay. Do you think that that reflective writing has an effect on your writing now after the portfolio experience?

Interviewee: Once again, I really don't know because I didn't do it correctly [laughter].

Interviewer: Do you wanna make any other comments about any of that?

Interviewee: Nope.

Interviewer: All right. Well, thank you so much.

Interviewee: Yeah, no problem.

Interviewer: Mm-hmm.

[End of Audio]