

DEPARTMENT FOR CONTINUING EDUCATION
PUBLIC & INTERNATIONAL PROGRAMMES

Keio University Summer School 2019

Christ Church: August 19 – September 10



UNIVERSITY OF
OXFORD



Radcliffe Camera, University of Oxford © Darrell Godliman

University of Oxford

Oxford University is a historic and unique institution. As the oldest university in the English-speaking world, it can lay claim to nine centuries of continuous existence. There is no clear date of foundation, but teaching existed in Oxford in some form in the late 11th century.

Today there are over 22,600 students at Oxford University, including around 11,603 undergraduates and 10,499 postgraduates. Over 40% of the student body – nearly 9,200 students – are citizens of foreign countries. Students come to Oxford from more than 140 countries and territories.

Each student is a member of one of the 38 colleges or 6 permanent private halls. The collegiate system is at the heart of the university's success, giving students and academics the benefits of belonging to both a large, internationally renowned institution and to a small, interdisciplinary academic community.

Colleges and halls select and admit undergraduate students, and select graduate students after they are admitted by the university. They provide accommodation, meals, common rooms, libraries, sports and social activities, and pastoral care for their students; and are responsible for students' tutorial teaching and welfare.

Information on Oxford University is available at: www.ox.ac.uk/about

Department for Continuing Education

The mission of Oxford University Department for Continuing Education (OUDCE) is to make the scholarship of the university accessible to wider audiences. Its students may be members of the public who wish to study a subject out of general interest or for an Oxford qualification, members of professional groups or business organisations who wish to update their knowledge or skills, or participants in its courses for international groups. Over 800 courses per year, across a wide range of subject areas, are offered on a part-time basis, online, or in the form of short courses (day, weekend and summer schools). Every year more than 15,000 people take part in courses organised by OUDCE.

Further information on OUDCE is available at: www.conted.ox.ac.uk

City of Oxford

The city of Oxford is a fascinating blend of ancient and modern. Established as a town in the 9th century, the 'city of dreaming spires' is famous as the home of Oxford University. Impressive historic buildings and monuments, dating from the 11th century, bring Oxford's remarkable heritage to life. University architecture - such as its colleges, libraries and museums - spans eight centuries. Modern-day Oxford is a vibrant and cosmopolitan city with a busy cultural and social scene offering a wide variety of plays and shows, concerts, films and exhibitions; there are also open spaces such as parks and gardens, and riverside walks to enjoy. There is a wealth of restaurants, cafés and bars to meet both traditional and contemporary tastes, and an eclectic mix of chain stores and specialist shops. In 2015 the population of Oxford was estimated to be 159,600.

Academic and Administrative Support

Summer School Director

The Director of the Summer School is Mr Alan Hudson. He is responsible for designing the programme, the selection of tutors and lecturers and for academic-related issues during the seminar.

Course Tutors

The course tutors are responsible for the delivery of the academic programme, as well as for the monitoring of student progress.

Summer School Administrator

All administrative elements prior to and during the summer school (e.g. visa applications and language test arrangements) are the responsibility of Ms Hui Liu who also oversees several full-time summer school assistants. She is also responsible for the day-to-day liaison with Christ Church staff.

Summer School Assistants

Resident summer school assistants will also be on hand to help with any issues that students may have and to help them make the most of their time in Oxford.



Christ Church Cathedral © Darrell Godliman



Academic & English Language Programme

The programme consists of two ninety-minute English language classes and one two and a half hour academic subject classes per day.

Students choose to follow ANY ONE of three academic subject class options for all four weeks of study. There will be a maximum of 20 students per class for each academic option.

There will be a maximum of 12 students per language class.

In Weeks 2 and 3 there are no academic subject classes on Monday afternoons. Students are advised to use this time for library study and research for end-of-course presentations.

Tutors	
British Society Today / Trends in British Society	Dr Amanda Palmer Dr Alan Hudson
International Business	Miss Bingchun Dai
International Relations	Dr Sean Oliver-Dee
English Language	Ms Brenda De Martino Ms Anne Prince Ms Patricia Wain Ms Rosamund Wilson Mr Patrick Tilbury

Option 1: British Society Today

Tutor: Dr Amanda Palmer / Dr Alan Hudson



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Course Overview

This course will chart the social changes in British society from the second half of the 20th century to the present day. Key aspects will be social, economic and cultural change relating to the family, employment and education. Other shifts and trends in religion, crime and the media will also be explored. Throughout, there will be sociological analysis of the patterns witnessed with particular attention paid to gender and ethnic relations and other sources of stratification.

Intended Learning Outcomes

- To increase knowledge and understanding of the major social changes in Britain over the last half century
- To equip students with the skills and confidence to discuss and evaluate multiple facets of British society

Methodology and Approach

Classes will be a blend of interactive lectures, class discussions and debates. Students will be encouraged to reflect and comment upon topics within each session.

Course Text

Students will receive a copy of the following text on arrival in Oxford.

Giddens, Anthony, (2017) *SOCIOLOGY*, 8th Edition, Polity Press (or 2013 7th edition)

Weekly Topics – British Society Today

Week 1		All Change in the Family	
19 August			
20 August			
21 August		The Traditional British Family	
22 August		Modern Day Family Arrangements	
23 August		Sexuality, its expression and the law	
Week 2		The Changing Nature of Employment	
26 August		Study Afternoon	
27 August		Patterns of Employment	
28 August		Popular Culture	
29 August		Education and Social Class in the UK	
30 August		Race and Gender in Education	
Week 3		Aspects of Identity and Sexuality	
2 September		Study Afternoon	
3 September		Declining Religion in the UK	
4 September		British National Identity	
5 September		Patterns of Crime, Youth and Ethnic Minorities	
6 September		Gender, Crime and Punishment	
Week 4			
9 September		Final Presentation	



Intended Learning Outcomes

- To introduce students to the key features of international business and how it has developed
- To identify the main challenges and opportunities for businesses in the global context
- To explore the processes by which businesses internationalise
- To develop understandings of different cultures, practices and institutions, and how they shape international business

Methodology and Approach

Classes will be a mix of presentations, group and individual exercises, and group discussions. Examples will be used to illustrate the main themes and focus discussion.

Students will be encouraged and guided in using their developing knowledge of the topic, as well as their own experience and observations both in Japan and in England, in order to prepare presentations in small groups for the final session of the course.

Course Text

The following course text will be provided to students on arrival in Oxford:

Sitkin, A. and Bowen, N. (2013) *International Business: Challenges and Choices* (2nd Edn) Oxford: Oxford University Press.

Reading List

Students are not required to purchase any texts. The following books are intended as optional pre-course reading.

Cairns, G and Sliwa, M (2008) *A Very Short, Fairly Interesting and Reasonably Cheap Book About International Business*, London: Sage.

Trompenaars, F and Hampden-Turner, C (1997) *Riding the Waves of Culture: Understanding Cultural Diversity in Business*, London: Nicholas Brearley Publishing.

Weekly Topics – International Business

Week 1		International Business: History and Context
19 August		
20 August		
21 August		Introduction and Historical Context
22 August		Economic and Political Context: 21 st Century
23 August		The Framework & the Actors
Week 2		International Business: The Challenges
26 August		Study Afternoon
27 August		Multinational enterprises and Foreign Direct Investment
28 August		Culture: Risk or Opportunity
29 August		Ethics and Corporate Social Responsibility in International Business
30 August		Strategy in International Business
Week 3		International Business: Managing the Business
2 September		Study Afternoon
3 September		Organization of Multinational Enterprises
4 September		International Finance
5 September		Operations in International Business: Supply Chains and Technology
6 September		Marketing Internationally
Week 4		
9 September		Final Presentation



Intended Learning Outcomes

- To encourage an integrated understanding of the main contemporary trends in world politics
- To equip students with a comprehensive understanding of a selection of recent and historical international controversies and conflicts across various regions in the world

Course Overview

This course aims to engage students in the study of the most pressing issues in contemporary international relations. In particular, the course will consider aspects of continuity and change in world politics. Has the end of the Cold War brought about a fundamental transformation in the international system? How do technological developments shape international attempts to regulate warfare? Should the UN Security Council include more members? To do so, the course will start with a brief historical introduction to international politics to trace broader developments in the international system. It will then turn to a variety of regional and institution-specific studies to further explore the changing nature of power, conflict, and global institutions in the 21st century.

Methodology & Approach

Classes will be a mix of lectures and lively seminar-style discussions. Students will be encouraged to participate actively at the individual and paired/group level.

Course Text

The following course text will be provided:

Dunne, Kurki and Smith *International Relations Theories* 4th Edn, Oxford: Oxford University Press.

Reading List

The following book is intended as optional pre-course reading. Students are not required to purchase it.

Armstrong, David, Lorna Lloyd and John Redmond, (2004), *International Organisations in World Politics*, 3rd Edn., Basingstoke: Palgrave Macmillan.

Weekly Topics – International Relations

Week 1 International History	
19 August	
20 August	
21 August	Introduction 1 - The Origins of the ' New World Order'
22 August	Introduction 2 – International Society
23 August	Understanding the world 1 – Liberalism
Week 2 International Organisations	
26 August	Study Afternoon
27 August	Understanding the World 2 – Realism
28 August	Understand the World 3 – Marxism
29 August	Understanding the world 4 – Post-Structuralism
30 August	Understanding the World 5 – Social Constructivism
Week 3 Contemporary Problems I	
2 September	Study Afternoon
3 September	Major Issues 1 – The Search for Belonging
4 September	Major Issues 2 – Gap between Rich and Poor
5 September	Major Issues 3 – The Crisis of Democracy
6 September	Looking Forward – What will the World look like in 20 years?
Week 4	
9 September	Final Presentation

DEPARTMENT FOR CONTINUING EDUCATION
PUBLIC & INTERNATIONAL PROGRAMMES

Course: English Language & Academic Writing

Tutors: Ms Brenda De Martino, Ms Anne Prince,
Ms Patricia Wain, Ms Rosamund Wilson, Mr Patrick Tilbury



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Pre-course Requirement - English Language Placement Test

All students should take the Oxford Online Placement Test in Japan before the end of June 2019. Each participating student will be assigned a computer access code and a unique student number with which to access the online test.

Students should take the online test in their free time. It is a multiple-choice exam with questions on grammar, vocabulary, reading, and listening and takes roughly one hour to complete. Full details on how to take the test will be issued to all student participants.

Results will be used to place students in the most appropriate English Language group.

English Language

Course Content - Overview

Students will develop and practice the following English language skills:

- Reading
- Listening
- Speaking

They will also improve their knowledge and use of English grammar.

Intended Learning Outcomes - General

By the end of the course, students are expected to be able to demonstrate:

- a sustained improvement in all four English language skills
- knowledge of the structure, levels and discourse functions of the English language
- a developing ability to read critically in English
- a developing ability to take part in intellectual debate in spoken and written English

Study Materials

Course content and related teaching and learning materials will vary according to the specific learning requirements of each class. All study materials (with the exception of stationery) will be provided to students on arrival in Oxford.

Course Content (Specific)

Reading

Course Content

The course will introduce and practise core reading techniques such as reading fast and effectively, reading to understand the main idea and finding specific information accurately. At the same time students will gain knowledge and insight into aspects of contemporary British culture and institutions through a wide range of texts. Students will be encouraged to read critically and to give a personal response to issues raised in the texts. Reading will be based on a range of text types and genres.

Intended Learning Outcomes

By the end of the course, students should:

- be able to read faster
- be able to read more effectively
- have a deeper understanding of contemporary Britain
- be able to give a reasoned personal response to their reading

Listening

Course Content

The aim of the course is to sensitise students to English spoken at natural speed and to help develop effective comprehension strategies. Class activities will include a wide range of listening tasks (monologues, dialogues, group discussions) and will expose students to everyday and to academic English.

Intended Learning Outcomes

By the end of the course, students should have improved their ability to:

- listen for gist and for specific information
- listen and take lecture/seminar notes in English
- tackle listening texts on a variety of current topics
- understand speakers with different accents

Speaking

Course Content

Students will take part in small group and whole class discussions on a wide variety of subjects of general interest, current affairs and their own academic interests with the aim of improving your confidence and fluency in speaking. We will look at various aspects of English conversation, for example, how to interrupt others and how to cope with being interrupted; how to check that others are following your argument; and how to agree or disagree. We will discuss strategies for improving students' communication skills in and out of class. Finally, core areas of pronunciation affecting intelligibility and ease of listening will also be identified and practised.

Intended Learning Outcomes

By the end of the course, students should have:

- improved their confidence and fluency in speaking generally and in expressing personal opinions
- improved their ability to manage conversations
- gained more confidence in interacting in social and professional situations
- developed a clearer understanding of areas of pronunciation that they need to improve

English Grammar

The course is designed to focus on core grammatical areas and on their use in oral and written contexts. Classes will concentrate on reviewing and clarifying problematic areas, and will provide students with opportunities for spoken and written practice. There will also be weekly recycling activities in class, and ongoing assessment of accuracy and fluency in the spoken activities. The course content will be adapted to the needs of the group.

Intended Learning Outcomes

By the end of the course, students should have:

- developed a clearer understanding of the grammar structures studied
- improved their grammatical accuracy in speaking and writing
- gained more confidence in their choice and use of English grammar patterns
- developed their ability to monitor and self-correct their use of grammar

Academic Writing

Course Content

- British academic culture
- Academic style and register
- Critical thinking and problem solving
- Introduction to academic writing in English (organisation, referencing)
- Achieving flow in academic writing: structure, cohesion and coherence
- Quoting and citing in essays

Intended Learning Outcomes

By the end of the course, students should have developed successful strategies to enable them to:

- Plan and structure an academic essay in English
- Appreciate different types of problems and problem solving
- Critically select reference sources for academic writing
- Write a short academic essay in English of 1700-2000 words

Approach

Students will be taught in classes and seminars. Discussion is the essence of the Oxford education system so all students will be expected to participate fully.

Assessment

Academic

Option 1 **British Society Today**
Final paired presentation.

Option 2 **International Business**
Final paired presentation.

Option 3 **International Relations**
Final paired presentation.

Grades

Students will receive a final letter grade (A-D) which is made up of two elements: the final paired presentation in the academic class (100 marks) and overall participation in the English language class (100 marks). The 200 mark total (Academic Presentation and English language class participation) will be halved to provide the final letter grade as follows:

A 70 – 100 marks

B 60-69 marks

C 50-59 marks

D 40-49 marks

English Language

Weekly evaluation of linguistic progress based on the work of each class.

Post-Course Optional Academic Essay

Students also have the opportunity of writing a 2,000-word essay on a topic set by their academic course tutor. **Completed essays should be submitted no later than 18 October to lapp@conted.ox.ac.uk for marking.** The essay will be marked out of 100 and a letter grade will also be assigned according to the 'Grades' criteria above.

Students attempting the essay option should use the Harvard Style of Referencing.

Student Participation

Students will be expected to prepare for and to contribute actively (both individually and in pairs/groups) in all seminars. A grade will be given for participation in both English language and academic subject classes based on the criteria attached.

Biographies

Bingcun Dai is a DPhil student in Financial Economics and started her studies in 2017. She is a member of the Green Templeton College. Her research is supervised by Professor Mungo Wilson and Professor Ludovic Phalippou. Her studies are funded by the Saïd Business School-Saïd Business School Foundation. Prior to starting her doctorate, Bingcun received her MSc in Finance from Peking University. Bingcun also obtained a Bachelor of Science in Physics from Beijing Jiaotong University. Before coming to Oxford, Bingcun worked for one year as a research fellow in Korea Advanced Institute of Science and Technology.

Ms Brenda De Martino has worked with students from all over the world, and has wide experience of teaching English for Academic and Specific Purposes. She teaches academic writing and literacy skills to international graduate students in the University's Department for Continuing Education. She has also prepared students for the Cambridge, IELTS and TOEFL examinations.

Professor Alan Hudson teaches sociology and contemporary history and has wide international experience teaching and working with senior officials and executives from China, USA, Russia, Latin America, India and elsewhere. He was educated at the University of Oxford, Birkbeck College London and the London School of Economics and Political Science. Alan has wide experience in both quantitative and qualitative research and analysis and has acted as consultant in public, private and voluntary sectors. His most recent work has been on the relationship between citizens and cities with reference to urban planning and group and national identity with particular reference to public policy and the mediation between government and the lived experience of the citizen.

In the autumn of 2010 Alan was a visiting professor at the Shanghai Administrative Institute where he undertook a research project looking at the impact of Expo 2010 on urbanisation and city life in Shanghai. He has subsequently been a visiting professor at Fudan University, Shanghai, Shanghai Jiaotong University and the Chinese Executive Leadership Academy Pudong. The work on Shanghai has led to the establishment of a joint Oxford University/CELAP Centre for Urban Studies, of which he is the Oxford Director. The centre has already produced an FCO funded report on urban transformation and later this year will begin a two year comparative study, 'London and Shanghai: Creative Cities'. Alan is also the Oxford director of the Oxford/HKUST 'Leadership and Public Policy Series'.

In the autumn of 2013 he was presented with the Golden Magnolia Award for outstanding service to the city of Shanghai.

His publications include *Basildon, the mood of the nation*, (Demos, 2001), *The trouble with planners*, (John Wiley, 2001), *From Power Plays to Market Moves: The Standard in Higher Education*, (Bergin & Garvey, 2002) and *Intellectuals for our Times*, (CRISPP, Winter 2003). *Educating People*, (Routledge Falmer 2004), *Sustainability and Regeneration - A new Language in Planning*, (Urban Design International, 10:1, March 2005) and *Twenty years of schooling and you end up on the day shift*, (Work, employment and society, 20:2, June

2006), 'Science and Democracy: the pursuit of Modernity in China', CITY, analysis of urban trends, culture, theory, policy, action, vol 12, no.2, July 2008. The Dynamic City: Citizens make Cities, chapter in The Lure of the City, From Slums to Suburbs (Pluto Press 2011), State, Citizen and Market (Gansu Theory Research, no1 2011), The Glittering Prizes of Shanghai, chapter in London After Recession: a fictitious capital? (Ashgate Publishing Ltd June 2012). Chinese Urban Transformation: A Tale of Six Cities (RIBA forthcoming).

Dr Sean Oliver-Dee is a researcher, author and analyst with extensive teaching experience in modern history and international relations in the UK and overseas. His most recent research focuses on religion and politics. He is a Fellow of the Royal Historical Society and a Research Fellow of the Centre for Christianity and Culture (Kellogg College, Oxford). He has also worked for the Policy Division of the UK Ministry of Defence and has carried out consultancy work for the European Parliament, the US Armed Forces, the Office of International Diplomacy and the UK Parliament. Sean has presented papers at a number of international conferences in the UK, USA and Hungary and has also authored many articles, chapters and books. His latest book 'Courting Islam' (forthcoming) considers how the British and American governments have historically engaged with Muslim countries and minorities in areas of foreign and domestic policy and asks what the future might hold in the changing global arena.

Dr Amanda Palmer is a sociologist and Head of the Institute of Human Sciences at Oxford University. She is Director of Studies for Human Sciences at Harris Manchester College, Oxford, and a Fellow of the college. She is also the Lecturer in Sociology at St Catherine's College, Oxford. She has also acted as a research and training consultant to various government departments since 1986. She is author of *Schooling Comprehensive Kids* (Ashgate Publishing Group, 1998), and has contributed a chapter to *Ledwith, Sue and Fiona Colgan (eds.), Women in Organisations: Management, Work and Organisations* (Palgrave Macmillan, 1996). Her research interests include low-achieving pupils in comprehensive schools, and gender and social change. She now focuses her time on teaching undergraduates, mature students and international students at Oxford as well as the administrative duties as the Head of Human Sciences.

Ms Anne Prince has been teaching English as a Foreign Language for over twenty years, both in England and abroad. She teaches international students at the University of Oxford. She has also designed and run Business courses in Sweden, worked as a Teacher Trainer in Peru and Oxford, and taught Military and Naval English in Italy. She has recently written materials for the Headway Academic Skills series published by Oxford University Press. Her particular areas of interest are developing student writing within the context of English for Academic Purposes and English for Business.

Mr Patrick Tilbury has worked as a specialist on China since the early 1990s. He used to write for the Economist Intelligence Unit (EIU) and other publications as an independent analyst. From 2005 to 2011 he was Senior Editor/Senior Analyst Asia Pacific at Oxford Analytica. He briefed clients on China and Mongolia as director of Asiatica until 2016 and since then as an independent analyst again. He has lectured and presented on themes relating to China and Mongolia for Oxford University, the School of Oriental and African Studies in London and at Westminster University's China Media Centre. He has an RSA preparatory certificate in Teaching English as a Foreign Language and spent three years

teaching English language at Ningbo University and at the Foreign Affairs College (now Foreign Affairs University) in China. He has a degree in Philosophy, Politics and Economics from Oxford University. His languages are English, French, Spanish and Chinese.

Ms Patricia Wain was formerly a curator in the Education Department in the Tate Gallery, London where she edited the Gallery's anthology, 'With a Poet's Eye' and was responsible for special events. She has taught both English language and the History of Art at the University of Oxford for over 15 years on the Advanced Diploma in British and European Studies course.

Ms Rosamund Wilson has taught English for Academic Purposes, general English and literacy skills to students at universities in the UK (Oxford and Oxford Brookes), New Zealand (Waikato) and Belgium (Free University, Brussels). She has considerable experience in the development of specialised materials for learners of English and in the management of university ESLO/EAP programmes for international students. She is a Member of the Chartered Institute of Linguists (London) and has also worked for the Commission of the European Union as a professional translator.

Helpful Information for Students

Airport Transfers

Students will be greeted on arrival by our staff at Heathrow airport and escorted to private coaches for onward transfer to Oxford. At the end of the course an airport transfer will also be arranged to take students from Oxford to Heathrow.

Money

Students may find it convenient to make use of ATM machines or to bring travellers' cheques which can be changed at any bank. There are ATM machines in various places in and around the city of Oxford; however, please be aware that banks are not open on Sundays in the UK.

The British pound is divided into 100 pence. Notes are issued for £5, £10, £20 and £50. The coins are: £2, £1, 50p, 20p, 10p, 5p, 2p and 1p.

Insurance

Please note that OUDCE does not provide any insurance cover. Students are expected to arrange for insurance to cover themselves against personal accident and medical expenses, and against damage to or loss of personal property.

Personal Accident

Oxford University, OUDCE and Christ Church **cannot** accept liability for accidents which might occur on their premises, and therefore we recommend that students obtain appropriate personal accident insurance cover.

Medical

Students are advised to take out their own medical insurance or to ensure that their existing policy covers them while they are in the UK.

Personal Property and Valuables

The University of Oxford, OUDCE and Christ Church **cannot** accept responsibility for personal property brought on to university, departmental or college premises and we recommend that insurance cover is obtained.

Illness and Medical Attention

Students are recommended to bring an adequate supply of any medication they use with them rather than rely on obtaining further supplies in the UK. Many forms of medication available over the counter in other countries are only available on prescription from a doctor in the UK.

Free National Health Service treatment cannot be provided for persons from countries which do not have a reciprocal health agreement with the UK. Students coming from such countries must expect to be treated as a private patient and pay in cash on the day for any treatment.

Further information is available on the UK Council for International Student Affairs' website at: www.ukcisa.org.uk/student/info_sheets/keeping_healthy.php

Any student who requires medical attention during their course should speak to a summer school assistant in the first instance. Arrangements will then be made for them to visit a doctor in Oxford.

Weather and Clothes

British weather is always unpredictable. Even in summer a raincoat of some kind is often necessary, and participants are advised to bring some warm clothing as well as summer clothes. Between May and September the weather can be cool (12°C) and rainy; it can also be mild (18°C) with grey skies; or it can be hot (24°-32°C) and dry. It can change from one day to the next. Please also be aware that the nights can get chilly.

Weather forecasts for Oxford can be found at: www.bbc.co.uk/weather/2640729

Casual dress is acceptable for attending classes, participating in excursions and social events and at meal times, except for the formal closing receptions and dinners when an appropriately formal standard of dress is required.

Security of Personal Possessions

Please bear the following advice in mind. We recommend that travel insurance is obtained by students to cover their possessions if anything is lost or stolen.

<i>Cash</i>	Carry only enough cash to meet day-to-day expenses.
<i>Passport and tickets</i>	Special care should be taken of passport and travel tickets. Participants are advised to make a note of the serial numbers of these and keep this list in a safe place.
<i>Cameras, mobiles, notebooks and other valuables</i>	Valuables such as notebooks, mobiles and cameras should be kept close at all times and a note kept of the serial numbers. Once in Oxford, they should never be left on view in public places, even for

	a short time.
Wallets	Carry a wallet in an inside pocket, never in a back trouser pocket. When removing a jacket, do not leave a wallet in it.
Handbags	Never leave your bag unattended even for a short period. Make sure it is closed, with items such as purses/wallets pushed to the bottom. Take extra care of personal valuables when in pubs or in crowded places such as the city's main shopping streets.

Electrical Equipment

The electricity in Britain is 230 volts; sockets take square three-pin plugs. Transformers as well as adaptors may, therefore, be needed for laptops, charging devices, hair styling appliances, etc. Please note that, in our experience, appliances manufactured for use abroad may not perform well here, even with a converter and adaptor.

Personal electrical equipment must conform to UK standards as follows: every appliance must carry the appropriate kite mark; the plug must be of the safety sleeve type and be correctly fused for the appliance; flexible cables must be in good condition and not worn, split, stretched or twisted.

Telephones

The dialling code for Oxford from within the UK is 01865; from overseas it is +44 1865.

Enquiries prior to the Summer School

All seminar-related enquiries should be addressed to the Programme Administrator, Ms Hui Liu, by email at: hui.liu@conted.ox.ac.uk

All other general enquiries, e.g. relating to tourist and travel information, services and amenities in and around Oxford should be directed to the Oxford Tourism Information Centre at info@experienceoxfordshire.org or by telephone at 44 (0)1865 686430.



Photo © Darrell Godliman

Assessment Criteria for Participation

Criterion	Poor (<40%)	Developing (40%-59%)	Proficient (60%-79%)	Exemplary (80% and above)
Preparation	Has done little (if any) preparation. Has done no background reading. Has failed to complete homework. Shows little interest in the subject.	Has done some preparation. Has done some background reading. Has completed any homework to an acceptable standard.	Is always well-prepared. Has done a good amount of background reading. Has completed any homework to a high standard. Has made	Is always extremely well-prepared. Has done a considerable amount of background reading. Has completed any homework to the highest of standards. Has

		Has made a few notes on reading. Has prepared one or two questions to ask though not always pertinent. Has prepared comments to make though not always pertinent.	notes on reading. Has prepared pertinent questions to ask. Has prepared pertinent comments to make.	made careful notes on reading. Has thoughtfully prepared pertinent questions to ask. Has prepared pertinent and insightful comments to make.
Individual Contribution	Is frequently late for class. Individual contribution is minimal and can be inappropriately timed. Virtually no oral or non-verbal interaction with tutor or peers. Can appear distracted.	Is sometimes late for class. Individual contribution is sometimes active, mostly relevant and appropriately timed, demonstrating a limited degree of understanding of learning materials and of tutor and peer input. Oral and non-verbal Interaction with tutor and peers is limited.	Is normally always punctual. Individual contribution is always active, pertinent and appropriately timed, demonstrating a fair degree of understanding of learning materials and of tutor and peer input. Interaction with tutor and peers is measured, constructive and considerate. Oral and non-verbal interaction with tutor and peers is very good.	Is always punctual. Individual contribution is always active, insightful, pertinent and appropriately timed, demonstrating a high degree of understanding of learning materials and of tutor and peer input. Interaction with tutor and peers is always measured, constructive and considerate and takes discussions further. Oral and non-verbal interaction with tutor and peers is exemplary.
Paired/Group Contribution	Contribution is minimal. Makes little, if any, effort to engage with peers. Shows little, if any, interest in listening to peer contributions. Attitude/Behaviour can impact negatively on paired/group activities.	Engages actively and positively with peers both orally and non-verbally. Listens actively and willingly most of the time. Performs assigned role and contributes adequately and appropriately with peers.	Always engages actively, positively and consistently with peers both orally and non-verbally. Is considerate and encouraging towards others and always listens actively and willingly. Always looks for positive ways to solve problems.	Always engages actively, positively and consistently with peers both orally and non-verbally. Is highly considerate and encouraging towards others and always listens actively and willingly. Always looks for positive ways to solve problems. Always makes considered and insightful contributions which take things forward.

Assessment Criteria for End-of-course Presentations

Evaluation Criteria	Mark	Total
Content <ul style="list-style-type: none"> ▪ Degree of research/preparedness ▪ Knowledge and understanding of topic 	1 2 3 4 5 6 7 8 9 10 1 2 3 4 5 6 7 8 9 10	
Organisation <ul style="list-style-type: none"> ▪ Logical organisation of sections 	1 2 3 4 5 6 7 8 9 10	
Verbal delivery <ul style="list-style-type: none"> ▪ Appropriate speed for audience ▪ Quality of voice projection throughout 	1 2 3 4 5 6 7 8 9 10 1 2 3 4 5 6 7 8 9 10	
Non-verbal delivery <ul style="list-style-type: none"> ▪ Posture ▪ Eye contact with audience 	1 2 3 4 5 6 7 8 9 10 1 2 3 4 5 6 7 8 9 10	
Use of visuals <ul style="list-style-type: none"> ▪ Legibility ▪ Does not use visuals/notes as script 	1 2 3 4 5 6 7 8 9 10 1 2 3 4 5 6 7 8 9 10	
Engagement with audience <ul style="list-style-type: none"> ▪ Responsiveness to questions 	1 2 3 4 5 6 7 8 9 10	
		/100

Assessment Criteria for the Optional Academic Essay

Criterion	39% and below	40-49%	50-59%	60-69%	70% and above
Argument and Critical thinking	There is little if any evidence of argument or critical thinking.	There is only limited evidence of logical argument or critical thinking.	There is evidence of argument although this may sometimes lack coherence. The writing tends to be descriptive but some attempt at critical thinking is made.	Argument is developed logically and demonstrates a good level of critical thinking.	Argument is developed logically and skilfully, offering a response that is substantially critical, imaginative and insightful.
Fluency, Cohesion and Organisation	The writing is not fluent, showing poor organisation with very little evidence of cohesion	The writing is seldom fluent. Organisation is rather limited and although there is an attempt to link together ideas, this is only at a basic level.	The writing is generally fluent, showing reasonably clear organisation and an attempt to link together ideas using a range of devices.	The writing appears quite fluent and clearly organised. Ideas are linked together quite successfully using a range of devices.	The writing is very fluent with exceptionally clear organisation throughout. Ideas are linked together successfully using an extensive range of devices.
Critical Evaluation and Application of Sources	Uncritical and often apparently random access/retrieval and application of sources.	Research may be minimal and/or of questionable relevance. Many of the sources lack currency, credibility and/or relevance.	A fair attempt at the evaluation, selection and synthesis of predominantly pertinent material from an acceptable range of relevant sources many (but not all) of which carry currency and authority.	Strong evaluation, selection and synthesis of pertinent material from a wide range of relevant sources the majority of which carry currency and authority.	Exemplary evaluation, selection and synthesis of pertinent material from a wide range of relevant sources all of which carry currency and authority.
Referencing and Citation skills	<p>Little or no attempt is made to reference work clearly.</p> <p>Citation skills are extremely weak and raise concerns over possible (inadvertent) plagiarism.</p> <p>No attempts made to paraphrase.</p> <p>Extremely limited or no list of references.</p>	<p>Referencing conventions may be applied incorrectly or there may be evidence of more than one style of reference being used.</p> <p>Citation skills are weak and presented inconsistently.</p> <p>Paraphrasing is minimal.</p> <p>List of references is inappropriately and/or inconsistently presented with many errors.</p>	<p>For the most part, referencing conventions are correctly applied.</p> <p>Citation skills are basic, but used well and consistently throughout.</p> <p>Good blend of citation and paraphrasing throughout. List of references</p> <p>Is presented in an acceptable and/or consistent manner with few errors.</p>	<p>Referencing conventions are correctly applied.</p> <p>Citation skills are strong.</p> <p>Paraphrasing is clear and unambiguous.</p> <p>List of references is presented correctly and consistently with only minor attribution errors.</p>	<p>The work is amply supported by an impressive range of relevant sources which are fully and correctly attributed.</p> <p>Exemplary use of paraphrasing, summarizing and quotation.</p> <p>List of references is presented in an exemplary manner in line with required style of reference.</p>

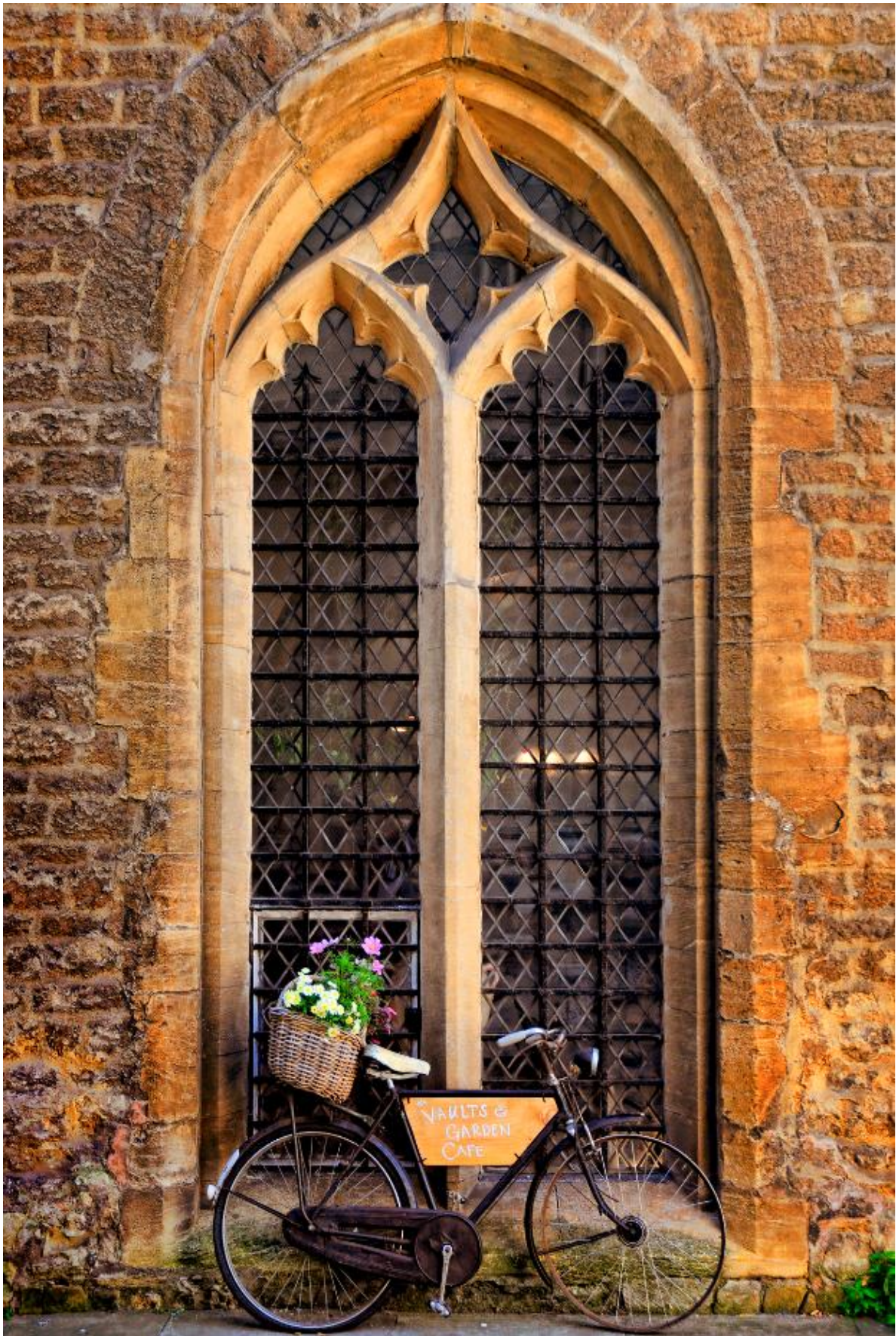


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