

Checklist for the course 2II75 – Business Process Simulation

Group number:

The following checklist has to be filled out and submitted together with the deliverables on all deadlines. Please fill out the green column only! You will receive feedback from the teacher in the right column and under “remarks”.

Formal requirements report

If the answer to the questions in the checklist is ‘yes’, please tick the square in the green column. If not, leave open.

| | Checklist | Student YES! | Teacher YES! | Remarks |
|------------------------------|--|--------------------------|--------------------------|---------|
| Cover page | Includes descriptive project title, author names, date, contact information. | <input type="checkbox"/> | <input type="checkbox"/> | |
| Summary | Provides a summary of the problem studied, model findings and conclusions. | <input type="checkbox"/> | <input type="checkbox"/> | |
| Table of contents | Lists section headings, figures and tables with corresponding page numbers. | <input type="checkbox"/> | <input type="checkbox"/> | |
| Introduction | Sets up the scene with background information on the system under study, the objectives of the project, and the problems to be solved. | <input type="checkbox"/> | <input type="checkbox"/> | |
| System description | Describes in detail the system to be studied, using prose, charts and tables. Include all relevant detail but no more. | <input type="checkbox"/> | <input type="checkbox"/> | |
| Input analysis | Describes empirical data collection and statistical data fitting. | <input type="checkbox"/> | <input type="checkbox"/> | |
| Simulation model description | Describes the modeling approach of the simulation model and outlines its structure in terms of its main components, objects and the operational logic. | <input type="checkbox"/> | <input type="checkbox"/> | |

| | Checklist | Student YES! | Teacher YES! | Remarks |
|--|--|--------------------------|--------------------------|---------|
| Verification and validation | Provides supportive evidence for model goodness via model verification and validation to justify its use in predicting the performance measures of the system under study. Address at least the following two issues: 1) Does the model appear to run correctly and to provide the relevant statistics (verification)? 2) If the modeled system exists, how close are its statistics to the corresponding model estimates? | <input type="checkbox"/> | <input type="checkbox"/> | |
| Output analysis | Describes simulation model outputs, including run scenarios, number of replications, and the statistical analysis of simulation-produced observations. | <input type="checkbox"/> | <input type="checkbox"/> | |
| Simulation results | Collects and displays summary statistics of multiple replicated scenarios. | <input type="checkbox"/> | <input type="checkbox"/> | |
| Suggested system modification (if any) | A common motivation for modeling an extant system is to come up with modifications in system parameters or configurations that produce improvements. Be sure to discuss the impact of suggested modifications by quantifying improvements and analyzing tradeoffs where relevant. | <input type="checkbox"/> | <input type="checkbox"/> | |
| Conclusions and recommendations | Summarizes study findings and furnishes a set of recommendations. | <input type="checkbox"/> | <input type="checkbox"/> | |
| Appendices | Contains any relevant material that might provide undesired digression in the report body. | <input type="checkbox"/> | <input type="checkbox"/> | |

English language requirements

If the answer to the questions in the checklist is 'yes', please tick the square in the green column. If not, leave open.

| | Checklist | Student YES! | Teacher YES! | Incorrect | Correct |
|-----------------------------------|--|--------------------------|--------------------------|---|--|
| <u>Paragraphs</u> | | | | | |
| General format | 1. Are the paragraphs English-style paragraphs (in the way the sentences are arranged) ? | <input type="checkbox"/> | <input type="checkbox"/> | <p><i>Drinking water is healthy.</i> <i>First of all, water cleanses the body and helps to transport waste products.</i> <i>In addition, it keeps the skin hydrated from within.</i> <i>Secondly, although many people do not realize this, a lack of water causes fatigue, resulting in reduced concentration.</i> <i>Finally, research done by American researchers showed that drinking water eliminates feelings of hunger.</i></p> | <p><i>Drinking water is healthy. First of all, water cleanses the body and helps to transport waste products. In addition, it keeps the skin hydrated from within. Secondly, although many people do not realize this, a lack of water causes fatigue, resulting in reduced concentration. Finally, research done by American researchers showed that drinking water eliminates feelings of hunger.</i></p> |
| | 2. Are the paragraphs long enough (not just one or two sentences?) | <input type="checkbox"/> | <input type="checkbox"/> | <p><i>Drinking water is healthy.</i> <i>Water cleanses the body and helps to transport waste products</i></p> | |
| Structure /unity /coherence | 3. Do the paragraphs have a clear topic sentence ? | <input type="checkbox"/> | <input type="checkbox"/> | <p><i>Water cleanses the body and helps to transport waste products. In addition, it keeps the skin hydrated from within. Secondly, although many people do not realize this, a lack of water causes fatigue, resulting in reduced concentration.</i> <i>Finally, research done by American researchers showed that drinking water eliminates feelings of hunger. Therefore, drinking water is one of the most vital things one can do for one's health.</i></p> | <p><u><i>Drinking water is healthy.</i></u> <i>First of all, water cleanses the body and helps to transport waste products. In addition, it keeps the skin hydrated from within. Secondly, although many people do not realize this, a lack of water causes fatigue, resulting in reduced concentration. Finally, research done by American researchers showed that drinking water eliminates feelings of hunger. Therefore, drinking water is one of the most vital things one can do for one's health.</i></p> |
| | 4. Does the rest of the paragraph explain or develop the idea expressed in the topic sentence? In other words, does the paragraph adhere to the rules of unity ? | <input type="checkbox"/> | <input type="checkbox"/> | <p><i>Drinking water is healthy. First of all, water cleanses the body and helps to transport waste products. In addition, it keeps the skin hydrated from within. Water needs to be purified before it can be consumed, which is why water purification systems are very important.</i></p> | |

| | Checklist | Student YES! | Teacher YES! | Incorrect | Correct |
|--|---|--------------------------|--------------------------|--|---|
| | 5. Is the paragraph coherent ? Were link words used to make the paragraph run smoothly? | <input type="checkbox"/> | <input type="checkbox"/> | <i>Drinking water is healthy. Water cleanses the body and helps to transport waste products. It keeps the skin hydrated from within. Although many people do not realize this, a lack of water causes fatigue, resulting in reduced concentration. Research done by American researchers showed that drinking water eliminates feelings of hunger. Drinking water is one of the most vital things one can do for one's health.</i> | <i>Drinking water is healthy. <u>First of all</u>, water cleanses the body and helps to transport waste products. <u>In addition</u>, it keeps the skin hydrated from within. <u>Thirdly</u>, although many people do not realize this, a lack of water causes fatigue, resulting in reduced concentration. <u>Finally</u>, research done by American researchers showed that drinking water eliminates feelings of hunger. <u>Therefore</u>, drinking water is one of the most vital things one can do for one's health.</i> |

Sentence level

| | | | | | |
|------------------|--|--------------------------|--------------------------|--|---|
| <u>combining</u> | 6. Does the author use sentences of appropriate length (not too short, not too long)? | <input type="checkbox"/> | <input type="checkbox"/> | <p><i>Many people do not drink enough water. That is why they sometimes get a headache. This can be avoided. For example, by putting a bottle of water on your desk. Moreover, you could also set a water-timer.</i></p> <p><i>The author claims that water is good for the body, and that it helps to transport waste products, but also that without water, people might get concentration problems.</i></p> | <p><i>Many people do not drink enough water, which sometimes causes headaches. This can be avoided by putting a bottle of water on your desk or setting a water-timer.</i></p> <p><i>The author claims that water is good for the body and that it helps to transport waste products. In addition, she argues that water reduces the risks of concentration problems.</i></p> |
| | 7. Does the author use ' parallel structures ' correctly? | <input type="checkbox"/> | <input type="checkbox"/> | <i>He likes horse-riding, skating and he plays football.</i> | <i>He likes horse-riding, skating and playing football.</i> |
| <u>fragments</u> | 8. Does the author avoid ' sentence fragments '? (clauses that usually start with 'and, but, or, nor, for, so' and should be connected to another sentence) | <input type="checkbox"/> | <input type="checkbox"/> | <i>He is a successful writer. But he also paints.</i> | <i>He is a successful writer, but he also paints.</i> |

| | Checklist | Student YES! | Teacher YES! | Incorrect | Correct |
|---|---|--------------------------|--------------------------|--|--|
| punctuation / comma splices | 9. Are the sentences punctuated correctly | <input type="checkbox"/> | <input type="checkbox"/> | <i>I like this class, it is very interesting.</i> <i>However this will have to be revised.</i> | <i>I like this class. It is very interesting.</i> <i>I like this class, because it is very interesting</i> <i>However, this will have to be revised.</i> |
| <u>Word level & grammar</u> | | | | | |
| formality | 10. Does the author use the appropriate writing style? (i.e. formal language, no contractions) | <input type="checkbox"/> | <input type="checkbox"/> | <i>We hadn't thought that it would be so hard to do the research.*</i> | <i>We had not considered that it would be so difficult to conduct the research.</i> |
| words/word forms | 11. Does the author use the right words and word forms? | <input type="checkbox"/> | <input type="checkbox"/> | <i>...much people...</i> <i>My train was retarded today.</i> <i>His talk was very informational.</i> | <i>...many people...</i> <i>My train was late today.</i> <i>His talk was very informative.</i> |
| spelling | 12. Does the author spell words correctly? | <input type="checkbox"/> | <input type="checkbox"/> | <i>The questionnaires were send to 25 students.</i> | <i>The questionnaires were sent to 25 students.</i> |
| grammar | 13. Is the grammar used correctly? | <input type="checkbox"/> | <input type="checkbox"/> | <i>Last year, the company has lost a lot of money.</i> <i>He works there for 20 years.</i> <i>This is extreme difficult.</i> <i>Much studies focus on the importance of validity.</i> | <i>Last year, the company lost a lot of money.</i> <i>He has worked there for 20 years.</i> <i>This is extremely difficult.</i> <i>Many studies focus on the importance of validity</i> |