

Class 13

1. Graphing with Mathcad (30 min)

- Have students work the problem before graphing in Mathcad (Slide 1)
- Introduce graphing in Mathcad. If possible, do a live demo.
 - o Use the Chart Component Feature.
 - o You can mention the plot tool, but this is not preferred.

2. Work Engineering Economics Problem (20 min)

- Use the problem from the powerpoint or work problems from old exams.

3. Project Descriptions (5min)

HW 13 asks each group to submit information related to their project for the Expo program through a google form.

Pull up the form and talk through it with them.

EVERY group must submit this information. It is critical to have this not only for the program, but to ensure they each get an assigned table at the expo.

Emphasize the importance that the groups think through how they want their project to be described in the program. Faculty, judges, and their peers will use this information to learn about the projects at the expo. They need to use clear language with proper grammar and no spelling errors. Their descriptions will not be edited and therefore will reflect poorly on them if they do not provide good descriptions.

Also, **emphasize the importance of following the directions of the form**. When listing things like team member names and sensor/devices used they should list the items separated by commas and no use and for the final list item.

Also remind them to ensure the team member names are all correctly spelled.

4. Design Project Requirements (20 min)

Go over key dates and deadlines.

Be sure to communicate with the students how you want the different assignments turned in (moodle vs email).

Remind the students to submit their project information on the google form found in HW 13.

Review Expo schedule.

Describe the requirements for the Project Journal and Design Video.

1. Discuss Presentations at the Freshman Design Expo (25 min)

- Show the students the grading rubric.
 - Emphasize the main components being graded.
- Introduce the concept of an elevator pitch.
- They do not have to use the elevator pitch during their presentation, but it is a good exercise in thinking through how to clearly present what their project is and why the judges should listen.
- Play the video on elevator pitches (video included in slides).
- Mention that each group will need to elect one person to give an elevator pitch on their project in front of the class next time.

- Although only one person is presenting the elevator pitch that does not mean this is an assignment for only that one student. The entire group should help formulate the elevator pitch and listen to it before class to provide input and feedback.
- When presenting the elevator pitch all group members will stand together. This will help them practice actively listening when another member of the group is speaking.
- No winging it!

5. Project Work (remaining time, if any)

If the groups finish presenting before class time is over, allow them to use the classroom equipment to work on their projects.