1. What kind of work or graduate study are you pursuing right now? Describe your responsibilities in the community of which you are a part: How did your undergraduate experience at Stanford prepare or not prepare you to actively participate in your work/school community?

2. Describe the different kinds of writing do you do for work/school. (Are you doing any collaborative writing? any research-based writing? any multimedia writing?) How does your writing compare with the different types of writing you did as an undergraduate? Have you needed to learn any new forms of writing? What kinds of support or instruction do you receive? How does the writing you do compare with the writing you expected you would be doing?

3. What role did writing play in your choice of work/advanced study? How do you see yourself as a writer in your chosen job/field of study?

4. Tell us about the process you typically go through, start to finish, when you write for work or school. How does this process compare with the ways you approached undergraduate writing assignments? By what means are you continuing to develop as a writer?

5. What college writing experiences—in or outside of your classes—helped to prepare you for the writing you do now? How do required courses like PWR, IHUM, and WIM relate to writing you do now? What about other courses within or outside of your major? What out-of-class activities give you experience with writing that you find useful now?

6. Looking back on your Stanford undergraduate years, what instruction was most helpful or important to you? And what would you like to see improve?

7. Outside of work/school, what kinds of writing do you do? Is any of that writing collaborative? Or research-based? Do you use multimedia? Do you do any writing as a concerned citizen (e.g. letters to elected officials or newspapers, or postings to online discussions)? Do you participate in any activities that combine writing and live performance? Does the writing you do at work/school inform or affect writing you do in other contexts—or vice versa?

8. How have issues of intellectual property come up or played a role in your writing and/or multimedia production since the end of the last academic year? To what degree do you feel intellectual property issues affect your writing or your thinking about writing right now, either in work/school or in other aspects of your life?

9. What aspects of writing and communicating—including reading, listening, speaking, and performing—do you enjoy most and/or feel you do best? Which aspects of writing would you like to learn more about or do more often? Which aspects of writing are most important to you?

10. Compare how you think about writing now—as a professional and/or graduate student—with how you thought about writing as an undergraduate? Are you more or less confident in your writing now than as an undergraduate? Why? Or, what particular experience influenced your confidence?

11. What would you say was the most satisfying or successful writing you've done since the end of the last academic year? And what would you say was the least satisfying or successful writing you've done?
12. What languages do you speak and what languages do you write in? When and where do you get to use your different languages? And how do you compare your uses of different languages in different environments, cultures, and situations? (NB Here we mean “language” in the most comprehensive sense, which includes spoken languages, digital languages, workplace/school-space lingos, etc.) Have you noticed any changes in how you use language in the past year?

13. Have you traveled at all in the past year (for business or pleasure)? If so, how might you compare the ways you communicate in new and/or temporary environments and the ways you communicate day-to-day, both in and outside of work/school?

14. Could you describe a situation in your current occupation/graduate program in which, as a writer or speaker, you have had to negotiate diversity? How aware are you of the different needs of a diverse audience of readers or listeners? As a writer, how much do you think about diversity?

15. What are your (different) writing “voice(s),” and what influences you to choose to write in a particular voice (i.e., your role, audience, objective or goal, medium (or mediums) available, context)?

16. Overall, what is writing useful for? Compare the ways in which writing is useful now, both in and outside of work/school, and the ways in which writing was useful during your undergraduate college years.

17. How would you define writing today? Is good writing the same as effective writing or authentic writing? What are the most effective pieces of writing you’ve seen since the end of last year?

18. What are your plans for the next five years, and how do you see writing fitting in with those plans? How do you think your writing, as well as your speaking and performing, might change?

19. If you were going to tell the story of your college writing, what idea, experience, suggestion, critique, or line of poetry or code would you make sure to highlight? What three things would you be sure to include in your story?

Also, before you go, tell us the best way to keep in touch with you, and please let us how we can help you submit—and keep submitting—your most recent writing to the Study database.