Traditional calculus courses are often lecture-based, sometimes with brief periods spent working on problems whose solutions are ultimately presented by the instructor. In this setting it can be easy for students to become disengaged in the course and take little ownership over their learning experience. In redesigning a large-section calculus course for business students, we scheduled time for weekly individual student presentations and group work on more challenging problems, the results of which are also presented by students. These students have responded with energy and determination to solve challenging problems beyond previous expectations. In this talk, I will give a description of this alternative type of assessment via the rubric we used to grade presentations, along with sample problems and student feedback. (Received September 17, 2013)