# Screen Time Retrospective

## Objective

Reflect on your personal screen time data collected throughout the semester, analyze trends and patterns, and evaluate the effectiveness of any strategies you employed to manage your screen time.

## Instructions

1. **Visualize Your Data:** Create a clear, well-labeled graph displaying your weekly screen time for the duration of the semester. The graph should make trends easy to identify at a glance.
2. **Analyze Trends:** Describe the overall trajectory of your screen time. Did it trend upward, downward, or remain stable? Identify any notable spikes or dips and discuss what may have caused them (e.g., exams, breaks, lifestyle changes).
3. **Personal Impact:** Reflect on how your screen time affected you over the semester. Consider effects on productivity, sleep, mood, social interactions, physical health, or academic performance.
4. **Strategies & Mindsets:** Discuss any deliberate strategies or shifts in mindset you used (or attempted) to manage your screen time. What worked? What didn't? If you made no deliberate effort, reflect on why and what you might try in the future.
5. **Takeaways:** Conclude with what you learned about your own relationship with technology from this semester-long observation.

## Requirements

- **Length:** Maximum of 1 page (single-spaced, 12pt font, 1-inch margins). Figures and references are not included in the 1-page maximum.
- **Figures:** Include your screen time graph on a separate page. Additional figures are optional but welcome.
- **Data Integrity:** Your graph should reflect the data you logged throughout the semester. Fabrication of data is an academic integrity violation.
- **AI Usage:** List all AI tools used and particularly useful prompts that helped in creating the paper.

## Rubric (100 points total)

| Criteria | Excellent | Good | Fair | Poor |
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| **Data Visualization (20 pts)** | Graph is polished, clearly labeled (axes, title, units), and makes trends immediately readable. (20) | Graph is adequately labeled and readable, with minor clarity issues. (15) | Graph is present but poorly labeled, hard to read, or missing key information. (10) | Graph is missing, incomplete, or does not represent semester-long data. (0–5) |
| **Trend Analysis (20 pts)** | Insightfully identifies overall trajectory and specific fluctuations, offering well-reasoned explanations tied to real events or habits. (20) | Identifies the overall trend and some fluctuations with reasonable explanations. (15) | Mentions a trend but provides vague or unsupported explanations. (10) | Fails to meaningfully analyze trends in the data. (0–5) |
| **Personal Impact (20 pts)** | Provides thoughtful, specific reflection on how screen time affected multiple areas of life, with honest self-assessment. (20) | Reflects on personal impact in at least one or two areas with some specificity. (15) | Mentions personal impact but remains surface-level or generic. (10) | Does not address how screen time affected them personally. (0–5) |
| **Strategies & Mindsets (20 pts)** | Discusses specific strategies attempted, critically evaluates their effectiveness, and demonstrates genuine reflection on behavior change. (20) | Discusses strategies with some evaluation of effectiveness. (15) | Mentions strategies but provides little evaluation or reflection. (10) | Does not discuss any strategies or mindsets related to managing screen time. (0–5) |
| **Takeaways (10 pts)** | Arrives at a meaningful, personal conclusion about their relationship with technology that goes beyond the obvious. (10) | States a reasonable takeaway from the experience. (7) | Takeaway is vague or feels like an afterthought. (4) | No concluding takeaway is present. (0–2) |
| **Writing Quality & Clarity (10 pts)** | Concise, well-organized, and free of errors. Makes effective use of the one-page constraint. (10) | Well-written with few errors. Generally clear and organized. (7) | Adequately written but contains errors or organizational issues that impede understanding. (4) | Poorly written, disorganized, or significantly exceeds/undercuts the length requirement. (0–2) |