**EUC\_4\_005 Design and Practice: Communications Exercise Number 6: Final essay (summative, 50% of mark for communications)**

Write an essay of 1,000 words (including references) based on the following title. **You must use the template** **provided on blackboard under Assignment Templates**. Make sure your occurrence number name and student number are entered in the header of the template.

*Engineers create artefacts and processes through design. Design is open ended and creative. Discuss design processes with reference to your own discipline, and in particular make reference to the relevance of sustainability issues in design.*

You need to submit a **hard copy of the essay** **along with a hard copy of the** **turnitin report** to the faculty office. Instructions for using turnitin have been previously provided and are on Blackboard.

**The essay should be stapled in the top left hand corner**, with the turnitin report at the back (Note, the staple should be sufficiently far into the corner so that all the words on the page are readable). **DO NOT submit the essay in any form of binder or plastic wallet.**

Consideration will be given in the marking to the criteria described below. The criteria are not applied in a mechanical manner, and that your mark will ultimately be the result of our academic judgment.

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|  | **Excellent**  **First Class (70%+)** | **Very Good**  **Upper Second (60-69%)** | **Good**  **Lower Second (50-59%)** | **Satisfactory**  **Third (40-49%)** | **Unsatisfactory**  **Fail (39% and below)** |
| Coherence | Full and relevant response to the assignment set  Originality in approach  Very informative, relevant and interesting introduction  Very well argued piece of work, with main points emerging clearly  Very effective progression of argument  Very effective conclusion, drawing together the main points of argument | Relevant response to the assignment set  Some originality in approach  Informative, relevant and interesting introduction  Well-argued, with main points emerging clearly  Effective progression of argument  Effective conclusion, drawing together the main points of argument | Some irrelevant responses to the assignment set  Little originality in approach, predictable content  Introduction may be lacking in focus  Organization reasonably clear but with some limitations in respect of: progression of argument, use of paragraphs, and cohesive devices  Conclusion may not draw arguments together convincingly | A number of irrelevant points or omissions in relation to the assignment set  Essentially predictable content  Clumsy introduction  Not very clear organization with many limitations in respect of: progression of argument, use of paragraphs and cohesive devices  Generally unconvincing conclusion | Considerable irrelevance for the requirements of the assignment  Insufficient information conveyed  Banal content  No introduction, or extremely poor introduction  Organization extremely difficult to follow with many problems regarding progression of argument  No conclusion, or extremely poor conclusion |
| Evidence | Excellent reference to empirical and/or experiential evidence  Excellent use of references and examples, soundly and logically integrated in the essay  Excellent and appropriate acknowledgement of references and examples, using the Harvard referencing system | Good reference to empirical and /or experiential evidence  Good use of references and examples, soundly and logically integrated in the essay  Good and appropriate acknowledgement of references and examples, using the Harvard referencing system | Uneven research, the results of which may not always be well integrated in the essay  Uneven reference to empirical and /or experiential evidence  Uneven use of references and examples, not always logically integrated in the essay  Overuse, awkward or ineffective use of direct quotations  Uneven acknowledgement of references and examples, and correct use of Harvard referencing system | Little research if any, with little or no integration in the piece of work  Little reference to empirical and/or experiential evidence  Little use of references and examples  References and examples, when used, incorrectly acknowledged  Generally incorrect use of Harvard reference system | No evidence of research  No reference to empirical and/or experiential evidence  No reference to sources or quotations within the text  Complete inability to follow Harvard referencing system regarding acknowledgment of sources |
| Analysis | Excellent analytical qualities, demonstrated at appropriate intellectual level  Excellent balance between description and analysis and justification  Excellent depth of inquiry, insight and critical appraisal | Good analytical qualities demonstrated at a reasonably demanding intellectual level  Good balance between description and analysis and justification  Good depth of inquiry, insight and critical appraisal | Unremarkable analytical qualities. Simple and not always effective argumentation  Uneven balance between description and analysis and justification  Uneven depth of inquiry, insight and critical appraisal | Limited evidence of analytical qualities. Coherent argument generally lacking  Poor balance between description, analysis and justification  Poor depth of inquiry, insight and critical appraisal | Lack of analytical qualities  Lack of balance between description, analysis and justification  Lack of any depth of inquiry, analysis or critical appraisal |
| Presentation | Very confident use of writing style appropriate for the assignment set, including tone and register  Appropriate length (complies with word count)  Confident use of paragraphs and cohesive devices  Wide range of sentence structures used accurately and effectively  Excellent command of grammar  Wide range of vocabulary  Excellent spelling and punctuation | Reasonably confident use of writing style for the assignment, including tone and register, with only minor slips  Appropriate length (complies with word count)  Confident use of paragraphs and cohesive devices  Good range of sentence structures used accurately and effectively for the most part  Good command of grammar  Good range of vocabulary  Good spelling and punctuation | Suitable use of writing style for the assignment, including tone and register  Appropriate length (complies with word count)  Use of paragraphs not always appropriate  Sentence structures not always accurate or effective  Adequate command of grammar, although limited in range  Adequate use of vocabulary, although limited in range  Adequate spelling and punctuation, although there may be some slips | Insecure use of academic style for the assignment, including tone and register  May not be well presented in relation to the assignment set  May not comply with word count  Insecure use of paragraphs  Limited range of sentence structures, not always well mastered  Unsure command of grammar  Limited mastery of vocabulary  A number of spelling and punctuation errors | Poorly presented in relation to the assignment set  May not comply with word count  Inadequate use of academic style for the assignment, including tone and register  Poor use of paragraphs, and general lack of cohesive devices.  Very limited range of sentence structures  Very limited appropriate use of grammar  Very limited range of effectively used vocabulary  Poor spelling and punctuation |
| Referencing | Reference to at least four publications  Inclusion of such references in the text  Correct listing of references in Harvard format at end of essay | Reference to at least four publications  Competent Inclusion of such references in the text  Correct listing of references in Harvard format at end of essay | Reference to four publications  Generally correct inclusion of such references in text  Generally correct listing of references in the Harvard format at end of essay | Less than four references used  Poor inclusion in of references in text  Poor listing of references in Harvard format at end of essay | Insufficient number of references  Very poor inclusion of references in text  Absence or incorrect listing of references in Harvard format at end of essay |