Essay Grading

CS 6606: Human Factors in On-Line Information Systems

1 Basic Expectations

- length (your essay must not be much shorter or longer than the specified length)
- format (must be appropriate for an academic essay, and conform the specification in the syllabus)
- structure
- spelling & grammar

Violations of any of these expectations will result in deductions or outright failure.

References

Your essay should be self-contained. References to any external sources should be for additional information and sources of evidence rather than being necessary for the reader to understand the essay.

Plagiarism will not be tolerated. You must give proper credit when referring to or using work by others. If you require guidance about the mechanics of citation and what constitutes plagiarism consult with the Computer Science librarian, or staff at the Killam Library reference desk.

2 Content

According to Dalhousie's undergraduate calendar [1]:

'A'-level grades reflect 'considerable evidence of original thinking; demonstrated outstanding capacity to analyze and synthesize; outstanding grasp of subject matter; evidence of extensive knowledge base.'

'B'-level grades reflect 'evidence of grasp of subject matter, some evidence of critical capacity and analytical ability; reasonable understanding of relevant issues; evidence of familiarity with the literature.'

I evaluate your essay for the demonstrated understanding of underlying issues and terminology.

In particular, the most important aspects of your essay that I evaluate when grading content are:

- quality of research (how you gathered material by others),
- quality of analysis (your contributions to making sense of the material you have gathered),
- demonstrated understanding of underlying issues and terminology, and
- style (how well the text flows).

References

[1] Dalhousie University. Section 17.1 Grade Scale and Definitions In Undergraduate calendar. ⟨`URL:http://www.registrar.dal.ca/calendar/ugrad/acaregs.htm`⟩. Downloaded 14 Dec. 2002.

3 Examples of Grade Levels

Essay Characteristics	**Grade**
• does not violate basic expectations • includes introduction about importance of topic and motivation for its study • survey of article within an area, with one section about each article • little or no clear connection between sections	C
• as above but with a concluding summary comparing and contrasting the various articles	B^-
• survey beginning with motivation for study • examination of relevant articles ordered by issue and with a clear, rational connection between sections • insights throughout • conclusion that summaries key points	B^+
• comprehensive survey (within reasonably defined limits) • clear structure of the essay follows from the goals in the introduction • insights throughout • conclusion that summarizes the essay and points the way for future work and outstanding issues	A
• discussion of a research problem with a plan • begins with an introduction to the area and explanation of why the issues are important • all relevant technical terms are clearly defined without interrupting the flow of the essay • survey of background material (as above) • a statement of hypotheses justified by evidence in the survey • plan for an experiment to test the hypotheses including descriptions of dependent and independent variables, experimental design, and planned statistical tests • concluding summary that serves as a short, complete précis of the essay	A^+