Interviewer: All right you ready?

Interviewee: Mhm.

Interviewer: All right. Question one is how would you describe yourself as a writer when you first started at [University of Michigan]?

Interviewee: I was someone who wrote for fun. I kept a journal my whole life. I was always writing stories and poems. I wrote letters to family members and friends, and I just really used it for personal reasons. I mean I did it for school too, but there wasn't a very high demand for it, so it was definitely more of a personal thing.

Interviewer: Okay. Then what about now how would you describe yourself as a writer?

Interviewee: I mean I use it for personal reasons as well. I usually succeed really well when I'm able to write for class whether it's a paper or if I have a blue book exam. My confidence usually goes up more than just taking like a multiple choice exam, so it's definitely something that I'm very strong in, and can always use to work on. Especially like academic writing, it's definitely the best, and more practice is always good.

Interviewer: Do you feel like your writing identities is similar from then to now?

Interviewee: Yeah. It's grown. It's gotten bigger. It still includes what I had beforehand, but it's just adapted to other ways as well.

Interviewer: Cool. Have you developed any language to talk about yourself as a writer, or about learning to write along the way at any point?

Interviewee: I would say maybe a little bit. Just more experienced in the writing field and different genres of writing obviously gives you just more experience in general, so I would say that probably yeah.

Interviewer: You would say you had like specific terms you can use for different genres of writing now?

Interviewee: Yeah I guess. I would say that you know doing writing just for myself back in my room, or back at my house is different than the kinds of academic writing I would be doing while writing a paper at the library. I would definitely say that that kind of writer is a different kind of writer than the one back home.

Interviewer: Okay. To what extent would you say you've grown as a writer?

Interviewee: Since any—

Interviewer: I guess since when you started at [University of Michigan].

Interviewee: I would say a lot for sure. I've had a lot of different exposure to different types of writing, so more like reflection pieces. Then you have research papers, journals. The different classes I've had to write for. Writing for biology's different than writing for history, so I've had a lot of experience with doing different things. I would say that I've definitely grown a lot, but you know there's always room for improvement.

Interviewer: Can you pick something specific that you think helped you grow?

Interviewee: Yes I wrote a history research paper, and it was the first real research paper that I did here. Like really long, not just an article or two. I had I don't know maybe 20 sources, and it was really long. I just had to balance all my information that I wanted to include, and make sure all got cited correctly, and just putting it all together and making sure everything was at the end in the bibliography. That definitely was something that I had not done for a longer piece, and so that definitely helped me.

Interviewer: Okay great. How would you describe your goals for yourself as a writer?

Interviewee: Well I want to write after, like that's what I wanna do with my life. I wanna get some type of job where that's like what I, whether it's like for a magazine or a newspaper, or just some kind of company. I definitely want that to be the main thing that I do.

Interviewer: Okay. Have those goals changed since you entered the minor?

Interviewee: No. No. I've always, I've had this for a really long time. I just love to write, and I just always wanted to have that.

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

Interviewee: I think it means to, well I think it just includes a lot of things. I think being able to use your resources, so whether it's getting help from outside people with editing and whatnot, peer tutors using sweet limit writing center 00:04:28 or something like that, making several revisions, being able to go back and understand that you might have done a great job, but writing is never perfect. There's always room to improve things, so I think having that kind of understanding. Just being willing to work at making it better.

Interviewer: What do you think is the most important thing in learning to write?

Interviewee: I think having an open mind because writing is just so opinionated and some people might really like something that other people might hate it and think it's a horrible. I think you just have to understand that everyone is different, and if you take everything to heart you're never really gonna get anywhere. You just have to be strong in what you believe, and what you think is good, and go for it.

Interviewer: Is that something you feel like you've developed here at [University of Michigan], or is it you had before?

Interviewee: Yeah I think, I've had many time for a professor has been like, "I really don't like this. I think this is wrong," or, "You need to go in this way." It's difficult when you're writing for a grade cuz you want to be able to get the A, or whatever you're trying to achieve. Sometimes you have to alter your vision a little bit. It's frustrating when it's just like, "Well that's not what I want. That not what I see. That's not the point I'm trying to make," and so, you know, sometimes you have to learn that sometimes you can't follow exactly what you want.

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

Interviewee: I did [English course] with [Instructor] 00:06:09.

Interviewer: Okay. Can you tell me a little bit about that class?

Interviewee: Yeah. It was actually the first class I took here. It was like the first one. It was very interesting. It was actually, now it's one of my favorite classes that I took, but it was a little strange at first. I was taking it because of my learning community. We had a special section with [Instructor], so I was with like 20 other students in my dorm and cousins. I wasn't intimidated by him. That's not the right word. I just like didn't not know what to think. You know it was the first college class that was small with a professor.

He just seemed a little out there. I like didn't know what to think. You know our first assignment was just about [topic]. No one had any idea what was going on cuz he, you know you're not gonna walk around Ann Arbor and actually find [it], but like that's what it was about. I was really scared that I was gonna do horrible on like my first writing assignment at school.

Interviewer: Like finding a bird?

Interviewee: Yeah, he, it's like, he's like famous for this assignment. It's just very strange. He really, he had no desire for you to write about [topic]. It was more, I think he just wanted to see how you interpreted a piece, and how you took something and made it your own. You know a lot of people talked in some ways about like a journey or something of the sort. I don't remember exactly what I did, but I know that I talked about, well cuz I actually like went on a walk just to see like what I could come up with. I think I talked about like not just seeing all of the distractions around me, and really appreciating where I am, and like the moment I'm in. Instead of regretting things or looking too far into the future that I think a lot of our life is spent doing that, and that I just wanted to save the time. It was obviously really eye opening thing, especially to be like the first thing I write [chuckles] here at school.

Yeah we did a couple of interesting assignments. I really enjoyed his class. I kept in touch with him. […]. Yeah and one other thing that I really liked about that class was you always had a chance to do a re-write. You had, you know and like get a new grade, but you had to like go in and tell him like why, you know what you thought you did wrong and what you thought you could improve on. I just thought that was cool, and that was a different thing. You know you don't have that chance in a lot of classes.

He wasn't gonna give it to you if you didn't show him that you really wanted to make your own writing better. He, you know he wasn't gonna do it if you're just going to try to get the grade. He wanted you to actually improve, and so that was really cool.

Interviewer: You said one of the things you think makes a good writer is revising, so do you think it came from that a little bit, or did you have it before that class?

Interviewee: No that's something that really developed over college. I mean I didn't really do a whole lot of revising in high school. I just, like I said there wasn't a large demand for writing, so you turn something in, and that was it, so that definitely came from here. I think a lot of that helped cuz he really made me realize that you just always have to work at the larger goal of whatever you're writing about. I think that, yeah.

Interviewer: Anything else from that class that you've learned that you are continuing to use in your writing?

Interviewee: I mean I guess there's one thing and that would be like don't be afraid to write about new things, or like take some type of leap in like what you're going for. I prefer writing longer things rather than shorter things. I'm not good at writing very concisely and it's sometimes really difficult for me to get out what I wanna say, but sometimes he'd have like a very strict word limit. Like you can't go over this, and you have to say what you want in 500 words. It was always really hard for me. It still is. I'm not very good at it.

I would try to have new forms of writing. There'd be from a piece of something that I mean from the point of view of something different, and it would be like really choppy sentences. Like something with like, I don't wanna say an attitude, but like there's some type of theme inside of it, and it's not normally how I would write at all. It's not what I do, but he pushed us, and said, "Don't be afraid to take a risk because sometimes it could turn out well. And if it doesn't well you can always revise cuz it's not permanent."

Interviewer: Cool. In that course did you develop any language to talk about yourself as a writer, or how to learn to write?

Interviewee: Yeah we spent a lot of time. Well I wouldn't say a lot of time. We spent some time with a book in that class, and we would go over different forms of writing. Like what kind of person uses this way of writing. It was very interesting. It was a very strange book. Yeah and we would read like different short like pieces or snip its from

other things. We would talk about them, and like what kind of writer they were compared to other ones, so I guess a little.

Interviewer: Did you take [Writing course]?

Interviewee: No.

Interviewer: No, so [English course] was your first class?

Interviewee: Mhm.

Interviewer: Okay, so what's your concentration?

Interviewee: I'm a history major.

Interviewer: Do you do writing in history?

Interviewee: Oh yeah. I mean that's all we do. I had three take home exams for my three history classes. They're all, I wrote like 48 pages in four days. It was the most freakiest thing I've ever done, so yeah.

Interviewer: Okay well tell me a little bit more about the kinds of writing you do in history?

Interviewee: Well there's a lot of different variation. We have blue book exams. That's usually the most popular form, so that's a more structured form of writing. Obviously you have less control over that, and you have a certain amount of time when you have to do that. As far as outside work, reading responses, three or four pages about a couple of primary source, documents that relate to the lecture, research papers small or large. I've done a lot of blog posts as well in some classes. Weekly, about 500 hundred words, and you have to incorporate lecture, the readings we've done, and respond to other people who are blogging about the same topic.

Interviewer: What affect do you think writing in history has had on you as a writer?

Interviewee: It's definitely helped me grow a lot. It keeps me busy as well. Keeps me constantly writing which is nice because when there was one semester where I didn't take a single history class. I never wrote. It was very strange that I was always taking tests and like studying and doing all these problems. It didn't halt my growth, but it definitely, it just kinda stopped it and put it aside where as when I'm in history I'm always writing. I always have papers due. I always am doing that sort of thing.

Interviewer: Yeah some of the other minors I've been talking to that aren't history have been saying they haven't been writing very much.

Interviewee: Yeah I mean I always, I mean I think this semester I had like a paper and a half due, like on average. Like every, like I always had stuff due, which I enjoy. I mean I've been meaning to take these classes cuz I'm done with my major, so I was taking them on purpose. I enjoy it.

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

Interviewee: It's growing. It's definitely not my strength. I would say shorter pieces yes, but longer papers and anything over ten pages I'm not so confident on. I haven't had a ton of experience. I mean like take my final exams for instance. I wrote all those pages, but I would have like to fill out five questions, each had to be like three pages. It was just focused on like one idea, name a couple of things to support it, contradict for something, and then close it. It wasn't long papers. That is something I could really use a lot of work on.

Interviewer: Like an extended argument?

Interviewee: Yeah. I'm actually doing an independent study course next semester in history, so I'm gonna get huge experience with that.

Interviewer: You have to write longer papers for that?

Interviewee: I write like one paper. I mean I spend the good first half of the semester just reading a lot. Like I read probably about 300 pages a week, and then after that I think I write about like a 25, 30 page paper. I mean it's kind of up to me cuz I designed it, but I'm doing it for four credits, so I have to really make it. I wanna use it to my advantage. I wanna get that experience under me, so it's really to my benefit to take advantage of it.

Interviewer: Okay, so let's talk about the writing minor gateway course. What impacted that course writing tutor 00:15:32 to have overall on your writing do you think?

Interviewee: It exposed me to a lot of new ways of writing. I felt like we didn't do a whole lot of writing. We, I mean, don't get me, I thought we were gonna do more. I guess that's the way I should say it. Cuz we did do a lot. I thought there would be more writing I guess I should say, so it didn't really impact that much I don't think cuz I had different expectations. I didn't realize that we would be like playing around with all kinds of media and stuff. I don't know why I wasn't aware of that. I guess I just wasn't like paying attention to—and I enjoyed it, but it just wasn't what I was thinking. In writing ways I would say it didn't really change that much.

Interviewer: Do you not consider that media stuff part of your writing, or?

Interviewee: It's not the kind of writing that I do in school. I'm not into technology. Like I really don't like it. I enjoyed learning it and it's definitely useful, but I don't blog. I mean I use Facebook and Twitter, but I don't really count that as writing I need to learn

how to do. I feel like that's just like a part of everyday life for young people at least. Yeah.

Interviewer: Okay. Did the course have any impact on your sense of self as a writer?

Interviewee: I don't know if it impacted my sense of self, but it definitely opened my eyes to other opportunities, and just other ways that people also enjoy writing. You know there were a couple of girls in the course that really liked writing for fashion magazines, online blogs, and stuff. That is not for me, but it's really cool to be able to see what they're doing and hear about it. Maybe it like made myself more aware of like what exactly I do, like my specific interests and whatnot, but it also opened my eyes.

Interviewer: How would you describe your specific interests and contrasts in some of those other ways?

Interviewee: Mine's more academic. Whether it's—and I guess you could say educational. Because I really like doing like research and writing about, I don't wanna say real things cuz I'm not saying fashion isn't a real thing, but like I don't know, like I just I really like writing about history, whether it is like in a very serious academic tone or whether it's in a like a looser form. I don't really know how to explain that, but it's not as, I don't know what the, I don't know how to explain—I don't know. It's like less free, or I don't know. Do you get what I'm saying? Like it's not—

Interviewer: A little more structured?

Interviewee: Yeah. There's like certain things, you can't make up stuff. I'm not saying that fashion makes up stuff, but it's like more creative and more of that kind of outlet. Whereas the stuff I'm interested in is like more concrete, and you have to stick to certain things because you can't just like make up, you know this building was created. You know? Like there's stories and things behind things that have to connect.

Interviewer: Mhm. Mhm. Okay. What were your experiences working with other writers in [[Writing 200 level course] level course]?

Interviewee: I liked it personally. Like I said I got to see a lot of new kinds of writing and things that other people were interested in. We shared some ideas, so that was always beneficial and would help me out. I met a couple of people who were really, really great like proofreaders, editors, so I've actually used them this semester.

One girl I'm pretty close friends with, and so I'll send her like one of my papers sometime. She'll read through it, and it's kind of nice because she doesn't know anything about history. She never knows what I'm writing about, and I know that the content is fine. You know I know that I'm writing about things that I'm using the correct information. She just, you know, simply goes through for grammar, and like check mistakes, so it's nice because she doesn't have an opinion about anything I'm writing about because she doesn't know anything. That's always really cool.

Interviewer: Was that kind of getting feedback part of your writing before [Writing 200 level course]?

Interviewee: Yeah we had it a little bit, but I mean the only writing course I had taken was [English course]. That's the only like English or anything I had taken, and we did a lot of peer stuff in there too, peer revisions and stuff.

Interviewer: Okay. The gateway course emphasized reflective writing in various forms. How would you describe your experience with the reflective writing?

Interviewee: Well it was on the blog for the most part. I didn't really think it was, I mean it was reflective, but it usually wasn't very though provoking. Where sometimes we'd just be like write about something that's on your mind about writing, so you'd like write about something else you're doing in a course or something. I mean it was reflective, and you were sharing things, and it wasn't structured, but it wasn't, you didn't think a whole lot. I don't know if that was an intention or not.

Interviewer: Do you still use reflection currently in your writing?

Interviewee: Not right now. No.

Interviewer: Okay. The next question's about new media, which you mentioned a little bit, but maybe you could say a little more? How would you describe your experiences using new media writing, which could be blogs like you were talking, or it could be the remediation project that you did in the [Writing 200 level course] class?

Interviewee: Well I don't like technology. It's just not, I don't know I prefer to write like on pen and paper. Just like one of the reasons why I still send letters cuz I just think there's something so special about a letter versus an email. The course was good. It did show me some things that I just don't really care to learn, but I should. […].

If I don't learn some of these skills it's gonna probably negatively impact me. I would say that it was good. It forced me to be around some things that I don't, that I wouldn't seek out on my own. My remediation project I did a prezi 00:21:59, so it wasn't too, I wasn't playing around with, you know a bunch of equipment or anything, but it definitely helped. Especially if I wanna stay in the type of educational academic field because people are always giving presentations and what not.

Prezi is definitely tricky. It has its ups and downs. You have to learn how to use it before you actually create your project. Otherwise you will really mess it up, and really make yourself mad. There's not really a whole lot you can do to fix it. That definitely benefited me a lot. I didn't even actually know it existed until that class. One of the girls in my group suggested that I do that for my project, so that was cool.

Interviewer: Do you think there ever could be a time when your more structured academic type writing that you like and enjoy could sort of mesh with technology, or do you see them as really separate?

Interviewee: Well I see them as separate, but I think in some ways they can still overlap. For instance I am in charge of creating this history podcast for the history department here. I haven't done it yet, but it's in the making. It's at the very beginning stages. It's not necessarily academic writing, but it's still dealing with very professional issues, and questions, and that kind of thing, discussion. Obviously I have to bridge it over to technology, so I don't really know how that's gonna go. [Chuckles] Yeah, so that's one thing that I can see. I can see some things being online on some type of online blogs, but I think for most of it it would probably be separate.

Interviewer: Do you think the negative, like you said several times like "I don't like technology" do you think that's mostly the technical aspects of it, or what aspects of it?

Interviewee: I just get really overwhelmed. It's really just a personal thing. I just start feeling like I can't handle it. I just like, it just starts to bother me, and I kind of, I just prefer not communicating via the computer. I just would rather talk to someone in person, or even on the phone, than over Facebook chat or something, and email. It has its good parts. I mean my mom can email me certain things that I need while I'm here at school and she can't get them to me. Just, I mean I don't even know, but like, well I'm going to the eye doctor next week, and I needed the insurance card. She didn't wanna mail it cuz if it got lost, you know that would be bad. She just sent me this like special thing through our insurance company, this link thing. She had to send it to me cuz she's the holder of it, and whatever. It's like those kinds of examples are really, you know it's useful. I can't imagine going to school, and not having access to email. I don't even know how people did it in that like it's very handy setting up appointments with people, and keeping track of things. Yeah. [Chuckles]

Interviewer: Okay. The next couple of questions are about the your gateway portfolio, which you can pull up on the screen here. I think I have the main page open, so can you find yours? Yep. Okay just wanna maybe walk me through it, and tell me about what you did?

Interviewee: Okay. Well when we were getting ready to make these I was having a really hard time figuring out what I wanted to do. I didn't want it to be super serious, just cuz that's not me at all. I am not a very serious person, so I kinda wanted it to reflect that, but I wasn't quite sure how it would be able to come across. Especially with the types of writing that I have. If it would load. [Chuckles]

Interviewer: I don't know why it's taking so long. Maybe because it was sitting there.

Interviewee: I have my computer if I—

Interviewer: Okay.

Interviewee: I can pull it up.

Interviewer: [Cross talk] doesn't work. Try to refresh it maybe.

Interviewee: Oh it's still going. Oh here it goes. Okay. One thing that everyone knows about me is that I love this university more than anything in the world, and I laugh all the time. Even in like bad situations where I shouldn't be laughing. It's just, I just love to laugh. I think it's like the best thing you can do with your time and energy.

I felt like that was important to come across. I had to put the [University of Michigan] somewhere on here cuz it's just me. Then I just gave a little bit about me, so people could feel like they're a little bit more connected with who I am and why I like to write. I decided to come up with these three categories, laughing, love, and learning cuz those are, it's basically what I live my life by.

The learning aspect is obviously the more serious pieces. A lot of the stuff I've done academically for school. This right here is the, it actually is the whole remediation thing. I started, I wrote a paper about the connection between [Pope] and his silence […]. I originally made a blog post about this for one of my classes, so I included that on here. […]. Then my outline that I had, the drafts. Then I had my prezi on here. Above I just explained why exactly I started to love history. I just wrote about that. Then I put the blog, just a link to the writing blog. Then for love—oh then under laughing, love, and learning they all have a little thing about kind of why I think you should love or whatever.

Here I have a piece that I wrote for [local Ann Arbor newspaper] […]. My learning community went through a lot of struggles with the university […].

Then laughing, these are actually both pieces from [English course]. The first one was, we had to do something that we really felt uncomfortable in or something, and write about the experience. I hate going on treadmills at the gym. I'll go on it at home. I'll run outside. I just really hate treadmills at gym, so I wrote about that. It's just like kind of funny because I mean I just describe myself in like funny ways. Then this one was feeling out of place, and I talked about how it was the first time I ever had homework over [Break]. It was awful. I didn't know what to do with myself, and I do a lot of traveling over [Break]. I was just basically lashing out at my professors. Yeah so that's kind of a little bit about it.

Interviewer: Okay. Separate from all the other new media writing you did in [Writing 200 level course], how would you describe your experiences creating this portfolio?

Interviewee: It was very frustrating. I just, it was never working exactly how I wanted it to, and we had a woman come into class and like be there to help us. Like she's experienced in Word Press [content management system], and Google sites, and I don't know what else. We just like, we're working, and it was great. It was so helpful. I was

working with a girl who was doing like the same, using Word Press and doing something else. We were going to get together after class to work on it, so we could just help each other. Cuz there's a lot of like tricks to remember, and I'm not very experienced with this.

In class it wasn't that bad. I wish we could have had more time with her because she really helped, or even like started this earlier in the year, and had her come in at the beginning. Because with everything else going on towards the end of the year, and when you don't really know what you're doing, sometimes it's just like very, I don't even wanna say stressful cuz that's not exactly it. I just didn't know what to do, and sometimes I would have like a hard time like getting started. I mean, you know [Instructor] 00:30:55 would want us to like work on it at home, or like bring in ideas. That was great, but I just like didn't even, I couldn't think of ideas cuz I had just never done this. I would like try to do it, and it just did not go so well.

Interviewer: Was the first writing part more the like getting the technical aspects to work, or was it—

Interviewee: Yeah.

Interviewer: —getting started writing on them?

Interviewee: No it was definitely the technical part. The writing part was fine. Yeah the technical part it's just not my strength, so that was, that would get frustrating really fast.

Interviewer: Okay. What were your aims for the portfolio?

Interviewee: I guess just to show people that I like to write about different things, but ultimately it's usually about sharing parts of myself or something that I'm very interested in. You know the laughing, and the love part is a little less serious, and it's more of reflection, and more about me. The learning section is more serious stuff, more academic, but it's still very close to my heart. I'm still very interested in it, or I have some type of connection to it.

Interviewer: You said to show people did you think of people in your mind as an audience, or who were you thinking of?

Interviewee: Well I guess I was just, I didn't really have anyone in mind. I guess just making sure that it represented me in the way that I would want to come across. As far as the types of writing that I enjoy, or the kind of person that I am, which I know is kind of silly because no one's probably really ever going to look at this. I'm not using it for anything, but I guess I wanted the option to be able to use it and to have some type of image of myself portrayed.

Interviewer: Just from my impression of like those laughing essays they seem pretty different from the way you described what you value about most of your writing.

Interviewee: Yeah.

Interviewer: Can you talk about that difference?

Interviewee: Well I mean it was with [Instructor] and so I had mentioned before how he was kind of goofy. I had to do a lot of things that I didn't, well I don't wanna say I didn't enjoy cuz I really liked the class, but that I just wasn't used to, and that obviously I haven't really done since then. I guess like the one where I said about writing, doing homework over [Break]. If I can even pull up. I mean I really was just like, I don't know, I think at one point I said like this is just not okay. I don't understand why I have to do this, or something really dramatic. I mean it's not really that big of a deal. You're a college student. Yeah like I'm expected to do all of this. Like I just, I don't know I just try to take a very rude approach to it, which I don't [chuckles] really like to do. I don't really want to come across that way, but in this kind of thing it was okay to do so. Yeah that was fun.

Actually one time he had told us that he gave this assignment. Someone said that they felt out of place that they had to do the assignment, so they didn't do it. [Chuckling] I don't know if they like wrote that. Like that was what they wrote and turned it in, but I'm pretty, like they got away with it because they just said, you know I don't, I feel like it's out of place that I have to do it, and I don't feel like it, and probably justified it with something. Then just like turned it in. It was just like funny. It just not what I was used to.

Interviewer: Okay. What impact would you say creating this portfolio has had on your writing?

Interviewee: It's made me think more about other people seeing it. Not just, you know you turn it into a professor, and then it's over. I guess creating some type of thing where it allows me to keep my writing stored, and for other people to see, and for me to be able to just go back on it. I mean sometimes it's just funny to go back and see things that you wrote, especially at such a transitional point in your life. You know your first semester of college here. It's just, I mean I've changed so much, but yet I'm still the same person. I definitely enjoy looking at it.

Interviewer: Even though you said before that no one's really reading it. Still like hypothetically thinking about audience is helpful?

Interviewee: I think so yeah. Just because you never know when you're gonna need to use something, or use part of another piece. I wrote this paper in the class, and I have the hopes of using it when I apply to grad school. I'm not sure if I actually will, but that was part of my motivation in making sure that I worked really hard, and used it to my advantage for that reason.

Interviewer: Okay. What would you say the impact was of the reflective writing that was required in this portfolio?

Interviewee: Sorry can you say—

Interviewer: Was there a reflective piece to the portfolio?

Interviewee: Oh. Well I know there were some reflective writing with like what you wrote actually on the, so like all the things under everything. You know my bio, and then like everything I wrote for each piece itself. Then what I wrote like for each category is like the little part. I guess that would be reflective.

Interviewer: Okay. Would you say that that had any impact on you, or the—

Interviewee: It was fun. I enjoyed it. It didn't take very long. Like I said it's just kind of things that I live by, and that I think of daily, so it was just kind of me just putting some normal thoughts down.

Interviewer: How has your writing process changed as a result of the experiences in the gateway course, or has it?

Interviewee: I have tried to do a little bit more of draft writing usually, or even just saving. Usually I'll save something, but just like keep clicking save instead of saving something again, so I have like a first piece, and then like a final. Cuz I mean I guess it's not necessarily important, but sometimes it's nice to have a couple of stages saved when you're writing on a computer. It doesn't even occur cuz you just keep clicking save cuz you don't wanna loose what you're writing, so I've tried to do that.

Interviewer: Is that something that you talk about in the course, or practice in the course?

Interviewee: Well we, I mean for like the archive. We would bring in a draft, and edit in class, so usually when I was writing it I would just automatically put [Writing 200 level course] the subject draft. Then it would be saved as a draft. Then I'd be like okay well I should make sure to change it as a final, so that I way I know.

Interviewer: Okay. Anything else about your writing process that you think changed?

Interviewee: I don't think so. We didn't, I would say that most of the writing was just the kind of stuff that I did in other classes. Like the ways we went about things, so I don't think it changed too much.

Interviewer: Okay. Let's talk about the future a little bit. What kinds of writing do you think will be most valuable for your career?

Interviewee: Academic writing for sure. Very structured types of writing. I would like to at some point do some type of like freelancing for like a history newspaper, magazine, so

that I can be a little bit more opinionated sometimes. Not necessarily opinionated, but a little bit more personal. Yeah.

Interviewer: When you say academic writing, is that different from the stuff you did in the writing minor class?

Interviewee: Mostly yeah. I mean I thought about going and getting my PhD. If I did so I'd be a professor like writing books, and so that's very serious, so that's definitely different that a lot of the stuff we did in class.

Interviewer: Okay. If you could tell your teachers one thing about writing or how to teach writing what would you tell them?

Interviewee: I think it would be the same thing that students have to deal with, and that has to be open minded. Realize that it's not always their job to tell us if we're right or wrong, but more so just to help us write better overall.

Interviewer: Do you feel like you've had professors that have been able to do that, or most of them haven't done that?

Interviewee: I've had a really good amount of both. I've had some professors who are really great at supporting what you want to do, and the vision that you see. Especially if you're willing to show them why you want to go in that direction.

Then I've had other professors who are very limiting. I mean I actually had a professor who told me he didn't care what I wanted to do, this was the way to do it. It was just like, okay well. You know and that can be really challenging. Not only cuz you don't want to, but because you don't see exactly what they see. It's really hard for you to write exactly for them when you only see them in office hours for 15 minutes.

Interviewer: Okay. They're developing the minor capstone course this summer. In that course you are going to create a final minor portfolio. Do you have any suggestions for that course, or the way they're developing it?

Interviewee: I would say definitely start on this early, like the portfolio part. Like start it, I mean you don't have to start it like the first week, but don't save it till like the last couple of weeks. Especially cuz, I mean most of those people will be graduating, so they're gonna have other things to do besides schoolwork. Whether it's just like celebrating with their friends, find good jobs, moving. There's just a lot of other things, so I feel like if you start it from more so from the beginning and put a focus on it it'll take away a lot of stress, and might ultimately allow for better portfolios, and it'll give them more time to get help as well.

Interviewer: Okay. That's helpful. Anything else?

Interviewee: I don't think so.

Interviewer: Okay. That's the last question. Do you have any other comments about your writing or the minor that you wanna say?

Interviewee: I don't think so. [Chuckles]

Interviewer: Okay. Great. Thank you.

[End of Audio]