

Assignment 1: Literature review

Marking Guide (Student version)

Total points possible for this assignment: 100
Assignment is worth 15% of course mark

Reviewing and review question (Content)	
Potential for <u>70 points</u> in this category	
Sub-categories	Examples or items in this category
Stating, motivating, and answering review question	<p>A high score would mean that there is:</p> <ul style="list-style-type: none"> • Statement of a specific, focused review question in the introduction, derived from one of the 4 possible topics • Commentary on why this question is interesting/useful/important to this field • Clear identification of, and commentary on, the evidence that each reviewed paper contributes toward answering the review question. <i>This is crucial, and cannot be left implicit. Remember, the assignment will be marked by a regular reader, not a mind reader”!</i> • Some kind of summary/concluding statements about the evidence for your question <p>A low score would mean that some of the following are in evidence:</p> <ul style="list-style-type: none"> • No specific question is stated or question is clearly inappropriate/irrelevant • Commentary on question significance missing or inappropriate/irrelevant • No attempt to link reviewed papers back to the question
Review of a SSS1 paper (A-F)	<p>A high score would mean that the review has ALL of the following:</p> <ul style="list-style-type: none"> • Paper selected is relevant to the identified review question • Sufficient, concise, and accurate information about the paper content, such that readers can understand what was done (or not done) and how the paper relates to your argument • Clear evidence of <i>going beyond summary</i> to assess or evaluate the aspects of the paper relevant to your review question, and this evaluation appears plausible and well-informed. • The “evidence” for your review question is clearly identified in the text, not only implied. <p>A low score would mean that some of the following are in evidence:</p> <ul style="list-style-type: none"> • Paper (or material selected from paper) may be irrelevant or weakly relevant to overall review question • Student may appear to have significantly misunderstood the content • Mostly summary with little or no analysis

	<ul style="list-style-type: none"> Review content is generally appropriate, but is far too short. More information needed.
Review of other 2-4 papers	<p><i>Same as above, with the following addition:</i></p> <p>Score may also be lowered if student does not review enough papers, or tried to do far too many with minimal information reported for each.</p>
Key terms and concepts	<p>A high score would mean that there is:</p> <ul style="list-style-type: none"> Evidence the student understands which terms are specialist/technical and need to be defined in text “Working definitions” supported by citations as needed Definitions are located appropriately within the paper. <p>A low score would mean that:</p> <ul style="list-style-type: none"> Student does not seem to understand which terms need to be defined for the reader, or has given inappropriate or incorrect definitions AND/OR definitions are given as a list or glossary, not embedded in assignment.

Overall requirements (Organisation and presentation)

Potential for 30 points in this category

Category	Examples or items in this category
Introduction and conclusion	<p>A high score would mean that:</p> <ul style="list-style-type: none"> Intro and conclusion are present and appropriate as per literature review guidance document (e.g. stating review Q in intro, conclusion is summary/synthesis not new info). Introduction must be clearly relevant to the following content Conclusion must clearly <i>follow from</i> the paper content and arguments presented. <p>A low score would mean that:</p> <ul style="list-style-type: none"> Intro and/or conclusion are missing or irrelevant to paper OR Intro and/or conclusion fail at their basic functions of introducing and concluding the review materials.
Structure and organisation of assignment	<p>A high score would mean that all of the following are present:</p> <ul style="list-style-type: none"> There is an informative title and informative headings to help structure document Background information is relevant, <i>concise</i>, and located near start of document There are clear and relevant transitions between parts of the review. Reviewing is generally well-organised and easy for the reader to follow. <p>A low score would mean that some of the following are in evidence:</p>

	<ul style="list-style-type: none"> • Content lacks discernible organisation and is hard for the reader to follow • Aids such as headings and transitions are missing • Background information is missing, inappropriate/irrelevant, and/or hard to find.
General presentation and professionalism	<p>A high score would mean that:</p> <ul style="list-style-type: none"> • Assignment is of appropriate length • Spelling, grammar and English usage are of sufficient quality as not to obstruct reader's understanding of the content • Language is formal and scientific (no colloquialisms, no first-person pronouns, no reference to student's personal opinion, no use of “proved” except in reference to mathematical/logical proof, etc.) • General appearance of document is neat, organised, and professional • If present, tables and graphics are legible/understandable and appropriately labelled. <p>A low score would mean that:</p> <ul style="list-style-type: none"> • Multiple rules from the list above have been violated <p>A zero would mean that:</p> <ul style="list-style-type: none"> • Assignment is very long or very short and reads like a personal blog post, an offence compounded by chronic misspellings and repeated use of first-person pronouns and the word “proved”. Written in Comic Sans. Graphics are giant blurs, not only because you spilled coffee on it before turning it in.
Referencing	<p>A high score would mean that:</p> <ul style="list-style-type: none"> • In-text references (appropriately formatted-- see instructions) are used throughout the assignment to support descriptions of key concepts and information about systems. • Any quotes or materials from other sources are clearly referenced. <i>Of course, if you fail to do this, we will also be having an unpleasant talk about plagiarism.</i> • All in-text references appear on the end references list (and vice versa). • The end references provide complete information about each item, and they are appropriately formatted (see instructions). <p>A low score would mean that some of the following are in evidence:</p> <ul style="list-style-type: none"> • Key claims and information are consistently not supported by citations. • In-text citations and reference list do not match up with one another • Lots of missing references or missing information from listed references.