



**University College London
Department of Phonetics and Linguistics**

Graduate handbook 2003–2004

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For future term dates see www.ucl.ac.uk/staff/term-dates/

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1 Introduction

This handbook is for all graduate students and visitors in the department of Phonetics and Linguistics. Its aim is to inform you on all matters relating to your chosen degree course, both from an academic and a practical point of view. It should be read in conjunction with UCL Graduate School's Code of Practice (available at www.grad.ucl.ac.uk/essinfo/) and the [Academic Regulations for Students](#). Please read the handbook carefully and keep it for future use.

2 Research Students

2.1 Research students and the logbook

Every new research student is given a logbook. This log outlines the contract between students and supervisors, specifying their mutual responsibilities and expectations. It has been designed to assist you throughout your degree programme and will need to be signed by both you and your supervisor. Full details can be found in the logbook itself.

2.2 Student Support

The following provisions are made for research students.

First Supervisor

On entering the department every research student, i.e. student registered for the MPhil or PhD, is assigned to a (first) supervisor, who is responsible for giving guidance and advice on all aspects of the student's academic work throughout his or her period of registration.

It is expected that students will meet with their first supervisor on a regular basis. Initially, this will probably mean every week, but once a pattern of work and co-operation has been developed, meetings may be less or more frequent. For instance, if a student is writing a draft of a thesis chapter, he or she may wish to wait two or three weeks before seeing the supervisor. Once the chapter is completed, it may be desirable for supervisor and student to meet several times within a week or two to discuss it. Supervisors should comment on drafts within a reasonable period: normally within two weeks. **Student and supervisor must meet at least once a month.**

The logbook stipulates that you and your supervisor must fill in and sign the relevant pages of the book at the beginning of the course and about every 3 months thereafter. **It is your responsibility to ensure that this is done. Failure to comply with this requirement will mean that you can not be upgraded from MPhil to PhD (see 2.5) and ultimately that you cannot receive a degree.**

Supervisors should make themselves accessible at other appropriate times, and students should keep their supervisor informed about their progress (or lack of it) during longer gaps. It is the supervisor's responsibility to provide the Graduate Tutor (currently Professor [Neil Smith](#), ext. 37172) with a report on the work, attendance and progress of each of his or her supervisees at the end of every term, and students should normally tell the supervisor about any personal circumstances which are relevant to the research. Students and supervisors should discuss *ad hoc* the arrangements for remaining in contact during the summer, when either one may be away for more prolonged periods.

Second Supervisor

Every research student also has a second supervisor, whose responsibility is to complement, rather than duplicate, the help that the first supervisor gives. This normally means that the second supervisor will see the student less often, and will give specialist research guidance through general discussion, through suggestions for reading, and through comments on drafts of relevant chapters.

Graduate Tutor

Students should always have someone in the department – either their first or second supervisor – whom they can call on in case of emergency. If neither of these is available, the department has a Graduate Tutor (Neil Smith) with overall responsibility for all graduate students within the department, to whom the student can turn for help or advice. The department is part of the Faculty of Life Sciences, which also has a Faculty Graduate Tutor, Professor [Henry Plotkin](#), to whom students may turn in the event of problems. Finally, support is always available from the Graduate School, www.ucl.ac.uk/gradschool.

2.3 Conflict

In case of conflict or any kind of problem arising between a research student and his or her first supervisor, the student should first discuss the problem with the supervisor. If this does not resolve the issue, the student should report it to the Graduate Tutor or the Head of Department (Dr [Valerie Hazan](#) (ext. 37069), who will try to resolve it. Grievances that are still unresolved after these steps have been taken may be reported to the Faculty Graduate Tutor. In the event of harassment by the supervisor, the student should have immediate recourse to the Graduate Tutor or the Faculty Graduate Tutor.

2.4 Taught Courses and Interest Groups

Apart from the two supervisors, there may be others in the department – students as well as staff – who have expertise from which the student can benefit, or simply share an interest in the same questions. Research can be isolating, so the more kindred spirits a research student can find the better. The first way to meet others is through taught courses: supervisors will advise students on which taught courses they should attend, and will normally encourage them to sit in on courses that are of general interest as well as those (if any) that are directly relevant to their research topic. Such courses provide a good opportunity to find out about the interests of other members of the department. In addition, Interest Groups provide a second way of bringing staff and students together. These meet more or less regularly, at different intervals and for different kinds of activity, ranging from informal discussion to formal seminars. Research students are strongly encouraged to join at least one of these groups and to attend regularly. The number and composition of these groups vary from term to term, but the following are currently active:

- [Minimalism Interest Group](#) [Syntax]
- [Word Grammar Interest Group](#) [Syntax]
- Relevance Reading Group [Pragmatics]
- Phonology Seminar [Phonology]

Students should consider attending seminars and joining groups with related interests in other departments and institutions. These include seminars at Birkbeck College, SOAS, the Institute for Cognitive Neuroscience, the Institute for Hearing Research, and a wide variety of others. In addition to the notice-board, the [London Linguistics Circle](#) (www.londonling.ucl.ac.uk/) provides useful information about what is going on.

2.5 Upgrade from MPhil to PhD

UCL policy is that research students are always registered in the first instance for the MPhil degree, but their registration may be changed retrospectively to PhD if this is approved by the department and the College. The transfer of registration normally takes place some time during the second year, and cannot take place until after at least twelve months. The retrospective registration to PhD means that there is no loss of time or fees because of the temporary MPhil registration. The main purpose of this process is to protect students against the risk of embarking on an unsuccessful PhD thesis when they could produce a successful MPhil.

A student who wants to be upgraded to PhD registration must produce a substantial document which is considered by a small committee which the department appoints specifically for that student, and which normally consists of:

- The (first) supervisor
- The Head of Department (or Head of Section)
- The Graduate Tutor
- A.N. Other (usually the second supervisor)

The upgrade meeting is normally organised by the Graduate Tutor in consultation with the first supervisor. The committee members read the document and arrange a formal meeting (a viva voce examination) with the student to discuss it. The committee may make any of the following recommendations:

- Immediate transfer to PhD registration,
- Some revision of the upgrade document, for reconsideration by the committee or a subset of the committee.
- Rejection of the application to transfer.

If rejected on the first attempt, a student may apply again later but the upgrade document must be new. Whatever decision the committee reaches, it will write a short report to explain its decision. Copies of this report are referred to the Head of Department and the Registry as well as the student and the supervisors.

The upgrade document should be closely related to the proposed PhD work, and it must include an overview of the thesis, with most details remaining to be filled in (but enough material to satisfy the committee about quality) together with **any of the following**:

- A sample chapter
- A critical literature survey (not necessarily to be included as such in the thesis) plus detailed plans for research building on this survey
- A working paper on a topic within the field of the thesis, but not necessarily corresponding to any chapter
- A report of a significant experiment or finding which will play a key role in the thesis.
- The document must be long enough to allow the committee to assess the student's ability to write a full-length PhD thesis: this means at least 20 double-spaced pages (5000 words), but normally 30-40 pages (about 10000 words). It should not be longer than 50 pages. Acceptance of a paper by the Department's *Working Papers in Linguistics* or *Speech, Hearing and Language* is normally taken as evidence that the student is ready for upgrade.

2.6 Transferable Skills

A crucial part of your experience at UCL is the development of transferable skills, ranging from the analysis of data and the keeping of appropriate records to the ability to deliver a formal lecture or write a CV. Details of a range of possibilities is provided in the logbook. More information can be found in the Graduate School Handbook and also on the Graduate School website (www.ucl.ac.uk/gradschool).

3 MA/MSc Students

There are currently five taught-course graduate degree programmes in the department: the MA in Linguistics, MA in Phonetics, MA in Phonology, MA in Syntax and the MSc in Speech and Hearing Sciences. Each of these programmes extends over a single academic year full-time, or two academic years part-time. Each is in the care of a course convenor who acts as first supervisor for all the students on the course.

The convenors are currently Professor Neil Smith (Linguistics), Professor John Wells (Phonetics), Prof Moira Yip (Phonology), Dr Ad Neeleman (Syntax) and Dr Mark Huckvale (Speech and

Hearing Sciences). Students may be assigned an additional supervisor if the nature of their dissertation, written over the summer after the end of the third term, makes this desirable.

Each degree involves a programme of lectures, back-up classes and tutorials, details of which will be made available to students by the convenor in individual and group meetings at the beginning of each term. The convenor will likewise provide students with details of examinations and other methods of evaluation, and will generally provide all kinds of guidance necessary.

Many of the details of these lectures and tutorials are also available on the department's website at www.phon.ucl.ac.uk.

4 Teaching

The UCL academic year is made up of three terms, which are currently 12, 11 and 7 weeks in duration. The first week of term 1 is devoted to the various aspects of enrolling for a course of study. Then there are 5 weeks of lectures, followed by a reading week (which is intended for revision and intensive private study). This is in turn followed by another 5 weeks of lectures. After the Christmas break, we repeat this 5-1-5 pattern for term 2. Term 3 is entirely devoted to the examination process: there are no lectures, except for the occasional revision class. Once your exams are over, you have from about the end of May until the middle of September to write your dissertation.

Taught graduate students will normally attend some lectures or seminars designed specifically for them. In addition, they will also attend lectures together with undergraduate students.

Most undergraduate degree programmes at UCL are organised in a course unit system, where three to four course units (CUs) are equivalent to one year's full-time study.

An overview of courses in the department found at www.phon.ucl.ac.uk/toc/set_courses.htm. You are welcome to attend any of these courses, unless indicated otherwise. You may wish to attend a lecture with a view to writing your dissertation or option essay in the subject area covered, or you may wish to audit a course. In any case, it is essential that you discuss your course choice with your tutor.

Most of the PLIN courses consist of lectures and back-up tutorials. A back-up tutorial involves small-group interactive teaching to discuss issues arising from the lecture. Assessment is different for undergraduates and graduates, and wherever practical, graduate students will attend different back-up tutorials to undergraduate students.

5 Assessment

5.1 Assessment methods

The assessment methods for taught graduate degree programmes are sit-down examinations, essays and a dissertation. Students will receive details from their course convenor.

5.2 Marking

All your assessed work is marked by two internal examiners; where time permits essays will be returned for you to read the comments before they are sent on to the external examiner.

We do not mark first drafts of essays but many lecturers are willing to discuss the essay topics, either in backup classes or on a one-to-one basis, or to give comments on a first draft. It is very important that you take a critical approach to your own drafts before delivering the final product.

5.3 Entering for an examination

You will need to enter for your examinations through the Examinations Section in the Registry. You will be informed of when to do this via the notice board and by e-mail.

5.4 Degree programme requirements and failure to meet them

5.4.1 Failure to submit assessments or sit exams

The programme convenor should be notified in writing of any circumstances that may affect your performance on assessed work, whether it be an essay or an examination, no later than one week after the end of the examination period in question, with appropriate supporting documentation. These circumstances will be considered in strict confidence. Naturally, this obligation does not extend to circumstances which have already been brought to the attention of the Board of Examiners and for which an allowance has already been made (e.g. dyslexia or an extension of deadline for coursework).

In addition, you should normally also inform your supervisors of circumstances affecting your performance, so that if necessary he or she can take appropriate action on your behalf.

5.4.2 Deadlines

Your course convenor will inform you of any deadlines and where essays and dissertations should be handed in. They will be date-stamped and lateness will be penalised (except for students with medical or other problems for which some evidence will have to be presented – see above). If you hand in essays or dissertations/projects or assignments late, you risk getting no credit for them; however, at the discretion of the marker (who will usually have specified the deadline in the first place) you may still get some credit for work handed in late. In such a case, the usual system is to deduct 10% of your mark for each week or part of a week you hand it in late. So if you would have received 65%, you will end up with 58.5% after a week, 52% after ten days, and so on.

5.4.3 Resits and repeats

There are no September resits. If you fail some component of the degree, you will normally have to wait until the following session to retake it, and will therefore not be able to graduate until then. In such cases, the marks for components of the degree which have been successfully passed are automatically carried forward to the following session.

Students will receive further details from their course convenor.

5.5 Presentation of written work

You are required to present written work in a tidy format in a small plastic folder. The first page should clearly indicate

- Your name
- Course (e.g. MA Phonetics)
- Assessment component (e.g. coursework 2)
- Date due
- The name of the lecturer

Please use a word processor for all essays and, where possible, for coursework (see also section 9.7).

- Type (or write) on one side of the paper only.
- Number pages and leave wide margins for comments by the marker.
- Where appropriate, use numbered section headings.
- Examples should be numbered throughout.
- Pay attention to style and punctuation. The markers do.
- Always include a references section, in which you give full details of all the references in your work. If you fail to do so, you may be committing an examination offence. See our [departmental policy on plagiarism](#).

- If you do not know how to refer to other people's work, then use the references of an academic book or journal as a template or have a look at the examples in our [departmental policy on plagiarism](#).

5.6 Plagiarism

Plagiarism is taking the words or ideas of another and passing them off as one's own. It is a very serious offence, which may attract severe penalties (including being banned from taking further examinations at UCL).

Plagiarism can take many forms: copying the work of a fellow student, copying an internet source, copying from a book or an article, or indeed copying from oneself (the same work cannot be credited twice). You should always observe the following guidelines:

- If you copy an extract from any source, you must put quotation marks around it and acknowledge its source.
- If you follow a source closely (for instance, by rewording the source, while following the thread of the exposition), then you must acknowledge the source.
- If you summarize a source or depend on a source for a key idea, then you must acknowledge the source.
- Acknowledging a source means (i) referencing it at the point in the essay where you are relying on it and (ii) including the reference in your bibliography.

Plagiarism is fairly easy to spot and in fact it usually is spotted. Penalties that have been used in past cases include

- not allowing a student to take any further examinations at UCL (this may have the effect that the degree programme cannot be completed)
- awarding a result of 0 and not allowing the student to retake or resit the relevant course unit
- awarding a result of 0
- lowering a mark

If a lecturer suspects that you may have plagiarized, he will notify the departmental tutor, who will in turn inform the chair of the exam board. This will put in motion the following procedure:

- The departmental tutor will notify the student concerned and the relevant Faculty Tutor in writing that the matter is being reported to the Chair(s) of the Board(s) of Examiners.
- **Where, at first sight, the allegation concerns evidence of either (i) a second or repeat offences occurring at separate examination periods; or (ii) an attempt to gain access to or use of the assessed coursework of another candidate without that candidate's knowledge, or, (iii) an offence which, if proven, may result in the suspension or termination of a student's registration, the Chair of the Board of Examiners will automatically refer the matter to Registrar for subsequent consideration by the College's Examination Irregularities Panel.**

For all other instances of plagiarism and/or collusion where the Chair of the Board of Examiners deems on the evidence presented to him/her that *prima facie* evidence of a breach of the examination regulations has been provided, he/she shall take action in accordance with the following procedure:

- The Chair of the Board of Examiners shall write to the student(s) against whom the allegation(s) is/are made. The letter shall set out the facts of the allegation(s), the decision to refer the matter to the Panel and shall invite the student(s) to respond in writing to the allegation(s).
- The Chair of the Board of Examiners will at the same time invite the student(s) to attend a meeting of the Departmental Panel. The sole purpose of the panel is to investigate the grounds on which the allegations have been made and to determine, where appropriate, the penalty to be imposed. A formal written record of the meeting shall be made.

- **The Departmental Panel may decide on one or more of the following actions:**
 - that no irregularity has been committed and no further action be taken;
 - that the student concerned be informally reprimanded and reminded of the need strictly to observe the provisions of the regulations (such an informal reprimand will be given by the student's Faculty Tutor but will not be entered on the student's record);
 - that the student concerned be formally reprimanded and reminded of the need strictly to observe the provisions of the regulations; the Faculty Tutor shall inform the Registrar as soon as is practicable after the meeting of the Panel that such a formal reprimand has been given to the student concerned (such a formal reprimand shall be entered on the student's record as shall all other actions taken);
 - that a reduced mark be given for the performance of the student in the assessment in question;
 - that no report be made upon the performance of the student in part or in all of the assessment in question;
 - that the student not be permitted to re-enter for part or all of those assessments before the expiry of a stated period of time.
 - Where the decision is that no report be made upon the performance of a candidate in part or in all of the assessment(s) in question and the candidate is permitted to enter for the assessment(s) in question on a subsequent occasion, the candidate may, at the discretion of the Panel, be required to re-enter all prescribed elements of the assessment(s).

Make sure you have read our [departmental policy on plagiarism](#).

5.7 Self-plagiarism

This may seem an odd concept but what it amounts to is that you cannot get credit twice for one piece of work. This applies both within and across the courses you take. It will sometimes be explicitly stated, on exam scripts or course handouts, usually along the lines of "You must avoid duplication of material". However, it holds across the board, whether stated in any given case or not.

5.8 Disability and dyslexia

Some students may have particular disabilities which put them at a disadvantage in doing university work. We do everything we can to accommodate such difficulties, provided of course that we are informed of them. The college is aware of the difficulties faced by students with dyslexia. If you think you are dyslexic and therefore want some compensatory provisions to be made you should inform your tutor or the departmental tutor, who will arrange for you to be given a 'dyslexia assessment' by an appropriately qualified psychologist. If the assessment report, which will be available to you and the departmental tutor, recommends that special measures be taken, such as extra time for examinations, for example, we will make the necessary arrangements. Our [dyslexia policy statement](#) is included under the appendices at the back of this handbook.

6 Pastoral care and monitoring of progress

6.1 Departmental office

The secretary of the Linguistics section of the department is in room 3, 20 Gordon Square. Messages and homework for staff based in 20 Gordon Square may be left here. To the left of the door to the secretary's room is a mailbox where you can post assignments, essays or messages for staff to pick up.

The secretary of the Phonetics section of the department is in room 2, 21 Gordon Square. Messages and homework for staff based in 21 Gordon Square may be left. There is a mailbox behind the front entrance to 21 Gordon Square, where you can post assignments, essays or messages for staff.

6.2 Supervisors

All students are assigned to a supervisor (see the Code of Practice for Graduate Students at www.ucl.ac.uk/gradschool/essinfo).

Your supervisor has two functions. On the one hand, he or she is your first port of call if you experience problems with the course. Such problems may be related to the course itself or find their origin in your personal circumstances. Your tutor may be able to offer you advice on how to resolve problems or may be able to direct you to someone else who can.

Your supervisor's second function is to monitor your progress and to provide feedback to your sponsor, if applicable. Because of the role your tutor plays in monitoring your progress, it is essential that you maintain regular contact. This is your responsibility.

In the unlikely event that you find your supervisor unhelpful or unsympathetic you should talk to the Graduate Tutor.

6.3 Graduate tutor

The Graduate Tutor is Prof [Neil Smith](#). His office is in Rm 8, 20 Gordon Square, telephone: 020 7679 7173. You can approach Neil for advice on a wide range of problems, academic and personal, and he may refer you to the various sources of information, advice and assistance which can be drawn upon for problems outside his own capacity to solve. Neil is also available to all graduate students in the department as a back-up when their own personal tutor is not available, or if a student feels uncomfortable discussing any issue with their personal tutor.

6.4 Equal opportunities liaison officer

UCL is committed to providing equal opportunities (see [appendix B](#)), including race equality. UCL's Race Equality Policy can be found at www.ucl.ac.uk/hr/docs/race_equality.php. All staff and students are expected to abide by it. Every department at UCL has a Departmental Equal Opportunity Liaison/Information Officer (DEOLO). In the Department of Phonetics and Linguistics this is Judith Crompton. Her office is in Rm 5, 21 Gordon Square; e-mail: judith@phon.ucl.ac.uk, telephone 020 7679 7317. Judith is the first point of contact for staff and students regarding personal issues relating to equal opportunity, such as discriminatory practices and harassment.

6.5 Advisers to women students

Students may face financial, personal or emotional difficulties during the course of their studies. While, often, the Personal Tutor might be the best person to approach, some women students might prefer to speak to a woman member of staff outside their own Department. The [College Advisers to Women Students](#) are especially concerned with the welfare and social needs of women at UCL. The Advisers are pleased to see any woman student to discuss any problem, be it academic, social or personal; and are available at any time for individual consultations.

The Advisers to Women Students are Dr Dorothy F Einon (Psychology, ext. 5385, email d.einon@ucl.ac.uk) and Dr Hilary J P Richards (Biology, ext. 2934, email h.richards@ucl.ac.uk). For more details about the role of women's advisers, visit www.intranet.ucl.ac.uk/staff/admin/keydocs/acman/PartF/F10.html.

6.6 Union advice session

The UCL Student Union runs a Rights and Advice Centre which offers free and confidential advice on all welfare and academic related issues to UCL students (e.g. financial advice, immigration, housing, and benefits). The centre is open five days a week from 9.30 till 5.30pm. The Union employs a Welfare Manager and two welfare advisors to deliver the service. For more information about support services of the UCL Student Union, visit the following web page:

www.intranet.ucl.ac.uk/staff/admin/keydocs/acman/PartF/F12.html

6.7 Finances

Many students experience financial difficulty at one time or another during their time at university. It is important to address these difficulties at an early stage. If you find yourself in such a situation, please inform your personal tutor and seek his/her advice or that of the departmental tutor and/or the Student Union's Right and Advice Office as soon as possible. Financial support may be available to you in the form of the Access Fund (for full-time Home students and some full-time EU students) and the Hardship Loan. Application forms will be available for collection from the Student Union's Right and Advice Office, First Floor, Bloomsbury Building, Gordon Street from October.

7 Student representation and feedback

7.1 Staff Student Consultative Committee (SSCC)

Every UCL department has a SSCC, which meets at least twice a year. This is a forum for students to make suggestions, raise concerns and give feedback on any aspect of their study at UCL. Meetings are usually held in the Common Room, and are attended by the chair, currently Moira Yip (www.phon.ucl.ac.uk/home/moira/home.htm), the Departmental Tutor, year representatives from all undergraduate and graduate degree programmes and any other students or staff who wish to come. Year representatives are appointed at the first meeting in each academic year. The minutes of SSCC meetings are kept on file in the Common Room, and a copy is submitted to the relevant teaching committees and to the Faculty office for consideration and action where necessary.

7.2 Course evaluation forms

A course evaluation form will be distributed towards the end of each PLIN course. This enables you to comment on the course structure, teaching delivery, workload etc in confidence. These forms will be collected and analyzed by the Head of Department, who will provide feedback to the Staff Student Consultative Committee.

7.3 Complaints and grievances

In the unlikely event that you have not been able to resolve a complaint through the various channels on offer within the department and the faculty, you should follow UCL's centralized complaints procedure at www.intranet.ucl.ac.uk/staff/admin/keydocs/acman/PartK/K4.htm. A copy of this document can be obtained from the departmental office.

8 Communication

8.1 Communicating with you

It is important that we have your term-time address, your phone number(s) and your e-mail address (i.e. the one you regularly use, even if this is different from the one you will be given in UCL when you register) in case we need to contact you. You should give these details to the linguistics secretary. **Please notify the department, the library and the registry if your contact details change.** A form for notifying the department is available in a folder attached to the mailbox next to the Linguistics office.

Lecturers and administrative staff routinely communicate with students via electronic mail (e-mail). Another important means which members of staff and the registry have of communicating with individual students is via the mailboxes or student pigeon holes. For Linguistics students these are in the student common room on the ground floor of 20 Gordon Square, for Phonetics students they are on the ground floor in 21 Gordon Square, and for students based in Wolfson House they are opposite the office. **You should check your e-mail and your pigeon hole regularly.**

General notices, including alterations to timetables, backup class lists, announcements of visiting speakers, extra lectures and talks, etc, are posted on the main notice board outside the common room and/or communicated to you via email.

8.2 Communicating with us

Many members of staff have particular times when they are available. Find out what they are – they are usually displayed on the door of their rooms.

You can also fix an appointment by e-mail or by phone (directory available on the internet at <http://www.ucl.ac.uk/UCL-Info/Directories/CSO/>). Remember that most members of staff are in and out of their offices and have commitments apart from your course. So if you phone, you may have to try more than once.

You can also leave a message on their door or in their pigeon hole. Messages for Phonetics and Linguistics staff can also be left in the mailbox next to the secretary's office. Leave your phone number, if you need an urgent reply; otherwise expect to receive an answer via e-mail or in your pigeon hole. **Remember: check both your e-mail and your pigeon hole regularly.**

Stefanie Anyadi (Rm 3, 20 Gordon Square) is the administrative member of staff responsible for the graduate students, BA students and affiliate students. She is available to deal **with administrative queries. Do not ask her to locate members of staff for you.** Try to find the person yourself, or go to her only as a last resort in an emergency.

Specific queries regarding accommodation, grants, or fees should be addressed directly to the appropriate section of UCL.

8.3 Mobile phones

The use of mobile phones in lectures, backups and seminars is not permitted. Indeed, phones must be switched off during such occasions. We also do not permit the use of mobile phones in 20 and 21 Gordon Square. Please leave the building if you wish to make a call.

9 Facilities

9.1 Common room

The common room for all students based in 20/21 Gordon Square in the department is in Rm 1, 20 Gordon Square. This is a place for students to relax and to socialise. Student lockers are also available there – for a deposit of £5 (fully refundable) you can obtain a locker key from the Linguistics office.

The pigeon holes for all MA students are in the common room, and those for MSc Speech and Hearing Science students can be found opposite the office in Wolfson House.

In addition a study room for research students is available in 21 Gordon Square, and this is where the pigeonholes for research students based in 20/21 Gordon Square are located.

9.2 The Graduate School

The Graduate School aims to provide support for students in many ways, but particularly, through its Skills Development Programme, Research Funds, Scholarships and Codes of Practice, all of which are detailed on this web site (www.grad.ucl.ac.uk).

9.3 Library

The library at UCL is pretty well stocked with Linguistics books and periodicals, and you will also have access to the general library of the University of London, in Senate House in Malet Street. Linguistics often reaches into other disciplines such as Philosophy, Psychology, Anthropology and Computer Science, so you should acquaint yourself with these sections of the library as well (some of them are in the Bloomsbury Science Library, in the DMS Watson building, rather than the main UCL library). The libraries offer photocopying facilities which you are likely to want to make use of; the machines are operated by cards which are sold in the libraries. If enough students are interested, the UCL librarians are willing to arrange a tour of the relevant sections and to explain anything you need to know about how the library works. There's a fairly stiff fine system in operation for overdue books and if, at the end of your three years, you haven't returned a book your degree will be withheld.

9.4 Departmental library

The department keeps a filing cabinet of articles, some of which will be prescribed reading for courses, which you may borrow. These are kept in the student common room, together with information about the borrowing procedure.

On the table in the common room you will find two black folders, which contain a list of all articles held on departmental file. Check, if the article you want is available and how many copies we have.

The green file, which you will also find in the common room, is used for booking articles. Articles have to be booked at least one day in advance. Print your name, the author's name and the title of the article on the appropriate sheet. Please ensure that copyright restrictions are observed at all times.

You can collect your articles(s) between 10 a.m. and 1 p.m. on the day you have booked it for from the departmental office in Room 1, 21 Gordon Square. They have to be returned by 9.15 a.m. the following morning, otherwise a fine of £1.00 per article per day is payable. If the office is closed you can leave them in the black letter box on the ground floor in 21 Gordon Square.

You can also access the collection on the Internet and order the paper you want by e-mail at www.phon.ucl.ac.uk/home/molly/library/LIBRARY.HTM.

9.5 Photocopying

You can photocopy in the following places:

- UCL Union – ask at the reception desk
- University of London Union – ask at the reception desk
- UCL Library – you will have to buy a photocopy card to use the copiers (on sale in the room with the issue desk)
- UCL copy shop on the ground floor of the South Wing – you will have to buy a photocopy card to use the copiers. **The card from the library cannot be used in the copy shop and vice versa.**
- Copy shop in Store Street – this is a private business in the basement of a printer's shop; worth checking if you have a lot of photocopying to do (directions: leave UCL through the main entrance and turn left into Gower Street, Store Street is the fourth street on the right, the shop is on the left hand side).

9.6 Copyright

All UCL staff and students need to be aware of the main points of copyright law. The key provisions of UK legislation and the Copyright Licensing Agency (CLA) Licence and Higher Education Copying Accord can be found here: www.ucl.ac.uk/UCL-Info/Divisions/Library/copyright.htm.

9.7 Computer facilities

Computers play an increasingly important role in everyday life and certainly in the average workplace. UCL is a workplace and staff and students alike make increasing use of computers in their daily activities. In our department, for instance, students are normally expected to hand in their essays and course work in word-processed format, and staff routinely communicate with each other and with students via e-mail. Access to the catalogue of the UCL library and most other libraries is also by means of computer. In addition, ever more information for students is made available via electronic means (the World Wide Web – see below).

Of course you cannot be expected to use a computer unless you have access to one. For this reason, the college has an increasing number of so-called PC-clusters, provided and maintained by UCL Information Systems (IS), where students can book a PC for up to 5 hours a week. In addition, some departments, including Phonetics and Linguistics, have some computer facilities of their own, which are of course only accessible to students and staff of the department.

The purpose of this section is to give a brief outline of what computer facilities are available in the college and how you can get access to them, and to set pointers to further sources of information.

9.7.1 IS facilities

Although the department has some computer facilities of its own, you will require access to a number of computer services only offered by UCL Information Systems (IS web site: www.ucl.ac.uk/is/). It is therefore essential that you become a registered IS computer user. The registration process is now part of your UCL enrolment.

IS offers a large number of PCs, organized into clusters, for use by students, all of which offer an identical working environment. If you want to use a machine, you have to book it. You can only access an IS PC if you can identify yourself to the computer (log in) with a valid username and password (given to you when you enroll as an IS user). Once logged in, the machine gives you access to your share of an enormous file store. This file store is backed up every night and therefore safe. If you are going to carry files around on floppy disks, it would be wise to read about the pros and cons of floppy disks (see the ISD Help Document 28v2 *Introduction to Disks and Data Storage*).

Details of IS Clusters (including locations, electronic booking and opening hours) can be found at www.ucl.ac.uk/is/Clusters/. Before you start using IS services, please familiarize yourself with the IS Computing Regulations, which can be found at www.ucl.ac.uk/is/regulations.html.

9.7.2 Departmental facilities

Our department provides a range of facilities in addition to those available from IS. These include a student computer room and the provision of specialized speech and language software and hardware. Networked computing hardware consists of several Sun SPARC workstations and peripherals, approximately one hundred PCs, one Apple Power Mac, laser printers, scanners, DAT data drives, etc.

The computers for general student use are located in room 10 in 21 Gordon Square. Entry to these rooms is by digital keypad – you will be told the entry code. There is no booking system in operation so availability is on a first come, first served basis. The programs available on the departmental PCs include Microsoft Word and Internet Explorer (a web browser).

The PC's are not left permanently on, so it may be necessary to switch on at the wall socket and also at the computer and monitor power switches. (Please remember to switch off at the wall socket when you finish your session).

Note that you cannot access files on the IS file store from the PCs in these rooms. If you want to work on a file that you created earlier on a cluster PC then you must bring it to room 10 on a floppy disk or ftp the file from the IS file store. You can temporarily save files on drive D:, but they are accessible and deletable by anyone and are automatically erased after two weeks. So you should use your own disk in the floppy disk drive. (Drive A: on all the PCs). Please do not put any files on the hard disk (drive C:).

9.7.3 Using email

Electronic Mail (E-mail) is a method for exchanging messages between computer users. To use e-mail you will need to have an account on a computer system. For most users this will be an IS account and your mail will be stored on the computer Socrates. Alternatively, you may have e-mail with your internet service provider (ISP).

Before you can send mail to someone you will need to know that person's e-mail address. If you use the wrong address, your message will be returned to you with a short (or not so short) explanation of what went wrong. The address will generally be of the form useridentifier@site. Your own IS address will be of the form [userid@ucl.ac.uk](mailto:user@ucl.ac.uk). Most users will also be allocated a mail alias of the form initial.lastname@ucl.ac.uk or firstname.lastname@ucl.ac.uk.

Once you have an account on a computer system, you can use it to send and receive e-mail using an e-mail program. If you are using a PC in one of the IS cluster rooms, user-friendly programs like Eudora are available.

9.7.4 Using a web browser

If you are reading this document on screen, then it is likely that you can skip this section. The World Wide Web (WWW) is a very large collection of linked documents stored on computers which form a worldwide network known as the Internet. If you have access to a computer which is part of the Internet (as is the case for all networked PCs in UCL – including every PC in an IS cluster and the PCs

in room 10), then you can in principle browse through the documents that make up the WWW, provided you make use of the appropriate software: a Web browser. Most computers at UCL have the Netscape Web browser installed on them. When Netscape is opened, it will often initially display a page, known as the browser's Home Page. In UCL most browsers display the "front page" of the set of UCL Web pages.

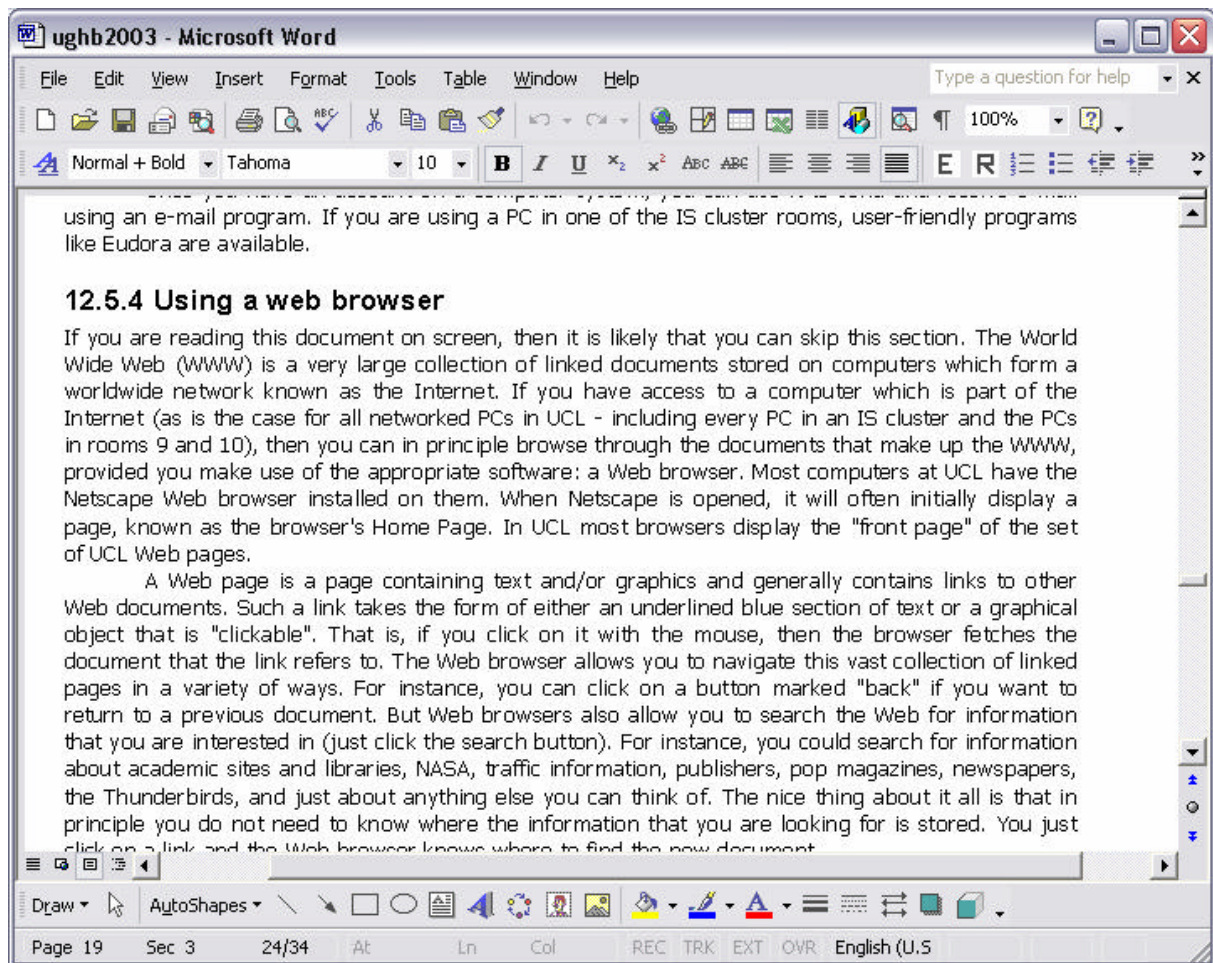
A Web page is a page containing text and/or graphics and generally contains links to other Web documents. Such a link takes the form of either an underlined blue section of text or a graphical object that is "clickable". That is, if you click on it with the mouse, then the browser fetches the document that the link refers to. The Web browser allows you to navigate this vast collection of linked pages in a variety of ways. For instance, you can click on a button marked "back" if you want to return to a previous document. But Web browsers also allow you to search the Web for information that you are interested in (just click the search button). For instance, you could search for information about academic sites and libraries, NASA, traffic information, publishers, pop magazines, newspapers, the Thunderbirds, and just about anything else you can think of. The nice thing about it all is that in principle you do not need to know where the information that you are looking for is stored. You just click on a link and the Web browser knows where to find the new document.

It is, however, quite useful to understand a little bit about how a browser knows where to get a page. A Web document is a file stored on a computer somewhere on the Internet. Such a computer is called a Web server. The location of a Web page is given by an identifier such as www.phon.ucl.ac.uk/people.htm. This is a page called people.htm located on the web server www.phon.ucl.ac.uk (the department's own server). A link to this page could look like [this](#) or like [People in the department of Phonetics and Linguistics at UCL](#) (both underlined and blue if you are seeing them on screen). If you move the mouse over the link, then you will see the identifier contained in the link displayed in the status bar of the browser. The browser uses the identifier contained in the link to find the document that the link refers to.

9.7.5 Using a word processor

A word processor is a software package with which you can produce sophisticated documents, including nice headings, boldface and italic words, tables and even graphics. As the department encourages you to hand in course work in word processed form, you should familiarize yourself with at least the basics of either Microsoft Word or WordPerfect, the two most widely used programs. Help documents for these software packages are available from the IS help desk. What follows here is but a brief description of the major functions of a word processing program.

First start the word processing program by double-clicking with the left mouse-button on its icon. Once the program is running, you will see a Window similar to the one below.



Most Windows-based word processors have a similar look and feel. The top bar (called the title-bar) contains the name of the program and the name of the open document (or file). The bar directly below, called the menu bar, gives you access to various commands and functions which have been grouped into menus and submenus for easy use. For instance, the file menu invariably contains the options to create a new document, open an existing document or save the current document. Below the menu bar you often find a button bar which let you access common functions (such as boldface and *italics*) by pressing a button (with the left mouse-button). The bar at the very bottom (if there is one) is called the status bar and gives information about the current document at the current insertion point (for instance, which page you are on or which font is selected).

Text is entered simply by typing. The insertion point can be changed by positioning and left-clicking the mouse. Certain combinations of keys may be used to alter the font appearance. For instance, ctrl-i switches to *italics* and ctrl-i again switches back to normal (such an on/off-key is called a toggle). Ctrl-b toggles bold on and off, whereas ctrl-u toggles underline on and off.

To navigate through a document, you can either use the arrow, Pg Up and Pg Down keys or you can click the mouse on the so-called scroll bar (the vertical bar on the right – sometimes there is also a horizontal scroll bar).

A typical word-processing session consists of opening a file (or creating a new one), entering text, and saving the results on disk. The text can also be printed. The printer is usually accessed via the file menu.

The best way to learn to use a program is simply to sit down and try it out. Don't be too afraid that your mistakes will cause damage. As long as you work with a "toy" document (file), there is very little that can go wrong. Most programs also have help pages (accessed via Help on the menu bar) which will tell you how to perform common tasks. It is definitely well worth your time to use a few afternoons to just sit down and play with the computers. There is no substitute for first-hand experience if you want to get to grips with computers.

A document with much more advanced information about computer skills for linguists can be found at www.phon.ucl.ac.uk/home/hans/it_skills/.

An overview of IS Help Documents can be found at www.ucl.ac.uk/is/documents/. Help Documents can be obtained from the IS Helpdesk (in the basement of the Language Centre, 136 Gower Street). The IS Helpdesk web page is at www.ucl.ac.uk/is/helpdesk/ and a map showing you the location of the Helpdesk is here: www.ucl.ac.uk/is/helpdesk/location.htm.

10 Academic staff and their research interests

Evelyn Abberton

Voice and intonation description and analysis in normal and disordered speech and hearing; interactive displays in the (re-)habilitation of speech and hearing disorders and in foreign language learning; speech perceptual and productive development in deaf children

Michael Ashby

EFL: treatment of vowels in weak syllables, stress in phrasal verbs and idioms; general phonetic theory (especially the nature of phonetic categorisation by trained observers); English intonation (again from EFL/pedagogical angle)

Michael Brody

Syntactic theory (especially the Principles and Parameters theory); the development of a radically minimalist theory of lexico-logical form

Robyn Carston

Theories of semantics, pragmatics and cognitive processing, more specifically: semantic/pragmatic analyses of negation, conjunction, disjunction, presupposition, definite descriptions and scalar terms

Andrew Faulkner

Speech perception in normally-hearing and hearing-impaired listeners, audio-visual speech perception, psychoacoustics of normal and impaired hearing, speech signal processing in hearing aids and cochlear implants, assessment of speech perceptual ability

Tim Green

Speech processing for cochlear implants; pitch perception in cochlear implant users; auditory attention, especially in relation to frequency selectivity.

John Harris

Phonological theory; phonological disorder; variation and change in English.

Valerie Hazan

Speech pattern perception; Speech Pattern Audiometry; speech perception and production in bilinguals; computer-based teaching of acoustics and speech perception

Jill House

Phonology of and phonetics of prosody (stress, intonation); role of intonation in pragmatic interpretation; prosody in text-to-speech synthesis (English and French); modelling prosody in dialogue; implementing contextually appropriate prosody within a text-to-speech synthesis system for knowledge-driven applications; voice source modelling for synthesis

Mark Huckvale

Automatic speech recognition, applying richer phonetic and phonological models to acoustic decoding.

Richard Hudson

Word Grammar theory; applications of Word Grammar to the description of various languages, to the psycholinguistics of language processing and to the sociolinguistics of variability and code-mixing.

Paul Iverson

Perceptual sensitivity to the acoustic-phonetic dimensions of speech, particularly as related to mental representations of phonetic categories, word recognition, language acquisition, and speech perception via cochlear implants; audiovisual speech perception; music perception, especially timbre; auditory scene analysis

Yves Le Clezio

Phonetics and phonology of Italian, including sociological variation; language teaching; French phonetics, especially the modern trends of the vocalic system; the Nilotic languages of the Southern Sudan and East Africa.

John Maidment

The history of /r/ in English phonology; how speech differs with rate of speaking; laryngeal characteristics of adults' speech directed toward children; phonology of (English) intonation; phonetics and phonology of Irish; ejectives: their occurrence and phonological patterning in the languages of the world

Ad Neeleman

Syntactic theory; the interaction between syntax and other linguistic modules; the flexibility of syntactic structures.

Stuart Rosen

Role of the hearing mechanism in coding speech, and the relative importance of time and place coding; nonlinear properties of peripheral auditory filtering in both normal and hearing-impaired listeners; the role of central auditory processing in speech perception and auditory explanations of categorical perception; auditory and speech-perceptual abilities of profoundly hearing-impaired listeners and users of cochlear implants; developing a new flexible multichannel cochlear implant.

Anke Sennema

Second language acquisition, pronunciation training methods, audiovisual speech perception, language teaching.

Catherine Siciliano

Speech recognition and analysis, audio-visual speech processing and applications for the hearing impaired, natural language processing, neuropsychology.

Neil Smith

Language acquisition; the Savant Syndrome; general Linguistic theory and its philosophical implications; pragmatics, especially the pragmatics of tense; Chomsky's linguistic and political thought.

Hans van de Koot

Syntactic theory; natural language parsing; the relationship between grammars and parsers; computational complexity of language recognition problems.

John Wells

EFL-oriented English phonetics; phonetics in lexicography, including the investigation of speakers' pronunciation preferences, multilingual comparative phonetics: symbolization, notation; English accents.

Geoff Williams

Speech recognition and processing, especially phonologically based; computational linguistics; speech perception, including audio-visual, and its relationship to linguistic theory; government phonology.

Deirdre Wilson

Pragmatics, semantics, style, poetics, philosophy of language.

Maira Yip

Phonology, Optimality Theory, tone, morpho-phonology, Chinese linguistics

11 Planning your future

UCL has a Careers Service in 49-51 Gordon Square which helps all undergraduate and graduate students of UCL as well as recent graduates and UCL staff with careers guidance and counselling. They have a considerable amount of experience of advising students from this department, and offer individual consultations (which must of course be booked in advance) in which they take account of your degree subject as well as your personal interests and aspirations. They also offer leaflets on a wide range of careers and a large amount of information for browsing. Their service includes holiday work in addition to career planning as such.

At the UCL Careers Service you can also obtain information on masters and research degrees at other universities as well as on most large employers. Posters for events organised by the Careers

Service will be displayed on the Common Room door. Their web site is at www.ucl.ac.uk/careers/aboutus/us.htm.

12 Health and Safety

12.1 Departmental health and safety policy

The policy of the Department of Phonetics and Linguistics is to promote the safety, health and welfare of all its students on the Department's premises. A full statement of Safety Policy is displayed on the noticeboards in 20 and 21 Gordon Square. Students are normally only permitted to be on departmental premises during the hours of 8.00 am and 6.00 pm Monday to Friday.

12.2 Smoking

UCL operates a No Smoking policy throughout the College, except in a limited number of designated areas specified below. For the avoidance of doubt, smoking is not permitted in any public areas, toilets, lecture theatres, meeting rooms, seminar rooms, common rooms and offices.

In the Students' Union the bars are non-smoking areas but the Students' Union may make specific provision for a designated smoking area.

Those areas where smoking is permitted will display signs to that effect. Elsewhere, smoking is not permitted.

12.3 Accidents

Any accident should be reported to one of the Departmental Offices as soon as possible.

12.4 Fire

In the case of fire:

- raise the alarm
- evacuate (close doors and windows where possible, do not use lifts)
- assemble away from building (for the buildings in 20/21 Gordon Square the assembly point is the South Quadrangle, i.e. the big square behind the buildings)
- do not re-enter until instructed

12.5 Emergency situation

In the event of an emergency or major injury

- Dial 222 on College telephone
- State your location and telephone number
- Describe the nature of the emergency or give details of the accident
- Obtain assistance from the nearest First Aider

12.6 Minor injury (first aid)

Obtain assistance from the nearest first aider. The first aider for 20/21 Gordon Square is Stefanie Anyadi. Her office is in Rm 3, 20 Gordon Square, telephone ext 37172, direct line 020 7679 7172.

Appendix A: Dyslexia Policy Document

Every student in the department is informed via the Undergraduate Handbook about what to do if (s)he thinks (s)he may be dyslexic and therefore in need of some special provision from the department or the College. In consultation with his/her personal tutor, the departmental tutor or the chair of the exam board, arrangements are made for the student to be given a 'dyslexia assessment' by a Chartered Psychologist with the appropriate knowledge. The psychologist will be asked to draw up a report in response to a set of guidelines from the Examination Section, so as to ensure consistency between candidates. The report is sent to the student and to the departmental tutor. If the report gives a diagnosis of Specific Language Disability (Dyslexia), the departmental tutor will notify all teachers of the courses that the student is doing so that they know to make allowances for problems with spelling and structuring of written work and will make an application to the examinations section of the UCL registry for particular provisions to be made, the standard provision being one of an extra ten minutes per hour of examination time. If special provisions are granted, both the student and the chair of the relevant exam board are informed of this by the departmental tutor prior to the beginning of the examination period. The chair of the board informs all relevant examiners and if necessary takes appropriate steps to put the provisions in place. Some students may be granted the use of a word-processor in their examinations if the psychologist's report finds this necessary. In certain cases, again if so advised by the psychologist's report, application may be made to the student's LEA to help in providing the student with personal word processing facilities.

2 February 1995 (amended 7 July 2000 and 21 July 2003)

Appendix B: UCL Equal Opportunities Policy Statement

1. The equal opportunity policy of UCL is that in the recruitment, selection, education and assessment of students, and in the recruitment, selection, development and training, appraisal and promotion of staff, the only consideration must be that the individual meets, or is likely to meet, the requirements of the programme, course or post.
2. The requirements being met, no student or employee will be discriminated against on the basis of their gender, race, colour, ethnic origin, nationality (within current legislation), disability, sexual orientation, marital status, caring or parental responsibilities, age or beliefs on any matters such as religion and politics.
3. UCL is committed to provide a learning, working and social environment in which the rights and dignity of all its members are respected, and which is free from discrimination, prejudice, intimidation and all forms of harassment including bullying.
4. UCL is committed to a programme of action to ensure that its policy is implemented and monitored at an organisational and individual level.

Appendix C: Suggested reading for graduate students

Bell, (1993) Doing your Research Project: A Guide for First-time Researchers in Education and Social Science. 2nd edition; Open University Press.

Blaxter & Hughes (1996) How to Research. Open University Press.
{Some of it is very obvious but nevertheless useful}.

Brown & Atkins (1988) Effective Teaching in Higher Education. Methuen.
{Especially chapter 6, about effective project supervision}.

Cryer, P. (1996) The Research Student's Guide to Success. Open University Press.

Fairbairn & Winch (1993) Reading, Writing and Reasoning: A Guide for Students. SRHE and Open University Press.
{General advice about clear thinking and writing}.

Howard & Sharp (1983) The Management of a Student Research Project. Gower.

Jaques (1992) Supervising Projects. SCED Paper No. 68.

Pannbacker & Middleton (1994) Introduction to Clinical Research in Communication Disorders. Singular Press.

Pentz & Shoff (1994) Handling Experimental Data. Open University Press. {Especially chapter 5 – about report writing – has a useful checklist}.

Phillips, E.M. & D.S. Pugh (1994) How to get a PhD: A Handbook for Students and their Supervisors. Open University Press.

Tucker, Weaver & Berryman-Fink (1981) Research in Speech Communication. Prentice Hall.
{Especially chapters 1 and 2: Philosophy of Research and research procedures}.