

Interviewer: All right. This is ***. Today is April 5th, 2013. Winter semester of 2013. I'm here interviewing ***

Interviewee: ***.

Interviewer: ***. ***, my first question today is, how would you describe yourself as a writer?

Interviewee: I think I'm very creative. I used to really structure my writing a lot, when I learned how to write originally. We'd do the hamburger. I don't know if you heard of that. Opening paragraph, it's a very structured way of writing. I used to write a lot more formally, I think. Then I was [inaudible 00:54] to college, I kind of started to do a little more abstract writings and not necessarily following that. I started to write a lot more from just what I'm thinking instead of planning it out, which is probably not good. I used to plan out every paper I ever wrote, and now sometimes I'll start by just writing. Then thoughts will kind of just come.

Interviewer: Interesting. What changed that?

Interviewee: I think just the time crunch of college. In high school, you would have to submit an outline, a formal outline, and then a bunch of different drafts. But now in college, it's more like just submit your final paper. When you have so many papers that are ten pages long, it's not really always plausible to do an outline and then two drafts and then turn in the final paper. A lot of times, I'll just start writing and then as I'm writing I'll kind of decide where I want it to go. I kind of like doing it that way better, actually. I get better ideas, I think.

Interviewer: Interesting. Cool. Let's see. How would you describe yourself as a writer when you began here at the University of Michigan?

Interviewee: I guess kind of the same thing. Definitely more structured. As a freshman, I think I spent a lot more time on my papers, doing more drafts, because I was just used to high school, having done that for so long. I would do papers five days in advance before they were due. Then as time slowly progressed, like now I do papers two days before and I'll just kind of write it all out and then go back through and edit it. I think it's changed a lot. I can't imagine having done what I do now in high school. But I didn't write papers as long as I do now in high school, either.

Interviewer: Interesting. To what extent would you say you've grown as a writer?

Interviewee: I think I've grown a lot just because I'm minoring in writing. I've had the opportunity to take a lot of writing classes that I wouldn't have otherwise been able to take, or wouldn't have had the time to take. I definitely learned kind of like what my style is, what my strengths, what my weaknesses are and I've been trying to work on those.

I think I've grown a lot, actually, and I think I'm good at writing papers and I'm good at writing long papers, which I definitely couldn't do in the past. A five page paper was so long! But now I could write a 15-page paper, I think, in a couple days, and it wouldn't be anything out of the ordinary.

Interviewer: You said you're more aware of your style, strengths and weaknesses. Can you talk about what you see as your style, your strengths, your weaknesses?

Interviewee: I really know what my style per se would be, but I definitely know that I use the passive voice a lot, so I've been really trying to work on that. Cuz every class I've had, they always give me comments about that. I didn't even know that I did that until I went back through and I read all my papers. I always do that. It's kind of just the way that I write, so I've been trying to work on that a lot.

I don't know if I necessarily have a specific style. I know I've been doing a lot of research papers lately, so I've been doing a lot more formal writing. With the abstract, introduction, all those different sections. I've been doing that a lot. Definitely more formal now, but—I don't know. I also like to do creative stuff, too. I like to do narratives and personal narratives.

Interviewer: What have you learned in those writing classes you were talking about?

Interviewee: A lot about just editing your paper and how to go through and check for your mistakes. We do a lot of peer reviews, so that's nice. You get a checklist of things to look for and then you can just read through and look for the voice and if it sounds good. I've definitely learned how to peer review a lot better, too, actually, with all the classes I've taken. Cuz I didn't do that a lot in the past.

Interviewer: Okay. What are our goals for yourself as a writer?

Interviewee: I would like to be able to eventually feel comfortable writing something and feeling like that was a good representation of my writing without having to go through and extensively edit it. I think it'd be cool to just be able to think of things and write down on paper and have it sound pretty good, just the first time around. I don't know, I like to be able to—I think I need a better vocabulary before I'm able to do that. Make something that I'm thinking turn into something more professional that sounds good. I think vocabulary is really important for that, too.

Interviewer: Thinking about the reasons why you feel that you've grown, what are some of the main reasons for the main writing experiences that you've had over the course of the University of Michigan that have really taught you how to write?

Interviewee: I think writing consultations. I've had a lot of those with various professors. I took the intro writing minor class, [...], with [instructor] [inaudible 05:36]. I loved him. He was a hair 05:37 teacher and he had, would always let us come in and talk to him about our writing, so every paper we would do, or every—any kind of writing

assignment, we could always go in and he would just talk to us about our writing and how to improve it. Patterns that he'd seen with our writing. That was really, really useful, to just be able to meet with him when I needed to and get that feedback that I needed.

Interviewer: Interesting. How was working with professor one-on-one different from the classroom setting?

Interviewee: Because in the classroom, you don't really work on your individual papers per se. You'll talk about ideas and topics and things like that, but you don't actually talk about the way that you write and your style and what you specifically need to improve on as a writer. Being able to have the one-on-one meeting with the professor, he can actually look at your writing in specific and give you specific feedback.

Interviewer: How often did you—yeah, how often did you come in and talk to him?

Interviewee: Probably four or five times throughout the semester, which is a lot more than I have for any other class. But it was a lot of writing, so—and I just found it really useful.

Interviewer: Okay. What were some of the patterns that he had pointed out, that you needed to change?

Interviewee: Definitely the passive voice, and sometimes my structure isn't necessarily clear. Like I'll have an idea and then I'll kind of start talking about it, but then I'll go off on another tangent. I need to keep a consistent thesis, a consistent point that I keep coming back to. All my arguments need to build on top of each other instead of just being random things or facts or whatever, that kind of add to it but don't really build on each other. Yeah, I took that last semester, so I haven't had any creative writing since then, so I haven't had much of an opportunity to work on it. But it was really helpful to hear that.

Interviewer: What class was that?

Interviewee: It was [Writing course].

Interviewer: Okay.

Interviewee: Yeah, it was the gateway course, I think. I don't know what they call it.

Interviewer: Okay. Thinking across your writing experiences at U of M, what do you think it means to write well?

Interviewee: I think that can mean a lot of different things. It depends on the definition of what you think of writing well. There's so many different ways to write. I mean, I keep talking about papers but people blog, they're writing emails, even, I think is a skill that you have to know how to do, and to write professional emails. Really, an invitation, even.

There are so many different kinds of writing, I think that you can be a good writer in a certain area but it's—I think you're the best writer if you can write across a lot of different contexts in a professional way, and just be able to get your point across clear without sounding too much information or too little information. You just have to be efficient and to the point.

Interviewer: Interesting. Do you want to talk a little bit about maybe picking some of those particular genres of writing that you feel you know what it means to write well in that genre, and then articulating criteria for that?

Interviewee: Sure, yeah. My favorite way to write would probably be writing a personal narrative, cuz I've done that a couple times. I like really super descriptive writing, I think that's fun to try and over-describe everything. Kind of like, when you're reading a book and they just describe every little detail so you feel like you're there. I really, really—I really like doing that. I've done a couple different papers.

I did one where I did a, kind of like a countdown to a car crash that I was in. It was super detailed and really dramatic. I actually redid it. I did it originally as like a high school paper, then I kind of reworked it into this video thing. It was actually for that [Writing course]—yeah, [Writing course]. So I had to re-write the whole paper and—I had written that paper like sophomore year of high school, so it wasn't very good. I got to rework it with a lot more detail and then I got to make a video out of it and then do the voice over of the paper, which was really cool.

I don't know, for a personal narratives, I would say definitely a lot of detail. You don't necessarily need to be efficient in a personal narrative, I don't think. You could spend a lot of time talking about one thing and not as much about the other, and I don't think it matters. It's kind of just how you want to tell the story.

For argumentative essays, I've done a couple of those. Just the typical stuff, like make sure you give a counter-argument and you refute that, so that you can finish it strong. But making sure you give a lot of points and knowing how they're going to be questioned, and then being able to fight back with what you think people would say. Yeah.

Interviewer: Interesting. Anything else about what it means to write well?

Interviewee: Besides being able to write in a lot of different genres, I guess you have to have good grammar. That's the worst, is when you're reading a paper and there's horrible grammar. I mean, that's—a lot of times, spell check will do that for you, but sometimes just the way that you construct a sentence can't be checked on the computer. You just have to know, kind of, how things sound and how they're gonna play out when someone's reading it, and making sure that that comes out in a clear way.

Interviewer: Which first year writing requirement did you take?

Interviewee: It was [English course]. I think it was just the general class.

Interviewer: Right, okay. What were your experiences with [English course]?

Interviewee: I liked it. It was one of the first classes I ever took here, so it's kind of a poor—I remember writing a lot of different kinds of papers. I don't even remember papers in specific from that class, but I know we did a couple different genres of writing. I don't really remember what we even spent our class time doing, actually.

It was, I think. It was three days a week and it was early in the morning, so I don't know. My professor, I remember, I really liked him. He was really fun and he was good about meeting with us and talking to us about our writing, too. It was a lot like my senior year composition class I'd had. Cuz I took an AP [Advanced Placement] composition class and then I got the credit, but it didn't cancel out for [English course], so it was kind of like a repeat of the same class.

It was a little bit repetitive, just with basic—we did talk about grammar a little bit, I remember that. And just topics for different papers and current events and things that we were going to potentially write about. But it was a little bit repetitive for me, just having already done AP composition in high school, having to do similar papers.

It would have been nice, I think, if I could have skipped and done another maybe more advanced class or a different kind of class instead. Instead of doing that general class that was a little too broad. It was like of like, "Write four different kinds of papers" and—I don't know. It was just a little like been there, done that.

Interviewer: Uh huh. Uh huh.

Interviewee: Yeah. I know they creative writing, which, I would have liked to take that instead, but when you have so many classes you have to take, you just don't have the time to take any more.

Interviewer: Right. Right.

Interviewee: But it would have been nice, I think, to be able to take something like that instead of general freshman English.

Interviewer: Uh huh. Anything else about [English course]?

Interviewee: That really was nice that the classroom was small. The class was small. Just because all my other classes were big lecture halls, so you did definitely get the attention. We did do a lot of peer reviews, which I liked a lot, too. I find those pretty helpful, when—my GSI [Graduate Student Instructor], I don't know if he was a GSI or professor, but he did a really good job of making sure we did good peer reviews.

Because sometimes people don't really want to peer review, so they'll just kind of half do it and not really read your paper. He definitely, he gave us a really detailed checklist and

he has us write an actual paper telling them what they should improve on. So you actually got good feedback, which was really nice. Cuz sometimes you need another set of eyes to look at your writing to know if it's good or not.

Interviewer: Uh huh. Definitely. What effect—thinking about that first year writing requirement, what effect did that have on your writing, or on you as a writer?

Interviewee: I don't know if it had that big of an effect on me. I remember I thought that I was a really good writer when I came into school, because I had taken AP writing. I was like, "I'm so good!" I remember I didn't get that great of a grade on my first paper, so it kind of knocked me down a few notches. I was like, "Maybe I'm not very good."

He was definitely harsh with the first papers, and then kind of gave us room to improve throughout the semester. We had this weird grading policy where it was like you can only have two kids with an A in the class. It was, I have never had a class since then that was like that. It was definitely a hard class to do well in, which I didn't really like. I thought was kind of weird, that you'd only let two people get an A, even if everyone did a good job. Yeah. What was the question again? I got off track.

Interviewer: What effect did it have on your—?

Interviewee: Oh, yeah. Yeah, I guess it just kind of put it into perspective for me a little but. But as far as learning writing tools and things, I don't think it was that effective. Not compared to the [Writing course] class I took last semester.

Interviewer: Interesting.

Interviewee: Yeah.

Interviewer: Are you still making use of what you learned in your first year writing requirement course?

Interviewee: Probably not. I wouldn't say so, honestly. Cuz it really wasn't anything that I hadn't heard before. What was different from the first year English class as a writing class was almost the same class but just, it was so much different because my professor, he's very into philosophy. So in my [Writing course] class we would really, during the actual class itself we wouldn't really work on writing. We would more talk about ideas, and he was really philosophical so he would always pose these really intricate questions that would really make us think really hard.

It kind of trained us all to think that way, which would translate to all of our papers. He would call us out and ask us these really deep questions. We'd have to say it in a fluent way, and when you learn how to talk well, I think it also helps with your papers. Then we really, even though we didn't really do writing in the actual hour and a half class, we definitely learned how to think in a different way than—I didn't really get that in that original freshman year class. I've never had a class like that before. It was really

interesting. It was, I felt like I was in philosophy, but it helped a lot, I found, when I was writing papers.

Interviewer: How did that help, when you were—?

Interviewee: I don't know. It was really just a different way of thinking about everything. It was like questioning everything instead of just making points and assuming that they're true. It would just force us to learn how to question everything and to know what people might argue. Cuz we'd get into a lot of debates in class, so it taught us how people might argue with what you're saying and how you can kind of word it differently and form your argument that way.

Interviewer: Okay. Did you take [Writing course]?

Interviewee: No, I did not.

Interviewer: What is your major?

Interviewee: Communications and psychology, and then minoring in writing.

Interviewer: Okay. Have you had an opportunity to do writing in your major?

Interviewee: Oh, yeah! All the time. All the time. For comm, I'm always writing papers. Those are usually more like technical, like argumentative paper. Describe this person and their contributions to media studies, basic things like that. They're always really long and always require you to do research and learn APA style. I know APA style up and down and backwards.

Then for psychology, it's a lot more research writing, which is also very long, and APA style, too. But just more scientific writing, versus in my comm classes I try and be more creative and put together a really well thought-out paper with new ideas and just ways of connecting things.

In my psychology papers, I don't usually take as long to write them, just because it's so formal, so you kind of know that scientific language. You don't have to think outside the box, usually. You just kind of write the methods, write the results and—the discussion, I guess, is a lot more thinking about how it applies. But definitely takes a lot less time, and it's a lot more formal, so it's easier to write, I think.

Interviewer: Interesting. Could you talk about, first, the comm classes? An example, maybe, of a paper that you've written or something—[inaudible 17:49] this outside the box thinking you were talking about?

Interviewee: For my last comm paper I just wrote, it was asking me what [individual's] contribution to media audience studies was.

Interviewer: Okay.

Interviewee: On the face, that seems really pretty easy. You just research it and figure out what her contributions were, and put that in a paper. But it was actually a lot more, had to be a lot more creative than that. Because I went in for office hours. She was like, “Yes, you can give us all these facts about how she contributed, but you have to draw a bigger conclusion from that. You have to put your own ideas into what you think she contributed in just your everyday life, and just think about how that might have changed things.”

So yeah, you can pull from all these sources, but you also have to really come up with your own ideas, too, and put that in the paper. Because you just write what you see in the sources, you’re not going to get a good grade. Cuz that’s not drawing any conclusions that you thought of yourself. It was kind of like taking all these sources and putting them together and coming up with your own thesis based off all those.

Interviewer: Okay. I see. How successful did you feel with that?

Interviewee: Pretty successful. Yeah, I’m used to writing all these comm papers now, so—freshman year, it was kind of hard for me to be that creative, but as time has gone on I kind of know what they’re looking for, so it’s easier to write a paper that you think that they would like. Yeah.

Interviewer: Got it. What effect have those two types of writing experiences have one, have had on you as a writer? Both the research paper and the comm papers? How have those experiences affected you as a writer?

Interviewee: I think it’s made me more well-rounded in my writing. I kind of know two different ways to write pretty well. I think it also has made me more efficient, too in writing. Just, I’m—because I’m used to writing papers so frequently. I just wrote one today. It’s just kind of like second nature now. I know I can sit down and type and write a paper for a couple hours and it’s not a big deal. Whereas I couldn’t do that before. So it’s definitely taught me how to just get it done. Just—you have to focus and get it done.

I know these two different types of writing well, but it’s almost second nature. I think that eventually will translate into, will help me in a job in the future, just being able to adapt and learn different ways of writing. Cuz of course I’m probably not going to be writing research papers or essays about stuff, but I think it does translate into other ways of working. Even if it’s not necessarily writing. Just being creative and coming up with ideas, I think, is useful.

Interviewer: Sure. Okay. How confident do you feel about your writing in both of those concentrations?

Interviewee: I feel pretty good about it. Obviously I’m not perfect at it. I think I’m good for where I should be right now. I’m not a professional, I’m not a researcher. I’m not

going to write this great research essay, but I think I can, I'm learning how. I think I'm where I need to be right now and I'll only improve.

If I decide I did wanna do that in the future, write research papers, then I think I could get really good at it if I worked on it for long enough. But right now I just think I'm where I should be. I feel pretty confident about it. I usually do pretty well with papers, more so than exams. I think I excel with papers just cuz I write them so often.

Interviewer: Interesting. How often?

Interviewee: Probably I have a paper a week, at least. They're usually pretty long papers. I've taken four or five upper-level writing classes, just cuz that's just how it worked out with the requirements I need for my majors. I only need one, but I ended up taking so many, and I'm going to be taking more. I'm pretty used to it.

Interviewer: Interesting. I sort of asked this already, but what are some ways that you hope to improve your writing still?

Interviewee: I guess I definitely want to improve my vocabulary.

Interviewer: Okay.

Interviewee: I just think that it'll make me a stronger writer, to—different ways to say things. I think I overuse some words a lot, and when you read a really good book, you notice that they have really good vocabulary and it sounds really great. I guess that's something I definitely want to work on. And just, I don't know, being just overall a better writer. Just in general, because I'm not perfect at all and I have a lot more to learn.

But I think with time, writing more and more will make me better, and reading more will make me better, too. I read all the time for my classes, and I like to read a lot of novels and stuff. I think just reading, even, you can see different styles. You can see how they communicate an idea, and then you kind of learn from them, too.

Interviewer: What kind of reading has influenced your writing the most?

Interviewee: I really like to read Jody Picoult books a lot, and I think her writing is just crazy good. I just love how she communicates ideas. I can't even explain what it is that she does, but everything she says just sounds so good. I'm like, I wish I could write that way, because I'm sure she's edited it, but I feel like that's something that just comes to her. Like she has this idea for a book and she can just communicate it so well and so effectively. I definitely look up to her. That's, I think, such a cool skill to have.

Interviewer: Definitely. Let's see. What impact has the minor—you talked about this a little bit, but overall, what impact has the [Writing course] had on your writing, the gateway course?

Interviewee: A lot, I think, just because of the unique way that it was structured. I don't know if other classes do it that way. I think our class might have been unique in that we didn't spend a lot of time talking about structure and how to do this, how to do that. Which is really repetitive, anyways.

But really, like a lot of times I was sitting there and I'm like, is this even a writing class? I feel like we're just having a conversation with our whole—like, our class got really close cuz every, twice a week for an hour and a half we'd just sit there and have these light conversations and debates with each other, and it was so interesting.

But I was like, what's the point of all this? Why are we doing this? We're not doing any work. Then we'd go home and write our papers and stuff. I'm like, well, that was a waste of an hour and a half. But then like, well, no, it's not, because—and I would look back, and I saw my writing, and I'm like, I just feel like it was so much better because of that. I don't know why that was, and I didn't understand it at first.

Not that I was complaining. Cuz I liked it, but I don't think I really understood why we did that until almost the end of the class, and I was like, wow, it really has improved my writing in a strange way I wouldn't have expected. It was really cool.

Interviewer: Wow. To what extent has it impacted the actual process of writing?

Interviewee: The process itself? I guess just definitely thinking outside the box more. Cuz before I think I would write and I would just kind of say everything that I thought without really thinking about what other people might say about it or argue about it. After I had that class and I learned, he would point that out all the time. Then I would be writing something, I would consciously be like, what would other people say to this, or what would they argue against this? Then I would kind of have to make sure to pull in all these other things that I might not have thought about right away, just to make sure that people couldn't say that or couldn't argue that.

Definitely—I don't know if that's really a process. I mean, maybe. But I still kind of write my papers the same way. That didn't really change, how I would write and outline before anything. But definitely just the way that I'm thinking when I'm writing it.

Interviewer: Okay. What impact has it had on your sense of yourself as a writer?

Interviewee: I think it made me feel more confident about writing, for sure. After I took that class. Cuz I did pretty well in the class, and I got a lot of good feedback, and he was really good about building us up and making us feel like we were doing a good job even if we didn't get a great grade. Just that he was trying to make us better. I think it definitely made me feel more confident about writing.

Interviewer: Okay. What have your experiences working with other writers in the course been?

Interviewee: Mostly just peer reviews, is what we would do. We did that a lot in all the writing classes I've taken. Even like my psychology classes, we do peer reviews. That is helpful. You get to kind of—especially in psychology when you're all kind of writing the same paper almost, with the same ideas, basically. It's nice to be able to read someone else's paper and see what they came up with. I'm like looking at yours and seeing what you came up with and matching it up, making sure it's somewhat similar.

I don't know. In my psychology classes, we don't talk as much, I guess, as a class. I don't really interact with the other students as much, in a writing sense, as I would maybe in a writing class. In [Writing course], we interacted with everyone else in the class every time we came in, just cuz we were talking to them all the time. I think that was nice, to be able to get to know everyone in our class, too, in [Writing course]. More than I would in like comm or psychology classes.

Interviewer: What were the, in [Writing course], experiences of working with the other writers? How did he set that up, or what did you get out of that?

Interviewee: We did a couple things. We would get a lot of online peer reviews. He would give us, he would put us in groups in class, then we'd all talk about our ideas. What ideas we have for that particular paper. Cuz they were all kind of—I don't even remember what topics we had, but I remember they were all kind of abstract things. We could really think of anything we wanted to write about. It wasn't very concrete, like, you have to write about this topic and this and this.

So you could hear everyone else had a unique idea that was cool to hear, what everyone was doing. Then you'd kind of like explain what your plan was, or what arguments you were going to make. Then you, it was all pretty much talking in a circle with a group of like three other students. Then after that you would all exchange emails, and then we'd email our papers to each other and then peer review them and then email it back with a paper that was like comments and suggestions for the paper.

That was really nice. It was nice we got to talk in class and then see it on paper, too, when we were finished with it. Versus in the other classes you would just see the final paper and not really brainstorm ideas, or get feedback on your ideas before you write it. In that sense, that was really nice to hear, if I had an idea I was going to write this paper and they'd be like, "Did you think about this?" And that's before I even start writing the paper, I know that I want to include that or talk about that a little bit.

Interviewer: How was it, how did you feel commenting on others' ideas?

Interviewee: It was useful, even for me. It was fun to hear other peoples' ideas and put your two cents in, but it also helped you with your paper as well, just thinking outside the box.

Interviewer: Uh huh. What else did you guys do in terms of peer feedback in that class?

Interviewee: We would—a lot of it is, we would also just do, like there was this thing on Ctools [learning management system] where you could make comments on, it was like a messenger type thing. People would post their ideas on there, and then we would comment and give feedback on them online, too, which was nice, because we didn't always have time in class to meet in a group. That was nice, to be able to have that too. Anytime you had to come up with a new idea or you wanted feedback on this, you would just post it and people would comment on it.

Interviewer: Okay. Interesting. How did that go?

Interviewee: It was good, it was really interesting. I used it all the time, and I think a lot of other people got a lot of use out of it, too. We also had this blog that we would do, and people could comment on your blog. Which, it didn't really have anything to do with the actual assignments in the class. It was just, you could blog about anything, which was cool cuz that's how we—I think that's how we got to know each other a lot better, too, cuz you could talk about anything that interested you. Then you had to have a certain number of comments, or posts, all that. It kind of forced you to look at everyone else's blog and see what they were writing and then comment on it. That's cool, too.

Interviewer: Interesting. The minor gateway course emphasized reflective writing in various forms. How would you describe your process, your experience of this kind of reflection?

Interviewee: I hadn't ever done that before. Cuz I had to write a couple, like three reflections, I think, on the work that I had done. I would talk about the process and what I had a hard time with and what I really felt proud of. I had never had to do that before. I think it forced me to really think about it and put it down on paper, which I hadn't ever had to do before. So it was kind of like, you finish the product and you're done with it, but instead of being done with it you had to reflect on it and think about how you did and how the process was. I really liked being able to do that.

Interviewer: How do you think it changed your writing or you as a writer?

Interviewee: I don't know if it did change me as a writer at all. I just, I found it useful to look back, I guess, and just kind of see the process that I had gone through. I don't know if it changed any of my future writing, but it was just kind of fun to look back and see. Reflect on the process, think about how I came to that, and then—yeah. I don't know if it necessarily changed, yeah.

Interviewer: Sure. Sure. Did you learn anything from thinking about that?

Interviewee: Not anything, I think, that I didn't already know. I just think it was more interesting, than anything else—to reflect on it, then to have him kind of see what kind of process—it was nice that I knew that he knew what my process was and knew what I struggled with and could kind of see how I fixed it in the paper.

Interviewer: Are you still using reflection in your current writing?

Interviewee: No. I haven't, because I haven't had any writing class. I'm taking the next one next fall, so I'm sure I'll do it again.

Interviewer: Okay.

Interviewee: But just with, I won't have time to do that, I don't think, with the papers I'm writing. I finish it, okay, that's done. I don't want to think about it anymore. I mean, sometimes in my psych classes I will go back to other papers that I've written just to look at how I did it, if it's a similar paper, and kind of try and mirror that. But I haven't done any formal reflections on anything since then.

Interviewer: Okay. Interesting. How would you describe your experiences using new media writing, like blogs or mediation projects?

Interviewee: I thought that was really cool. I had never done that before. I think that's a useful thing to teach with the classes, because I think that's where, a direction that writing is going. To be able to practice that now I think is really cool. Very progressive. Yeah, just like I was talking about like with the posts and the comments, it was cool to be able to connect with students outside of just the class. To be able to hear what they're thinking and see their blog and see their portfolios, it was really interesting to go back and look. It was cool to be able to have your own portfolio, too, to have. I can use that in the future. I have three or four projects I did from that class, and I'll add to it again in the next class. That's something you'll be able to have forever, is the website. It's really cool. You can design it. It was fun. I liked it a lot.

Interviewer: How do you feel that changed your writing or impacted you as a writer?

Interviewee: I don't think it impacted me as a writer, necessarily. I think it was nice to be able to display it, in terms of like my portfolio. Maybe the blog, it was good practice in blogging. I hadn't blogged before, so I think it's—I used a more informal language when I blogged, it was a lot more fun. I guess I learned how to kind of do a blog after reading a lot of blogs, which I hadn't really read blogs before that. I kind of learned more about that style. Yeah, I thought that was unique to that class. I don't, I've never had to do a blog for any other class.

Interviewer: How is your process writing a blog different from other writing processes?

Interviewee: Complete. Just, so informal. I would just write. It would just come, and I would keep writing. I would kind of edit it. I'd read through it and then, okay, it's good. So informal. It was not like you're turning this essay in for a grade. It was like you're just kind of putting your thoughts out there. I think it was definitely more fun and you could really say anything you wanted. You could be funny, you could be serious. It was totally up to you, so that was cool.

Interviewer: Interesting. The next couple of questions are about your gateway portfolio.
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[...]

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