

To: [esp@engineering.utoronto.ca](mailto:esp@engineering.utoronto.ca)

From: \_\_\_\_

*Note: CC the entire team*

Subject: PR Regrade Request - Team 121 - Tutorial 125

Hello,

I hope this email finds you well. My team (121) wants to request a regrade for our PR document since the mark we received (70%) does not reflect the feedback and comments given.

In fact, on the document itself as well as during the PR debrief, the TA had praised our work on several sections of the document, including the Problem Statement, Service Environment, Stakeholders, and Functions (See Figure 1 below).

Criticism was essentially only given for the Objectives, Constraints, and Introduction/Conclusion, and even then, our TA believed we had some good metrics (See Figure 1 below). Additionally, our constraints were all measurable and were backed by credible sources, evident in our documentation, thus, there appears to be a rubric mismatch for this item.

Furthermore, the TA did not point out any inconsistencies with our formatting, yet the C9 rubric item was marked as 'meets expectations' which should only be the case had we made some inconsistent formatting issues. As for the C12 and C13 rubric items, the TA had no issues with these areas of our document and thus, these should have contributed positively to our grade.

To summarize, we believe that many parts of our document, which we did well in, were not factored in when our PR was graded. A grade of 70% is an indication to our team that we are only borderline meeting the expectations of this course, if at all, which is not evident from the feedback we received in addition to the lack of comments and justification given for several items on the rubric.


Please find our PR document as well as the PR rubric attached to this email.

Thank you for your time and consideration.

**Warrick Tsui**

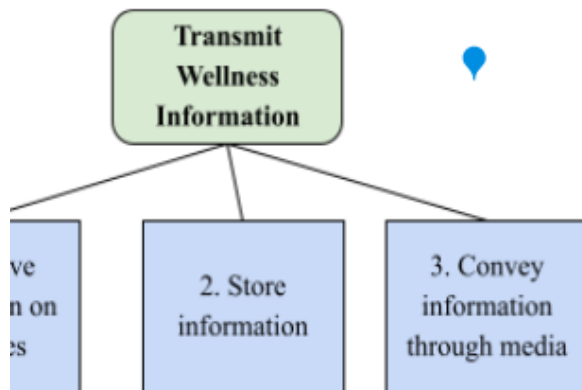
Team 121, Tutorial 125

	Design Impact
rs are ig in ix E).	
roduces a endix B).	
verhead	The client desires improved soundproofing and lighting system (Appendix C) [1].

**Jenny Wei**  
Nice work on this research

	<b>Impact</b> <i>The room can:</i>
	Economic: be a temporary office for coordinators to organize events inside, creating job opportunities
e	Social: host events and aid the groups' mental health commitments

7



natural grains and one, concrete, brick, like material [16]	Material type
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Jenny Wei

Good list of stakeholders, could be narrowed down and organized more concisely

Jenny Wei

Good job iterating on functions based on feedback

Jenny Wei

Good metric

Figure 1: Comments from the TA on our PR document.

**IMPORTANT: ATTACH THE FOLLOWING AS PDFS/IMAGES:**

- The PR document that was submitted to our TA
- The PR rubric supplied by the marker (below as images)

[Close Rubric](#)

Project Requirements Rubric				
Criteria	Ratings			
C 1: Introduction and Problem Statement <a href="#">view longer description</a>	<b>Exceeds (Meets expectations +)</b>  Gives a clear context to situate the project, introduce the client, and identify an engineering "need," gap and scope.	<b>Meets</b>  Transforms client "want" into solution-independent client "need," identifies gap and scope.	<b>Below</b>  May fail to introduce client and project, miss gap or scope, and/or may contain irrelevant information.	<b>Fails</b>  Adds no value either due to research or thought on the project.
C 2: Service Environment <a href="#">view longer description</a>	<b>Exceeds (Meets expectations +)</b>  Evidence of significant research and thought.	<b>Meets</b>  Identifies relevant factors related to where design will operate.	<b>Below</b>  Random list with some relevant, some irrelevant factors.	<b>Fails</b>  Superficial, more "common sense" and guesswork than research and analysis. Describes how the design will operate instead of the Service Environment itself.
C 3: Stakeholders <a href="#">view longer description</a>	<b>Exceeds (Meets expectations +)</b>  Insightfully views project from alternate perspectives, comprehensively explaining how they will be affected.	<b>Meets</b>  Identifies specific people and organizations that may be affected positively or negatively by the design.	<b>Below</b>  Identifies some people and organizations that may be affected positively or negatively by the design. Stakeholders are generic (i.e., Environmentalists).	<b>Fails</b>  Superficial, more "common sense" and guesswork than research and analysis.
C 4: Functions <a href="#">view longer description</a>	<b>Exceeds (Meets expectations +)</b>  Functions maximize design space within the boundaries the scope.	<b>Meets</b>  Correctly identifies primary function; When appropriate identifies secondary functions.	<b>Below</b>  Superficial, more the result of "common sense" than clear engineering analysis.	<b>Fails</b>  Vague, confuses functions with results, means, objectives, or constraints.
C 5: Objectives <a href="#">view longer description</a>	<b>Exceeds (Meets expectations +)</b>  Evidence of significant research and thought.	<b>Meets</b>  All objectives have credible, measurable metrics and goals.	<b>Below</b>  Some objectives are measurable. Metrics and goals lack credibility.	<b>Fails</b>  Most objectives lack meaningful metrics and or goals.
C 6: Constraints <a href="#">view longer description</a>	<b>Exceeds (Meets expectations +)</b>  Evidence of significant research and thought.	<b>Meets</b>  All constraints have credible, measurable limits.	<b>Below</b>  Some constraints are measurable. Metrics and limits lack credibility.	<b>Fails</b>  Constraints lack meaningful metrics and limits.

<p>C 7: Executive Summary <a href="#">view longer description</a></p>	<p><b>Exceeds (Meets expectations +)</b></p> <p>Synthesizes key points of report into an brief, stand-alone and comprehensive summary that shows how key aspects of the project are related.</p>	<p><b>Meets</b></p> <p>Is an accurate, stand-alone representation of key points of the project, as represented in the report.</p>	<p><b>Below</b></p> <p>Follows structure of report without effectively emphasizing key aspects and/or showing the important relationships between sections of the report.</p>	<p><b>Fails</b></p> <p>Misses key points, acts more as an introduction than Executive Summary. Not stand-alone (dependent on report to be understood).</p>
<p><b>Comments</b></p> <p>Exec summary should summarize findings from all major sections of the report and only contain information already discussed in the main report.</p>				
<p>C 8: Quality of research, claims and argument <a href="#">view longer description</a></p>	<p><b>Exceeds (Meets expectations +)</b></p> <p>A clearly systematic approach was used and so the reference list is, in itself, a guide to good information. Claims are supported with clear explanation and a variety of appropriate sources.</p>	<p><b>Meets</b></p> <p>Sources and claims are mostly credible and well explained. Research is all documented correctly in IEEE format.</p>	<p><b>Below</b></p> <p>Sources indicate no systematic approach to information finding, and some claims lack sufficient support and explanation, or are confusing.</p>	<p><b>Fails</b></p> <p>Poor quality sources which add very little value. Claims are poorly supported or not supported. Report may be contradictory.</p>
<p>C 9: Communication and Formatting Requirements <a href="#">view longer description</a></p>	<p><b>Exceeds (Meets expectations +)</b></p> <p>Without Issue: clear headings, proper figure labels and captions, consistent style, grammatically correct, no proofreading errors.</p>	<p><b>Meets</b></p> <p>Inconsistent: some unclear headings, improper figure labels and captions, inconsistent style, grammatically incorrect, proofreading errors.</p>	<p><b>Below</b></p> <p>Inconvenient (sometimes difficult to read) due to unclear headings, improper figure labels and captions, inconsistent style, grammatically incorrect, proofreading errors.</p>	<p><b>Fails</b></p> <p>Unprofessional: difficult to read due to unclear headings, improper figure labels and captions, inconsistent style, grammatically incorrect, proofreading errors.</p>
<p>C 10: Introductions (to sections) and Conclusion <a href="#">view longer description</a></p>	<p><b>Exceeds (Meets expectations +)</b></p> <p>All claims are insightful and show great understanding of how to apply course concepts to this specific project.</p>	<p><b>Meets</b></p> <p>All claims are specific to this project, and explained.</p>	<p><b>Below</b></p> <p>Claims are specific but lack explanation.</p>	<p><b>Fails</b></p> <p>Non-existent, generic, simply repeating course concepts without explanation.</p>
<p>C 11: Clarity, concision and carefulness of writing <a href="#">view longer description</a></p>	<p><b>Exceeds (Meets expectations +)</b></p> <p>Near perfect for clarity, concision, and professionalism. Ready for release in industry.</p>	<p><b>Meets</b></p> <p>Near to industry standards. Not perfect, but only limited issues with clarity, concision, and professionalism.</p>	<p><b>Below</b></p> <p>Attempt to be clear, concise, and professional, succeeds most of the time.</p>	<p><b>Fails</b></p> <p>Writing is excessively wordy, imprecise or unprofessional.</p>
<p>C 12: Visual and diagrammatic communication <a href="#">view longer description</a></p>	<p><b>Exceeds (Meets expectations +)</b></p> <p>Visuals show careful and deliberate intention and are excellently designed to meet communicative needs.</p>	<p><b>Meets</b></p> <p>Visuals are well-suited (apt) to communicative purpose.</p>	<p><b>Below</b></p> <p>Visuals included but do not add much to meaning, and/or sometimes detract from meaning</p>	<p><b>Fails</b></p> <p>No visuals used or they are used such that they detract rather than add meaning.</p>
<p>C 13: Multimodality: Cohesion of document and integration of modes <a href="#">view longer description</a></p>	<p><b>Exceeds (Meets expectations +)</b></p> <p>Modes support and complement each other, expanding their meaning. Visuals and text are excellently integrated and produce a seamless reading experience.</p>	<p><b>Meets</b></p> <p>Document is cohesive and has effective flow. Meaning is aided by organization and modes show deliberate care in how they are used. Visuals and written text are complementary to each other.</p>	<p><b>Below</b></p> <p>Document is confusing and shows a lack of deliberate care in how different modes convey meaning.</p>	<p><b>Fails</b></p> <p>Document is incomplete, and/or a confusing mass of disjointed claims and clashing modes that are difficult to connect.</p>