

## APPENDIX B

# INTERVIEW SCHEDULE FOR SENIOR AND EMERGING SCIENTISTS

### A. FOLLOW-UP QUESTIONS FROM THE QUESTIONNAIRE

1. Are there any issues you would like to expand on from the questionnaire?
2. Follow up questions that emerge from the questionnaire (if appropriate)

### B. WRITING PROCESS

1. Could you describe in detail a process you went through in writing up a particular project? Could you start right from the beginning—for example, could you think right back to the conceptualisation of the project.
2. When you design a project, do you have a journal in mind from the very beginning? How do you choose the journal?
3. Do you use writing to conceptualise your project? Or do you start writing when the project is fully formed in your head? Or when the research is complete and you're writing up?
4. Are you aware of your audience during your writing? When does this become a factor—from the beginning or from the writing up stage? Does it affect how you write?
5. Have you ever written for an audience you're not very comfortable with e.g. outside your discipline or for a broad scientific audience? How did you deal with that? Did you enjoy it? How did you go about it?
6. Do you feel, when you're writing, that you are being persuasive? Do you think there is a role for persuasion in science writing?

### C. ATTITUDES TO WRITING

1. Do you think you're a good scientific writer?
2. What writing do you find the easiest?
3. What do you find most difficult?
4. How do you feel about the writing you do within your science discipline?

5. What are some of the greatest hurdles to your writing? How do you feel about those hurdles?
6. Describe some successful writing you have done. How did you feel about that? Why was it a success?
7. What motivates you to keep writing within your discipline?
8. Would you say you enjoy writing?
9. What is your understanding of the role of writing science (scientific writing)?
10. What might you perceive to be the relationship of writing and science?
11. Do you learn new things when you're writing?
12. Scientific writer's lifecycle: do you agree with this model? Where do you see yourself in relation to it?
13. Would you classify yourself as someone who likes to finely prescribe a particular kind of writing (e.g. writing purely in your field to a specific audience) and do that well—or do you like new challenges, new audiences?
14. What do you think are the particular stylistic issues that are important for writing in your discipline?
15. Writing in a team. If you engage in team research how do you undertake the writing process?

## **D. LEARNING TO WRITE SCIENCE**

1. Did you enjoy writing as a child? If you did, what did you enjoy? If you didn't, why was that?
2. Do you feel you were taught the basics of writing well at school? For example, did you leave school feeling you had a good grasp of grammar, punctuation, spelling? What about slightly higher order activities such as paragraphing or how to construct an essay?
3. Did you take any writing based courses, e.g. English or History, right through high school?
4. Did you have any training in writing science at school?
5. How, where, when did you learn to write as a scientist?
6. Was there anyone or anything that had a major influence on you as a writer of science? Was it a positive or negative influence?
7. When you look back at your development as a scientific writer, is there anything you wish you'd done differently?
8. Does the system you experienced, in becoming a writer of science, worked well? Is there any way in which you could have been better helped to become a writer of science?

## **E. ROLE AS A TEACHER**

1. Do you think you have a role as a teacher of science writing?
2. If you do, how do you do it?
3. Do you see this as an important part of your role as a scientist? Is it a role you enjoy?

## **F. OTHER**

1. Is there any kind of writing you'd like to do more often?
2. Do you write for pleasure? If so, what kind of writing do you engage in?
3. Do you read for pleasure? If so, what do you read?
4. Is there anything else you'd like to say about writing and science? Is there anything else we haven't asked you—about writing in general, or writing in your profession, that you think is important for us to understand in learning about how scientists become writers of science?