

Interviewer: Well, all right. This is ***. I'm here with ***. Today is April 27. [...].

[...]

Interviewer: [...]. I'm going to start by asking you some general questions about writing, some questions about your experiences with writing here at the University of Michigan, now that you're all done and ready to leave us. Then, we'll talk a little bit, very briefly, about the pieces of writing that you've uploaded into the study archive.

Interviewee: Mm-hmm.

[...]

Interviewer: All right. To begin with, I'm gonna ask a really broad question. How do you describe yourself as a writer?

Interviewee: I'm most comfortable writing things that I care about.

Interviewer: Okay.

Interviewee: If I don't care about it, then I suck at writing.

Interviewer: Can you give me an example of something that you would care about?

Interviewee: A personal project, something that I wanted to do. Maybe, recording my time abroad, or—

Interviewer: Mm-hmm. A blog or something?

Interviewee: - yeah, or a blog or a journal, or—I don't know, writing needs inspiration for me. I need inspiration to write.

Interviewer: Mm-hmm.

Interviewee: If I don't have that, I just can't force myself to think of something. 'Cause, I think, part of it is creativity, and you can't make yourself be creative.

Interviewer: Mm-hmm.

Interviewee: Sometimes, when I have down time, then I'm less stressed. I might be more creative then. I might write a story or something.

Interviewer: Do you feel like it's more difficult for you to write things for class than it is things that choose?

Interviewee: Yeah, definitely. Yeah.

Interviewer: How would you have described yourself as a writer when you started here at [University of Michigan]?

Interviewee: It's the same, really.

Interviewer: Mm-hmm.

Interviewee: I only like writing what I wanna write. I've found that it helps—a lot of times now in college, the professors let you choose what you wanna write about. I think back in high school, it was a very specific prompt. I didn't really like that. The trick really for me is to pick something that I like to write about. Then, it makes it a bit easier, but I'm still the same kind of writer. I still need to care about it before I can write well.

Interviewer: That makes sense to me. As you graduate then, what are your goals for yourself?

Interviewee: I don't really have any writing goals. I mean, there's no specific improvement that I see that I can actually make plans to improve on.

Interviewer: Mm-hmm.

Interviewee: For example, if I had spelling errors, you could fix that by being more careful before you turn something in.

Interviewer: Sure.

Interviewee: A lot of it is structural. My writing problems are all structural, or—just even just getting started. That's not something I can do, improve on. It's just, I've written for many years.

Interviewer: Mm-hmm. That makes sense, too. Then, I think, my next question sort of follows up on what you're saying about being able to identify problems. If you think about what you've learned about writing here at [University of Michigan], and about what you already knew about writing when you came here, what would you say it means to write well? What do you think good writing looks like?

Interviewee: I mean, something that isn't—doesn't sound awkward. It makes sense.

Interviewer: Mm-hmm.

Interviewee: Sentences flow from one another. It's written in a tone that's appropriate for its audience. The reader likes to read it.

Interviewer: Uh-huh. How do you know good writing when you see it? What would make you read something and go, "That was good. That was a piece of good writing"?

Interviewee: It's something that has good arguments and a lot of evidence that supports it, I think.

Interviewer: Okay.

Interviewee: If it has to do—there are different kinds of writing. That would be a more academic thing that's—that's good writing. Something that made you think something different that never thought of before. Then, it convinced me of that thought, that that thought was right through some facts, and just a lot of development.

Interviewer: Mm-hmm.

Interviewee: Then fiction, it was just entertaining. I enjoyed it. The style was creative.

Interviewer: Mm-hmm. That makes sense to me. What was your major?

Interviewee: German, with a minor in the Environment.

Interviewer: Interesting. Okay. What upper level writing courses have you taken?

Interviewee: [German course], [Title of course].

[...]

Interviewer: What was your experience like in that course?

Interviewee: Great, I don't like writing in English, so...

Interviewer: Writing in German's easier for you?

Interviewee: Yeah.

Interviewer: How come?

Interviewee: I think I just know English so much better, that I also notice the flaws when I write. Then, I can't continue writing until it sounds just right. It's really hard to start, because then—I'd be, this isn't going anywhere, or this just didn't sound right. Then, I get discouraged and I don't want to write anymore.

Interviewer: Mm-hmm.

Interviewee: Whereas German, it's just, well, I'll fix all the grammar stuff later. Right now, it's just important to get—to just even convey the idea that I want to convey. Then, I do—it's easier to get my ideas when I think about it that way, because I don't know German as well. Then, after that, I'm just, okay. I go in with this mindset that there will be errors, because I know there will be. It's not my native tongue. Then, I just—it frees me to think about what I want to talk about instead of how I'm saying it, or how I'm structuring it, or whether it makes any sense.

After that is when I just fix all the grammar and the sentence structures. I look up words. It's more of a—it's distracting. It distracts me from thinking too much about what I want to write about, because then I have all this mechanical stuff I have to proofread. I don't know. Also, the German papers are always shorter than English [*cross talk 08:02*].

Interviewer: That's really interesting. I never thought about that before. What is it that stops you from thinking of English in the same way, that you'll just get your ideas out and then you'll worry about the grammar?

Interviewee: I don't know.

Interviewer: Why do you think that you're more concerned about the grammar with the English?

Interviewee: I'm not really concerned about the grammar. It's just—the word choice also. It's just I read a lot, so I know what's good, what kind of writing I want, and what kind of writing sucks and doesn't make any sense.

Interviewer: Mm-hmm.

Interviewee: Then, you know the nuances to every word, and which one to choose. All that decision making is different than in German. First of all, German has less words than English does, anyway. If you need to choose words, "It's that word, or it's maybe another one." To me it's the same, because I don't know the nuances that well either. Then, I'm just, yeah, I'll just—and then you move on. You don't stress about this one word and why it's not perfect, or whatever.

Interviewer: Do you feel you stress more about making the English perfect when you're writing in English?

Interviewee: Yeah, but there's also just the thought process. Trying to organize all my thoughts also is difficult, for some reason.

Interviewer: It's interesting. I would think it would be more difficult than the language that you're not as familiar with. But, you don't find that to be true?

Interviewee: No.

Interviewer: Huh.

Interviewee: I purposely did my writing requirement in German to avoid writing in English.

Interviewer: That's really interesting.

Interviewee: It's really weird.

Interviewer: Huh. What was your experience like in your first-year writing course? Did you take [English course] or something?

Interviewee: Oh yeah, I took Great Books.

Interviewer: Okay.

Interviewee: I was part of the honors program.

Interviewer: Mm-hmm.

Interviewee: I think it's fine. It's literature analysis. I actually don't think it's a good course, because then all the honors kids don't get to learn the composition classes that the other people learn. I thought it was just literary analysis. What good is literary analysis? It's like an elite sort of hobby to just analyze literature. There's really no practical use to it. I'm not very happy that I took that class. I'm not very happy that I was even in the Honors program, because that was just a really silly mandatory requirement that didn't help me as a writer.

Interviewer: Mm-hmm.

Interviewee: Then, when I go on to grad school, "Yeah, we accept [English course]." The thing is most people taken [English course] or [English 100 level course]. But then, literature analysis doesn't count, because what good is literature analysis in this other grad program that isn't related to literature? I think I was looking at the Nursing program. They just want you to know how to write.

Interviewer: Mm-hmm.

Interviewee: Sure you write in Great Books, but do you—it's a very specific kind of writing that's just about this text. It really doesn't matter in the long run. I don't really care why something was the way it was, like why the person wrote or choose this word or used this simile, or something really—I don't know. It's really tedious and trivial.

Interviewer: Do you feel like the Great Books course affected your writing at all?

Interviewee: No, I just don't think it advanced it in any way. It was one of those—there are three prompts you can choose from—which, like I said, I don't care about.

Interviewer: Yeah, you like to be able to pick for yourselves.

Interviewee: Yeah. The final paper for that course was—I could choose—there were three prompts, and then one of them was really open. It's like you can choose any film and apply Aristotle's poetics to it. I think that's one of my archive ones.

Interviewer: Mm-hmm.

Interviewee: That one was just, oh, then, I can choose a film that I care about, and then write about it. That was better than the other ones, 'cause I didn't actually have to do literature analysis. It's also fun 'cause it's film, and it's a film that you like.

Interviewer: Yeah.

Interviewee: It's more interesting, a lot easier, yeah.

Interviewer: Okay, did you take any writing courses in your concentration?

Interviewee: The German classes.

Interviewer: The German?

Interviewee: Yeah, there's [Title of course]. Once again, they focus mostly on your mechanics—

Interviewer: Mm-hmm.

Interviewee: - adjective endings, and all that stuff. It just takes the pressure off of writing, 'cause then I don't care quite as much.

Interviewer: How confident do you feel about—and you sort of answered this a little bit all ready. How confident do you feel about writing in German in your concentration?

Interviewee: I feel fine. I get a lot of encouragement from the professors. A lot of them, they're just like, "Yeah, it was almost, almost perfect grammar wise."

Interviewer: Mm-hmm.

Interviewee: I've gotten notes saying that, "This is the best draft that I've ever gotten in this course before," or whatever.

Interviewer: Oh, wow. That's very complimentary.

Interviewee: I mean, they're very supportive, in general. I think that helps, too.

Interviewer: That sounds nice. Did you get any kind of similar support from your professors when you were writing in English?

Interviewee: I think they're—they don't focus quite as much on that. I think, it's important with a foreign language to be extra encouraging, because it's very easy to give of the learning a whole new language. They focus a lot on just saying, "No, you're doing well." Even in the non-writing German classes, they're the same. They just encourage us to speak.

Interviewer: Mm-hmm.

Interviewee: All they want you to do is to use the language and not worry about how perfect you're being. Because, it's not even—learning a foreign language—language isn't even perfect, in general, when you talk and stuff. They don't expect that of you. They just want you to use it, to feel comfortable with it, and to like it. That drives it—because of that, students will drive themselves to work hard and master the language. It's not really about how perfect you are. Just use your language. I enjoy doing that. I'll write in German randomly, or I seek out German videos, or whatever, because I like to.

Interviewer: Yeah, that's interesting. How often have you used skills or strategies that you've learned in your writing courses in other classes?

Interviewee: Like my German writing skills?

Interviewer: Either way. German, English, both.

Interviewee: From my classes?

Interviewer: In other classes. Maybe, something you learned about—maybe not necessarily writing in German as a language, but a skill or a strategy that you used in that class that worked well, that you could pick up and take to another class.

Interviewee: I don't know. I don't really apply it. I think, one thing I could do is just not stress as much. It's really hard to tell yourself that, 'cause I'm doing it 15:21 and then I don't stress as much. I try to make drafts of my English ones to just—and not think about it as much. It's just really hard to do that. I just can't stop myself from freaking out.

Interviewer: Why do you think that, that you freak out about it in English?

Interviewee: I don't know. There are just more decisions. It's hard to write about.

Interviewer: That makes sense. As you think back over the last, let's say, two years, what experiences, both in and out of the classroom, have had an effect on your writing? This could be something that's outside of school, as well, either way.

Interviewee: I don't think things really affect my writing. I know that there's a lot of personal growth. It's reflected in my writing, but my writing itself is still—I'm not really conscious of how it develops.

Interviewer: Mm-hmm.

Interviewee: I mean, I know that I've been writing more blog posts. That was because I was traveling a lot lately. There were other personal things that I wanted to write about.

Interviewer: Sure.

Interviewee: I haven't been taking a lot of writing classes recently. It's all just been personal writing.

Interviewer: Which you like to do better, anyway

Interviewee: Yeah.

Interviewer: Has your writing process changed as a result of what you've learned in class?

Interviewee: The classes don't really teach you how to write.

Interviewer: What do you think teaches you how to write?

Interviewee: I've never thought of myself as having a process. I think that's also part of why I find it hard to start. I just know what to do once I have an assignment. I'm not much of a procrastinator. I don't procrastinate on anything but writing.

Interviewer: Hmm.

Interviewee: Math homework, I just finish that stuff. When it's a writing assignment, there's preplanning that I have to do, research, and just even thinking about how I wanna go about with my argument.

[Pause 17:40-17:47]

I've tried to ask people, "What is your process?" to try to figure—and I think it helps. I don't know. Sometimes, I ask my roommate to look at my prompt again, because I think I just overthink the prompt sometimes. I think too much. Then, I realize that I'm actually going in the wrong direction in thinking too much into it, instead of just answering the question. Because I want to be creative, I don't want to be like—I don't want to be—I don't want this professor or this teacher to have to read the same kind of stuff over and over again. They probably get billions of papers that sound the same. It's also—trying to be creative also stumps me, makes me slow to start, 'cause I want it to be better than everyone's.

Interviewer: Hmm, it makes sense. I could understand that.

Interviewee: I have some English major friends, which I don't get how they—how they'd want to write for a living. They can write so fast. They're just like, "Yeah, I have an outline, and then I follow the outline and then boom." They can do eight pages in a night. For me, it's one-and-a-half pages per day. I always have to space it out and start early, 'cause I can't just finish a paper over night, because of the way I write. I don't know how they can have all their thoughts already down in an outline, and then go from there. I just start writing and then—it sucks that I backtrack, and go back and then think of something else. I don't know.

Interviewer: If you were gonna walk me through your writing process, what does it look like?

Interviewee: I sit at the computer for a long, long time.

Interviewer: Mm-hmm.

Interviewee: I stare at the screen. This is if I have to just start writing it, not be distracted. It's just—

Interviewer: Right, but it's easy to get distracted for you while you're writing?

Interviewee: - 'cause I don't want to do it, yeah. It's not really distraction. It's procrastination. I usually copy and paste the prompt into my Word document. If there are questions in the prompt, then I try to answer them, just like quick ideas. I might do some more research, depending on the subject. If it's a science paper, then I have to do more scholarly research. If it's an argument base, then I just have to think up the argument, which I hate doing. I really like writing research papers 'cause I don't have to do this logic stuff, and try and convince someone that this argument is right. Whereas, if it's a science paper, the evidence will speak for itself. You just add it in as you go.

Interviewer: Mm-hmm.

Interviewee: Yeah, so the research depends on the paper. Then, I start with the intro, which a lot of people tell me I shouldn't do since it freaks me out. Then, I go and do the rest of the paper just off of that. I just go.

Interviewer: Okay, if I use the term "reflective writing," what does that mean to you?

Interviewee: Critical of your writing. You've got to think about how you write what you're writing and your style. You have to think about your own individual style.

Interviewer: Have you ever done anything like that before?

Interviewee: Just thought about my writing?

Interviewer: Like reflective writing?

Interviewee: Writing—

Interviewer: If you think reflective writing that thinks about your style, have you ever done that before?

Interviewee: - no.

Interviewer: Okay. Have you had any experiences recently working with other writers in your courses, or in other context outside of school? Have you done group project, or collaborative writing, or peer workshopping, peer review, that kind of thing?

Interviewee: For Great Books we had to do some peer review. I think that was the last time I did any peer review.

Interviewer: Okay.

Interviewee: Well, there was also a psych paper. That was also freshman year. It was all since freshman year that I did any sort of peer stuff. I recently had a group project essay for my German class, but that was—I don't know, since it was German, I didn't care so much about whether it was flowing or not.

Interviewer: Mm-hmm.

Interviewee: We just had each person write their paragraph. There are prompts to each paragraph. We just split up each question in the prompt. Then, just say, "You write the answers to this question, your set of questions." You don't have to worry about whether it flows with the rest of the paragraphs or not.

Interviewer: Mm-hmm.

Interviewee: Then, I did the proofreading grammatically for the rest of the paper, for everyone else's.

Interviewer: How did that experience turn out for you? Were you pretty pleased with the paper that came out there, or not?

Interviewee: It wasn't really anything I really cared that much about.

Interviewer: Mm-hmm. You weren't as motivated.

Interviewee: Yeah, then I didn't stress about it. [*Inaudible 23:29*]. Yeah.

Interviewer: That's the silver lining.

Interviewee: It was better than I expected. I don't usually like group projects, 'cause people just don't always do their work, but... It turned out fine. The fact that we didn't have to work right together and be together to do that, 'cause I know my writing process is so much longer than other people's. They just do it. Well, in German I write a lot faster. I don't want them to have to sit there with me, if I'm thinking a thought. It's just nice to have my own my own thinking space, and just think about the questions on my own time.

Interviewer: That makes sense to me. Now, that you're about to graduate, what advice would you give to college students about writing? What are some things that they should think about if they're sitting down to write papers for school?

Interviewee: If you need help, go look for help. Have friends write—better read your papers, or even have friends read your prompt, so that—

Interviewer: Mm-hmm. That's an interesting idea, read the assignment?

Interviewee: - that helps with me, because I'll realize I'm halfway through a paper, and then I'll—I'm just not happy with it. I'll ask my roommate to read the prompt. She'll redirect me by just going back to the source, and being, "You're not even going in that direction right now."

Interviewer: Oh, interesting.

Interviewee: That's also just me thinking too much about prompt. Then, writing something out that doesn't make any sense.

Interviewer: Mm-hmm. Have you had any experiences with new media writing? This could be in school or out of school. I'm thinking about things like blogs, or websites, or making videos, or electronic portfolios, or e-portfolios, digital portfolios, some people call them.

Interviewee: Of writing?

Interviewer: Mm-hmm.

Interviewee: What do you mean by "videos," and if it's—

Interviewer: Composing in video. Some people compose videos in their writing classes.

Interviewee: - oh, I don't think I've done that. I mean, you write scripts for German class, but I don't know if that counts. In my freshman year German class, we wrote little blog posts. They were very short. Our assignment was, every week, just do something German related and then write about—

Interviewer: Mm-hmm.

Interviewee: - which also encourages you to just have fun with the language. It could be whatever you want. Those are the blog posts. Some teachers like to use the CTools [learning management system] forums, and make you do a weekly response or reaction post to a prompt. Those are always just short assignments. Blogging I do on my personal time.

[...]

Interviewer: Yeah, so you do some blog writing kind of stuff.

Interviewee: The audience is just myself, which just—it doesn't matter. I just write what's in my head. I don't read it right—I mean, I might read it later on, when I just want to look at it, but I don't even look at it.

Interviewer: Okay, have those experiences of writing on the blog, writing on the CTools forums, that kind of thing, has it had any effect on the way that you approach writing in your classes?

Interviewee: It's a bit less formal than the print-out paper, double-space, Times New Roman MLA, whatever.

Interviewer: Mm-hmm.

Interviewee: I think it takes slight pressure off of trying to be perfect, because it's also shorter. It's just, answer this question. You can respond to someone else, so it's more personable. I don't like how formal a lot of writing is. I think part of why I like personal writing is I can say, "I like this" or "I like that." That's how you normally talk, in the first place. It just—you don't—conversation is always flawed, the way conversation works. There's no structure to your conversation.

Interviewer: Mm-hmm.

Interviewee: You don't even think about that. You just think about what's in your head. But with writing, you have to rearrange all your thoughts and stuff.

Interviewer: Mm-hmm.

Interviewee: With the blog posts it's more conversational, but also kind of formal because you know that they're reading your stuff. It's not like a chat room where you can just phu, phu phu, phu, one person talk and the other one—just short sentences.

Interviewer: Mm-hmm.

Interviewee: It's also not natural, the forum posts, that someone would write a giant thing to someone else, a paragraph to someone else. In real life, it would be a back and forth, with you refuting each other. It's a bit unnatural that someone just sits at their desk and writes for an hour to this one person, or about this one topic. I think teachers are trying to make it seem more conversational. They really want to see what the students have to say, by having those forum posts. I still find it also kind of formal and unnatural to have to write long papers on the blog, or the forum.

Interviewer: Yeah, that makes sense to me. Have you done an electronic portfolio, or an e-portfolio?

Interviewee: What do you mean by that?

Interviewer: I mean, have you had to create an electronic portfolio for any of your courses? Some people call them digital portfolios.

Interviewee: I'm not quite sure what that is.

Interviewer: Probably not, I would guess.

Interviewee: I don't know.

Interviewer: Like an on-line portfolio—

Interviewee: Of just writing—

Interviewer: - mm-hmm.

Interviewee: - for someone else?

Interviewer: For your classes?

Interviewee: I mean, as part of projects there might be separate writing assignments for a project. They all fit together but it's not like—I don't think I'm understanding the term, "portfolio." It's just pieces of writing that go together? Is that a portfolio?

Interviewer: It could be.

Interviewee: I mean, a lot of classes make you do: this is writing assignment one, writing assignment two. There's a common thread, but you just submit it at different times.

Interviewer: Okay.

Interviewee: I don't know if you could call that a portfolio.

Interviewer: Yeah, I don't know if it would. Okay.

Interviewee: I mean, I have a translation portfolio, but that's more of a—I just collected my translation assignments and made it into a portfolio.

Interviewer: On your own? It wasn't an assignment?

Interviewee: They were homework assignments for my translation class.

Interviewer: Did your class ask you, "Create this portfolio," and turn in this one thing with all the assignments put together in some kind of order that makes sense to you?

Interviewee: No, because every week we had our assignment, he'd turn—he'd give 'em back.

Interviewer: Then, you just put them together yourself.

Interviewee: Yeah. You do that normally, with—I mean I hope. If you're an organized person, you have portfolios of all your classes anyway.

Interviewer: Sure, sure. Some people ask their students to turn in these portfolios that have where the student has made connections between their assignments.

Interviewee: Oh, we had to do—there was, last semester—I don't know if it's a portfolio, but we had to turn in all our mastery journal articles.

Interviewer: Mm-hmm.

Interviewer: There were 15 that we had to do by the end of the semester. He would approve them throughout the semester, so that you don't have to worry about them all being wrong at the end.

Interviewer: Sure.

Interviewee: But the very end, then he would just—told us to put them all together, and do it in chronological order.

Interviewer: Mm-hmm. Okay. You've been uploading pieces to the study archive.

Interviewee: Mm-hmm.

Interviewer: How has that process gone? Has it been okay?

Interviewee: It's fine.

Interviewer: No problems getting everything uploaded?

Interviewee: The most recent one didn't have the Winter drop-down one that they—thing 32:21.

Interviewer: I'll let them know, maybe.

Interviewee: I just put a note on my comments section that this was—it was still written in Winter, even though I wrote Fall—it just was [...] on the drop-down.

Interviewer: Okay, perfect. Can you maybe talk a little bit about why you've chose the pieces that you chose to upload?

Interviewee: Usually, it had to do with just that semester, which classes had writing assignments. This semester was hard because I only took two German classes, so all the writing's in German. I assumed you guys wouldn't want that.

Interviewer: [Laughs] I don't know if we have anybody who can translate German. I'm sure we have somebody here who can do it.

Interviewee: I wasn't sure if I should just turn that in.

Interviewer: That's a good question.

Interviewee: Then, the other were two classes I've been taking. One's discrete math and the other one is a programming class.

Interviewer: Mm-hmm.

Interviewee: The only thing we write is code, which isn't—

Interviewer: We'd need a translator for that too.

Interviewee: - yeah, so that's not really writing in the tradition of sense either. Yeah, it was just math and programming. [Inaudible 33:33] classes, I would say I had no writing in English that I could submit. I used something I wrote for a senior translation prize. As part of a contest, I had to write a preface to my translation.

Interviewer: Oh, interesting.

Interviewee: It was, basically, the only thing I wrote in English that was formal and submittable. I had written a little bit, a preface, when I turned in that translation for my translation course last year.

Interviewer: Mm-hmm

Interviewee: I decided that this is a senior prize, so you could only do it if you were a graduating senior. I just took out that translation and rewrote the preface, because it used to be half a page. I made it three or four pages.

Interviewer: Oh, wow.

Interviewee: Then, I worked with my professor just to make it look presentable and worthy of the submission.

Interviewer: Mm-hmm.

Interviewee: That was what I uploaded. The other stuff is just—sometimes, it tended to be just the longest paper I wrote, because that's the first thing that comes to mind if you—

Interviewer: Mm-hmm.

Interviewee: - you don't remember those response papers on your forum posts.

Interviewer: Sure, that's fair.

Interviewee: Last semester was hard as well, because it was, I think, two statistics courses. The rest were, I think, German, and then the other one was a programming class. I had to do the statistics one. It wasn't really—it was one page long. That was the most writing I was asked to do. If it's a small paper, you don't care quite as much 'cause, whatever. It's just a paper that one page. If it's the ten-page paper, then I feel strongly about it because I spend all that time writing it. That's why I chose it. Most of the papers were term papers for a class.

Interviewer: Okay. What do you think that instructors should know about teaching writing to undergraduates?

[Pause 35:41 – 35:50]

Interviewee: I don't know. A lot of the professors don't think—they don't teach how to write. Unless it's an English course, they just expect you to already know how to do it.

Interviewer: Do you wish they did that differently?

Interviewee: I don't know if it's just a personal problem that I just suck at writing.

Interviewer: I doubt that's the case.

Interviewee: I feel that way. I think it might just be that other things come more naturally than writing does. Then, I think I automatically suck at it, even though it might just be I'm better at other things.

Interviewer: Am I hearing you say you wish you'd gotten a little bit more support from your instructors?

Interviewee: Maybe. They just assume that you know how to write all ready.

Interviewer: Mm-hmm. Maybe, if they didn't assume that you already know how to do it, that would be helpful?

Interviewee: Just tell me how you can even—I don't even know how to start writing. I don't know how people can even teach you how to write anyway.

Interviewer: To help with the process, maybe?

Interviewee: Yeah.

Interviewer: Yeah. Okay, that's really helpful. Thank you. Last question: do you have any other comments or questions you thought that I might ask that I didn't, or things you wanted to say but didn't have a chance to? Anything like that?

Interviewee: About writing?

Interviewer: Yeah. I don't know, I once did the tutor—I think it was Sweetland 37:20 tutoring, or something. It's helpful, but I don't know how—I really don't know how they can really—I don't know, writing is just this mysterious process. I know that they're trying to help me, but I just can't—they'll try to flush out the ideas, make me discuss ideas more.

Interviewer: Mm-hmm

Interviewee: That's helpful. It just doesn't help with the writing part. Getting the words on the page is really hard, because you have to—you have to do it in a logical sense, which isn't how conversation works. When they sit down with you it's all conversation. It's not in this—this idea will float, but this one won't float. That one—

Interviewer: It's the organization?

Interviewee: - yeah. With my advisor for this translation, this introduction thing, we went through just to see what kind of things I should include when I'm deciding I'm gonna start writing. He just let me talk. Then, he wrote down what I said.

Interviewer: Mm-hmm.

Interviewee: I think he was, "You should just put—all this stuff that you're telling me can be put into this preface. You just have to get it [*inaudible* 38:42] Just start writing and then go from there" I found that to be more helpful.

Interviewer: Mm-hmm.

Interviewee: I don't know what the difference was between my professor and the tutor, 'cause she was really—she was really nice and helpful too.

Interviewer: That experience didn't help you get the project done quite as well. It sounds like your saying—

Interviewee: Oh no, it got done. It' just—

Interviewer: - it felt easier or better when your advisor helped you by writing down what you were saying?

Interviewee: I knew that he was gonna look over it afterwards too. He was like, "We set up an appointment that..."

Interviewer: Mm-hmm.

Interviewee: "You'll have this done by next week, so come in." I had one for brainstorming, Then, he was like—the next one was just, "I'm gonna read through you thing and give you your feedback." Then, he was like, "If you wanna—I'm kind of busy this weekend, but if you wanna—if you rewrite it, and you want me to look at it, I'll be happy to do that [...]."

Interviewer: Mm-hmm.

Interviewee: Then, he gave me feedback about that. This continued coaching—I mean, the tutoring thing, if I had just gone there more than once, it would have been the same deal. I think a lot of the time, I procrastinate on my writing. Then, I don't have the time for that. At the very end, I don't have time to just go call a tutor. Should I ask them to help me? With the advisor, it was like we set up that time ahead—

Interviewer: In advance.

Interviewee: - that we were going to finish that. It made me reliable. Otherwise, that appointment's for nothing.

Interviewer: Mm-hmm, mm-hmm.

Interviewee: Also, you feel a little bad for letting down your professor versus your peer. I know that—

Interviewer: Sure. No, but it's different, right? No, but it's different. I hear what you're saying. That makes sense to me. Anything else you'd like to add?

Interviewee: No.

Interviewer: Okay, that's it then. Thank you so much [...].

[...]

[End of Audio]