CS3203 Oral Presentations Brief

Each student must make **three** oral presentations during the semester. Here is a tentative schedule and presentation objectives:

Presentation	When	Objective
1	Weeks 3 or 4	Demonstrate complete understanding of Problem domain and Development Process (BasicSPA requirements, Development Process, Development Environment, Iteration-1 deliverables)
2	Weeks 7 or 8	Communicate design of the SPA (own) component developed Include data structure and/or algorithm, testing, and component's interactions with other SPA components
3	Weeks 10 or 11	Demonstrate understanding of design of a component developed by another team member. Include data structure and/or algorithm, testing, and component's interactions with other SPA components

** Ask your consultation tutor in case of any query about the objectives or the content you are required to cover.

Students will attend the oral presentations in pairs. The pairs should be from the same project team. If there are odd number of students, three team members will take turns to make at least one individual presentation.

Each pair will have 20 mins per presentation, ~10 mins per student, to convince the tutor that they meet the objectives. This is a way to ensure that each student has understood requirements, and is able to well communicate his/her own component design as well as that of at least one other SPA component.

Students will be expected to talk coherently using a language that is (sufficiently) consistent with the SPA and module vocabulary. They will be allowed to use white board / Pen-paper / screen writing. You can also use PowerPoint slides, but do note that you are expected to answer impromptu questions. No scripts will be allowed.

Note that the presentations will be recorded via Zoom / F2F.

Registering for Presentation Slots

Your team will agree on a 1-hour timeslot that all your team members can attend to.

Please register by providing your consultation tutor the following information, during the consultation prior to presentation week:

1. Preference for one-hour timeslot. (Week / Day / Timing)
2. How the team is split up into pairs.
3. Which pair is entering the session at xx:00, xx:20 and xx:40.
4. Preference for Zoom session / F2F.

Presentation 1

Topics: BasicSPA requirements, Development Process, Development Environment, Iteration1 deliverables

Scope: Students need to coherently describe the (not in this particular order) Design Abstractions, notable characteristics of source language and query language, overall SPA architecture, strategies they plan to follow for the Development, SDLC and tool choices, to demonstrate their understanding of problem domain and development process.

Presentation 2

Topics: Design of the SPA (own) component developed

Scope: Students need to coherently describe in-depth a key feature developed in Iteration 1/2 in the developed component. Students will also need to describe interactions between the component he/she is working on and another component. Data structures and/or algorithms, and testing (unit & integration) should be discussed. If student is in-charge of system testing, he/she can explain the strategies behind testing two features of the system developed in Iteration 1/2. Both SIMPLE source code and PQL queries must be covered.

Component that student is working on	Components + Interactions to be discussed
Program Parser	Program Parser + Design Extractor, OR Program Parser + PKB[1]
Design Extractor	Program Parser + Design Extractor, OR Design Extractor + PKB
PKB	Program Parser + PKB[1], OR Design Extractor + PKB, OR Query Evaluator + PKB
Query Parser	Query Parser + Query Evaluator
Query Evaluator	Query Parser + Query Evaluator, OR Query Evaluator + PKB
Testing	Testing

[1] Only if Program Parser has direct interactions with PKB without a Design Extractor in the middle.

In addition, the pair should not be discussing the same main components (e.g. 2 person working on Query Evaluator should not be paired together).

Do note that your presentation tutor will most likely not know your SPA architecture, and your presentation should cater for explaining the architecture if your SPA has a unique architectural design.

Presentation 3

Topics: Design of the SPA component developed by another team member

Scope: Students need to coherently describe in-depth a key feature developed in Iteration 2/3 in the developed component not developed by the student. Students will also need to describe interactions between two component he/she is not working on. Data structures and/or algorithms, and testing (unit & integration) should be discussed.

If the student chooses to describe testing, he/she can explain the strategies behind testing two features of the system developed in Iteration 2/3. Both SIMPLE source code and PQL queries must be covered.

Component that student is working on	Interactions to be discussed
Program Parser	PKB + Query Evaluator, OR Query Parser + Query Evaluator, OR Testing In addition, Query Parser should not be discussed as the main component
Design Extractor	PKB + Query Evaluator, OR Query Parser + Query Evaluator, OR Testing
PKB	Program Parser + Design Extractor, OR Query Parser + Query Evaluator, OR Testing
Query Parser	Program Parser + Design Extractor, OR Design Extractor + PKB, OR Program Parser + PKB[1], OR PKB + Query Evaluator, OR Testing In addition, Program Parser should not be discussed as the main component.
Query Evaluator	Program Parser + Design Extractor, OR Design Extractor + PKB, OR Program Parser + PKB[1], OR Testing
Testing	Any system components

[1] Only if Program Parser has direct interactions with PKB without a Design Extractor in the middle.

In addition, the pair should not be discussing the same main component or interaction (e.g. Student working on Program Parser and another working on PKB that signed up as a pair should not be both discussing Testing or Query Parser + Query Evaluator).

Rubrics

Each oral presentation will be graded with Satisfactory/ Unsatisfactory.

Grade	Description
Satisfactory	Students can convince the tutor that he/she understands the topic discussed to a large / full extent. Students can communicate well enough that he/she understands the topic to a high degree.
Unsatisfactory	Student cannot convince the tutor that he/she understands the topic discussed. Students cannot answer convincingly with almost all the prompts that was given by the presentation tutor. The student will need to redo his/her oral presentation separately.

We expect all students to achieve the Satisfactory grade.

If a student receives an Unsatisfactory grade, the presentation tutor will reschedule another session in no more than 2 weeks' time. The student will then redo his/her oral presentation separately. Each student will have at most 2 attempts to achieve the Satisfactory grade.