

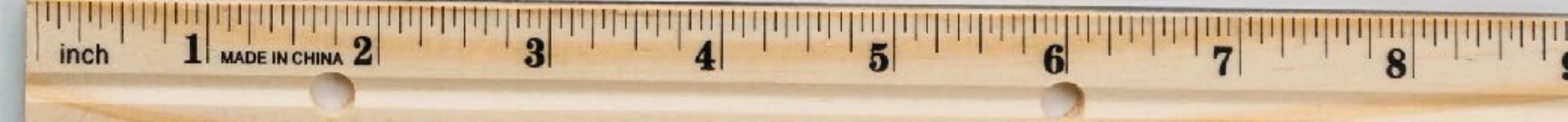
*Thank you for  
coming to class  
on time!*

**WELCOME BACK!**



**ENGINEERING  
TECHNICAL  
COMMUNICATIONS**  
**WEEK #8**  
**LESSON 2**

**PRISMACOLOR®**  
Plastic Eraser  
Gomme en plastique





RECAP

## Last Class:

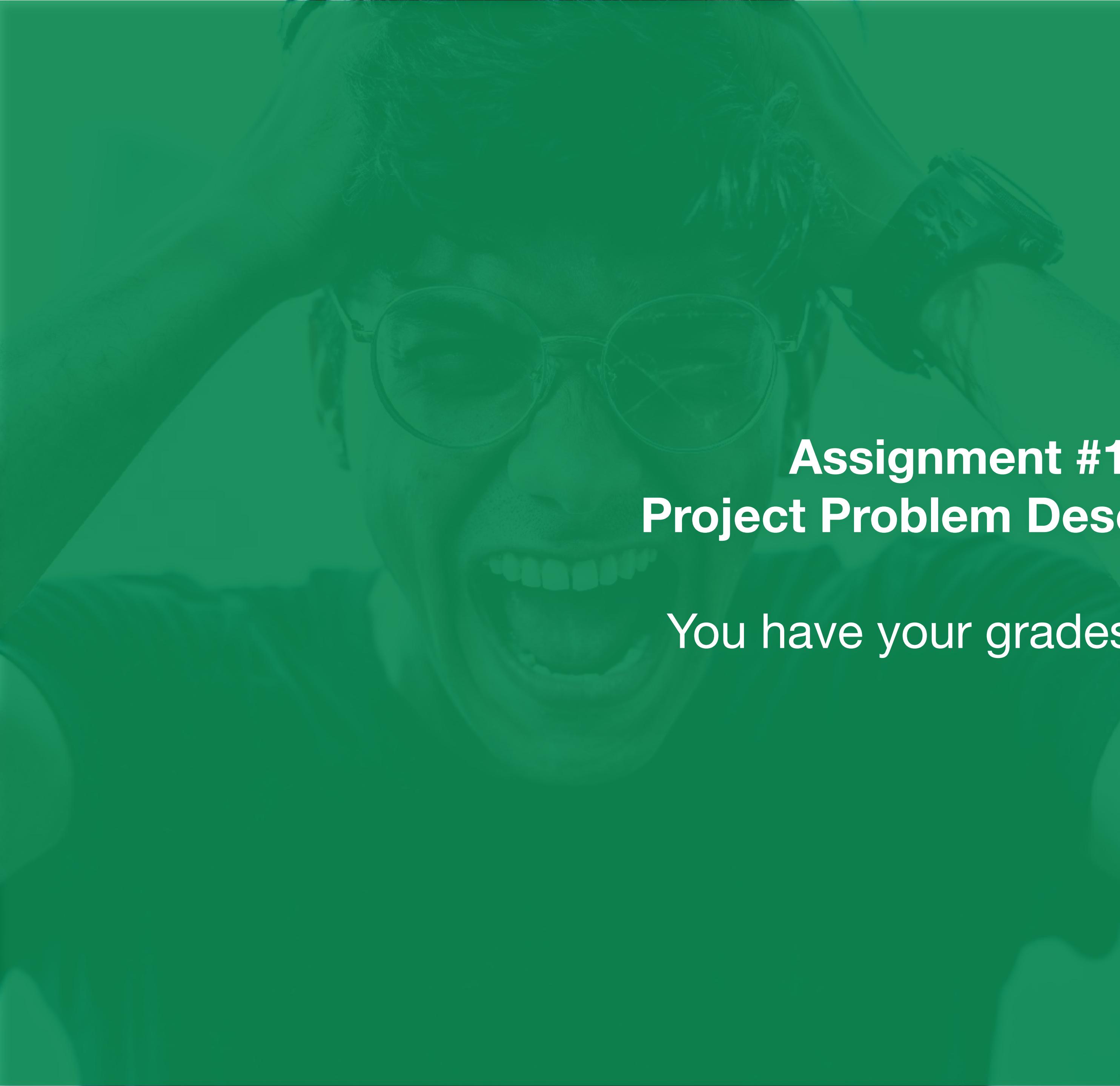
- Class Schedule Update
- Presentations
- In-Class Exercise #5

## Today:

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

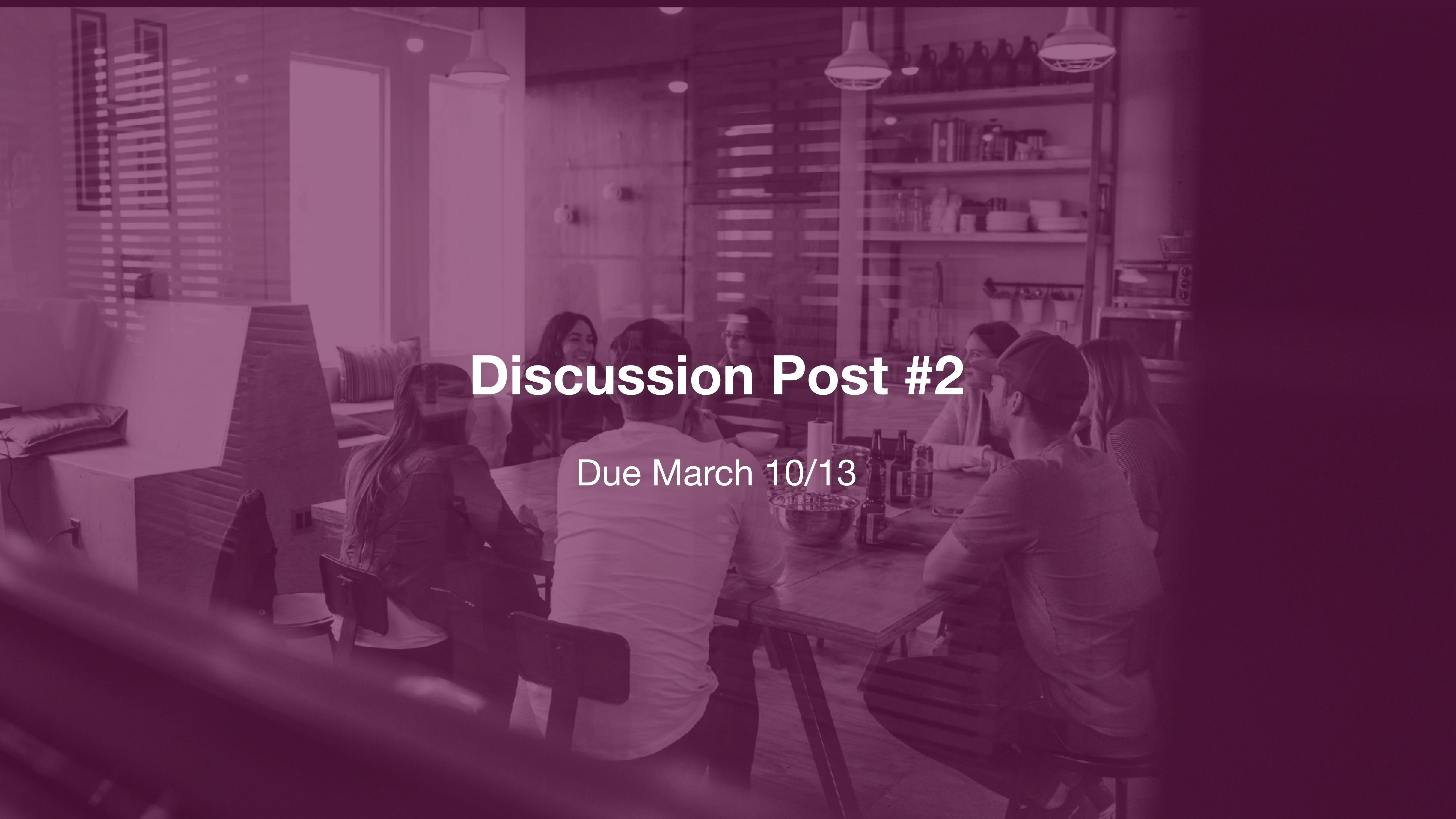


# ANNOUNCEMENTS

A black and white photograph of a woman with long hair, wearing round-rimmed glasses and a graduation cap (mortarboard). 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 approximately ten people of diverse ages and ethnicities, sitting around a large wooden table in a rustic, wood-paneled room. They are engaged in conversation, with some smiling and gesturing. On the table, there are several bottles, a bowl, and a roll of paper towels. The room has hanging pendant lights and shelves filled with books and decorative items.

# Discussion Post #2

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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# PRESENTATIONS

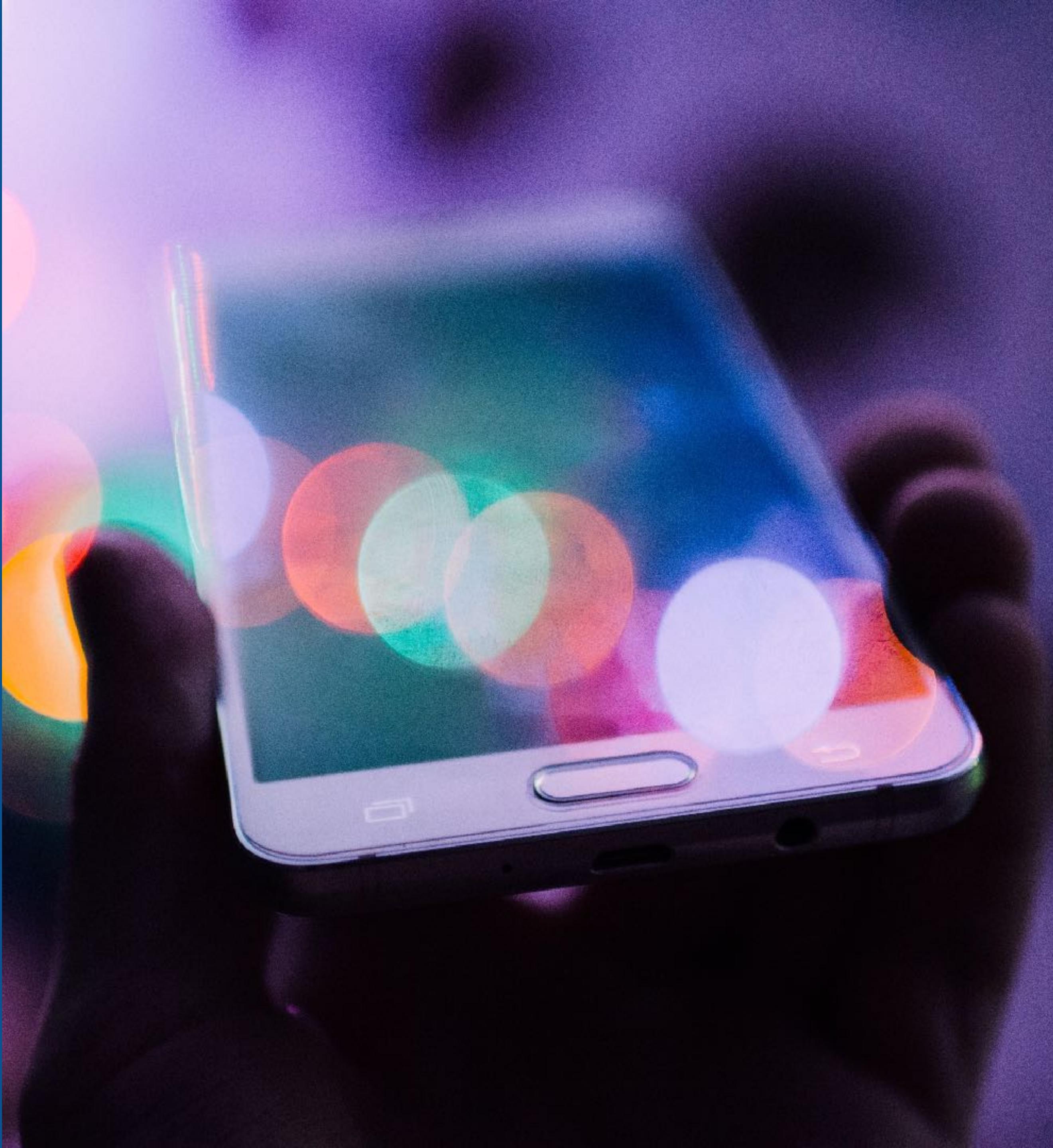




# USE YOUR BODY EFFECTIVELY

- Maintain eye contact
- Use value-adding gestures
- Don't block the audience's view of the screen
- Control the audience's attention

Source: Markel, M. (2010). Technical communication. Boston, MA: Bedford/St. Martin's.



USE TECHNOLOGY  
WISELY



MAKE IT MEMORABLE



# PRESENTING IN TEAMS

# PRESENTING IN TEAMS

- Smooth Transitions
- Comportment of Group Members
- Using your Space
- Question Period
- Managing the Technology



# "MAKE IT MEMORABLE" DEBRIEF

1. Primacy and recency

# "MAKE IT MEMORABLE" DEBRIEF

2. Surprise

# **"MAKE IT MEMORABLE" DEBRIEF**

3. Repetition

# "MAKE IT MEMORABLE" DEBRIEF

## 4. False Memory



Programs & Courses Admission Student Services Research About BCIT



Omar Abade, *Changing the World With ITER*  
Mechanical Engineering



# COPING WITH PRESENTATION ANXIETY



# COPING WITH PRESENTATION ANXIETY

Before you deliver a presentation, how do you feel:

1. Mentally?
2. Physically?

# 1) FOCUS ON THE MESSAGE



## 2) PRACTISE



### 3) USE POSITIVE SELF-TALK



Source: Salem-Wiseman, L. & Zaman, S. (2015). Writing for Canadian health professionals. 2nd Edition. Toronto, ON: Nelson Education Ltd.



## 4) RELEASE NERVOUS ENERGY

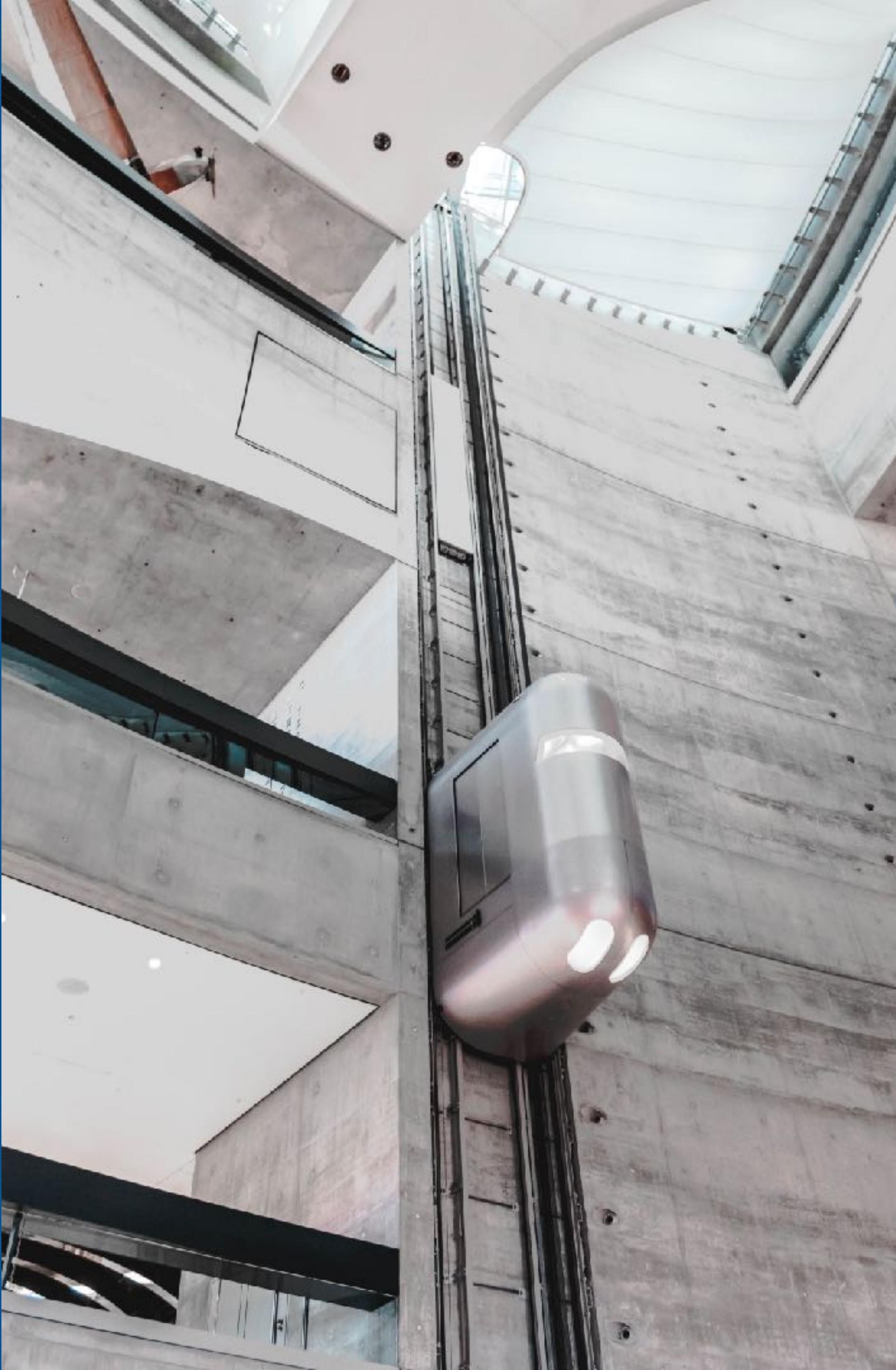
Source: Markel, Michael H. Technical Communication. 9th Edition. Boston: Bedford/St. Martin's, 2010, pp. 578-606.

# 5) FAKE CONFIDENCE TO BECOME CONFIDENT



# Elevator Talks/Pitches

ELEVATOR



- You meet a potential employer in an elevator. That person asks you *what you do*. What do you say?
- You run into the owner of the company you work for in line at the cafeteria. They ask about the project that you have been working on. What do you say?



# ELEVATOR PITCHES

- Learn how to speak about your business, product, service, skills, or expertise to others
- Within the time that it would take to ride an elevator (~30 – 60 seconds)

# ELEVATOR PITCHES: BEFORE YOU WRITE

- Identify your *goal*
  - What is the *purpose* of your pitch?
- Tailor your pitch to your *audience*
  - What does he/she want to know?

# ELEVATOR PITCHES: CONTENTS

- Provide a hook
  - Start off strong: give a promise of value, ask a question, give an interesting detail, etc.
  - This can be a part of your introduction, or your introduction can follow (define who you are).
- Explain what you do / your goal
  - Unique Selling Proposition
- Explain the benefit – “so what”?
  - How can your skills/product/service/business/expertise benefit the listener?
- Present an “Ask”
  - Call to action

# ELEVATOR PITCHES: TIPS

- Be *natural* – this comes with ***practice!***
- Be passionate
- Use clear language
- Customize
- Know your business or product
- Be different
- Be realistic and honest
- Leave them hooked
- Give a take-away item

# EXAMPLES

- **Vanessa Van Edwards:**
  - <https://www.youtube.com/watch?v=yi41U9ahyoE>
  - <https://www.youtube.com/watch?v=ZLWWAZ3VDiM>
- **Dragon's Den Pitches**
  - <http://www.cbc.ca/dragonsden/pitches/>

# RESOURCES

- <http://www.businessbrokendown.com/entrepreneurship/a-quick-guide-to-a-killer-elevator-pitch/>
- <http://idealistcareers.org/a-quick-guide-to-writing-your-elevator-pitch-with-examples/>
- <https://www.forbes.com/sites/nextavenue/2013/02/04/the-perfect-elevator-pitch-to-land-a-job/#11ca7b2f1b1d>
- <http://career.sa.ucsb.edu/students/job-search/creating-elevator-pitch-two-minutes-or-less>
- <https://www.thebalance.com/how-to-write-an-elevator-pitch-2951690>

# Elevator Talk Video



### **Individual Assignment: Elevator Talk Video**

In this assignment, you will create an elevator talk (or “pitch”) that responds to the following situation:

You are in an elevator on campus, and the Chief Executive Officer (CEO) of a company for which you would love to work walks in. That person asks you: “What do you do?”

Create a 30- to 60-second elevator pitch of your response to this question.

*Note: You are to answer this authentically. In other words: do not fabricate information.*

Elevator talks are addressed in detail in the Week 8 lecture.

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This assignment has two parts:

**1. “Draft” Elevator Talk Peer Review (In Class)**

Each student will create a “draft” Elevator Talk that will be practised **during the class session** for peer review. Each student will peer review three (3) other students’ Elevator Talks. Specific peer review instructions will be provided.

There are no grades assigned directly to this task, *but if you do not attend class on this date prepared with a draft Elevator Talk, you will not be able to receive grades for the Elevator Talk.*

Prepared with a draft Elevator Talk, you will not be able to receive grades for the Elevator Talk.  
There are no grades assigned directly to this task, but if you do not attend class on this date

## **2. Final Elevator Talk Video Submission (6% of final grade): Wednesday, March 22**

Complete the primary portion of the assignment by doing the following:

1. Consider the feedback from your peers regarding your Elevator Talk.
  2. Make appropriate adjustments to your Elevator Talk.
  3. Make a video recording of yourself delivering your revised Elevator Talk.  
*Please film your video in landscape (wide) orientation.*
  4. Upload your video to YuJa (instructions below) or another suitable web-accessible online video-hosting platform, like Microsoft Stream or YouTube.
  5. Copy and paste your YuJa URL (or your other online video URL) for your revised Elevator Talk into the assignment submission window in Brightspace.
- **Important Notes:** In YuJa, share a Direct Link to your video [as described here](#). *Do not simply copy and paste the URL in the address bar of the webpage*, as this will not direct your audience to your video.

*If you submit the wrong URL, your assignment cannot be graded.*

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***YuJa Instructions:***

1. Navigate to <https://www.uwindsor.ca/openlearning/570/yuja-enterprise-video-platform> and select “Resources for Students.”
2. Log in to YuJa by following the directions on this webpage.
3. Upload a video by following the “Uploading a Video” instructions on this webpage.
4. Read the “Sharing your Videos” section to learn how to generate a shareable Direct Link.

***Note:*** You do not have to create/record your video using YuJa. This is simply a tool that allows you to upload a video to a secure online platform and share it with an audience.

**READ THE RUBRICS!**

## Rubric Detail

Select Grid View or List View to change the rubric's layout. [More Help](#)

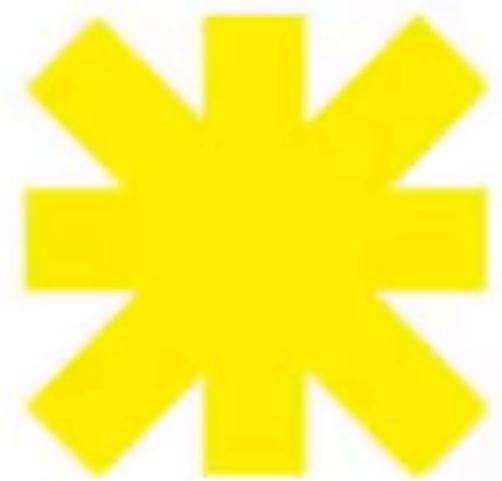
Name: S19 - Individual Assignment: Final (Revised) Elevator Pitch Video

[Exit](#)[Grid View](#)[List View](#)

	<b>Not Present</b>	<b>Does Not Meet Expectations</b>	<b>Meets Expectations</b>	<b>Exceeds Expectations</b>
<b>Elevator Pitch is appropriate for intended audience and purpose.</b>	<b>0 (0.00%)</b> Elevator Pitch is not appropriate for intended audience and purpose.	<b>1.5 (6.25%)</b> Student had a clear purpose and audience, but these did not follow guidelines. Student mistakenly targeted the instructor as the audience and getting a good grade as the goal, for example.	<b>2.25 (9.375%)</b> Elevator Pitch is expressed appropriately, but purpose/goal and audience are somewhat unclear.	<b>3 (12.50%)</b> Elevator Pitch is appropriate for intended audience and purpose. The student has clearly considered his/her goal and expressed it in a clear and appropriate way to the intended audience (the employer).
<b>Elevator Pitch is between 30 and 60 seconds long</b>	<b>0 (0.00%)</b> Elevator Pitch is NOT between 30 and 60 seconds long	<b>0 (0.00%)</b>	<b>0 (0.00%)</b>	<b>1 (4.16666%)</b> Elevator Pitch is between 30 and 60 seconds long
<b>A hook is provided, immediately engaging the listener.</b>	<b>0 (0.00%)</b> A hook is not provided.	<b>1.5 (6.25%)</b> A hook is provided, but it is inappropriate.	<b>2.25 (9.375%)</b> A hook is attempted, but it is not interesting or engaging.	<b>3 (12.50%)</b> A hook is provided, immediately engaging the listener.
<b>The student explains what s/he does. A Unique Selling Proposition is included.</b>	<b>0 (0.00%)</b> The student does not explain what s/he does AND a unique selling proposition is not included.	<b>1.5 (6.25%)</b> The student explains what s/he does, but a unique selling proposition is not included.	<b>2.25 (9.375%)</b> The student vaguely explains what s/he does and/or the selling proposition is not unique	<b>3 (12.50%)</b> The student clearly explains what s/he does and an effective unique selling proposition is included.
<b>The pitch explains the benefit to the listener (i.e., how his/her skills/expertise can benefit the listener).</b>	<b>0 (0.00%)</b> The pitch does not state or explain the benefit to the listener.	<b>1.5 (6.25%)</b> The pitch states that there is a benefit to the user but does not explain the benefit.	<b>2.25 (9.375%)</b> The pitch vaguely explains the benefit to the listener (i.e., how his/her skills/expertise can benefit the listener).	<b>3 (12.50%)</b> The pitch clearly explains the benefit to the listener (i.e., how his/her skills/expertise can benefit the listener).
<b>The student provides an "ask" (i.e., a call to action).</b>	<b>0 (0.00%)</b> The student does not provide an "ask"	<b>1.5 (6.25%)</b> The student provides an ask, but it is inappropriate or unrealistic	<b>2.25 (9.375%)</b> The student provides an appropriate "ask," but it is vague or unclear.	<b>3 (12.50%)</b> The student provides a clear and appropriate "ask" (i.e., a call to action).
<b>The Elevator Pitch leaves the listener hooked.</b>	<b>0 (0.00%)</b> The Elevator Pitch is received negatively by the listener.	<b>1 (4.16666%)</b> The Elevator Pitch maintains the listener's attention but does not leave the listener hooked.	<b>1.5 (6.25%)</b> The Elevator Pitch is effective, but likely to be forgotten quickly.	<b>2 (8.33333%)</b> The Elevator Pitch leaves the listener hooked.
<b>The student displays passion in his/her Pitch.</b>	<b>0 (0.00%)</b> The student lacks passion in his/her pitch.	<b>1 (4.16666%)</b> The student shows little passion in his/her pitch OR the passion shown is clearly fake.	<b>1.5 (6.25%)</b> The student displays some passion in his/her pitch, but it is not consistent.	<b>2 (8.33333%)</b> The student displays passion in his/her Pitch. S/he clearly shows interest in his/her work.
<b>The Pitch is delivered naturally (i.e., it does not seem scripted and rehearsed).</b>	<b>0 (0.00%)</b> The pitch is not delivered naturally. It is read completely from a paper or device.	<b>1 (4.16666%)</b> The pitch is only partially memorized. Notes are referenced.	<b>1.5 (6.25%)</b> The pitch seems somewhat natural, but some parts seem scripted.	<b>2 (8.33333%)</b> The pitch is delivered naturally (i.e., it does not seem scripted and rehearsed).
<b>Clear, correct, and appropriate language is used in the Elevator Pitch. The student speaks clearly, evenly (good pace), and with appropriate voice inflection (tone).</b>	<b>0 (0.00%)</b> The student does not speak clearly, correctly, and appropriately. The student is difficult to understand.	<b>1 (4.16666%)</b> Many problems with clarity, correctness, pace, and/or tone.	<b>1.5 (6.25%)</b> Some problems with clarity, correctness, pace, and/or tone.	<b>2 (8.33333%)</b> Clear, correct, and appropriate language is used in the Elevator Pitch. The student speaks clearly, evenly (good pace), and with appropriate voice inflection (tone).

Name: S19 - Individual Assignment: Final (Revised) Elevator Pitch Video

[Exit](#)



# Science of People\*

with Vanessa Van Edwards