Title [1, p. 19]

First name, Last name (Student ID)  
IFN703/4 Assessment 1

# Abstract [1, Ch. 3]

This is a template for IFN703/4 Assessment 1, a *“Written project plan providing a description of the background, aim, significance, expected deliverables and development schedule of the project.”*

You should use the style and format of this template to present your own content.

In general, your report should conform to the Research Proposal style set out by Silyn-Roberts [1, Ch. 5] (note that this reference is available from the QUT library) including:

* a Title [1, p. 19]
* an Abstract [1, Ch. 3]
* an Introduction [1, p. 28]
* a Literature Review [1, Ch. 4]. This is relevant to defining the project scope and could include review of methods as well as the topic domain
* the body of the report, in which you should present your
  + Project definition: what you intend to do,
    - e.g., a *“...description of the expected stages of the research and an outline of the techniques you expect to use during each one. It may be effective to describe each expected stage and its procedures under an appropriate series of headings”* [1, Ch. 5]
  + Project plan: how you intend to do it (your project)
    - *“For those topics that are less well defined (such as Ph.D. projects and projects where you will follow research leads and possibly construct equipment or devise methods of which you may not have any clear idea at present):  
      State clearly how you propose to tackle the first stages of the project.*

*Then follow with a reasoned description of the framework that the research is likely to follow and the possible procedures that may be needed.”* [1, Ch. 5]

* + Time planning [1, p. 33]
* References [1, Ch. 15], [2]
  + Please use IEEE style referencing
  + We strongly encourage using bibliography management software (e.g., [Zotero](https://www.zotero.org/) [3]) to automate citation and bibliography generation.

# More guidance for your project plan

This purpose of your plan is

* to show that you have a clear idea of previous work in the area, the research problem and the procedures you will use to tackle it
* to convince someone else (e.g., your client/collaborator/partner) that your work will be of value.

*“Design your [proposal] with both specialists and non-specialists in mind”* [1, p. 78]

* *"Embedding your detail within a framework of cleverly designed headings, subheadings and listed points will make it much more easily accessible to all your assessors, both specialist and non-specialist.*
* *It is a much greater achievement to be able to design a readily navigable document with a clear logical pathway – the red thread – through it, than to bombard your assessors with solid detail"*

## Use of Microsoft Word styles

**Please use, but do not change the styles of this template in your report**. They are deliberately plain.

If you do not know what Microsoft Word® styles are, or how to use them, please visit <https://support.office.com/en-us/article/Style-basics-in-Word-d382f84d-5c38-4444-98a5-9cbb6ede1ba4>.

## Length of report

Your plan should be as long as you think you need to successfully communicate your intentions. It is important that your plan has a logical flow of ideas, i.e., tells a meaningful "story". You should strike an effective balance between detail and meaning... and the reader's attention span. Our guess is that this will involve around 5-10 pages of text references, appendices and figures.

## Use of figures and tables

Microsoft Word® is good at many things. Unfortunately, placing figures and tables is not one of them. Our advice is to place figures and tables after you are satisfied with the text.

Follow Silyn-Roberts’ [1] guidelines on Illustrations for figures (p.44) and tables (p.47). All figures and tables should be captioned using Word’s captioning (see <https://support.office.com/en-us/article/Add-captions-in-Word-82fa82a4-f0f3-438f-a422-34bb5cef9c81>) like this:

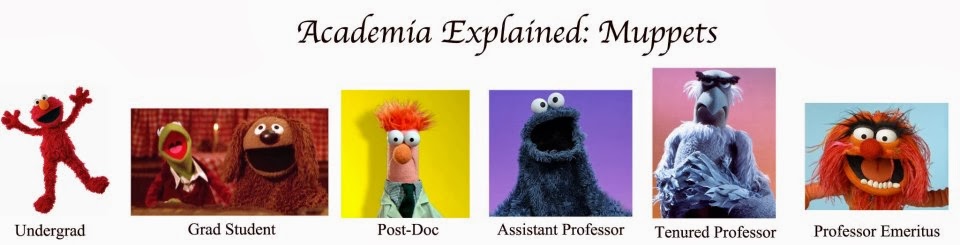


Figure . Academics come in all shapes and sizes; however, they are generally not as funny as Muppets.

|  |  |  |
| --- | --- | --- |
| Academic Level | Title | Analogous Muppet |
| A | Associate Lecturer | Robin (Kermit’s nephew) |
| B | Lecturer | Scooter |
| C | Senior Lecturer | Fozzie Bear |
| D | Assistant Professor | Cookie Monster |
| E | Professor | Sam the Eagle |

Table . Existing academic-Muppet analogues (Levels D and E) plus conjectured analogues (Levels A-C) for the Australian academic system.

## Use of bulleted lists

Bulleted lists should use the basic Word style as follows:

* First level item
  + Second level item
* First level item.

## Use of numbered lists

Numbered lists should use the basic Word style as follows:

1. First level item
   1. Second level item
2. First level item.

## Headers and footers

Please replace the existing page header with the title of your report, or a shortened version thereof.

Please do not change the page footer.

## How to help readers navigate their way through your document

Silyn-Roberts [1, p. 11] has useful advice on this topic suggesting that the document and its sections start and end with information that is brief, focused and concise.

# References

[1] H. Silyn-Roberts, *Writing for science and engineering: papers, presentations, and reports*, Second edition. Amsterdam: Elsevier, 2013.

[2] ‘QUT cite|write - QUT cite’. [Online]. Available: http://www.citewrite.qut.edu.au/cite/. [Accessed: 20-Jun-2016].

[3] Various authors, *Zotero*. Roy Rosenzweig Center for History and New Media, 2020.