

*Interviewer:* All right. The date today is November 22nd. [...]. I'm here, this is \*\*\* with \*\*\*. \*\*\*, my first question for you today is how do you describe yourself as a writer?

*Interviewee:* As a writer?

*Interviewer:* Yeah.

*Interviewee:* Hm. I'd say I'm much more professional probably. That's my typical style, very structured. I am a business student so I guess the writing that I'm more exposed to and it's similar to how I conduct myself. Especially since I guess what I write about is for the reader and usually the reader is a professor, so what I'm more comfortable with is a more respectful tone, more professional. Occasionally it might be a little less, I guess, more informal. That's usually a case we're working on a group project where everyone's collaborating. I guess a problem that I see is that in business school, we don't do too much writing so if I have to write for something, it's usually for a non-essay 01:09 class. Even if we do something in the business school, it would be a letter to a fake CEO or something. It's very structured. It's not so much grammar or writing. It's just making sure you convey a message, so yeah.

*Interviewer:* Mm-hmm. Interesting. Now how would you describe yourself as a writer when you first started here versus now?

*Interviewee:* I'd say I was much more creative when I came in.

*Interviewer:* Okay.

*Interviewee:* I remember I took [English course]. It was actually on the consumer culture, but even then I was much more focused on actually conveying hidden meaning, trying to be creative. Now, I'm right to the point. I guess what was interesting was in high school, we learned all about this fluff and you have to write a certain number of pages. You write a page that has all your main ideas and you fluff it up. Then I remember in [English course], at least for my instructor, she was like, "Oh, you don't want any of that. We want you to take that all out. We want you to be direct and then interesting and engaging." That was really interesting. I thought that class was really helpful. Then now, I think what we learn at the business school, or at least how I've been—and I don't know if conditioned is the right word—but it's like now that we've taken out the fluff, we've also taken out the creativity. It's directly to the message, so yeah.

*[Laughter]*

*Interviewer:* Hm. Wow. Would you say you've grown as a writer then at [University of Michigan] or changed or how would you describe that change?

*Interviewee:* I would have said, if I could break it down into different years, I'd say freshman year I grew. Sophomore year, I would say I didn't write that much. It was actually quite difficult for me to select pieces for this study because I'd only written one or two. It was like, "Oh, which one did I think better?" It was pretty easy. I guess this semester, I've taken more classes that are more writing based and I realize how essential that skill is. I'd say it was fluctuating. Freshman year, I grew. Sophomore year, I declined. Now, I'm wavering. I would say that I've gotten better at a specific type of writing, but not necessarily as a writer overall. Yeah.

*Interviewer:* Oh, okay. I see what you're saying. What are your goals for yourself as a writer at this point?

*Interviewee:* As a writer? Hm. Well, I think that's a difficult question. I guess there's aspirations and then there's goals. Aspirations, whereas I would say I'd like to be a good writer. I'd like to write different styles. I guess goal-wise, I don't see myself doing too much writing besides in a professional sense. More I'd like to perfect the skills as a business communicator and at the same time be able to—if I was going to be placed back in that [English course], I wish I could have that same kind of creativity.

At the same time, I think I should—I don't know if this is directly connected to as a writer, but just being about to appreciate different styles when reading. I read often, so I think that might also help with writing. I think it's really interesting when I read different styles. Some styles I really like, but I can't replicate or that's not my style, but I'll still be able to enjoy another form where it's not my style and I don't like it. I think it's still something that I should be able to find value in, so—

*Interviewer:* Mm-hmm. What are some styles that you wish you could master or learn, either for your own sake or for the business major?

*Interviewee:* Yeah. I'm not sure how to describe it, but sassy and humorous.

*Interviewer:* Huh. I see.

*Interviewee:* There's little, small details where you can pick up on and you're like, "Oh, that's really funny." Or things that are just really direct to people, who you can just lay things out just say, "These are the facts and these are my assumptions and conclusions." It's regardless of what the reader feels and their opinion. It's, I guess, not unbiased, but it's more just—I don't know—I guess direct is the word, so—

*Interviewer:* Uh huh, and you say you would like to do that or you already are doing that, that second style?

*Interviewee:* I'd like to have that kinda style, but I don't see it being useful in my career. I guess sometimes if I'm talking to people I guess that would be helpful, but not necessarily in writing. I don't see myself being sassy in writing. I don't see how I—I'm not sure how that would be useful besides personal writing, which I don't really do [*laughter*], so—

*Interviewer:* Uh huh. Hm. What are your thoughts about the amount of writing you've done for your business major? Do you feel like that was exactly what you needed for the major or do you feel like more writing could've benefited you as a business major?

*Interviewee:* Yeah. I definitely think that we have a few business communication courses. There are three that are required. The first one was more—it was half presentation, half writing, but it wasn't so much focused on the writing itself but rather an analytical assessment of yourself and your presentation style. The second class is very presentation focused. The third one I haven't taken yet, but I think there's heavy reading and it's more writing based. I would say aside from those three classes, there isn't much writing involved at [Ross Business School] and I think that's pretty problematic. I've heard from a lotta people that writing's really important, being able to communicate with different people in different styles, especially since you're dealing with a variety of people. I personally don't think that [Ross Business School] does a very job good preparing us in that sense.

I feel like they assume that you have basic communication skills going in because we had to write essays. I think what they overlook is the fact that writing is something that's continuous so if you don't do it for a while, you obviously aren't as good as you used to be when you used to practice a lot. I guess there are electives for people who are interested in writing and their curriculum is really flexible so you have the option to go and explore yourself. I have a wide variety of interests. I usually take a class in each department ranging from econ, math, physics to English, international studies, these kinda things. Since I've already taken an English class, I can't really see myself going into—because some of the writing classes are really specific. It's creative writing or certain styles. I don't think I'd ever go back and take a level 100 but if I go further up, they're all very specific and I don't know if that would be suited to my interests. I don't think I can take a semester full just for creative writing, so—

*Interviewer:* Mm-hmm. That makes sense. What kind of writing would you be interested in learning how to do for the purposes of your major and stuff?

*Interviewee:* Even without my major, I think I'd be really interested in just versatile, a little bit of each. Even going to professional writing and a little bit of creative writing, but not an entire semester covering something. Because then I don't think it—writing's really interesting to me, but it's not something that I'm so curious about that I'm gonna devote 10, 12 weeks to learning one specific aspect or one specific style, so—

*Interviewer:* Mm-hmm. Mm-hmm. That makes sense. Huh. Okay, so now thinking across your writing experiences at U of M [University of Michigan], what do you think—I mean, you did mention you haven't had that many writing experiences at UM [University of Michigan]. Even just based on your [English course] class or just the limited amount you've done in business classes, what do you think it means to write well?

*Interviewee:* I think it's, one, the first aspect is bein' able to convey your message. What do you want the reader to understand? Two, it's leaving impact. It's after reading it and after they've digested it, it's do they remember what you said in a day, after a month, after a year? Sometimes if it's not about the message, I mean, if it's fiction and it's a story or a meaning, if you can convey that or have the reader think about it, I think that's successful. It doesn't even have to, I don't think, appeal to everyone as in a select group of audience. As long as they can either appreciate your work or connect with what you're saying, I think that's a success.

*Interviewer:* Okay. Good. Now, again, you said you mentioned you took [English course] for your first year writing requirement?

*Interviewee:* Yeah.

*Interviewer:* You did talk a little bit about this already, but anything else about [English course]? What were your experiences in this class?

*Interviewee:* I guess because I was a business student, so when I went in I wanted to learn in the process half of reading and not so focused just on writing.

*Interviewer:* I see.

*Interviewee:* It was on consumer culture so I'd say it was a little business oriented, but it wasn't professional writing. I'd say something that affected, I guess, what I learned in the class was a lotta people who took the class had common interests with me. They were students who wanted to go to the business school or who already pre-admits. I guess the interaction in that class might've been a little limited because we all had similar thinking, how we approach the problem, how we approached our writing. I wouldn't say if—just our writing styles were more similar than different, so that's probably it.

*Interviewer:* Mm-hmm. Okay. What did you learn in terms of—so you had a lot of community common interests. What did you learn in terms of writing?

*Interviewee:* Definitely I think before that class, I didn't focus too much on structure and it wasn't my strong point. Now I see it is just because our professor, she was a really harsh grader but she was really open to talking to us about ways

to improve and what she wanted us to do and how I guess what we learned in high school might not necessarily be—I don't know if correct is the right word, but necessarily the right way to approach the problem. She really helped me figure out how to structure my argument and layer the reasoning, how to open, how to end, how to conclude. The importance of a introduction and why you have all these layers, and that you don't necessarily need three body paragraphs. You can use two.

Then I guess instead of segmenting, literally I used to write, just write. I'd just start from the beginning and I'd be like, “Oh, this is a new thought. Okay, another paragraph.” She really taught me how to write, draft, edit, structure, make sure that each segment added, contributed to an entire argument and you could see the big picture. I felt that class was really helpful. It was definitely a lot more challenging than I originally anticipated going in, but I really appreciate what I learned in the class, so—

*Interviewer:* Mm-hmm. Wow.

*Interviewee:* I mean, I still remember it, so *[laughter]*—

*Interviewer:* Yeah. Sounds great. Are you still making use of what you learned in that class even now?

*Interviewee:* Yeah. I'd definitely say I am. Then even sometimes if I learn certain things in my other courses that are related, I'll be like, “Oh, I remember this example or a similar example in that class.” I think it definitely carries over, not only in writing but also how I think and also how I speak. I think they're all interrelated. How you think and speak will affect how you write and vice versa, so—

*Interviewer:* Hm. How so?

*Interviewee:* I guess how you—I've heard you can change the way you think if you speak a certain way. If you mimic someone, how you structure your arguments are different. Then how you write, too. Obviously, how you think translates to how you write. If you almost try to copy someone's style, you can almost try—you're thinking will change to think with that certain kind of style, if that makes sense. *[Laughter]* Yeah. Sometimes I've been thinking about it. Even if I can't adopt a certain way of thinking, speaking a certain way might help it or writing a certain way might help how I think, so—

*Interviewer:* Yeah. Yeah. Huh. Bit of a change of direction.

*Interviewee:* Yeah.

*Interviewer:* Did you take [Writing course]?

*Interviewee:* Hm-mmm. No, I haven't.

*Interviewer:* Okay, and your concentration is business?

*Interviewee:* Business.

*Interviewer:* Have you had an op—okay, so we talked a little bit about this. Anything else about writing as a business major, what kind of experiences you've had writing for business?

*Interviewee:* I think as a business major, something that's ingrained in us is that we have a lot core requirements. It's learning accounting, learning finance, marketing. I think there's so much heavy emphasis placed on those that certain other values aren't focused on too much. I think the standard is you have to be able to write. You have to be a good writer, but you don't have to write well. In business, you won't really—the probability you'll be fired because you can't convey your message accurately is probably a lot less than if you mess up presenting in front of a Fortune 500, the senior management team or that you don't know how to read a balance sheet, these kinda things. The emphasis is placed on those top priorities.

I just remembered in one of our communication classes, we analyzed skim value. As people write, do they really need to write ten pages? Can we just write—isn't the main argument just summarized in half a page? How do you convey a negative message, like if you're firing someone, what you should do. Some people who haven't learned how to write, because they feel so bad they almost repeat the negativity, which actually isn't good for the reader. Certain values, certain aspects like that, but I wouldn't say those are things you learn in English class. I think that's business specific because you wanna be focused on the reader, like how do you wanna convey your message. It's not so much about style or how you would say it. Almost, I think, when the teacher grades all the students, it's not so much about style or personality. It's what are you trying to say? I think it's a very different aspect on what we're learning in business school. I almost think that we need to humanize it more instead of making it more robotic. I think that's an aspect that stuck with me.

*Interviewer:* Hm. Interesting. Great. Now what other experiences—another change of topic—what other experiences in and outta the classroom have had an effect on your writing?

*Interviewee:* Hm. I'd say, to an extent, emails. I email every day, way too often, every half an hour or so and sometimes it's more—I don't --know. For me, email's kinda formal. Even if I talk to a friend, I'll be more formal with them on email than on Facebook. I'll think about my structure. I'll think about what we learned in business classes. Lots of spacing, like how many lines do you want per

paragraph? How do you wanna arrange it so people actually wanna read your email? How do you wanna title it so people open your email?

I think thinking in those sense also makes me feel like, “Oh, what are the main points? Oh, I'll use point one for paragraph one, point two for paragraph two,” et cetera. I think it's helpful. It helps with structure but at the same time, I'm so focused on my points that I forget there may be other things I want to convey. I think as I mentioned, in my freshman year there was a creative layer behind everything and I try to make it more engaging. They'd be, I guess, a trend throughout the paper, something that you figure out as you tied everything together. In business, it's not like that. There's no hidden meaning. Everything's just laid out.

I think I realized that as I was writing my [Ross Business School] essay, too. I wrote so many different drafts. The first draft was all hidden meaning. It was really interesting. Everyone, all the upperclassmen who looked at my essay, they're like, “This is an English paper. This is a Ross essay. You lay everything out for them. They read it. They're supposed to understand it. Everyone should have the same understanding reading your essay. People shouldn't have different interpretations.” I guess, yeah, maybe in a more concise manner. It's that, that idea, so—

*Interviewer:* Hm. Fascinating. Anything else? Experiences inside of the classroom or out, even in other disciplines that you've taken at [University of Michigan] outside of business?

*Interviewee:* Well, I guess there was a spectrum. I don't know if business necessarily would be at the end and creative writing be at the other end, but I think there is—I guess at the two ends, it would be direct and creative. I think depending on which classes you take, they're somewhere in between. Maybe creative writing would be on the creative end and business might be towards the more direct. I've taken political science, which might be in the middle. They want you to be very—there shouldn't be any debate on your argument. At the same time, how you convey it and in different ways of structuring your sentences might affect your argument. It's how to be persuasive. What other classes? Yeah, I don't think I've taken too many classes that are writing heavy, so I wouldn't be able to comment on it. It's more like I'll take math or econ or statistics. Yeah, I don't think I've done too much writing. Not that I can think of off the top of my head, so—

*Interviewer:* Right. How has the business writing changed your process?

*Interviewee:* Process of—

*Interviewer:* Yeah, like creating drafts?

*Interviewee:* Hm. I think I have been a lot more patient in writing. Before, it's like, oh, the day before—cuz in high school, it was the day before I would start writing, turn in my assignment. Then freshman year, it was realizing the importance of drafts and how you were—the going back to it and rereading what you wrote, how bein' in the moment and leaving the draft there for a day, it changes your perception. Then with business, I think I've learned to be more reader-focused. It's like if I'm actually talking directly to one person instead of a large audience, it's how many different ways can you interpret what I'm saying to you and what is a more concise way to frame this so it's more direct. I guess it's more action oriented. Here's what I want you to do. Here's the result you're supposed to achieve. It's, I guess, those layers that I'm more focused on as a, I guess, a business writer.

*Interviewer:* Mm-hmm. Let's see. Does the term reflective writing mean anything to you?

*Interviewee:* I don't think I understand it in the actual sense it's supposed to mean, but I'd almost think how I would understand it would be more self-reflection based, reflecting on action or, I guess, a past writing piece you composed. I don't know if that's right.

*Interviewer:* Okay. Yeah, sort of. Have you ever done that, reflected on a writing piece?

*Interviewee:* I think I did one for my English class, but it wasn't very memorable, so I'm not sure if—yeah, I don't know if I remember too much about it. I think most of the points I spoke about were answered in the earlier questions. Like that transition from high school to freshman year to business, so—

*Interviewer:* Yeah. Yeah, learning how to do the drafts and not be satisfied with that first draft.

*Interviewee:* Yeah. Yeah, yeah.

*Interviewer:* What experiences of working with other writers in your courses? What kind of experiences have you had with other writers? You did mention [English course], those other business majors. Anything else?

*Interviewee:* Well, I guess on [English course], something that stood out was we would all critique each other's papers and provide feedback and openly discuss it in class. I think I learned, I guess—I don't wanna say maybe not risk taker, but just to be more open with what I was writing. Allowing people to critique and being able to take the good part of that, that people weren't actually tryin' to hurt me or discredit what I was doing or anything, but rather just tryin' to help me and say, “You have room for improvement. This is how I suggest you go about it.”

I think in business, it's more difficult because we're really more result driven, so we just wanna create the finished product. We don't really go—we aren't really like, “Oh, how did you interpret this?” or “Your writing sounds so different from mine.” It's more making sure that since we're all writing the paper that once, I guess, the professor reads it, he thinks one person wrote it. I guess a pretty good example is my current group. We have a paper due on Monday and we haven't really—when we were deciding how to write it, we were like, “Oh, we probably should sit in the same room and write it together,” so it's all of our styles merged together instead of us segmenting it out because then it would be like, “Oh, this is obviously writer A and this is writer B and this is writer C.”

I think that's what we received critique on. That's what my previous group received critique on in a previous class project. Our professor was like, “It's obvious someone was doing this part and someone—you guys cut off here and this is another person's section.” I don't know if that's good or bad, the fact that we really want a uniform style instead of being able to appreciate different styles. It is one cohesive paper, so it's weird if you have, I guess, different tones. That was interesting to consider.

*Interviewer:* Yeah. Yeah, that's fascinating. Uh huh. Tryin' to normalize your writing with other people's writing.

*Interviewee:* Yeah. Yeah. Sorry if I had to—

*Interviewer:* No. Go for it. *[Laughter]* This always happens. Okay, I'm done. *[Laughter]*

*Interviewee:* Yeah. Definitely with sneezing. Okay. Anything else about collaborative writing projects or group projects in your [English course] class? Thoughts on what you learned from those experiences?

*Interviewer:* Not really. I guess sometimes everyone has a different definition of what is good writing or what styles you prefer. I remember in [English course] there were two students, their writing stood out to me. I actually want to read what they're writing and how their approach is different from mine. Others, I weren't as enthusiastic and treated it as an assignment. Who I thought were the best writers in the class differed from—some of the other students in the class would have differing opinions. That wasn't their style or they didn't like it.

It was also interesting, I guess, from a business perspective it's who you're writing to. I think that's almost why we monetize 22:53 the tone because it's—and you have different styles so you have different interpretations but it's really monetized, I guess, then it's like everyone's interpretation is basically on the same level. It's almost like drawing the creativity out of it, just being direct. Which, honestly, I guess that makes sense. At the same time, if I'm writing to a certain

person instead of an entire audience, then I think that's when English helps maybe a bit more because you actually wanna cater to that person's needs and style, so—

*Interviewer:* Mm-hmm. Yeah. [*Background noise 23:28*]. If you were going to give someone advice about writing, what are some of the things that they should know as they begin writing a new paper?

*Interviewee:* Oh. [*Laughter*] I feel like I'm not in the position to provide advice. I guess the first step is give yourself enough time. Understand the prompt, think about it, and don't just dive in. I think my, I guess, compared to all of the other— if I was to look at all the papers that I've written, the best ones were the ones where I've put a lotta thought into it. Not necessarily writing from day one, but thinking from the day I got the assignment until the day it was due. Not bein' afraid to make changes. Just because your original argument was—you spent a lot of time. Not having an aspiration 24:14 of commitment. Just because you spent a lot of time on it doesn't mean it's necessarily the best product. Having the courage to erase—well, not erase all of it, but write a new draft and take what you need from the old one.

The second one I think is talking to people about it, allowing for people to critique your work. Just getting second and third opinions on your argument. Not argument, but whatever you're trying to convey. Then third is being aware of your reader. I don't think what you're saying shouldn't necessarily be like, “Oh, I should change what I'm thinking just because the reader thinks a different way,” but just being more aware of issues they may be sensitive to so you don't wanna be, I guess, ridiculous. I think that's probably it, so—

*Interviewer:* That's a lot.

*Interviewee:* It's a lot?

*Interviewer:* Yeah.

*Interviewee:* Why?

*Interviewer:* No. That's good. It's good.

*Interviewee:* Oh. I think that's also—you're usually summarizing the three arguments so I'll think about three points that I think are important.

*Interviewer:* Yeah. Yeah, I can see that. How 'bout specifically what you learned from writing in business versus writing in [English course]?

*Interviewee:* Aside from different styles and being direct in a business sense?

*Interviewer:* Uh huh.

*Interviewee:* Hm. I think, not to segment them too out, but I would say just making sure to maintain both sides of the skills. Just because you're more professional doesn't mean you should forget to be creative or innovative. Just because you're writing an English paper, maybe you should still focus on what are still the main takeaways instead of getting lost in being creative and, yeah, conveying a certain—I don't know. I think the merging of those skills and being able to play one to your advantage is really important.

*Interviewer:* Mm-hmm. Great. Have you ever had any experiences with new media writing, like for blogs or websites using sound or video, PowerPoint, et cetera?

*Interviewee:* Oh, yeah. PowerPoint definitely, all the time. I think for one of my previous classes—or actually one of my past assignments I just submitted it was more of one of those. I wouldn't say a pamphlet, but it was structured where you had to use a lotta graphics and have large quotes. It's like one of those almost magazines that you see online, e-media, those kind of things that are available. It was interesting because I had to worry about spacing and how I wanted my message to lay out on the paper.

Sometimes if things were cut off, I'd be like, “Oh, this is something I don't want to have it cut off,” because it's difficult to string the meaning together. Now I have to either shorten my spacing or watch out for how I convey or how I want certain groups of thoughts to be on the same page. That was really interesting because I was like I didn't think I had to worry about that. I'd just write it and just plop it on there, add in some graphics. It actually took a lotta time to rearrange everything and make sure it—I think what I did was I had subheadings so it was obvious this group of thoughts were with this topic. I think that, yeah, that was definitely an interesting aspect.

*Interviewer:* Hm. Anything else you learned from PowerPoint?

*Interviewee:* For PowerPoint, I guess it's having a key idea per page. I think, well, PowerPoint's usually for presentations—

*Interviewer:* Yeah, that's true.

*Interviewer:* - so it's like it would just have my key ideas and I wouldn't have a entire essay on it. I'd elaborate cuz it's like I'm presenting. The focus should be on me and the PowerPoint is more of a, not a substitute, but a enhancer. It's like if you wanna look back at the main points I'm talking about, you can look at the PowerPoint. Yeah, I don't think writing specific-wise, there was other mediums that I've used so—

[...]

*Interviewer:* [...]. My next question [...] is you have been uploading pieces of writing for this study to CTools [learning management system]. Tell me about how that process has been going.

*Interviewee:* I don't remember specifically, but I think there hasn't been really a requirement. It's just that it's choose an essay from a class and just upload it. I mean, I guess given because I'm a business student, I haven't written that many so there's only two or three per semester. Well, I guess usually I try think about why they need it for the study and I'm tryin' to select a piece that reflects more of an academic paper rather than an analysis of a company or something that is a creative piece or as close a creative writing piece that I can get. Then typically I'll have things that are—

*Interviewer:* Sorry.

*Interviewee:* Typically, there'll only be ones that are one or two pages and I'm just [cross talk 1:12]. I'll usually base it off of length and things that I'm, I guess not proud of but I think I've done pretty well in. I guess maybe it's minorly affected by the grade I receive.

*Interviewer:* Yeah. I see. I see.

*Interviewee:* I really try to select based on what I think will be most helpful to the study, like something that can actually show what I've learned and, I guess, from the last time I submitted an essay.

*Interviewer:* Mm-hmm. Okay, so—

*Interviewee:* Yeah, but I wouldn't say I put days of thought into it. It's more of a time and a decision process and I'll just upload it.

*Interviewer:* Right.

*Interviewee:* I think I've also submitted additional pieces. They require one. I think I might've submitted two or three for the last one just so they have an option to select different—yeah.

*Interviewer:* Yeah. Tell me about what specifically, which pieces you did upload.

*Interviewee:* Oh, I don't even think I remember. [Laughter] Sorry.

*Interviewer:* Okay. Let's see if we can open it up—

*Interviewee:* Oh. Oh, my God.[Laughter]

*Interviewer:* - in CTools.

*Interviewee:* Do you know if they'll ask us to submit another piece? Because I've already chosen mine *[laughter]* for the semester. *[Laughter]*

*Interviewer:* I think there was gonna be another piece. There may be. They'll certainly let you know.

*Interviewee:* Yeah.

[...]

*Interviewer:* All right. Go for it.

*Interviewee:* Yeah, so I think for my first submission, I submitted three papers. I remember two of 'em quite clearly. One of 'em was a cover letter I wrote for applying to a company for a job position. That was very business based on this for one of my classes at Ross. Another one was in my anthropology class. We had to submit—I don't know—a monthly blog posts. This one, I did an analytical piece on tech talk 0:32 I'd seen. It was pretty memorable for me and I spent a lot of time on it, so I decided to upload that. I guess I wouldn't say it's my creative piece, but it was definitely not as formal. It was more conveying a certain idea, so it was rather unbiased. I submitted that one. There's one more. I don't remember which this one this was. I think this might've been—

*Interviewer:* You can open it up.

*Interviewee:* Okay. I think this might've been for my English. Yeah, this was my [English course] class. Oh, this was my rough—I think is my reflect—wait. Yeah, I don't remember what this was about, actually.

*Interviewer:* You do?

*Interviewee:* I don't. *[Laughter]*

*Interviewer:* Oh.

[...]

*Interviewee:* Yeah, I think it's a lengthy piece. Yeah, I just remembered what I liked about my professor is she asked us to write a message to her before each paper sayin' what we think we did well, what we think we should—

*Interviewer:* Oh, I see.

*Interviewee:* Yeah, what we wanted her to critique. I guess what we—we would always submit a draft and she would give us feedback. Then we would write again and we would say what we thought we improved on based on our previous draft. I think that was—this is, I guess, my actual academic writing that I submitted. Those are the three pieces.

*Interviewer:* Okay. Why did you choose those pieces?

*Interviewee:* I guess they're different. I guess they pretty much summarize the different styles I've been writing. One is really professional, one is more unbiased, more just informal or yeah, even inform the reader of why a particular topic interests you. The last one was just an academic piece, my actual English writing class. Yeah, those are—

*Interviewer:* Yeah. What strengths do you feel like they demonstrate?

*Interviewee:* Well, I guess the cover letter would probably be my strongest point just because I'm pretty good at extracting emotion and then writing something based on what I need to convey. The blog, I guess, is almost similarly because it's like I have to talk about facts, why it interested me. It wasn't so much focused on me, but rather a certain topic. It was my interpretation of a certain topic. I think really enjoyed that one cuz I was real interested in the topic. Then for the last one, I think that was really the most challenging. I don't remember too much about it, but I think strength-wise, I probably took a lotta time in argument and making sure that it flowed well and there was a big picture so when you read through you would know the main points I was tryin' to talk about. Because I think I'd written at least eight drafts for that. I wouldn't say it's polished, but it's a good representation of my writing skills freshman year *[laughter]* so—

*Interviewer:* Mm-hmm. Mm-hmm. Yeah, and they show how you've changed your style.

*Interviewee:* Yeah.

*Interviewer:* Great. Any other comments?

*Interviewee:* Not so much on the writing articles I've submitted, so—

*Interviewer:* Say what?

*Interviewee:* Oh, it's like I don't have any comments right now and I—

*Interviewer:* Oh, okay. Any other comments in general?

*Interviewee:* Is this the last question or—

*Interviewer:* Yeah, this is the last question.

*Interviewee:* Okay. Well, I guess I've been really curious about the study itself just because, I mean, I'm submitting I guess rather personal essays. I don't know. There might've been a survey or something. I guess because there's an interview, I know this is—I mean, if a study's gonna go so far as to spend time to interview me, I'm just curious as to what's going on. I don't know if that'll affect how I submit my essays and if I'm not supposed to know about it, but I've just been really curious. [...].

[...]

*[End of Audio]*