

ENG3030 – Timeline

Prepare a timeline presenting the development of an event or the life of a product or a ‘think’ (tangible or intangible). The timeline should link to European history before the 20th century (if possible).

This is an individual assignment.

The timeline should offer a well informed and **original** view of the topic, presenting accurate information and unusual links between events. There should be evidence of substantial research. The macro-level organisation of the timeline should be clear and logical. Resulting in an attractive and engaging overall visual timeline.

Length	As long as necessary
Format	Paper format (poster/booklet/one page)
Type of question	Prepare a timeline presenting the development of an event or the life of a product or a historical figure. The timeline should link to European history before the 20th century (if possible).
Criteria	<i>(Please refer to the Appendix – presentations - for relevant details)</i> Content (70%): Correction Depth Logical links to other events Links to events covered in class Visual impact (30%) Grammar and spelling Clear concise ideas Attractive
	To be sent/handed in to the teacher

Appendix:**Assessment criteria and performance levels for Timeline**

Grade	Description
A	<p>The timeline offers an extremely stimulating, well informed and original view to the topic. It reveals an excellent understanding of the topic, and presents a very accurate, perceptive and logical description of events. There is evidence of substantial research, through the linking of events which might not have formed an obvious connection to an uninformed person. The macro-level organisation of the timeline is very clear and logical. The different parts of the timeline are well integrated. The design/use of support materials is excellent and the overall visual result is also exceptional.</p> <p>It contains no grammatical or spelling errors.</p>
B	<p>The timeline offers an interesting and well informed relation of events but lacks originality and depth. It reveals a good understanding of the topic, and highlights a number of well known events but without much depth or misses relations to other events. The timeline indicates that the topic has been researched fairly thoroughly. The macro-level organisation of the timeline is generally clear and logical. The different parts of the timeline are generally well integrated. The design/use of support materials is generally good and the overall visual presentation is good.</p> <p>It contains minor grammatical or spelling errors.</p>
C	<p>The timeline contains some interesting points, but, for the most part, the content is somewhat pedestrian and unoriginal. It reveals a satisfactory understanding of the topic, and highlights several obvious links to other events. The timeline indicates that the author has done some basic research, but has made no effort to explore the topic in depth. The macro-level organisation of the timeline is satisfactory, but links between the different events are not always clear and logical. The different parts of the timeline are fairly well integrated. The design/use of support materials is satisfactory and the visual impact of the result is satisfactory.</p> <p>It contains numerous mostly minor grammatical errors, some of which impede the communication of meaning. It contains a somewhat limited range of grammatical structures and vocabulary. There are numerous inappropriate expressions.</p>
D	<p>The content of the timeline is superficial, pedestrian and unoriginal. It reveals a limited understanding of the topic and fails to highlight key events or links to other</p>

	<p>events. There is little evidence of research. The macro-level organisation of the timeline is neither clear nor logical. The different parts of the timeline are not very well integrated. The design/use of support materials is barely adequate. The final result is visually unappealing.</p> <p>The organisation and readability of the text are barely adequate.</p>
F	<p>The content of the timeline is scant, irrelevant or inaccurate. There is no evidence of research. The timeline is totally disorganised. The design/use of support materials is poor. The visual impact of the final product is zero.</p> <p>It contains many serious spelling and grammatical errors. It is highly disorganised and confusing. It is very difficult to follow.</p>
<p>Fine grades within each category (A+, A / B+, B / C+, C / D+, D) will be used to reflect different levels of performance. An F grade could also be awarded for 'disciplinary' reasons such as plagiarism or other forms of academic dishonesty, or failure to satisfy programme or subject-specific requirements.</p>	