**Midterm Project: Capturing Others’ Voices**

**Due Thursday, March 5 in the Shared OneDrive Folder + Hard Copy in Class**

For your midterm project, you will interview someone whom you think has a particularly American voice then write a 4-5 page reflective narrative of the interview.

**Content Requirements:**

* Show (don’t tell) the story of the interview, from your own perspective. Throughout the narrative, set the scene, describe the conversation, the space, your feelings, their feelings, etc.
* Use the concepts we’ve discussed in class to clearly explain what makes this person’s voice particularly American.
* Compare your interviewee’s voice to the American voices in at least 3 texts we’ve covered so far this semester in order to more clearly define the American voice. Be sure to provide specific examples from the texts to support your claims. Cite all sources consistently.
* Demonstrate mastery of course concepts by reflecting on your own experience of the interview and how it has confirmed or challenged definitions of the American voice.
* The narrative should be coherent and cohesive, using an engaging tone for the purpose and audience of this essay.

**Form Requirements**:

* Creative title for essay
* 4-5 full pages (more is okay, less is not)
* Typed
* Times New Roman, 12 point font, 1” margins
* Header in upper left-hand corner of first page (Name, Course, Assignment, Due date)
* Last name and page number in top right-hand corner of every page

**Submission**:

* Put electronic copy in shared OneDrive folder before class on Thursday, March 5
* Bring 1 hard copy to class on Thursday, March 5

**Interview Tips:**

* Choose someone with whom you can meet in person. You need to provide a narrative account of the interview, so a phone call or video chat won’t work.
* Prepare 6-7 interview questions ahead of time. You can ask follow-up questions, too. Remember that your questions should help you figure out whether the person has an American voice.
* Take notes on everything: what you say, what the person says, where you are, what their voice sounds like, what you’re feeling, what you think they’re feeling, etc.

**Midterm Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Does Not Meet Expectations** | **Approaches Expectations** | **Meets Expectations** | **Exceeds Expectations** |
| Narrative  | The essay does not include a narrative of the interview.  | The essay includes some narrative, but many sections are vague or poorly described. It does not capture either the author’s or the subject’s voices. The author has included little details about the conversation, setting, and emotional context of the interview, and many portions of the story are unclear.  | The essay includes a narrative that mostly captures the author’s and subject’s voices, though some sections may be vague or poorly described. The author has included some details about the conversation, setting, and emotional context of the interview.  | The essay includes a clear, compelling narrative that effectively captures both the author’s voice and the subject’s. The author has included engaging details about the conversation, setting, and emotional context of the interview.  |
| Definition of the American voice | The student does not address whether the person has an American voice.  | The student states that the person has an American voice and mentions one or two course concepts but does not clearly connect the two and/or does not provide a clear explanation.  | The student articulates what makes this person’s voice particularly American by applying course concepts, but some portions of the explanations may be vague or otherwise unclear.  | The student thoroughly and concisely articulates what makes this person’s voice particularly American by applying course concepts.  |
| Comparison with Course Texts | The student has not compared the interviewee’s voice to the voices in 3 texts covered in class. Or, they have mentioned up to 3 course texts without offering any specific evidence or examples to support their claims. All sources are cited, but the citations are inconsistent.  | The student has effectively compared the interviewee’s voice to 1 text covered in class by incorporating specific evidence or examples to support their claims. All sources are cited, but the citations are inconsistent.  | The student has effectively compared the interviewee’s voice to 2 texts covered in class by incorporating specific evidence or examples to support their claims. The citations are mostly consistent throughout. | The student has effectively compared the interviewee’s voice to 3 texts covered in class by incorporating specific evidence or examples to support their claims. The citations are consistent throughout.  |
| Reflection | The student has not reflected on the interview and their own definition of the American voice, and therefore does not demonstrate an understanding of course materials.  | The student has reflected on the interview experience to determine whether it has confirmed or challenged their own definition of the American voice, but many aspects of the reflection are vague or otherwise unclear. This demonstrates a rudimentary understanding of course concepts.  | The student has reflected on the interview experience to determine whether it has confirmed or challenged their own definition of the American voice, though some aspects of the reflection may be vague or otherwise unclear. This demonstrates an adequate understanding of course concepts.  | The student has clearly and effectively reflected on the interview experience to determine whether it has confirmed or challenged their own definition of the American voice. This demonstrates mastery of course concepts.  |
| Style | The essay is disjointed and the paragraphs do not logically connect to one another. The student’s tone varies widely throughout.  | The essay is mostly coherent and cohesive, though some paragraphs do not logically connect to each other. The student’s tone varies but is mostly appropriate for the purpose and audience of this essay. | The essay is coherent and mostly cohesive. The student uses a consistent tone for the purpose and audience of this essay. | The essay is coherent and cohesive. The student uses a consistent, engaging tone for the purpose and audience of this essay.  |
| Mechanics | The essay is significantly less than 4 full pages. There are numerous spelling and grammar errors, vague word usage, and little to no evidence of proofreading.  | The essay is at least 3 full pages. There are numerous spelling and grammar errors, vague word usage, and little to no evidence of proofreading.  | The essay is at least 4 full pages. There are a few spelling and grammar errors, but word usage is varied and there is evidence of proofreading.  | The essay is at least 5 full pages. There are no spelling or grammar errors, and word usage is engaging.  |

Comments: