Part-time English Courses
October 2016 - July 2017

Course Information

www.ucl.ac.uk/ptenglish
Enrolment and Term Dates

Applications are accepted for our courses during the advertised enrolment times at the EAP Office, First Floor, Room 121, 26 Bedford Way, London WC1H 0AP, as follows:

- To enrol on most courses, complete pages 1 and 2 of the Enrolment Form and go to the EAP Office. An EAP administrator will ask for your signed form and full course payment in order to complete your course enrolment.
- When choosing from our courses, if you have any questions concerning academic content, please speak to one of the CLIE teachers available at Reception during the advertised enrolment times.
- To enrol on In-sessional EAP or Academic Speaking Skills only: before going to Room 121, please attend a short interview with one of the CLIE teachers at Reception during enrolment hours. After the interview, the teacher will confirm your suitability/English level for the course. No prior appointment is necessary for these interviews.

<table>
<thead>
<tr>
<th>Term</th>
<th>Enrolment Dates</th>
<th>Course dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1:</td>
<td>28 September - 5 October 2016 (weekdays) 15.00-17.00</td>
<td>10 October - 9 December 2016</td>
</tr>
<tr>
<td>Term 2:</td>
<td>5 - 8 December 2016 (weekdays) 16:00-17:00 11-18 January 2017 (weekdays) 15.00-17.00</td>
<td>23 January - 24 March 2017</td>
</tr>
<tr>
<td>Term 3:</td>
<td>20 - 23 March 2017 (weekdays 16:00-17:00) 24 - 28 April 2017 (weekdays) 15.00-17.00</td>
<td>1 May - 30 June 2017</td>
</tr>
</tbody>
</table>
Part-time English Courses: October 2016 - July 2017

UCL Centre for Languages & International Education (CLIE) offers a variety of part-time English language courses to participants whose main language is not English. Most courses are open to both UCL and non-UCL participants.

I
**IN-SESSIONAL EAP** (for UCL students only)
A 17-week course to activate and improve academic English skills for use in UCL departments. Skills studied will emphasise writing (supporting the academic essay) and speaking (for seminars and presentations), with some attention to academic reading, listening, and appropriate grammar and vocabulary. (Enrolment in Term 1; taught over 2 terms)

II
**ACADEMIC WRITING, ADVANCED GRAMMAR**
- **Academic Writing Course**
  (For undergraduates and taught graduate students)
- **Thesis Writing Courses**
  Option A & Option B
  (For registered MPhil/PhD students only)
- **Advanced Grammar Course**

III
**ACADEMIC SPEAKING, PRONUNCIATION**
Courses to increase oral confidence, focusing on pronunciation, listening, speaking and presentations in an academic environment.

- Academic Speaking Skills
- Pronunciation and Public Speaking
- Pronunciation

IV
**ACADEMIC READING & LISTENING** (Terms 1 & 2)
- **Academic Reading and Listening Skills**
Take together over 8 weeks in total, or take the Reading or Listening element separately as a short 6-week course on its own.

Fees
From £120 per course (one term only). Courses are run each term for new students.

<table>
<thead>
<tr>
<th>Course name</th>
<th>Number of weeks / hours</th>
<th>Cost for UCL (£)</th>
<th>Non-UCL (£)</th>
<th>Terms offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-sessional EAP</td>
<td>17 / 42</td>
<td>£450</td>
<td>N/A</td>
<td>Autumn Term=1 Spring Term=2 Summer Term=3</td>
</tr>
<tr>
<td>Academic Writing Course</td>
<td>8 / 16</td>
<td>£250</td>
<td>£350</td>
<td>1, 2, 3</td>
</tr>
<tr>
<td>Thesis Writing Option A</td>
<td>8.5 / 34</td>
<td>£480</td>
<td>£600</td>
<td>1, 2, 3</td>
</tr>
<tr>
<td>Thesis Writing Option B</td>
<td>5 / 10</td>
<td>£350</td>
<td>£400</td>
<td>1, 2, 3</td>
</tr>
<tr>
<td>Advanced Grammar</td>
<td>8 / 16</td>
<td>£170</td>
<td>£220</td>
<td>1, 2</td>
</tr>
<tr>
<td>Advanced Grammar (Term 3)</td>
<td>6 / 12</td>
<td>£120</td>
<td>£170</td>
<td>3</td>
</tr>
<tr>
<td>Academic Speaking</td>
<td>8 / 16</td>
<td>£220</td>
<td>£270</td>
<td>1, 2</td>
</tr>
<tr>
<td>Academic Speaking (Term 3)</td>
<td>6 / 12</td>
<td>£170</td>
<td>£220</td>
<td>3</td>
</tr>
<tr>
<td>Pronunciation and Public</td>
<td>9 / 18.5</td>
<td>£350</td>
<td>£420</td>
<td>1, 2, 3</td>
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<tr>
<td>Pronunciation</td>
<td>8 / 16.5</td>
<td>£250</td>
<td>£300</td>
<td>1, 2</td>
</tr>
<tr>
<td>Pronunciation (Term 3)</td>
<td>6 / 12.5</td>
<td>£220</td>
<td>£270</td>
<td>3</td>
</tr>
<tr>
<td>Academic Reading and</td>
<td>8 / 24</td>
<td>£300</td>
<td>£400</td>
<td>1, 2</td>
</tr>
<tr>
<td>Academic Reading only (6 weeks)</td>
<td>6 / 12</td>
<td>£170</td>
<td>£220</td>
<td>1, 2</td>
</tr>
<tr>
<td>Academic Listening only (6 weeks)</td>
<td>6 / 12</td>
<td>£170</td>
<td>£220</td>
<td>1, 2</td>
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</tbody>
</table>

* 2 x 6 week courses
Sample Timetable

A sample timetable is shown below for Term 1. For up-to-date timetables, please check the CLIE website during the enrolment period before the start of each term: www.ucl.ac.uk/ptenglish

Most part-time courses take place within one term and run for eight weeks (six weeks in Term 3) or nine weeks – see page 2 for details per course. New one-term classes are created each term for new students.

Term 1 (Autumn): 10 October to 9 December 2016

<table>
<thead>
<tr>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>11:00 – 13:00 Thesis Writing Option A</td>
<td>11:00 – 13:00 Thesis Writing Option A</td>
<td>11:00 – 13:00 Thesis Writing</td>
<td>11:00 – 13:00 Thesis Writing</td>
</tr>
<tr>
<td>15:00-17:00 Pronunciation &amp; Public Speaking</td>
<td>15:00-17:00 Thesis Writing Option A</td>
<td>15:00-17:00 Academic Reading</td>
<td>15:00-17:00 Academic Writing</td>
<td>15:00-17:00 Thesis Writing Option A</td>
</tr>
<tr>
<td>17:00-19:00 Pronunciation</td>
<td>17:00-19:00 Pronunciation &amp; Public Speaking</td>
<td>17:00-19:00 Thesis Writing Option A</td>
<td>17:00-19:00 Thesis Writing Option A</td>
<td>17:00-19:00 Thesis Writing Option A</td>
</tr>
<tr>
<td>17:00-19:00 Academic Writing</td>
<td>17:00-19:00 Academic Writing</td>
<td>17:00-19:00 Academic Writing</td>
<td>17:00-19:00 Academic Writing</td>
<td>17:00-19:00 Academic Writing</td>
</tr>
<tr>
<td>17:00-19:00 Advanced Grammar</td>
<td>17:00-19:00 Advanced Grammar</td>
<td>17:00-19:00 Academic Listening</td>
<td>17:00-19:00 Academic Listening</td>
<td>17:00-19:00 Advanced Grammar</td>
</tr>
</tbody>
</table>

Location of classes: A small number of classes may be taught at CLIE, but most are taught at locations on the main UCL campus nearby. The Administration officer will inform you of the location of your class once you have enrolled.

![UCL Centre for Languages & International Education (CLIE) Map]
FAQ - Frequently asked questions about Part-time English courses

CHOICE OF COURSES

What type of English courses do you run?
We offer part-time English courses for non-native speakers in four areas:

- Academic Writing, Advanced Grammar
- Academic Speaking and Pronunciation
- Academic Reading and Listening
- In-Sessional EAP (for UCL students only)

Are courses open to non-UCL participants?
We welcome both UCL and non-UCL participants for all courses except our In-Sessional EAP course which is for UCL students only

How can I choose the most suitable course?

- Read the course information on the following pages
- Speak to one of our tutors during the enrolment period
- Outside enrolment times, general enquiries can be made to the EAP office at pteap@ucl.ac.uk

What level of English should I have?
- Upper Intermediate to advanced (IELTS 6 or above)

How much do the courses cost and when is payment due?
- Courses cost between £120 - £480 for UCL students, and £170 and £600 for non-UCL students. See page 2 for details
- Course fees must be paid in advance during enrolment. It is not possible to “visit” a class in which you have not been enrolled on a trial basis.

How long does each course last?
Most part-time courses take place within one term and run for 6, 8 or 9 weeks
- In-Sessional EAP runs for 17 weeks over two academic terms.
- For full details see page 2

What is a term?
The UCL academic year (2016-17) has three terms:
- Term 1 (Autumn) from October to December 2016
- Term 2 (Spring) from January to March 2017
- Term 3 (Summer) from May to June 2017

TEACHING METHODOLOGY AND RESOURCES

How are the classes taught?
- Classes are taught in a variety of interactive and communicative ways, often based around tasks
- You may be asked to work in pairs or small groups, as well as individually and with the whole class. Please see information for each course for more information, or ask one of our tutors during enrolment
- In addition to the self-study facilities available via our Self Access Centre (see page 6), each of our courses is supported by an online Moodle course which provides a variety of self-study resources relevant to each course.
ENROLMENT

When can I enrol?

- All applications are processed during the advertised enrolment periods before the start of each term. See page 1 for full details of enrolment dates and times
- Enrolment forms can be printed out from our website or can be collected from CLIE reception

Can I enrol for more than one course?

- Many students take more than one part-time course
- The content of courses is designed to be complementary without directly overlapping
- Course tutors are available during enrolment to help and advise on the most appropriate course / combinations of courses

Can I enrol for the same course for more than one term?

- We would not advise anyone do this as it would not usually be of benefit to repeat the course

Do I need to take a test or have an interview?

- No test is required to join most part-time courses. However, applicants for two courses - In-Sessional EAP and Academic Speaking – must complete a short interview during the enrolment period.

END OF COURSE CERTIFICATES

Can I receive a certificate at the end of the course?

- Attendance certificates are available on request for participants who have attended at least 80% of their classes.
- Please note that attendance certificates do not represent a formal English language qualification and cannot be used as evidence of your English level
- Conditional students who complete the In-Sessional EAP assessment will receive a course certificate of their results

RIGHTS AND RESPONSIBILITIES

UCL CLIE seeks to ensure that all students have a positive experience in respect of courses taken here, and fully adheres to the broader rights and responsibilities policies of UCL, available at: http://www.ucl.ac.uk/current-students/guidelines

As part of our responsibility, our courses will follow a logical structure consistent with delivering the content and skills practise that we advertise, but with the freedom for teachers to respond (e.g. via needs analysis at the beginning of the course) to further relevant areas of particular interest to each student group.

If you have any questions during your course about the content or focus of your class, please speak with your class tutor or contact the Course Co-ordinator, Daphne Thomas in room 115, 26 Bedford Way or at daphne.thomas@ucl.ac.uk
Self-Access Centre

The Self-Access Centre (SAC) on the Lower Ground Floor at 26 Bedford Way has comprehensive facilities for self-study. All facilities are easy to use, with clear instructions and documentation.

Users can access an online and DVD library, satellite television, CALL (Computer Assisted Language Learning), resource books, magazines and newspapers (for reference only).

Access is free to all UCL students and staff. Non-UCL students will be given an access card by their class teacher at the start of their course. Opening hours are:

Mondays to Thursdays - 8.00am to 9.45pm

Fridays - 8.00am to 7.45pm

Saturdays - 10am to 4.45pm

The CALL facilities have a range of software, with programs for listening and note-taking, grammar, vocabulary and pronunciation exercises.

The satellite TV/Video viewing room offers live broadcasts in several languages. There is an online library of English lectures, British documentaries, films and course materials.

The SAC database helps students find materials easily and quickly for listening, writing, reading, pronunciation and grammar. For further information see the SAC website: http://www.ucl.ac.uk/clie/Self-Access-Centre

Some suggested self-study activities:

- Improve your pronunciation by recording your voice and comparing it with your tutor’s voice
- Listen to or watch the BBC News and fill in a worksheet to develop your English
- Improve your listening and note-taking skills by accessing the EASE Listening software or exercises based on recordings of UCL Lunch Hour lectures
- Watch an English language film (some have English subtitles). On the computers, films and documentaries can be stopped and started at different points so you can pause at any point and resume your viewing when you have time
- Choose a lecture in your academic subject area and listen for details. Some lectures have typed transcripts (ask the SAC assistant for details)
- Read a newspaper or magazine article and check new vocabulary in a learner’s dictionary. There are several dictionaries to choose from
- Work through grammar exercises and check your answers
**In-sessional EAP**

**Course Dates**

Two-hour classes held once a week over 17 weeks in Terms 1 and 2 (a total of 42 hours) as follows:

**Term 1**: 8 x 3 hour classes, from week beginning 17 October to week ending 9 December 2016

**Term 2**: 9 x 2 hour classes, from week beginning 9 January to week ending 17 March 2016

*Please note that In-sessional EAP will not have classes during UCL Reading Weeks.*

**Class Days and Times**

Most classes will be held during the daytime Monday to Friday. *An induction and timetabling session will be scheduled for Wednesday October 12th 2-4pm (date and location to be confirmed) which all course applicants must attend.* At this session, in addition to course overview and diagnostic testing, students will be offered a choice of days and class times and asked to choose a class that fits in with their main departmental timetable of lectures, seminars and regular tutorials.

**Participants (UCL only, interview required for enrolment)** The course is tailored for undergraduate and taught masters students whose main language is not English. New MPhil/PhD students, visiting researchers and staff may find the course useful. Maximum 14 per class.

**Course Aims**

- To further develop awareness and use of the conventions of academic English among UCL students from other learning cultures
- To develop reading and writing ability in a variety of registers, in particular as required for essay writing, supported by practice both in and out of class and appropriate work on grammar and vocabulary
- To further develop skills and confidence for academic speaking and listening

**Taught Content**

The In-sessional EAP course concentrates on academic English skills: i.e. writing and reading, speaking and listening and study skills. Grammar is given some attention, but is usually incorporated into the development and practice of skills. We will try to make the classroom activities and homework tasks as relevant as possible to the language of students’ own subject areas. Participants will receive regular feedback on writing and speaking tasks.

**Homework**

Students will be expected to complete homework tasks in order to gain maximum benefit from the course. Written homework tasks will be corrected using a marking code. In addition, the tutor may give a variety of grammar, vocabulary or reading tasks.
Course Outline

All classes will cover a similar programme organised around a number of key topics. The main topics to be covered over the full 17 weeks of the course are outlined below.

Writing & Reading:
paragraph structure
identifying the organization of a text
identifying sequencing markers identifying a writer’s point of view
introductions and conclusions
essay organization
cohesive devices
common errors (editing)
academic conventions; referencing style(s)
plagiarism (how to avoid it)
summary writing
identifying fact and opinion
selecting sources
synthesizing sources
academic style and register
research essay writing
proof-reading and peer review

Speaking & Listening:
introducing oneself and area of study/interest
seminar discussions (Term 1)
short presentations (Term 2)
text structure and main ideas specific information
note-taking skills

Other (as appropriate for each class):
grammar as needed (see also Advanced Grammar course)
the structure of definitions
vocabulary skills
speaking / writing about data and numbers

Assessment

Assessments are conducted at fixed times during, or in parallel with, classes and are compulsory for conditional students. (NB Elements marked ** are for conditional students only.)

The assessments take the form of:

Term 1
• Speaking: introducing and leading a short seminar (with the class)
• Writing: Timed writing based on text / discussion

Term 2
• Writing: research project (1500 words):
  - Proposal to tutors early in Term 2;
  - Final draft to be submitted by 7 March 2016 [*To be submitted on paper and electronically via Turnitin plagiarism software]
• Speaking (prepared presentation and discussion)
• **Listening assessment (short lecture and comprehension questions)
• **Reading and writing examination: Friday 17 March 2017, 14:15-16:30
Conditional Students

Conditional students are those who are required, either by UCL Registry or by their own department, to attend the course and complete all assessments to an accepted level.

Satisfactory completion of the above assessments, together with regular attendance and participation in the classes, will allow conditional students to meet the language requirements.

Conditional students will receive a report of their progress following the end of assessments in Term 2. UCL Registry will be notified of the results of the course assessments for conditional students only.

Departmental Coursework

Your tutor will NOT be able to help you with ongoing coursework which has not yet been submitted. Your tutor will also not be able to proof-read ongoing departmental coursework.

Attendance

We strongly recommend 100% attendance on the course in order for you to benefit fully from the input and practice. If you have to miss a class, please inform the tutor beforehand. This can be done by email.

Non-conditional students who do not take the final examination can request a Certificate of Attendance if they have attended at least 80% of classes.

Administrative support

If you have any administrative enquiries, please contact the EAP Office in Room 121 at 26 Bedford Way. Email: pteap@ucl.ac.uk or telephone: 020 7679 8665

Academic support

If you have any questions about your course, please speak to your class tutor. Alternatively, you may like to contact the Course Co-ordinator, Mrs Daphne Thomas, in Room 115 at 26 Bedford Way. Email: daphne.thomas@ucl.ac.uk

Self-study Suggestions

The books listed below are available for reference in the Self-Access Centre, but please note that these books cannot be borrowed. Alternatively, they are available for purchase at local bookshops.

Grammar books for self-study:

For clear explanations of written and spoken English:


Longer, more ‘natural’ exercises for more advanced students:

**Reading Practice:**

We recommend you buy your own copy and work through:


**Writing Skills:**


**Listening and note-taking skills:**

*Ease Listening to Lectures*: This interactive software in the SAC helps to develop their ability to listen to, follow and identify key information and arguments and take notes during lectures.

**Using the Internet:**

Useful exercises for grammar, reading, vocabulary, listening and writing can be found on the BBC Learning English Website: [www.bbc.co.uk/worldservice/learningenglish/index.shtml](http://www.bbc.co.uk/worldservice/learningenglish/index.shtml)

Further suggestions are offered during the course through Moodle and on SAC pages: [http://www.ucl.ac.uk/clie/learning-resources/sac](http://www.ucl.ac.uk/clie/learning-resources/sac)

**Course Feedback / Staff-Student Consultative Exercise:** There will be an opportunity for In-sessional EAP students to give general feedback on the course to senior representatives of CLIE

**Study skills:** Advice and resources to help international students towards more effective study at university can be found on the Palgrave Study Guides website:

Academic Writing and Advanced Grammar: Overview

The courses for academic writing focus on the essay or the dissertation. Within this, they cover the structure, organisation, conventions and language of academic writing. They also provide instruction in some features of written grammar and style. You should choose the course suitable to your stage of study.

If you are studying a taught university course at undergraduate or masters level, you should choose the Academic Writing Course, which covers aspects of paragraphing, common structures and conventions.

Students registered for an MPhil/PhD can take the Academic Writing Course first for an introduction to academic writing, but most choose to take Thesis Writing Option A, which covers their needs in more detail.

Thesis Writing Option B is for final-year students only, who are at the stage of writing up the chapters of their thesis. If you would prefer to focus on grammatical accuracy in writing only, choose the Advanced Grammar course.

FAQs

I am a professional and want to improve my writing for my work. Which course is suitable for me?

- Our courses do not teach report writing or business writing, but focus instead on writing for academic purposes. However, if you wish to improve the organisation, language and effectiveness of your writing generally, you could choose the Academic Writing Course. Speak to one of our teachers at enrolment for advice

What is the difference between the writing and grammar courses?

- The Advanced Grammar Course focuses on specific aspects of grammar that can help students speak and write more accurately and effectively. It does not cover the organisation, argumentation and style of academic writing texts such as the essay
- Academic Writing focuses on all aspects of academic writing, including organisation, argumentation and style. Some grammar and vocabulary help may be given to support clearer writing

Will there be a lot of homework on the Academic Writing Course?

- We encourage all participants to produce one piece of writing per week and can give detailed written feedback on this. The process of regular writing, whether one paragraph or longer, together with the tutor’s feedback, will help you make practical progress in your writing. Some short writing tasks may also be completed in class

Do any of the writing courses have an examination?

- None of these courses have an examination

Can the tutor help me with, or proof-read, my departmental coursework?

- No, the tutor is not able to help with or proof-read ongoing coursework.
- Students may bring in one piece of departmental coursework which has already been marked and assessed, and receive guidance on individual areas for further self-study
What level of English is suitable for taking the Advanced Grammar course?

- Any 'advanced' non-native user of English who has some remaining doubts or questions about English grammar may find this course useful. Many participants may have IELTS 6.5 -7.0, or equivalent.

- If you are unsure whether the course would be helpful for you (e.g. you feel your knowledge of English grammar is already advanced), ask the advice of one of the CLIE teachers at Reception during enrolment.

**Academic Writing Course**

**Days Times and Dates**

**Term 1 (8 weeks of 2 hours per week)**

Week commencing 10 October 2016 to week ending 2 December 2016

Monday 17:00-19:00 **OR**

Tuesday 17:00-19:00 **OR**

Wednesday 15:00-17:00 **OR** 17:00-19:00

Thursday 15:00-17:00 **OR** 17:00-19:00

**Term 2 (8 weeks of 2 hours per week)**

Week commencing 23 January 2017 to week ending 17 March 2017

Monday 17:00-19:00 **OR**

Wednesday 15:00-17:00 **OR**

Thursday 17:00-19:00

**Term 3 (8 weeks of 2 hours per week)**

Week commencing 2 May 2017 to week ending 23 June 2017

Wednesday 15:00-17:00 **OR** Thursday 17:00-19:00

**Taught Content**

Each group will have a weekly 2-hour class, taught over a period of eight weeks. *Please note that the course will continue during UCL Reading Week*. The course may include some classroom writing practice.

There is no final examination or assessment.

The course will be organised around the main topics outlined below. Some changes in content and timing may be made in order to reflect the exact needs of the students on the course (for example, fewer or additional topics may be covered).

**Course Outline**

The main topics to be covered are:

*Paragraph*
- The elements of a good paragraph
- Coherence
- Unity

*Essay*
- Functions, types and structures
- Transition between paragraphs
- Introductory and concluding paragraphs

*Citation*
- Plagiarism
- Paraphrasing
- Summary
- Academic conventions *Language*
- Sentence types
- Punctuation
- Formal/informal register
- Academic vocabulary
- Improving accuracy
Participants

The course is for students taking a taught undergraduate or masters course (or similar) who require help with academic writing / have not previously taken an academic writing course. Maximum 12 per class.

Course Aims

- to provide a writing course to meet the specific needs of students on taught academic courses
- to develop awareness of the theory and conventions of academic writing
- to encourage students to develop their writing skills through guided practice and tutor feedback

Suggested Books

<table>
<thead>
<tr>
<th>Course overview (sample)</th>
<th>The above topics may be organized as follows:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1:</strong></td>
<td><strong>Week 2:</strong></td>
</tr>
<tr>
<td>- Introduction to academic writing</td>
<td>- The paragraph: cohesion and order</td>
</tr>
<tr>
<td>- The paragraph</td>
<td>- Essay Introductions</td>
</tr>
<tr>
<td>- Diagnostic writing</td>
<td>- Diagnostic feedback</td>
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<tr>
<td><strong>Week 2:</strong></td>
<td><strong>Week 3</strong></td>
</tr>
<tr>
<td>- The paragraph: cohesion and order</td>
<td>- Brainstorming an essay</td>
</tr>
<tr>
<td>- Essay Introductions</td>
<td>- Essay conclusions</td>
</tr>
<tr>
<td>- Diagnostic feedback</td>
<td>- Transitions between paragraphs</td>
</tr>
<tr>
<td><strong>Week 3</strong></td>
<td><strong>Week 4</strong></td>
</tr>
<tr>
<td>- Brainstorming an essay</td>
<td>- Types of essay organisation</td>
</tr>
<tr>
<td>- Essay conclusions</td>
<td>- Accuracy and editing – correcting homework</td>
</tr>
<tr>
<td>- Transitions between paragraphs</td>
<td>- Peer review of writing</td>
</tr>
<tr>
<td><strong>Week 5:</strong></td>
<td><strong>Week 6:</strong></td>
</tr>
<tr>
<td>- In-text referencing</td>
<td>- Synthesing sources</td>
</tr>
<tr>
<td>- Summarising and paraphrasing to avoid plagiarism</td>
<td>- Literature review</td>
</tr>
<tr>
<td><strong>Week 6:</strong></td>
<td><strong>Week 7:</strong></td>
</tr>
<tr>
<td>- Synthesising sources</td>
<td>- Sentence types and problems</td>
</tr>
<tr>
<td>- Literature review</td>
<td>- Expressing caution (hedging)</td>
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<tr>
<td>- Academic style (including vocabulary)</td>
<td><strong>Week 8:</strong></td>
</tr>
<tr>
<td><strong>Week 7:</strong></td>
<td>- Writer’s stance</td>
</tr>
<tr>
<td>- Sentence types and problems</td>
<td>- Reporting verbs</td>
</tr>
<tr>
<td>- Expressing caution (hedging)</td>
<td>- Formulation of personalised error checklist</td>
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<tr>
<td><strong>Week 8:</strong></td>
<td></td>
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</tbody>
</table>

These can all be found in the Self-Access Centre:

Homework

Students will be offered self-study exercises based on the areas of academic writing which the class has focused on. They will also be encouraged to produce short pieces of continuous writing. This writing will be marked using a marking code from which the students will self-correct. Detailed comments will also be provided.

Departmental Coursework

We will try to make the classroom activities and homework tasks as relevant as possible to your own subject area. Your tutor may ask you to bring to the class departmental coursework which has already been marked and assessed. This will help the tutor to suggest useful self-study exercises. However, your tutor will not be able to help you with ongoing coursework which has not yet been submitted. Your tutor will also not be able to proof-read ongoing departmental coursework.

Feedback using a Marking Code to help self-correction

Please note that tutors use a marking code when correcting your written work and may not correct every mistake but instead focus on the most important ones. When your written work is returned to you, you should make the necessary corrections and resubmit your work.

Academic Writing Centre Support

Each student on an Academic Writing course will be given the opportunity to attend our Academic Writing Centre for a one-to-one tutorial once during the course. Tutorials will last 20 minutes and are an opportunity for students to reflect on how their writing can be improved, and to get some advice on strategies they can employ and resources they can use to do this.

**Details of dates and times, and how to sign up for a tutorial will be available once course begin each term**

Attendance

In order to benefit fully from the course, we strongly recommend 100% attendance. If you have to miss a class, please inform the tutor beforehand. This can be done either by email or by leaving a message at CLIE Reception.

Course Feedback / Staff-Student Consultative Exercise

All students on part-time English courses have the opportunity to give general feedback on their course to senior representatives of the CLIE.

Academic support

If you have any questions about your course, please feel free to ask your tutor. Alternatively, you may like to contact the Course Co-ordinator, Mrs Daphne Thomas, in Room 115 at 26 Bedford Way.

Email: daphne.thomas@ucl.ac.uk

Administrative support

For any administrative queries, please contact the EAP Office, Room 121 at 26 Bedford Way.

Email: pteap@ucl.ac.uk, Tel: 020 7679 8665
Thesis Writing Courses

There are two options.

**Option A** is a 34-hour taught course for participants registered on an MPhil/PhD course. It is particularly suitable for students in the first year of their course who have yet to start the upgrading / transfer process.

**Option B** consists of 5 one-hour individual tutorials. Participants should have successfully passed their upgrading/transfer and should be starting the third year of full-time study (fourth year of part-time study). Participants will preferably have completed Option A.

**Application.** Students applying for Doctoral School funding should bring with them both parts of the application form at enrolment in order to reserve their place on the course.

**Option A:**

**Days Times and Dates** 8.5 weeks of 4 hours per week

**Term 1**
Week commencing 10 October to week ending 9 December 2016

Tuesday 11:00 – 13:00 AND Friday 11:00 – 13:00 OR Tuesday 15:00 – 17:00 AND Friday 15:00 – 17:00

**Term 2**
Week commencing 23 January to week ending 24 March 2017

Tuesday 11:00 – 13:00 AND Friday 11:00 – 13:00 OR Tuesday 15:00 – 17:00 AND Friday 15:00 – 17:00

**Term 3**
Week commencing 1 May to week ending 30 June 2017

Tuesday 11:00 – 13:00 AND Friday 11:00 – 13:00 OR Tuesday 15:00 – 17:00 AND Friday 15:00 – 17:00

**Option A**

**Participants**

The course is for students registered on an MPhil/PhD course who require help with academic writing. Maximum 12 students per class.

**Course aims**

- to develop awareness of the theory and conventions of academic writing
- to analyse the sequence of information in essays and chapters of a PhD thesis
- to encourage students to develop their writing skills through guided practice and weekly tutor feedback

**Taught Content**

Each group is taught 34 hours per term. This consists of twice-weekly two-hour classes over a period of 8.5 weeks. Please note that the course will continue during UCL Reading Week.
Option A Course Outline

The course is organised as follows. Changes to content and timing may be made to reflect the exact needs of the students on the course (for example, fewer or additional topics may be covered).

- Paragraph structure/ Unity and Coherence
- Essay structure
- Introductory and Concluding paragraphs
- The stages in an introductory chapter
- Literature Review
- Methods and Materials
- Results
- Discussions
- Abstract
- Sentence structures and punctuation
- Style
- Argumentation

Homework is an integral part of Option A. Homework will either be given from one of the course books below, or it could be the application of areas taught in the class to the students’ own fields. Each class starts with a discussion of homework to further critical thinking. The tutor gives written feedback on homework using a marking code to highlight problem areas. Use the feedback to self-correct common errors. Detailed comments will also be provided. There is no final examination or assessment. *Tutors cannot help with ongoing work which has not yet been submitted.*

Books

The books used in the Option A course include among others:


Academic and administrative support

For questions about your course, speak to your tutor or contact the Course Co-ordinator, Mrs Daphne Thomas, Room 115, CLIE. Email: daphne.thomas@ucl.ac.uk

For administrative queries, please contact the EAP Office at CLIE. Email: pteap@ucl.ac.uk. Tel: 020 7679 8665

Option B:

**Days Times and Dates arranged between participant and tutor**

Option B individual tutorials are arranged within a period of 12 months at times convenient to both student and tutor. The 5 tutorials offer suggestions to consolidate and extend the student’s academic writing and exercises to improve structure and style. Extracts of students’ work will be read and commented on for general structure. A short section of the work may be marked in more detail for surface features (grammar, spelling, punctuation and vocabulary). Work should be submitted to the Thesis Writing tutor at least two weeks before the tutorial. Students are expected to complete the recommended follow-up exercises and to submit them together with the next piece of written work. *Writing cannot be proof-read.*
Use of a Marking Code to identify errors for self-correction Tutors using a marking code may not correct every mistake, but are likely to focus on the most important ones. When your work is returned to you, make the necessary corrections and resubmit your work.

Attendance

In order to benefit fully from the courses, we strongly recommend 100% attendance. If you have to miss an Option A class, please inform the tutor beforehand by email or by leaving a message at CLIE Reception. For Option B, 24 hours’ notice must be given to cancel pre-arranged tutorials; otherwise the tutorial will be forfeited.

Course Feedback / Staff-Student Consultative Exercise

There is an opportunity for students in part-time classes to give general feedback on their course to senior representatives of CLIE.

Advanced Grammar Course

Days Times and Dates 8 (or 6) weeks of 2 hours per week

Term 1
Week commencing 10 October 2016 to week ending 2 December 2016

Monday 17:00-19:00 OR Tuesday 17:00-19:00

Term 2
Week commencing 23 January 2017 to week ending 17 March 2017

Monday 17:00-19:00 OR Tuesday 17:00-19:00

Term 3
Week commencing 1 May 2017to week ending 9 June 2017

Wednesday 17:00 – 1900

Participants

The course is for participants of upper intermediate level or above who wish to improve their understanding and use of grammar. If you are unsure whether the course would help you (e.g. your knowledge is already advanced), please ask advice during enrolment. Maximum 20 per class.

Course Aims

- to provide a grammar course to build on existing knowledge
- to develop awareness of the key systems and patterns in English grammar
- to help participants improve their accuracy and effectiveness in writing and speaking through guided practice and tutor feedback
Taught Content

Each group will have a weekly 2-hour class over a period of eight weeks (six weeks in Term 3). Please note that the course continues during UCL Reading Week. The course will include certain spoken and written activities and exercises linked to the needs of students in the class. There is no final examination or assessment.

Depending on Needs Analysis, areas to be covered may include:

- Use of definite and non-definite article
- Use of generic and specific nouns
- Using noun phrases instead of clauses and forming complex noun phrases
- The meanings of modal verbs
- Expressing conditionality
- Word formation (affixes)
- Reviewing dependent prepositions
- Expressing causality and sentence structure
- Changing emphasis in a sentence
- Qualifying comparisons: showing similarities and differences
- Indirect statements and questions; noun clauses

Homework

You will be offered self-study exercises based on the areas of grammar covered in class.


Attendance

In order to benefit fully from the course, we strongly recommend 100% attendance. If you have to miss a class, please inform the tutor beforehand. This can be done either by email or by leaving a message at CLIE Reception.

Course Feedback / Staff-Student Consultative Exercise

All students on part-time English courses have the opportunity to give general feedback on their courses to senior representatives of the Centre.

Academic support

If you have any questions about your course, please feel free to ask your tutor. Alternatively, contact the Course Co-ordinator, Mrs Daphne Thomas, in Room 115 at 26 Bedford Way.

Email: daphne.thomas@ucl.ac.uk

Administrative support

If you have any administrative queries, please contact the EAP Office, Room 121, 26 Bedford Way.

Email: pteap@ucl.ac.uk, Tel: 020 7679 8665
Speaking and Pronunciation Courses Overview

These courses focus on spoken English. If you are mostly concerned about making yourself understood and speaking and pronouncing more clearly, then you should choose the Pronunciation course. If you feel you need to gain confidence in public speaking (giving presentations, seminars or speaking at conference in addition to improving your general pronunciation, then you should choose the Pronunciation and Public Speaking course. If you would like to gain confidence in more informal speaking in groups, such as for class discussions and seminars or even tutorials, then choose the Academic Speaking Skills course.

- If your English pronunciation is already very good but you wish to speak like a native speaker, or if people already treat you like a native speaker, for example, on the telephone, then these courses may not be suitable for you
- If your speaking level is not very advanced, you may wish to enrol on our Academic Speaking Skills course
- If you wish to concentrate on pronunciation only, you may wish to enrol on our Pronunciation course

FAQs

I want to improve my informal speaking skills for talking about my studies and other topics. Which course should I choose?

- Academic Speaking Skills

Will the Pronunciation and Public Speaking course or Pronunciation course help me to improve my general conversation and discussion skills?

- Not specifically. For fluency development, choose the Academic Skills course instead.

Is the Pronunciation and Public Speaking course suitable for professional people?

- Yes, if you are required to give presentations in your work and need greater confidence in the clarity, style and structure of English-language presentations

Will the Academic Speaking Skills course include pronunciation and presentations?

- Neither of these are specifically covered in this course. Some errors in pronunciation may be corrected but we do not teach pronunciation systematically in this course (see Pronunciation course instead)

- Your tutor will give you the opportunity to make a short seminar presentation in the class, but we do not specifically practice long turn presentation skills (see Pronunciation and Public Speaking)

Will the pronunciation courses help me speak like a native speaker, or speak ‘correct British English’?

- No. This would require intensive training, which CLIE does not offer.
- Our aim is to help your speak more clearly and accurately, so that others can understand you. It is not possible to make participants speak like a native speaker in a short period of time in a class

What level of English should I have for Academic Speaking Skills?

- For these classes, your level should be upper intermediate to advanced. To join the class we require a short interview (at Reception during the enrolment period) and will advise you if your speaking level appears to be too low or too high
Academic Speaking Skills

Days and Times and Dates: 8 (6) weeks of 2 hours per week

Term 1

Week commencing 10 October 2016 to week ending 2 December 2016

Thursday 17:00-19:00

Term 2

Week commencing 23 January 2017 to week ending 17 March 2017

Thursday 17:00-19:00

Term 3:
Week commencing 1 May 2017 to week ending 9 June 2017

Thursday 17:00-19:00

Participants (interview required for enrolment)

This course is for non-native speakers who have reached an upper intermediate level of English or higher and who wish to have the opportunity for more extensive speaking and discussion in English under tutor guidance. Maximum 12 participants per class.

Course Aims

- to increase effectiveness in communication in an academic or professional environment
- to gain practice in expressing one’s ideas more clearly on a variety of topics
- to learn how to manage participation in discussion through a variety of techniques and phrases

Taught Content

Each group meets for 2 hours per week for eight weeks in Term 1 or Term 2, or 6 weeks in Term 3. Classes include pair and small-group activities as well as whole-class activities, offering active participation through a variety of roles and topics. There is no final examination or assessment. Courses continue during UCL Reading Weeks.

Course Outline

This will depend to some extent on the members of the group and their interests, but the following areas of interaction may be included, to support you in explaining and clarifying your ideas:

- Presenting an opinion
- Defending your point of view
- Agreeing/disagreeing
- Keeping hold of the topic and taking turns
- Interrupting and dealing with interruptions
- Making yourself heard
- Making your point effectively
- Participating in group discussions
- Introducing and leading a group discussion (seminar)
Books and Resources

If you would like to prepare for the course beforehand (optional), the following resources may be useful:


*Ease Seminar Skills 2 – Discussions.* This interactive CD-ROM, available on the computers in the Self-Access Centre, is designed to help improve your academic discussion skills. Activities have been developed from video recordings of seminar discussions among tutors and students in departments at Warwick University. Study examples of discussions in humanities and social sciences, as well as problem-solving seminars in the sciences.

Homework

Students will be expected to prepare and introduce a topic for group discussion, accompanied by interesting discussion questions. The dates of the discussions will be established in agreement with other members of the class and the class tutor.

Attendance

In order to benefit fully from the course, we strongly recommend 100% attendance. If you have to miss a class, please inform the tutor beforehand. This can be done either by email or by leaving a message at CLIE Reception.

Course Feedback / Staff-Student Consultative Exercise

All students on part-time English courses have the opportunity to give general feedback on their course to senior representatives of CLIE.

Academic support

If you have any questions about your course, please feel ask your tutor. Alternatively, contact the Course Co-ordinator, Mrs Daphne Thomas, in Room 115, 26 Bedford Way.

Email: daphne.thomas@ucl.ac.uk

Administrative support

If you have any administrative queries, please contact the EAP Office, Room 121 at CLIE.

Email: pteap@ucl.ac.uk. Tel: 020 7679 8665
Pronunciation and Public Speaking

Days and Times and Dates 9 weeks of 2 hours per week

Terms 1 & 2

Term 1: Week commencing 10 October to week ending 9 December 2016
Monday 15:00-17:00 OR Tuesday 17:00-19:00 OR Wednesday 17:00-19:00 OR Friday 13:00-15:00

Week commencing 23 January 2017 to week ending 24 March 2017
Monday 15:00-17:00 OR Tuesday 17:00-19:00 OR Wednesday 17:00-19:00 OR Friday 13:00-15:00

Term 3

Week commencing 1 May 2017 to week ending 30 June 2017
Tuesday 15:00-17:00 OR Wednesday 17:00-19:00 OR Friday 13:00 -15:00

Participants

- Students, whose main language is not English, enrolled on a postgraduate course at UCL or another university
- Staff / researchers at UCL or another academic institution
- Participants in employment who need to present in English There is a maximum of 10 participants per class.

Course Aims

- to encourage learner autonomy and self-confidence in the areas of pronunciation and public speaking
- to improve and develop public speaking abilities for an academic environment
- to raise awareness of the most important features of English pronunciation
- to give additional support with individual learner’s pronunciation and public speaking needs through the tutorial

Please note: this course does not aim to ‘get rid of your accent’ or enable you to speak like a native speaker.

Taught Content

Each group is taught for two hours per week for nine weeks, and in addition each participant will receive one individual 30-minute tutorial during the course, to be arranged at a mutually convenient time. Please note that the course will continue during UCL Reading Week.

There is no final examination or assessment but students will have access to an individual recording of their final 10-minute presentation.
## Course Outline: 9 classes & 1 tutorial

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<th>Week 1: Pronunciation: Sounds and the phonemic alphabet – overview</th>
<th>Week 4: Pronunciation: Phrase stress – with emphasis on key words</th>
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<tr>
<td><strong>Public Speaking</strong>: Presentations warmer – to get you started</td>
<td><strong>Public Speaking</strong>: Organising a presentation – signposting and linking</td>
<td><strong>Public Speaking</strong>: Dealing with questions – addressing different types of questions – review of main elements in giving a presentation</td>
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<th>Week 2: Pronunciation: Sounds and the phonemic alphabet continued - problem sound pairs</th>
<th>Week 5: Pronunciation: Linking and contractions – making it sound smoother and more natural</th>
<th>Week 8: Recording 2 – final presentations filmed in class and made available to each student after the course</th>
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<tbody>
<tr>
<td><strong>Public Speaking</strong>: RECORDING 1 - short presentation filmed, with tutorial feedback</td>
<td>Public Speaking: Ending a presentation – strong, convincing endings</td>
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<tbody>
<tr>
<td><strong>Public Speaking</strong>: Beginning presentations – the introduction</td>
<td><strong>Public Speaking</strong>: Using visuals and presenting data</td>
<td><strong>Public Speaking</strong>: Reading aloud – sounding friendly – social English</td>
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</table>

### Tutorials

Each participant will receive one individual 30-minute tutorial. The purpose is for the tutor and participant together to establish the student’s main pronunciation and presentation priorities and identify remedial and self-study exercises. At the beginning of the course, tutors will arrange mutually convenient times with participants for individual tutorials. Once a tutorial has been arranged (and a room booked), participants should make every effort to attend as agreed. If you are unable to attend, you should inform your tutor (or the Course Co-ordinator) as soon as possible. Any tutorial cancelled less than 24 hours in advance will not be rescheduled.
Homework

The tutor may set short homework exercises to enable participants to practise pronunciation items covered in the class, or to prepare for the next class. Participants will also be expected to prepare short presentations of between 5 and 10 minutes each, which will be filmed in weeks 2 and 8.

Books and Resources in the Self-Access Centre

A. Pronunciation General self-study


Help with learning the phonemic alphabet


To practise different sounds


To help with word stress


To help with connected speech (sentence stress, weak forms, clusters, linking)

To help with intonation


B. Presenting

- Powell, M (1996) *Presenting in English*. LTP

C. Computers in the Self-Access Centre & Online via Moodle

*Ease Seminar Skills* introduces seminar presentations and offers help in giving presentations in English. Based on video recordings of seminars at Warwick University, it contains interviews with academics and students, giving advice on helpful techniques.

A dedicated Moodle course offers varied resources accessible online.

Attendance

In order to benefit fully from the course, we strongly recommend 100% attendance. If you have to miss a class, please inform the tutor beforehand. This can be done either by email or by leaving a message at CLIE Reception.

Course Feedback / Staff-Student Consultative Exercise

All students on part-time English courses have the opportunity to give general feedback on their course to senior representatives of CLIE.

Academic support

If you have any questions about your course, please feel free to ask your tutor. Alternatively, contact the Course Co-ordinator, Mrs Daphne Thomas, in Room 115, 26 Bedford Way. Email: daphne.thomas@ucl.ac.uk

Administrative support

If you have any administrative queries, please contact the EAP Office, Room 121, 26 Bedford Way. Email: pteap@ucl.ac.uk, Tel: 020 7679 8665
Pronunciation

**Days and Times:** 8 (or 6) weeks of 2 hours per week

**Term 1 (8 weeks)**

Week commencing 10 October 2016 to week ending 2 December 2016

Monday 17:00-19:00 OR Wednesday 17:00-19:00

**Term 2 (8 weeks)**

Week commencing 23 January 2017 to week ending 17 March 2017

Monday 17:00-19:00 OR Wednesday 17:00-19:00

**Term 3 (6 weeks)**

Week commencing 10 May 2017 - week ending 16 June 2017

Wednesday 13:00-15:00

**Participants**

A course for all who wish to improve their pronunciation. There is a maximum of 10 participants per class.

**Course Outline**

This will depend to some extent on the members of the group and their interests, but the following topics are likely to be included:

- The sounds of English: review and practice of English phonemes
- Giving and receiving opinions in a discussion
- Sounds and spelling
- Consonant clusters
- Word stress
- Giving definitions and explanations – in one’s own subject area
- Stress within a phrase, weak forms and contractions
- Taking turns and communication strategies in a discussion
- Features of connected speech: linking, assimilation etc.
- Strategies for making oneself clear
- Sentence stress and intonation
- Sounding friendly and positive, showing interest
- Putting it all together, pausing and chunking;
- Review and final guidance

**Tutorial**

During the course each student receives one individual 30-minute tutorial with the tutor, arranged at a mutually convenient time. The purpose of the tutorial is to establish the main areas of pronunciation where the student needs to focus and practise. Once a tutorial has been arranged (and a room booked), participants should make every effort to attend as agreed. If you are unable to attend, you should inform your tutor (or the Course Co-ordinator) as soon as possible. Any tutorial cancelled less than 24 hours in advance will not be rescheduled.
Homework

The tutor may set short homework exercises to enable participants to practise items covered in the class, or to prepare for the next class.

Course Aims

- to increase effectiveness in communication in an academic or professional environment through better pronunciation
- to raise awareness of the most important features of English pronunciation
- to give additional support with individual learners’ pronunciation needs through a tutorial
- to provide guidance on a self-study programme in relevant aspects of pronunciation

Please note: this course does not aim to ‘get rid of your accent’ or enable you to speak like a native speaker.

Taught Content

Each group is taught for 2 hours per week. Regular general feedback on pronunciation and extended speaking is provided in the class. There is no final examination or assessment. Please note that the course will continue during UCL Reading Week.

Books and Resources in the Self-Access Centre

General self study


Help with learning the phonemic alphabet

- Website for the phonemic alphabet:
  http://www.cambridgeenglishonline.com/Phonetics_Focus/

To practise different sounds

To help with word stress


To help with connected speech (sentence stress, weak forms, clusters, linking)


To help with intonation


Attendance

In order to benefit fully from the course, we strongly recommend 100% attendance. If you have to miss a class, please inform the tutor beforehand. This can be done either by email or by leaving a message at CLIE Reception.

Course Feedback / Staff-Student Consultative Exercise

All students on part-time English courses have the opportunity to give general feedback on their course to senior representatives of the Centre.

Academic support

If you have any questions about your course, please feel free to ask your tutor. Alternatively, contact the Course Co-ordinator, Mrs Daphne Thomas, Room 115, 26 Bedford Way. Email: daphne.thomas@ucl.ac.uk

Administrative support

If you have any administrative queries, please contact the EAP Office, Room 121, 26 Bedford Way. Email: pteap@ucl.ac.uk, Tel: 020 7679 8665
Academic Reading and Listening Skills

Students can take a combination of both courses. Alternatively, either the Reading or Listening element can be taken independently as a short 6-week course on its own. There is a maximum of 12 participants per class.

Days, Times and Dates: Each course 6 weeks of 2 hours per week

Term 1 and Term 2:

Academic Reading Wednesdays 15:00-17:00 and Academic Listening 17:00 - 19:00

Full course: Term 1: Week commencing 10 October to week ending 9 December 2016

Full course: Term 2: Week commencing 23 January 2017 to week ending 17 March 2017

Course aims

To assist participants in developing more effective academic reading and listening skills for the demands of an academic course.

Participants

The Academic Reading element is for participants who lack confidence in reading efficiently for their course of study. The Academic Listening element is for designed for participants who lack confidence in listening efficiently to spoken English in a university context. These skills courses are not intended for non-native speakers with a very advanced level of English.

Academic Reading

Term 1: week commencing 10 October to week ending 18 November 2016

Wednesdays 15:00-17:00

Term 2: week commencing 23 January to- week ending 3 March 2017

Wednesdays 15:00-17:00

Taught Content

This course will cover a range of strategies for improving reading skills such as speed reading and scanning practice; identifying text type; reading to identify the main points and to distinguish fact from opinion; note-taking; reading and critical thinking; and dealing with new vocabulary.

Both the tutor and the participants will bring in a variety of texts in order to provide practice in a range of relevant academic fields. Techniques and strategies will be taught using a variety of methods, and participants will be expected to work in pairs and small groups as well as individually. Participants may be asked to make some written responses to their reading.
Course Outline

Strategies covered will depend to some extent on the needs and interests of the group, but will typically be selected from the following:

- Reading faster
- Skimming for main ideas
- Scanning for specific information
- Identifying a writer’s point of view or opinion
- Distinguishing between fact and opinion
- Reading critically
- Dealing with new vocabulary
- Taking notes
- Summarising a text
- Self-study tips and resources

Homework

For your first class, please bring a copy of a short article, or chapter (or section) from a book which is typical of the type of reading you need to do on your course. This will help your tutor to advise you more efficiently about how to improve your reading skills.

You may be asked to do reading exercises for homework and to produce a short written response to a text.

Academic Listening

Term 1: week commencing 24 October to week ending 2 December 2016

Academic Listening 17:00 to 19:00

Term 2: week commencing 6 February to week ending 17 March 2017

Academic Listening 17:00 - 19:00

Taught Content

This course will cover strategies for improving listening and communication skills (e.g. clarifying for greater confidence in understanding), specific techniques for following lectures and effective note-taking. Classes will also raise awareness of key pronunciation features to ensure accurate interpretation of the sounds of natural, fast speech.

A variety of texts will be used in class and suggested for homework in order to provide practice in a range of stimulating academic contexts. Follow-up practice outside the class will help to build the necessary ‘stamina’ for extended listening (e.g. for lectures, long seminars). Participants may be asked to make some written or oral responses to their homework listening (note-taking, reporting back on a lecture).

Techniques and strategies will be taught using a variety of methods, and participants will be expected to work in pairs and small groups (role play) as well as individually.
Course Outline

Texts used in class will depend to some extent on needs and interests of members of the group, as determined by an initial needs analysis, but skills and strategies may be chosen from the following:

- Understanding lectures (e.g. structure, core content, supporting examples)
- Preparing lecture notes and reporting back to the class
- Coping with extended listening (e.g. strategies for sustained concentration)
- Listening in group contexts (examples of overlapping speakers, turn-taking, clarifying)
- Identifying and interpreting English sounds (phonology, sounds and spelling) accurately
- Coping with different accents - native (e.g. standard British English) and non-native
- Using listening to reinforce knowledge of grammar and vocabulary
- Self-study tips and resources

Homework

You will be asked to listen to recommended or self-selected texts for homework and to produce notes and/or a short report for the class. Problems identified from this practice will be analysed during group

Books and Resources for Academic Reading and Listening

The following resources are available in the Self-Access Centre (SAC):

Academic Reading

- **Reading**
  

- **Vocabulary and Reading**
  
  
  
  

Attendance

In order to benefit fully from the Academic Reading and Listening course, we strongly recommend 100% attendance. If you have to miss a class, please inform the tutor beforehand. This can be done either by email or by leaving a message at CLIE Reception.

Course feedback / Staff-Student Consultative Exercise

Students on all part-time English courses have the opportunity to give feedback on their course to senior representatives of CLIE.
Academic support

If you have any questions about your course, please speak with your class tutor. Alternatively, contact the Course Co-ordinator, Mrs Daphne Thomas, in Room 115 at 26 Bedford Way. Email: daphne.thomas@ucl.ac.uk

Administrative support

If you have any administrative queries, please contact the EAP Office, Room 121, 26 Bedford Way. Email: pteap@ucl.ac.uk, Tel: 020 7679 8665

Academic Listening

A range of self-study materials to develop and practise academic listening skills are available in the Self-Access Centre (shown below). Ask the Self-Access Centre assistant on duty if you need help accessing self-study practice materials, as listed on the online SAC database.

There is also a dedicated Moodle course which provides access to freely available further support and academic listening resources online.

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**UCL CLIE - STUDENT COMPLAINTS PROCEDURE**

If you think that you have a complaint against the Centre for Languages and International Education you will need to follow the correct procedure.

Below is a summary of the steps and procedure to follow, with links to the UCL Academic Manual (containing academic regulations, policies and procedures applicable to all University College London taught and research students) and to the University College London Union website which provides advice and guidance to the complaints procedure.

STEP 1: Raise awareness of the problem by contacting a member of staff. This could be your personal tutor, a teacher on your course, the Senior Tutor or your Course Co-ordinator. Speak to them face-to-face or send an email.

We will try to help you resolve your problem and deal with your complaint informally within CLIE.

STEP 2: If initial attempts to resolve the matter informally are not successful, you will be encouraged to contact the UCL Student Mediator (http://www.ucl.ac.uk/student-mediator/index). The UCL Student Mediator has the authority to mediate and propose practical solutions to resolve student complaints and is able to act relatively informally and speedily.

At this stage you would also be encouraged to approach the UCL Union Rights and Advice Centre (http://uclu.org/guide-to-student-complaints-procedure) for advice and support in submitting a complaint.

STEP 3: If informal resolution through steps 1 and 2 above is not possible, you should submit a completed Complaints Form (http://www.ucl.ac.uk/srs/academic-manual/c1/complaints) to the Deputy Registrar as soon as possible after the events leading to your complaint took place.

Full details of the UCL Student Complaint Procedure can be found here: http://www.ucl.ac.uk/srs/academic-manual/c1/complaints

The Student Complaint Procedure is taken from the UCL Academic Manual: http://www.ucl.ac.uk/srs/academic-manual/overview
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