

*Thank you for  
coming to class  
on time!*

**WELCOME BACK!**

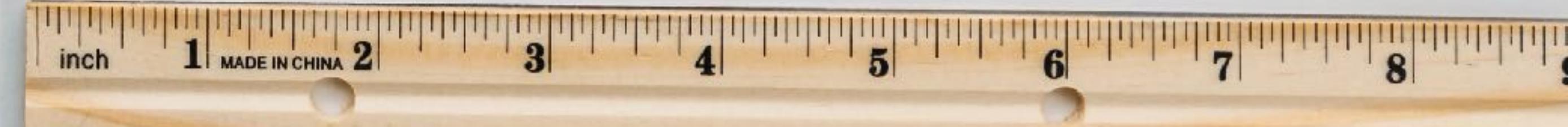


**ENGINEERING  
TECHNICAL  
COMMUNICATIONS**

**WEEK #9**

**LESSON 1**

**PRISMACOLOR®**  
Plastic Eraser  
Gomme en plastique





RECAP

## Last Class:

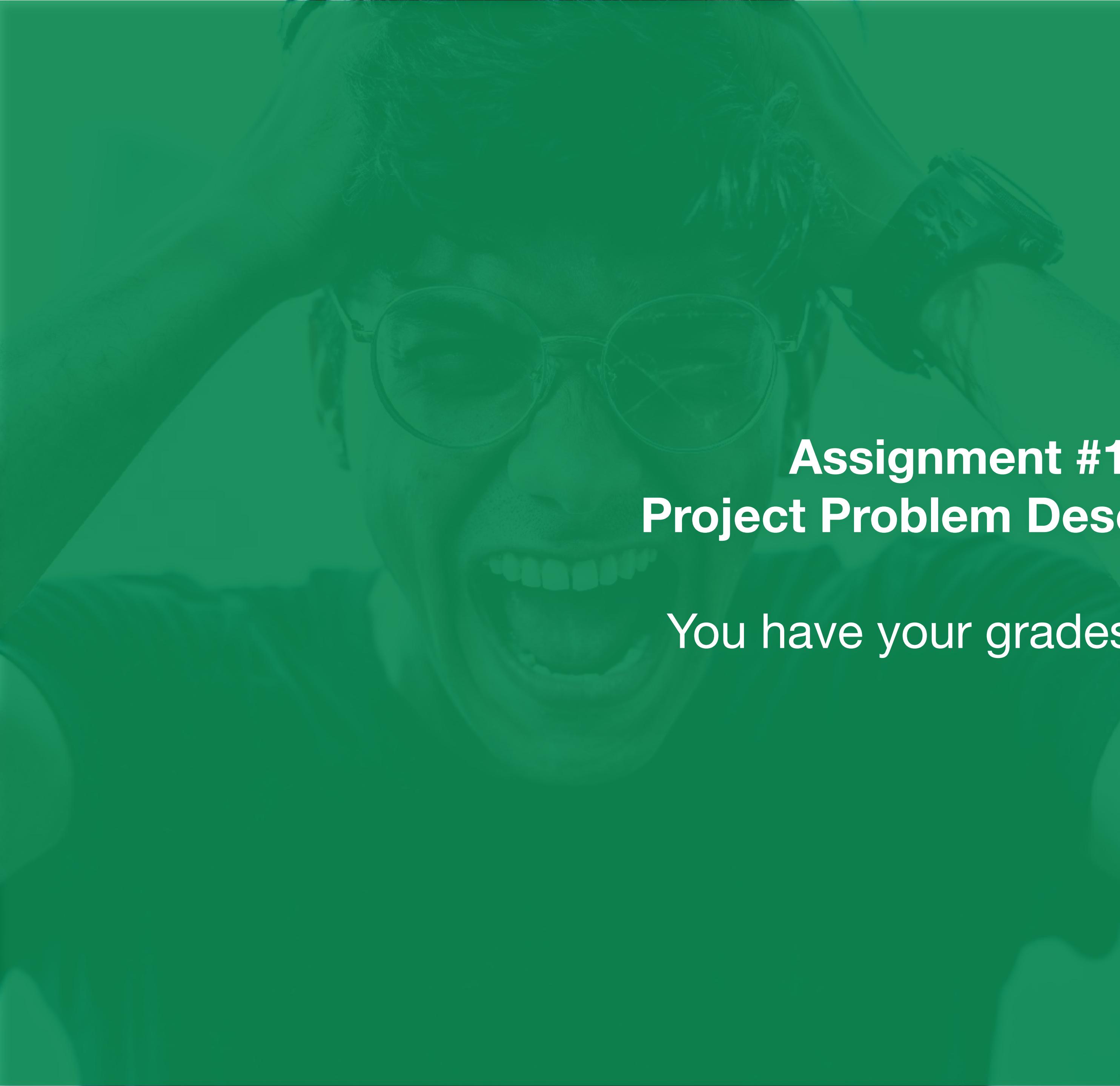
- Presentations (Continued)
- Elevator Pitches
- Elevator Talk Assignment Prompt

## Today:

- Project Problem Description Debrief
- Elevator Pitches Kahoot! Quiz
- Elevator Talk Peer Review (?)



# ANNOUNCEMENTS

A black and white photograph of a woman with long hair, wearing round-rimmed glasses and a graduation cap. She is smiling broadly, showing her teeth. The background is slightly blurred.

## **Assignment #1: Project Problem Description**

**You have your grades back!**

A photograph of a group of students in a study room. They are seated around a wooden table, looking at a laptop screen together. The room has wooden walls and shelves filled with books and supplies. The lighting is warm and focused on the group.

## Discussion Post #2

Prompt available on Brightspace  
Due March 10/13

The background image shows a modern, multi-story library with a distinctive spiral staircase. The architecture features white walls and floor-to-ceiling bookshelves filled with books. Several people are visible throughout the space, some sitting on blue couches or stairs, while others walk through the levels. The lighting is bright and even, highlighting the clean lines of the building's design.

# Assignment #2

Currently being graded

**SO, WHERE ARE WE?**

# ASSESSMENT SCHEDULE

Due Date	Assessment	Value (%)
<b>Jan. 25/27</b>	<b>Discussion Post #1</b>	<b>3</b>
<b>Feb. 15</b>	<b>McGraw-Hill Connect Online Grammar Module</b>	<b>10</b>
<b>Feb. 17</b>	<b>Team Project Problem Description</b>	<b>8</b>
<b>Feb. 28</b>	<b>Paraphrasing, Citing, and Referencing Assignment</b>	<b>10</b>
<b>Mar. 1/3</b>	<b>Discussion Post #2</b>	<b>3</b>
<b>Mar. 10</b>	<b>Individual Analysis Report</b>	<b>10</b>
<b>Mar. 10</b>	<b>Team Project Overview</b>	<b>5</b>
<b>Mar. 22</b>	<b>Elevator Talk Video</b>	<b>6</b>
<b>April 5</b>	<b>Final Group Project Submission: Synthesized White Paper</b>	<b>20</b>
<b>Mar. 27/Apr. 4</b>	<b>Team Oral Presentation</b>	<b>10</b>
<b>April 5</b>	<b>Peer Evaluation of Teamwork</b>	<b>5</b>
<b>Various dates</b>	Various exercises as announced in synchronous class sessions. Worth 0.5–2% each, as announced. Each exercise is due <i>during</i> the class session in which it is assigned.	<b>10</b>

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I messed up.



# Project Problem Description Debrief

## **Section Heading**

Paragraph one. Paragraph one. Paragraph one. Paragraph one. Paragraph one. Paragraph one.  
Paragraph one. Paragraph one. Paragraph one. Paragraph one.

Paragraph two.

## **Next Section Heading**

Paragraph one. Paragraph one. Paragraph one. Paragraph one. Paragraph one. Paragraph one.

Paragraph two. Paragraph two. Paragraph two. Paragraph two. Paragraph two. Paragraph two.  
Paragraph two. Paragraph two. Paragraph two. Paragraph two. Paragraph two. Paragraph two.  
Paragraph two. Paragraph two. Paragraph two.

|

Map 126



Clearly establish and justify the *scope* of your project. Successful projects limit their focus to a specific geographical location (e.g., a city, limited geographical region, or even neighbourhood).

“In this assignment, we chose ‘shovels’ as the product and the goals that we would focus on are Goal 3 and Goal 7.”

“This report connects shovel production to Sustainable Development Goals (SDGs) 3 and 7.”

# The Human Body



← The Human Body

← Neck

← Elbow

## Title: Problem Description

### Headings:

- Introduction
- Problem Description
- Literature Review
- Conclusion

UNIVERSITY OF WINDSOR - FACULTY OF NURSING - UNIVERSITY OF WINDSOR



# University of Windsor



UNIVERSITY REPORTS

By

UNIVERSITY OF WINDSOR, FACULTY OF NURSING,  
DEPARTMENT OF NURSING, COMMUNITY  
NURSING PROGRAM, COMMUNITY

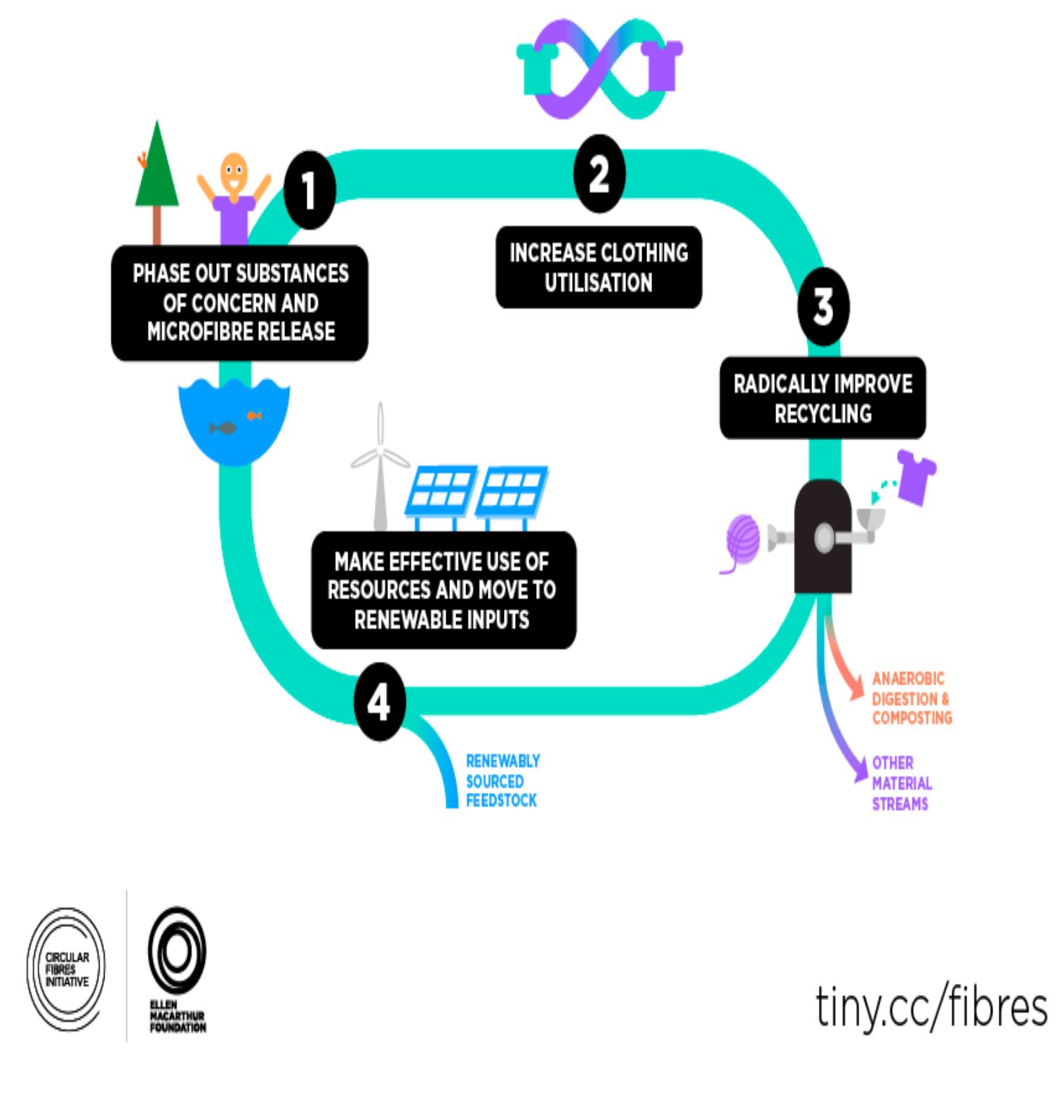
UNIVERSITY OF  
WINDSOR, FACULTY  
OF NURSING

2009  
2009-2010

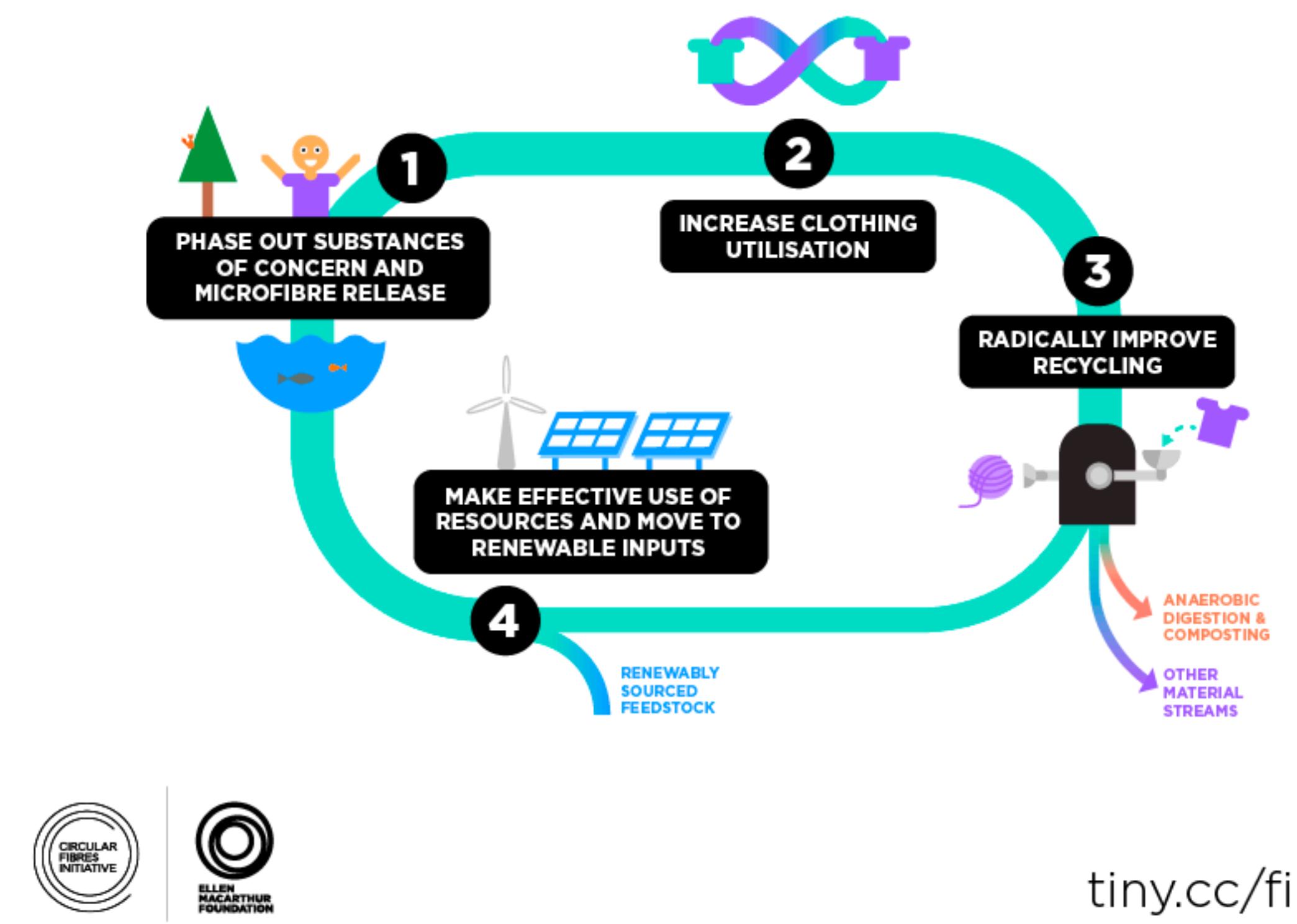
Problem Description Assignment  
Subject: Shovels

The Destructive Effects of  
Shovel Production on the St.  
Lawrence River

## Creating a new textiles economy



## Creating a new textiles economy



“Everybody uses a shovel.”

“Shovels are commonly used in Canada [1].”

“Last year, in Canada, one shovel was sold for every five Canadians [1].”

“Everyone loves hockey.”

“The young people in society  
only care about  
snowboarding.”

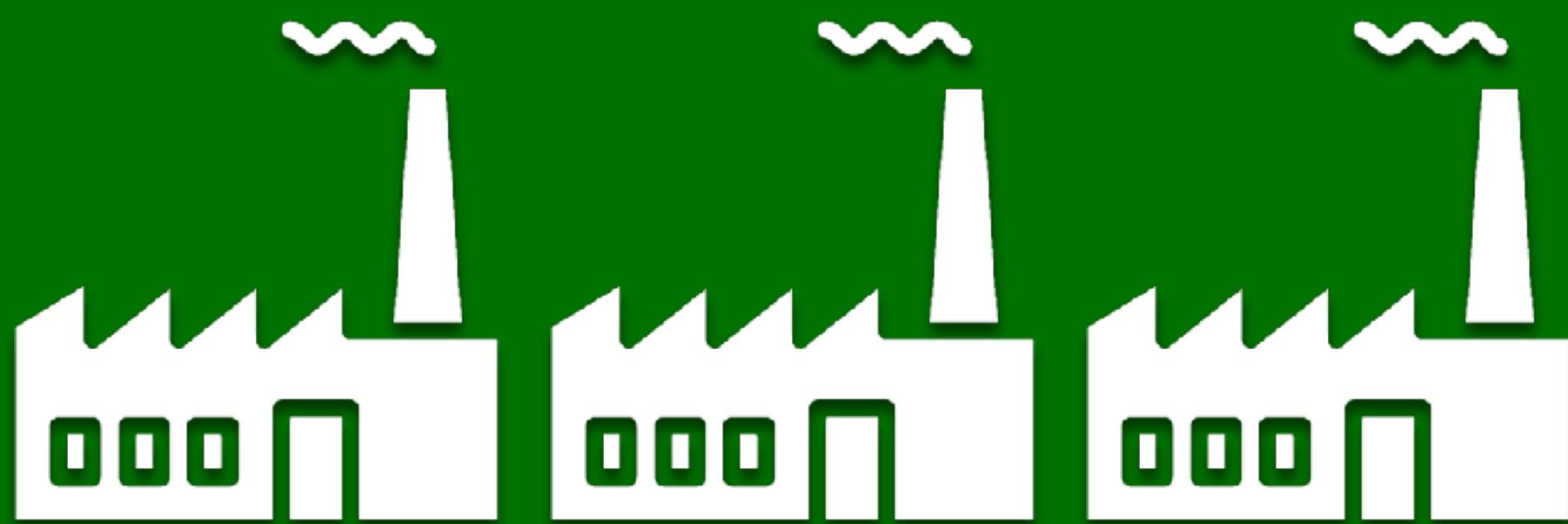
“It is impossible to leave the  
house without winter  
clothing.”

Hockey is an important part of  
recreational life in most  
northern communities [1].

A 2021 paper in *Canadian  
Sociology* suggests people  
under 25 years of age are  
keenly interested in  
snowboarding [1].

~~“It is impossible to leave the  
house without clothing.”~~

“In Canada, there are many wool industries.”



“In the Canadian wool industry, there are many companies/facilities/manufacturers/corporations.”

Fiber  
Color  
Meter

Fibre  
Colour  
Metre

Mankind  
Tradesman  
Manpower

Humankind  
Tradesperson  
Human effort/Workforce

CO<sub>2</sub>  
m<sup>3</sup>

CO<sub>2</sub>  
m<sup>3</sup>

PROJECT TEAM-04  
SDG-09

Project Team 4  
SDG 9

“In addition to this”

“Several examples of this phenomenon are as follows in the hereafter aforementioned following”

Moreover,

“Several examples of this phenomenon follow:”

“In this modern era”

“~~In this modern era~~”

“Since the early 2000s.”

“Since the widespread  
adoption of broadband  
internet.”

“For the past few years since  
olden times,”

“Since 1990.”

“This project will work in a place like British Columbia.”

“This project will work in British Columbia.”

“This project will work in a place with a modern oceanic climate, like British Columbia.”

[Improper order of exposition (e.g., including an acronym or term, and then later clarifying it or defining it)]

Quotation integration.

[Topic sentences]



# REMAINING ASSIGNMENTS

# **Assignment #4: Synthesized White Paper**

**(Instructions available online tonight)**

# **Assignment #5:**

## **Team Oral Presentation**

Prompt on Brightspace

The background image shows a modern, multi-story library with a distinctive spiral staircase. The architecture features white walls and floor-to-ceiling bookshelves filled with books. Several people are visible throughout the space, some sitting on blue couches or stairs, while others walk through the levels. The lighting is bright and even, highlighting the clean lines of the building's design.

# Assignment #2

Prompt on Brightspace

# Elevator Talks/Pitches

ELEVATOR

**Kahoot!**

GENG8000-8-R-2022S  
(Engineering Technical Communications Section 8 (Mondays, S22))

Welcome to Engineering Technical Communications (Home)

Announcements

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Virtual Classroom (Office Hours)

Resources



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Syllabus and Schedule

Assignments

McGraw-Hill Connect

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My Grades

---

Meet and Contact Your Instructor and TAs

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Supplementary Writing Resources

Mental Health Resources

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Blackboard Help for Students

Virtual Classroom Tutorial

## Elevator Talk

 **Elevator Talk Video (5%) and Elevator Talk Peer-Review and Reflection (3%) Assignment Information**

Attached Files: [Elevator Talk Assignment S22.pdf](#) (164.772 KB)

 **Elevator Talk Peer Review Questions**

Attached Files: [Elevator Talk Peer Review Questions S22.docx](#) (17.917 KB)

Please use this document to guide and structure your Virtual Classroom Peer Review session. You do not have to submit this document at any point.

 **Elevator Talk Video (Submit URL Here)**

***Please read the assignment sheet PDF file thoroughly, as the submission protocol for this assignment is unique.***

Submit your video URL here. Be sure to follow the instructions given on the assignment sheet; if we cannot access your video properly, we cannot grade it.

 **Elevator Talk Peer Review Reflection**

Please submit your peer review activity reflection document here. Please refer to the Elevator Talk assignment sheet for details.

Is the elevator pitch between 30 and 60 seconds long?

Does the student provide a hook? Were you immediately interested in the pitch? Explain and provide suggestions for improvement.

Does the student explain what they do? Is there a Unique Selling Proposition included? Explain and provide suggestions for improvement.

Does the student explain the benefit to the listener (i.e., how their skills/experience/service can benefit the listener)? Explain and provide suggestions for improvement.

Does the student provide an “ask” (i.e., a call to action)?  
Explain and provide suggestions for improvement.

Does the student display passion in their Elevator Pitch?  
Explain and provide suggestions for improvement.

Does the student seem natural in their Elevator Pitch? Explain and provide suggestions for improvement.

Does the student use clear language in their Elevator Pitch?  
Does s/he speak clearly (i.e., consider pace, tone, etc.)?  
Explain and provide suggestions for improvement.

Did the student's Elevator Pitch leave you hooked? Explain and provide suggestions for improvement.