

Homework Assignment 1

Research Paper Presentation

Assigned: 8:30 PM Tuesday Feb 2, 2010

Due: 8:20 PM Tuesday Feb 9, Feb 16, Feb 23, 2010

Requirements

1. Set up teams (≥ 3 person / team, each team should have ≥ 1 EOS student) and decide presentation schedule on Feb 9, Feb 16, and Feb 23.
2. The methods used by the research papers may be tested in the class exam on March 9.
3. Select your primary and second choices of the following 3 research papers. Download the PDF files of the papers from the BlackBoard system.
 - a. Automatic Detection of Sub-Kilometer Craters in High Resolution Planetary Images
 - b. Discovery of Climate Indices using Clustering
 - c. Automated Cyclone Discovery and Tracking using Knowledge Sharing in Multiple Heterogeneous Satellite Data
4. The team leader emails the instructor the paper choices by 12:00 noon Wednesday Feb 3. In the email, the team leader should **Cc all the other team members, Cc TA Jue Wang, list the primary and secondary choices** of the research paper. The instructor will assign the paper to each team by 2:00 PM Wednesday Feb 3.

Submission Requirements

1. Prepare Microsoft PowerPoint slides for your presentation.
2. One submission per team. Save the file as `sdm_teamNumber`. For example, Team 1 should name their file as `sdm_team1.pptx`. Submit the softcopy through your UMassOnline account at <http://boston.umassonline.net/index.cfm>.
3. Prepare the paper copy of the PowerPoint slides with 2 slides per page. Submit the paper copy to the instructor on the presentation day.
4. **Presentation duration.** Each team has 50 minutes on presentation and 25 minutes for question answering. Each team member should have equal time share on presentation.
5. **Presentation content.** Clearly explain the concepts of the research paper. Be prepared to very specific questions by the instructor and by your fellow classmates.
6. **Individual oral communication rubric.** See next page.

Individual Oral Communication Rubric

<i>Criteria</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>Score</i>
<i>Meaningful Visuals</i>	Student uses superfluous graphics or no graphics	Student occasionally uses graphics that rarely support text and presentation.	Student's graphics relate to text and presentation.	Student's graphics explain and reinforce screen text and presentation.	
<i>Mechanics</i>	Student's presentation has four or more spelling errors and/or grammatical errors.	Presentation has three misspellings and/or grammatically errors.	Presentation has no more than two misspellings and/or grammatical errors.	Presentation has no misspellings or grammatical errors.	
<i>Eye Contact</i>	Student reads all of report with no eye contact.	Student occasionally uses eye contact, but still reads most of report.	Student maintains eye contact most of the time but frequently returns to notes.	Student maintains eye contact with audience, seldom returning to notes.	
<i>Elocution</i>	Student mumbles, incorrectly pronounces terms, and speaks too quietly for students in the back of class to hear.	Student's voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation.	Student's voice is clear. Student pronounces most words correctly. Most audience members can hear presentation.	Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation.	
<i>Bad Habits</i>	Student exhibits many presentation bad habits such as packing, stammering, hands in pockets, not engaging audience.	Student exhibits four or fewer presentation bad habits such as packing, stammering, hands in pockets, not engaging audience.	Student exhibits three or fewer presentation bad habits such as pacing, stammering, hands in pockets, not engaging audience.	Student exhibits two or fewer presentation bad habits such as packing, stammering, hands in pockets, not engaging audience .	
				Total	