

| | Student name | Seminar | Time | Date | group # |
|----|-------------------|----------------------|---------|-----------------------------|---------|
| 1 | Abebe, Anteneh | 8.1,2+intro | 15 mins | Tuesday 4/18/2006 (lec 25) | G1 |
| 2 | Amin, Mohamed | 8.3 | 15 mins | Tuesday 4/18/2006 (lec 25) | G1 |
| 3 | Bartko, Nicholas | 8.4 | 15 mins | Tuesday 4/18/2006 (lec 25) | G1 |
| 4 | Blischak, Andrew | 8. 5, 6 | 15 mins | Tuesday 4/18/2006 (lec 25) | G1 |
| 5 | Chen, Yi | 8.7,8 | 15 mins | Tuesday 4/18/2006 (lec 25) | G1 |
| 6 | Evans, James | 8.9 | 15 mins | Thursday 4/20/2005 (lec26) | G1 |
| 7 | Farahmand, Ashil | 8.1 | 15 mins | Thursday 4/20/2005 (lec26) | G1 |
| 8 | Haider, Syed | 8.11,12+con. | 15 mins | Thursday 4/20/2005 (lec26) | G1 |
| 9 | Hasan, S M | 11.1+intro | 15 mins | Thursday 4/20/2005 (lec26) | G2 |
| 10 | Javaid, Jamal | 11.2+con. | 15 mins | Thursday 4/20/2007 (lec 26) | G2 |
| 11 | Junankar, Anuj | 12.1,2,3,4.1 + intro | 15 mins | Tuesday 4/25/2005 (lec27) | G2 |
| 12 | Kao, Albert | 12.4 | 15 mins | Tuesday 4/25/2005 (lec27) | G2 |
| 13 | Karamzadeh, Majid | 12.7.1-5 | 15 mins | Tuesday 4/25/2005 (lec27) | G2 |
| 14 | Lee, Joo Hong | 12.7.6-7+con. | 15 mins | Tuesday 4/25/2005 (lec27) | G2 |
| 15 | Lowrie, Samarina | 13.1.1-2+intro | 15 mins | Tuesday 4/25/2006 (lec27) | G3 |
| 16 | Nguyen, Chau | 13.1.3.4- | 15 mins | Thursday 4/27/2006 (lec 28) | G3 |
| 17 | Nureldin, Firas | 13.2-1-3 | 15 mins | Thursday 4/27/2006 (lec 28) | G3 |
| 18 | Phan, Tri | 13.2.4+con. | 15 mins | Thursday 4/27/2006 (lec 28) | G3 |
| 19 | Saxena, Vikas | 15.2+intro | 15 mins | Thursday 4/27/2006 (lec 28) | G3 |
| 20 | Sink, Christopher | 15.3+con. | 15 mins | Thursday 4/27/2006 (lec 28) | G3 |
| 21 | Volker, Daniel | 4.2-3+intro | 25 mins | Tuesday 5/2/2006 lec(29) | G3 |
| 22 | Wilder, Frederick | 4.6-8 | 25 mins | Tuesday 5/2/2006 lec(29) | G3 |
| 23 | Zarookian, Ruffy | 4.9-10+con | 15 mins | Tuesday 5/2/2006 lec(29) | G3 |

Part 1 Mandatory Oral Presentations (30 mark)

- 1) Each student should prepare a power point presentation for the topics shown above to present to the class at the scheduled times.
- 2) **Written report** that describe the section he presented to be submitted before **May 4th** (don't copy from the book, use your own language)
- 3) When the mandatory oral presentation is not given the grade for is automatically be zero (0 /30)
- 4) See the attached evaluation sheet to have an idea about the oral presentation assessment.

Part 2 (Projects Report) 30 Mark

- 1) Late projects incur a penalty for each 24-hour period.
- 2) **Written report (with a summary and conclusion) includes all projects** that you have done during this course (1, 2, and 3). "see below"
- 3) Arrange a time slot to present your project report to the instructor. Individual meetings at office 644 Whitmore building will be held from **April 24 to April 28** for presenting the project report. Best project reports will be presented to the rest of the class.

Course grads

MT 20, HW 20, Projects 30, Oral presentation 30

ADVICE FOR PROJECT REPORTS:

1. Organize your report, with clearly labeled and visually separate sections corresponding to those of the assignment.
2. Write clearly (if misinterpretation is possible, don't be surprised when that happens).
3. Write complete equations (be unambiguous).
4. Give arguments for your answers; not simply an unsubstantiated answer.
5. Show your work.
6. Figures and tables must be numbered consecutively, and must have captions. Axes in figures should be labeled.
7. Your report should address every figure or table that you provide, in terms of what it shows, what you observe, and what you conclude on this basis.

WHY ARE WE WRITING REPORTS?

To show the reader what we have done, why we did it, which methods were used, what the results were, and what conclusions have been drawn. We need to provide the reader with all necessary information – assuming the reader is skilled in the art - so that the reported results can be verified as being correct. We further want to make it easy for the reader to do so (assume you get a bonus if you're successful in doing this).

Additional comments:

1. put everything in the same sequence it was asked for;
2. clearly identify where each project item starts;
3. if several individual questions were asked under the same item, put some identifiable separation in between your answers/deliberations for each;
4. when results are to be compared, make such comparison easy for the reader (put in same graph? put in consecutive columns?);
5. do not use words such as “obvious,” “clear.” What is “clear” to you is not necessarily so to someone else.
6. do not describe items as “identical” or “the same,” when there are visual differences. If they are truly “identical,” or “almost the same,” looking at the difference between those items will clarify the issue;

In summary:

Reports (and the work they represent) are your opportunity to succinctly convince the reader (not the reader's opportunity to spend a lot of effort in mining for possible nuggets you have hidden therein).

Honor System: It is your personal/own understanding only that should be reflected in the projects you turn in. You may thus claim credit only for your own work. All graded work is covered by the Honor Code; violations will be prosecuted.