Interviewer: This is ***, and I'm interviewing *** on March 29th. We just went over the date. Thank you for participating in the writing development study. […]. I'm going to ask you some fairly general questions and then some more specific questions about your writing experiences here. The first question is pretty general. How would you describe yourself as a writer?

Interviewee: I like to think of myself as a good writer. I write very formally and eloquently, and I thought it was good, but I've been told I write like a textbook [laughter] which apparently people don't like, but I like.

Interviewer: What do you think that means?

Interviewee: Just formally. I think it just lends to the formality, eloquence of some of the word choices.

Interviewer: You said some people don't like that, but you do like it. Can you talk more about that?

Interviewee: They find it boring. They find it boring. I think it flows nicely. It sounds professional and good.

Interviewer: Yeah. What role would you say writing plays in your life?

Interviewee: I just got an internship this summer. It was a [communications intern], so I will be blogging two days a week for one of their websites.

Interviewer: What's the job for exactly? I didn't catch that.

Interviewee: It's a [communications intern], so it's one way to—it's for the web site [web address]. It's researching what trial lawyers do with philanthropy and to help the community to basically publish information to prove that trial lawyers care more than people think they do. People think they're just after the money and that sort of thing, and after the reputation. I will be writing a lot this summer, and that was based on some of the writing samples I turned in. One was actually for my [English course] class because that was one of my favorite pieces of done. The others were from a blogging job I had this past summer. I have to write a lot of e-mails. Most of them have to be formal and professional, so I—for next year, I'm president of a club, so last night, I wrote about 30 e-mails. You have to maintain—depending on who your audience is, you have to know how to speak to them to get your point across. The club I'm in is sponsored by UHS, so anything you send out is a reflection on them, so figuring out the balance, between the tone and the professionality and getting their attention. I think in my life, I write on a daily basis whether it's for a professional or for class.

Interviewer: Great. Yeah, so that's a lot. How would you describe yourself as a writer when you began here at U of M?

Interviewee: I think it's mostly when I wrote like a textbook, and then my [English course] was a little more on the creative side. I definitely learned how to write more in quantity without sacrificing the quality of it because I think the first three-to-four-page paper I ever wrote at Michigan, I was like this is a joke, right? No one has that much to say. Now three-to-four pages, when you hear that assignment, you're like yes, so easy. I can knock that out so fast. Then you have the 10, 15-page papers and you're like okay. Here's the effort part of it. I think definitely learning how to have more to say and to get that in writing.

Interviewer: How do you think you learn that, how to have more to say?

Interviewee: Having the teacher make—kind of a force you into it by having that page limit and say you need to write at least four pages up to six sort of thing. In order for you to a still maintain the grades with that, you have to research the topic a little more, find a few more things to say. I think it also lends a lot to having to analyze what you're writing more instead of just quoting different sources. The more you analyze obviously that helps you reach the page limit.

Interviewer: Yeah, definitely. Definitely. It sounds like you've grown in that way. Are there other ways you think you've grown as a writer from when you first started here?

Interviewee: I don't know.

Interviewer: That's okay.

Interviewee: It's hard to remember how I wrote back in high school. I don't know. I don't remember my high-school writing.

Interviewer: That's okay. What would you say your goals for yourself as a writer are?

Interviewee: I would like to have my writing be unaffected by the Internet because when you talk to your friends, I know which abbreviations I use. I usually don't type out because. I type BC or you put a W for with, and you tend to lose all grammar completely when you're talking to your friends online. I just want to make—my goal is that when I do still need to write professionally or for my internship this summer when it's going to be published, I have a professional checking my work at every step, that I still know that I have good grammar and can use it properly and that that hasn't been completely lost to the Internet [laughter].

Interviewer: Yeah, that's a good goal. Are there other goals do you think?

Interviewee: I like writing professionally. When I'm in the right mood, I really like writing eloquently and making it fancy. I tend to write longer sentences unless I'm using a short sentence for purpose, but I'm not good at being concise. I guess learning how to write for both purposes, so being able to write concisely because I want to go into the legal profession, and they need to be able to write concisely because no one wants to read

that much. They just need to get it read—they just need to write the pertinent information. I also want to be able to maintain writing what I feel as eloquently.

Interviewer: Yeah, that's great. These next set of questions are about transfer, sort of your experiences and how they may affect other writing experiences you've had. Thinking across your writing experiences here at U of M—and did you come here as a freshman?

Interviewee: Yes.

Interviewer: It sounds like you did, yeah. Thinking about those writing experiences, what you think it means to write well? How would you define that?

Interviewee: I think writing well is successfully conveying your point to the reader without having to explain it verbally, using proper spelling and grammar. I definitely would put in those basics because through the peer-editing process, I feel like that's missing a lot, and I've never quite understood that.

Interviewer: What do you mean?

Interviewee: We've had to peer edit some papers for some classes, and I love editing for grammar more so than content. That's a lot easier for me to not pay attention much to what they're trying to convey overall and how will the points get together because I get very distracted by the—why is there a comma there? You know you can't start a sentence with that word. No, that's—there was one essay I read. Almost every sentence started with the word 'however'. No, you put a semicolon, however, comma. Those sorts of things get very distracting to me. I like editing for them, but at the same time, that paper I just talked about had 22 comments on it. Most of them were grammar comments. I think to be a good writer and have an effective piece of written work, it has to have proper spelling and grammar. I think it says a lot about the writer. I think it's more than just your ideas, but then also having the ideas there and making sure the reader understands them.

Interviewer: Yeah, great. What first writing requirement course did you take?

Interviewee: I did [English course] through [Scholars Program]. So [title of course].

Interviewer: Okay. That's connected to—is it a residential college?

Interviewee: Not the residential college. It's residential community.

Interviewer: Okay. It's a residential community. Is it connected to community—what is it again? Can you just explain?

Interviewee: The [Scholars Program], so academic success in community service really.

Interviewer: Okay. Was the class incorporating community service, or was it just thinking about sort of—

Interviewee: It was writing creative nonfiction, which I don't think I understood when I signed up for that class [laughter].

Interviewer: Yeah, so that's gonna be my next question. What were your experiences in that class?

Interviewee: Every assignment we got, I went up to the teacher on the verge of tears going I have no idea what you want from me. Can you put this in English? What are you trying to say to me? The very first assignment we had was the professor said, "I saw a hawk on campus. Go find it and write about it." I was like I'm sorry. Is this a real hawk or a hawk statue, like a gargoyle-type statue? He's like, "It was real." I was like, you know they fly, right? They don't just sit there and wait for your students to come look at them. He was like, "I know." I was like, are you telling me you want a show-don't-tell paper? He's like, "Exactly." I was like, couldn't you have just said that?

The entire class was very confusing at first. Then once I had those discussions with my professor and understood what he was trying to ask of me, then I really liked it. One of my favorite papers came out of that class where we had to—it was like a show-don't-tell paper, but you have to take out first person. You can't say "I saw this," or that sort of thing. I went to Los Angeles for fall break and early in the morning, I had to wait for a bus to go back to the airport to return to Ann Arbor. I was sitting there, and there were so many small details I was seeing because there was nothing else to do.

I decided to write about that. My mom is an English teacher, and that's one of her favorite things I've ever written. It was just like 500 words on—it pretty much starts from when I started waiting to the bus and then watching the bus drive away, or having the bus start driving away, so a very short time period. It just has a lot of details. That were gardeners planting flowers outside. There was a man reading next to me sort of thing. I liked it.

Interviewer: Yeah. What effect did an experience like that have on you as a writer? What did you realize from doing that?

Interviewee: Figuring out how to never use first person even though it's only 500 words, you never realize how pretty much every sentence you write you want to say I think, I saw, I did whatever. At first, it was really hard to figure out how do I avoid that. Then I found out the sentences sounded much better when you take those out, and it made the paper sound really elevated. So figuring out how to take the first person out, and then once you figure out how, it's a lot easier. You can apply that whenever you need.

Interviewer: That's interesting. From that class, are there other experiences that you think really had an effect on you as a writer? Or other effects that you felt from the class even if you can't pin them down to a specific thing?

Interviewee: Probably just introducing me to college writing. I think that's why the university demands most incoming students—well, all in LSA [Literature, Science, and the Arts], but most of the other schools as well must take a first-year writing requirements because college writing is different from high-school writing even if it is just the length and expecting more of you. It was just kind of that transition and then starting to see what university professors expect of students as writers.

Interviewer: Could you generalize just out of curiosity what you think is the difference? I know you said length.

Interviewee: Length on a very basic level. I would think that they expect a higher proficiency of grammar, but I haven't really seen that reflected so much. I think they definitely expect you to have deeper thoughts and develop them more.

Interviewer: Yeah. Do you feel you're still making use of what you learned in that first-year writing requirement course in your writing now? Do you feel—

Interviewee: Not consciously, but I assume I am. It wasn't just a straight writing course because it was creative non-fiction, which still confuses me a little bit. I think unconsciously what you learn in every class kind of shapes who you are and how you write from that.

Interviewer: Are there specific things you think that you're like, "I'm doing that because of that course"? No? Nothing really conscious.

Interviewee: Never consciously.

Interviewer: Okay, that's fine. Did you take [Writing course]?

Interviewee: No.

Interviewer: Okay. What's your concentration?

Interviewee: Asian languages and culture with a sub concentration in Chinese studies and international studies with a sub-plan of international security norms and cooperation focusing on Spanish. Then a minor in crime and justice.

Interviewer: Oh, my goodness.

Interviewee: In the longest possible way of saying it.

Interviewer: That's a lot. Those are pretty– so the first one was Asian studies. The second one was—

Interviewee: International studies.

Interviewer: - international studies. Are those really distinct?

Interviewee: Not entirely. I'm focusing them on different languages, so there are some differences, but my upper level writing requirement I did in the Asian studies department is counting as an elective for my international studies major.

Interviewer: Okay, so there is some carryover.

Interviewee: A little bit.

Interviewer: And then the minor? Sorry.

Interviewee: Crime and justice.

Interviewer: Cool. Wow. Have you had an opportunity to do writing in those many areas of concentration?

Interviewee: Definitely in Asian studies would be more—the most because last semester I took the thesis class, so it's the one mandatory class for Asian studies majors, and it's basically preparing to write a thesis if that's the direction you want to go. That was a lot of writing. We did response papers twice a week. We read a new article for each class, which was twice a week, and were then responding to mostly the style of writing, and so we did that for a couple of weeks to figure out the style we want to write our thesis in. She said it doesn't have to be—a new formulated essay doesn't have to even have a thesis statement, but we read articles by University of Michigan professors in the Asian studies department and she said look at how they write and decide if that's right for you and your topic. We did a lot of writing in that class. International studies, I've so far only really done shorter papers.

Interviewer: Okay. When you say short, what does that mean? What length?

Interviewee: No more than six. I haven't really done a long paper for that, but we have a long paper coming up in my [International Studies course]. I'm writing that centered on the holocaust and how people remember the holocaust and how it's been commemorated and how that affects future generations.

Interviewer: What about in your minor? Is there writing in that?

Interviewee: I think all my classes have writing. In my law and society class last semester, we had to write some legal briefs. Those are restricted to three pages, and you have to fit a lot of information into them. I really struggled with that at first, but we had to write three of them. Definitely did not do well on the first one, so I went to my professor and I was like, I don't need you to change my grade. I need you to teach me how to be successful on the next two. My grade went up a little on the second and up a little more on the third because I kept working with her because I was like, I don't write concisely. You're asking way too much of me in way too little space. She was like, "No,

you can do it. Just you really need to hone in on what you want to say." That was certainly an interesting experience I've not mastered yet, but since I want to go to law school, it certainly was good to be exposed to it. Now I know I need work on it.

Interviewer: Do you feel like those different—it sounds like you're doing different kinds of writing really in each of your classes too. Do you think they're all sort of geared towards the same?

Interviewee: Some are more factual and some are more analytical like your own thoughts. Then politics of memory paper is going to be research with your analysis, so kind of a mix of the two. The legal briefs are certainly based on fact. You don't have time to put anything creative in there. Then the Asian studies papers I guess are—and some of the shorter international studies papers are more your own thoughts.

Interviewer: What effect have all those experiences had on you as a writer? Do you think all these different writing—

Interviewee: I've never thought about it, but like I said before, I think it just kind of shapes who you become as a writer. The fact that I had to write so factually for legal briefs has started to teach me how to do that. What I have to write so many response papers analyzing content and style of an article and then what do you think the author missed that you want to explore more? Where should the article have gone? I think it all kind of shapes who you are and then moving forward, the more you do it, the better you become at it. It's something you're able to do in the future.

Interviewer: How confident do you feel about writing in these various—you've already touched on that a little, but in these various realms?

Interviewee: I'm confident in my writing as long as I understand the assignment and have some thoughts on it. I never worried about being able to convey my point clearly and I'm never worried about the grammar or spelling. I like papers. They're it easier for me because as long as you can figure out what to say, what the question is asking you to respond to, then I can just put my ideas out on paper.

Interviewer: Yeah, and you said they're easier. Easier than what?

Interviewee: Like an exam.

Interviewer: Okay. Why do you think that's so?

Interviewee: Multiple choice questions try and trick me. Sometimes I look too into them, or you just are questioning like this one is kind of—and then writing, I guess you have more time to sit and think about it, but I like just sitting in doing it in one session. I don't like—I can't start a paper and come back to it because I'll be like, what was I trying to say? Where was I trying to take this? I won't have any idea and it confuses me way more to not just get it out in one sitting.

Interviewer: Yeah. Just back to the confidence thing because that's something we're really interested in, are there specific examples of moments where you felt really confident with your writing that you can think of or you can talk about?

Interviewee: I'm just confident in my writing in general. In the actual writing of it with the ideas, sometimes that's usually the only thing I'm less confident in sometimes if I don't understand the question fully, but there was—the first international studies paper I had to write for one on one last semester was about globalization in terms of McDonald's in China, which is fine for me. […] I didn't feel great about the paper. I was just glad it was done and that I got a 19 of 20. I was like okay. You were easy enough.

Then when the next paper came around on—it was researching just like a minority culture. I chose the Ainu of Japan, I think they're from. I felt much better knowing the teacher's expectations for my writing, and it was like—as long as I respond to each part of the question, I know I'll be fine.

Interviewer: Yeah, that makes sense. Cool. The next set of questions is just about your sort of larger writing experiences. You've touched on some of this already, but it would be good to hear more about it. What experiences in and out of the classroom have had an effect on your writing would you say?

Interviewee: I don't understand.

Interviewer: What—I mean you talked earlier about your—this job whether it—and I guess I would ask whether that's sort of changed your writing or affected your writing and if it helped push your writing to develop in a specific way, or are there other experiences that you—

Interviewee: Well, with blogging, it's just putting—the first blogging experience I had, we blogged a little for law and society last semester, but the first blogging I did was I decided since I was spending last summer in China, I wanted to write down my thoughts. I planned on not sharing it with anyone, and I don't think I really have. I shared a portion of the first one I wrote, and I didn't keep up with it at all beyond the first week where I was stuck home sick anyway. By home, I mean my friend's home in China. I was sick, so I decided to do that.

It was just right—I wanted to write for me as the audience to help—I think I have memory problems, so it was to remember the smaller things that happened while I was there. I reread it actually recently, and I remembered I wrote about like the Chinese like wearing tee shirts with English words on them, and they don't often make sense. I wrote about a couple of tee shirts a guy I worked with had worn, and I just laughed to myself, like I remember that. I had no idea that had happened except I wrote it.

Writing for myself as the audience and then I did—after I worked for three weeks in China for an intensive language study. They offered to let people blog for their website,

and so I volunteered and wanted to write three blogs, which I actually wrote to procrastinate studying for a final exam because one was English, one was Chinese, which I found the opposite when I'm in Ann Arbor. I write an essay in Chinese to procrastinate an essay in English. I blogged for that, and as far as I knew, they weren't that good. I was just like I want to just get this over with.

When I applied for the internship this summer, she asked—she saw that I had experience blogging for them and asked to see some samples. I was like, great [laughter]. There goes this opportunity. I reread them, and I thought, huh, these aren't as bad as I remember. These are actually alright. They describe some experiences. There are some nice word choices in there, and so I sent them to her, and she was like "I'm very impressed. I would love to work with you this summer."

Interviewer: That's great.

Interviewee: I think with blogging, it's a lot of just being able to put your thoughts down on paper, your experiences. I guess this summer is going to be more translating what you read about into words for others. I think small things like that have shaped how I blog write, writing for blogs, and then this summer, it's going to be a lot of work, but I figured every profession, everything you could ever possibly do in your life will need you to be able to write. I can spend a summer blogging for this website that someone can go look at even, then the that's going to serve me well the future going hey, look how well I can write.

Interviewer: Mm-hmm, definitely. That's smart. How would you say your—this is a question just about your process. Do you think your writing process has actually changed as a result of some of these experiences?

Interviewee: No, I've never drafted. I've never outlined. I know that's so wrong—

Interviewer: No, it's not. It's just people are different.

Interviewee: Well, I think Sweetland 00:27:00 encourages people to do that, but I think as I tried to describe before without saying that I do none of it, it messes me up. Outlining is too brief, so having to put it in short form, I can never remember where I wanted to take it, how I wanted to elaborate on it, and I feel like when I shorten it, I'm like that's a great sentence. Done. Two pages. I can't outline. It bothers me. I don't like to draft because going back and reading the paper, changing like one part in the middle, then I have to read the whole thing again, it just confuses me. Then you have to go through and make sure you're not using the same word too many times too close together. When you edit, that's a lot harder to keep track of.

Interviewer: What is your process would you say for a typical paper?

Interviewee: Just sit down and start writing. Write where it takes me making sure the answers that question, and when you reach the bottom, spell check and then turn it in.

Interviewer: Okay. Yeah, totally. Just out of curiosity, when you were doing the blogs, was it sort of the same process?

Interviewee: Yes.

Interviewer: Yeah, so it's a consistent—

Interviewee: I never plan it. I think about it for a little just—if it's a very confusing paper, the most planning I will do for it is writing down which examples I'll use, and sometimes that's on a sticky note on the side so I can see it, and sometimes I will hit enter, tab over, and then in all caps write what that paragraph is to be about or which example that is and then, you know, like "conclusion goes here" obviously at the end. Sometimes it's nice so I don't somehow miss it seems every other paragraph is labeled. Never really more than that though.

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

Interviewee: Looking back on an experience and writing about the past, I guess.

Interviewer: Have you used reflective writing yourself? Do you feel like you've done that with writing?

Interviewee: Writing to reflect on—no, I don't think I've actually reflected on anything in writing. Kind of with the blogging for myself, the reason I did want to share with people is because I wanted to be honest with myself about how I felt about situations. Obviously, there are cultural differences in China, and there's a culture shock. There we go. This culture shock and, and it takes you on a roller-coaster it first. You're nervous; then you're very excited about all the new things, and then you're immersed in it. It just starts to piss you off quite honestly.

The walls of our dorms were very thin. I could hear people spitting on the street, and after a while, that bothered me more than almost anything in the whole world. We had classrooms on the sixth floor, and you could hear babies crying on the street outside. Just the poor quality of the architecture, whatever, or the building that allows that happen, after two months was a little too much for me to handle. Being able to be honest with myself about that sort of thing in a blog without leaving open the opportunity to offend people with it or having people think, "She thanks so negatively about everything." I know I do sometimes, but you try hearing people spit very audibly for two months. I think it bothers anyone. I just wanted to write what happened, my reflections on it, without being judged.

Interviewer: So that was very sort of private. That was a private piece of writing.

Interviewee: Yeah, there was also just different experiences like I had a friend from the University of Michigan who was in [city] for a program, and so he was going to take the

train into [city] to come see me. I asked my host family. They had set me up in their aunt's apartment. I said I have a friend coming to visit, but he and she in Chinese spoken are the exact same. You can only differentiate in written, and I didn't realize how much that mattered to them that he was a boy and not a girl. […].

Interviewer: Right. Did you write about anything like that or that's just—that was just—

Interviewee: I certainly remember it. I stopped blogging after I—after my first few days at work after getting over being hospitalized.

Interviewer: That's too bad.

[…].

Interviewer: […]. What have your experiences been like working with other writers in your courses or in other contexts? I don't know if any of your jobs, you've worked with other writers.

Interviewee: In classes, I certainly prefer my style of writing. I've never been really—there was one paper I remember liking, but he also is editor in chief of some magazine on campus. I said before, one girl overused however, and wrong every single time, where I don't like you're editing in the sense that I see sometimes people having lower levels of writing proficiency and wondering how that works at such a high-level institution like Michigan, in the nicest way possible.

Interviewer: Yeah. What would you say these experiences have taught you? What's your relationship to them? It sounds like—I don't want to put words in your mouth.

Interviewee: I guess I have to be honest that Michigan's not as elite as I had thought. I definitely think the level of writing is a lot lower than I would expect or hoped for here, and I kind of thing some first-year writing requirements should focus more on drilling the basics. Not grammar worksheets, but the professor should be stricter on it and say I'm docking points. This is an English class. Maybe they do that, but because I don't have an issue with it, I never ran into that problem and got to find out, I guess. I think my first-year writing requirement was creative writing in a sense. It had nothing to do was learning perfecting your basic reading skills. I think some kids could really use that.

Interviewer: In terms of workshopping and peer review, it sounds like—

Interviewee: I was never taught how to peer review, so the way I peer review is a lot of editing for grammar, which I think is extremely unfair that, one, I have to do that for them and, two, that they just got handed all of the answers, and not knowing if they learned from it, if they made those corrections or anything pretty much after I hand it over to them.

Interviewer: What about as a receiver of [cross talk 00:37:08].

Interviewee: I don't trust peer editors. My peer editor for my first legal brief in law and society said, "This is a great metaphor." What was it? It was a great metaphor, but the grader in that class wrote, "I have no idea what you're trying to say here." I think that experience really solidified my view that why should I trusted a peer editor? They have no way of knowing better than I do what the professor is expecting. Unless they're giving me a solid, "Hey, rephrase this sentence. It's confusing," or, "You're supposed to have a comma here," I don't trust them. There's no reason they should know better than I do. You don't know how they're doing in the course as a whole, if they know, "That's a terrible example to use. Here's a much better one," or, "That's the perfect example to use." They have no idea, so I in general just don't really trust others.

Interviewer: Yeah. Have you had experience with the group writing or collaborative writing?

Interviewee: Not yet. We're in the process of it for my controversies of contemporary China class this semester. We just started a group paper, so it's 5 of us, 15 pages. We divided up into three pages each, which is very manageable. I was like, guys, can I edit the whole thing? They're like, great. Now I'm looking back on it like I did not have the time for that, but I like the my style of writing. I know this professor does 'cause she taught my thesis class last semester that went very well. I know that if I rephrase some things, it's not going to completely bomb the paper. She likes my writing, but I think it's going to be very difficult to have five sets of three pages flow nicely, and then editing each of those three pages, and then editing them together, it's going to be a challenge, I think, but I think I'm also going to have to try and trust them a little bit on their parts.

Interviewer: The this will be your first real experience with that kind of writing.

Interviewee: That I can think of, yes.

Interviewer: Yeah, cool. It could be fun on a certain level.

Interviewee: I'm a little worried, but I know at the end, it can't be that bad.

Interviewer: If you were going to give someone advice about writing, what are some of the things you think they should think about as they begin their paper?

Interviewee: Have an idea of where you want to take the paper, but don't restrict yourself to that. Allow yourself to think as you write and think as you go. I say perfect your basic grammar. I've gotten points on that. There's a paper I wrote freshman year for an Asian studies class and the GSI [Graduate Student Instructor] gave me a 9 out of 10 on grammar, and I had pretty much by my standards bombed the paper, but 9 out of 10 on grammar. I went to her, and I said, why did I get a 9 and not a 10? And she goes, oh, something. And I was like, you didn't make a single correction to my grammar, so unless you can point to a single grammar mistake, I really would like my 10 out of 10. That extra point would do me very little good, but I don't want to lose my one point when I

know my grammar was great on that paper. I knew the paper was awful, but I knew my grammar was on point.

Interviewer: That part of it, right.

Interviewee: I didn't want here taking that point away from me. She could not find any examples, so she gave me the 10 on my grammar. I was like, can you please not dock points from kids when you don't tell them where it is? Show them why you're docking the points. That is not fair for you to say, "Your grammar is perfect. I'm going to take a point for I don't know what reason." The paper's not all about the ideas. The professors do sometimes consider the grammar, so if all else fails, make sure your grammar's impeccable and you can at least get the points in that section. It's usually a quarter of the paper you get points for.

Interviewer: Right. Anything else you would add to the advice?

Interviewee: Talk to your professor if you don't understand. I've never found a professor unwilling to help—unwilling to make time to help and unwilling to give an extension. They're very willing to work with you, and they love when you reach out. I'm pretty sure I've gotten bonus points for going to office hours just because they were able to talk about it with you. I'm on [council], so we're a lot of instances of plagiarism. The usual advice I have to give is did you know you could e-mail your professor.

Actually, I heard the case yesterday, and the kid said, "I didn't know that was an option, and I didn't know being extremely busy and overwhelmed was a legitimate reason to ask for an extension," but also the fact that he didn't know it was even possible to ask for an extension in college. Definitely knowing that there are resources. There are professors. There is Sweetland, which can be helpful to some people if there's more time on a paper. It's not useful for getting an extension, but that Michigan does provide a lot of resources to help its students, and the students don't always know the options. It shouldn't ever end in plagiarism.

Interviewer: Right. I think that's true. I think a lot of those cases are just because people are panicking.

Interviewee: Exactly.

Interviewer: Have you had any experiences with new media write—well, actually, you have because you talked about writing with blogs. Have you had any in classes as well as your work experience, like even using sound, video, or PowerPoint or websites?

Interviewee: PowerPoint all the time. We did blog via WordPress [content management system] in my law and society class, and that was kind of to keep the conversation open outside of the classroom. PowerPoint we use all the time in my Chinese language class. We made PowerPoints for our longer presentations. We have 10-minute presentations, so the one I did this semester was on property taxes in Shanghai. You made a PowerPoint

for that so that the class can kind of follow along or if all else fails, they can look at the pictures. Especially for me, because I'm in a class of eight native speakers and only one other non-native speaker, so I enjoy the pictures. I think the native speakers kinda follow along with the text a little more. PowerPoint presentation in my Asian studies classes where we write response papers because to start the class, one person will have read more—one or two people have read more in depth, and so they kind of give you another summary and talking points.

Interviewer: That's in the form of a PowerPoint.

Interviewee: Yes. That kind of goes from there. Most of my professors use PowerPoints.

Interviewer: Oh, really. Oh, you mean when their lecturing or [fading voice 00:44:45].

Interviewee: Yes. Then you can download it onto your computer, follow along that way. I like PowerPoint, lots of PowerPoints.

Interviewer: Does that feel like that's affected you as a writer like when you then write a paper or writing that you do for a PowerPoint? Do you feel like you—

Interviewee: The writing you do for a PowerPoint, I think a lot of people miss this, but PowerPoint writing is not paper writing. It shouldn't have full sentences. It should not even have full thoughts. It should be just enough to hint you and the audience on, but so little that the audience is forced to listen to what you say. It's more oral than written. I think oral is very different from written. Written you have more time to sit there and make it eloquent and formal, think out what you're going to say in writing and put that in the correct order whereas oral is a lot more on the spot, spontaneous, so if you miss something, you say, oh, I'm going back to that point. It's more unorganized in a sense orally. PowerPoint I guess keeps you on track a little more, but you never speak as eloquently as you write. At least I don't.

Interviewer: Sure. Sure, definitely. What about the writing for blogs you were doing for that other class? Do you feel like that's affected you as a writer, like writing a blog for an academic purpose?

Interviewee: I feel like it's kind of the same as writing a paper. You still approach it with the same formality. I don't think the blog setting did anything besides change the length.

Interviewer: Okay. You still felt like you had the same voice and approach.

Interviewee: I think so because you know you're being graded on it.

Interviewer: Mm-hmm.

Interviewee: Actually, what I liked about that professor is you got three points if it was an absolutely perfect blog. I think she said if you have even one grammar mistake, you

cannot get a three, so you're automatically dropped to two of three, which if you do simple math, is a D. Right? Yeah, it is. That's not my strong point. I liked that she emphasized that at a 400 level, you need to make sure your grammar is there and that it's going to affect your grade. I was like, yes, I got that.

Interviewer: Totally. Cool. Okay. Unless there's other new media stuff you can think of that you've used?

Interviewee: [Inaudible 00:47:23] examples that would jog my memory?

Interviewer: Like websites or sound or video or if you've done any electronic portfolios in your classes.

Interviewee: Not really, no.

Interviewer: Okay. One of your tests for this study is to upload writing to the archive. What's that been like? How's that process been for you?

Interviewee: Selecting what to upload?

Interviewer: Yeah.

Interviewee: I try and choose my favorites that I know I put the effort into, and I know the professor liked sort of thing, so my favorite piece from [English course] was definitely submitted because I guess I want to look as good as possible. Sometimes it takes a little more thought to get the requirements, so I didn't love my writing from my upper level writing requirements so much. That was one we had to submit from that, right? Yeah, that was probably a little hard on me to go, oh, submit. Great, someone else gets to read it now. I did my upper level writing in natural disasters of East Asia, so quite different than just writing. It didn't work out the best for me, but it was an interesting class. That counts for a lot of my graduation requirement, so—

Interviewer: Yeah, totally. It sounds like you wanted to choose—because the next question is just about why you chose the pieces you did for the archives. It sounds like you chose the ones that—

Interviewee: That I liked the best that also fit the requirements that were—

Interviewer: That were asked.

Interviewee: Yeah.

Interviewer: Any other—did it inspire you to think about anything else when you were choosing those and putting them up?

Interviewee: I think it's interesting to think about the fact that it's going to a new audience. When you wrote it, you, I guess, kind of target it towards your professor. Even if it's not your best writing, you could still rationalize only the professor's gonna see it, and then I had to submit it to Sweetland. It was like, these people know how to write. This is so embarrassing [laughter].

Interviewer: No, no. It shouldn't be.

Interviewee: I was like, awesome. That was so not the impression I want to give them of my writing. I think just interesting to think about it's now going to a completely new audience.

Interviewer: Yeah.

Interviewee: It's being shared a little more then you anticipated when you wrote it, and that maybe I would've done a few things differently if I knew others were going to be reading it. I guess the audience impacts your writing if you know it's going to be peer edited. I personally don't want to feel embarrassed by what I give to a classmate, so I would try a little harder there. If I'm very comfortable with the professor, I feel more at ease writing a paper, but if I feel like the professors really strict, it's a lot more stressful to get a paper because you're trying so hard to target it.

Interviewer: Yeah, definitely. Yeah, that's interesting about audience. Are there any other comments or thoughts you have about writing you'd like to—that we didn't cover that you think are—you've been wanting to say?

Interviewee: Nothing I've been really wanting to say. I feel like all the usual things I say about writing, how it's not up to the standards I thought Michigan would have in some cases is interesting. Just on the basic grammar level. Not that these kids don't have ideas; they certainly do. That's usually my spiel on it, and that's it.

Interviewer: Okay, 'cause those are all the questions, so thank you so much for doing this. Let me turn this off.

[End of Audio]