

IRR CW1 Fuyao Liang s2071856

by Fuyao Liang

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IRR CW1 Submission Template

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1 Instructions

The process you should follow in completing this coursework is:

1. Look at the four Past IRR papers that are identified with a double asterisk (**) and pick the one that interests you most.
2. Read the rubric attached to this document. This describes the three criteria you will be using to grade your chosen IRR and for each criterion four grades are identified:
 - Unacceptable
 - Fair
 - Good
 - Excellent

Notice that this is a very coarse-grained approach to grading. This is because we believe this is about as fine as we can go and make meaningful distinctions. When IRR was first initiated it was on a Pass/Fail basis. The grading scheme is intended to provide more structured feedback so it is important you understand it and that is the purpose of this coursework.

3. Now read your chosen past IRR to review. As you read keep in mind the three criteria: Topic, Content, and Organisation that you are considering in the review. When something strikes you as good or bad in relation to these criteria make a note of it for future reference.
4. Once you have finished reading go back to the rubric and for each of the criteria make a decision on how you rate your chosen IRR against the grading criteria. Then edit this template to record your observations. It is fine to use bullet points. The justification part can include both positive and negative points. The points for improvement should generally notice a deficiency or potential improvement and suggest to the author what they might do to take account of your observation.
5. Once you have completed your edit of this document, then review what you have written to see that your observations are accurate.
6. Once you are happy with your work you are ready to submit.

2 Your Report

This is the section you should edit to form the report on the past IRR example you have chosen to review. This is intended primarily as a check that you understand what is expected of you in the IRR course and to gain credit for that understanding. **Length** is unimportant. We are not expecting a very lengthy report. Most of these example IRRs are very good or excellent work so do not worry if your report is quite positive, for many of these reports this is what we would expect.

2.1 Review of: IRR Example 15

Topic Selection: In this section you are considering the quality of the topic selection. You should read the rubric and see which of the four grades the Topic Selection in your chosen IRR matches best.

Grade: *Excellent*

Justification: The topic selection is excellent in these aspects:

- The topic of the paper is well defined by a clear and explainable thesis statement.
- The author chooses a specific aspect of NLP, which is the study of Ancient Egyptian, and thus narrows the focus of the paper.
- The focus of this paper is further narrowed by avoiding topics that are not related to NLP such as image recognition and data representation issues.
- In addition, the author also avert talking about the linguistics papers which could potentiality confuse the audience.
- The expected audience is well specified.
- The author provides a clear motivation and goal of this paper and gives reasonable explanation in the introduction.
- The author explains the topic and as well shows how he will demonstrate the NLP practice on Ancient Egyptian later in this paper.

Points for Improvement: The topic selection can be improved by:

- Instead of focusing on cultural background of Ancient Egyptian, providing more information about its semantic and morphology attributes of the language could show a strong connection towards NLP rather than linguistic in the introduction.



Content: In this section you are considering the quality of the content. Again, look at the rubric for the content criterion and choose a grade that best matches what you have read.

Grade: *Good*

Justification: The content is good in these aspects:

- The introduction presents a clue of what aspects will be discussed in this paper. In addition, the introduction also describes that the techniques in NLP will be assessed according to implementations, difficulties and their solutions. In this way, the content of this paper is related.
- From section 2.1 to 2.6, the author answers one question in NLP with one or more techniques, and assesses them through ways mentioned in the introduction, which builds the entire section 2 upon the introduction to provide a thorough explanation.

- From section 2.1 to 2.6, each section represents a more complicated stage of NLP, in this way, each section builds upon the previous sections, and together they provide a coverage of the question from shallow to deep.
- The summary points out the deficiencies of the NLP methods, and illustrates what possible improvements and adaptations could be done in the future.

Points for Improvement: The content can be improved by:

- In sections such as Corpora and Transliteration, where the author introduces multiple NLP techniques, use comparison between different strategies would provide more comprehensive understanding towards the techniques.
- Demonstrating the criteria of selecting the techniques could help audience realize why such techniques are effective and progress-making.

Organisation: In this section you are considering the quality of the overall organisation of the IRR. Again, look at the rubric for the organisation criterion and choose a grade that best matches what you have read.

Grade: *Good*

Justification: The organisation is good in these aspects:

- The introduction shows what will be discussed and answered, and how this paper will be organized.
- Each section from 2.1 to 2.6 gives explicit description of the techniques used in NLP practice, in addition, the author also provides detailed analysis and explanation about how the techniques make progress, which answer the questions identified in the topic.
- The arguments are well organized. Each section only contains one topic, and the arguments follow the topic. In this way, it is convenient for audience to follow the arguments.

Points for Improvement: The organisation can be improved by:

- Section 2.1 is less relevant to NLP practice comparing to other topics in section 2. Language itself is less likely to be considered as an aspect of NLP. It would be easier to understand if the author would split this section and move the content about explaining the linguist attributes of Ancient Egyptian to another section or the introduction.

3 Rubric

This is a copy of the first three criteria of the rubric that will be used to assess your final IRR submissions. The full rubric has additional criteria that we are not asking you to consider in this exercise. The main point of this exercise is to ensure that you have a clear idea of the structure of an IRR and the criteria that will be used to assess your IRR.

Criterion	Unacceptable	Fair	Good	Excellent
Topic selection	Topic is very general and has no focus. Scope of the paper is so broad it is impossible to give proper treatment within the given length.	Student has narrowed the topic somewhat, but further work is necessary to clarify the question to be considered in the review.	Topic is specific enough that the student can give proper treatment within the given length. The question could still be further refined.	Topic of the paper is clearly defined. Research focus has been narrowed by specific criteria. Clear consideration of the question may be clearly given within the paper's length.
Content	Research articles reviewed are scattered and unrelated. There is no evidence of a systematic approach to the selection of papers to include.	Articles included in the review had some relation to each other and to the chosen topic but this relation is loose and somewhat unfocused.	Papers reviewed are cohesive and inter-related and are strongly related to the chosen topic. There is evidence of good coverage of the topic.	The articles reviewed are clearly inter-related and build upon each other to provide good coverage of the questions identified in the review.
Organisation	Writing is unclear. The purpose of the individual paragraphs is not obvious to the reader and the higher-level structure is not clear.	The purpose of individual paragraphs is mostly clear. Occasionally paragraphs contain more than one main idea or contain sentences unrelated to the main idea. Some support and flow among paragraphs. Reader has a fairly clear idea of what the writer intends.	Writing is organized to answer the research questions identified in the topic. Evidence is clearly presented, and conclusions are often soundly justified. The reader can follow the structure of the paper and understands the writer's intentions.	Writing is organized to answer the research questions identified in the topic. Evidence is clearly presented, and sound justifications are used to support conclusions that address the questions identified in the topic. The reader can easily follow the arguments.

ORIGINALITY REPORT

0%

SIMILARITY INDEX

0%

INTERNET SOURCES

0%

PUBLICATIONS

0%

STUDENT PAPERS

PRIMARY SOURCES

Exclude quotes On

Exclude bibliography On

Exclude matches < 10 words

FINAL GRADE

GENERAL COMMENTS

Instructor

65 / 100

PAGE 1

PAGE 2



Comment 1

and the reason for that would be...?

PAGE 3

PAGE 4

TOPIC CHOICE (26%)

50 / 80

This is the criterion considering the evaluation of the topic choice of the chosen sample IRR

UNACCEPTABLE (20)	The chosen grade deviates significantly from your assessment. The justification is either irrelevant or absent.
FAIR (50)	Either the chosen grade is at most one out or a coherent justification is given for the grade (even though the grade is wrong).
GOOD (65)	The grade is at most one out from your grade and the justification is coherent.
EXCELLENT (80)	The justification is strong and the grade matches the justification.

CONTENT (27%)

65 / 80

This is the criterion considering the evaluation of the content of the chosen sample IRR

UNACCEPTABLE (20)	The chosen grade deviates significantly from your assessment. The justification is either irrelevant or absent.
FAIR (50)	Either the chosen grade is at most one out or a coherent justification is given for the grade (even though the grade is wrong).
GOOD (65)	The grade is at most one out from your grade and the justification is coherent.
EXCELLENT (80)	The justification is strong and the grade matches the justification.

ORGANISATION (27%)

65 / 80

This is the criterion considering the evaluation of the organisation of the chosen sample IRR

UNACCEPTABLE (20)	The chosen grade deviates significantly from your assessment. The justification is either irrelevant or absent.
FAIR (50)	Either the chosen grade is at most one out or a coherent justification is given for the grade (even though the grade is wrong).
GOOD (65)	The grade is at most one out from your grade and the justification is coherent.
EXCELLENT (80)	The justification is strong and the grade matches the justification.

EXCEPTIONAL (20%)

20 / 80

This is the criterion recognising exceptional performance. It should be graded unacceptable unless the evaluation of the sample IRR demonstrates exceptional performance

UNACCEPTABLE (20)	Give this grade if the evaluation of the sample IRR is NOT out of the ordinary. There are no exceptional criteria in evidence
FAIR (50)	Give this grade if there is some evidence of using wider resources than those of the course
GOOD (65)	Give this grade if the evaluation shows evidence of synthesis of different courses to create the evaluation of the IRR
EXCELLENT (80)	Give this grade if the evaluation of the IRR is strikingly novel and surprises you and has high relevance to the evaluation task.