



University College London
Department of Phonetics and Linguistics

Undergraduate handbook 2004-2005

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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 students taking BA courses 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. Please read the handbook carefully and keep it for future use.

2 Aims and objectives

Our undergraduate teaching programmes pursue the following aims:

- What you learn about phonetics and linguistics should contribute to your understanding of communication;
- What you learn should reflect our leading position in relevant research;
- You should benefit from teaching methods which combine innovation with the virtues of more traditional approaches;
- Our students should be recruited worldwide and regardless of background;
- You should receive an education which also develops a range of transferable skills, and
- You should receive it in a caring environment.

More specifically, all our programmes are intended to develop in you the following qualities (within the limits imposed by time and ability).

Scholarship

- You know the main descriptive and theoretical issues that are debated in linguistics and phonetics.
- You know what kinds of data are relevant to these issues.
- You know some facts about English phonetics, phonology, morphology and syntax, and a few facts about these aspects of other languages.
- You know how discoveries and theories about speech and language are developed and debated.
- You know some alternative views on major disputed issues.

Analytical skills

- You can transcribe speech phonetically and phonologically.
- You can analyze sentences syntactically.
- You can apply the analytical or transcription procedures appropriate to whatever specialist courses you take (e.g. in acoustics, sociolinguistics, speech pathology).
- Where numerical data are relevant, you can do whatever mathematical analyses are appropriate.

Investigative skills

- You can plan small-scale research projects in consultation with an adviser.
- You can collect relevant linguistic data.
- You can analyze its linguistic features accurately.
- You can draw appropriate generalizations.

Study skills

- You can find recommended material in the Bloomsbury libraries.
- You can search for relevant material in the libraries.
- You can use standard conventions for presenting linguistic or phonetic data in your essays.
- You can apply general essay-writing skills to linguistic and phonetic topics.

Transferable skills

- You can produce a word-processed document, including where necessary linguistic and phonetic notations, tables and figures.
- You can use and produce quantitative data with confidence.
- You can communicate effectively in speech and writing about complex linguistic issues.

Attitudes

- You can discuss varieties of language without prejudice.
- You can appreciate our scientific aim of describing and understanding language.
- You can respect alternative views on issues where they themselves have firm views.

3 Degree structure

3.1 The year in outline

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 enrolment. Then there are 5 weeks of lectures, followed by a reading week, 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 devoted entirely 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 end of September to recharge your batteries and prepare for the next year.

3.2 Course units

Our undergraduate programme is organized in courses, most of which have two contact hours per week (a one-hour lecture and a one-hour backup class). A backup class involves small-group interactive teaching to discuss issues arising from the lecture. Each course has a value in a university-wide credit system, which is made up of course units (abbreviated to CUs). Most courses offered at UCL and other colleges in London University are part of the course-unit system. This makes it possible to get credit for courses taken outside the department and even outside UCL.

Most of our courses are valued at 0.5 CU. During your degree, you must take courses to a value of 12 CUs (16 CUs for Italian and Linguistics). This means that you will take 4 CUs worth of courses in each year (BA Italian and Linguistics students obtain an additional 4 CUs from their year abroad).

Most courses at UCL are classified into one of three levels, shown by the **first** digit that follows the four characters that identify a department:

- level 1 (normally taken in year 1 but available also for second-year combined students)
- level 2 (available for both second and third year students)
- level 3 (for third year students)

Courses for the BA Linguistics start with 'PLIN' – for 'Phonetics and LINGuistics'. So a course code starting with PLIN1, for example, is a level 1 course in Linguistics. The PLIN courses are also classified into five areas. The area of any course can be deduced from the **second** digit. These are:

- 0: meaning, i.e. semantics and pragmatics
- 1: pronunciation, i.e. phonetics and phonology
- 2: syntax
- 3: some other part of the study of language

- 4: dissertation
- 5: cognitive science

So a course code beginning with PLIN32 indicates a level-3 syntax course in Phonetics and Linguistics. The first three areas above are the **core areas** of Linguistics. For this reason we refer to courses in these areas as **core courses**. They have a special status because you have to take a certain minimum number of them as part of your degree. This is explained in more detail below.

The final two digits of a course code distinguish that course from other courses at the same level and of the same type. For example, the two level-1 Logic and Meaning courses in our department have the codes PLIN1001 and PLIN1002. The coding system therefore allows for 99 courses at a certain level and type!

3.3 Degree requirements BA Linguistics: The 3-3-2 system

In order to get a BA in Linguistics you are required to take 4 CUs in each of the three years of your degree and to pass 11 CUs of those. In addition, you must have satisfied the relevant degree requirements.

In the first year of the BA in Linguistics you are required to take a full unit in each of the three [core areas of Linguistics](#). In addition, we normally require you to take two general introductions to the field of Linguistics, namely PLIN1301 and PLIN1302. Thus, the following 8 courses (4 CUs) are normally all obligatory.

- PLIN1001 (PLINM101) Logic and Meaning A (term 1)
- PLIN1002 (PLINM102) Logic and Meaning B (term 2)
- PLIN1101 (PLINP101) Introduction to Phonetics and Phonology A (term 1)
- PLIN1102 (PLINP102) Introduction to Phonetics and Phonology B (term 2)
- PLIN1201 (PLINS101) Introduction to Generative Grammar A (term 1)
- PLIN1202 (PLINS102) Introduction to Generative Grammar B (term 2)
- PLIN1304 (PLINX104) Introduction to Language (term 1)
- PLIN1301 (PLINX101) Principles of Linguistics (term 2)

In exceptional circumstances, students may be allowed to take an option outside the department in lieu of PLIN1301 (for example, in order to make an early start with the study of a language alongside the main subject).

You are required to continue the three core areas from year 1 in year two, taking a full unit at level 2 in each. In year 3, you may drop one of the core areas. Of the remaining core areas you must make one your **major core subject** and another your **minor core subject**. In the major core subject you are required to take a full unit at level 3; in the minor core subject you must take 0.5 CU at level-3 and a further 0.5 CU at level 2 or level 3.

Your final year courses must also include PLIN3401 (PLINE301) – the Long Essay. This is a full unit level-3 course, best characterized as an undergraduate dissertation, in which you carry out and report on a substantial piece of supervised research. It gives you the opportunity to produce a more developed and sustained piece of work than is possible in the taught courses. You might like to think about this during the first and second years so that you have a topic reasonably well thought out by the third year. You should discuss it with your [personal tutor](#) (see section 7.2), the course organizer and/or the member of staff whom you'd like to supervise it.

Because of the number of core areas you have to take in each year, we refer to this as the 3-3-2 system. You may also wish to refer to the [PowerPoint summary of the degree requirements 2004](#).

Year 1 (4 CUs)	Year 2 (4 CUs)	Year 3 (4 CUs)
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1 CU core area A	1 CU core area A	1 CU core area A (major)
1 CU core area B	1 CU core area B	1 CU core area B (minor)
1 CU core area C	1 CU core area C	1 CU PLIN1501 Long Essay
PLIN1301 and PLIN1302 (1 CU)	1 CU options	1 CU options

As you can see, there is ample opportunity in year 2 and 3 to explore other subjects, if that is what you want, or to explore a host of options in Linguistics. **The options in year 3 may not include any level-1 course, with the exception of the Language Centre TEFL course (LANE1101).**

3.4 Degree requirements BA Italian and Linguistics

Students registered for the BA in Italian and Linguistics are required to complete 16 CUs (4 CUs in each of the four years of your degree, including the year abroad) and to pass 14.5 CUs of those. In addition, you must have satisfied the relevant degree requirements.

Of the 16 CU you will take, 8 CU must be in Italian and 8 CU in Linguistics. Up to 2.5 units may be taken in courses from departments other than Linguistics or Italian: study in a language or languages up to a value of two 0.5 units in different years may take the place of Italian courses. Similarly, courses to the value of two 0.5 CU in different years may be taken in lieu of courses in Linguistics.

On the Italian side, students normally take 2 CU in years 1, 2 and 4, inclusive of 0.5 language units in each year, Italian Phonetics in year 1 and the 0.5 year abroad unit (year 3). On the Linguistics side, students normally take 2 CU in years 1, 2 and 4. At least 0.5 CU for each of the three core areas (see above) must be included, normally the following:

- PLIN1001 (PLINM101) Logic and Meaning A (term 1)
- PLIN1101 (PLINP101) Introduction to Phonetics and Phonology A (term 1)
- PLIN1201 (PLINS101) Introduction to Generative Grammar A (term 1)

Students choose a major core area, in which they complete a minimum of 1.5 CU, with at least 0.5 CU coming from the level 2 or level 3 list.

In their final year combined honours students may also take PLIN3401 (PLINE301) – the Long Essay. This is a full unit course, best characterized as an undergraduate dissertation, in which you carry out and report on a substantial piece of supervised research. It gives you the opportunity to produce a more developed and sustained piece of work than is possible in the taught courses. You might like to think about this during the first and second years so that you have a topic reasonably well thought out by the third year. You should discuss it with your personal tutor and/or with the member of staff whom you'd like to supervise it.

3.5 Progression

You are required to take 4 CUs in each year. On a 12 CU degree programme, you must have passed 3 CU to progress from year 1 to year 2. To progress to the final year you must have passed 7 CU.

On the 12.5 CU degree programme in Italian and Linguistics you must have passed 3 CU to progress from year 1 to year 2, 6 CU to progress to the year abroad and 6.5 CU to progress to the final year.

3.6 International fieldwork and study

Some students might be interested in spending time abroad between their second and third years, and the department encourages this. Interested students should discuss this with their [personal tutor](#) (see section 7.2) no later than the middle of Term 1 of the second year, since UCL requires a preparation course for students going abroad, and registration for this course is at the end of Term 1. The trip will not normally result in course credits that are transferable to UCL, and the costs must be borne by the student. Possibilities include fieldwork, study in an overseas university, and attachment to a research project overseas.

The arrangement must be initiated by the student, and approved by the department. At present the degree requirements mean that the only realistic time to do this is between term 2 of year 2, and term 1 of year 3 (i.e. over term 3 and/or the summer). This is an excellent time to do work on which to build the obligatory third-year long essay.

4 Degree classification

4.1 Degree classification for the BA Linguistics

Your final degree will be graded as first class (1st), second class division 1 (2.1), second class division 2 (2.2), third class (3rd), or as a pass non-honours degree (P). Candidates who have pass marks, or better, in at least 11 CUs and who fulfill the requirements given below will be awarded a BA in Linguistics. Classification follows a college-wide unified scheme, based on the following broad guidelines:

- For a 12 CU degree programme, classification is based on 10.5 CU – the best 3 CU from year 1, the best 3.5 CU from year 2 and all 4 CU from year 3 – weighted 1 : 3 : 5 (year 1 : year 2 : year 3).
- Classification is determined on the basis of integers, rounding the final average marks accordingly.
- Individual boards may take account of and stipulate within their own scheme any unit(s) they deem compulsory for classification and any units they may wish to disregard. Such considerations will always take precedence over the selection of "best units" referred to above.
- There are no borderzones in classification in respect of normal performances by students. Arguments to raise a result into the next class up will be heard only in cases where there are well-documented extenuating circumstances.

Classification for the BA Linguistics follows these guidelines, with the following stipulation: in choosing the best 3 CU taken from year 1, the Board will exclude any course taken outside the department.

4.2 Degree classification for the BA Italian and Linguistics

Your final degree will be graded as first class (1st), second class division 1 (2.1), second class division 2 (2.2), third class (3rd), or as a pass non-honours degree (P). Candidates who have pass marks in at least 9 CUs, with a minimum of 4.0 in Italian and 4.0 in Linguistics, and who fulfill the requirements given below will be awarded a BA in Italian and Linguistics. However, the system for assigning degree classes will allow you to benefit from any courses you pass in addition to the minimum number. The class of your degree is determined by the BA Board in Italian and Linguistics.

The class of degree will normally be determined on the basis of results achieved in 8.0 units, which are selected in the following way:

- No fewer than 3.5 units shall be selected from either subject.
- 3.0 units [whether passed or failed] shall be selected from final year units and will always include 0.5 CU of Italian language [ITALX404] which must be passed.
- At least 1.0 but not more than 2.0 CU of first year courses will be included, made up of 0.5 or 1 unit drawn from each subject, with the proviso that where only one 0.5 unit is taken from one or other side, it shall not be a course taken in lieu of an Italian or Linguistics course.
- Provided the above requirements are fulfilled, the 8.0 units will normally include the 4.0 best other units with the proviso that:
 - for Linguistics, a minimum of 1.5 must come from core courses and will include 0.5 from each of the three core subjects: one of the three shall come from the level 2 or level 3 list.
 - the Italian 0.5 year abroad unit is normally included
 - not more than one mark from courses taken in lieu of Italian options may be used

This rather complicated list is a combination of general requirements for all combined disciplines within the Faculty of Arts and Humanities and requirements specific to the BA Italian and Linguistics. If you can't get your head around it, ask your tutor to take you through it.

The system for degree classification for this degree has the consequence that if you were to drop two core areas after year 1, then the two half units taken in year 1 for these subjects must be included in the 8 CU for classification. It is therefore in your interest to take at least two core subjects in year 2. If it turns out that a level 2 mark for any core course is better than a level 1 mark in the same core area, the better mark will go into the appropriate core slot of the portfolio. At the same time, this frees up a 0.5 CU year 1 slot in the portfolio, so that an unused high mark from that year may now be included.

5 Teaching

5.1 Available course units

A complete list of Linguistics course units in this department can be seen at: <http://www.phon.ucl.ac.uk/courses/plin.htm>

An overview of all taught courses in the department can be found at http://www.phon.ucl.ac.uk/toc/set_courses.htm

In addition to these courses, students are allowed to take ITAL4103 (ITALX466; Introduction to Optimality Theory) as a core syntax course. This is an intermediate level syntax course taught in the Italian Department. Please note that students wishing to major in syntax have to complete PLIN2202 (PLINS205) and PLIN2203 (PLINS206) as pre-requisites for level 3 syntax courses.

If you've read our departmental prospectus you'll know that the department offers a BSc in Speech Communication and that it is involved in the teaching for the BSc in Speech Sciences. Interested BA students may, in their second or third year, do some of the courses that are central to these degrees, for instance [SPSC2004 \(SPSCB214\) Acoustics of speech and hearing](#). If you have an interest in this area, you need to plan carefully and have a word with your personal tutor and/or the lecturers involved about course prerequisites. Some of the courses involve a lot of computer time and hence have very restricted numbers.

It may be possible to take Linguistics courses offered at other colleges of the University of London including [SOAS \(the School of Oriental and African Studies\)](#), [Birkbeck](#), [LSE \(the London School of Economics\)](#) and [QMW \(Queen Mary and Westfield College\)](#). If you want to do this, talk to your [personal tutor](#) in the first instance.

However, it is not required that single honours students take only courses designated as Linguistics. You may like to take a unit or two from [other departments at UCL](#) or elsewhere, such as Computer Science, Psychology, German, Italian, Greek and Latin, Philosophy, History and Philosophy of Science, to mention just some that students have taken over the past few years. A list is available from the Linguistics office (for consultation only). Be aware that some departments complete the registration procedure for their course units before the beginning of teaching. So it is advisable to plan ahead and to take prompt action in the first week of term.

The faculty of Life Sciences has a searchable database of undergraduate courses in the faculty. It can be accessed at www.ucl.ac.uk/lifesciences-faculty/courses/search.php.

Finally, the [Language Centre](#), on the corner of Gower Street and Gower Place, also offers various language courses and a very popular practical course on Teaching English as a Foreign Language; all these courses are part of the course-unit system, so they can be counted as part of your BA degree. For many of these courses students may be required to sit a test or to attend an interview before a place can be offered.

5.2 Registration and de-registration for courses

In order to get credit for a course you have to be officially registered for it. **When you register for a course, you automatically register for its examination.** At the beginning of the academic year you receive a cream form (the course registration – examination entry form, or CREEF) with which you register your chosen course units.

If you failed a course or failed to complete it in the previous year, then that course will appear on your cream form as well. You will need to specify whether you wish to repeat the course – i.e. take all the teaching for it – or just resit its assessment components. If you choose to repeat it, then that course counts towards the 4 CU for that year. If you choose to resit it, then it does not.

You do not have to feel entirely bound by what you enter on the cream form at the beginning of the year, since you can make alterations to your first term courses during term 1 (but as early as possible please) and to your second term courses until the 27th of January. In order to do this you should use this form:

www.ucl.ac.uk/Registry/Current/Stud_Admin/ChangeProg/changcu.pdf

Alternatively, you may collect a green form for changes of course unit from the registry. Fill it out and have it signed by your personal tutor or the BA tutor.

In January you will receive a blue examination entry form. You can make any final corrections on that form. By signing this form, you commit to your choice of courses.

From the 27th of January until the Friday of the first week of term 3, you can only withdraw from an examination on academic grounds. From the second week of term 3 you can only withdraw from an examination in very exceptional circumstances, for instance on medical or bereavement grounds. In order to do this, you should use this form:

www.phon.ucl.ac.uk/dept/student_information/exceptional_withdrawal.pdf

The application form – together with supporting evidence – should be passed to the chair of the exam board ([Hans van de Koot](#)).

If you fail to withdraw from an examination and consequently receive a result of absent or incomplete, you may still re-enter for that course, but your result will be capped to a bare pass (35). For these and other reasons, registration and deregistration for course units should always be discussed with your personal tutor.

Entry for examinations	
Start of term	register by filling in your cream form (CREEF)
During term 1 (but as soon as possible)	make changes freely to your first term courses
Until 27 th of January	FINAL date for receipt of <u>ALL</u> amendments to course unit records
Until end of the first week of term 3	withdrawal on academic grounds
From the second week of term 3	withdrawal on medical or bereavement grounds only

5.3 Unofficial attendance of courses

Especially at the beginning of year 2, when you might still be considering in which area you want to major, you may want to sit in on a wider range of courses than you will ultimately register for. You are welcome to do this, though after the first few weeks you'll probably want to concentrate your energies on courses you're taking for credit.

6 Assessment

6.1 Assessment methods

Each course is assessed separately, and during the year in which it is taught. The assessment methods vary from course to course. This variation allows us both to match the assessment to the needs of the course, and also to give you a range of alternative assessment experiences. The main methods used are:

- sit-down examinations
- essays
- weekly assignments (take-home problem-solving exercises)
- practical projects in laboratory or computer courses
- practical examinations in practical phonetics

6.2 The examination process

For the most part, the assessment process is in the hands of the lecturer for a course. He or she will inform you, right at the beginning of the course, usually by means of a course information sheet, how the course is assessed and how each component of the assessment is weighted. It is also normally the lecturer who is responsible for organizing any examinations that are attached to the course. In a few cases, however, an examination is organized through the registry. This may be necessary when a course is taken by students from other colleges, so that the timetabling of the examination can be negotiated with other institutions.

Any course that only involves 'in-house' assessments (those organized by the lecturer) will not appear on the examination timetable that the registry sends to you just before the summer examination period. The registry timetable should therefore not be taken to be the definitive list of summer examinations for which you have entered.

Any work (essays, exercises, assignments, etc) that is part of the assessment scheme and which has been marked and returned for you to look at must be back in the hands of the appropriate course teacher by February, for a first term course, and by May, for a second term course. This is essential as your work must be made available to external examiners.

- You are normally permitted one re-entry for a failed course (i.e. two attempts in total).
- There are no September resits. If you fail a course, your next opportunity for taking the examination is in the next academic year.

6.3 Marking and marking criteria

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. This will usually be possible for first term courses but is less likely for second term courses.

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.

The following table gives some indication of what we are looking for in your work.

Grade	Mark	Interpretation
A (1)	70-80	Evidence of independent thought; critical awareness; wide knowledge based on thorough research; clearly articulated, solid and viable methodology; perhaps some originality or application of method, coupled with viable conclusions. The structure and style should be clear, concise and coherent. In short, a pleasure to read. <i>We do not award marks over 80.</i>
B (2.1)	60-69	Good, highly competent work, demonstrating thorough knowledge of the subject; good critical awareness with hints of potential for independent thought; solid research, viable methodology and good application of it. The structure and style should be clear, concise and coherent.
C (2.2)	50-59	Good awareness of, and adequate engagement with, issues; demonstrates satisfactory broad knowledge, with viable if somewhat sketchy methodology. Some shortcomings but in general average work with viable conclusions. The structure and style should be generally clear, concise and coherent.
D (3)	40-49	Average awareness of issues and knowledge, without any creative development. The student has worked less than he/she should have, but their work is not of such a standard deserving to fail. This is the minimum standard required to build in the subject.
E (Pass)	35-39	This level is not acceptable for continued work on the subject. Shows minimal awareness of issues, gaps in general knowledge, inadequate critical ability, weak methodology; conclusions do not follow easily from the discussion. Structure and style leave some gaps in coherence with many errors.
F (Fail)	0-34	Little or no awareness of issues, major gaps in general knowledge, no critical awareness, weak methodology, and no relationship between method and discussion.

6.4 Notification of results and return of course work

The college does not permit us to give out any numerical marks. We can give out grades, as long as we comply with the data protection act and either inform you personally by mail or publish grades on the notice board through a system of candidate identifiers.

At the beginning of the year, you will be e-mailed a code by which we identify you in our departmental database. Throughout the year, any results that we post on the notice board will only identify you by this code. **These results are always provisional until they have been ratified by the board of examiners.**

After the final examiners' board meeting, all confirmed results will be posted on the notice board. You will then also be able to collect your essays and course work from the departmental office. Exams scripts are non-returnable.

6.5 Course requirements and failure to meet them

6.5.1 Course requirements

All courses in the department have a so-called course information sheet. This is usually the very first handout for that course. This sheet lists what is required of you for the course in terms of attendance and assessment. You must read this information carefully. Failure to meet a course requirement usually means that you cannot pass the course.

6.5.2 Failure to attend classes

Attendance at classes is compulsory. Failure to attend a sufficient number of classes for a course may disqualify you from taking the assessments (UCL regulations require a minimum of 70% attendance). It is therefore essential that you inform the secretary of illness or other circumstances that prevent you from attending. She will notify the lecturers concerned. Once you are able to return, you must contact the lecturers whose classes you've missed and discuss how you can catch up.

Major problems threatening your ability to study should be reported as early as possible, either to your personal tutor or the departmental tutor, currently Yves le Clézio, so that we can give you adequate advice and contact the faculty office and the registry on your behalf. We also need to be appropriately informed if the need arises to communicate about you with your LEA.

6.5.3 Failure to submit assessments or sit exams

You cannot pass a course, unless you complete all its assessment components. It is therefore essential that you contact the lecturer if for some reason you have not been able to hand in your work. This is particularly crucial in view of the fact, mentioned earlier, that **if you fail to withdraw from an examination and consequently receive a result of absent or incomplete, you may still re-enter for that course, but your result will be capped to a bare pass (35).**

Any circumstances that may affect your performance on assessed work, whether it be course work, an essay or an examination, should be notified in writing – with appropriate supporting documentation – to the chair of the Board of Examiners (currently [Hans van de Koot](#)). This should be done no later than one week after the end of the examination period in question. Any such 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). See section 5.2 [above](#) for advice on what to do if your work is adversely affected by illness or bereavement.

In addition, you should also inform your [personal tutor](#) (see section 7.2) of circumstances affecting your performance, so that if necessary he or she can take appropriate action on your behalf.

6.5.4 Deadlines

All course work is to be submitted via the mail box next to room 3 in 20 Gordon Square together with a cover sheet (www.phon.ucl.ac.uk/dept/student_information/cover_sheet.doc). It will be date-stamped and lateness will be penalized (except in cases involving medical or other problems, provided evidence is presented – see [above](#)). If you hand in essays, 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 this case, 10% of your mark will be deducted 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.

- **If the marker does not specify a deadline for handing in essays or course work for first term courses, then the deadline is the first working day after the reading week in the second term.**
- **If the marker does not specify a deadline for handing in essays or course work for a second term or a whole year course, then the deadline is 1 May. If 1 May falls on a weekend/bank holiday, then the deadline is the first working day after it.**

6.6 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. PLINS101)
- 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 12.6).

- 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](#).

6.7 Essay length

Short essays are 1,000 - 1,500 words, longer essays 2,500 - 3,000 words. Penalties will be imposed for going over or under the word limit by more than 500 words. You should indicate the number of words in your essay at the beginning of the essay.

6.8 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. Over the past three years the BA Board in Linguistics has taken action in over 15 cases of suspected plagiarism. The penalties that have been used in these 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](#).

6.9 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.

6.10 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 with the appendices at the back of this handbook.

6.11 Sessional prizes

Each year a prize is given for the best Finals results in the faculty of Life Sciences. In addition, departments may recommend one or more of their best finalists for inclusion in the Dean's List.

Finally, the department awards two prizes for the best performances in the first and the second year.

7 Pastoral care and monitoring of progress

7.1 Departmental office

The secretary of the Linguistics section of the department is in room 3, 20 Gordon Square. Messages and homework for linguistics staff 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.

7.2 Personal tutors

All students, whether single or combined honours, are assigned to a member of staff who 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 tutor also reports on your progress to the departmental tutor, who then relays information to the Faculty administration. The Faculty tutor then usually interviews any student who seems to experience difficulties. Most importantly, the Faculty tutor negotiates with the Local Education Authorities, which pay many students' fees. The LEAs require written assurance for each student they support that he/she is progressing satisfactorily and the first link in this chain of reporting is your contact with your personal tutor.

Tutors may change from year to year, though normally you will have the same one throughout your degree (see the [Code of Practice for Tutors and Tutees](#) attached to this document).

Because of the role your tutor plays in monitoring your progress, it is essential that you maintain a regular contact. **This is your responsibility.** At the very least, you should see your tutor once a term, around the middle of the term preferably.

In the unlikely event that you find your personal tutor unhelpful or unsympathetic you should talk to the Departmental BA tutor, Mr Le Clézio.

7.3 Departmental tutor

The Departmental Tutor for BA students is Yves le Clezio. His office is in Rm 15, 20 Gordon Square, e-mail: yves@ling.ucl.ac.uk, telephone: 020 7679 3163 (ext. 33163 from phones in UCL, for instance, the phone in the common room).

You can approach Yves 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. Yves is also available to all BA 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.

7.4 Mentors

The Linguistics Society have set up an informal student support scheme within the department. Student support is a service run by students for other students. The basic idea is quite simple: if you feel life is getting difficult, whether academically, personally, or otherwise, you get a chance to talk to another student (usually from a higher year, but not necessarily so) who will offer some support. Such contacts may range from just having a look at a difficult piece of homework with you, helping with exam preparation or giving informal advice on choosing courses, to just

chatting over coffee about Chomsky's I-Language/E-language distinction! Of course, your personal tutor may still be in a better position to deal with some problems.

7.5 Equal opportunities liaison officer

UCL is committed to providing equal opportunities (see [appendix C](#)), 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.

7.6 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.

7.7 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

7.8 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.

8 Representation and Student feedback

8.1 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.

8.2 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. These forms will be collected and analyzed by the Head of Department, who will provide feedback to the Staff Student Consultative Committee.

8.3 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.

9 Communication

9.1 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 in the student common room on the ground floor of 20 Gordon Square known as student pigeonholes. **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.

9.2 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 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 in 20 Gordon Square. 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 BA students, postgraduate 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.

Teaching assistants do not have their own office or extension, but you can leave messages for them in the mail box next to the secretary's office or contact them via e-mail. You can find their e-mail address in the directory provided at the UCL website (www.ucl.ac.uk).

9.3 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.

10 Guides to study and examinations

10.1 Study guides

There are several study guides available from the bookshops, some of which are specialized for Arts and Humanities subjects. To mention just two here (each under £10):

Northedge, A. (1990). *The Good Study Guide*. Open University Educational Enterprises Ltd. Paperback – 256 pages.

Chambers, E. and A. Northedge (1997). *The Arts Good Study Guide*. Open University Educational Enterprises Ltd. Paperback – 282 pages.

For extensive information about study skills resources, please visit our Intranet pages:

www.phon.ucl.ac.uk/dept/ (learning resources)

www.phon.ucl.ac.uk/dept/student_information/study_skills.html (study skills)

www.phon.ucl.ac.uk/home/hans/it_skills/ (IT skills for linguists)

10.2 Books to buy

Although much course material will be given to you for free in the form of handouts and electronic documents (e-mail or web), you will be required to buy some books for your courses and others will be recommended. You should be able to find these in Waterstone's bookshop in Malet Street. Notices of second-hand books for sale appear on the notice board from time to time. You can expect to spend around £150 per year on books and photocopying of articles and other material.

11 Affiliate students

Affiliate students are students who study at UCL for up to a year as part of a degree elsewhere, for instance as exchange students. The affiliate student tutor is [Ad Neeleman](#) (ext. 33154). He can be approached with personal and academic problems.

An additional source of support for affiliate students is the college's International Office (www.ucl.ac.uk/international/index.html), which is located in the South Wing of the Main Building, e-mail: international@ucl.ac.uk, telephone 020 7679 7765.

12 Facilities

12.1 Common room

The common room for all students in the department is in Room 1, 20 Gordon Square. This is a place for students to work and to socialize. The pigeon holes for BA and affiliate students are in the common room, where there are also student lockers. For a deposit of £5 (fully refundable) you can obtain a locker key from the Linguistics office.

12.2 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.

12.3 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.ucl.ac.uk/lifesciences-faculty/phonlin/library/.

12.4 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).

12.5 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.

12.6 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.

12.6.1 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 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.

12.6.2 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:).

12.6.3 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) or a Hotmail or similar web mail account. (Please be aware that web mail tends to have very limited storage capacity. Once your mailbox is full, new mail is rejected.)

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 [userid@site](#). Your own IS address will be of the form [userid@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.

12.6.4 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.

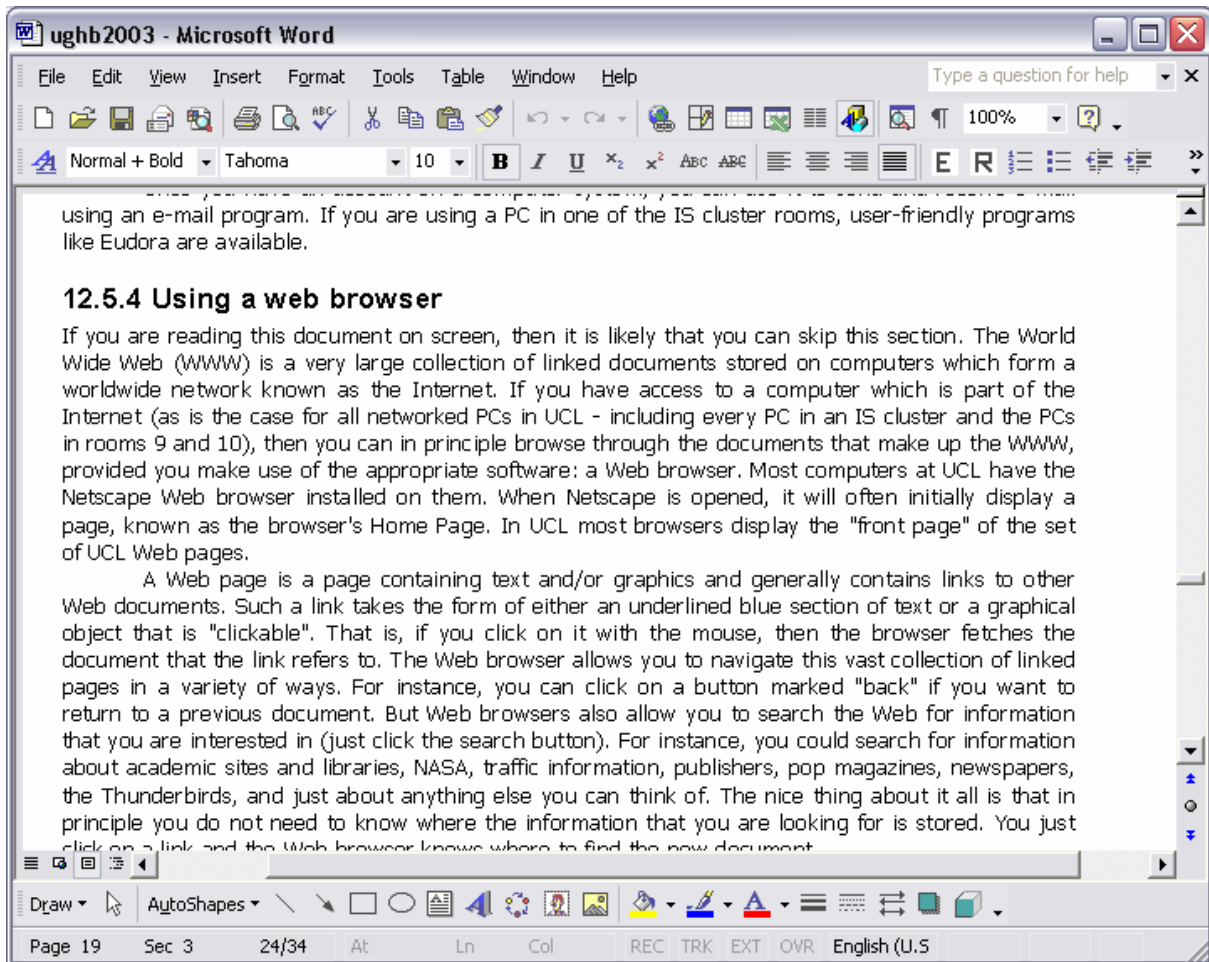
A Web page is a page containing text and/or graphics and generally contains links to other Web documents. Such a link takes the form of either an underlined blue section of text or a graphical object that is "clickable". That is, if you click on it with the mouse, then the browser fetches the document 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.

12.6.5 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.

13 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.

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

14 Planning your future

UCL has a Careers Service in 49-51 Gordon Square which helps all undergraduate and postgraduate 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/.

15 Health and Safety

15.1 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.

15.2 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.

15.3 Accidents

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

15.4 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

15.5 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

15.6 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: Code of practice for tutors and BA students in the department of Phonetics and Linguistics

Tutors:

A. Availability

- Personal tutors should be easily and frequently available in the first week of the academic year to help their tutees with registration decisions and other first week queries.
- They should attend all welcome meetings arranged for those new and returning students who are (or are to be) their personal tutees.
- They should be available for regular meetings throughout the year, preferably by keeping set office hours each week of the teaching terms and making these known to their tutees.

B. Guidance

- Personal tutors should give advice at the start of the first and second terms on choice of course units, ensuring that the obligatory requirements of the degree are met.
- They should be prepared to listen to and advise on a range of problems a tutee may be having with academic life, including personal and emotional difficulties. However, they should not attempt to enter into a psychotherapeutic or ongoing counselling relationship with a student but rather refer him or her to the college's trained counsellors.

C. Knowledge

- Personal tutors should be fully conversant with the different degree requirements and possible tracks through the degrees.
- They should be (or make every attempt to become) aware of the sources of student support in the college which include the student welfare facilities (medical and counselling), the advisors to women students, the officers in the students' union, and the careers office.
- They should do their best to learn about sources of financial support and/or advice for students, which include the college's Access scheme, which takes applications twice a year, and the debt counselling service offered by Sarah Douglas in the union (extension 2503).

D. Reports

Personal tutors should send a short report on ALL their tutees to the BA Linguistics tutor when requested, usually two weeks before the end of each of the two teaching terms.

Tutees:

Responsibilities

- Tutees should keep in regular contact with their personal tutors and not leave problems until they become very difficult to deal with.
- They should make use of the email facilities available to them in the college and use email as a main means of keeping in touch with their personal tutor.
- They should check the departmental notice-boards, their pigeon-holes and their email regularly.
- They should read carefully the information booklet and the Pink Paper which set out most of the crucial information concerning the structure of their degree, the assessments procedures and much else about the way the department works.

Last revised September 1996

Appendix B: 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 C: UCL Equal Opportunity Policy Statement

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.

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.

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.

UCL is committed to a programme of action to ensure that its policy is implemented and monitored at an organisational and individual level.

Appendix D: Scheme for the award of honours in BA Italian and Linguistics

<p>1. COURSE REQUIREMENTS</p> <p>Students registered for the degree are required to undertake a programme of study comprising courses to a value of 12.5 units, 6.5 in Italian and 6.0 in Linguistics:</p> <p>Up to 2.5 units may be taken in courses from departments other than Linguistics or Italian: study in a language or languages up to a value of two 0.5 units in different years may take the place of Italian courses and courses to the value of 1.5 units may be taken in lieu of courses in Linguistics.</p> <p>In order to proceed to the second year all students are required to pass the appropriate Italian language unit and pass courses to a minimum value of 1.5 units in each subject. By the end of the second year all students should normally have passed courses to a minimum value of 6.0 units, 3.0 in each subject, inclusive of the appropriate second year Italian language unit.</p>	<p>Italian</p> <p>6.5 [2.0 in years 1, 2 and 4 inclusive of 0.5 language units in each year plus Italian Phonetics in year 1 and the 0.5 year abroad unit]</p>	<p>Linguistics</p> <p>6.0 [2.0 in years 1, 2 and 4]</p>
<p>2. AWARD OF DEGREE</p> <p>To be awarded a degree a student must satisfy the examiners in courses to a minimum value of 9.0 units, fulfilling all attendance and course work requirements, submitting all written work prescribed for assessment purposes and taking all parts of any examination in those courses.</p> <p>To be awarded a <i>classified</i> degree in Italian and Linguistics a student must have achieved a standard above that for a Pass degree and must satisfy the examiners in a minimum of 9.0 units overall, with a minimum of 4.0 in Italian and 4.0 in Linguistics.</p>		
<p>3. CLASSIFICATION OF HONOURS</p> <p>The class of degree will normally be determined by the Board of Examiners in Italian and Linguistics on the basis of results achieved in 8.0 units. The following conditions apply to the selection of these 8:</p> <p>[a] no fewer than 3.5 units shall be selected from either subject</p> <p>[b] 3.0 units [whether passed or failed] shall be selected from final year units and will always include</p> <p>0.5 of Italian language [X404] which must be passed</p> <p>[c] at least 1.0 but not more than 2.0 units of first year courses will be included, made up of 0.5 or 1.0 unit drawn from each subject with the proviso that where only one 0.5 unit is taken from one or other side, it shall not be a course taken in lieu of an Italian or Linguistics option</p> <p>[d] Provided the above requirements are fulfilled, the 8.0 units will normally include the 4.0 best other units with the proviso that:</p> <ul style="list-style-type: none"> - for Linguistics, a minimum of 1.5 must come from core courses and will include 0.5 from each of the three core subjects: one of the three shall come from the level 2 or level 3 list - the Italian 0.5 year abroad unit is normally included - not more than one mark from courses taken in lieu of Italian options may be used <p>* Exclusions:</p>		
<p>4. CONSIDERATION OF BORDERLINES</p> <p>[a] Classification will be based in the first instance on a consideration of the median and the average of the 8.0 units of assessment. Candidates falling within 2% of a class boundary by either</p>		

<p>criterion will be considered for raising to a higher class. Such consideration will be at the discretion of the Board</p> <p>of Examiners but will pay close attention to:</p> <p>[i] the distribution and preponderance of class marks across the units selected.</p> <p>[ii] the distribution between the two subjects</p> <p>[iii] the results achieved in the final year of study</p> <p>[iv] the falling/rising profile</p> <p>[b] Reference may be made to medical certificates in cases where there are good reasons for supposing a candidate's performance to have been adversely affected by illness, bereavement or similar circumstances.</p> <p>[c] Reports of academic performance may be taken into account.</p>		
<p>5. AWARD OF DISTINCTION IN SPOKEN PROFICIENCY</p> <p>Distinction in oral performance [a mark of 70% or above] in Italian will be recorded and indicated in class lists.</p>		
<p>6. APPLICATION OF CLASSIFICATION SCHEME</p> <p>In exceptional cases, the Board may exercise discretion in the application of these guidelines. The general Regulations of the University and of the College governing examinations are assumed to apply in conjunction with the above scheme.</p>		