Straight-Run Car with Speed Control…

through Storytelling

This week, you are allowed to create a group video following your work on Storytelling from the prelab. Begin by discussing your individual answers from prelab. Use them to develop bullet points for your own video.

## Team Report Submission

Discuss your prelab answers to questions 2 through 5, then, as a team, create a new answer to question 5 that is strengthened by the team discussion. You will submit that bulleted list along with a short description of what how the team discussion improved the video plan.

## Team video submission

Follow Freytag’s pyramid of storytelling as planned in your prelab. Feel free to exaggerate as you “sell” engineering to a new cohort of ECE 110 students!

A single video may be submitted for the entire team.

Furthermore, as a team, you are each responsible for ensuring that every team member is successful in this endeavor. The entire team will stand to lose significant points for a team member left behind.

In your video, make sure you

* State names of all team mates who contributed and your lab section.

Videos of 3-5 minutes in length are anticipated, but you may vary outside of this range if you believe it adds value. The next page provides a grading rubric. A video may be short and concise without penalty. A very-long video is often poorly conceived.

**Video Grading Rubric**:

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Full credit** | **Partial credit** | **No credit** |
| **Audience** | Video makes full consideration of the intended audience; technical jargon is minimal (and explained when used) and all concepts are clearly explained; the use of technology (oscilloscope, schematics, theories) should impress but not overwhelm | Video makes some consideration of the intended audience; some concepts are clearly explained, but others are not and/or technical jargon is overused | Video makes no consideration of the intended audience; presentation is filled with jargon and complicated concepts that aren’t explained |
| **Narrative Arc** | Strong narrative arc; video sets up a clear problem at the beginning and solves that problem at the end | Weak narrative arc; solution is introduced at the end, but the problem is not clearly defined at the beginning | No narrative arc; video makes no attempt to delay revealing of the solution, no problem is defined |
| **Building Intrigue** | A clear attempt is made by the video to spark interest or excitement around the project and engineering in general | A weak attempt is made by the video to spark interest; the excitement may come through at some moments, but fall flat at others | No attempt is made to spark interest or excitement in the project |