my report
by Wei Hoo Tan
Equine conformation report

Student Name

# 185322205

Aim


Materials and methods


consectetur adipiscing elit. Vivamus ultricies, nisi vitae pellentesque mattis, tellus nulla egestas nisi, et placerat nisi arcu vitae orci. Vestibulum hendrerit, tellus nec feugiat euismod, tellus justo commodo nunc, nec condimentum elit nulla id lacinus.

Results


Table 1: Visual assessment of horse conformation.

<table>
<thead>
<tr>
<th>Measure</th>
<th>Terry</th>
<th>Striker</th>
<th>Sunbeam</th>
<th>Cap’n Loops</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weight Scales (kg)</td>
<td>495</td>
<td>530</td>
<td>530</td>
<td>580</td>
</tr>
<tr>
<td>Weight Tape (kg)</td>
<td>454</td>
<td>454</td>
<td>503</td>
<td>568</td>
</tr>
<tr>
<td>Age (yrs)</td>
<td>3</td>
<td>12</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Body condition</td>
<td>3.5</td>
<td>4.6</td>
<td>4.5</td>
<td>3.0</td>
</tr>
</tbody>
</table>

Nunc felis risus, malesuada a ultricies eu, varius id felis. Fusce consequat egestas odio ac ullamcorper. Defining good conformation of the shoulder will vary based upon what the horse is being used for, as slope of the shoulder and how long the shoulder is varies with each breed and intended use (Harris & Jones, 2007). Suspendisse molestie, quam et faucibus molestie, diam enim adipiscing enim, eget volutpat leo tortor at urna. Suspendisse potenti. Sed eget velit vel sem scelerisque.

Figure 1: Horses used in study. © Some rights reserved by Eduardo Amorim

In eget enim at sapien auctor ultrices (Newland et al., 2004). Fusce id velit quis nisl pretium iaculis ac ac quam. Curabitur posuere, nibh non semper mattis, arcu ipsum mattis neque, ac imperdiet arcu purus et mi. Aliquam erat volutpat.

Discussion

Equine conformation measures the degree of correctness of a horse's bone structure, musculature, and its body proportions. Undesirable conformation can limit the ability to perform a specific task. Cras tincidunt, iacidunt dui, et pretium purus fringilla eu. Vestibulum a libero mauris, non vehicula metus. Although there are several universal "faults," a horse's conformation is usually judged by what is intended use may be. Duis vestibulum odio et ante facilisis adipiscing. Nunc sed risus mi. Every horse conformation has good and bad points and a lot of horses, even Olympic animals, perform well at their intended tasks despite conformation faults (Szabo & Underwood, 2004, Zangnando, 1992).

Donec cursus placerat condimentum. Ut nec nibh nulla, eget tristique ante. Curabitur velit dui, interdum at hendrerit sit amet, malesuada in risus. Praesent ipsum tortor, volutpat non volutpat in, adipiscing non velit. Proin diam felis, porta at sagittis vitae, eleifend porta dolor. Aenean odio diam, dignissim ac ultricies eget, tristique at arcu. As a general rule of thumb, horses used for speed should have a long, sloping shoulder, while those used for power have more upright shoulders. Etiam libero leo, fringilla et fermentum scelerisque, cursus id diam. Proin leo magna, gravida vestibulum malesuada in, venenatis eu mi. Vestibulum euismod tristique magna, et imperdiet lectus pretium ac.


S/V Agreement


Commonly Confused


Page 3 of 6


1. The Hammer Test Engine™ is an industry-unique technology and fundamental to Empirix products and services. It is a key reason why Empirix solutions test and assure service quality better than any other network testing solutions on the market.

In short, the Hammer Test Engine™ reproduces realistic user behaviors on networks and applications to assure their quality will stand-up to real-world loads and scenarios, both in an out-of-service testing and in-service monitoring basis. Validating to realistic user behaviors is the only way to assure networks, applications, and equipment will meet service levels in production environments. Anything less creates a false sense of quality assurance.

We pioneered this approach in the early nineties to address the complex and unique testing requirements around VoIP, then a very new technology. We then applied the same realistic approach to other IP communication applications such as web, video, and mobile. Later, we introduced products – with the embedded Hammer – for additional stages of the system.
lifecycle, starting from development, then to commissioning and ultimately to on-going production with active monitoring tests.

Over the years, Empirix has innovated with more than 30 patents and patents-pending, expanding the Hammer Test Engine, and ultimately embedding it across its entire product and service offerings. At the same time, service providers, enterprises and equipment manufacturers all over the world began to recognize Hammer products as the best — the most thorough and reliable — tester of IP communications service quality in marketplace. They readily accepted Hammer test results as a credible standard for resolving inter-vendor problems. Today, Empirix’ Hammer solutions serve as an industry de-facto standard for organizations worldwide, synonymous with quality, reliability, and completeness in assuring IP communications service quality.


Cornell University is both a private endowed university and the federal land-grant institution of New York State. Each of the fourteen colleges and schools listed below defines its own academic programs; admits its own students; provides a faculty, and advising and support for its students; and confers degrees on its own students, although all degrees are attributed to Cornell University. Special transcollegiate faculty units (see "The Faculty of Computing and Information Science" below) draw on faculty members from throughout the university to serve designated needs and accomplish specific missions.


FINAL GRADE

66 / 100

GENERAL COMMENTS

Overall, this is a reasonable paper. There are a few places where you've not provided sufficient evidence to support your points so whilst the arguments appeared initially strong, the lack of evidence weakened them.

However, the structure of this document is improved over the previous draft so your writing is definitely improving. Keep up the good work!

Improper citation

Improperly cited material. Please use the link below to find links to information regarding specific citation styles: http://www.plagiarism.org/plag_article_citation_styles.html

Commonly Confused Words:

Words that have similar sounds but different meanings often cause trouble for student writers. Please watch for such confusions in your writing.

Some of the more common of these common confusions include:

Accept (to receive) and except (to leave out)
Affect (to influence) and effect (result or to accomplish)
Allusion (an indirect reference) and illusion (a false perception)
Its (possessive form of "it") and it's (contraction of "it is")
Their (possessive form of "they"), there (indication of location, and they're (contraction of "they are")
Then (next or at that time) and than (used in comparisons)
To (toward), too (also or excessively), and two (number)
Your (possessive form of "you") and you're (contraction of "you are")

Inappropriate use of slang, cliché phrases, or idiomatic expressions

The use of slang, cliché phrases and idiomatic expressions can confuse your readers and destroy the formal tone of your writing.

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Awkward

The expression or construction is cumbersome or difficult to read. Consider rewriting.

This is not particularly relevant.

Missing quotation mark

Quotation marks are used to enclose direct quotations which are less than three lines long (longer direct quotes should be blocked). Quotation marks are also use to enclose dialogue in your writing.

1. These are some good points. Well done.
You need to tie your conclusion back to your introduction and the central argument of your paper.

**Missing quotation mark** Missing quotation mark:
Quotation marks are used to enclose direct quotations which are less than three lines long (longer direct quotes should be blocked). Quotation marks are also used to enclose dialogue in your writing.

**Subject-verb agreement** Subject-verb agreement:
Subjects and verbs should match in number and person. Singular subjects require singular verbs; plural subjects require plural verbs.

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**Its/It's** Its/It's:
Confusing "it's" with "its" may be the single most common grammar problem in student writing. Apostrophes can either indicate possessive constructions (showing that something "belongs to" something else) or they can indicate a contraction (used to stand for missing letters). In most words, the role of an apostrophe is clear. With it's/its, however, the two functions easily become confused. In "it's" the apostrophe indicates a contraction of "it is" or "it has." "Its," on the other hand, is a possessive personal pronoun, meaning "of it" or "belonging to it." Whenever you write the word "it's," ask yourself if you mean to say, "it is." If not, then choose "its."

**Weak paragraph transition** Weak paragraph transition:
Although paragraphs are separate, individual steps of your paper, it is important to clearly demonstrate a logical connection between them. Generally speaking, the way your paragraphs relate to one another displays how sound your argument really is. A paragraph that begins with "also" or "in addition" offers a weak transition from the previous point, even though it may develop a highly interesting and related point.

This needs more detail.

**Needs topic sentence** Needs topic sentence:
A well-organized paragraph supports or develops a central idea. The topic sentence should explain the thesis of the paragraph and unify the content of the rest of the paragraph.

Examples give your ideas shape, and adds clarity to your writing. Well done.

**Improper citation** Improper citation:
Improperly cited material. Please use the link below to find links to information regarding specific citation styles: http://www.plagiarism.org/plag_article_citation_styles.html
Additional Comment: It is not appropriate to include large blocks of text without appropriate citation. Failure to acknowledge your sources is considered plagiarism.

This is quite informal language. You need to make your writing more academic. For further information, see http://www.something.com

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CRIT. THINKIN

Critical thinking: Conceptualization, argumentation and contribution

ADVANCED (35)

The paper develops an extended argument well. There is a demonstrated understanding of the key concepts that underpin the overall thesis. Most, if not all, terms and specialized vocabulary are clearly and appropriately defined. Main ideas/arguments are clearly developed. Ideas/arguments are well supported by relevant information and are backed with evidence found in academic references. The discussion demonstrates a solid understanding of the major issues and provides new insight to the topic area.

INTERMEDIATE (20)

The paper struggles, at times, to develop an extended argument in the chosen topic area. There is some understanding of the key concepts. At times, there is a lack of appropriately defined terms and specialized vocabulary. Main ideas/arguments are present but not fully developed. Ideas/arguments are not fully supported, and not all evidence that is used can be found in academic references. The discussion demonstrates an awareness of key major issues and provides some insight to the topic area.

BASIC (10)

The paper requires further development of an extended argument. There is little understanding of the key concepts. Defined terms and specialized vocabulary may be absent. Main ideas/arguments are present but not developed. Ideas/arguments are not supported, and little evidence appears from academic references. The discussion is simply a summary and provides little insight to the topic area.

STRUCTURE

Structure: Motivation, Aim and Audience awareness

ADVANCED (25)

The introduction contains background, a strong motivation, a singular aim and a defined scope. There is a clear overview. Section headings are specific, relevant to the topic and appropriate. There is strong cohesion between the major sections as well as between and within paragraphs. Signposting assists understanding. Topic sentences are clear and effectively linked to the aim. The discussion focuses on key issues, and the conclusion summarises the main points very clearly.

INTERMEDIATE (16)

The structure is clear overall, although the some sections may need further development. Topic sentences are usually clear and appropriate. Cohesion between the major sections, between and within paragraphs may need development. Most section headings, if used, are specific and appropriate. The discussion is developing, but may lack clear relevance. The conclusion generally summarises the main points.

BASIC (8)

It is clear that some sections need development. Topic sentences may, at times, be problematic. Cohesion between the major sections, between and within paragraphs may be missing or inconsistent. Some section headings are vague or generic. The discussion does not make a clear contribution to the topic area; further, the conclusion may not adequately summarise key points.

ACAD. DISCOUR

Academic discourse: Use of academic terms and style

ADVANCED (20)

A complex range of academic terms and vocabulary are used. There are few, if any, spelling errors. The writer demonstrates confidence in using the conventions of an academic style that demonstrates authority in the topic area.

INTERMEDIATE (12)

A reasonable range of academic terms and vocabulary are used. There are very few significant or frequent spelling errors. The writer demonstrates academic style, but at
times fails to demonstrate authority in the topic area.

The use of academic terms and vocabulary is sporadic. At times, the discourse is almost conversational and colloquial and, as such, fails to demonstrate a strong understanding of academic discourse. Spelling errors are readily apparent.

**EVIDENCE**

Evidence: Use of sources, in-text referencing and reference list

**ADVANCED (10)**

Throughout the paper, sources are used appropriate to provide evidence and support concepts. Citations appear in a consistent format. A variety of recent academic sources (that is, there is not an over-reliance on a single source) are used to substantiate key ideas. Quotes, paraphrases and summaries of references are used appropriately. References are correctly acknowledged. Each source that is cited appears in the reference list.

**INTERMEDIATE (6)**

Format is generally appropriate and consistent. There are a sufficient number of references used (that is, there is not an over-reliance on one or two cited sources). Quotes, paraphrases and summaries of references are generally used appropriately. References used are generally correctly acknowledged in the text. Most sources that are recent – within the last 3-5 years – and appear in the reference list.

**BASIC (3)**

The use of references is problematic. There are deficiencies in areas that include formatting, number of references used (that is, there is too much reliance on one or two sources), the use of quotes, paraphrases and summaries. References are dated, and many are older than five years. Some in-text references may not be correctly acknowledged. Cited references may not appear, or there may be other faults in the reference list.

**MECHANICS**

Mechanics: Grammar, cohesion and punctuation

**ADVANCED (10)**

The paper is grammatically accurate. There is an appropriate range of sentence structures that mix simple, compound and complex sentences. Punctuation use is accurate. For the reader, there is little delay caused by the errors in grammar.

**INTERMEDIATE (6)**

The writing is generally grammatically accurate. Sentence structure varies sufficiently, but does not demonstrate sophistication. Punctuation is generally accurate. On occasion, reading is delayed by the errors in grammar.

**BASIC (3)**

The paper has recognizable errors in grammar. Sentence structure does not vary much. Punctuation may not be used appropriately. For the reader, there is a difficulty in understanding caused by the errors in grammar.
my report

ORIGINALITY REPORT

<table>
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<th>Internet Sources</th>
<th>Publications</th>
<th>Student Papers</th>
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<td>20%</td>
<td>2%</td>
<td>7%</td>
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</tbody>
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