Interviewer: That should do fine, and then just in case, I have this one. Have you ever seen these before?

Interviewee: No. I've actually interviewed people for things and that would be great.

Interviewer: Yeah, so I think it's recording now. We'll have this and, hopefully, one of them will work.

Interviewee: Yeah.

Interviewer: Thanks again. I'm just going to ask some general questions about your experience in the minor, and now you're experience writing either of them, and then we'll talk a little bit about your portfolio. First, how would you describe yourself as a writer when you began at UofM [University of Michigan]?

Interviewee: I thought I was a pretty strong writer. My high school was really good about writing; however, they always did the five-paragraph essay—intro, three body paragraphs and conclusion—so it was kind of structured, and not a lot of creativity or openness going into it. More, this is a formula, now make sure you get this, you need this many arguments. I was kind of stuck a little bit by that.

As I got more assignments and saw that we don't have to follow that structure, I was able to adapt easily. I think—I don't know, I mean, I've gotten As on most papers. I think I've done fairly well on them.

Interviewer: Yeah.

Interviewee: My troubles were always, like, I didn't go the next step. I did a lot of detail, but for the analysis on most papers, I didn't make the full connection between my arguments and what it means and why it's important.

Interviewer: You said you had that structured beginning when you came in, and you said you weren't making the—

Interviewee: Well, in high school, everything was fine. Then the critiques I got on all my college papers were, like, you need to take it a step further, because I was confused because I had a ton of examples to back up my arguments. I guess it was missing some of like, oh, this is why I used this example.

Interviewer: I see, okay. How would you describe your writing now after that?

Interviewee: After I started the minor?

Interviewer: Yeah.

Interviewee: I would just say, we've explored obviously a lot more of the new media writing. It doesn't have to be just written text; like, trying other forms, the videos, just the blogging, websites, images. It's kind of cool to try different—to express your ideas through not just an eight-page essay, which I really like. Sometimes, those get boring, just writing a bunch of long papers.

Interviewer: Yeah. You like mixing it up with different medias, you're saying?

Interviewee: Yeah. I think for the writing minor, she gives a lot of freedom. We could basically write about whatever we wanted, which was good. If you're sticking a hundred people in a class and making them all write about one topic, they're not all going to connect to it and they're not going to write as well. For the minor, they really let us go whatever way we wanted.

Interviewer: That's great. Have you developed language to talk about yourself as a writer or think about writing in these classes?

Interviewee: After the minor, you would say?

Interviewer: Mm-hmm.

Interviewee: I guess I would say, not personal, but I like to get my personal tone and opinion. When someone reads something I wrote, I like to have the same message as if they were to meet me in person. I like to reflect myself into my writing, which I guess, is not always what they say to do for some things, but I think it's fun. I love writing, so I think that's a cool thing to do.

Interviewer: Now is that something you did before you came here, or was that the type of goal that's developed since you've been here?

Interviewee: I guess, I mean, my goal was I'd like to write for a magazine. I've done a few—I had done a lot of blogging things before the minor; but as she gave us more freedom in the minor course, I was able to see, like, oh, I can put my own spin on things, my own tone. I guess, it helps me.

Then she had us do this assignment where we looked at authors we liked, and we tried to copy their style for our own writing. That's where I really did it, because I looked at two personal memoirs, and then I tried mimicking their style when I wrote, which was really cool.

Interviewer: Okay. How does that translate to your other classes? I mean, does that help you to conclude your [inaudible 00:04:16].

Interviewee: I mean, I guess, sometimes they say no personal, you can't include, you've got to be really objective. I guess, I don't know, so it is hard. You can't really include that into all writing. I know this semester it was weird. I didn't really have any papers, I just

had one paper and then group projects. It was kind of weird. I had the minor last semester and a lot of writing; and then this semester, it was more structured, like group project writing, and not really the style writing that I was working on for the minor.

Interviewer: Were you able to bring any of that other stuff to that, or was it a different ballgame?

Interviewee: Not really. It was, yeah, more look up, do some research, and then really factual, just keep it structured; so more back to what I had before the minor, I guess.

Interviewer: Okay, interesting. I mean, you've touched on this; to what extent would you say you've grown as a writer?

Interviewee: I guess I could say I've learned to take more risks with writing. I don't know how that would translate. Just know to combine other forms and think outside the box when I'm writing. It just made me think differently. Also, another thing, I had never really done much of the pre-write process prior to the minor and the brainstorming stuff. I just liked to start writing, and then I'll go back and edit it.

During the minor, we did a lot of peer editing. That helped me do different drafts and work on them and take feedback and fix certain things, so that was really helpful.

Interviewer: Okay. What are your goals for yourself as a writer, and have these changed since you've considered the minor?

Interviewee: Academically or professionally?

Interviewer: Either.

Interviewee: Okay. I mean, academically, my main goal is to get As on papers, I guess. I guess, I want to try to start doing more of the drafts, just to see how I progress as a writer throughout, instead of just writing right off my mind. I think it is easier that way, too. As far as professionally, like I said, I love the magazine-style writing. I want to get into freelancing and get paid for my articles, because I've done a lot of freelance on my writing, but I haven't really gotten paid yet.

I'm hoping I can somehow become—I mean, I'm hoping that portfolio will help me out with that. I may want to develop my own website, which will obviously include a lot of writing in it, and stuff like that.

Interviewer: Okay, great.

Interviewee: More of the real world writing stuff is what I'm really into.

Interviewer: Real world writing?

Interviewee: Yeah.

Interviewer: Okay. What does that entail, I mean, when you think about real world writing?

Interviewee: I guess, not just analyze this article and write an essay on it. I hate that kind of writing. More of the find your passions and write about those, or even write a press release. I think it would be really beneficial if we did more writing like that, things that people would be required to do in the professional world.

Oftentimes, the writing we learn in courses, they're never going to ask you to analyze an essay—I doubt it—for most jobs. I don't know, just more practical real world writing is what my goal is

Interviewer: Okay, great. Thinking across your writing experiences at UofM [University of Michigan]—you've only been here, right?

Interviewee: Yeah, for college, yeah.

Interviewer: Okay. What do you think it means to write well?

Interviewee: For UofM specifically?

Interviewer: Yeah, for UofM.

Interviewee: Okay, so to write well, I would say, I think analysis or analyzed, that's the first word I would say that comes to mind. Details, but also being precise. I know they always say, don't use a lot of fluff, we want your ideas. I think concise, but with the relevant details—that means you write well, I guess.

Also, your papers becoming full circle, so the intro and then your conclusion ties it all back together. Supporting evidence is what they really seem to tap into here; like, get the articles and back up your ideas, which I don't really like.

Interviewer: That leads me to my next question. What do you think it means to write well?

Interviewee: I think it means to express your ideas in whatever way is most relevant to you. If that means making a video, I personally think even before college, people should be more into the new media stuff, which maybe they are now. It's becoming such a big thing. I guess, just whatever way helps you learn and express, you should use those methods. They should also flow well; obviously, I'm big on grammar, so make sure you use the proper grammar, word choices, stuff like that.

Interviewer: Which first year writing course did you take?

Interviewee: I took [English course], and I didn't really like that class.

Interviewer: What did you learn in that class, or is there anything that you can say that you took from it?

Interviewee: I do know prior to signing up, I didn't realize there were themes at first. Then when I saw there were themes to the courses, I realized I had signed up for a food one. I was like, oh, I'd rather have a broader thing, so I changed sections. Then I got there on the first day and our teacher said, we're going to do all about food.

I tried to avoid it, and I still got it. Just kind of a weird, I thought it would be more different ways of thinking about writing, but it was all about food. We had to go to the farmer's market one day and write about something there. I don't remember the exact papers. I do know we read some things that were all related to food and we wrote about them.

The teacher was really crazy. I know a lot of people agree with me on that, so that might have factored into not—it wasn't that positive of an experience. I don't think I learned a whole lot differently than what I already knew from high school. That could have just been because they were really into writing where I went. Like they say, you need the English whatever, everyone has to have it here. I could have done without it and been fine.

Interviewer: Okay. What language did you develop in this course to talk about yourself as a writer, or how you learned to write?

Interviewee: In the writing minor?

Interviewer: No, the [English course].

Interviewee: The [English course]. What language would I use to-

Interviewer: Well, did you learn any language to describe yourself as a writer or about writing, anything you didn't have before that class in terms of language?

Interviewee: I'm trying to think. I don't think so. I mean, that was so long ago, I'm trying to think back to that time, it's hard.

Interviewer: Yeah, it's okay.

Interviewee: No, nothing really sticks out to me that I can remember. I guess just being annoyed by the teacher was all I can remember. I remember some of the assignments she gave weren't—they seemed pointless to me, and I didn't really get into them because it wasn't that interesting. It seemed more like a chore, like busy work, as opposed to a meaningful thing to write.

Yeah, as far as describing me as a writer, I can't think of anything that I took away. Interviewer: Yeah. In terms of meaningful when you said, what would you imagine had you had—what would be a meaningful assignment?

Interviewee: Well, I mean, a meaningful course would be something be something that would have been different, and added on from my already—what I already knew from high school writing. In that way, it just didn't seem beneficial. As far as an assignment, I guess, purposeful—well, that's the same thing as meaningful.

I don't know, just knowing why she chose certain—I can't remember the specific one; so why she chose certain things and just relating them, I guess. If she were to relate everything we learned and had a core message of what we were supposed to get out of the course, and then we'd do different assignments to supplement that core message, that would have been better.

Interviewer: I see, okay. That's an interesting way of describing it. What is your concentration?

Interviewee: Communications.

Interviewer: Have you had an opportunity to do a lot of writing in your concentration?

Interviewee: Yeah. Like I said, this semester I didn't do any because I was in a marketing and comm [Communication] cross-listed course. Before, yeah, we had done—in one class, we did three mini-papers on media industries. We got to choose, so I was in the magazine industry. We did one about the tablet market, and how that was—I don't know, there was a whole debate over paying for the tablets and how that's going to change the print magazine industry. That was really interesting.

One of them we wrote, it was a letter to an editor, I believe, of a magazine. They just gave us three different styles: One of them, they made us do more academically; one of them was the letter to the editor, and I liked that because it got us thinking different directions.

Interviewer: Yeah, that's cool. What effect have the experiences you had in your concentration had on your thoughts about writing or yourself as a writer?

Interviewee: I guess, I mean, all I can think about for those writings, it's all media related. Although we did get to try out different styles, it was—I mean, I feel like I'm not giving you the right answers, but I don't know.

Interviewer: There are no right answers.

Interviewee: There's nothing that really-

Interviewer: Honestly, there's no right-

Interviewee: Yeah. I can't describe—I don't know, it didn't really change me in any way.

Interviewer: Okay.

Interviewee: We were just writing; but, I don't know, I felt better when I had the shorter papers that were more creative. I guess, that made me just—I don't know.

Interviewer: When you say they're all media related, all the assignments—

Interviewee: I mean, it's because all the courses are. One of them, we were talking about new media and grass-roots journalism; the other one, magazine industry. I'm trying to think what else. I just felt like there was some overlap in all of the ones I've written for—and then, for communications, we did a lot of—you know, like, the research studies, hypothesis methods.

We did a couple of those papers in some of my courses, which was interesting because we're always reading them, but then we got to reverse roles and write one.

Interviewer: Yeah. What was your-did you like that?

Interviewee: It was pretty interesting, because we got to pick our own topic. I did one on Sex and the City. Then we got to go off, you know, our own interests and research that, and then conduct a study, a hypothesis. That was just really different form of writing, so that was cool.

Interviewer: That's cool. How confident do you feel about writing in your concentration?

Interviewee: I feel pretty confident, yeah. I can whip up a comm [Communication] essay right now.

Interviewer: You could.

Interviewee: Yeah.

Interviewer: How would you just whip one up when you just had a set process?

Interviewee: Well, I would need a topic I was doing; and then I would probably, I guess, originally before the minor, I didn't really brainstorm. I usually would just start right in writing. Now, I would probably try to find my thesis, my core message, and then a couple arguments to go along with that. Then I would develop sub-points from there. I would need to research articles to support my ideas, and then just construct it from there, and then tie it together with the conclusion.

Interviewer: Okay, great. What effect has the—you talked about this a little bit—has the writing gateway course, the [Sweetland course] had on your overall in writing?

Interviewee: The main thing was the new media. I created a website from that class, too, which was really interesting. We took an original essay and first, I made into a magazine article and then a website. It was cool to see how the same idea could change for different audiences. What was the question again—as a writer?

Interviewer: Yeah, as overall on your writing. The next question was, how has it made you think differently or thinking new ways about yourself as a writer?

Interviewee: Overall, for my writing process, I'm going—I haven't had, like I said, much writing this semester, but I'm going to try to try more of the pre-writing drafting. I think it is really beneficial to have others read your writing. I know we did that all the time in the writing minor course, the gateway one. I think I'm going to try to do that, at least send them off to friends and have them—because another look, they always catch something that you don't see.

Yeah, it was interesting to see whenever analysis projects in writing they did, it just opened you up to all these different options for how to express your ideas.

Interviewer: That's great. That's actually—you just keep segueing into my questions.

Interviewee: Leading into the question.

Interviewer: Yeah. What experience have you had working with other writers?

Interviewee: In the gateway course?

Interviewer: Yeah. What kinds of experiences?

Interviewee: She divided us up into a group, and then it changed halfway through. We got to be really familiar with those in our group, and to figure out their writing styles and stuff. I noticed that—I don't know, for me, I love editing other people's papers. It's fun, and I can find what they're doing. I notice every writer had their own strengths and weaknesses.

Every time they would make the same—not mistakes, but they would need help in the same areas. Same for me, I forget what they were, but obviously I've grown. It was just interesting to work with the same group and figure out their writing styles, and then you can learn from them and take some of their—not their ideas, but their styles, and adapt them to your own writing.

Interviewer: That's interesting. Did you do that kind of thing in your [English course], in your other classes, or was it a difference experience?

Interviewee: They seemed different. In my [English course], when we did peer editing, we would take the essays home, and just kind of what you would do in elementary of

something, just take a red pen and check them; whereas, this was more interactive, and we would actually discuss it with the writer, so we could ask questions.

A main thing I forgot to mention. We did, talking to the text or comments, I think—I forget what it's called. The writing minor course, this was the first time I'd been introduced to that. What it is, is as you're writing, you insert little comments. If you, as a writer, have a question or you're not sure about something, you'd say, I wasn't sure if this was the best argument here.

I really like that. I think that really strengthened my writing, because it made me ask questions. Then sometimes after just seeing that question, I was able to answer it on my own, and then sometimes the teacher or students would answer those questions.

Interviewer: Okay. You've kind of answered some of these questions, so I have to just look over here for a second. The minor gateway course emphasized reflective writing in various forms. How would you describe your experience of this kind of reflection?

Interviewee: I guess, those comments, I guess we reflected on because she always wanted us to send those at the end, too. Also, she had us—we would write—at the end of certain assignments, we would write little, not summaries, but little paragraphs reflecting on what we thought went well, what went bad, what we enjoyed.

That was cool because it just wrapped up, because sometimes if you're spending a while on writing, you forget what actually happened; but by doing that reflection, you're able to see what things you could do again next time that went well, or what went wrong that you need to rework next time and stuff like that, and where room for improvement could have been in the same essay, even though it was already turned in.

Interviewer: Okay. You took the [Sweetland course] a year ago, a semester ago?

Interviewee: A semester ago.

Interviewer: Did some of those practices carry over into the writing you did for other courses?

Interviewee: I'm trying to think. It's [inaudible 00:21:18] because I didn't have much writing, so no, but I probably would have done it. If I would have had those skills for my communications papers that I did earlier on in college, that would have been really helpful. I think I did do the self-reflective comments a few times since the minor.

Interviewer: Oh, really? Do you remember when that was?

Interviewee: No. I mean, it's probably all on my computer in documents.

Interviewer: All right.

Interviewee: Then the portfolio that we made, actually so when I apply to things and they want writing samples, I'll just send them the link to my portfolio because it has all of my writing there, which is really helpful.

Interviewer: Okay. It's for what, why would you do that?

Interviewee: When I apply to various magazine internships or anything that requires writing samples, so then it's all there. They have my academic writing, my blogging writing, everything. That was actually applicable to the real world, which I liked.

Interviewer: Okay, great. Another segue—so, how would you describe your experiences using new media, writing blogs, remediation project and [Writing course]?

Interviewee: I think it was really fun. That's sometimes, like I said, papers can get exhaustive, you don't want to sit there and just write and write. When we're able to interact with those other forms of media, it just kept me enthusiastic about the whole writing process. I know these are little things, but even she taught us a little bit about style and color scheme, like, when we were creating our portfolios, our websites.

Even though they may seem minor, those are still important skills to have. I liked taking the time thinking about those too, instead of just, like, here's how you write a sentence or something. Yeah, it was really interesting.

Interviewer: Great. I'm going to bring up your gateway portfolio. Maybe you can just walk me through some of the—

Interviewee: Okay. It's been a while since I've-

Interviewer: Okay.

Interviewee: You know, she said we could choose a theme if we wanted or whatever. I love pink and I love stuff like this, so I just chose the writing queen. I thought it sounded cool. Then I did a nice little intro. I try to keep with my—a fun tone. I don't know if you want to read it.

Interviewer: Yeah, let's see.

Interviewee: Okay. I kept to my [personalized theme].

Interviewer: Yeah, it's great. I really like it. When you were thinking about this first paragraph or these first couple of paragraphs, who was your audience, I mean, who were you imaging reading this?

Interviewee: I was just imagining anyone, not the academic writing—I mean, the stuff for this course was good, but I wasn't really expecting my audience to be people who want to read a five-paragraph essay on some story I read. I was thinking more of the professional

crowd. Like right here, I said, if you're a writer, please contact me; like, if they need freelance writers.

People who are interested in style or the fashion trends or college, people who would want to read what I'm writing, and they would be passionate about these same topics. Then I did—I wanted to keep it kind of simple, with—I don't know, stuff. It was interesting because everyone had totally different ways of doing their portfolios.

Then here's my about, and I just did—I tried to incorporate images, fun images. Then another kind of fun intro, who I am and what I plan to do with my writing.

Interviewer: That's great. That photograph really pops off of the—were you think you thinking about—

Interviewee: Well, it's funny. I had done that picture, and I had it Facebook for a while and everyone loved it. I'm like, oh—I tend to use it for writing things like this because it just captures my personality, it's very colorful. Yeah, I thought it was interesting. Then this is how I have it—so academic writing, I have it, writing minor, communications, English. For right now, those are the main three things I've done with writing, so then I did a little introduction.

Interviewer: Okay. Yeah, essays, utilizing the functions of new media. This is great, really cool. You're connected then to—

Interviewee: Yeah.

Interviewer: Why did you choose to share it, was that just part of the assignment?

Interviewee: For this blog?

Interviewer: Did you share this with Twitter?

Interviewee: Oh, this? I think that was just there.

Interviewer: That was just there.

Interviewee: Yeah, except I did create—did I create a Twitter? Yeah, I connected it to my Twitter, because I wanted to tie in that social media. I haven't really done much, and I may create a new Twitter specifically for my writing, just so it's only writing related. We had to write a blog, I'm sure you know, so I just connected that. Okay, so here's my essays that I put in here, and then different ways. Yeah, so even a self-reflective letter that I put right in there, just so people can—do you want me to click on one of them?

Interviewer: Yeah, sure. Okay, so this is where you're reflecting a little bit.

Interviewee: Yeah.

Interviewer: Okay, great.

Interviewee: Okay. Then as far as, I mean, these are the same communications. I just did a quick little blurb of what it is, what kind of writing, and then see like I said, me getting industry, like, Sex and the City, and the papers that I've written.

Interviewer: These are for your concentration?

Interviewee: Yeah.

Interviewer: Okay. Then for English-

Interviewee: English. Let's see, because I took up a professional writing course that I really enjoyed, so I did—this is why I did this. I made a video, so I included that on here—let me see where, it's right here. I just tried to tie in the other forms of media I did. It's slow, there we are. I incorporated—

Interviewer: This is the video?

Interviewee: No, this is the magazine journalism stuff.

Interviewer: This is stuff from an internship?

Interviewee: Yeah. I've written for all of these things, so they each other on tab two. For example, you click on that one, and then I just gave a few highlights of my writing; then you can click on that, and it's linked right to all my articles on the site. That way, if someone wants to come here and see. Then that's the magazine I write for here, and then I did contact, in case someone wants to contact me. I'm trying to see if there's anything.

Interviewer: Have you had anyone contact you yet?

Interviewee: No, I haven't. I guess, I mean, I hadn't really put this out there. I mean, if I started promoting it, I guess it might work. I did have people contact me through LinkedIn and Twitter about writing, which is interesting. Yeah, it probably has the potential to work great.

Interviewer: Yeah, it looks great.

Interviewee: Thank you.

Interviewer: Yeah, thanks for showing me. How would you describe your experiences using new media, writing blogs? Did I just ask you that?

Interviewee: Yeah, kind of.

Interviewer: Sorry, yeah, I already did that. You've already talked a little bit about this, what were your aims for the portfolio?

Interviewee: Well, my main aim was professional and have it to be really usable, because I didn't feel that an academic portfolio for what I want to go into would be that beneficial. I figured if I'm taking the time and effort to make this portfolio, I want to make it something that I can actually use when I go out applying for writing jobs. Yeah, I wanted to keep it a consistent theme.

Also, like I mentioned before, I wanted it to express who I am If people meet me and see my portfolio, they're not—it's not a hidden thing, like, oh this is a really cool portfolio, and then they meet me and they're like, you don't fit that message at all. I wanted to be consistent with that, and then include obviously everything I've done.

I did include academic because we had to for the writing minor obviously; but if I were to use this just for professional, I may make a different one, or somehow hide this because I don't really feel that that's exactly relevant for applying for freelance writing and stuff.

Interviewer: You're really thinking ahead in this place, since you're saying this is something I thought about.

Interviewee: Yeah, because I'm all about learning things in school or doing things that I can actually do. I hate when I sit there—I mean, I know they say everything has a purpose, and everything you're doing is meaningful and you'll use those skills; but I just—I don't like wasting time on things that I don't see are actually going to translate to what I want to do. Yeah, I'm real interested in, and I've gotten really familiar with WordPress [content management system]. I know some of the places I've applied for, they say qualifications, good on WordPress; so I have this to show them and say, I learned this in a class at UofM [University of Michigan], and now I know how to use it, which is really helpful.

Interviewer: That's really good. What would you say—what impact would you say creating this portfolio has had on your writing?

Interviewee: Well, as far as my writing, I mean, I hadn't really—I just included writing I had already done into this portfolio. I haven't written really any new things for the portfolio—well, those little intro blurbs. I don't know, just maybe when I write from now on, I picture my portfolio and say, could I see this fitting into my work portfolio, does it have a place there; if not, do I need to reformat my portfolio a little bit so they all make sense and fit in.

Interviewer: What was the impact of the reflective writing portfolio?

Interviewee: Let me go back to that maybe. Similar to the other self-reflective comments, it just helped you see. I know we reflected during and after the process, which is interesting because you're able to see how your reflection changes while you're writing

that, and then after when you're able to see what you wrote. I'm trying to find, and I don't know where those things went. Let me go to this, I guess, wrote to myself.

Yeah, it's okay that you weren't able—so I realized the things I wasn't able to do, and accepted that I found another way to work around it and do other things. Interviewer: Okay. It's okay that you weren't able to include a slideshow on the home page.

Interviewee: Yeah, because certain things you need to pay for them, I guess, on here in order to do that. I had all these cool ideas; but then when you actually go to create it, it's kind of harder to do.

Interviewer: Tell me a little bit about that.

Interviewee: Not for this, but for the website—I'm trying to find the website I created, it's got to be on here somewhere. For the website I created for this class, we did storyboards originally and someone helped me on InDesign [publishing software application], and I was able to do really cool colors, fonts, layouts; but then when translating that to WordPress, you couldn't do all those things, unless you actually paid for a service. It was just discouraging at first, because I had all these really cool ideas, and I wasn't able to do them all.

Here's my website, if you want to see the website I created.

Interviewer: Yeah.

Interviewee: This is kind of—and it would be cool if I actually kept up with this and made it into something real. It was kind of—my original essay was about the new media and grassroots journalism, and then I made it into a magazine article about why blogging is good for democracy, and then I actually created a blog/website thing. It doesn't look as good as I want. I wanted it to look a little more real, I guess, but with WordPress.

Interviewer: What do you mean a little bit more real?

Interviewee: I don't know. I was just modeling it off of the sites I write for. I can go to one of those. I mean, I did get—I was able to do these different sections up here. I created this header in InDesign and was able to bring it in here; and then I have these different sections, I guess, and then cute little intros again because I think that's really cool to do.

Interviewer: Did you run into any technical problems creating those?

Interviewee: Yeah. I mean, for this header, I had to resize it five times in order to make it—because it came out blurry and stuff like that. Then there's little things that don't seem that hard, but I had to meet with someone who was really familiar with WordPress to get certain things, like behind the scenes things figured out with just alignment, and where the articles are going to show up, and having these certain tabs.

The new media does add a whole extra step that you need to think about, that's not just the content, but also the format, the style, everything like that. Sometimes, that's beyond your control, how you do all that.

Interviewer: What are you most proud of with this?

Interviewee: This website or just everything?

Interviewer: Anything related to the new media writing?

Interviewee: I guess it's cool just to show people, like, you actually have a visual thing to say, I made this and you can attach your name to it and your skills and it's yours to own. I think that's really cool, because everyone can show written essays and they all have them filed in their computer somewhere in a folder. I feel like those tend to disappear. I don't really refer back to old papers I've written; but this, I'll continue to add onto it, and it'll be there always.

Interviewer: That's great. Have you shows other people?

Interviewee: Yeah, I have. They think it's really cool.

Interviewer: They think it's cool.

Interviewee: Yeah. My friends are not—none of them are doing the comm [Communication] writing route, so it's always interesting. They're doing science and medicine, and it's interesting for me to show them, look at this cool project I did today.

Interviewer: What do they say?

Interviewee: They get jealous. They're sitting there doing hard—I don't know, problems or whatever they have to do. I get to actually—I think it's enjoyable what I'm studying and what I get to do.

Interviewer: That's great. Has your writing process changed? We've talked about this.

Interviewee: Yeah.

Interviewer: Has it changed as a result of these experiences in the gateway course?

Interviewee: Yeah, I guess just thinking more about it before I start doing it, kind of brainstorming, writing, revising, and having others edit it.

Interviewer: Okay. Just a little bit more, and now thinking towards the future. What kinds of writing do you think will be most valuable for your career?

Interviewee: Obviously, the blogging. I mean, if ever do decide to start my own online magazine, that'll be directly relevant. I already have a website started, so I just need to build off of that. Also, I know a lot of—I didn't actually make a video in here, but we did have someone come in and help us with iMovie [video editing software application] and stuff, and I know those skills, because everything's going new media nowadays.

I think some of the kids in our class got mad because they're, like, why are we learning all this new media, I want to write. I understand the value of it, and I really was glad that it was such a new media focus.

Interviewer: Cool. If you could tell your teachers one thing about how to teach writing, what would you say?

Interviewee: Just any teacher in general?

Interviewer: Yeah. It could be your teachers in other courses.

Interviewee: I would say incorporate new media, stop making it so boring, and learn to reinvent your assignments and restructure. I feel like they might recycle the same assignments year after year; but as the environment changes, they're going to have to start getting new approaches. Also, get input from your actual students on what kind of writing best fits them, and try to incorporate diverse writing styles and, I don't know, ways of writing into your curriculum.

Interviewer: This is strictly thinking ahead for us. Do you have suggestions for the development of a minor capstone course? This would be the final course, you had the easy course; what would you say?

Interviewee: We had a little meeting before and my main idea was, try to get people set up with professionals in their field of interest, and somehow work out writing assignments like that. Obviously, for mine, it's very relevant because it's writing for magazines freelancing, so set me up with a professional mentor as a start. I know another girl was interested in law, so set her up with a lawyer, and have the lawyer teach her how to write in that field and give her little assignments.

I think that would be very valuable, not just outside, but somehow make it, you have to do this. If you don't make it mandatory, people might not take advantage of it, but I think it would be very helpful, just weekly or monthly check-in with the professional mentor.

Interviewer: That's a great idea. Do you have anything else to say, anything that you think would be helpful for—

Interviewee: For the course?

Interviewer: Yeah.

Interviewee: I know we're going to be developing our final portfolio, right?

Interviewer: Mm-hmm.

Interviewee: Maybe just—I know for the capstone or the gateway course, we didn't really start on our portfolio until the end. I just feel like working on that and tweaking our portfolio as the year goes, will be a lot better.

Interviewer: Okay. Still working on the portfolio earlier?

Interviewee: Yeah, just throughout the entire course; not leaving it on the backburner and saying, oh, now you need your portfolio done, so just having people think about that. Then, as far as the blogging, I know I haven't been keeping up. We're supposed to do the two blogs a month. I got to go catch up on that now that I'm done with my exams.

I don't know, somehow make that more—some people aren't like, oh—because she would always give us assignments, write anything related on your mind. That's so vague, which is in a sense, good; but I don't know, just maybe questions, make people have a reason for blogging, and not just, oh, I got to do this again, let me write a couple of sentences and be done with it. It should be more purposeful blogging, I would say.

Interviewer: Do you have a purpose for your blog?

Interviewee: For the writer minor blog?

Interviewer: Yeah.

Interviewee: Not really. We just kind of wrote anything on it, which is kind of sometimes we would reflect on writings, sometimes we would just write about our paper. As we were writing our assignments, we would say, here's how my class is going, and we would reflect on it on the blog. It was just kind of, I don't know. I think they're trying to change that. Someone in the cohort right now sent out a question about writing; they're going to try to do a theme, I think, by month, which I think would be really helpful.

Interviewer: Great. Well, thanks a lot.

Interviewee: Okay.

Interviewer: Yeah, it was great.

Interviewee: The first that I ever heard of that.

Interviewer: Are you kidding? That was great. Yeah, you were so articulate. Yeah, so it was wonderful.

Interviewee: Oh, thank you.

Interviewer: Yeah, appreciate it. So hopefully—

Interviewee: Yeah, it was fun. I like talking, so that's good.

[End of Audio]