

Interview Assessment #6

Name of Professional: Mrs. Melanie Newberry

Profession/Title: Head of the English Department/ A.P. Literature and Composition Teacher

Business/Company name: Frisco High School

Date of Interview: November 15, 2017

By the last week of my interview process for Independent Study and Mentorship, I decided to interview a teacher who teaches closer to my level of knowledge to allow myself to appropriately assess my knowledge on research writing. After my fifth interview, which was conducted with Professor Kelly Mitchell from University of North Texas, I knew that I needed a better feel for whether or not I should be starting at college-level research writing, even with the practice gained through research assessments and my article, "Networking: The Linchpin of Business". Therefore, for my sixth and final interview, I talked to Mrs. Melanie Newberry. Mrs. Newberry is the Head of the English Department at Frisco High School and makes many of the executive choices for the English classes throughout all grade levels. In our interview, I tried to focus on how she chose specific books to analyze or essays to have her students write in order to measure myself against a controlled, experimental body. The senior class of Frisco High School provided a measurement of knowledge on whether to start at a college level or a high school level. Throughout the interview, Mrs. Newberry discussed with me about how in her class, research was not the specific focus, but when picking books to have her students read, there is research required on her part. Also, most of the essays written in the class would fall under the category of rhetorical analysis. Still, Mrs. Newberry emphasized the importance that in any form of written work, a message needs to be identifiable through analysis from the reader. While I was aware of this fact previous to the interview, hearing it reaffirmed by a professional allowed me to apply credibility to said assumption.

Moving throughout the remainder of the interview, we discussed the valuable parts of literature, because my main focus was to get a feel for the format of the class. By doing this, I would be able to determine which class would be better paced for me based on my past success or failures in certain classes. Mrs. Newberry stated that all of the books from the class are read in class, leading to more of a discussion-base class to gain the most of the literary pieces. Also, Mrs. Newberry helped me establish the strong divide between certain types of essays. For a rhetorical analysis, the purpose is to determine why an author writes in a specific way. When it comes to research essays, similar to argument essays, it is more about drawing a conclusion and proving how said connection is correct. By helping me draw this boundary, I will be able to write a clearer original work, because I will not accidentally cross multiple forms of writing in hopes to provide a depthful analysis, which is not my ultimate goal. Overall, my last interview has

made me more confident in starting at a college-level, freshman year course. Mrs. Newberry's insight on literature gave me a stronger and more defined perspective on how writing is more than just writing, but defining a message with purpose.