Interviewer: This is ***, and I'm interviewing *** on November 25th. [...]. The interview questions start out with some general questions about how you see yourself as a writer. We'll talk a little bit about your experiences in writing courses at the university. Then a bit about the [English course] that you mentioned you just got [inaudible 00:36]. To start out very broadly then, how would you describe yourself as a writer?

Interviewee: I wouldn't say I have too much of an identity as a writer yet. Kind of known that through high school, I enjoy writing, I enjoy expressing my ideas that way. That was the main reason why I decided to do the minor in writing. Anything more than that, I can't really say. I don't know, yeah.

Interviewer: Another way to think about this question is maybe like, what kind of roles you see for writing in your life, whether school writing or out of school writing.

Interviewee: Okay. I say probably more in the academic side of writing, if anything. I feel like I'm going to develop as a writer even more later in my life, it'd be more official. Not like journalistic kind of things, more academic, I'd say.

Interviewer: Okay. When you say academic writing, you're thinking about your own research, or school *[inaudible 01:36]*?

Interviewee: In the future, I'd hope it would be my own research and stuff.

[Chuckles] For the time, yeah, that's generally the kind of writing I like a little bit more, and I feel like I'm better at school writing stuff where I do research on it, even if it's not my own research. Yeah.

Interviewer: Okay, that's great. Did you start at the University of Michigan, or did you transfer here?

Interviewee: I started here.

Interviewer: You started here. If you think about from when you first arrived at the school, how would you describe yourself as a writer at that kind of moment of entry?

Interviewee: At the moment of entry? My identity as a writer?

Interviewer: How you saw yourself as a writer: your strengths, your weaknesses, maybe some identity stuff.

Interviewee: Okay. I saw myself as a pretty decent writer. I took a good amount of English classes in high school—advanced English classes. Like I said, I

enjoyed writing. It was something that I had confidence in, definitely. I noticed that when I took [English course]. It kind of came a little more easily to me than other students. Besides that, I didn't really frame myself too much as a writer—at least at the start, because I didn't really know how to compare myself, I guess I'd say.

[Academic standing at the University of Michigan]

Interviewer: Can you talk a bit about what extent you think you maybe have grown, or your writing has changed since that [English course]?

Interviewee: Yeah. The only real comparisons I have are with [English 100 level course] and [English 200 level course], 'cause those are the only really writing-heavy classes I've taken so far. I've written a couple of random papers for classes besides that. By the end of [English course], I definitely noticed some kind of a change with the way I approached bigger writing projects as we did all that social media, new media type of writing. Blogging and stuff, making Prezis [visual storytelling software].

Whenever I start writing something now, I imagine how I could take it to another level. I keep more of an open mind when I start, because I think about other ways that I might want to present the material once I finish composing something, not just a five-paragraph essay, but maybe putting it into a presentation of some kind.

Interviewer: That makes sense. When you used that expression "take it to the next level," is that essentially what you're thinking of, in terms of repurposing, repackaging, or just could this be a different kind of—just talk me through that.

Interviewee: Yeah, not essential—not really adding any content to what I've already made, but just adding images or some kind of presentation method that will get its message across a little bit more. Just a different way outside of words.

Interviewer: No, that makes perfect sense. You're still looking ahead to some time still in school. Do you have specific goals for yourself as a writer? Are there things you'd like to see yourself working on or accomplishing?

Interviewee: Let's see. Writing's not one of my top, top academic goals. I'm premed, so that's my main focus. Writing, if anything, I've kind of seen it as more emphasizing my major, which is ecology and evolutionary biology. Sustainability stuff. Those are the classes I've looked at in the future with interest: the upper-level classes. Some things about journalism as that deals with environmentalism and stuff like that, which isn't my favorite type of writing. But if anything, that I felt like I might have a purpose for with writing would be in that kind of area. If that quite answers your question—

Interviewer: No, that makes sense. Are there any sort of specific projects that you're interested in working on, or is it more just this idea of feeling comfortable writing in your concentration, in your professional—

Interviewee: Yeah, nothing really specific. Just kind of research projects. That sort of thing.

Interviewer: Are you interested in practicing medicine, or research work, or—

Interviewee: Hopefully, eventually, yeah.

Interviewer: Okay, somewhere down the road. Great. Okay. The next few questions ask you to think about different course experiences at the university and transfer among those courses. The first asks, thinking across your writing experiences at U of M [University of Michigan], and you acknowledged that its primarily been in the two writing courses, but even a random paper in another course, what do you think from those experiences that it means to write well?

Interviewee: Means to write well. I think the primary thing that I've gotten across all of it is just being able to present your idea in a pleasing way. I think the classes I've taken at the university, they definitely emphasize content rather than style, especially for non-writing classes. I've had history classes and stuff where they almost pretty much say, if you wanna break from the traditional writing method and you don't have to always use complete sentences and stuff.

They're really, really lax on grading for style and even grammar sometimes. They really focus on the content a lot more. I don't know if that's most of the other classes I've been writing in are big classes and they don't want to read along deeply composed sentences and stuff like that, but it's kind of what I've felt has been my focus, I think, so far.

Interviewer: That makes sense. You talked about this just a moment ago. I warned you—some things may seem repetitive. *[Chuckles]* The question asked which first-year writing course did you take. It sounds like you took that [English course]. Was that when you first entered—

Interviewee: That was my first semester, yeah.

Interviewer: Okay, great. If you could, thinking back, what were some of your experiences in that course, if you can think about the types of writing you did, experiences with the instructor, with the material, with the other students.

Interviewee: I had a GSI, whose my primary instructor. Which, it sounds like that was pretty typical for [English course]. Seemed like a pretty knowledgeable guy. He was really relatable to us too, which was good. As far as the writing was concerned, did I notice anything interesting about it?

Interviewer: Yeah, just generally, what were your experiences like with what you were asked to do in that class?

Interviewee: I really liked the fact that a lot of the essay questions were openended. That was a really nice break from high school for me, because most of the writing in high school was really focused. Everyone had to write pretty much the same paper. Being able to just get a broader prompt, being able to write around that was really—come up with your own ideas and write about it was really cool.

Interviewer: Let me just interrupt there, because the [English course] is really quite different, depending on who is teaching it. Can you just describe what the assignments were like?

Interviewee: See, the section was called something about different—the varieties of the English language or something. We focused on how writing changes based on the kind of material you're talking about. For example, we did one paper—how does your academic discipline use writing? What specific ways? Also, there were things with language and accent issues. We had to kind of investigate a different flavor of the English language and talk about how writing changes in that language, and how speaking and listening and stuff changes.

Interviewer: There were some parameters, but you had a lot of flexibility then within those broad topics to figure out what you would write about? Great. You were starting to say—I apologize for the interruption. You were starting to say how you reacted to that, how you found that compared to other writing experiences.

Interviewee: I definitely really liked it. Yeah, anytime you can maximize your interest in a specific topic to write about, it's always a lot more enjoyable to write about it, actually. Yeah.

Interviewer: Yeah, that's definitely true. Do you think the experiences you had in [English course] affected you as a writer? Changed who you were as a writer or how you approached those tasks?

Interviewee: That's a good question. I think more or less, it was about what I expected from college writing. It didn't change my mindset about it too much. I always—going into college, I knew that I liked writing, and that it might be something I wanted to pursue as a minor. It was lucky, I think, 'cause they kind of created the minor in writing after my first semester. I don't even think it was a thing my first year.

Interviewer: That sounds about right timing-wise, 'cause it was still quite new. What you were asked to do in [English course] didn't seem—

Interviewee: Didn't seem too—I was expecting it, more or less. I had older siblings that were in college and told me a little bit about it, yeah.

Interviewer: Good. Are you still making use of any specific things you learned in that [English course]? Did you find there are ways to apply it as you went forward when you were asked to do papers in other classes?

Interviewee: I think that some of the—I learned new techniques in that class, definitely. They were valuable. If anything, the peer-review aspect of it was probably the most helpful part of [English course]. Learning to identify key—from other papers, to identify people's key themes and then the way they set that up.

I think that helps me, re-reading my own papers. It kind of gives me—when I try to look at it from a distance, it makes it a little bit more easy to see what I'm trying to get at and what techniques I'm using. Once I've identified that, it's usually a little more easy to fix things that went wrong, I guess. If the whole thing just doesn't feel write.

Interviewer: That's interesting. That's an interesting takeaway from peer-review too. The next question asks you if you took [Writing course], which some students take as a precursor to [English course], but it sounds like you went straight to [English course].

Interviewee: Yeah.

Interviewer: Your concentration then is—is it biology?

Interviewee: It's ecology and evolutionary biology.

Interviewer: Okay. Within your concentration, have you had an opportunity to do writing in any of those classes that are part of that concentration?

Interviewee: Yeah. So far, I've just finished up the prerequisites right now. In one of the prerequisites, there's a biology lab that you have to do a couple papers for. Yeah.

Interviewer: Okay. What have your experiences been like writing in that context, within the major?

Interviewee: It's interesting to see how that writing is done in that specific discipline, but it's been far from fun so far, because as I said, that one class was a huge lecture. Writing was really limited to a page and a half to two pages. You really kind of get all the content in, and you can barely put any of your own real thoughts. I guess it's a scientific paper, so that's not the emphasis.

But it's data that's been collected as a class, so it's not your own data, and it's not your own conclusions. You just have to put it all together. I don't really feel like I've gotten that much writing in my discipline done yet.

Interviewer: Some of those constraints you mentioned, do you have a sense that it's just that scientific grading is maybe—that kind of scientific grading is different from what you've done before? Does it feel like it's more maybe a constraint of the class size and what the instructor's juggling?

Interviewee: I think it's a little bit of both, but I definitely think it's more so the constraints of the class, to start. I've previewed writing from the upper-level writing classes in my discipline. They seem a little bit more interesting. It's something you can sink your teeth into, yeah.

Interviewer: Yeah. Because it sounds like you're still moving into all of those classes, I don't know how comfortable you'll feel answering, but the question asks how confident you feel writing in you concentration. Maybe one way to think about this is, as you're going to move into those upper-level classes with more developed writing requirements, how comfortable do you feel doing that right now?

Interviewee: I'm definitely excited. Comfortability-wise? I'd say there's nothing that would make me too uncomfortable, I don't think yet. I mean, I've seen little slices of it, and it seems like something I can get excited about. Comfortability-wise, yeah, there's not—I don't really know.

Interviewer: Not everyone would say excited. [Chuckles]

Interviewee: [Chuckles]

Interviewer: Why do you use that word?

Interviewee: Well, I mean, I wouldn't be doing a minor in writing if I didn't enjoy some kind of writing. I mean, this is the major that I chose. It's stuff that I can really get passionate about. Being able to compose all of the work I've done in this semester in a way that I'm good at presenting—I guess it's something I can definitely get excited about, yeah.

Interviewer: Thank you. Let me just make sure our tape recorder is still going. Good. Good sign. *[Chuckles]* The next group of questions, and really the focus of the interview is then the gateway course and the decision to work on the writing minor. Remind me when you took the class

Interviewee: It was last winter.

Interviewer: Okay. Okay. The question asks what impact that gateway course or [Writing course] has had on your writing overall.

Interviewee: Let's see. Oh yeah, I definitely—since I've finished the minor in writing course, I haven't done really any academic writing, but I've—

Interviewer: I wondered as you were describing your courses, yeah.

Interviewee: I've done a lot of the blog posting still though. I really like that. I think they—I've never done blog posts before that, and I find it a really cool way to write about even just really short things about issues that I'm thinking about a lot at the time. It gives me a place to put them. Since we have that loose requirement of one post a month, it gives me a reason to write something too, which is something I've always wanted to do before, but I've never really had a place and a loose requirement to do it.

I wouldn't say I've grown too much as a writer since finishing the class, because I've just been doing the same kind of thing as of right now. Definitely, throughout the course of the class, learning to—getting the motivation, at least, and the tools to do that kind of writing. That's definitely helpful.

Interviewer: That's probably useful. I think about the question too. Maybe I didn't do a great job framing it. Not so much even what's happened since, but also in the course of that class, as you just put it, are there things that happen that you've felt like in some ways shifted your writing or your thinking about writing?

Interviewee: Yeah. We did a lot of breaking things down before we started projects.

Interviewer: How do you mean that?

Interviewee: Plans. Plans for what we were going to write. I think we had four consecutive days with assignments. "Think of something to write about. Pull up a document about it. Some kind of background information, and start planning about what medium are you gonna use, and then start writing." In the past, it all clumped up a little bit more than that. Obviously, we did pre-writing before, but never the gradual trace of how you want to start your projects.

Being able to identify—'cause now, at the end of the class, having gone through that, it's a lot more easy when I just think about something, making that connection between thinking about it to how am I gonna write it an present it. It's a little bit easier.

Interviewer: Yeah, no. That's a really useful example. The next question asks what impact that course has had on your sense of yourself as a writer, which is

maybe a little different than just thinking about what you took away from it. Your sense of yourself going in and coming out of that course.

Interviewee: Making the e-portfolio was really big, because that really forced me and all my classmates into—even if it's not going to be a final thing, placing yourself in the certain niche of writing, whether that's the discipline that you're going to be writing about, or certain styles of writing. I remember when I had to create it, I didn't have any idea, really, what I wanted writing to be like. That forced me to look up upper-level classes and stuff, stuff that I'm going to want to take for the minor. That's when I realized that environmental writing would be the way I wanted to go.

Interviewer: Did that end up being the focus of the portfolio also?

Interviewee: Mm-hmm.

Interviewer: We'll call it up in just a couple minutes so you can talk about how it came together. The next question asks about what your experiences were like working with other writers in the classroom. You referenced earlier peer review in [English course]. Was there some of that work also in your gateway course?

Interviewee: Yeah, there was. It was pretty much similar to what we did in [English course]. I wouldn't say I learned too many more tools. Obviously, it's always useful, but as far as learning new ways of peer-reviewing and stuff, I don't think I got too much of that in the class.

Interviewer: Okay. Were there any changes just because you were working on different kinds of projects? Like the new media projects? Did you feel like your takeaway was still—earlier you had referenced how you're able to see your own work differently from looking at other classmates'.

Interviewee: I think it was about the same. It's just you could see your work in a second dimension now. As far as the actual tools, yeah.

Interviewer: The minor gateway course emphasizes reflective writing in a number of different forms. The question asks how you would describe your experience with that kind of reflection.

Interviewee: That was a really big part too. I really liked doing that at the end of the semester, because we didn't just go through the pieces that we wrote in the minor writing class. We did our previous essays and stuff from other classes that we repurposed for the minor writing class. It is really helpful as a writer. You just kind of look back, read the paper, the project again, and then think about what you were thinking at the start of the paper, what you learned during it, what techniques you found really effective that you want to use again.

Because I'd never really—I've looked back at my papers and kind of thought about it a little bit, but being able to actually record it and put it up on the e-portfolio? Really helpful for anything towards the lighter part of the class or after.

Interviewer: That's interesting. In any form, do you feel like you're still using reflective writing in your own writing processes now as much as you're called upon to do writing right now?

Interviewee: Yeah, yeah. Especially since the types of writing I've been doing since the classes ended are pretty much the same ones that I was doing during it. It's a really parallel—reflective—I guess that's not the right word for it. It's easy to apply any of the mistakes I made in my project for the class to my new kind of writing because it's exactly the same.

Interviewer: That's interesting. That makes sense. Let's see. New media writing. You made a reference earlier to the blogs, something new to you. The questions asks, how would you describe your experiences using new media writing in the class.

Interviewee: Mm-hmm. It's definitely different, yeah.

Interviewer: Okay. [Chuckles] Talk me through that.

Interviewee: Technologically, obviously, there was a little bit of an adaption period, especially with Wordpress [content management system]. It's kind of—

Interviewer: Had you done any blogging or anything like that before?

Interviewee: Pretty much nothing before, yeah.

Interviewer: Okay.

Interviewee: It's frustrating for a week or two as you're trying to post blogs and you figure out like, "What folder am I putting this in? How do I get the pictures to look right?" Definitely, after that one-to-two week growing period, it gets a lot better for any type of writing you want to do, because once you figure it out, it makes anything you do look a lot better. It's in a presentable form that's easy to access all the time. I'm definitely really time I put in the time to learn how to do that.

Interviewer: That's great. You mentioned that you're still posting. Is that to your personal blog, or to the cohort blog?

Interviewee: I do it on both.

Interviewer: Okay, okay. Interesting. We're gonna look at the portfolio in a moment. If we're still thinking just a bit about your experiences using new media, were there other aspects, say, of compiling the portfolio that were specifically involving the technology, or thinking about it as a visual and not just a print-text? That kind of shifted how you thought about the project?

Interviewee: What do you mean when we were compiling the portfolio? Just the projects that I put in there?

Interviewer: Well, still thinking about just the new media aspects of it, and the fact that it wasn't going to be a printed text. Did that change your thinking about the project or how you approached it in anyway?

Interviewee: Yeah, I think so. Organization-wise, it's easy to draw parallels between just the regular essay and then even something like the e-portfolio. How do you explain this? You have the cover page, and then you go into more specific parts of the website.

Interviewer: It's quite different than when you're composing a print text. That's one reason we're interested in how students navigate going from print to the visual. *[Chuckles]*

Interviewee: Right. Yeah. You have a page that you want everyone to see right away. It could be loosely your introduction to—

Interviewer: Yeah, do you know how to access your—

Interviewee: I do, yeah.

Interviewer: I always forget to warn people that—"and then you will pull up your portfolio." [Chuckles] I'm actually going to slide over here so I can see what we're looking at.

Interviewee: Okay.

Interviewer: What's the cityscape?

Interviewee: That's [city]. I have a couple other pictures of them there.

Interviewer: A million years ago, I worked for the [local newspaper]. My background is in journalism.

[...]

Interviewer: Okay. [...]. We're looking at your portfolio now. These next couple questions concern what you were thinking about, what your vision for it was. The

first question just asks what the most memorable aspect was of compiling this kind of project.

Interviewee: Let's think back to when I was putting this all together. Most memorable? Probably planning out how to organize it all, what format I wanted to put all the tabs in and stuff, and how I wanted to organize it for somebody who had come to the site for the first time and wanted to see what my writing was all about, and see what my purpose was as a writer, even if I hadn't developed it yet—'cause I don't really have—it's all pretty much empty. Especially at least for upper-level ones and [cross-talk 25:44]—

Interviewer: Right. What we're looking at here is you've got some writings posted, and then a tab that it's headed [...]. That's where you're anticipating adding—

Interviewee: Right.

Interviewer: - upper-level writing courses. Even at this beginning point, what were your aims? What did you see as your purpose?

Interviewee: The first step was definitely identifying the kind of theme I wanted for the site, because they gave us this big list of all the past minor in writing e-portfolios to browse through. It seemed everyone had integrated the site with either what their major was or what kind of writing they were most excited about doing. Identifying how I wanted to theme this was definitely the biggest part of planning this whole thing out.

Interviewer: How did you see that?

Interviewee: How did I decide?

Interviewer: Yeah. Did you just decide the theme would be, or?

Interviewee: Yeah. It seemed like everyone had, as I said, a mixture of their personal preferences and their majors. I had already declared at that point. I looked through the courses for the future, saw what kinds of writing I was going to be doing, and kind of went for that. I also tried to make it half and half with that and my background—not necessarily as a writer, but just things that influenced me growing up, because I'm sure that's going to show up in a lot of my writings that I do that are not necessarily science ones. That's why I kind of have pictures. [...].

Interviewer: [...]. But then those are the things that you feel like influence you to this point as a writer. That's interesting. We have a biographical tab that's sort of about me. Again, I'm just voicing what we're looking at. [...].

Interviewee: Then my blog posts. Anything I do. Any blogs I post since the class or that I did during the class, I kind of put them all on here. These are really not academic-focused ones. They're more just interest ones. A lot have to do with sports. Some music issues and stuff like that.

Interviewer: This was really open to you, what you wanted to—

Interviewee: Right, exactly.

Interviewer: - pick up and write [cross-talk 28:11]—

Interviewee: I really liked that about the minor in writing class too, the fact that we could blog about pretty much anything we wanted to.

Interviewer: That's great. We also have—

Interviewee: The minor in writing writings.

Interviewer: Okay. This is some of the work from the class?

Interviewee: Mm-hmm. Just got a review about that.

Interviewer: Great.

Interviewee: [Cross-talk 28:28]—

Interviewer: Then there's that open category that you anticipate adding to, because you're working through the minor and adding to it.

Interviewee: Right. This is the one I did in the [biology course]. The really short one that I expanded upon a little bit when I put it up.

Interviewer: Okay.

Interviewee: Yeah, I just think that one was in the last year of high school, just about—

Interviewer: Okay.

Interviewee: - environmental issues.

Interviewer: One of the follow-up questions is how well do you think that this portfolio right now achieves the aims or purposes that you had for it? Does it capture what you were hoping it would?

Interviewee: Right, except for the fact that a lot of the writings aren't yet up there, 'cause I haven't done them. *[Chuckles]* I really think I worked hard on this to get it to a level that I thought it'd be effective for people visiting my site to know what my purpose was as a writer, know what I'm trying to do with my writings. Get a sense of who I am.

I really think the images, all the descriptions I've put up and the reflections—especially the reflections really can make an effective website for doing that.

Interviewer: That's great. Did you have an audience in mind? You've made a couple references for people that might visit the site?

Interviewee: For right now, just other minor writing students who will look back, looking for formats for their own future cohorts. Yeah, besides that, no real audience in mind yet.

Interviewer: Okay. The last official question is, do you think creating the portfolio has had an effect on your writing?

Interviewee: Definitely, for the types of writings I want to put up here, which I guess is the blog posts, and then the minor writing stuff, and any science-based environmental writings I have. Definitely, I think when I'm gonna be writing them, I'm gonna be thinking, "Am I gonna put this up on my site later? Is it something that I'd really want to share? Is it something I'm kinda just forced to do?"

Also, it gets me thinking about the fact, "Alright, when I put this up, I'm gonna do a reflection about it eventually. How do I feel about this right now? What would I say in my reflection a little bit?" It influences me a little bit when I'm thinking about exactly what I wanna write and how I'm gonna write it.

Interviewer: Sorry. Come back. [Chuckles] Sorry. Lost the page for minute.

Interviewee: It's okay.

Interviewer: As I'm pulling this back up, the follow-up question to that asks, what were the impact of the reflective pieces in thinking about the portfolio? You've started down that path. That's sort of in your mind. Maybe you can talk a bit more about how you see the reflective component influencing both your thinking about your writing, or thinking about how you might change or adapt this going forward.

Interviewee: The reflections were the very last thing I did in the minor in writing. I had all this up first, and then I added the reflections stuff. It hasn't influenced my writing too much yet, because I haven't really had that much of a chance to

apply it. I definitely think it was a really useful thing to get that mindset of always self-checking yourself. I guess, how it influences—

Interviewer: Also, you were just making this interesting point I thought about how it influences your thinking, that if you're going to put something up here, it would also have a reflective component. That that is factoring into other writing you might do right now.

Interviewee: Yeah. Then just thinking about that when it's actually happening. I haven't had too much experience with how that's going to change, but I can imagine that it's definitely a new dimension to thinking about my writing when I'm doing it, I guess.

Interviewer: Is that different while you're sort of stepping back and—

Interviewee: Right. You know that you're going to be not really criticized, but it'll be scrutinized a little bit more at the end. I don't know.

Interviewer: Okay. Yeah, no, I think it definitely changes the thinking. That's great. At this point in the writing minor, are there any other comments that you would want to make, either about your growth as a writer so far, or thinking specifically about the minor and your experiences that you've had in it?

Interviewee: Yeah. I'm not very far along yet. From what I've gotten so far, I definitely—it wasn't really what I expected. I didn't know going in that there would be this much emphasis on new media writing. I mean, I definitely like it. It's definitely a good thing, learning how to write in the new, digital world or whatever.

Interviewer: That's interesting. What were you anticipating?

Interviewee: I'm not sure exactly what I was anticipating. I knew it'd be some kind of coordination of different writing classes. They all seemed—the list of classes that were prerequisites all seemed traditional, like [English 200 level course] and [English 200 level course] or specific upper-level writing classes. All those still seemed to have the general, typical formula of writing. There wasn't much of a description about [English course] at all. Yeah, that kind of changed a little bit.

Interviewer: That's interesting. Then when you got there, there is a much greater emphasis on some of these other kinds of writing—reflective writing and digital writing. That's great, yeah. Other thoughts about your own writing development at this point in your—like a graduate career?

Interviewee: At this point? 'Cause that's what I've said. Yeah, I guess not much. I'm looking forward to how all this stuff—I've gotten a lot of the setup with two

[writing courses] right now that were just kind of maybe giving me an overview of how I'm going to apply things later on in my career as a writer here. From there, I feel like I've got a lot more room to grow.

I definitely feel like I'm in a position that's a lot more conducive to being able to grow as a writer later, having taken [English 200 level course] and [English 100 level course]. 'Cause I know even if I hadn't done the minor in writing, I have to take an upper-level writing class eventually. I definitely feel different about it than I would have after [English course]. I feel more aware of what I'm going to be writing and its context, and how it's going to be received, how I feel about it when I'm writing it, and where to start. That kind of thing.

Interviewer: Okay, that's interesting. Do you anticipate that you'll go into some of those concentration—those upper-level writing courses in your concentration even next term? Will it be more during your senior year?

Interviewee: See, it should be—I'm taking the first one I think summer this year.

Interviewer: Oh, okay. Okay.

Interviewee: [University of Michigan Biological Station]. Then I'll be doing one [next] year.

Interviewer: Okay. You still have a little time to keep warming up.

Interviewee: Right. That'll be [English 200 level course] or [English 200 level course].

Interviewer: Oh right. If you're doing that in your in between, that makes sense. Yeah. That sounds great. Any other thoughts at all?

Interviewee: I'm not sure.

Interviewer: Okay, great. [...].

[End of Audio]