**Your name:**

**Your conversation partner’s name:**

**Your relationship to your partner (e.g., classmate, professor):**

**Conversation 1: Analysis & Reflection**

*Due midnight Sunday 9/21*

*Directions:* Review your Conversation 1 recording. Answer the following questions providing specific examples, including time stamps. Also, please put your answers in a different color.

If you were unable to capture the beginning or ending of the conversation due to the brief recording time, please comment to the best of your memory.

1. Did you start the conversation naturally? Why or why not?

Yes, the start felt natural. I opened with a warm thank-you (“thank you for joining us”), and then smoothly transitioned to an introductory question. This created a polite, conversational flow rather than a stiff or abrupt start.

1. What topics were included?

Self-introduction & role at Duke – responsibilities in recruiting, admissions, orientation, and community activities.

Life priorities in the 20s vs. now – marriage vs. pursuing graduate education.

Key traits of outstanding students – engagement, relationship-building, being well-rounded.

Cultural differences in student behavior – focus on studying vs. emphasis on communication and networking.

Personal interests/activities – water painting, trips, extracurricular activities.

Three words to describe Duke students – intelligent, hardworking, goal-oriented.

1. Did you actively keep the conversation going? How so?

Yes. I asked follow-up questions (e.g., “if you get married earlier, you will have less time…”), made comparisons with your own experience (China vs. Duke), and shared personal anecdotes (painting activity, receiving emails for activities). These additions kept the conversation two-sided rather than purely Q&A.

1. Did you end the conversation smoothly? Why or why not?

Yes, the conversation ended smoothly. I thanked Kendall, and she responded warmly (“You’re so welcome. My pleasure”). Both sides expressed appreciation, which is an effective and polite way to close.

1. Were there any moments when you were misunderstood? If yes, please explain.

There weren’t any clear misunderstandings. We followed each other’s points easily. The short affirmations (“Exactly,” “Yes,” “Right”) showed alignment and mutual understanding.

1. What do you think went well? Be specific! Why do you think it went well? What specific things enabled you to do this thing/these things well?

Clear topic transitions: I moved from professional role → life reflections → student traits → cultural differences → personal hobbies → conclusion.

Engagement: I shared personal stories, which made the dialogue more authentic.

Active listening: I responded to Kendall’s points instead of just moving to the next question.

1. What are you going to practice or do differently next time?

Use more open-ended probes to encourage deeper elaboration (e.g., “Can you give an example of a community activity that had a big impact?”).

Practice paraphrasing or summarizing the partner’s answers before moving on to the next question.

Reduce small filler words (“Yes… yes…”) to sound more confident and professional.

**Grading Scale**

9-10: Excellent analysis – provides time stamps of specific examples and detailed descriptions of what is occurring and why

8: Good analysis – provides time stamps of specific examples but analysis could be more detailed and/or reflective

7: Somewhat weak analysis – analysis is present but does not include time stamps

2-6: Brief and/or incomplete analysis

1: Posted recording, but no analysis present

0: Copied or not completed