

Craft Your 60-Second Story From an Intellectual Biography

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Supplemental Materials

Instructions to students

[Digital version is available.](#)

Craft Your 60-Second Story From an Intellectual Biography

CONCEPT: For this assignment, you will complete your own Intellectual Biography wherein you identify your own frameworks, passions, and goals. It is a chance to see what motivates you, what inspires you and how your history influences you.

Students will 1) Answer several pointed questions 2) shape them into a script. 3) submit a video/audio recording for grading 4) Deliver your 60-second story the next time you have the chance!

FORMAT: Let's work in a different genre. You've got a choice here.

- Create a **video**. Use four to five minutes to tell your story. Aim for professionalism. If using this format, you should show your whole face/shoulders. Setting should be calm, quiet and appropriate. No distractions.
- Or, you may choose to record an **audio** file. Make sure the file is an MP3 or MP4. You can upload it directly to Canvas. Again, avoid distractions and be creative, if you wish.

CONTENT: Tell your story in terms of the following:

- Place and year of birth
- Early education
- Academic interests
- One influential idea
- One influential person
- Hobbies, pursuits
- Current "worldview"
 - ideas about reality, politics, religion, environment, social issues, etc.
- Interest in a particular "big idea"
- Number one issue or problem that interests you right now
- One key event in your life
- Current traits and skills
- Traits and skills you look forward to developing
- Concentrations and how you might apply them in the future

NOTES: Whether it is an audio file (recorded on a smartphone, computer or an MP3 device) or a video, please use an outline or sketchy notes on the above topics so that you have a clear and organized response. You should practice.

Please keep in mind that it should be kept under 5 minutes.

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Videos can be posted through YouTube with an easily accessible link. You may set your YouTube video to "unlisted" so that it does not go out to the whole web, unless you would like it to.

While it is important to address the questions on the list above, please keep in mind that these are ultimately meant as a guide and that the most crucial thing is that you come forward with an account of YOUR OWN IDEAS and/or the thoughts you have had about what YOU care about.

AUDIENCE AND PURPOSE: Your future employer is the audience and your purpose is to pique their interest in you as someone who could contribute great value to their team.

HELP: Visit your university's writing center to have your work reviewed by a peer tutor. Similarly, share your practice audio/video with a classmate and review, so you can provide each other with valuable feedback.

RUBRIC:

10 pts Successful identification of personal traits and skills
20 pts Strong sense of critical thinking, self-reflection
10 pts Skilled and appropriate use of the audio/video medium
10 pts Engaging intro and exit. Consistent use of strong clear, precise language
50 total

ADAPTATION: This assignment is taken and adapted from Repko, Szostak & Buchberger (2014), p. 267ff and Ben Bennett-Carpenter, PhD.

□ Stimulus/Prompt

Link to questions which were adapted from Repko, Szostak & Buchberger (2014), p. 267ff.

[☰ Intellectual Biography Questions](#)

□ Grading rubric

10 pts Successful identification of personal traits and skills
20 pts Strong sense of critical thinking, self-reflection
10 pts Skilled and appropriate use of the audio/video medium
10 pts Engaging intro and exit. Consistent use of strong clear, precise language
50 total

□ FAQ

Q. Do students have to record an audio or video response?

A. No, instructors could easily ask students to write responses in a well-formed essay, a creative poem, a sleek slide show, etc.

Q. Do students need special equipment to complete this project?

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A. No, most students use their phone to capture video or audio. It can be submitted to your MS directly from their phones. Further, if anyone does need equipment, most universities have technology centers/libraries where students can borrow many different types of technology.

Q. Does an employer really want to know the answers to all of these questions in the first 30 seconds of meeting my student?

A. No, however, it is a great exercise for students to evaluate themselves and do some reflective thinking. Once they situate themselves with a new perspective, they can easily weed out the concepts that might be important to a prospective employer or recruiter.

Q. How do the Mycoskie and Branson articles support the assignment?

A. If time is limited, or you chose not to use the articles, the assignment will still be very successful. However, Mycoskie writes that a good story can transcend wealth, degrees, and experience to make you memorable. "A story evokes emotion and emotion forges a connection." His words help students see how important their story is to keeping them in mind when recruiters see one hundred candidates at a time. Branson writes about having a purpose beyond profits. She writes "purpose is your barometer for the greater good. And that "discovering, developing and embedding your purpose is a journey." This article guides students to open their thinking about their future. How could they make an impact beyond being financially successful? It is an intriguing layer to consider as they present themselves to potential employers.

□ Sample student work product

☰ Intellect Bio student sample

□ Links to online material

Full texts available online

[Mycoskie, B. \(2012\). *Start something that matters: Find your story*. Random House.](#)

[Branson, H. \(2018\). *Purpose 101*. In *Weconomy*. C. Keilburger, H. Branson & M. Keilburger. John Wiley & Sons, Inc.](#)