

# G52GRP 2012–2013: Lecture 8

## *Report Writing and Peer Marking*

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# This Lecture

- Writing tips
- Notes on citations
- Peer assessment

# Reports

- Final reports due **22 March 2013**.
- One common final group report and individual reports.
- Two hard copies and one electronic copy of group report.
- One electronic copy only of individual report.
- Study the G52GRP Student Handbook very carefully regarding the hand in procedures. There are some caveats, especially regarding the electronic hand in.

# General Writing Tips (1)

- Make sure you read the G52GRP Student Handbook for
  - expected content
  - suggested structure
  - size restrictions

(Applies to both group and individual reports.)

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  - Ensures consistency (typesetting, layout, style of figures, language, ...) and cohesiveness (that everything fits together)



# Notes on the Editor Role

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- The Editor should not be expected to do “all the work”: each writer should be prepared to edit their contributions until the Editor approves content, style, length, . . .
- While the Editor shouldn’t be a “dictator”, investing him/her with a fair amount of power in editorial questions is likely a good idea.

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You only have **7000–8000 words** (20–25 pages).

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  - Recommended: Lyn Dupré. BUGS in Writing: A Guide to Debugging Your Prose. Addison Wesley, 1998.



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- Swap sections among the group members for proof reading.

# Typesetting and Layout (1)

- Keep it simple
- Number chapters, sections, figures, examples, pages.
- Include a table of contents.
- Use typographical devices like lists where this helps giving structure to the text and getting your message across.

# Typesetting and Layout (2)

- Adopt proper typographical conventions. E.g.:
  - Correct typesetting of mathematics
  - Program code and code fragments in a typewriter font.
  - Use *italic* (or possibly **bold**) for emphasis. Don't underline.
  - Don't underline headings. Ugly!

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  - Don't underline headings. Ugly!
- If you want to achieve truly professional results with relative ease, consider using LaTeX. (Somewhat steep learning curve, though.)

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  - Ask yourselves: ***Would your fellow CS students understand?***
- Aim to make the report reasonably self-contained.
- Do use pictures, diagrams, examples to help getting your message across. (But avoid gratuitous decoration!)

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    - ***What is the message?***
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  - Do use appendices for bulky material that is mainly needed for reference.
- Make sure you use citations to:
  - correctly attribute sources
  - support your arguments and claims.

# Citations (1)

- Author-date (or “Harvard style”) referencing is a good style:
  - “(Smith 2008)” or “(Smith 2009a, p. 1)”, if citation not grammatically part of the sentence,
  - “Smith (2008)” or “Smith (2009a, p. 1)” if it is.

See [http://en.wikipedia.org/wiki/Parentetical\\_referencing](http://en.wikipedia.org/wiki/Parentetical_referencing).



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- **Sort** the list of references alphabetically by author(s), and year.

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- Another alternative is alphanumerical keys systematically made up of letters from the author(s) last name(s) and publication year (“AMS style”, “Authorship trigraph”). Easier to maintain by hand.

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Be aware that using a citation as part of a sentence is considered bad style:

- **BAD**

- In (Smith 2008) it is claimed ...
- In [2] it is claimed ...
- In [Smi08] it is claimed ...

- **GOOD**

- Smith (2008) claims ...
- Smith [2] claims ...
- Smith [Smi08] claims ...

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- Consider using an **On-demand Archiving System** such as WebCite,  
<http://www.webcitation.org/>:
  - free(!)
  - archives the web page in question
  - provides a stable URL to the archived copy

# Recap: G52GRP Assessment (1)

## Collective Group Mark

Task	Marks [%]
Interim Group Report	20
Final Group Report	30
Software	20
Open Day	15
Presentation Day	15

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**Peer assessment** used to distribute the Collective Group Mark amongst the members, yielding **Individual Mark for Group Work**.

# Recap: G52GRP Assessment (2)

## Overall Individual Mark

<b>Task</b>	<b>Marks [%]</b>
Individual Mark for Group Work	80
Individual Report	20

# Recap: G52GRP Assessment (3)

Main parts of the Individual Report:

- Summary of own individual contribution project.
- Reflection on the project and own role within it.
- Peer assessment.

See the blog entry

<http://www.webcitation.org/66Tn1A07Q>  
by a student for an example of reflection (by no means “perfect”).

# Peer Assessment (1)

Each group member evaluates all other group members along a number of dimensions:

- Research and Information gathering
- Creative input
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The assessments are part of the individual report and ***in strict confidence.***

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- An **Individual Received Numerical Peer Rating** (IRNPR) is computed for each group member. This is a weighted average of all received ratings from the peers.
- The average IRNPR is computed for each group.
- The **Individual Mark for Group Work** is finally computed by scaling the the Collective Group Mark according to how much above or below the group average each individual's IRNPR is.

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- Suppose further that the IRNPRs are 75, 65, 55, 55, 50.
- The average IRNPR for this group is thus 60.
- The Individual Marks for Group Work would then be along the lines 75, 68, 62, 62, 59.

Note that the **average** of the Individual Marks for Group Work **equals** the Collective Group Mark.

# Peer Assessment Form

	None	Lacking	Adequate	Good	Excellent
Research & information gathering					
Creative input					
Co-operation within group					
Communication within group					
Concrete contribution <sup>a</sup>					
Attendance at meetings					

## Justification of assigned ratings:

Concrete contribution: Quality and quantity of concrete contribution to *group deliverables*: writing, coding, testing, open day display, preparations for presentations, etc.

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## Justification of assigned ratings:

Concrete contribution: Quality and quantity of concrete contribution to *group deliverables*: writing, coding, testing, open day display, preparations for presentations, etc.

***Note: a written justification is also required.***

# How to Interpret the Form? (1)

- **Adequate** signifies having performed as well as can be expected. For example, a member who:
  - carried out a fair share of the work (**9h/week!**)
  - were reasonable, approachable, friendly
  - attended most meetings, mostly on-time, absent only with good cause.

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- **Good** and **Excellent** signify performance above and much above this level, respectively.
- **Lacking** and **None** signify performance below and much below this level, respectively.

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- It is not uncommon that a couple of peers excel in one or two respects.
- It would be **unusual** for a peer of yours to be excellent in all respects.
- It would be **very unusual** for all of your peers to be excellent in all respects.

# How to Interpret the Form? (3)

Assesment of a typical group mate:

	None	Lacking	Adequate	Good	Excellent
Research & information gathering			x		
Creative input		x			
Co-operation within group			x		
Communication within group					x
Concrete contribution			x		
Attendance at meetings				x	

## Justification of assigned ratings:

John generally pulled his weight throughout the project, delivering his fair share of work to a good standard in a timely way. However, he did take a bit of a backseat in the design discussions. On the other hand, he later greatly facilitated communication within the group. He missed a few meetings, but always with good cause.

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  - **adjust** individual peer ratings as necessary, or
  - **disregard** all peer ratings and assign individual marks directly.

# Vetting of Peer Assessment (2)

Thus far, with only minor exceptions, it has not been necessary to interfere with the peer assessment.



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. . . but the Open and Presentation days are **after** the Easter break!

So, what if someone does a **lot better or worse** than earlier **during the very last part** of the project???

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- Deadline: **18:00 on Presentation Day**.
- See the G52GRP Handbook for details.

# Looking Ahead

- There may be one further guest lecture. TBD.
- The final support lecture before the Easter break will cover points related to the Open Day (8 May 2013) and the Presentation Day (10 May 2013).
- In particular, the lecture will cover what you need to know for getting your one A1 poster printed.
- Date: **4 March**