This Lecture

• Writing tips
• Notes on citations
• Peer assessment

Reports

• Final reports due 1 April 2011.
• 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.)
General Writing Tips (2)

• Appoint an Editor:
  - Overall responsibility for document
  - Integrates contributions from all other writers
  - Ensures consistency (typesetting, layout, style of figures, language, ...) and cohesiveness (that everything fits together)

Notes on the Editor Role

• 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.

General Writing Tips (3)

• Allow plenty of time: very hard for most people to write a really good report at the last minute.
  - Iterate: go over the text again and again, trying to identify exactly what the message is of each piece of text, and then how to express that clearly and succinctly.
  - Try to get feedback from outside the group, e.g. supervisor and friends.

Language

• Do use a spelling checker! (Obvious, but ...)

  • Strive for a clear language, appropriate in style for a technical document:
    - Prof. David Brailsford’s do’s and don’ts: /cs/documents/teaching/G51SCI/-grammar.pdf (on UNIX servers).

  • 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.

**Content (1)**

- Keep your audience in mind!
  - In this case, you are writing for a general CS audience.
  - 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!)

**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!
- If you want to achieve truly professional results with relative ease, consider using LaTeX. (Somewhat steep learning curve, though.)

**Content (2)**

- Keep your writing focused!
  - Make sure *everything* you include is necessary and relevant:
    - *What is the message?*
    - *How does it contribute to the whole?*
  - Do use appendices for bulky material that are 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 isa 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/
Parenthetical_referencing.
- Sort the list of references alphabetically by
author(s), and year.

Citations (2)

- Numerical keys in square brackets (“[3]”) is an
alternative, but hard to maintain by hand as
number change when additions are made to
the list of references.
- 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.

Citations (3)

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 [Smi08] claims . . .

Citing URLs

If you must cite web pages:
- Give URL along with date when the page was
accessed.
- 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

<table>
<thead>
<tr>
<th>Task</th>
<th>Marks [%]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interim Group Report</td>
<td>20</td>
</tr>
<tr>
<td>Final Group Report</td>
<td>30</td>
</tr>
<tr>
<td>Software</td>
<td>20</td>
</tr>
<tr>
<td>Open Day</td>
<td>15</td>
</tr>
<tr>
<td>Presentation Day</td>
<td>15</td>
</tr>
</tbody>
</table>

*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

<table>
<thead>
<tr>
<th>Task</th>
<th>Marks [%]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Mark for Group Work</td>
<td>80</td>
</tr>
<tr>
<td>Individual Report</td>
<td>20</td>
</tr>
</tbody>
</table>

Peer Assessment (1)

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

- Research and Information gathering
- Creative input
- Co-operation within group
- Communication within group
- Concrete contribution
- Attendance at meetings

The assessments are part of the individual report and *in strict confidence*.

Peer Assessment (2)

The peer ratings are used as follows:

- 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 Collective Group Mark according to how much above or below the group average each individual’s IRNPR is.
Peer Assessment (3)

Example:
- Suppose that the Collective Group Mark is 65.
- 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.

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
  - were reasonable, approachable, friendly
  - attended most meetings, mostly on-time, absent only with good cause.
- **Good** and **Excellent** signify performance above and much above this level, respectively.
- **Lacking** and **None** signify performance below and much below this level, respectively.

Peer Assessment Form

<table>
<thead>
<tr>
<th>Research &amp; information gathering</th>
<th>None</th>
<th>Lacking</th>
<th>Adequate</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creative input</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Co-operation within group</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication within group</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Concrete contribution</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attendance at meetings</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.**

Vetting of Peer Assessment (1)

- The peer assessments are vetted by the supervisor to ensure the process has been carried out in a fair and serious manner.
- If there is reason to believe this is not the case, the supervisor will discuss with the module convener, and together they can decide to:
  - **adjust** individual peer ratings as necessary, or
  - **disregard** all peer ratings and assign individual marks directly.
Revised Peer Assessment (1)

Peer assessment is done as part of the individual report, handed in before the Easter break . . .

. . . 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???

Revised Peer Assessment (2)

- Peer assessment can be revised once IF a substantial change is necessary.
- Substantial means $\geq 3$ “points”.
- Revisions have to be thoroughly justified.
- Revisions are subject to vetting, as before.
- Deadline: 18:00 on Presentation Day.
- See the G52GRP Handbook for details.

Looking Ahead

- The final support lecture before the Easter break will cover points related to the Open Day (4 May 2011) and the Presentation Day (6 May 2011).
- In particular, the lecture will cover what you need to know for getting your one A1 poster printed.
- Exact date: TBA