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STUDENT GUIDE

European Environments: How a New Climate is Changing the Old World

15th Annual Euroculture Intensive Programme (IP)

Coordinated by the Uppsala University & hosted by the Institute of European Studies
of the Jagiellonian University

Krakow, Poland | June 22-28, 2014

<http://eurocultureip2014.wordpress.com>



Introduction

ABOUT THIS GUIDE

The present guide provides information on the submission requirements for the IP paper and on how it will be assessed. You can also find a copy of this guide on the official IP website in the Work Area under the IP Paper Section: [EDIT LINK](#).

This guide draws on previous guides prepared by the Euroculture team at the University of Deusto for IP 2012 and by the Euroculture-Krakow team for IP 2013. We are sincerely thankful to everyone who worked on the earlier material and to those who have contributed directly or indirectly to the present guide.

ABOUT THE IP

This academic year (Euroculture cohort 2013-15), the Euroculture Program at Uppsala University, in partnership with the Institute of European Studies, Jagiellonian University in Krakow, is proud to host 7 days of intensive discussion, debate and active engagement on this year's topic: European Environments: How a New Climate is Changing the Old World. From 22 to 28 June 2014, students and scholars of the Consortium as well as guests of the IP will have the occasion to attend conferences and participate in academic and related activities. All students taking part in the Intensive Programme will make their own academic contributions by submitting an IP paper, the arguments of which they will articulate in an oral/visual presentation. Both of these elements will be evaluated by tutors and peers. Each student will receive a final IP grade (for 5 ECTS credits). This grade will be a combination of the assessment of the paper and the presentation.

The purpose of the IP is to allow students to acquire a number of core competences while familiarizing themselves with a scholarly conference setting and tackling salient issues in the area of European Studies. The main competences to be acquired include the following:

- a. the ability to analyze and evaluate one's own and others' academic writing;
- b. an aptitude for engaging in interdisciplinary intellectual exchange;
- c. the capacity to reflect on one's own values and to question concepts, ideas and theories;
- d. the ability to work in a multicultural team;
- e. skills related to academic writing, presentation skills and time management in a formal academic context.

ABOUT THE TOPICS

As mentioned, the central IP theme for this year is European Environments: How a New Climate is Changing the Old World. The present theme is divided into three sub-themes:

1. European Environments, European Identities
2. The Climate of European Politics
3. Global Stewardship, European Citizenship

For a better general idea of the issues involved in sub-themes and main topic, please consult the IP 'Topic & Subthemes Overview' on the IP2014 website.
consult the IP 'Topic & Subthemes Overview' on the IP 2013 website.



Introduction

ABOUT KRAKOW

The European environment at the heart of our IP is of course Krakow. In addition to its great beauty and historical richness, the city offers an interesting setting, no longer on the threshold but in the heart of contemporary Europe, for observing and analyzing the ways Europe is responding to global change. We invite you to start getting acquainted even now with the city and its environs, perhaps by visiting the city website.

<http://www.krakow.pl/english/>

IMPORTANT DATES

Monday, 14 April Send IP paper abstract to IP2014 team (via website: Upload Tool)

Friday, 23 May Submit first draft of IP paper to second-semester university tutors

Friday, 30 May Final IP paper due: submit via website using our Upload Tool

Saturday, 21 June Arrival to Krakow

Sunday 22 – Saturday 28 June *Intensive Programme*

Sunday, 29 June Departure from Krakow

You can find the entire programme (exact dates of events and daily schedule) online at:

<http://eurocultureip2014.wordpress.com/programme>





The IP Paper

*“Reading maketh a full man; conference a ready man;
and writing an exact man.”*

Francis Bacon



OBJECTIVE OF THE IP PAPER

The IP paper experience – including writing and presenting one’s own paper, as well as giving comments as a discussant and providing written evaluations of other students’ work – develops a number of generic and specific competences:

- a) conducting research on a topic related to the IP theme;
- b) analyzing, synthesizing and applying relevant knowledge and theories from a variety of fields, including History, International Relations, Cultural and Media Studies, Politics, Philosophy, Semiology, Arts, Literature and Sociology;
- c) organizing comprehensive research results in a coherent form;
- d) planning and managing time effectively;
- e) communicating field-specific knowledge and insight in written and spoken English; and
- f) developing a sense of nuance as well as critical and self-critical abilities.

The acquisition and practice of these competences is embedded in the following learning approaches:

- a) self-study and research;
- b) seminars;
- c) lectures, debates and round-table discussions;
- d) presentations;
- e) group work;
- f) field work and games;

CHARACTERISTICS & REQUIREMENTS

The IP paper is an individual academic paper, which you are required to submit before the start of the IP and to present orally during the IP to a group of fellow students. The topic of your paper should connect to this year’s IP theme and more specifically to one of the three IP sub-themes (cf. Topic and Sub-themes Overview): <http://eurocultureip2014.wordpress.com/theme-subthemes>

Your paper must be a clear, well-argued piece of academic writing in English and should give proof of a piece of **independent research** you undertook during the course of the first and second semesters. It should present an argument in which **your own contribution** is recognizable. In order to realize this, it is essential that your paper has an unambiguous thesis statement and a **carefully planned** structure.

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The IP Paper

The **research problem** (the thesis statement), either in the form of a question or a hypothesis, makes clear to the reader what you are going to argue, discuss or evaluate. You present your research problem in a single statement, usually in one or two sentences. A good **thesis statement** is a vital part of a good paper, since the structure and contents of your paper will be based on it. Therefore, you should **test every part of your paper** against your thesis statement.

A good paper needs a **logical structure**. The way you order your argument is just as important as the ideas and evidence you present. Every paper has at least **three basic parts**: the introduction, the body of the argument and the conclusion.

Your **bibliography** should show that you have referred to a **minimum of 15 sources** of secondary literature in your paper. These sources should be diverse, including a variety of different sources, such as journal articles, monographs, and chapters from edited books. Sources of one type only, for example, from the Internet, and sources that you did not refer to in the paper itself are **not acceptable**.

STRUCTURE OF THE IP PAPER

Your paper should contain the following elements:

- a title page (Cf. Annex I for the format of this title page)
- a table of contents;
- an introduction;
- body;
- conclusion;
- bibliography;
- appendices (if really necessary).





The IP Paper

FORMAT AND REFERENCING

Your paper should respect the following layout.

- **Length:** the paper should be **between 4 500 and 6 000 words**, excluding the title, headings, title page, list of references and appendices, but including the footnotes.
- **Page numbering:** compulsory. So please do not forget to add page numbers (Arabic numerals: 1, 2, 3, etc.) to your paper.
- Font: Times New Roman.
- Letter size: 12.
- Line spacing: 1.5.
- Margins: The left, right, top and bottom margins should be set at 2.5 cm.
- Main headings should be bold, while subheadings should be printed in italics.
- First line of the paragraph: indented (0.5 cm) except after a heading or subheading.
- Short quotations: use double quotation marks (“ ”) except for quotations within a quotation, when single quotation marks (‘ ’) are used.
- Long quotations: for quotes longer than 4 lines, use a “block quote” by indenting the quotation at both left and right margins (1 cm), using single line spacing and no quotation marks.

- Method for referencing: you should use the Chicago method for referencing in your paper.
- Bibliography/list of references: your paper must include a bibliography/list of references – starting on a new page after the end of your conclusion. This bibliography should also follow the Chicago method. Each reference cited in the text should be listed in the bibliography, and vice versa.
- For an overview of and guide(s) to using the Chicago style, please refer to one of the following websites:

a. <https://owl.english.purdue.edu/owl/resource/717/1>

b. http://www.chicagomanualofstyle.org/tools_citationguide.html

c. <http://library.williams.edu/citing/styles/chicago1.php#govdoc>





- Please submit your paper in **PDF format**.
- Remember to use the template for the **title page (Annex I)**.
- **Name your file** with the following format:
 - **Euroculture IP PAPER_number of the relevant subtheme_host university abbreviation_Surname.pdf**
 - e.g.: **Euroculture IP PAPER_3_KR_Kowalski.pdf** (please copy and adapt)
- The universities are abbreviated as follows:

DE – Deusto

GR – Groningen

OL – Olomouc

UD – Udine

GO – Göttingen

KR – Krakow

ST – Strasbourg

UP – Uppsala

Please submit your completed paper through the **IP Paper Upload Tool** no later than **30 May 2014**.

- Visit <http://eurocultureip2014.wordpress.com/workarea>
- Chose IP Upload Tool.
- Fill in the electronic form.
- Upload and submit your IP paper!





The IP Paper

IP PAPER ABSTRACT

An abstract is a piece of text that briefly conveys the content of your IP paper and should give the reader a good idea of your paper's topic, argument, and core sources. The abstract should be **concisely formulated in up to 300 words**. Your abstract should:

- a) develop in one or two paragraphs a unified, coherent, concise, stand-alone summary of your paper;
- b) clearly state the topic, your research question and the issues to be discussed;
- c) describe the purpose and scope of your paper;
- d) state the hypothesis or tentative outcome of your research: why is it important?
- e) list five keywords that capture the content of your IP paper;
- f) present the paper's title; pay attention to your title: it is the greatest indicator of what your paper will be about.

Please note that your abstract **should not include a bibliography or list of references**. Please submit your abstract **according to the form of Annex I (title page)**, including the following information:

- Your name:
- (Provisional) title of your IP paper:
- Home University:
- Host University:
- Relevant IP sub-theme (in which your paper fits):
- Abstract:
- Keywords:

Your abstract should be **submitted as a PDF document using the IP Upload Tool** no later than **14 April 2014**.

Name your file with the following format:

- **Euroculture IP ABSTRACT_the number of the relevant sub-theme_host university abbreviation_Surname.pdf**
- e.g.: **Euroculture IP ABSTRACT_3_KR_Kowalski.pdf** (please copy and adapt)





The IP Paper

PLAGIARISM

Plagiarism is a serious form of academic misconduct and can be defined as follows:

- the submission of material written by another person but represented as the student's own work, whether that material is paraphrased or copied in verbatim or near verbatim form;
- editorial revision by another person of a student's work that results in substantive changes in content or major alteration of writing style;
- improper, inaccurate or false acknowledgment of sources in essays or papers.

In short, plagiarism is defined as the using of ideas or the copying or paraphrasing from another person's work without documenting the source in an appropriate manner.

If a case of plagiarism or the misuse of sources is suspected or detected, the tutor will refer such a case to the appropriate commission. All cases of suspected plagiarism will be treated seriously, and in cases where plagiarism has been established, both the host and home universities and relevant members of staff will be informed. Sanctions could range from having to re-write a section of the paper, to failing the IP, to being expelled from the program. The tutors involved (and/or officials at your host university) will decide on the relevant sanction per individual case. All papers will be placed on the website and be available for future students. Please note that should plagiarism be detected at a later stage, any certificate awarded for the IP can be revoked, thus meaning your MA degree would become void until completion of the specified requirements.

In order to avoid plagiarism or the misuse of sources, you should be very careful to document your sources, even when only writing down data or ideas rather than actual quotations. Remember, in academic assignments, writing is assumed to be the original words and thoughts of the author, unless otherwise specified. For more information on how to reference your sources, please refer to resources on using the Chicago citation style.





The IP Paper

PAPER ASSESSMENT INFORMATION

Your IP Paper will be assessed in different ways. First of all, one or two tutors at your host university will evaluate the structure of the paper. This evaluation deals essentially with the formal aspect of the paper and not the content. The criteria for this assessment are provided in Annex II. The structure and formal aspects of your paper must be judged to be satisfactory by the host university in order for you to participate in the IP.

Your paper and your presentation of your **paper will be assessed by the two tutors** of your group. In addition, each student **will be assessed by one student (“peer reviewer”)** from his/her group. On the same occasion, each student will also act as a peer reviewer for another student. As a peer reviewer you are required to provide written comments on the paper you have been assigned to read. You will be informed by the end of May as to which paper you will be reviewing and evaluating. This will be announced via the IP website. The evaluation should be done by filling in a paper copy of the Paper Assessment Criteria (Content) in Annex III. This is the same guide used by the tutors.

At the beginning of each session, hard copies of the written evaluations of the papers being presented that day should be handed in to the tutors. During the sessions, several group members and the two tutors will assess each oral presentation by filling in the Presentation Assessment Criteria form (Annex IV). The tutors will let you know which presentations each student is required to assess at the beginning of the first session.



The IP Presentation

MODUS OPERANDI

All IP participants will be divided into a number of groups before the start of the IP. The IP papers will be presented during two afternoon sessions in these groups, on Monday and Tuesday, 23 and 24 June. Each group will be supervised by 2 lecturers who will act as group tutors.

Apart from presenting his or her own paper, each student will also act as discussant of the paper of another student in his or her group. More information about the presentations and discussions will be sent to you by May. The structure for each presentation will be as follows:

- I. presentation of the paper by the author (15 minutes);
- II. comments on the paper by the discussant (5 minutes);
- III. group discussion by all group members (5 – 7 minutes);
- IV. feedback on the paper and discussion by the tutors (3 – 5 minutes).

PRESENTATION OF THE PAPER BY THE AUTHOR

You have 15 minutes to present your paper. We encourage you to keep the following tips in mind. Don't read your paper! It is too long to be read during the 15 minutes that you have at your disposal. Rather, present the main points of your research to the audience. There are countless ways to do this, but should certainly include: a clear statement of your argument, some context against which to understand why your argument is interesting, discussion of the sources and methods you used to test your hypotheses, and the specific findings and implications of your research. A few more words of advice...

- **Oral communication performance.** In preparing your presentation, think about the differences between the medium of a paper and that of a "live" presentation. Whereas the tone of your paper is probably formal and serious, consider perhaps a "lighter" tone during your presentation. But beware of becoming flippant, of course!
- **Introduction.** Get the attention of your audience with a good question, a challenging problem or a concrete pragmatic rationale. Why does the problem you discuss deserve attention? Tell (or, better still, show) your audience what you are going to talk about. Make sure that your audience understands the problem at stake, and that they perceive that you are treating it as an academic.
- **Content.** Remember to stick to the main points; don't overload your listeners with information. Lead your audience from a problem to a resolution of this problem. Even if you haven't reached a conclusive result in your research, undertake solidly and quickly to demonstrate why, despite this result, your research constitutes a relevant contribution (new insights, new framing of a problem, reduction of uncertainty, etc.)

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The IP Presentation

- **Conclusion.** Feel free to finish your presentation with something other than a summary of your points. If you came up with new and different research questions at the end of writing your paper, tell your audience. Offer an idea of the relevance and/or ramifications of your arguments. What are the research prospects for the future of your topic?
- **Visual support.** PowerPoint slides that illustrate the outline of the paper, the main thesis, or an important example are often helpful in making one's point clear. Think about how to make most effective use of the possibilities offered by PowerPoint (strategic use of color, visuals, lay-out, etc.). Avoid slides filled with text. Your audience can read silently faster than you can read out loud, so text-heavy slides almost always slow down and confuse a presentation.
- **Supporting tools of presentation.** During your presentation, you could make use of other media besides that of PowerPoint and your voice. Consider using a handout or writing something on the white board (pens will be available for this purpose). But don't overdo it, of course!
- **Contact with your audience.** Your listeners will listen more attentively if you address them by making eye contact, rather than looking at the projection screen, staring at your notes, or simply reading from a text.
- **Frame of mind.** Relax! You are presenting your paper to fellow students who will, in turn, present their papers to you. It is a group of peers interested in the topic at hand. You can expect a respectful group who will listen and pay attention to your presentation.
- **Preparation.** Training ahead of time will make a big difference. You can make an outline or use note cards to help you stick to the main points. If you are nervous about speaking to a group you don't know, practice at home with a real or imaginary audience—and make sure to time yourself!
- **Relation to your peers.** Feel flattered that they have read your paper and spent time thinking about how to help you. Their job is to give tips on how to improve your paper, offer insight on your topic, and so on.
- **Open-mindedness.** Be considerate of your audience. You and your fellow students in each session come from diverse backgrounds. You represent several different disciplines and come from several different countries, each with its own methodology and learning tradition.
- **Deference to your audience.** Think of your audience when presenting your papers: everyone present has successfully navigated through the first and second semester of Euroculture and is familiar with the overall annual IP theme. Further, each person will have read your paper in advance, but no one is likely to match your expertise on your topic!
- **Feedback opportunity.** If you are interested in expanding your IP paper into your Master Thesis, use the opportunity of presenting your paper to gather constructive feedback. Tell your audience what your own questions are, in what direction you would like to continue and where you have encountered (or are expecting) difficulties.



The IP Presentation

ASSESSMENT OF THE PRESENTATION AND INTERACTION WITH THE AUDIENCE

The presentation will be assessed by the two chairing faculty members (tutors), and by the other students, using the Presentation Assessment Form (Annex IV). As the tutors determine a grade for your presentation, they will take the assessment of each student's peers in to consideration as well. The comments of your fellow students about each presentation are also important for other reasons, too. The IP paper presentation constitutes a good occasion for students to exchange, debate, to learn how to deal with a diverse audience. You may wonder how to react to the comments made by the discussant and the rest of the audience. Here are a few suggestions to maximize your experience and exchanges with your group.

- Consider carefully the critique and insights that your fellow students offer on your paper – but decide for yourself what you do with it. You may find that some of the points offered by your peers unwarranted, unhelpful, or unconvincing. If you think that the critique is unwarranted (either because someone didn't understand what you meant or because you don't agree with the argument), you certainly don't have to take it into account when writing your Master's thesis. You remain the author of your paper and you choose what to do with the critique. If on the other hand you found the criticism useful, consider elaborating on the discussion with your discussant at a moment after the paper session. Useful and stimulating academic contact may develop as a result of this interaction!
- When you do receive critique: remember that it is about your paper, not about you. Try not to take the critique personally. Learning to receive critique is as much of a skill as learning to give it. Having someone point out the weak parts of one's paper is not a critique of you. This is your chance to receive feedback from others!
- Give the discussant time to finish his or her discussion of your paper before responding to it. If the discussant poses questions to you, write them down in order to answer them after the discussant has finished talking. This part of the paper presentation session is not intended as an immediate "Q and A" between presenter and discussant.



The IP Presentation

COMMENTS ON THE PAPER BY THE DISCUSSANT

The discussant (or peer reviewer) has an opportunity to react to and discuss a number of main points raised in the paper. For this, you have five minutes at your disposal. Keep the following in mind:

- The role of the discussant is critically to analyze the written paper and to respond to the propositions, arguments and conclusions offered by the author. The discussant should suggest new directions and offer counter arguments to those presented in the paper. Remember: the role of the discussant is not (only) to summarize the content of the paper, but to reflect critically on it. A good strategy is to start off with a brief summary of what you think were the main points of the presentation, before you formulate a number of questions which the paper raised. You should present all of your comments and questions during the five minutes that you have at your disposal; do not, that is, expect immediate answers from the paper's author. The presenter will write down your questions and will respond briefly after you have completed your discussion of the paper.
- Useful critique is that which points out both the strong and weak points of the paper. The commentary should offer feedback on the paper itself and provide a starting point for the group discussion. Give praise where it is due, but don't hesitate to point out the areas in which the paper could be improved. No one is likely to have written a perfect IP paper, and receiving feedback on what could be improved is a good way to learn better writing skills. This is also the chance to help your peers write a better Master's thesis.
- Prioritize! Don't feel the need to list all the paper's strong and weak points. Try instead to concentrate on what is important for the author and for the discussion. The IP is not, for example, an appropriate place to discuss the proper citation manner or to point out typographical errors. Look for incomplete or faulty argumentation, open questions that were not answered, new questions that you thought of while reading, and so on.
- Be respectful. Few students are well versed in writing and presenting papers in English. You are critiquing peers and should keep in mind that feedback is intended to help the author. A devastating review is not likely to encourage the author to improve his or her writing (nor to win you any praise). Personal critique is never appropriate. Leave harsh criticism to the tutors (discuss this before the start of the session with the tutor if you think it is necessary).
- Leave criticism about the quality of English, the actual presentation of the paper, the bibliography, footnotes, and so on to the tutors.



The IP Presentation

GROUP DISCUSSION BY ALL GROUP MEMBERS

All students are required to read all of the papers in their group. This is important for the discussion that follows. For this purpose all IP papers and the group divisions will be made available on the IP website at the end of May. Please bear in mind that the goal is to discuss the research accomplished by your fellow students. This will only be possible if all group members have actually read the papers and prepared some comments and questions about each one.

- An important skill for discussants and participants in discussion sessions is active listening. Even if you are familiar with the paper being presented, pay attention to the presentation. Knowing what the author understands to be the paper's central points may help you to understand the argument better and is important for the discussion section.
- Listen to your fellow students in the discussion. This point is as important as it is obvious. A constructive discussion relies on participants referring to others' contributions, answering one another's questions, developing ideas someone else may have introduced, etc. Don't spend all the time that someone else is speaking only to prepare your own discussion contribution. Pauses in the discussion aren't necessarily a problem; if everyone is listening, then the pauses are necessary to think and prepare a response!
- The two tutors will be in charge of the discussion and will chair the sessions. They will, after the group discussion, comment mainly on the paper, the presentation, and the discussant's review, but may also reflect on the group discussion.
- If you don't agree with the arguments in the paper, feel free to present a counter-argument. Remember that simply saying "This point is strong/weak/incomplete/incorrect, etc." doesn't help much. Tell your audience why you find it to be strong/weak/incomplete/incorrect. Statements should always be backed by a supporting argument.
- Speak up! Don't be shy about asking questions or making comments. Your comment may be the one that helps the author, and may bring a new dimension into the discussion. Moreover, by asking questions you are complimenting the paper's author; after all, an interesting paper is one that generates new questions and stimulates discussion. A successful session is one in which everyone who has something to say has the opportunity to do so.
- Remember to be respectful. Allow others to finish speaking before responding. If time is short and someone is speaking at length, the tutor may ask the speaker to wrap up quickly so that someone else has the chance to speak.



General Questions

GRADING

The final grade for the IP is a composition of the grade for the paper (50%) and the grade for the presentation (50%). The grades will be decided upon by the tutors in each group. They should be marked according to the following scale: outstanding; good; pass; fail. The final grade will then be converted into the national grading system of each student's second semester university (on whose transcript of records it will appear). Students who receive a 'fail' will be asked to re-write their papers and submit them after the IP.

CONVERSION OF GRADES

IP Grade	DE	GO	GR	KR	OL	ST	UD	UP
Outstanding	9	1,0	9	5	1	16	30	Väl godkänd
Good	7	1,7	8	4	2	13	27	Väl
Pass	5	2,7	6	3	3	10	24	Godkänd
Fail	0	4,0	5	2	4	9	17	Underkänd

BEST PAPERS

A selection of the best papers will be published electronically by the IP Organizing Committee.

CONTACT

For general inquiries concerning your IP papers and abstracts, please contact your host universities' staff and faculty. They will be your first point of contact.

Please refer to the IP 2014 Website for more detailed information about the programme:
<http://eurocultureip2014.wordpress.com>

For questions concerning the organisation of the IP in Krakow or the IP official website, please write to us at: ip2014@euroculturekrakow.com

Euroculture Uppsala: <http://www.teol.uu.se/euroculture>
Euroculture Krakow: <http://euroculturekrakow.com>
Euroculture Consortium: <http://www.euroculturemaster.eu>



UPPSALA
UNIVERSITET



JAGIELLONIAN
UNIVERSITY
IN KRAKOW





Annex 1: Title Page & Abstract

Euroculture Intensive Programme | Krakow, Poland, 2014
EUROPEAN ENVIRONMENTS: HOW A NEW CLIMATE IS CHANGING THE OLD WORLD



Student Name:

Home University:

Host University:

Subtheme:

Title of Paper:

Abstract (300 words):

Keywords (max. 5):





Annex 2: Paper Assessment Criteria (structure)

Euroculture Intensive Programme | Krakow, Poland, 2014

Student Name:




Title IP Paper:

Home University:

Host University:

IP Tutors (Names):

Overall assessment of the paper (please circle): Pass Unacceptable

PAPER (STRUCTURE) THIS PART HAS ALREADY BEEN ASSESSED IN THE IP PREPARATION MODULE	Abstract	Outstanding	Good	Pass	Rewrite <input type="checkbox"/> Does not meet the standards of the previous sections 	
		<input type="checkbox"/> Aim and research question provide very clear direction and focus	<input type="checkbox"/> Aim and research question provide clear direction and focus	<input type="checkbox"/> Aim and research question provide average direction and focus		
		<input type="checkbox"/> Thorough and logical summary of results and conclusions demonstrates excellent cohesion of the paper	<input type="checkbox"/> Summary of results and conclusions demonstrates adequate cohesion of the paper	<input type="checkbox"/> Summary of results and conclusions provides sufficient cohesion of the paper		
			<input type="checkbox"/> Excellent use of length and word-count. Choice of keywords is exceptional	<input type="checkbox"/> Adequate use of length and word-count. Choice of keywords is good	<input type="checkbox"/> Average use of length and word-count. Choice of keywords is passable	
	Comments					
	Organization of paper	<input type="checkbox"/> Introduction provides very clear direction and clearly focuses the paper	<input type="checkbox"/> Introduction provides clear direction and focuses the paper	<input type="checkbox"/> Introduction provides average direction for the paper	<input type="checkbox"/> Does not meet the standards of the previous sections 	
		<input type="checkbox"/> Approach, theoretical framework and methodology are clearly identified and utilized	<input type="checkbox"/> Approach, theoretical framework and methodology are identified and utilized	<input type="checkbox"/> Approach, theoretical framework and methodology are satisfactory		
		<input type="checkbox"/> Organizational framework is exceptional in both quality and simplicity	<input type="checkbox"/> Organizational framework for paper is identified and utilized	<input type="checkbox"/> Organization of the discussion is passable		
		<input type="checkbox"/> Each section of the paper builds on the previous to support the main thesis in an excellent way	<input type="checkbox"/> Logical connection between subsections and main issue clear	<input type="checkbox"/> Average connections between subsections and main idea		
	Comments					
Format, style and grammar	<input type="checkbox"/> Grammar, word choice, spelling and sentence structure demonstrates excellence	<input type="checkbox"/> Minor grammatical, sentence structure or word choice errors	<input type="checkbox"/> Occasional grammatical, sentence structure or word choice errors	<input type="checkbox"/> Does not meet the standards of the previous sections 		
	<input type="checkbox"/> No errors in citations and references; exceptional use of the recommended style guide	<input type="checkbox"/> Minor errors in citations and references; adequate use of direct and indirect quotes	<input type="checkbox"/> Occasional errors in citations and references; average use of direct and indirect quotes			
	<input type="checkbox"/> Clear, logical and meaningful expression of ideas	<input type="checkbox"/> Adequate expression of ideas	<input type="checkbox"/> Average logic or flow of ideas			
	<input type="checkbox"/> Exceptional lay-out, choice of fonts, headings, tables and graphs	<input type="checkbox"/> Adequate lay-out, choice of fonts, headings, tables and graphs	<input type="checkbox"/> Average lay-out, choice of fonts, headings, tables and graphs			
Comments						



Annex 3: Paper Assessment Criteria (content)

Euroculture Intensive Programme | Krakow, Poland, 2014

Student Name:



Title IP Paper:

Home University:

Host University:

IP Tutors (Names):

Overall assessment of the paper (please circle): Outstanding Good Pass Rewrite

		Outstanding	Good	Pass	Rewrite
		PAPER (CONTENT)	Addressing the topic	<input type="checkbox"/> Paper proposes outstanding topic and inquisitive research question	<input type="checkbox"/> Topic and research question are adequate
<input type="checkbox"/> Paper proposes promising new ideas which stand out because of their originality	<input type="checkbox"/> Ideas presented in the paper are original in an adequate way.			<input type="checkbox"/> Ideas are proposed within well-known bases	
<input type="checkbox"/> Relations between main ideas are described and ordered in an outstanding way	<input type="checkbox"/> Main ideas are ordered in an adequate manner			<input type="checkbox"/> Main ideas are proposed in a passable manner	
<input type="checkbox"/> Research addresses succinctly the IP topic in an excellent manner	<input type="checkbox"/> Research addresses the IP topic in an adequate manner			<input type="checkbox"/> Research addresses the IP topic in a passable way	
Comments					
Depth of analysis	<input type="checkbox"/> Issue is critically analyzed through multiple perspectives		<input type="checkbox"/> Issue is analyzed through more than one perspective	<input type="checkbox"/> Issue is analyzed, but has not been viewed from multiple perspectives	<input type="checkbox"/> Does not meet the standards of the previous sections 
	<input type="checkbox"/> Key points and conclusions demonstrate synthesis and integration		<input type="checkbox"/> Adequate explanation of key points and conclusions	<input type="checkbox"/> Explanation of key points and conclusions is passable	
	<input type="checkbox"/> Exceptional illustrative examples make the key points come alive		<input type="checkbox"/> Adequate use of illustrative examples for key points	<input type="checkbox"/> Illustrative examples for key points are passable	
	<input type="checkbox"/> Paper analysis is highly original and contributes to the field of knowledge with new ideas in an exceptional way		<input type="checkbox"/> Paper analysis is original and contributes to the field of knowledge with new ideas in an adequate way	<input type="checkbox"/> Paper analysis is passable and proposes ideas in a passable way	
Comments					
Support for arguments	<input type="checkbox"/> Incorporates an exceptionally broad range of significant scholarly references		<input type="checkbox"/> Incorporates a broad range of quality scholarly resources	<input type="checkbox"/> Incorporates an average range of references of quality	<input type="checkbox"/> Does not meet the standards of the previous sections 
	<input type="checkbox"/> Exceptional integration of supportive evidence and original expression of arguments		<input type="checkbox"/> Supportive evidence and original expression of arguments work together to create a strong argument	<input type="checkbox"/> Supportive evidence and original expression present but the link is passable	
	<input type="checkbox"/> Excellent combination of own and others' reasoning and arguments	<input type="checkbox"/> Incorporation of own and others' reasoning and arguments is adequate	<input type="checkbox"/> Incorporation of own and others' reasoning and arguments is passable		
Comments					



Annex 4: Presentation Assessment Criteria (form)

Euroculture Intensive Programme | Krakow, Poland, 2014

Student Name:


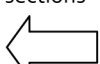
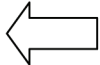

Title IP Paper:

Home University:

Host University:

IP Tutors (Names):

Overall assessment of presentation (please circle): Outstanding Good Pass Fail

		Outstanding	Good	Pass	Fail
PRESENTATION (FORM)	Time management	<input type="checkbox"/> Student managed time allocated for presentation exceptionally well, presentation was paced very well	<input type="checkbox"/> Student managed time allocated for presentation well, presentation was paced adequately	<input type="checkbox"/> Student managed time allocated for presentation in a passable manner, although pacing may be improved	<input type="checkbox"/> Does not meet the standards of the previous sections 
	Technical skills	<input type="checkbox"/> Student made exceptional good use of (audio visual) aids. PPT was well readable, clearly structured, well controlled technically, no spelling mistakes, pleasant and creative lay-out which supported the content well	<input type="checkbox"/> Student made good use of (audio visual) aids. PPT was readable, clearly structured, well controlled technically, minor spelling mistakes, lay-out was sufficient and supported the content	<input type="checkbox"/> Student's use of (audio visual) aids was average. Some problems with readability, structure, technical control, spelling mistakes, and lay-out.	<input type="checkbox"/> Does not meet the standards of the previous sections 
	Contact Audience	<input type="checkbox"/> Student responded exceptionally well and well prepared to questions and comments and/or displayed outstanding contact with audience	<input type="checkbox"/> Student responded well to questions and comments and/or displayed good contact with audience	<input type="checkbox"/> Student responded in an average way to questions and comments and/or displayed average contact with audience	<input type="checkbox"/> Does not meet the standards of the previous sections 
	Non-verbal skills	<input type="checkbox"/> Outstanding body language and exceptional non-verbal behavior throughout the whole presentation	<input type="checkbox"/> Well-controlled body language and adequate non-verbal behaviour	<input type="checkbox"/> Body language and non-verbal behaviour are passable	<input type="checkbox"/> Does not meet the standards of the previous sections 
	Comments				



Annex 4: Presentation Assessment Criteria (content)

Euroculture Intensive Programme | Krakow, Poland, 2014

Student Name:



Title IP Paper:

Home University:

Host University:

IP Tutors (Names):

Overall assessment of presentation (please circle): Outstanding Good Pass Fail

		Outstanding	Good	Pass	Fail
PRESENTATION (CONTENT)	Organization of presentation	<input type="checkbox"/> Introduction provides very clear direction and clearly focuses the presentation	<input type="checkbox"/> Introduction provides clear direction and focuses the presentation	<input type="checkbox"/> Introduction provides satisfactory direction for the presentation	<input type="checkbox"/> Does not meet the standards of the previous sections 
		<input type="checkbox"/> Organizational framework is exceptional in both quality and simplicity	<input type="checkbox"/> Organizational framework for paper is identified and utilized	<input type="checkbox"/> Organization of the discussion is presented in a passable manner	
		<input type="checkbox"/> Each section of the presentation builds on the previous to support the main thesis	<input type="checkbox"/> Logical connection between subsections and main issue clear	<input type="checkbox"/> Local connections between subsections and main idea sometimes unclear	
		<input type="checkbox"/> Exceptional connection between written paper and presentation	<input type="checkbox"/> Good connection between written paper and presentation	<input type="checkbox"/> Average connection between written paper and presentation	
	Comments				
	Content	<input type="checkbox"/> The problem statement/research question is excellently and coherently explained	<input type="checkbox"/> The problem statement/research question is explained sufficiently	<input type="checkbox"/> The problem statement/research question is stated, but presents passable coherence/clarity	<input type="checkbox"/> Does not meet the standards of the previous sections 
		<input type="checkbox"/> Argumentation (validity of arguments/proof and evidence) is excellent	<input type="checkbox"/> Argumentation (validity of arguments/ proof and evidence) is good	<input type="checkbox"/> Argumentation (validity of arguments/ proof and evidence) is passable	
		<input type="checkbox"/> Conclusion demonstrates synthesis and integration of all arguments exceptionally well	<input type="checkbox"/> Adequate and coherent conclusion	<input type="checkbox"/> Coherent and synthesizing conclusion is average	
	Comments				