

### Assignment 3: Group Project: Interview Synthesis & Reflection

Develop a presentation with two (or more) of your classmates in which you reflect on the experience of conducting and writing your interview projects. Address three questions: what did you learn about conducting interviews? How did your interviews change, enhance or challenge your thinking about what it means to live a life of significance? Given what you learned, what specific recommendations would you make about crafting curricular and co-curricular plans in college that will result in a life of significance?

	4 – Exemplary	3 – Accomplished	2 – Developing	1 – Beginning
<b>Provides Insights About Interviewing</b> <i>Answers and supports question 1: What do you learn about interviewing?</i> 20%	Synthesizes two or three insights about the interview process with supporting evidence from the group's interview experiences; insights and inferences are logically sound and fully explained	Articulates two or three insights about the interview process with supporting evidence from group's interview experiences; insights may benefit from additional elaboration or explanation; inferences are generally sound	Provides relevant insights about interview process with evidence from the individual interview experiences; insights may not be synthesized across the group or underlying logic may not yet be fully articulated, even if sound	Insights may be provided, but are not yet synthesized at the group level; supporting evidence may be missing or relationship between evidence and conclusions not yet stated or may be unsound
<b>Provides Insights About Life of Significance</b> <i>Answers and supports question 2: How did your interviews enhance or challenge your thinking about living a life of significance?</i> 25%	Compares interviews to develop two or three synthetic insights about life of significance; insights are positioned in relation to prior class/group discussions and materials about life of significance; tensions or contradictions are acknowledged and addressed	Compares interviews to develop two or three insights or inferences about life of significance; additional elaboration or evidence would strengthen; connection to prior class/group discussions and materials may be more implied than stated; tensions or contradictions are recognized if not fully addressed	Provides relevant insights and inferences about life of significance with evidence from individual interviews; limited synthesis or comparison across all cases; relationship between details and insights may require further elaboration; tensions or contradictions may be acknowledged but not addressed	Insights and inferences may be provided, but they are not yet synthesized or compared across all cases; supporting evidence may be missing or relationship between evidence is not yet demonstrated; assertions may raise more questions than they answer; limited or no consideration of potential tensions or contradictions
<b>Provides Recommendations</b> <i>Answers and supports question 3: Given what you've learned, what specific recommendations do you have?</i> 25%	Develops two or three recommendations about how to craft a life of significance based on group's interviews; inferences are sound and made explicit; potential objections are acknowledged and addressed	Compares interviews to develop two or three recommendations about how to craft a life of significance; additional elaboration or explanation would strengthen; potential objections are recognized, but may not be fully addressed	Provides recommendations about how to craft a life of significance; recommendations rely heavily on one or two interviews; relationship between recommendations and details may not be stated explicitly, even if thinking is sound; potential objections may not be explicitly recognized or addressed	Recommendations may be missing or, if provided, the relationship to the group's interviews is not yet explained; evidence may be incomplete or missing; inferences may be unsound, raising more questions than they answer, objections have not yet been recognized or addressed
<b>Presenters Contribute Comparably</b> <i>Each presenter contributes comparably to the presentation</i> 15%	Each group member acts as an equal partner; presenters operate as a team with each presenter playing an important (not necessarily the same) role	Each group member contributes to the presentation; presenters operate as well-coordinated individuals working from the same script; no presenter dominates	Each group member presents, but the group operates more as individuals than a team; one person may dominate; group may not appear to be on the same page	Individual group members not yet coordinated or some may not present; members may not work from same script; one or two individuals may dominate
<b>Engages Audience</b> <i>Presentation engages audience</i> 15%	Virtually no distractions in how presenters engage the class/audience through eye contact, vocal intonation, body posture, visuals, movement, and overall organization; presenters appear confident and practiced	Minimal distractions in how presenters engage the class/audience through eye contact, vocal intonation, body posture, visuals, movement, and overall organization; presenters appear confident and practiced, i	Multiple distractions in how presenters engage the class/audience through eye contact, vocal intonation, body posture, visuals, movement, and overall organization; presenters may not yet appear confident and/or practiced	Significant distractions in how presenters engage the class/audience through eye contact, vocal intonation, body posture, movement and overall organization; manner undermines presentation and presenters do not appear practiced