

# ENGR 401 Final Report 2017

**Deadline:** Sunday 11 June 2017, 24:00 (midnight)

**Value:** 20% of final grade (marks returned will be out of 100).

**Workload Estimate:** 10–12 hours

**Length Limits:** 2000 words  $\pm$  400 words (1600–2400 words).

**Submission:** ECS Submission System.

Your final assignment for ENGR 401 is to write a non-technical report. As indicated in Assignment 2, your final report could be a case study, or a business case, or supporting documentation for a pitch for funding, or a non-technical report for management or the public. There is no requirement that the topic and genre be the same that of your proposal. The topic can be technical, but the only requirement is that the genre of the final report (and presentation) need to be non-technical. This final assignment is intended to support Course Learning Objective 1 and, depending on the topic and genre chosen, one or more of Course Learning Objectives 2, 3 and 5.

You are expected to appropriately support your report with citations. The scheme required for citations is the IEEE Citation Reference scheme, available from <https://www.ieee.org/documents/ieeecitationref.pdf> (PDF; 451 KB).

The marking scheme appears below, with the supplemental guide to written communication assessment. Please submit your assignment as a PDF file with file name convention ENGR 401 Final Report *firstname lastname*.pdf where *firstname* and *lastname* are your first and last names.

## Marking Scheme for Final Report

| Trait  | Indicators  |
|--|---|
| Understand/state the problem, issue or situation                 | Succinctly and accurately explains and summarizes all key elements of the specific situation.   |
| Selects and interprets sources                                   | Makes thorough and accurate selection of relevant evidence/sources and interpret them accurately, convincingly and systematically.  |
| Uses the appropriate analytical technique to deliver an argument | The genre's technique/model/ framework is used correctly/appropriately for the method and data, with a "connected series of statements intended to establish a proposition" (i.e. an <i>argument</i> ). |
| Generate Results / Draw conclusions                              | Conclusions and/or solutions (depending on genre) are sensible, appropriate, and follow logically from the analysis and argument.   |
| Written Communication  | See the supplementary guide on the next page.   |

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### Written Communication Marking Scheme

| <b>Trait</b>   | <b>Excellent</b>   | <b>Good</b>   | <b>Satisfactory</b>  | <b>Unsatisfactory</b>   |
|--|--|---|--|---|
| <b>Technical writing skills:</b><br>Spelling, capitalisation, punctuation, grammar, general proofreading.            | No spelling errors, no discernible flaws in punctuation, grammar and sentence construction.  | Very few spelling errors, correct punctuation, grammatically correct, complete sentences.                         | Lapses in spelling, punctuation and grammar, but not enough to seriously distract the reader.                                | Numerous spelling errors, absent or incorrect punctuation, and/or severe grammatical errors.  |
| <b>Vocabulary:</b> Originality, breadth, variety and appropriateness.  | Sophisticated use of vocabulary, choice of words and discipline-specific terminology.  | Consistently appropriate vocabulary, consistently correct word choice and discipline-specific terminology.        | Generally appropriate vocabulary; not overly repetitive. Generally chooses correct words and terminology.                    | Excessively limited, inappropriate or repetitive vocabulary. Misuses words and discipline-specific terminology.                     |
| <b>Structure and style:</b><br>Document, paragraph and sentence structure, flow and layout, appropriate to audience. | Elegant and thoughtful sentence and paragraph construction, which enhances the reader's understanding.                                       | Variety of sentence construction; logical flow; style and structure appropriate for task, audience and genre.     | Not overly repetitive; some variety in sentence construction; generally flows well; some awareness of audience and genre.    | Repetitive and/or simplistic sentence structure; consistently disjointed, lack of flow; style/structure inappropriate for audience. |
| <b>Clarity and conciseness:</b><br>Answers the question, succinct, appropriate complexity.                           | Displays clarity of thought through a cogent argument focussed on the question, enlightening the reader.                                     | Argument is effectively conveyed, addressing the question in an easily understood manner.                         | Argument reasonably clear; occasionally misses the point but answers the question; not excessively elaborate or complicated. | Main point and/or argument confused or unclear. Irrelevant information, no transition between ideas. Unclear conclusion.            |
| <b>Academic integrity and Appropriate use of referencing</b>   | Sources and citations are carefully chosen to concisely support the work, and the IEEE referencing system is used skilfully and effectively. | Others' work acknowledged in-text and/or with citations. Uses IEEE referencing system consistently and correctly. | Other sources appear to be acknowledged. Uses IEEE referencing system but with occasional errors or omissions.               | Work appears to be not adequately referenced or attributed. Does not attempt to use IEEE referencing system.                        |