



[Intro music]

Hope St. John (HS; 00:08):

Hello everyone, and welcome back to Write for You, the podcast from the University of Washington's Odegaard Writing & Research Center where we talk about writing and how it happens. I'm Hope, your host and disembodied writing buddy, and together with the band of fellow graduate students we'll explore the writing processes and experiences of actual graduate writers in their own words. Listen, in, as we talk about the ups, the downs, and the practices that help these writers get words on the page. Maybe you'll even find something that sounds right for you.

On this episode, we'll hear from two pre-candidacy doctoral students, Biljana and Lily, as they chat about finding your niche, thinking about feedback, and the struggles of finding balance. Before we get into the episode itself, though, a little bit of forewarning that like all of our episodes this season, this conversation was recorded virtually, so you may hear some occasional technical glitches in the background.

Now with that out of the way here's Biljana and Lily:

Biljana Konatar (BK; 01:11):

Hello, I'm Biljana Konatar, I'm a second year PhD student in the Department of Slavic Languages and Literatures here at UW. My pronouns are she/her. I am now in the preparation stage for my candidacy exams, and for now my research is on language policy, um, ideology and identity in Montenegro. I'm also teaching a course on language and identity in the English department.

Lily Hahn (LH; 01:41):

I'm Lily Hahn. I use she/her pronouns and I'm a third year graduate student in the Department of Atmospheric Sciences, and I study polar climate.

BK (01:53):

How do you describe yourself as a writer, Lily?

LH (01:56):

So, I would describe myself as a pretty structured and iterative writer, I think. I like to make outlines and have a place to sort of put thoughts as they come and then deal with making that into sentences later.

[Chuckles]

Although then once I actually get to the writing part, of course, the, like, structure can change over time and then, like, lots of revising happens.

[Chuckles]

But that's my basic writer description, I think.

BK (02:26):

I would also say that I'm very organized. For example, it's very hard for me to start writing if I don't have clear ideas of what I want to do and how I want it to be organized when I put it on a paper. I have some pre-writing rituals, if I can call them that. Um, I like to read a lot before I start writing. Or in other words, it's very stressful for me to just sit down and start writing and read supporting literature at the time, which is I know something that helps other people, but, um, I think not me. I tend to read and then write my notes in a notebook or in margins, um, as they dawn upon me. And sometimes it happens to me, I'll be doing anything, I will go to sleep and I have an idea and I have to immediately write it down so that I don't forget it. And then I sit down and organize them and work on them that way.

LH (03:29):

I like that process of coming up with ideas when you're not trying to.

[Laughs]

Of just sort of like meditative times, like reading or for me, it's always, uh like... I go to shower, I go to the bathroom and I'm like just totally zoning out and then think of something that may or may not be useful, but it's fun.

Well then another question for you would be, what is your writing process like and how has it changed over time?

BK (03:57):

Yeah, definitely. I... I've described my writing process a bit already, but, um, I think it takes a while for me to, uh, decide that this is the day that I'm actually going to sit down and write. I do a lot of thinking, noting ideas, um, doing structuring in my mind. But when I think that I have to put that all on a paper, I sometimes get this block. When I do start writing however, it usually flows well, and I tend to sit for hours until I get one or two ideas across. As far as changing over time, I think, um, it has changed. Um, I remember, uh, while I was writing my master's thesis, I tended to, uh, write an outline, write a draft, and then try to revise it myself before I hit that submit button. And I realized that I tend to be very critical of myself and my writing, and I've learned that I sometimes have to make a break and make myself take a break, um, send it to a professor or an advisor and wait for the feedback before I start stress-changing things on my own. Right now I'm much more aware of that, and I've also found recently that it helps me to talk about my ideas with someone as I'm thinking about them and as I'm actually in the writing process. So just saying them aloud helps me.

LH (05:26):

Yeah. I would agree on also having a change over time and having more feedback incorporated from other people.

[Chuckles]

I think in undergrad, I had a lot of papers due that were final drafts. And there was some peer review, but not so much getting advice from a, a professor that would get incorporated before I submitted the final draft. So yeah, I definitely have a lot more of that now with my advisors, going back and forth, and probably also with other, uh, graduate students, just, like, sending each other fellowship

applications. But that's interesting. I don't think I am so harsh on myself in my revision process. I feel like that's where I feel better.

[Chuckles]

'Cause I think when I'm first starting getting something down, is where I'm like, this is terrible. Like I, this is going to sound horrible. And then once I get to the revision process, I'm more comfortable because I've gotten things out there, so it's easier to go back. Yeah. It's nice to be nice to yourself.

[Laughs]

BK (06:26):

Yeah. Yes, definitely. What is the hardest thing for you when you write? What's the most difficult thing?

LH (06:33):

Yeah. Good question.

I think probably just putting the story together... that's what I spend most of my time on, which is, like, even before the writing process. So I do a lot of, um, doing research with climate models and observations and meeting up with my advisors and collaborators and just trying to hash out what the story is. And often there's a bunch of different pieces that don't necessarily seem to fit together very well until, sort of, I look at it all and yeah, we figure out what the story is. So I think that can be hard. And it's hard to see sometimes when you're in the trenches of doing that work, how it's all going to fit together. But then, yeah, so it's actually really nice once I get to the phase of writing things up. I'll put together a figure outline of what I think the story is in terms of the figures, and then getting the writing out of my head feels great.

[Laughs]

BK (07:26):

I think for me, the hardest part is the beginning. Even though I have all these ideas on a paper and I have an outline and I have everything structured, I tend to take a lot of time to start. I sit there for an hour or two and it's just... I can't start from the middle, which is what I get advice to do, you know, just write what you have and work on what

you have, and then add the introduction. I somehow can't do that. So, I tend to spend a lot of time just waiting for that perfect introduction to come to me and then I can continue.

LH (07:59):

Yeah, the first sentence is terrible.

[Laughs]

It feels very meaningful and then in the end, it's not. It doesn't matter that much, but you have to get started somehow.

BK (08:08):

Yep.

HS (08:09):

So... Kind of directly for Lily, sometimes when you talk about your writing, you'll talk about the story, and I'm wondering if you can say a little bit more about that. When you think about the story, like, how are you conceptualizing that?

LH (08:25):

Yeah. So I think sometimes at the beginning of projects, there's a clear question and you'll do, uh, some experiment, maybe like a climate model experiment to address that question. And maybe that works out in sort of a linear fashion and you come up with results that way, but that has never happened for me.

[Laughs]

I feel like it's always non-linear for me. And... and maybe I'll come up with an initial question, but then, really just like figuring out what the right question is, is part of coming up with a story and... Yeah, I've had previous advisors talk about the importance of not just throwing everything -- all of this work that you've done -- trying to fit that all into a paper, but really narrowing it down to the most important pieces and weaving a narrative through that in a way that's useful for people. Yeah.

So I've done some climate model experiments where originally we were thinking about one question, but then the results conflicted with what we had seen in other studies and we were like, maybe we

should follow this strand. And we ended up looking into that more with a simpler climate model. So I think it can just be hard to, like, put all of those pieces together. And the story is finding context and finding a way to weave those together in, like, a really useful way for people.

HS (09:44):

Yeah. And, um, I don't know, thinking about narrative also sort of makes me think a little bit about Biljana's work, and... So obviously you're thinking about language and identity, and narrative is also kind of an important part of that as well. So, I'm wondering if maybe you can say a little bit about, um, how you think about story and narrative in your work.

BK (10:06):

Yeah, so I've been thinking about that a lot now as I'm preparing for the exams, because I would like a part of my research to be that story -- a narrative from the people. So I would like to hear about what people's attitudes are on language situation, on language ideology. So I think for me, since I'm in that field, in socio-linguistics, I'm very interested in that and that's the central part of what I am doing. And I think it makes the project more interesting when apart from your own voice, from what you have to say, you can hear what other people have to say and actually those personal experiences bring up the importance of the topic.

LH (10:56):

Um, what experiences commitments to audience or scholarly orientations have influenced your approach to writing? I think... So I worked at the Odegaard Writing & Research Center last year, and I think that was an example of talking about writing, which has been really useful for me. Um, whether it's talking about my writing or talking about other people's writing that's, yeah, that's been really helpful. And I like the OWRC's approach as writing as a conversation and non-directive peer tutoring to, like, get that conversation started. So I think, yeah, just talking about writing has made me realize things that I do in my own writing. Even if I'm looking at someone else's writing, like writing sentences that aren't necessarily connected

to each other, [chuckles] which I also do when I'm talking sometimes, you may notice. But yeah, so then it's hard, it's really hard to figure that out just in your own head because you don't know what it sounds like to someone else. So that's where, like, talking to someone else and getting their feedback on what you've written can be really helpful. So I'd say talking about writing, I think specifically for science writing, reading other papers has made me super committed to always trying to just be really clear in my writing and making it easy to read, which I'm still working on [chuckles] because it's hard to make things easy to read and also feel like you're staying true to your science sometimes -- or whatever structure you're trying to go with in your paper. But yeah, I think just a commitment to trying to be as clear as possible, which is the point of writing. It's, uh, been a solid influence. But yeah, I can ask you the same question. Are there any things that you find similar?

BK (12:30):

Yes. I think similar in a way, my approach to writing, I have noticed that it has slightly changed, uh, when I actually started teaching a writing course. And the writing course is actually on a topic that I'm interested in and that my research is on -- on language and identity. And so I find that I have a motivation to find a variety of texts that will spark my undergraduates interests, but I also find that talking about these texts with them and hearing about their experiences -- because language and identity are so personal and they are applicable to everyone -- it gives me ideas and it just gives me motivation to start exploring my topic from different facets, from different aspects. Um, so I found that really helpful, talking to my students about that.

Also, you mentioned that you worked in the Writing Center. I have a similar experience with giving feedback to my students. And, uh, in the English department, we are actually committed to giving forward feedback instead of evaluative feedback. So, because I have tended to be very critical to myself and, you know, to evaluate my writing, this is good, this is bad, now I think I've been learning how to be nicer to myself and to look at my writing from the perspective of how I can revise it and to see all the feedback that I receive as feed-forward. You know, not as something evaluative that, you know, my

writing is good or it's bad, and that's been very helpful. And I think that since I am doing research in linguistics and socio-linguistics, I've been reading a lot of articles and books from that field, and I think my structured writing comes from there. I also, um, think that writing is and should be a creative process where, even if we're doing academic writing, there is still some place for our imagination and this is what makes us different from all other papers and dissertations. And so I always tend to put my interests together -- not only work on linguistics, but I'm also interested in people, so I tend to put anthropology and linguistics together. And it really is motivating for me to read from a different field that I'm not really familiar with. So there's always this kind of something new that I can still read about and still learn. So that's changed my approach to writing a lot.

LH (15:06):

Yeah. I think it's really interesting to think about how much our writing is impacted by what we read versus our own imagination, which is also impacted by our experiences and what, yeah, what we've read too. I sometimes think that we can be a little bit limited by what we read too, because we might, like, over extrapolate what the boundaries are for what we should be writing, but then reading can be really useful too, to try to like try on different styles and like incorporate them into your own...

BK (15:34):

Yeah. And I think it's always good to approach writing with a clear purpose in mind and with a clear audience as well. So, who am I writing this for? Who is going to see it and who is going to benefit from it? This part, who is going to benefit from it, is something that I really pay attention to. And, uh, this is the thing that keeps me going. If I feel like this is useless, that I'm just aimlessly writing, I don't have motivation and it takes me just a while to sit down and write.

LH (16:06):

Who is your audience, usually? I guess it probably changes.

BK (16:09):

Yes, it changes, but it also... my dissertation is on language and identity and my committee members are from different departments, and from different fields actually, and I did this on purpose because I'm interested in all four fields and I would like to incorporate parts of them in my research, and so all of them give me different feedback. It's not, you know, you can do this for anthropology, you can do this for linguistics, this for education side of it. So, that's been very helpful.

HS (16:38):

Before we move on, I would like to also ask Lily the same question. Who is your audience? Who are you usually writing for?

LH (16:47):

Yeah. I guess I do a lot of different kinds of writing. So, but what comes to mind and what I've been talking about here has been academic writing and papers. So the audience there is other scientists usually, or I might introduce research at, like, a conference, but yeah, I think the audience is typically other scientists in, like, polar climate-related fields. But that changes sometimes, too. So another project that I'm working on is this more sort of applied science outlet. It's called the Actionable Community-Oriented Research Engagement, um, or ACORN, and that's pairing graduate students with community leaders to work on projects addressing community climate and energy priorities. So I'm currently working on a project for that also, as well as helping to facilitate that program. And my project is working with the Washington State Department of Commerce. This is a huge a side branch, but, but yeah, so for that, our audience -- in the end we'll be writing up a report that will be useful for the Washington State, as they're receiving different proposals from utilities, um, about what their energy resources are gonna look like. So one audience is Washington State and then also, hopefully, electricity consumers to show them what impact their consumption could have on carbon emissions. So, that's like a totally different audience. And I consider that as part of my experience as a graduate student, too.

BK (18:11):

What is one thing that you found particularly challenging of writing in graduate school?

LH (18:17):

So, I'd say one challenging aspect of writing in graduate school is the, uh, review process for academic writing, which, yeah, I'm curious to hear how that is in your field, but... so I definitely have been really lucky in this process with having super helpful and useful reviews that have really, like, improved papers that I've submitted, but it definitely is hard to look at the first round of reviews, which is basically all the potential problems with what you've done, um, even if you've thought of those problems possibly in the back of your head this whole time.

[Chuckles]

But yeah, so that can be tricky, and then knowing where to draw the line between what you change and like what you pushed back on can be tricky. But it's definitely been useful to have feedback from my advisors and some perspective. It's definitely good to take a step back and, and think about that. This is ultimately going to be benefiting your work. So, it definitely -- the review process is one challenging aspect. But curious to hear what has been that experience for you? How do you tackle that?

BK (19:16):

Yeah, I think for me, one of the hardest things has been opening my mind to... change. Not necessarily revision-wise when I write something and when I get feedback that I have to change it, but topic-wise. So, I decide on a topic and then when I start doing more research and when I do more reading and when I get more feedback, I realize that, you know, it maybe needs to be expended more. It's not enough for a dissertation. And then that takes time. And it takes time to find this special thing that I can contribute to the existing conversation on this topic, because nobody wants to write what already exists. There is no point. So I've been struggling with that a bit in my first year -- when I started my PhD studies -- just finding that topic, that's my own, you know, that's something new that I can contribute. But also one of the most challenging things has been balancing my own work and teaching. I... am teaching a writing

intensive course and there's just a lot of writing involved and I have to give a lot of feedback. And I love teaching, so I dedicate myself to it, which sometimes takes away from the time that I would need to use to do my own work. So I've been trying to balance that more, especially now as I'm preparing for my candidacy exams, to just learn when to take a break and when to take time for my own work.

LH (20:50):

Yeah. It's interesting to hear these things that are specific to your work, but also super applicable to my experience in grad school, too. I definitely am continuing to try to prioritize my research, but also have these other activities that sustain me and help build me up for professional development. That's definitely a challenge to balance those things, as you said. And then also finding your niche in your field is definitely something that I'm doing, too, and bouncing around different things. I don't really like the idea of being tied down to one specific niche either and being, like, that person that only does this, when really I think we're useful for our, like, creative thinking generally and our analytical skills and stuff like that, and not just because of, like, this one topic that we're knowledgeable about. So yeah, that's a hard thing to find and then also hopefully maintain some flexibility in collaborating on other things, too.

BK (21:43):

Yeah, definitely. I agree with that. And, and there are a lot of projects that I would like to do and that I would like to collaborate with people on, and, uh, you know, I get stressed when I think that, you know, I'm now in a stage where I have to write in order to publish. And at the same time I have to write my dissertation. And so there is a lot of stress involved, but I think I'm trying to balance that, especially this year when everything is online, trying to keep myself sane by doing things that I enjoy, but also setting the time for things that I need to do.

LH (22:21):

Great.

HS (22:24):

If I can pop in for a minute, Lily, are you also in a pre-candidacy stage or are you post-exams?

LH (22:33):

Yeah, so I just got my Master's this past fall. I defended my master's thesis, so I am a Ph.D. student, but it sounds like I'm a little earlier than Biljana is.

HS (22:47):

Well, the reason why I ask is because, you know, I think that a lot of our conversations about writing in particularly doctoral programs gets focused on writing the dissertation itself, when in fact there's a lot... a lot of reading and a lot of writing that happens before you even get there. And so I'm wondering if maybe you both could speak a little bit about what your experience has been writing in a doctoral program, sort of in that lead up to candidacy.

LH (23:19):

Yeah. I think, from what I've heard of past people who've been on this podcast, who have been more in the humanities, I think it seems like that process is more... writing the dissertation towards the end. Whereas, at least in my department, it seems like it's sort of a you-write-it-as-you-go. So you probably write three papers as part of your PhD and, yeah, rather than -- which sounds less stressful to me than sort of doing all of this work on the front end and then, like, dumping it into a dissertation. But I'm not sure if that's actually true to the process. Maybe Biljana say more.

BK (23:57):

I don't know how it is in other departments, but we have two years of coursework. And then at the end of the second year, we're taking general examinations. Uh, and so even before I started with my Ph.D. program, I saw the course list and I kind of made a schedule for myself of what I want to take and where I want to go with my research. And that's been very helpful because most of the courses that I've taken are in some way related to my dissertation. And so I've been creating my reading lists from last year. And, uh, it started with the readings that we've done in the courses, and then I've just

expanded on it and did some annotated bibliographies, and then decided broadly at the end of last year, what I want to work on for my dissertation. And then over the summer, I worked on it more and found different topics that I want to explore for my general exams. And I hope to use that as a starting point of my dissertation as a chapter or two that I can, you know, start with. So that's been very helpful for me.

LH (25:09):

Cool. That sounds definitely a little different, but also nice. It's nice that you've been building up to this.

BK (25:16):

Yeah, I think it depends. It's a individual thing, I think. You can definitely take courses that are maybe not related directly to your research, and then decide what you want to do, but I knew from the beginning, I think, broadly what I want to work on. So it was easier.

LH (25:34):

Yeah. I think that courses have not built as much into my research. They definitely help prepare you and give you the basic vocabulary, but haven't really led to my research.

[Chuckles]

BK (25:48):

What is something that has helped you become a better, more confident writer?

LH (25:53):

I think I would stick to what I said previously, which is talking to other people about writing. Also listening to people, talk about writing, and listening to this podcast has been very fun. Listening to common struggles is, is good [chuckles] -- and successes! And, um, what else has been useful? Just, like, practice, too, I guess, is important. Actually writing. What about you? Are there any secrets that you have to your success?

BK (26:22):

Um, I think teaching writing has been really helping me think about my own. Reading, as we've talked about, but also giving my writing to people who are not in my field -- not at all related. Sometimes I have my family members read my work just to see if it's clear. You know, if I got a message across, and that's been helpful for me, apart from getting feedback from, uh, my professors and advisors, which is also very valuable.

LH (26:51):

That's impressive that your family follows and engages with your writing.

[Chuckles]

BK (26:56):

When I ask them to, yes, they will do it.

[Laughs]

LH (27:00):

[Laughs]

Yeah. I've definitely sent a paper to my parents and my brothers when they asked for it. And I think maybe they read the abstract and then... I try not to use too much jargon, but it can be hard when you don't have a background in atmospheric science to get through it, but, yeah. It is useful to try to, like, boil things down because, yeah, just making things clear for an everyday reader is going to make it clear for your intended audience, too.

BK (27:28):

Definitely. Yes, I agree. And they often tell me, um, "Can you expand on this a bit more?" Um, and that -- those kinds of comments helped me see where I have to add more things. Which is... sometimes I think that everybody knows what I know, because I've been reading about it a lot, but that's not the case, so.

LH (27:47):

Yeah. It's fun when that leads to new ideas, too. Like it's not just work to add something extra to explain something, but maybe that will trigger a new idea.

BK (27:58):

Yeah.

And then what is one tip or encouragement that you have for other graduate writers or writers in general?

LH (28:07):

This definitely leads back into what has helped me become more confident writer: Just talking to other people. And as you said, it seems like a good idea to talk to a range of people. So not just your professors or advisors or the people that will review the papers that you submit, but also to your peers and in a more casual format. Just, like, emailing something to a friend or your family is useful... That's one tip. Because ultimately we're, we're like trying to get messages across, so just reading it yourself is not going to tell you if that worked [chuckles]. But yeah. What about you? Any tips or encouragement for other -- maybe encouragement?

BK (28:48):

[Chuckles]

The first encouragement: Hang in there. We can do it.

Um, I think, uh, what I always tell my students is to find meaning in what you're writing. If what you're writing is not meaningful to you, then it's less likely that it's going to be meaningful to anybody else. So that's very important to me and I think it's something that's very helpful to think about. And I also think that not being afraid to ask for feedback -- for more feedback, even when you'll receive some -- is helpful and has been helpful for me. And Zotero is a lifesaver for me. The citation tools, I have to mention that, I've just started using it maybe two years ago.

LH (29:29):

Okay. I wasn't sure I was going to like taro root, like bubble tea, or tarot card reading. I did not think about these citation managers, but that sounds more realistic.

BK (29:41):

Yeah. This one allows you to save, um, all the citations and you can, uh, do short annotated bibliographies there. And you can just copy that into your document, into your, uh, dissertation or whatever you're writing. That's been very helpful to me -- annotated bibliographies in any way, in any form. One of my professors had me do it last year and at the beginning, I really didn't like it. I didn't see the purpose of it. But then when I wrote about it, when I added my thoughts about each one, it's been very helpful when I actually started writing.

LH (30:18):

Hm.

BK (30:18):

So yeah, that would be some tips that I have.

LH (30:22):

Cool. I guess I haven't really used annotated bibliographies in a while, but I definitely go through papers for the references of the paper to sometimes, which can be more useful than the paper itself.

[Chuckles]

Especially if there's just like one part that you're really interested in.

HS (30:39):

Yeah. So, uh, you both talked a lot about the importance of reading and obviously in a doctoral program, we read a lot. Um, and we tend to read things that are often very closely tied to the specific work that we're working on. But I wonder, has the other reading that you've done that might be from outside your field or that might be sort of personal reading, like, does that ever make its way into your work?

BK (31:09):

I definitely get a lot of ideas and get inspired from works from different fields that I think apply to the issue that I'm discussing as well. Uh, and especially now, since I'm teaching, I try to incorporate diverse authors from diverse backgrounds, and that's been really helping me to look at the issue, not only from the perspective of a Slavic world, but wider. And to connect some issues that are not

necessarily on dealing with language, but maybe just with identity with positionalities, and incorporate that in my work as well.

LH (31:49):

Yeah. I think from, like, a science writing perspective, sometimes reading things or listening to presentations can be helpful just for thinking about new ways to visualize things. Like maybe there's a graphic that I wouldn't have thought of, but could be useful applied to my research or like some way that they analyze things. Also probably, um, for syntax, I think books outside of academia, like just books that I read for fun probably have influenced how I structure... sentences. Um, and then when I was first starting -- uh like when I wrote my first paper -- I think I probably relied heavily on just reading whatever papers I had read in the past for a clue of how people write papers and what they look like.

[Laughs]

Like, and yeah, I mean just the general format, but then, yeah, how people get into, like, background, and methods, and all of these things. So, yeah, I think maybe not consciously, too, that's influenced me. But I really like when research ideas come from reading other papers. Like one project that I worked on happened because I read a paper and I thought that something they said sounded strange [laughs] compared to, like, what I had seen in a plot and then that spurred this whole, like, research project. And then I ended up working with the person who wrote that paper, and that was really fun. Yeah. Reading random papers -- or papers that don't seem necessarily linked to your research -- can still propel new projects. Yeah. Papers.

[Laughs]

Reading is good.

BK (33:21):

Yeah. And I think as you said, I think it's important to not only work on this one thing, but try to collaborate with people on different topics that are maybe somehow related to what you're already doing, but maybe not completely, because this gives more material for presenting at conferences so that you don't have, uh, those same

topics or around the same topics at each one, because usually same people attend. And so that you can present yourself better.

LH (33:53):

What about you, Hope? Do you... [laughs] Do you have any inspirations that come from reading outside your specific field?

HS (34:03):

Um... So kind of, and that's because I just... I have a hard time staying in my lane. So, like, I have a lane. I have a couple of lanes. And I like those lanes, a lot, but it doesn't mean that I don't get into other ones occasionally. And so I'm quite guilty of just being like, "You know, I want to know more about X." And then I go and read more about X, and I think that sometimes it's refreshing to get out of the wheelhouse that you have built for yourself and just kind of enjoy reading about things and enjoy sort of learning new things, which I think at least for me, like, that's fundamentally why I... wanted to be in a doctoral program and wanted to pursue academia is because that's a thing that I enjoy. But sometimes I think I tend to be a little bit cloistered and, like, "I should be reading more about, like, the things that I specifically work on." And I do want to do that, but sometimes I don't. Sometimes I need a break. And so I think that that comes through sometimes, if not topically, in sort of the way that I think about certain things.

[Brief musical interlude]

HS (35:24):

And there you have it. Thanks for listening to this episode of Write for You and a big thanks again to both of our guests. On behalf of the Odegaard Writing & Research Center, I hope this has been informative, affirming, and maybe even inspiring. If you want to learn more about the OWRC, its programs, or services available to University of Washington students, faculty and staff, you can find us online at depts.washington.edu/owrc.

Looking for more Write for You? Check out the rest of season two, out now, or listen back to our fabulous guests from the first season for more conversations about writing experience, process and practice. In the meantime, for myself and all of us at the OWRC, happy writing.

[Brief musical interlude]

HS (36:23):

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[Outro music]