

Interviewer: This is *** interviewing *** and it is December 18. All right, how would you describe yourself as a writer?

Interviewee: I would say I'm a pretty good writer. I really organized and I'm not—it doesn't really take me a whole lot of time and effort to produce a decent quality document. It's always really been a strength of mine.

Interviewer: Okay, great. How would describe the role of writing in your life?

Interviewee: I don't do a whole lot of writing for my own personal life. For school I did a ton of it all the time and so it was just more of like a chore or something that I had to do, more than something that I really enjoyed doing. I just developed a lot of skills in it without even really having much exposure to English literature or anything like that.

Interviewer: What do you think? If it wasn't the exposure to English literature, what do you think helped you develop those skills?

Interviewee: Just the amount of writing that I had to do and the commentaries that I got from professors. I worked as a course assistant one summer where I looked at student essays from [English course]. I think that even just looking at essays that were not really that good, really helped my own development cuz I got to see what things like not to do in an essay. It really just helped me improve a lot and my own—just by reading what other people had written and said.

Interviewer: What was that work you were doing?

Interviewee: I worked for the [Summer Program] and I partnered with Sweetland too [...]. [...].

Interviewer: Oh, all right. How would you describe yourself as a writer when you began here at the University of Michigan?

Interviewee: I think I was decent for the exposure that I had. I had these really two great AP teachers that were really rigorous and so when I came to [University of Michigan] and I had to do the first couple of papers, I just got A's on them. I was never really super challenged by my first year of writing experience here because I think that other people just weren't as good maybe. My writing just looked kind of better in comparison or whatever, so I don't know if I really improved that much my first year for the courses that were offered.

Interviewer: What AP courses were they that your teachers were helpful in?

Interviewee: Yeah, I did literature and I did composition, so there's two of 'em.

Interviewer: Right.

Interviewee: Uh huh, so I did both of them.

Interviewer: What was so helpful about your teachers in those courses?

Interviewee: Well one of 'em really—at the size vocabulary and we had all these vocab worksheets and they were the most annoying things ever, but he would have these—he was super competitive. He actually went to Michigan too, [...], and he'd force us to compete against each other and like curves and all that kinda' stuff. It was just a really competitive atmosphere where I was forced to learn things and forced to improve or else my grade would be really bad. Just, like I learned a whole bunch of vocab that kind of like revolutionized my writing from 10th grade to 11th.

Then the teacher that I had for the literature course was just really fabulous, like all around, and I think that my writing got better just because she was really smart. Listening to what other smart people said really helped me because, I dunno'. I just like learning from smart people *[laughing]*. Yeah.

Interviewer: Do you remember more specifically like what your experiences with writing were like in those courses?

Interviewee: Yeah, so they would have a lot of in-class essays to prepare for the AP test and so they'd print out the prompts online and we'd have, I dunno', like 30 or 40 minutes to do it. That was quite frequent and so that's why I think that I developed the skills in college because I was forced to do the writing in such a short time span and create decent things in that amount of time. It was not something that—I mean it just kind of really taught me how to generate content.

Interviewer: Do you ever return to those essays or you just wrote 'em and handed 'em in?

Interviewee: Well, I don't really have them, I don't think.

Interviewer: I meant in the class.

Interviewee: Oh, what do you mean?

Interviewer: In the AP class. Like did you revise them or talk to people about them or you just wrote them?

Interviewee: I usually just wrote them cuz I mean, they were like—I mean they were like 30 or 40 minutes worth and handwritten kind of look, kinda' thing and so it was not really something that was meant to be revised. I mean we did have a couple of take-home papers but I don't know how much—I think my final one—I

thought it was really good at the time. I spent a lot of time on that, talking to others and stuff.

Interviewer: Great, so do you have anything else that you would say helped you change as a writer at University of Michigan besides some of the stuff we already about?

Interviewee: Ummm, I think that my experience in the minor program really did, because there were people always that had studied writing and writing—like metawriting almost—and critiquing my things. That's like meditating on the process of writing itself. I'd never done that before and so having people whose specialty was finding things wrong with essays—looking at it—

Interviewer: [Laughing]

Interviewee: - I think was really beneficial cuz it really opened my eyes to that. I just gotta think. Yeah, I mean, because I remember there was this—like one of my peers in the first Sweetland—I think it was [Writing course] or something like that number—looked at it. Then it was just like I put like the most awkward sentence ever and he called me out on it. I was like, “Oh, yeah. It is really bad.” I dunno’ and it just really helped me grow so having those people—

Interviewer: That was one of your peers?

Interviewee: Yeah, uh huh. Having my peers look it.

Interviewer: As you graduate, what are your goals for yourself as a writer?

Interviewee: Well I think that my writing is gonna take a very different shape. I'm gonna be going to graduate school for survey methodology, which is a statistics cognate that uses, actually, a lot of writing in it. Like, what you're doing right now—like the interviewing and surveys and making—so I think that my own writing will hafta' be simplified a lot because for that genre, it needs to be. I need to kind of like tone it down a little bit, and also I'm gonna be writing a lot of reports and things. I don't really know how much creative things I'll be doing. I did a creative piece for my final project for the Sweetland minor, but that was really out of my comfort zone so I think it's gonna be—I'm gonna use the feedback and the things that I learned, definitely, in my career.

Interviewer: Then thinking across your writing experiences at University of Michigan, what do you think it means to write well?

Interviewee: I think it means to generate content and organize it well and engage with the reader and not just have it be—I mean just have a lot of really good thought and good content. Because I don't think that good writing—I don't think

that you can have writing without the mechanics matching the thought process. You need to have good thoughts in the first place.

Interviewer: Okay, so that's the generating content part?

Interviewee: Yeah, uh huh.

Interviewer: Then the organization is more like the mechanics steps of it?

Interviewee: Uh huh.

Interviewer: Okay, and then you also said engaging with the audience?

Interviewee: Yeah, writing for the audience that you're going to be writing for. I mean cuz a lot of the time in college it's just your professor, but it's not always that.

Interviewer: Have you done writing at [University of Michigan] that you felt was for another audience other than just the professor?

Interviewee: Have I? Ummm, yeah, I dunno'. I did this one paper that was for the professor, but then I kinda' changed it when I was gonna send it for publication so I dunno'. I did some revision and that one just got [fading voice 09:09].

Interviewer: That's exciting.

Interviewee: Yeah, I dunno'.

Interviewer: Okay, great. Which upper level writing courses have you taken?

Interviewee: Ummm, [History course] and I think probably the [Sweetland courses]—considered one, I would say. Then it was [Literature course] and so I did 3.

Interviewer: What were your experiences in those courses, so we can start with the history course? What were your experiences in that course?

Interviewee: That was the one—that was the paper that I just sent out and I did that one last semester. I really liked that because that one was really about original research and so I went down to the library and got my gloves on and went diggin' through boxes. No one had really written about what I was going to before, so I think that that was—

Interviewer: What were you writing about?

Interviewee: I was writing about the conservation movement in Michigan during the Progressive Era. [...] I wrote about that because I'm just interested in that era. [...]. I found that in the literature, that I was reading from the box in the historical library, that it was really not aligning with some of the trends that I saw. I mean I didn't really have anything to base that off of, cuz I was arguing against a lot of what I had read in the standard literature. That was a really fun paper in and of itself. What was the next class I mentioned?

Interviewer: The [Sweetland 400 level course] you said.

Interviewee: Yeah. That was the one—that was the Capstone course for the Sweetland minor.

Interviewer: Okay, we're gonna talk about that in detail—

Interviewee: Okay—

Interviewer: - in a minute here.

Interviewee: - and then the other one?

Interviewer: The comparative literature course, yeah.

Interviewee: That one I just did because it was something like the humanities credit or whatever. I don't remember, but I didn't really think that that writing had to be very good or I don't really. Because I was with a lot of people that weren't like super into writing or anything. I don't really think I tried that much, but I did well. I think I was kind of intimidated going into that class because I was a sophomore at the time [...]—

Interviewer[*Laughing*]

Interviewee: - and so I was just like the newb sitting in the back and I don't know anything, but I did fine, so I dunno'.

Interviewer: What experience do you think that—what affect do you think that experience had on you as a writer?

Interviewee: That was a really important one because I was writing about something I had never, ever heard about before; it was my final project. [...].

Interviewer: Okay [*laughing*].

[...]

Interviewee: -[...]. Yeah, so I think that that really proved that I can write a good paper I don't care about or don't really know about. I think that that was just a really good way to—just kind of like a growing thing to realize that I don't really need to be interested in everything that I write about, but I can still do a good job.

Interviewer: Great. Do you still make use of what you learned in that course, in the writing that you do now?

Interviewee: No, not that course. No, no, huh uh. It wasn't that *[laugh]* important.

Interviewer: Do you think you still make use of the idea that you don't hafta' be interested in what you're writing about to write well about it?

Interviewee: Yeah, uh huh.

Interviewer: Yeah, awesome. Can you think of an example where you might have used that since then?

Interviewee: Sure. I just wrote a huge paper about African diaspora religions. I don't care about that really at all—

Interviewer: *[Laughing]*

Interviewee: - and it was a good paper so I dunno'. I just worked on the mechanics and the ideas that I knew from the literatures that I had read so uh huh.

Interviewer: You were proud of that paper when you were done with it?

Interviewee: Yeah, it was good—yeah, uh huh.

Interviewer: Great, awesome. Do you still make use of anything you learned in your history—upper level writing course?

Interviewee: Yeah, so that one was—I learned that the ideas that I have, do have value. I don't need to keep citing other peoples' ideas because I'm able to create my own and not rely on the texts of others all the time. That was really important for me.

Interviewer: You learned that by working with those primary texts *[cross talk 14:13]*?

Interviewee: Yeah, I mean cuz there was not any—the guy that I was—the papers that I was writing about were from a professor who would—works here in the early 1900s. I mean no one had written about him cuz no one cares, so it was not—not anything else to cite or to read about him at all, or his opinions, so uh huh.

Interviewer: Awesome. What other writing courses have you taken?

Interviewee: Ummm, what do you mean by writing?

Interviewer: Have you done any creative writing course or—

Interviewee: No.

Interviewer: - anything in the English department?

Interviewee: Not really. I think I've taken English—I've taken [English course] and [English 200 level course].

Interviewer: How did those influence your writing?

Interviewee: Not much, because I had the same teacher for [English course] that just kind of like was like, "Oh, you're good enough for this level." I had him for the same for [English 200 level course] and so it was basically like the same class, but I just had to write longer papers. I dunno' so I don't really think I grew much but I don't know if I needed to at that point, ya know?

Interviewer: Yeah.

Interviewee: It was fine for level that I was at.

Interviewer: Okay, great. What is your concentration?

Interviewee: I studied history and I did a lot of economics too. I didn't finish that concentration but that's what a lot of my coursework's in too.

Interviewer: Okay, so we already talked about the main writing course in your concentration.

Interviewee: Uh huh.

Interviewer: Right? Did you ever take a writing course in economics?

Interviewee: I didn't, no.

Interviewer: Tse-tse-tse, so how often have you used the skills or strategies you learned in those writing classes, that we've already talked about, in your other courses?

Interviewee: A lot.

Interviewer: Yeah?

Interviewee: Yeah. I don't really know because when I get a paper assigned, I'm just like, "Oh, I'm gonna get a good grade on this already." It's always just like a good—ya know what I mean? It's always just like a good thing for me—like a grade-raising opportunity. I don't know if that's just because I have more exposure to writing and that I'm more comfortable with it. I'm not really sure, but I'm always just—I don't know if I really take those things as seriously. I think that, I mean I use a lot of the things that I've learned.

Interviewer: Could you give an example?

Interviewee: Yeah. I just wrote a paper—like a final term paper for [History course]. I dunno', and I, again, I used a lot of my own ideas and I went back to primary literature. I thought that my mechanics were really good. [...]. It was good and I think that I don't know if I can necessarily pinpoint things that the program learned. I think that I definitely grew throughout the program to equip me to take any of the tasks for other classes and just be really—it'd be real easy. Because I mean that writing is not critiqued to the same degree that something in the program would've been.

Interviewer: Okay, but you learned how to use those critiques, even not in the program courses?

Interviewee: Yes.

Interviewer: Great. We're gonna talk about your experience in the Capstone course now. What impact do you think [[Writing 400 level course] level course] had overall on your writing?

Interviewee: I think that it really taught—like it taught me to think about content and how it relates to one another. Like generating good ideas and good content and not necessarily focusing—I mean because like I can write a research paper and have it be the most boring thing ever and not really say anything original, but just sounds good. That's something that I've really experienced here. I don't think that I've been graded as harshly as I should, because I put a lot of just flowery language or whatever. They're like, "Oh, that sounds really good," but there's not a whole lot of content behind it. I think that purposefully—yeah, just purposefully choosing things to put into a project is what I learned.

Interviewer: Has the course had an impact on your writing process?

Interviewee: Not necessarily. I don't think so. I think I've just developed a way that I think of ideas and brainstorm. I think that's been constant throughout my whole college career and it's fine.

Interviewer: Could you describe that process a little bit?

Interviewee: Sure. First what I do is I think, and then none of this stuff is done on a computer. I hafta' write it out on just a piece of scrap paper and then the scrap paper just gets filled with a bunch of ideas and circles and then I start writing a draft on another piece of scrap paper. Then I think about it more and then it gets transferred to the computer. That's just the way that it always goes down, cuz I think that I write—I think that I can generate ideas better if I'm holding a pen in my hand, versus just typing.

Interviewer: Okay, and so that part of your process stayed consistent in [Writing 400 level course]?

Interviewee: Yeah.

Interviewer: Has this course had an impact on your sense of yourself as a writer?

Interviewee: Ummm, yeah. I mean cuz I've reread what I turned in for the—and I'm just like, "I really like that and I'm gonna print it out." It just really kind of asserted my confidence in myself and my writing and that people liked reading it and I dunno'.

Interviewer: Great. What affect has the experience of the Capstone Project had on you as a writer?

Interviewee: What affect has it?

Interviewer: Uh huh.

Interviewee: Isn't that what I just answered?

Interviewer: The actual project itself now. Not the whole course.

Interviewee: Oh, I thought you were talking about the project in the previous question. I'm sorry.

Interviewer: Oh, okay. That's okay, so why did you choose the project that you chose?

Interviewee: Because it's very personal. [...]. It was just kind of like served as a thing of closure and I had a really great time writing it. I think that it really kind of just like comes out through the project and through the text.

Interviewer: This is the piece that you said was creative, right?

Interviewee: Yes.

Interviewer: Okay.

Interviewee: Creative non-fiction, uh huh.

Interviewer: Okay, great. We're actually gonna talk more about the Capstone ePortfolio now. We can pull it up on here if you know how to access it.

Interviewee: Yeah, sure.

Interviewer: Okay, cool. Let me take a look at it.

[Pause 21:22-21:28]

Interviewer: Here ya go. I'm just gonna come around so—

Interviewee: Okay.

Interviewer: - I can see it too.

Interviewee: Oh, that's not it. It's WordPress [content management system], sorry.

Interviewer: Uh huh.

[Pause 21:40-21:49]

Interviewee: That's it.

Interviewer: Okay, great. Can you tell me about the most memorable aspect of your experience with the ePortfolio?

Interviewee: I didn't really enjoy, necessarily, making this ePortfolio cuz I'm not really a huge web designer kind of person. I think that it looks kinda' clean. Do you know what I mean?

Interviewer: Yes.

Interviewee: It's just kind of—it just kind of is, so I don't remember—my last portfolio that I did was like horrible because it just looked like crap. What I did is—one of the comments that I got from one of my reviewers was that it was under-designed, but I actually don't agree with that assessment because I kind of like that it's more minimalist than my other one was.

Interviewer: Why did you choose for it to be minimalist?

Interviewee: I think it was a function of time and also because I was so not impressed with my last one; I was comparing it. I wanted as least content on it as I possibly could, so when I looked at the syllabus I was like, “Oh, I only hafta’ put three things on here so I’m going to do so.” *[Laughing]*

Interviewer: Okay.

Interviewee: Only three.

Interviewer: When was the previous portfolio that you made that you’re comparing to?

Interviewee: The one for the gateway course.

Interviewer: Okay.

Interviewee: It was [Writing course]. I just didn’t like it at all.

Interviewer: Okay, so you were doing some comparison as you were making this one?

Interviewee: I was, yeah *[laughing]*.

Interviewer: All right, so what were your aims for the ePortfolio? What narrative did you hope to tell?

Interviewee: Well, I think that all of it really—cuz I think that—I don’t really—what narrative was I trying to tell? Well, the tone in my project is very much so like kind of crazy and like I dunno’—kind of angsty. Well, I don’t really think that this evokes that, but it needed to be kind of like balanced, I thought. I think I put kind of like a good blend of scholarly things versus—I mean just like fun, creative things like this and, ya know?

Interviewer: Okay, what is that—the fun, creative?

Interviewee: Oh, it’s a video that I made for my first Sweetland class that I did, that I had to put on here.

Interviewer: Oh, okay.

Interviewee: Uh huh.

Interviewer: Great. Do you feel like your ePortfolio addresses those aims that you wanted to have about balance?

Interviewee: Yeah, I think it does because I didn't wanna put a whole bunch of images on it too because if you look at my project, like there's—I mean it's chock full of images. Like, if you clicked on this project that I did, and so this was the main—this was my Capstone project and so if you just like scroll through all of this, you'll see pictures on every other thing, ya know?

Interviewer: Oh, okay, so the links that you click through to have a lot of images with them, but you didn't want the portfolio itself to have images.

Interviewee: That's correct, yeah.

Interviewer: Got it, awesome. Did you design the ePortfolio to create a particular reader experience?

Interviewee: No. I wasn't really concerned as much with the ePortfolio because I just—my web-designing skills are abysmal—

Interviewer: Right.

Interviewee: - so I didn't really care. I just knew that I needed to kill things—like the widgets and the—like on Facebook and boxes like that that are not necessary.

Interviewer: Okay, so you didn't want all of that kind of overcrowding?

Interviewee: No. My other one looked horrible and I had all of that. I didn't know how to do all those things before, so I put a little bit more effort into it than I did before. It was not my main focus cuz I wanted the essay and the project to be better than the portfolio.

Interviewer: Can you give like a specific example of a design choice that you think helped create that experience with the reader? No widgets, right? That's not—

Interviewee: There's no widgets. There's no dropdown menus because if you do the dropdown menu on the free theme, it'll take you onto like a whole lotta nothin'. Then you hafta' like link it to stuff. I don't know how WordPress—it's just crazy—and so I didn't want any of that. I just wanted it to just be like scroll and nice and clean and cut and done. I kind of like it. I think it looks kinda' good.

Interviewer: Good. Did you notice any relationships among the artifacts that you included in the portfolio as you were creating the portfolio?

Interviewee: Yeah. I just wanted to put some of my best work in there [...]. Then I also put my good paper from the history class in there too, and so those things are really related in their length and in the amount of time that I spent on them. Just, I think that they're just a really good example of my best work. I mean just

the effort, and so I didn't put like crazy, short pieces in there that didn't really matter—like more reflection things. These were all both big, important things that I created.

Interviewer: What relationships did you want your readers to notice?

Interviewee: How much time and effort it took to create something like that.

Interviewer: To create the individual pieces?

Interviewee: Yes.

Interviewer: Great. Do you think creating the ePortfolio has had an effect on your writing overall?

Interviewee: No. I did that in like the day before so *[laughing]* I didn't really put a lot of time or thought process into it. I didn't put much into that. That was the thing that I marginalized of the three big projects in the class.

Interviewer: Can you talk a little bit about that?

Interviewee: Yeah. Again, I'm not very good at web design and I didn't really care about what it looked like, necessarily. It just kinda' got put on the back burner until the morning of, and I was like, "I gotta kill one widget thing." I dunno'. It was really kind of a stressful thing uploaded all the stuff and I think I'm satisfied with the way that it looks. It just—I dunno'. That's not my favorite thing so just in terms of interest I didn't spend a lot of time doing it *[laugh]*.

Interviewer: More interest in the other two projects.

Interviewee: Absolutely.

Interviewer: What did you learn from the reflective writing in the ePortfolio?

Interviewee: What are you talking—the reflective writing?

Interviewer: The evidence-based essay that you wrote and the contextual reflections for each one of the pieces that you chose to include.

Interviewee: Sure. Ummm, what'd I learn from that? Well, I don't really like reflective writing that much in the other classes because I never really like served a purpose. For this one I actually did need to focus on that, and I think I really was more open to the idea of reflective writing in this project because I did find things that I could write about. I wrote about it for 18 pages or whatever, so uh huh. I just kept goin' with it and I wasn't repeating myself and so I just—I

dunno'. Just that reflective writing does have a value because I just didn't like it at all before.

Interviewer: Can you talk a little bit about why you didn't like reflective writing before?

Interviewee: Yeah, because it was never like graded and I don't think it really helped me ever understand myself better. Because I don't really think that that's the way that I learned to write personally. This time I actually had to care about doing it and I wrote a very candid essay about how I don't really think I grew all that much at [University of Michigan]. I think that it was different than a lot of other ones that people had written.

Interviewer: Okay, so that was one of your reflective pieces?

Interviewee: Yeah.

Interviewer: Yeah, okay. What could people interested in writing development, including people like the administrators at Sweetland, learn about writing development from your Capstone ePortfolio?

Interviewee: I don't really know if they will learn much about development because I mean, maybe just if—me looking at my evolution essay. I didn't really include some of the lesser kind of pieces cuz I didn't really like them, ya know [laughing]?

Interviewer: Okay, yeah.

Interviewee: I don't really know if you can—I talked about it in my essay for a little bit but in terms of drawing—they hafta' believe me, I guess, in my own analysis on it because I didn't want those on the website because they suck.

Interviewer: [Laughing] okay.

Interviewee: [Laughing]

Interviewer: You only had your best examples?

Interviewee: Yeah.

Interviewer: Right, so they kinda' had to take you at your word when you talked about your own development?

Interviewee: That's right.

Interviewer: All right. Okay, so now I'd like you to reflect back on your gateway course as well.

Interviewee: Okay.

Interviewer: How did the two experiences compare—the Capstone course versus the gateway course?

Interviewee: I think I liked the Capstone course better, but I think that that was more a function of the instruction. My first instructor was really good. There's nothing against her at all, but there was 25 people in it and my new class—this one had 5 people in it and it was much more—like there was less things that were assigned in the Capstone course. I think you needed to do the evolution essay and the portfolio, but in terms of like the project, there was no one kind of looking over your shoulder for that. I had kind of a free rein of that and I think that that's where my best is created—during the kind of free rein process.

Interviewer: The gateway course was a lot of students and you felt kind of controlled?

Interviewee: Yeah, more so, uh huh.

Interviewer: Can you talk about that a little bit?

Interviewee: I think I really like—there was a lot of projects that like you had to do this. There was a lot of essays that you had to write about a certain topic on. I mean, and there was a lot of directions that you could do that, but in terms of—there was, I mean—there was a lot of projects with more constraints on 'em than the one in the last class. I think that it eliminated kind of my own kind of thoughts blossoming because I hadta' do it within a certain constraint. I don't really know how to explain it.

Interviewer: Yeah, you feel like you're fulfilling requirements.

Interviewee: Uh huh, yep, that's right.

Interviewer: They're choosing the topics for you, right?

Interviewee: Uh huh.

Interviewer: What have your experiences been of working with other writing throughout the minor?

Interviewee: What has my experience? I think it's been a really beneficial experience. I mean working with my peers, cuz they're all really good and are interested in their own things. One thing I really liked about the minor was that in

terms of the Capstone class—was that everyone was working on a different piece and so it wasn't just like, "We talk about this and we gotta talk about it again cuz you're doing it." It was just like a lot less repetition and new ideas that I could read and I think them critiquing—I mean cuz I just—obviously a lot of people put a lot of value on what the instructors say. Then I really learned that my peers are noticing and making the exact same commentary as they are.

Interviewer: That's exciting [giggling].

Interviewee: Uh huh.

Interviewer: We talked about this a little bit, but what are the differences you see between the gateway and the Capstone ePortfolios?

Interviewee: The gateway one had to have a lot of artifacts in it and they just curtailed the requirements and made it less for the Capstone. It was a lot less cluttered and had a more coherent theme to it. I mean it just ended up looking better and didn't look just crazy and like a crazy mess that was cluttered everywhere, like my first one did.

Interviewer: Any other differences you noticed between the two?

Interviewee: I dunno'. I just think that my second one was like a lot better, so I don't know if it was just because I'm more versed into ePortfolio writing than I was the first time, because it was the first thing I ever had to do, but I think I've definitely grown in that skill.

Interviewer: Great. Both emphasize reflective writing in various forms. How would you describe your experience with that kind of reflection?

Interviewee: You mean between the two courses?

Interviewer: Yep.

Interviewee: Okay. I didn't think that the reflective writing for the first course was all that great because I didn't know, or didn't know how to focus that and channel and use that own—my own thoughts on that. Then I thought that having a reflective writing piece for the second one was really great because I had to spend a lot of time on that and it was graded and it was—I dunno'. It was a good project for me.

Interviewer: Are you still using reflection in any writing that you're doing now?

Interviewee: I'm done with all the writing that I'm doing right now. I'm not really doing a whole lot, so not necessarily.

Interviewer: Have you used it in the past at all? Like, even when it wasn't assigned—reflective writing?

Interviewee: No, cuz that's not really a thing that—I dunno'. That's not a thing that I really do in my spare time. It's just something that I had to be forced to. I dunno'. That's not part of my own personal, I guess, writing development.

Interviewer: Has the reflective writing given you new ways to talk about your writing—new terms or concepts?

Interviewee: Yes, it has.

Interviewer: What kinds of terms and concepts?

Interviewee: Ummm, I mean I never really consider—like I never really put a name on the fact that me not being satisfied with my writing is actually like a good thing and kinda' shows that do have the intellectual ability to think about things deeper. That it's a good sign. It's not like a bad thing so—

Interviewer: Okay [giggling].

Interviewee: - kind of pointing that out. I've learned that in the essay.

Interviewer: How did you learn that? Just through having to write the revision about—or write the reflection about?

Interviewee: Yeah, and also through talking with the instructor.

Interviewer: Oh, okay. What kinds of things did you learn from the instructor?

Interviewee: He really helped me just like, again, the label—like problems that I was having and put a name to them. Like the fact that I didn't really think that I had a lot of good content in previous essays that I'd written for classes that were writing classes. That I just kind of like use other peoples' ideas and cited them appropriately and rearranged it. I got a really good grade but I didn't really say anything original and I dunno', so just kind of disingenuous language to get a good grade on a paper and things that I had been doing all along. It just really helped me—he helped to identify problems that I had.

Interviewer: Great. The minor program is still relatively new. Are there any suggestions you would have for instructors or administrators for the program?

Interviewee: Yeah, I would say put more emphasis on design aspects of things, because that's something that my class—my final class—we all really struggled with that in terms of images and writing through images and how to include them. That's something that I saw was a pervasive problem through all of our work this

semester, because we know how to get good prose, but then we don't know how to narrate it with the photos.

Interviewer: Great. More generally, what do you think professors in general should know about teaching writing at the undergraduate level?

Interviewee: I've gotta think about of those again.

Interviewer: Yeah, take your time.

Interviewee: Sorry.

Interviewer: [Giggling]

Interviewee: I don't if I have a formulated answer for that. Ummm—

[Pause 37:58-38:07]

Interviewee: I would say that content and mechanics are equally important and that it's really important to read models of what you are trying to do or trying to write. Because I think that that's a really good to learn writing is through reading because it's a creative act in and of itself.

Interviewer: Okay. Have you done a lot of using models and readings—?

Interviewee: Yes.

Interviewer: - to help you? Okay.

Interviewee: Uh huh.

Interviewer: Could you give an example of that?

Interviewee: Yeah, there was a booklet that read when in study abroad, and again, I wasn't interested in—[...] it was about British cultures and mentalities and the Asian herds 38:48. I dunno'—something like that. I wasn't really interested in it at all but then as I was reading it, I was just like really appreciating his sentences. I'm just like, "I wanna write like that," and so I kind of like took his tone and his kind of sentence structure and just used it myself and so I think that reading is a really good way to start writing.

Interviewer: Okay and you don't think that professors necessarily use enough models for style like that—

Interviewee: Yes.

Interviewer: - in undergraduate courses?

Interviewee: Uh huh.

Interviewer: Okay, great. Do you have any other comments you wanna make before we finish up?

Interviewee: I think that's everything.

Interviewer: All right, awesome. Thank you.

[End of Audio]