

Interviewer: This is ***. I'm meeting with *** on December 4. ***, thanks for coming today.

Interviewee: Thank you for having me.

Interviewer: [...]. The first group of questions talk generally about how you see yourself as a writer and your experiences with writing. We'll start very broadly with: how would you describe yourself as a writer?

Interviewee: How would I describe myself? [*Chuckles*] [...].

No, how would I describe myself as a writer? I would say I'm very poetic. I'm more of a poetry/prose type of writer. I write ideas as they come to me. I don't really like to organize too much of my writing, at least free-writing. I like to free-write a lot. That helps me. I would say I'm more of a informal, poetic, flexible, free-writing type of writer.

Interviewer: That's great.

Interviewee: Yeah.

Interviewer: Building on that, could you describe the role in your life that writing plays or what role you see for this kind of writing?

Interviewee: It's very meditating for me—writing is. I do a lot of journaling, not necessarily daily journaling. It really helps me to just—I dunno—release a lot of maybe tension or anxiety that I've held in for the day or that I've held in for the week or something. Me writing is me letting it out. It's very meditating.

I guess that's why I don't really like it to be too formal because it just comes off of me. Any idea that comes to me, I just write. I either write it down just with a pen or sometimes I do it on my computer, depending on how I feel. Yeah, it's just really meditating for me. That's really what I like about it.

Interviewer: That's great.

Interviewee: I don't have a set schedule on when I should write. That's what I feel I like about it more. It's very flexible. It constricts to what I wanna do when I wanna do it. Yeah, a lot of experiences I go through, I write about. I write a lot of short stories—fictional, of course.

Interviewer: This is beyond a course requirement?

Interviewee: Yeah. Oh, absolutely.

Interviewer: This is for your own interests. Right?

Interviewee: This is just for me. Yeah, this is just for me. I just like to—I just like to write.

Interviewer: That's great. Thinking back to when you first came to the University of Michigan, now that you're almost on your way out, which must feel nice, how would you describe yourself as a writer when you first came to the school?

Interviewee: When I first came, as a writer, as far as my wanting to write, it was completely void. I had walked away from writing for a while only because—and I wrote this on my Minor in Writing application—I was kind of constricted in high school writing.

I couldn't really free-stand and write how I wanted to write. It was constricted, and it was a lot of constructive criticism, which I'm very sensitive about as a writer. That's a sensitive topic for a lot of writers, the criticism. Coming into college, I didn't write unless I had to. Then when I found out about the writing program, that's when I felt like I was just like, "Why not? Why not minor in somethin' that I really like?"

I was tryin' to minor in things that I didn't really know if I liked it. When I saw writing was a minor, I was like, "This would be amazing." That kind of opened the door to me writing more, which I think was really healthy for me just through that. It's been like an upward climb from there, honestly.

Interviewer: That's great. This next question may sort of tie into the point you just made about selecting that writing minor. The question asks: to what extent would you say you've grown as a writer while you've been here, changed as a writer since you've been here?

Interviewee: I've learned that I'm a leader as a writer, but I'm also still a learner. I've learned that I have a lot of learning to do. The program has helped me open up to wanting to learn more about my writing because, coming in, I just would get a lot of compliments on my writing. I thought, "I'm a good writer," but when you're criticized by your peers or by professionals in your writing, it hinders your spirit a little bit. After going through that a few more times, and workshops and what not, it really helped me understand that it's helpful to get criticism from other eyes and to see other people's opinions, not because they're just—they're not all negative. They help you out in a greater sense, and you have to be able to learn as a leader.

That's basically, I feel like, a very big aspect as to why I've become better in writing and why I still have a lot more learning to do. My process has helped me understand that I do need help and I have to be willing to get that and willing to be open to that.

Interviewer: That's a really interesting insight. When you first began by saying you were sensitive to some of the criticism you'd received in high school, I thought right away that the peer feedback and workshop work you probably have done in the minor—it's interesting to hear what you take from that. It's really interesting. The next question: still thinking broadly, what are your goals for yourself as a writer now?

Interviewee: My goals now, as of right now, I would say they're more self-reflective goals. I'm starting to become a little bit more open with my writing. A lot of my talents and skills, I'm more just reserved about 'em.

I'm very modest about them. A lot of people don't know things that I just dabble and dabble in. A lot of my friends wouldn't know that I can write or that I do poetry or whatnot, unless I kind of step out. I guess now, more self-reflective. I'm growing to the sense as a writer to be more open about my writing and to—I've sent friends some of my pieces sometimes and they're like, "Oh my gosh. That's like—I didn't even know. Did you write that?"

It gives me confirmation as to how people view my writing, as well in how I come off as a writer. I would say more self-reflective, self-exploration. I'm finding out a lot about myself through my writing. I'm learning to be more—what's the word?—not daredevil-ish but more—I can't think of the adjective, but I'm trying more as a writer.

Interviewer: Like taking risks? Is that the idea 07:09?

Interviewee: Taking risks, exactly. There it is.

Interviewer: I like daredevil as the best one 07:09. *[Chuckle]*

Interviewee: I'm taking more risks as a writer, which is very helpful for me cuz—I dunno—it's kinda difficult sometimes to dig, and see yourself, and throw it on paper so other people can view it. I'm taking more risks as writer cuz it's just therapeutic for me.

Interviewer: That's great. The next few questions concern more your experiences in classes here at Michigan. The first one asks: thinking across writing experiences at U of M [University of Michigan] and transfer institutions—did you start at U of M [University of Michigan]?

Interviewee: Mm-hmm.

Interviewer: Okay, so don't worry about that. Thinking across writing experiences at U of M [University of Michigan], what do you think it means to write well?

Interviewee: To be well rounded, I think, as a writer. My courses that I've taken at [University of Michigan] have helped me in a lot of different aspects.

Because I'm a psychology major, I have to be a very good writer scientifically, which is very straightforward, straight to the point, very organized. I have to be able to express my point straight on, don't get off topic, so that is helpful and I feel like I've grown in that aspect because that's my major. I feel like, also as a writer, you have to be able to help other people with writing. You have to be able to see a lot of different types of writing for different departments and be able to help them organize it or be able to understand it.

Interviewer: How do you mean that?

Interviewee: I've read this article a few times. It's *Reading like a Writer*.

Interviewer: Okay, sure.

Interviewee: It's like I have to be able to understand what I'm reading in order to be able to parallel it and write it in a way as a person understands it. To get back to the question—to get back to the question—

Interviewer: What it means to write well.

Interviewee: What it means to write well. Being able to understand all different types of writing, being able to be well rounded in your writing. For instance, I helped one of my friends. [...]. I helped her with a writing piece [...].

[...]. The way that her paper was, it was very uniform, very straight to the point. It was a little hard for me to understand at first cuz of the language. When we went through it a few more times and we organized it a lot more, I was able to understand what she was trying to say. I feel like that characterizes me as a writer. I have to be able to just be open to all different types of writing. I can't limit myself to writing what I like to read cuz that's not really helpful for me.

Interviewer: That's interesting. Yeah.

Interviewee: I would feel like that's you being able to be well rounded, so being maybe able to dabble and dabble or understand all different types of writing, different types of prose writing, different type of media forms of writing. Writing isn't just expressed on the computer or hand-held. It can be on a billboard or something, or on a phone, or—I dunno—on a wallpaper.

You just have to be able to understand different forms of writing and be well rounded in your writing. Well rounded is pretty broad, but I would say different departmental aspects of writing.

Interviewer: Right. That makes perfect sense. That's a nice way to think about it. The next question's a bit more specific. It's asking what first-year writing requirement course you took and what your experiences were in the course.

Interviewee: I took [English course]. I took it in the summer [...].

Interviewer: Oh, okay.

Interviewee: It was a little bit smaller than I think the typical English class would be. Very helpful though. Really, really helpful. We did a lot of revisions in the class. We did a lot of big papers, and we read a lot of really nice articles.

I think what I really liked about the class was that the professor was just really open to whatever we wanted to explore. We had topics, but we could still skew it to wherever we wanted to skew it to. I love classes like that cuz I don't feel like—I hate feelin' like I'm limited. I like direction, but I still need to feel like I can express myself however. It was just really—it was just really helpful. We had a lot of projects. There was a lot of writing. I do feel like that particular class helped me when I took my upper-level writing as a junior.

Interviewer: How'd you [cross talk 11:42]

Interviewee: I don't know. It did something. Do you have another [fading voice 11:46]?

Interviewer: It's just interesting cuz the next questions maybe will push on that a little. They ask what effect the experiences in [English course] had on you as a writer and whether you're still making use of anything you learned there.

Interviewee: Okay, so [cross talk 11:57]

Interviewer: When you started to talk about "later on," I thought, "Oh, yeah."

Interviewee: As far as my preparation before [English course], in high school I had really good English professors that were really, really tough on us as writers. It wasn't easy to get a really good grade in the class.

I had experience with research papers in high school. Coming into college having a really rigorous writing course, it really wasn't too rigorous for me cuz I knew what the professor—not necessarily what the professor would expect, but what kind of ability she expected us to have. The revision process was really, really helpful in [English course]. We did a lot of revision. We also did a lot of group work, which that was my first experience with working with different people. Not just one person one-on-one all the time, but, like, "I work with you one week. The next project I work with you. The next project—"

It allowed me to get feedback, which I didn't really have to give or get from different people. That was helpful. That's how we did the revision. Also talking to my professor one-on-one about my paper—that helped me a lot because she just seemed really interested in what I was writing about, which makes me just wanna talk more or write more and explain more. What was the other part of the question, the tie-in to *[cross talk 13:20]*?

Interviewer: It's talking about whether you're still making use of anything you learned from the experience with revision or with the peer groups.

Interviewee: I am. Peer group always is very tough for me to walk into. I don't know why. I think it's not even about working with others in my writing. It's about the number of people that are seeing my writing and critiquing it at the same time. That's very difficult for me.

Interviewer: Okay.

Interviewee: For instance, my class that I'm taking now, it's like 20 of us in the class. When you print off a draft, you have to print 19 copies.

Interviewer: That's [Title of course]? That's *[cross talk 14:01]*—

Interviewee: [Title of course].

Interviewer: - full class workshop?

Interviewee: Yes. That was the first time ever that I—I had to talk to my writing advisor at the beginning of the semester cuz I was just, like, "I don't like this." Like, "Why—why is this—why?" She was actually telling me that she understood what I was going through, but it can be helpful. It could be really helpful, and this is a process that writers go through.

Doing that in [English course], it was a lot smaller, working with one person every other project. [English 300 level course]—it's, like, "We're all gonna see your papers." Like I said, walking into it, it was difficult, but after really hearing the criticisms, it was great because I would hear so many different point of views that I didn't even think about.

I was, like, "Wow. That would make my paper so much better. You're right. Thank you. That's helpful."

Interviewer: *[Laughter]*

Interviewee: I really think it depends on the topic, though, or the theme of the essay that you're assigned.

Interviewer: That makes sense. Sure.

Interviewee: If it's a more sensitive topic, you're more resistant to write about it because you know a lot of people are gonna read it. Yeah.

Interviewer: You feel like you, because of that experience in [English course], might be more open to that kind of experience—

Interviewee: Yes.

Interviewer: - versus if you had not already done that.

Interviewee: Yeah. I'm glad that the class—that my professor—or that was required because it was really, really helpful. It was very novel, but it was, "Okay, now I get it. Now I get why we're doing this," because at first I was, like, "I don't get it." I just didn't understand it, but now—it was helpful.

Interviewer: That's great. I think this will not apply. The question is: did you take [Writing course], which some folks take as a precursor to [English course]?

Interviewee: I didn't.

Interviewee: Okay. It sounded like you went straight there ahead of time. The next question is about what your concentration is. You mentioned you're a psychology [*cross talk 15:52*].

Interviewee: Psychology major and then writing minor.

Interviewer: Okay. Within your psychology major, have you had an opportunity—and it sounds like you have—but have you had an opportunity to do writing in the concentration?

Interviewee: Yes. I've taken [Psychology course], which [Title of course]. It was basically more research-based—heavily research-based on different theories of developmental psychology. We did a lot of—we did really big research papers that were worth really big chunks of our grade. We had to revise them a lot. It was more so individually revision, not a group revision at all.

Interviewer: Based more on feedback from the instructor?

Interviewee: Yeah.

Interviewer: Okay.

Interviewee: More based on feedback from the graduate student instructor, which was helpful still, cuz you got to meet with her one-on-one, but it wasn't group

peer work. The thing about that was—what am I trying to say?—oh!—it's psychology, so it was more very, very structured, very scientific. I don't know if everyone knows about scientific writing, but it's very straight to the point.

Me, being informal writing—I like to just talk. I like to beat around the bush a little bit. I should reveal it, but I like to conceal a little bit.

That was a challenge for me, but I had to realize that this is my major and this is the type of writing I need to know how to do. The individual one-on-ones with my GSI were also helpful in me getting straight to the point in that.

Interviewer: That makes sense. Have there been other kinds of writing in your concentration besides the big research paper?

Interviewee: Yes. [Chuckles]. They've been more analytical, like analyzing articles.

Interviewer: Oh, sure. Okay.

Interviewee: They're not necessarily I have to do research and then write a research paper but more so analyzing a paper, analyzing a book, or something like that. Still APA format, though. Still very structured. Sometimes very short in the page length.

I just turned in a paper—I dunno—maybe last week, four pages, straight to the point, which is difficult for me. Yeah. It doesn't skew too far from the actual format of psychology writing. Yeah.

Interviewer: That makes sense. If you're thinking still about writing in your major, scientific kind of writing, do you think that those experiences have changed your writing style at all? Do you feel comfortable writing in that format?

Interviewee: I do. I do. At first when I was introduced to APA format or psychological writing in my freshman year, I was just, like, "Why? Is this possible?"

Then for my upper-level writing, it was just so heavily based on writing that I was, like, "I'm so glad that I really had to write research papers in high school and that I really had to this [English course]," because I don't know if I would've actually been able to succeed in the class because it was very rigorous as 19:06 I was writing.

I'm sorry. What was your question?

Interviewer: It was just thinking about have those experiences writing in your major changed the way you think about writing. Do you comfortable doing it?

Interviewee: Oh, yeah. I would say it's opened my eyes to different types of writing, definitely. When I helped my—when I do help friends with papers, I'm more open to what they're writing about only because I can't expect everyone to know how to write psychological, or know how to write poetry, or know how to write just—I dunno—iambic pentameter or somethin'.

[Chuckles]

Interviewee: I have to be open to different types of writing because everyone's geared to writing in their own specific major. Having to take the upper level and the first-year writing requirement, you just need to know how to explain yourself through writing.

Interviewer: That makes sense, too, because you were talking earlier about an understanding of different writings, which I thought was an interesting way to think about writing well. I hear that circling back as you keep thinking through it.

Interviewee: Yeah.

Interviewer: The next group of questions ask more specifically about the writing minor and the gateway course. That was [Writing 200 level course], right?

Interviewee: Mm-hmm.

Interviewer: The question is what impact that course had overall on your writing. You would've taken that—

Interviewee: I took that in the fall of my junior year. *[Cross Talk 20:31].*

[...]

Interviewer: Okay.

Interviewee: Sorry. No. Winter. I apologize. It was in winter 20:37.

Interviewer: Oh, okay. *[Cross Talk 20:33]*

Interviewee: I just took it last winter.

Interviewer: It seems so long ago. Right? *[Chuckles]*

Interviewee: It does.

Interviewer: Yeah. The question, again, is what impact that course had overall on your writing *[cross talk 20:48].*

Interviewee: It really helped me understand different media forms of writing that I never would've thought about, like blogging, making a writing portfolio, why it's important to have a portfolio, creative writing, fictional writing. The people in my class were so amazingly talented, and they were from all different concentrations.

I was always blown away when we would have to read their pieces. I was just, like, "Wow." It opened my eyes to how people are just so different in writing and how they express themselves through writing.

Some people were writing books. Some people were music majors and would write songs. Some people were in the program of communication and would write journalistic prose. Stuff like that.

It was just, like, "Wow." It opened my eyes to all different types of writing that I just wasn't open to because I had never really experienced it personally.

As far as different media forms of writing, the ePortfolio was really helpful after getting through it. I understand now. It was really helpful because I should just, as a writer I guess, be able to express myself in different media outlets.

I should be educated in those outlets. I should be able to go and maybe not necessarily make a website, but make something about writing. If someone asks me, they should be able to go there. I made that, so that says something about my experiences with that.

Yeah. I guess that can answer the question. It really opened my eyes to just different types of writers and how people—we all had something in common. We all really loved writing, but we were all just really, really—we were all really different.

We were all from—I wouldn't even say—there was not one English major in my writing minor cohort. I was, like, "This is insane," cuz the stereotype is English writing, but it was, like, everyone can write. It was just really cool.

Interviewer: That's interesting. This next question may build on that a bit. It asks what impact that course had on your sense of yourself as a writer.

Interviewee: It showed me how transparent I can be as a writer, how I don't think that I'm basically letting it all out on paper, but that's the perception I give off. It showed that that's something that I could do.

I think one piece we had to do—one of our first pieces was "why I write." My reason for writing went back to my father writing me letters when he was incarcerated and stuff, when I was really, really young. My grandmother would

dot out the letters, and I would trace over it. That's when I started writing. After learning how to write like that, I just would write him letters all the time.

That was really why I started writing and why I really loved writing, cuz I just liked the idea of getting something in the mail from someone, or writing about my day, or writing about what was going on with me and letting someone read it. That was one of our first pieces, and my professor said I was very open. She was, like, "Wow." Like, "This is—" I didn't notice that that was the type of—

Interviewer: You hadn't thought of yourself that way.

Interviewee: At all.

Interviewer: [Cross Talk 00:24:22].

Interviewee: Even with pieces that I write now and I send to my friends, I read them months after writing them, and I'm, like, "Wow, this is—what was trying to—this is very open. This is very transparent." It can be very authentic to some people. I think that's what I learned: that I can do that.

Interviewer: Mm-hmm. And to be more comfortable with it, or were you fairly comfortable going in?

Interviewee: No. Absolutely not. I didn't even—absolutely not. That's why I would say it's very meditating cuz I'm learning to be more open about—I've very, very introverted, and I keep a lot of things just—I keep a lot of things in, so for me, being able to write—that's my meditation for me to let those things out.

For me to be able to do that and to share it with people sometimes, it shows that I've grown as a writer and the maturity in my writing, like why I hold things in, which could be helpful for other writers or people who can just read and somehow relate or somehow find veracity in whatever I'm trying to write.

Interviewer: That's great.

Interviewee: That's what I think—that's really what the class did as far as giving me a pedestal to the class I'm taking now. It's really showed me you can—you can be transparent. You can be a little vulnerable, and people won't think you're crazy. [Chuckles]

Interviewer: Let me make sure we're still running. Okay. We're good. We talked a bit about peer review already, but thinking about the gateway course, the question asks what your experiences were like working with other writers in that course.

Interviewee: What were my experiences like? It was really good feedback, I think. It kind of ties into—to reiterate, it was really feedback from other people,

to hear their opinions about my writing or to hear where my writing could go in whatever particular piece I was writing about.

It was also good to work with other people and give them advice on their writing because just like they would give me ideas that I never thought about, I would do the same thing for them as well, and they wouldn't have thought about it as well. I liked it. Yeah. Is there any more—[cross talk 26:40].

Interviewer: No. You seemed like you were hesitating just a bit, so I didn't know if you had anything you wanted to add to that.

Interviewee: Okay. It was helpful. I would say it was helpful. It helped me not be too—I would say too nervous in [English 300 level course] with all the other people—19 other people. It was maybe 12 of us in the class, and we would workshop.

That wasn't the first time, [English 300 level course], where I had to experience the entire class workshopping, but it just—I don't know. It just seemed different in [English 300 level course] than it did in my writing class. It just seemed more relaxed than my writing class. It didn't seem as judgmental cuz I felt like everyone were writers in my writing class, whereas in [English 300 level course]—

Interviewer: Right. Just a different feel to it?

Interviewee: Yeah, whereas in [English 300 level course], I just felt that people in the class—I don't know. They were taking upper-level writing, so this is the class I wanna take for upper-level writing. I don't really write. That's like, "Ohhh." You know? I don't know. Writing is my thing, so it's, like, "Uh-oh. I don't know if I want people to read it," but it was still very helpful.

Interviewer: That's interesting. The gateway course emphasizes reflective writing in different forms. The question asks: how would you describe your experience with the kind of reflection you were asked to do in the course?

Interviewee: How would I describe—how would I describe my experience with the reflections I was asked to do with the course? I don't understand the question. I understand it, but could it be more specific?

Interviewer: Yeah. You were asked to do reflection on your own writing and so maybe another way to think about it is—

Interviewee: Okay, okay. I think [cross talk 28:24]

Interviewer: - did you find it useful? Did it influence your writing? Some people find it very comfortable. Some people are resistant to it sometimes.

Interviewee: I found it very comfortable to talk about what the reflections did to me and how they helped me while writing. I would say it was a little—not difficult, but a little like a push and pull—like a pull for me to want to do I, or for me to—I felt kind of drained doing the reflections in my writing because I felt like I was giving so much in my writing pieces, that it's, like, "Oh, now I have to reflect on what I gave in this writing piece." It's, like, "Oh, boy, now I have to think more about my writing."

Interviewer: [Laughter] Right. [Cross Talk 29:12].

Interviewee: I think it really depends on my mood as well. If I really was interested in being more reflective with what I learned, I was more open, but when I was resistant to it, I was, like, "I've already poured myself into this—[laughter]—short essay.

Interviewer: I can see that. Yeah.

Interviewee: I mean this short story. Sorry. I'm, like, "Now I have to talk about why?" Yeah. I'm stubborn, though. That's me.

Interviewer: Yeah. In this term, which would be the term since then, or even over the summer for private writing, have you used any kind of reflective writing like that? Is it something that you took up for your own use in anyway?

Interviewee: Mm-hmm. As far as for this semester, we do have to—we had to do reflective pieces. For instance, we have a piece that's due the last day of classes, and it's just, "How do you think your process as a writer has grown in this class?" which I thought was really helpful.

Interviewer: That's for the [English 300 level course] class?

Interviewee: That's for the [English 300 level course] class. I think mainly it was helpful because it was structured in a way, but it wasn't too, like, you have to hit all these bullet points. It was more so, like, maybe go to some examples of your pieces that are related to readings that we've read and see what you've learned or if you've learned anything from that, or maybe put some examples in this piece that you're turning in for your reflections as a writer to see what you used to do, and what you can do, and how it's changed.

It was more like direction but not necessarily constrictive. Right? I think with [Writing 200 level course], it was, like, "Reflect!" I'm, like—[sighs heavily]. It's, like, "Where do we—what are we reflecting 30:56?" Maybe I'm just being—I dunno—cliché. I really can't remember. Maybe there was more direction in what we should've reflected on, but I just don't remember. I don't—

Interviewer: You remember just feeling really open [*cross talk 31:11*].

Interviewee: Yeah. I remember feeling really open, which can be helpful and sometimes not.

Interviewer: Sure. Sure. The next question asks about new media, which you brought up right away. Thinking about the gateway course, they just wanna know a little bit about your experiences using it in either blogs or the remediation project. Then we'll talk a bit about the portfolio as well.

Interviewee: I tried going in. I was super nervous. I was, like, "What? Why?" I've never blogged before. There are stereotypes about blogs as well, and I'm, like, "I've never done this. Is this mandatory? Do we have to do this?"

I was very nervous because, like I said, I keep a lot of things in, and I'm very introverted with things that I—I'm very introverted as far as how I want myself to be seen. Me blogging—I'm, like— [*pause*]*—[laughter]*—I don't know if I want people to think of me in a way that I—but it was helpful.

It was really helpful because it helped me be myself through writing. It helped me say, "So what? Whatever. I wanna write about the Beyonce concert and how amazing I think the concert will be, or the Super Bowl. Why not?" You'll get people re-blogging you, or you will get people commenting on it, and they really enjoy it.

It turned out to be really, really helpful, but I was just nervous going in because it was so new, and it was something that I had never really thought about doing before. It opened my eyes to how people really love blogging. It opened my eyes to that, and it allowed me to read a lot of different people's things.

I haven't followed up with it. I haven't been doing it since my writing minor [Writing 200 level course] class, but I liked it when we had to do it cuz it was also not too—it wasn't like you have to do things every week. It was, like, "Oh, well, yeah. You just need to have these finished by the end of the semester." It made it more natural when I just wanted to go in and do a blog, not necessarily like I'm being forced to do something.

Just people could do blogs, we had this—I think it was a weekly word-type thing. Anyone would come in to class. We'd be in class, and there's a word. You just wanna write it on the board. You write it right it on the board. Nothing was assigned. Say, for instance, I come in, and I just write, "gloomy" on the board. That'd be a starting point for us to maybe go blog about it.

Anybody could do it. It wasn't like—you know. It was—it was nice. It made it more natural. If I wanna write about gloomy—whatever I think about. I can

write—I dunno—blue. I can write my friend whose last name is gloom. I dunno. It made it more natural, so that was helpful.

Interviewer: Okay. That makes sense. From new media, the next question asks about the portfolio. [...].

Interviewee: I'll go to Google. That's the easiest way for me to find it.

Interviewer: Great.

Interviewee: [*Mutters while working at computer 34:42*] Okay, here it is.

[*Pause 34:45 - 34:50*]

Interviewee: This is my portfolio. I've added a few pieces to it since I had to complete it. As far as the background and whatnot, I really wanted something that was—I like color but not too many colors. I wanted something natural. I really love tea. That's tea.

Interviewer: That's [*cross talk 35:11*] we're looking at. [...].

Interviewee: Yeah, and it's outside.

Interviewer: Yeah, it looks like it's on a patio maybe.

Interviewee: Yeah. My title—or the—yeah, the title of my ePortfolio is [Title of Portfolio] because I paint as well, so I themed my portfolio around different types of paintings that I do and how it correlates to my writing.

Interviewer: Oh, very interesting. We see a picture of you as well.

Interviewee: Yes. This is just—

Interviewer: The front page is just an introduction to—

Interviewee: The front page is an introduction, and it basically is talking about how to navigate my page, cuz I feel like that's really important if you come on here. Some people may not read this, but some people may, and if they do, they're able to understand how to navigate, what parts of my portfolio they're actually reading and if they wanna read more.

Interviewer: Okay.

Interviewee: Also, if you have any questions, comments, or suggestions, I put my e-mail address here.

Interviewer: Then you run this left-hand side of the page. If you could just briefly describe the kinds of tabs [*cross talk 36:17*].

Interviewee: The first tab is an About [...] tab, and it's basically a tour guide.

Interviewer: [*Cross Talk 36:23*].

[...]

Interviewee: My tour guide spiel is, "Hello, everyone. My name is [...]. I'll be your tour guide today, obviously." Then boom-boom-boom.

Interviewer: [*Chuckles*] Right.

Interviewee: Then I go into—this says Junior, which I'm a senior now, so that shows that. Yeah, this is basically an About [...] page and just things that I like to do. I said I like laughing, people that make me laugh, people that laugh with me, and people that laugh at themselves, so pretty funny individuals. It's just a smidgen about me, but I guess I'm self-absorbed, so I have a three-tab About Me—an About Me—

Interviewer: We also have a Fifteen Things You Should Know.

Interviewee: Fifteen Things You Should Know About Me. Just because you should know.

Interviewer: [*Laughter*]

Interviewee: I have a 15 Things About Me on here.

Interviewer: That's great. It's totally random personal information?

Interviewee: Just random. [...].

Interviewer: [*Laughter*]

Interviewee: Cuz that's what happened. [*Chuckles*] At first it was ten things, but I'm, like, "This is not enough."

[...]

Interviewer: Yeah. [*Cross Talk 37:51*].

Interviewee: That's just an About Me, and then I also have—do you have a question?

Interviewer: No. I was gonna say there's one more on the About You tab.

Interviewee: Oh, yeah. There's one more. It's a Where I'm From tab. Basically, it was an assignment we had to do for the [Writing 200 level course] class about where we're from. I made mine into a poem. I also have a—I think this is a link. No, that's a picture. Sorry. I also have a—I don't know how to get back out of those drawers 38:18.

[...]

Interviewee: Yeah. Yeah. That's that. I have a lot of links in my writing cuz I learned how to the emblems, and I thought that was pretty cool, so I wanted to. That's just the About Me tab. Then I have Academic Pieces tab. Just a few statements—I think I have a statement of purpose when I went abroad. I went to [city] [...].

Then I have different cover letters. These are just more professional pieces that I—these are pieces that I submitted and got accepted to the programs that I submitted them to. It was more an idea as to how—for people that are interested—how you could possibly, I guess, organize a piece that you're going into and how they change based on the program. [...].

Interviewer: Oh, sure.

Interviewee: [...]. A lot of people had something to say about doing this—like scrolling down and having a lot to read. I didn't really thing too much of it.

That's what I liked about the portfolio. You can make it however you wanted to make it. I have a resume link, a LinkedIn link, and Facebook link here as well cuz it's more academic-based, and these are the main websites you can find me from.

Interviewer: Great.

Interviewee: Then I have I Want to Paint. This is the process I go through when I'm painting. Whenever I wanna paint, I get all of these things, and that's what I do. My first tab is Acrylic Colors cuz I use acrylic painting. I use this particular tab to—these are just free-write short stories, just things that I just made up.

Interviewer: Oh, that's great. Okay.

Interviewee: That's like Acrylic Colors. That's me picking just different colors. Whatever I wanna write about, I just go for it. These are just some of the pieces I wrote. One is Business Casual about interviews and about a character going on an interview.

[Name of piece]: What was that about? I think it was about a relationship of something. Then Windows is also a friend-turned-relationship- type thing.

[Name of piece]: I think that's more personal, but my main character [...]40:49 or something like that. I have more like—they're just really—I've written a lot more than this, but these are the ones that I put on.

Interviewer: These are short fiction pieces that [*cross talk 40:57*].

Interviewee: Short fiction pieces.

Interviewer: Yeah. Great.

Interviewee: I have my Acrylic Colors, and I have the Canvas. These are just different projects that I do cuz they're more organized. I have a [Project] where I write drafts. Then I have my repurpose daft, my [Project]. This was My [*inaudible 41:14*]. This was a really piece that I wrote that was—I think that might link to it on a separate sheet of paper. It's a really big piece that I wrote for my repurpose draft for a second project. It was a longer short story. Yeah.

Interviewer: That might be—

Interviewee: Yeah. That's how long it was.

Interviewer: Okay. Wow.

Interviewee: Yeah. It was really long. That's the Canvas. That's starting to write. Then I have [Title of Piece], which are just all my letters to different writers.

Interviewer: How interesting.

Interviewee: Like, me writing people—pieces that I read—we had to write letters in our revision process to the writer. This is the [Title of piece]—what I told you about, and these are my notes that I took on it. This is like the cup of water—whatever I wanna put into my writing to help me become a better writer type thing. That's what it is.

Interviewer: Oh, right. Now I get that metaphor. That's great.

Interviewee: Yeah. These are just me writing to different writers in my [Writing 200 level course] class.

Interviewer: In your class. Mm-hmm. That's a nice way to archive those. That's the sort of writing that often doesn't get elevated that way.

Interviewee: Yeah.

Interviewer: That's a nice way to treat 42:27 that.

Interviewee: Then I have [Title of piece], and then I have [Title of piece], like I'm diving into—basically, like my brush is going into the water. These are more of my—I have [Summer program]. This is when I went to [city], and these are actual pieces that I wrote while in [city].

Interviewer: While you were traveling.

Interviewee: While I was traveling, cuz we had to keep a journal as well. This is some of my family in [city]. That's when—I think—I didn't go with—that was when they were looking at—oh, gosh. I can't remember the name of it. They were in the fields, and they were picking out vegetables.

Interviewer: I'm looking at the dates. It looks like your travels were directly after the gateway course, then? Then you added these pieces, or was it prior to that?

Interviewee: Oh, no. This was prior. My gateway course was in the winter. I went to [city] the previous summer.

Interviewer: It's the previous summer. Okay. Right. [...].

Interviewee: Yeah, these are—yeah, these are really—these are really old, but these are—

Interviewer: Okay.

Interviewee: I just think it's always—that was my family. I think it's always interesting to just—I like going back and seeing what I was doing at that time. Like, "I talked to Mommy today. She said she misses me and thinks I should get a phone. I'll talk to God about it. I told her a little about what's going on here and how I miss her so much, too. We've never been this far apart, plus, it's no contact. It's pretty different." I thought it was pretty interesting to archive that.

Then I have—what is it?—oh, this is my remediating project, my biggest project for the minor in writing, the actual introduction class. We had to do—this was more media-based. I based it off of my [project]. I just made it into a different media form, so that was that.

I think it'll come up. It's like a Prezi. Prezis love to take a long time, don't they? They just do their own thing. Okay. That's basically what this is. It might be a picture of it, but it's basically like a Prezi. [Title of Prezi]. Where's the communication?

Then I tied it into my [Project], which was called My *[inaudible 44:30]*. It was basically about a woman who wasn't necessarily in a relationship with a guy, but they had relations with one another. This is [Title of Prezi] from that story, how you can use tips to not be in that type of situation.

Interviewer: That's an interesting remediation, to move from a fictionalized piece to a PowerPoint sort of thing.

Interviewee: Thank you.

Interviewer: *[Cross Talk 44:55]* great idea.

Interviewee: It was really difficult to do—

Interviewer: I'm sure.

Interviewee: - cuz it was not really organized. My professor really helped me do it. I think [Title of piece] is more so what I'm about—that's when I'm about to start painting, like when the paint's going to palette, but these are where I put a lot of my final pieces. I think maybe Canvas. One of these were more so like my drafts. These are my final pieces. If you see the connection, they're a lot longer.

This I a research paper. I took a study abroad—not study abroad. I did an independent study class that same summer, I think, that I came back from [city], and this is one of my really biggest research papers. This is really long!

Interviewer: Wow. That's great.

Interviewee: That's just an option for people. Then I have Why I Write. You can click on this. This is more so like a muse that we had to do in class—throw things together, whatever came to our head. This is my Why I Write piece that I did, that I talked to you about.

Interviewer: This is the final draft then?

Interviewee: This is the final draft.

Interviewer: Right.

Interviewee: Then I also have Why I Don't Write because I think we had to write about that as well. This was probably a part of my—it might not have been—it's not completely verbatim from my application, but some of the pieces are in here from why I stopped writing or whatnot.

Interviewer: As you discussed earlier about the restrictions you felt after high school?

Interviewee: Yes. Yeah. Mm-hmm.

Interviewer: Interesting.

Interviewee: I think that's about it. Of course, this was in winter time, so I've written a lot since then, but that was my portfolio.

Interviewer: That's a lot going on here, a lot of really creative choices. If you had to choose one thing that maybe was the most memorable aspect of creating this, what do you think you would focus on?

Interviewee: The most memorable aspect. I feel like there's something that I'm not showing you that I think is really important. I'm wondering where it is. This is it. This is it.

Interviewer: [Cross Talk 46:56] Yeah.

Interviewee: These are some of my pieces. I would say this is the most memorable aspect: this picture.

Interviewer: We're looking at pictures of your own art work?

Interviewee: Yes. These are my siblings. They were in my apartment one day, and we all painted. I would say this is more—it's more personal, but I take it as a more memorable aspect of my piece cuz I felt like I didn't even to put—I didn't have to put paintings of some of my pieces on here.

I could've just talked about my writing, but I feel like my writing and painting correlate. I feel like that was a big aspect for me cuz I was able to really just express myself creatively in whatever way I wanted to.

Interviewer: That's great. Thinking a bit about your writing, do you think creating this portfolio and making the decisions you did have had an effect on your writing?

Interviewee: Yes. This helped me to save my writing, I guess, or archiving my writing for the [Writing 200 level course] class has helped me to create a folder on my computer and save it for future reference or what have you. Like I said, it's being more mature as a writer to be able to just have a website with a lot of different personal things for people who maybe just wanna see it can see, cuz as you can see, you can type in my name, and these are on the top links you can click on. I'm pretty sure a lot of people—jobs I apply to—I know they definitely look at this cuz they bring it up in interviews.

Interviewer: Oh, interesting.

Interviewee: If I'm talking to people I might—just different peers or whatnot, or people hear I write, they're, like, "Oh, do you have a website." Like, "Yeah." It's definitely helped me be more mature as a writer and a little bit more transparent, a little bit more open about writing. Yeah.

Interviewer: That transparency thing again. That's interesting. The last question is about the impact of reflective writing in the portfolio. They just wanna circle back to that. There were some reflective requirements specific to this as well.

Interviewee: The impact that reflective writing has on my writing?

Interviewer: More specifically, in the portfolio. Did the reflective writing influence any of your choices or make you think about—

Interviewee: Oh, okay. I think it did. I think reflective writing—I've learned that it does have a very—it does have a very influential impact because it allows you to understand your growth as a writer and also allows you to see where you've come from as a writer and where you still could go.

As far as the portfolio, it showed me that I can be as creative as I wannabe. Something like this, I don't think I would've ever—I don't think I would've been able to do it because I wasn't forced to do. I would've never explored it, but it's a very great—like I was talking about earlier—a very different media form of my writing.

I should be able to—just me being able to talk through this after not looking at it for a minute, and being able to understand what I was doing—I think that shows a lot. That's very reflective for me to know, like, "Oh, well, why did I call it a [Title of piece]?" or "[Title of piece]?" cuz at first it seemed pretty cool just to do.

After going through and actually organizing different pieces into different categories, it was very reflective, and me understanding where that idea came from in the first place, and understanding why that's even important to me. It's a way for me to showcase the different talents that I have but not do it in a very—*[chuckles]*—pompous way, like, "Hey!" You know?

Interviewer: Mm-hmm.

Interviewee: The ePortfolio was really, really helpful, and it wasn't my first time doing the ePortfolio. I did one for [city], too. It was just writing, so this is more so my writing, whereas my study abroad program—it was my experience abroad.

I understood the purpose of it when it was announced in class, so I wasn't too scared going into it, and I also started it early, so I was able to get finished with it.

It was self-reflection, and it was very, very helpful, I would say, and *[loud noise near recording device 51:23]*.

[...]

Interviewer: [...] The last question is just whether you had any comments to make or thoughts as we were talking about questions that I maybe didn't think to ask.

Interviewee: I don't think so. Not any that are popping into my head as of now.

[...]

[End of Audio]