

G52GRP 2010–2011: Lecture 5

Report Writing and Peer Marking

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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.

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This Lecture

- Writing tips
- Notes on citations
- Peer assessment

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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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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)

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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.

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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.

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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’t’s: [/cs/documents/teaching/G51SCI/-grammar.pdf](#) (on UNIX servers).
 - Recommended: Lyn Dupré. *BUGS in Writing: A Guide to Debugging Your Prose*. Addison Wesley, 1998.
- Swap sections among the group members for proof reading.

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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.

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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!)

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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.)

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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.

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

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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.

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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 [2] claims ...
 - Smith [Smi08] claims ...

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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

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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 |

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

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Recap: G52GRP Assessment (2)

Overall Individual Mark

| Task | Marks [%] |
|--------------------------------|-----------|
| Individual Mark for Group Work | 80 |
| Individual Report | 20 |

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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**.

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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 the Collective Group Mark according to how much above or below the group average each individual's IRNPR is.

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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.

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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.

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Peer Assessment Form

| | None | Lacking | Adequate | Good | Excellent |
|------------------------------------|------|---------|----------|------|-----------|
| Research & information gathering | | | | | |
| Creative input | | | | | |
| Co-operation within group | | | | | |
| Communication within group | | | | | |
| Concrete contribution ^a | | | | | |
| 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.

Note: a written justification is also required.

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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.

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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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Revised Peer Assessment (2)

- Peer assessment can be revised **once IF a substantial change is necessary**.
- Substantial means ≥ 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.

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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???

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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**

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