Paper Title\* (use style: *paper title*)

\*Note: Sub-titles are not captured in Xplore and should not be used

line 1: 1st Given Name Surname   
line 2: *dept. name of organization (of Affiliation)*  
line 3: *name of organization (of Affiliation)*line 4: City, Country  
line 5: email address or ORCID  
  
line 1: 2nd Given Name Surname  
line 2: *dept. name of organization (of Affiliation)*  
line 3: *name of organization (of Affiliation)*line 4: City, Country  
line 5: email address or ORCID  
  
line 1: 3rd Given Name Surname  
line 2: *dept. name of organization (of Affiliation)*  
line 3: *name of organization (of Affiliation)*line 4: City, Country  
line 5: email address or ORCID  
  
line 1: 4th Given Name Surname  
line 2: *dept. name of organization (of Affiliation)*  
line 3: *name of organization (of Affiliation)*line 4: City, Country  
line 5: email address or ORCI

*Abstract*—Write a nice abstract. This template will be used for the mid and final report which you will build on from my comments. So the more you put in it, the more valuable feedback you can get from me. If you want feedback, submit your document as a .docx. If you do not want feedback, submit as a .pdf. I would suggest looking at Heilmeyer’s Catechism for guidance on abstract writing.

# Big Problem

What is the big problem or big idea that inspired your project? How do you propose to solve or address the challenge?

# Dataset

Explain your dataset acquisition. Explain how you built your dataset, what inspired the specific creation? Show me sample pictures. This should be as more detailed than the proposal report. Include statistics if it helps. I should have a clear picture of what is included in the dataset and how many samples, features, dimensions, etc.

# Methodology

What is your detailed plan on how to execute this? Show me a block diagram of how the data is going to be processed with what technique. Explain each algorithm as if you were explaining to a high schooler. Include equations, time and space complexity, and a description that nicely describes them. Put high level pseudocode that doesn’t take half the page.

# Experiment Design

Explain your experiment design and all the combinations you choose to do with an explanation to why you chose it. Include the metrics you plan to use to evaluate it. Make sure you have some experiments and metrics for the algorithm analysis and the problem itself. This design should already be finalized by the midpoint.

# Results and discussion

Show me your final results and how does it look like with tables and charts. What do you achieve? Did you do at least 2 (3 for Grad) algorithms in either Greedy, D&C, and/or DP? Describe and synthesize your results per experiment you conducted.

# Gantt Chart

Show me a Gantt chart. Which team member was responsible for what task? If you are doing the mid report, tell me what you accomplished and what you’ll be doing for the rest of the semester. If this is the final report, summarize your tasks and accomplishments and explain why some tasks weren’t done.

# conclusion

Mid report: Do you need any help from me? What do you need to help you succeed in the project? If not, then tell me you’re good.

Final report: what did you learn from this project that was an extension of the class? How satisfied are you with the final product? Anything else you would like to say about your project?

Conclude your findings on how the data was processed in an abstract level that aided the algorithmic construction and what the experiments showed.

##### Acknowledgment *(Heading 5)*

##### References

1. G. Eason, B. Noble, and I. N. Sneddon, “On certain integrals of Lipschitz-Hankel type involving products of Bessel functions,” Phil. Trans. Roy. Soc. London, vol. A247, pp. 529–551, April 1955. *(references)*
2. J. Clerk Maxwell, A Treatise on Electricity and Magnetism, 3rd ed., vol. 2. Oxford: Clarendon, 1892, pp.68–73.

APPENDIX

put this section for the final report. I would like for your group to give me your feedback on the course. What did you think of the assignments? Programming assignments? Lecture structure? What could I do differently next semester to improve the course? This won’t go towards or against your grade, but it would greatly help me in improving the course. So honesty is appreciated.

**Mid Report Rubric**

**100 points maximum**

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|  | | 20 | 15 | | 10 | | 5 | | 2 | | 0 | |
| **Title** |  | | |  | |  | | A descriptive title of the project is provided. | |  | | A generic title or an assignment title is given |
| **Abstract** |  | | |  | |  | | An informative abstract that summarizes the problem, methodology, experiments, results. 1 paragraph max | | Informative, but it exceeds 1 paragraph | | Not informative abstract or not present |
| **Big Problem** |  | | |  | | Much thought has been put into finding or creating a problem. | |  | | A thought was given, but I am unable to see the problem. | | No problem was clearly discussed. |
| **Methodology** | Includes a block diagram, descriptions of chosen algorithms, follow formatting, has requested information | | | Missing one of the items asked or the missing one is insufficient in context | | Missing two of the items asked or the missing ones is insufficient in context | | Missing three of the items asked or the missing ones is insufficient in context | |  | | All is missing or not coherent. |
| **Dataset Description** | . | | | The dataset was properly explained in terms of acquisition and description | | The acquisition was described, but the dataset description lacked. | |  | | Both acquisition and description lacked | | No explanation was given. |
| **Experiment Design** | Three experiments were given and detailed of the parameters they will be testing, the type of data they’ll be using, and the metrics for the problems and the algorithms’ efficacy | | | Only two experiments were given with the rest of the requirements | | Only one experiment was given with the rest of the requirements | |  | |  | | No experiments were given |
| **Gantt Chart** |  | | | Visually nice chart with clear deliverables for each assignment for each team member. | | Each team member had an assignment but the Gantt chart is vague. | |  | | Too vague of a chart. Not everyone has evenly distributed responsibilities. | | No chart given. |
| **Conclusion and References** |  | | |  | | Addressed the requested information – the update and findings. References in MLA format | |  | | Only one of the requested information was done. References not in MLA format | | None of it was done |

- 10 point: report not properly named

- 01 points: report is not in paragraph format

**Code Rubric**

*None*

**Final Report Rubric**

**100 points maximum**

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|  | | 20 | 15 | | 10 | | 5 | | 1 | | 0 | |
| **Title** |  | | |  | |  | | A descriptive title of the project is provided. | |  | | A generic title or an assignment title is given |
| **Abstract** |  | | |  | |  | | An informative abstract that summarizes the problem, methodology, experiments, results. 1 paragraph max | | Informative, but it exceeds 1 paragraph | | Not informative abstract or not present |
| **Big Problem** |  | | |  | |  | | Much thought has been put into finding or creating a problem | | A thought was given, but I am unable to see the problem. | | No problem was clearly discussed. |
| **Methodology** | Includes a block diagram, descriptions of chosen algorithms, follow formatting, has requested information | | | Missing one of the items asked or the missing one is insufficient in context | | Missing two of the items asked or the missing ones is insufficient in context | | Missing three of the items asked or the missing ones is insufficient in context | |  | | All is missing or not coherent. |
| **Dataset Description** | . | | |  | | The dataset was properly explained in terms of acquisition and description | | The acquisition was described, but the dataset description lacked. | | Both acquisition and description lacked | | No explanation was given. |
| **Experiment Design** |  | | | Three experiments were given and detailed of the parameters they will be testing, the type of data they’ll be using, and the metrics for the problems and the algorithms’ efficacy | | Only two experiments were given with the rest of the requirements | | Only one experiment was given with the rest of the requirements | |  | | No experiments were given |
| **Results** | Results are insightful with discussion and syntheses for quantitative work in each experiment | | | results only have discussion for all experiments | | Results only have discussion for some experiments | | Results have some discussion for minimal experiments | |  | | Results are not insightful |
| **Gantt Chart** |  | | | Visually nice chart with clear deliverables for each assignment for each team member. | | Each team member had an assignment but the Gantt chart is vague. | |  | | Too vague of a chart. Not everyone has evenly distributed responsibilities. | | No chart given. |
| **Conclusion Future Work** |  | | |  | |  | | Addressed the requested information – the update and findings. | | Only one of the requested information was done. | | None of it was done |
| **References** |  | | |  | |  | |  | | References in MLA format | | References incorrect |

- 10 point: report not properly named

- 10 points: report

**Final Presentation**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Nonverbal Skills** | **4 – Exceptional** | **3 – Admirable** | **2 – Acceptable** | **1 – Poor** |
| **Eye Contact** | Holds attention of entire audience with the use of direct eye contact, seldom looks at notes or slides. | Consistent use of direct eye contact with audience, but still returns to notes. | Displayed minimal eye contact with audience, while reading mostly from notes. | No eye contact with audience, as entire report is read from notes. |
| **Body Language** | Movements seem fluid and help the audience visualize. | Made movements or gestures that enhance the articulation. | Very little movement or descriptive gestures. | No movement or descriptive gestures. |
| **Poise** | Displays relaxed, self-confident nature about self, with no-mistakes | Makes minor mistakes, but quickly recovers from them; displays little or no tension. | Displays mild tension; has trouble recovering from mistakes. | Tension and nervous is obvious; has trouble recovering from mistakes. |

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| **Verbal Skills** | **4 – Exceptional** | **3 – Admirable** | **2 – Acceptable** | **1 – Poor** |
| **Enthusiasm** | Demonstrates a strong, positive feeling about topic during entire presentation | Occasionally shows positive feelings about topic. | Shows some negativity toward topic presented. | Shows absolutely no interest in topic presented. |
| **Speaking Skills** | Uses a clear voice and speaks at a good pace so audience members can hear presentation. Does not read off slides. | Presenter’s voice is clear. The pace is a little slow or fast at times. Most audience members can hear presentation. | Presenter’s voice is low. The pace is much too rapid/slow. Audience members have difficulty hearing presentation. | Presenter mumbles, talks very fast, and speaks too quietly for majority of students to hear and understand. |

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| **Timing** | **4 – Exceptional** | **3 – Admirable** | **2 – Acceptable** | **1 – Poor** |
| **Length of Presentation** | Within two minutes of allotted time +/-. | Within four minutes of allotted time +/-. | Within six minutes of allotted time +/-. | Too long or too short; ten or more minutes above or below allotted time |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Content** | **4 – Exceptional** | **3 – Admirable** | **2 – Acceptable** | **1 – Poor** |
| **Subject Knowledge** | An abundance of material clearly related to the research is presented. Points are clearly made and evidence is used to support claims. | Sufficient information within many good points made, uneven balance and little consistency | There is a great deal of information that is not clearly integrated or connected to the research. | Goal of research unclear, information included that does not support research claim in any way. |
| **Organization** | Information is presented in a logical and interesting sequence which audience can follow. Flows well. | Information is presented in logical sequence which audience can follow. | Audience has difficulty following presentation because the presentation jumps around and lacks clear transition. | Audience cannot understand presentation because there is no sequence of information. |
| **Visuals** | Excellent visuals that are tied into the overall story of the research | Appropriate visuals are used and explained by the speaker. | Visuals used but not explains or put in context. | Little or no visuals, too much text on slides. |
| **Mechanics** | Presentation has no misspellings or grammatical errors. | Presentation has no more than two misspellings and/or grammatical errors. | Presentation has three misspellings and/or grammatical errors. | Presentation has many spellings and/or grammatical errors |

**Code Rubric**

*None*