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## Enrolment and Term Dates

Applicants can enrol for these courses in room 121 of UCL Language Centre, 26 Bedford Way, London WC1H 0AP, as follows:

**Interviews are required for the following two courses:**

- **In-sessional EAP**
- **Academic Speaking Skills**

*Interviews will take place during the enrolment period and no appointment is needed*

	<b>Enrolment Dates</b>	<b>Course dates</b>
<b>Term 1:</b>	3-11 October 2011 (weekdays) 15.30-17.30	17 October-16 December 2011
<b>Term 2:</b>	12-16 December 2011 (weekdays) 16:00-17:00 10-19 January 2012 (weekdays) 15.30-17.30	23 January-23 March 2012
<b>Term 3:</b>	23-27 April 2012 (weekdays) 15.30-17.30	30 April-29 June 2012

Accredited by the



All UCL's English language courses have been accredited and are regularly inspected by the British Council.

## Part-time English Courses: October 2011 - June 2012

The Language Centre 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.

<p><b>I</b> <b>IN-SESSIONAL EAP</b> (for UCL students only)</p> <p>A course to develop a broad range of academic English skills for use within UCL departments. Skills studied include reading, writing (supporting the academic essay), listening, speaking (for seminars and presentations), pronunciation, and appropriate grammar and vocabulary. (Enrolment in Term 1; taught over 2 terms.)</p>	<p><b>II</b> <b>ACADEMIC WRITING, READING, ADVANCED GRAMMAR</b></p> <ul style="list-style-type: none"> <li>• <b>Academic Writing Course</b> <i>For undergraduates and taught graduate students.</i></li> <li>• <b>Thesis Writing Courses (Option A, Option B)</b> <i>For registered MPhil/PhD students only.</i></li> <li>• <b>Academic Reading Course</b></li> <li>• <b>Advanced Grammar Course</b></li> </ul>
<p><b>III</b> <b>ACADEMIC LISTENING, SPEAKING, PRONUNCIATION</b></p> <p>Courses to increase oral confidence, focusing on pronunciation, listening and speaking and presentations in an academic environment.</p> <ul style="list-style-type: none"> <li>• <b>Academic Listening Skills</b></li> <li>• <b>Academic Speaking Skills</b></li> <li>• <b>Pronunciation and Public Speaking</b></li> <li>• <b>Pronunciation</b></li> </ul>	<p><b>IV</b> <b>SPECIALISED ENGLISH</b> (for UCL students only)</p> <ul style="list-style-type: none"> <li>• <b>LLM Academic Legal Writing Skills</b> <i>For students enrolled on an LLM course.</i> (Enrolment in Term 1; taught over 2 terms.)</li> </ul>

### Fees

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

Course name	Number of weeks / hours	Cost for UCL (£)	Non-UCL (£)	Terms offered Autumn Term=1 Spring Term=2 Summer Term=3
In-session EAP	18 / 36	£300	N/A	Course runs over Terms 1 & 2
Academic Writing Course	8 / 16	£250	£350	1, 2
Academic Writing Course (Term 3)	6 / 12	£170	£220	3
Thesis Writing Option A	8.5 / 34	£480	£600	1, 2, 3
Thesis Writing Option B	5 / 10	£350	£400	1, 2, 3
Academic Listening	8 / 16	£220	£270	1, 2
Academic Reading	8 / 16	£220	£270	1, 2
Advanced Grammar	8 / 16	£170	£220	1, 2
Advanced Grammar (Term 3)	6 / 12	£120	£170	3
Academic Speaking Skills	8 / 16	£220	£270	1, 2
Academic Speaking Skills (Term 3)	6 / 12	£170	£220	3
Pronunciation and Public Speaking	9 / 18.5	£350	£420	1, 2, 3
Pronunciation	8 / 16.5	£250	£300	1, 2
Pronunciation (Term 3)	6 / 12.5	£220	£270	3
LLM Academic Legal Writing Skills	19 / 38	£480	N/A	Course runs over Terms 1 & 2

## Sample Timetable

Most courses take place within one term and last eight or nine weeks (six weeks in Term 3). Courses are run each term for new students.

Sample timetables are shown below for each term. For up-to-date timetables, please check the website during the enrolment periods before the start of each term.

### Term 1, Autumn: from 17 October to 16 December 2011

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	09:00-11:00 LLM Academic Legal Writing Skills			
11:00-13:00 Thesis Writing Option A				11:00-13:00 Thesis Writing Option A
15:00-17:00 Thesis Writing Option A		15:00-17:00 Academic Writing Course		14:00-16:00 Thesis Writing Option A
15:00-17:00 Pronunciation & Public Speaking		15:00-17:00 Academic Reading		14:00-16:00 Pronunciation & Public Speaking
15:00-17:00 LLM Academic Legal Writing Skills		15:00-17:00 Academic Listening Skills		15:00-17:00 LLM Academic Legal Writing Skills
17:00-19:00 Academic Writing Course	17:00-19:00 Academic Writing Course	17:00-19:00 Academic Writing Course	17:00-19:00 Academic Writing Course	
17:00-19:00 Advanced Grammar Course	17:00-19:00 Pronunciation & Public Speaking	17:00-19:00 Pronunciation & Public Speaking	17:00-19:00 Academic Speaking Skills	
17:00-19:00 Pronunciation		17:00-19:00 Pronunciation		

### Term 2, Spring: from 23 January to 23 March 2012

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	09:00-11:00 LLM Academic Legal Writing Skills (continuing from Term 1)			
11:00-13:00 Thesis Writing Option A				11:00-13:00 Thesis Writing Option A
15:00-17:00 Thesis Writing Option A		15:00-17:00 Academic Listening Skills		14:00-16:00 Thesis Writing Option A
15:00-17:00 Pronunciation & Public Speaking		15:00-17:00 Academic Writing Course		14:00-16:00 Pronunciation & Public Speaking
15:00-17:00 LLM Academic Legal Writing Skills (continuing from Term 1)		15:00-17:00 Academic Reading		15:00-17:00 LLM Academic Legal Writing Skills (continuing from Term 1)
17:00-19:00 Academic Writing Course	17:00-19:00 Pronunciation & Public Speaking	17:00-19:00 Pronunciation & Public Speaking	17:00-19:00 Academic Writing Course	
17:00-19:00 Pronunciation		17:00-19:00 Pronunciation	17:00-19:00 Academic Speaking Skills	
		17:00-19:00 Advanced Grammar Course		

### Term 3, Summer: from 30 April to 29 June 2012

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
11:00-13:00 Thesis Writing Option A				11:00-13:00 Thesis Writing Option A
15:00-17:00 Thesis Writing Option A		15:00-17:00 Academic Writing Course		14:00-16:00 Thesis Writing Option A
		15:00-17:00 Pronunciation		14:00-16:00 Pronunciation & Public Speaking
	17:00-19:00 Academic Speaking Skills	17:00-19:00 Advanced Grammar Course	17:00-19:00 Academic Writing Course	
	17:00-19:00 Pronunciation & Public Speaking	17:00-19:00 Pronunciation & Public Speaking		

## FAQ – Frequently asked questions about part-time English courses

### CHOICE OF COURSES

#### What types of English courses do you run?

We offer part-time English courses for non-native speakers in 4 areas:

- Academic Writing, Reading, Advanced Grammar
- Academic Listening, Speaking and Pronunciation
- In-sessional EAP (for UCL students only)
- Specialised English (for LLM students at UCL only)

#### Are courses open to non-UCL participants?

- For most courses we welcome both UCL and non-UCL applicants, but In-sessional EAP and LLM Legal Writing Skills are open to UCL students only.

#### How can I choose the most suitable course?

- Read the course information on the following pages.
- Speak to one of our teaching staff during the enrolment period.
- Outside enrolment times, general enquiries can be made to the EAP Office or Part-time Courses Co-ordinator.

#### What level of English should I have?

- Upper Intermediate to Advanced (the equivalent of IELTS 6 or above).

#### How much do the courses cost?

- Each course costs between £120 and £480 for UCL students and £170 and £600 for non-UCL participants. See page 2 for details.
- Course fees must be paid in advance during enrolment. It is not possible to 'visit' a class on which you have not been enrolled, or to join a class on a temporary or trial basis.

#### How long does each course last?

- Most part-time courses take place within one term and run for eight or nine weeks (six weeks in Term 3).
- In-sessional EAP and LLM Academic Legal Writing Skills both run over two terms. It is not possible to enrol on either of these courses for Term 1 or Term 2 only.
- For the exact number of weeks and hours, see page 2.

#### What is a term?

The UCL academic year has three terms:

- Autumn (Term 1) from October-December
- Spring (Term 2) from January-March
- Summer (Term 3) from April-June

### TEACHING METHODOLOGY

#### 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, although individual and whole-class interaction will also take place.
- For further information about how classes are taught, please see details for individual courses, or ask one of our staff during enrolment.

### ENROLMENT

#### When can I enrol?

- All applications are processed during the advertised enrolment periods before the start of each term. See page 1 for details.
- Enrolment forms can be printed from the Part-time English Courses website or collected from Language Centre 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
- Our staff are happy to advise you during enrolment about how to consider your priorities and make appropriate selections and combinations of courses to your greatest benefit.

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

- This is not usually advisable as you would be likely to find yourself repeating materials and practising similar skills.

#### Will 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 Skills - will need a short interview in the Language Centre Reception area 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 to participants who have attended *at least 80%* of their classes.
- Please note that an attendance certificate does not represent a formal English language qualification and cannot be used as evidence of your English level.
- Students who complete In-sessional EAP will receive a detailed course certificate with scores for assessments in all skills.

### RIGHTS AND RESPONSIBILITIES

UCL Language Centre 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 practice that we advertise, but with the freedom for teachers to respond (via needs analysis at the beginning of a course) to further, relevant areas of particular interest or shared concern to each student group.

If you have any questions during your course about the content or focus of your classes, please speak to your class tutor, or alternatively contact the Course Co-ordinator, James Sinclair-Knopp, in Room 115 at the Language Centre. Email: [j.knopp@ucl.ac.uk](mailto:j.knopp@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, a language laboratory, 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 weekdays 8am to 10pm, Saturdays 10am to 5pm.

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 a DVD and online library of English lectures, British documentaries, films and course materials.

A modern language laboratory is available for audio work (a smaller room accessed through a second door inside the SAC).

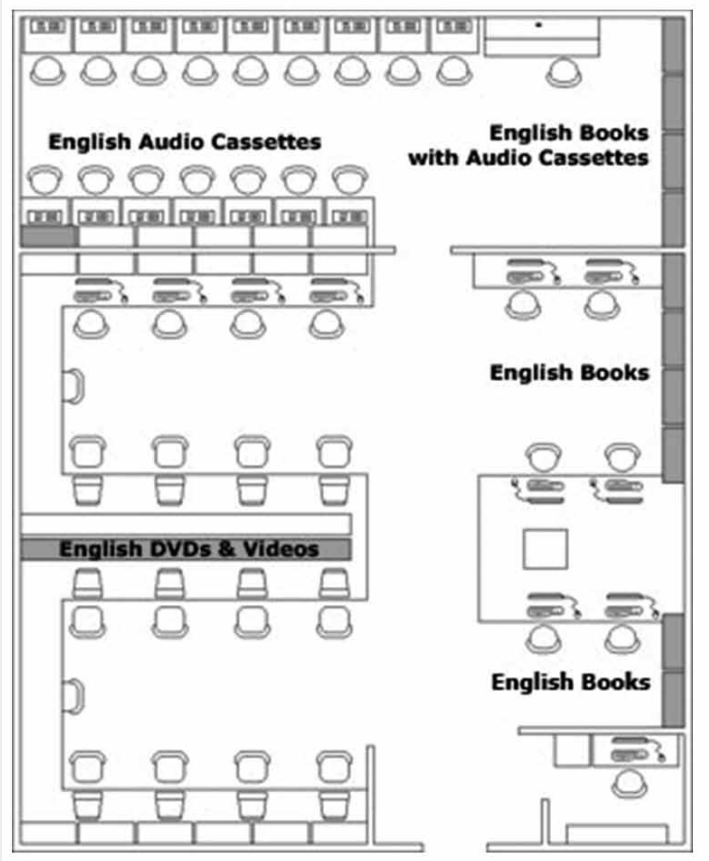
The SAC database helps students find materials easily and quickly for listening, writing, reading, pronunciation and grammar.

Early in your course, your class tutor can introduce the SAC facilities and explain how to make best use of them. At all times, SAC assistants are available to help and advise.

For further information, see the website:

<http://www.ucl.ac.uk/language-centre/Self-Access-Centre/>

Some suggested self-study activities:



- Read *and* listen to a short story in the Language Laboratory (at the top of the diagram above)
- Improve your pronunciation by recording your voice and comparing it with a teacher'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 using the *EASE Listening* software or exercises based on recordings of UCL Lunch Hour lectures
- Choose a lecture in your academic subject area and listen for details. Some lectures have typed transcripts (ask the SAC assistant for details)
- 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
- Read a newspaper or magazine article and check new vocabulary in a learner's dictionary
- Work through grammar exercises and check your answers

# In-sessional EAP

## Course Dates

Two-hour classes held once a week over 18 weeks in Terms 1 and 2 (a total of 36 hours) as follows:

**Term 1:** 8 classes, from week beginning 17 October to week ending 16 December 2011

**Term 2:** 10 classes, from week beginning 9 January to week ending 23 March 2012

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

*Reading Weeks.*

## Class Days and Times

Classes will be held during the daytime Monday to Friday.

An initial **timetabling session** will be scheduled at the end of the Term 1 enrolment period on Wednesday 12 October (time and location to be confirmed) which **all course applicants should attend**. At this session, students will be offered a choice of days and class times (e.g. 9-11.00, 11-13.00, 13-15.00, 15-17.00) and asked to choose a regular class time that fits in with their main departmental timetable of lectures, seminars and regular tutorials.

## Participants

UCL students enrolled on undergraduate and taught masters courses whose main language is not English. There is a maximum of 14 students 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. reading, writing, speaking, 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. Formal written homework tasks will be corrected using the 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 18 weeks of the course are outlined below.

### Reading:

- paragraph structure
- identifying the organization of a text
- identifying sequencing markers
- identifying a writer's point of view

### Writing:

- paragraph structure
- introductions and conclusions
- types of essay and organization
  - cause and effect
  - compare and contrast
  - problem /solution
  - argument
- cohesion; linking devices
- common errors (editing)
- academic conventions; referencing style(s)
- plagiarism (how to avoid it)
- summary writing
- academic style and register
- research essay writing

### Listening:

- for structure and main ideas
- for specific information
- note-taking skills

### Speaking:

- self introductions
- seminar discussions
- short presentations

### Pronunciation:

- the phonemic alphabet
- multi-syllable words
- linking sounds and words

### Other:

- grammar analysis for self-study
- the structure of definitions
- vocabulary skills: using a dictionary
- numbers and dates
- analysis and description of data and trends

A breakdown of the Term 1 programme will be given out by the teacher at the start of the course.

## Assessment

Regular assessments are integrated into the structure of the In-session EAP course and are compulsory for conditional students. The assessments take the form of:

### Term 1

- Listening: short lecture and comprehension questions (in class)
- Speaking: introducing and leading a short seminar (with the class)

### Term 2

- Writing: research essay (1500 words):  
First draft to tutors on 10 February; final draft to submit on **27 February 2012\***  
[\*To be submitted both on paper and electronically via Turnitin plagiarism software]
- Speaking: prepared presentation based on research essay and discussion (times to be arranged with tutors)
- Reading and writing examination:  
**Friday 16 March 2012, 14:15-16.45**

## 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.

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

For conditional students, departmental tutors will receive a progress report for Term 1 and final report following the end of assessments in Term 2. Registry will be notified of the results of the course assessments.

## 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 students to benefit fully from the input and practice. 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 the Language Centre Reception.

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.

## Course Feedback / Staff-Student Consultative Exercise

There will be an opportunity for In-session EAP students to give general feedback on the course to representatives of the Language Centre.

## Administrative support

If you have any administrative enquiries, please contact the EAP Office in Room 121 at the Language Centre. Email: [pteap@ucl.ac.uk](mailto:pteap@ucl.ac.uk)  
Tel: 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, Mr James Sinclair-Knopp, in Room 115 at the Language Centre.  
Email: [j.knopp@ucl.ac.uk](mailto:j.knopp@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 good local bookshops.

### Grammar books for self-study:

For simple, clear explanations and exercises:

- Swan, M & C Walter (1997) *How English Works: A Grammar Practice book with answers*. Oxford: Oxford University Press

Longer, more 'natural' exercises for more advanced students:

- Foley, M & D Hall (2003) *Advanced Learners' Grammar: A self-study reference and practice book with answers*. Harlow: Longman

### Reading Practice:

**We strongly recommend you buy your own copy and work through:**

- Mosback, G & V Mosback (1976) *Practical Faster Reading*. Cambridge: Cambridge University Press

### Writing Skills:

- Jordan, R R (1999) *Academic Writing Course*. Harlow: Longman
- Bailey, S (2011) *Academic Writing: A handbook for students* (3rd edition) London & New York: Routledge

### Listening and note-taking skills:

*Ease Listening to Lectures*: This interactive software helps students to develop their ability to listen to, follow, identify key information and arguments and take notes during lectures. There are 89 video clips from authentic lectures at Warwick University on different topics, with a range of exercises including free text writing. Some sample online practice is offered at: <http://www2.warwick.ac.uk/fac/soc/al/leap/listeningandspeaking>

### 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)

### Study skills:

Advice and resources to help international students towards more effective study at University can be found on the Palgrave Study Guides website:  
<http://www.palgrave.com/skills4study/studentlife/international/index.asp>

# Academic Writing, Reading and Grammar: Overview

These 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 appropriate 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 and essay writing skills.

Students registered for an MPhil/PhD can take Thesis Writing Option A, though for an introduction to academic writing, the Academic Writing Course may be taken first. Option B is for final year students only.

If you would prefer to focus on accuracy in writing only, then you should choose the Advanced Grammar course.

UCL students registered for the LLM course should choose the specialised writing course, LLM Academic Legal Writing Skills.



## FAQ

### 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.

### 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.
- The writing courses focus on all aspects of academic writing: the organisation, argumentation and style of an academic essay. Some grammar and vocabulary may be covered 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.

### 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.
- Students may bring in departmental coursework **which has already been marked and assessed**. This will also help the tutor to suggest an individual self-study plan. However, the **tutor is not able to help or proof-read ongoing coursework which has not yet been submitted**.

# Academic Writing Course

## Days Times and Dates

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

Week commencing 17 October 2011 - week ending 9 December 2011

Monday 17.00-19.00 **OR**

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

Wednesday 15.00-17.00 **OR**

Thursday 17:00-19:00

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

Week commencing 23 January 2012 – week ending 16 March 2012

Monday 17.00-19.00 **OR**

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

Thursday 17:00-19:00

### Term 3 (6 weeks of 2 hours per week)

Week commencing 30 April 2012 – week ending 8 June 2012

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

Thursday 17.00-19.00

## Participants

Course for students registered on a taught undergraduate or masters course (or similar) who require help with academic writing. There is a maximum of 12 participants 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

These topics may be organised as follows:

### Week 1:

- Introduction to academic writing
- The paragraph
- Academic vocabulary

### Week 2:

- The paragraph: cohesion and order (compare/contrast, logical and chronological)
- Essay introductions

### Week 3:

- Essay conclusions
- Brainstorming an essay
- Transitions between paragraphs

### Week 4:

- Block versus point by point organisation of essays
- Generic and specific noun phrases
- Accuracy: errors from homework

### Week 5:

- Literature review: author versus information prominent citations
- Citation in texts
- Paraphrasing to avoid plagiarism

### Week 6:

- Summarising techniques
- Sentence types: simple, compound and complex
- Problem and solution essays
- Academic vocabulary

### Week 7:

- Sentence problems
- Writer's stance – organising a text appropriately
- Using language to express caution and hedging
- Academic vocabulary

### Week 8:

- Choice of reporting verbs to express writer's stance towards sources
- Formulation of personalised error checklist

## Taught Content

Each group will have a weekly 2-hour class, taught over a period of eight weeks (six weeks in Term 3). *Please note that the course will continue during UCL Reading Week.* The course will include active writing exercises. 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

## Books

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

- Bailey S (2011) *Academic Writing: A Handbook for International Students (3rd edition)*. London: Routledge
- Gillett A, A Hammond & M Martala (2009) *Inside Track to Successful Academic Writing*. Harlow: Pearson Education
- Jordan R (1999) *Academic Writing Course*. London: Longman
- Oshima A & Hogue A (2006) *Writing Academic English*. Harlow: Pearson Longman
- Porter D (2001) *Check your Vocabulary for Academic English: A workbook for students 2<sup>nd</sup> ed.* London: Peter Collin
- Swales J & Feak C (2004) *Academic Writing for Graduate Students*. Ann Arbor: University of Michigan Press
- Weissberg R & Buker S (1990) *Writing Up Research*. New Jersey: Prentice Hall

## 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 in to 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*.

## The Marking Code (see end of this booklet)

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

## 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 the Language Centre 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 representatives of the Language Centre.

## 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, Mr James Sinclair-Knopp, in Room 115 at the Language Centre.  
Email: [j.knopp@ucl.ac.uk](mailto:j.knopp@ucl.ac.uk)

## Administrative support

For any administrative queries, please contact the EAP Office, room 121 at the Language Centre.  
Email: [pteap@ucl.ac.uk](mailto:pteap@ucl.ac.uk). Tel: 020 7679 8665

# Academic Reading Course

**Days and Times and Dates:** 8 weeks of 2 hours per week

## Term 1:

Week commencing 17 October 2011 - week ending 9 December 2011

Wednesday 15:00-17:00

## Term 2:

Wednesday 15:00-17:00

Week commencing 23 January 2012 – week ending 16 March 2012

## Participants

Course for participants who lack confidence in reading efficiently for their course of study. The course is **not** suitable for students with an advanced level of English. Maximum of 12 participants per class.

## Course Aims

This course aims to build confidence and improve reading speed by providing strategies and stimulating practice for targeted reading, and so help participants cope better with reading demands on their course.

## Taught Content

Each group is taught for 2 hours per week for eight weeks. The tutor will use a variety of texts to provide extensive practice in pairs or small groups as well as individually. Vocabulary development will also be emphasised. There is no final examination or assessment. A progress report will be written for students who are required to attend this course by UCL Registry. *Please note that the course will continue during UCL Reading Week.*

## 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 help you! Students may be asked to do reading exercises for homework. They may also be asked to produce a short written response to a text.

## 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 the Language Centre 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 representatives of the Language Centre.

## Course Outline

The texts used will depend to some extent on the members of the group and their interests, but the following reading strategies will be covered:

- Reading faster
- Skimming for the main idea
- 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
- Writing a book review

## Books:

Mosback G and V Mosback (1976) *Practical Faster Reading*.  
Cambridge: Cambridge University Press

## Academic support

If you have any questions about your course, please feel free to ask your tutor. Alternatively, contact the Course Co-ordinator, Mr James Sinclair-Knopp, in Room 115 at the Language Centre.  
Email: [j.knopp@ucl.ac.uk](mailto:j.knopp@ucl.ac.uk)

## Administrative support

If you have any administrative queries, please contact the EAP Office, room 121 at the Language Centre.  
Email: [pteap@ucl.ac.uk](mailto: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 Graduate 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 17 October 2011 - week ending 16 December 2011

Monday 11:00-13:00 & Friday 11:00-13:00 **OR**

Monday 15:00-17:00 & Friday 14:00-16:00

#### Term 2

Week commencing 23 January 2012 – week ending 23 March 2012

Monday 11:00-13:00 & Friday 11:00-13:00 **OR**

Monday 15:00-17:00 & Friday 14:00-16:00

#### Term 3

Week commencing 30 April 2012 – week ending 29 June 2012

Monday 11:00-13:00 & Friday 11:00-13:00 **OR**

Monday 15:00-17:00 & Friday 14:00-16:00

### 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.**

**The Marking Code** (both options – see end of booklet)

Tutors using the 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 the Language Centre 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 representatives of the Language Centre.

## Option A

### Participants

Course 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.*

### 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, 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 (see end of booklet for the Marking Code) from which students will self-correct. 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 two books used in the Option A course are:

- Oshima, A. & Hogue, A. (2006) *Writing Academic English*. Harlow: Pearson Longman
- Weissberg, R. & Buker, S. (1990) *Writing up Research: Experimental Report Research Writing for Students of English*. New Jersey: Prentice Hall Regents

You are expected to come to the first class with Oshima and Hogue, *Writing Academic English* (2006)

### Academic and administrative support

For questions about your course, speak to your tutor or contact the Course Co-ordinator, Mr James Sinclair-Knopp, Language Centre Room 115, email: [j.knopp@ucl.ac.uk](mailto:j.knopp@ucl.ac.uk) For administrative queries, please contact the EAP Office, room 121 at the Language Centre. Email: [pteap@ucl.ac.uk](mailto:pteap@ucl.ac.uk). Tel: 020 7679 8665

## Advanced Grammar Course

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

### Term 1

Week commencing 17 October 2011 - week ending 9 December 2011

Monday 17:00-19:00

### Term 2

Week commencing 23 January 2012 – week ending 16 March 2012

Wednesday 17:00-19:00

### Term 3

Week commencing 30 April 2012 – week ending 8 June 2012

Wednesday 17:00-19:00

### Participants

Course for all participants of an Upper Intermediate level and above who wish to improve their understanding and use of grammar in speaking and writing. There is a maximum of 20 participants per class.

### Course Aims

- to provide a grammar course to build on the existing knowledge of participants
- to develop awareness of the key systems and patterns within 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 will continue during UCL Reading Week.* The course will include certain spoken and written activities and exercises. There is no final examination or assessment.

Areas to be covered may include:

- Understanding choice of tenses
- Use of generic and specific nouns and articles
- 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.

### Books

The following text is suitable for pre-course reading (optional):

- Biber, D, Conrad, S & G Leech (2002) *Longman Student Grammar of Spoken and Written English*. Harlow: Longman

Other selected grammar books for self-study:

- Foley, M & D Hall (2003) *Advanced Learners' Grammar: A self-study reference and practice book with answers*. Harlow: Longman [Longer and more 'natural' exercises; for more advanced students]
- Hopkins, D & P Cullen (2007) *Grammar for IELTS with answers*. Cambridge: Cambridge University Press [Clear explanations; relevant and interesting exercises]
- Swan, M & C Walter (1997) *How English Works: A Grammar Practice Book with Answers*. Oxford: Oxford University Press [For simple, clear explanations and exercises]

### 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 the Language Centre 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 representatives of the Language Centre.

### Academic support

If you have any questions about your course, please feel free to ask your tutor. Alternatively, contact the Course Co-ordinator, Mr James Sinclair-Knopp, in Room 115 at the Language Centre.  
Email: [j.knopp@ucl.ac.uk](mailto:j.knopp@ucl.ac.uk)

### Administrative support

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Email: [pteap@ucl.ac.uk](mailto:pteap@ucl.ac.uk). Tel: 020 7679 8665

## .....@]ghYb]b[ žSpeaking and Pronunciation Courses Overview

**T**hese 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 conferences), 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, such as for class discussions and seminars or even tutorials, then choose the Academic Speaking Skills course.



Please note:

- 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.



### FAQ

**I want to improve my general speaking skills. 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 this, you should choose Academic Speaking Skills.

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

- Yes, if you are required to give presentations in your work.
- Yes, if you would like to improve your public speaking and pronunciation skills.

**Will the Academic Speaking Skills course include pronunciation and presentations?**

- Not specifically.
- Some pronunciation may be included but we do not teach pronunciation systematically in this course (see Pronunciation).
- Your tutor may give you the opportunity to make a short seminar presentation in the class, but we do not specifically practise presentation skills (see Pronunciation and Public Speaking).

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

- No.
- Our aim is to help you 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. You need intensive one-to-one training for this. The Language Centre does not offer this kind of course.

**What level of English should I have for these classes?**

- For all classes, your level should be Upper Intermediate to Advanced.
- To join the Academic Speaking Skills course we require a short interview during the enrolment period and will advise you if your level appears to be too low or too high.

# Academic Listening Skills

**Days and Times and Dates:** 8 weeks of 2 hours per week

## Term 1:

Week commencing 17 October 2011 - week ending 9 December 2011

Wednesday 15:00-17:00

## Term 2:

Wednesday 15:00-17:00

Week commencing 23 January 2012 – week ending 16 March 2012

## Participants

Course for participants who lack confidence in listening efficiently to spoken English in a university context. **Not** suitable for students with an advanced level of English. Maximum of 12 participants per class.

## Course Aims

This course aims to assist participants whose main language is not English in developing more effective listening skills for the demands of an academic course.

## Taught Content

The course will cover strategies for improving listening and communication skills (clarifying understanding) and techniques for following lectures and effective note-taking. A variety of texts will be used in class and suggested for homework practice in stimulating academic-related contexts (from UCL or other online sources). Participants will be expected to work in pairs and small groups (role play) as well as individually.

*Leading Week.*

## Homework

You will be asked to listen to recommended or self-selected texts for homework and may be asked to produce notes and/or a short report for the class.

Problems identified from homework practice will be analysed during group feedback 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 the Language Centre 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 representatives of the Language Centre.

## Course Outline

The texts used will depend to some extent on the members of the group and their interests, but the following skills are likely to be covered:

- Understanding lectures
- Preparing lecture notes (and reporting to the class)
- Coping with extended listening (maintaining concentration)
- Listening effectively in group contexts (multiple speakers)
- Identifying and interpreting English sounds (phonology) accurately
- Coping with different accents - standard British English vs. others
- Using listening to reinforce grammar
- Using listening to develop vocabulary
- Self-study tips
- Further exploiting free resources for academic listening

## Resources in the Self-Access Centre:

A range of self-study materials to develop and practise academic listening skills can be found in the Self-Access Centre.

## Academic support

If you have any questions about your course, please feel free to ask your tutor. Alternatively, contact the Course Co-ordinator, Mr James Sinclair-Knopp, in Room 115 at the Language Centre.  
Email: [j.knopp@ucl.ac.uk](mailto:j.knopp@ucl.ac.uk)

## Administrative support

If you have any administrative queries, please contact the EAP Office, room 121 at the Language Centre.  
Email: [pteap@ucl.ac.uk](mailto:pteap@ucl.ac.uk). Tel: 020 7679 8665

## Academic Speaking Skills

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

### Term 1

Week commencing 1<sup>st</sup> October 201F – week ending 1<sup>st</sup> December 201F  
Thursday 17:00-19:00

### Term 2

Week commencing 2<sup>nd</sup> January 201G – week ending 1<sup>st</sup> March 201G  
Thursday 17:00-19:00

### Term 3:

Week commencing 1<sup>st</sup> June 201G – week ending 1<sup>st</sup> June 201G  
Tuesday 17:00-19:00

### Participants

Course for those 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. There is a maximum of 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 discussions 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 consist of pair and small group activities and focus on active participation in speaking tasks. 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 topics may be included:

- Clarifying and explaining 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)
- Colloquial English in conversation

### Books and Resources

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

Collins, S W (2009) *Practical Everyday English with CD: A Self-study Method of Spoken English for Upper Intermediate and Advanced Students*. London: Montserrat Publishing

*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. Free sample activities can be seen online at: <http://www.ease.ac.uk/ss2/index.aspx>

### Homework

Students will be expected to prepare one or two topics to introduce for a group discussion and to suggest interesting discussion questions. The timing of this will be established with other members of the class and the 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 the Language Centre 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 representatives of the Language Centre.

### Academic support

If you have any questions about your course, please feel free to ask your tutor. Alternatively, contact the Course Co-ordinator, Mr James Sinclair-Knopp, in Room 115 at the Language Centre.  
Email: [j.knopp@ucl.ac.uk](mailto:j.knopp@ucl.ac.uk)

### Administrative support

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Email: [pteap@ucl.ac.uk](mailto: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 1<sup>st</sup> October 201F – week ending 1<sup>st</sup> December 201F

#### Term 2

Week commencing 2<sup>nd</sup> January 201G – week ending 3<sup>rd</sup> March 201G

Monday 15:00-17:00 **OR**

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

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

Friday 14:00-16:00

### Term 3

Week commencing 4<sup>th</sup> July 201G – week ending 11<sup>th</sup> July 201G

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

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

Friday 14:00-16:00

### Participants

- Students enrolled on a UCL course
- Staff / researchers at UCL
- Participants in employment 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 2 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 be presented with a DVD recording of their presentation.

### Course Outline

<p><b>Week 1:</b> <i>Pronunciation:</i> Sounds and the phonemic alphabet – overview <i>Public Speaking:</i> Presentations warmer – to get you started</p>	<p><b>Week 4:</b> <i>Pronunciation:</i> Phrase stress – with emphasis on key words <i>Public Speaking:</i> Organising a presentation – signposting and linking</p>	<p><b>Week 7:</b> <i>Pronunciation:</i> Chunking and pausing – dividing up what you say into meaningful segments <i>Public Speaking:</i> Dealing with questions – addressing different types of questions. – review of main elements in giving a presentation.</p>
<p><b>Week 2:</b> <i>Pronunciation:</i> Sounds and the phonemic alphabet continued - problem sound pairs <i>Public Speaking:</i> First short presentation filmed – with tutorial feedback</p>	<p><b>Week 5:</b> <i>Pronunciation:</i> Linking and contractions – making it sound smoother and more natural <i>Public Speaking:</i> Ending a presentation – strong, convincing endings</p>	<p><b>Week 8:</b> Final presentations – filmed and presented individually to the student after the end of the course</p>
<p><b>Week 3:</b> <i>Pronunciation:</i> Word stress – stress-timing and reminder of 'schwa' <i>Public Speaking:</i> Beginning presentations – the introduction</p>	<p><b>Week 6:</b> <i>Pronunciation:</i> Sentence stress – including contrastive stress <i>Public Speaking:</i> Using visuals and presenting data</p>	<p><b>Week 9:</b> <i>Pronunciation:</i> Intonation – variety of voice – levels and the impression they give. – sounding friendly – social English <i>Public Speaking:</i> Reading aloud</p>

## 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

### A. Pronunciation (in the Self-Access Centre)

#### General self study

- Vaughan-Rees, M (2002) *Test Your Pronunciation*. Harlow: Pearson Education

#### Help with learning the phonemic alphabet

- Bowler, B & S Cunningham (1991) *Headway Upper Intermediate Pronunciation*. Oxford: Oxford University Press [Introduction]
- Hancock, M (2003) *English Pronunciation in Use*. Cambridge: Cambridge University Press [Unit 1 and section D]
- Vaughan-Rees, M (2002) *Test Your Pronunciation*. Harlow: Pearson Education [Units 1 – 8]

#### Website for the phonemic alphabet:

[http://www.cambridgeenglishonline.com/Phonetics\\_Focus/](http://www.cambridgeenglishonline.com/Phonetics_Focus/)

#### To practise different sounds

- Baker, A (2005) *Ship or Sheep?* Cambridge: Cambridge University Press
- Bowler, B & S Cunningham (1991) *Headway Upper Intermediate Pronunciation*. Oxford: Oxford University Press
- O'Connor, P & C Fletcher, (1989) *Sounds English*. Harlow: Longman
- Hancock, M (2003) *English Pronunciation in Use*. Cambridge: Cambridge University Press [Sections A and D]
- Rogerson, P & J B Gilbert, (1990) *Speaking Clearly*. Cambridge: Cambridge University Press [Units 18 – 24]
- Soars, J & L Soars (1990) *Headway Intermediate Pronunciation*. Oxford: Oxford University Press

#### To help with word stress

- Bowler, B & S Cunningham (1991) *Headway Upper Intermediate Pronunciation*. Oxford: Oxford University Press
- Hancock, M (2003) *English Pronunciation in Use*. Cambridge: Cambridge University Press [Section B]
- Rogerson, P & J B Gilbert, (1990) *Speaking Clearly*. Cambridge: Cambridge University Press [Units 2 – 4]
- Soars, J & L Soars (1990) *Headway Intermediate Pronunciation*. Oxford: Oxford University Press

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

- Bowler, B & S Cunningham (1991) *Headway Upper Intermediate Pronunciation*. Oxford: Oxford University Press
- Hancock, M (2003) *English Pronunciation in Use*. Cambridge: Cambridge University Press [Section B]
- Mortimer, C (1985) *Elements of Pronunciation*. Cambridge: Cambridge University Press
- Rogerson, P & J B Gilbert (1990) *Speaking Clearly*. Cambridge: Cambridge University Press [Units 5 – 12]
- Soars, J & L Soars (1990) *Headway Intermediate Pronunciation*. Oxford: Oxford University Press

#### To help with intonation

- Bowler, B & S Cunningham (1991) *Headway Upper Intermediate Pronunciation*. Oxford: Oxford University Press
- Bradford, B (1998) *Intonation in Context*. Cambridge: Cambridge University Press
- Brazil, D (1994) *Pronunciation for Advanced Learners of English*. Cambridge: Cambridge University Press
- Hancock, M (2003) *English Pronunciation in Use*. Cambridge: Cambridge University Press
- Rogerson, P & J B Gilbert (1990) *Speaking Clearly*. Cambridge: Cambridge University Press [Units 15 – 17]
- Soars, J & L Soars (1990) *Headway Intermediate Pronunciation*. Oxford: Oxford University Press
- Vaughan-Rees, M (2002) *Test Your Pronunciation*. Harlow: Pearson Education

### B. Presenting (available in Self-Access Centre)

- Powell, M (1996) *Presenting in English*. LTP
- Reinhardt, S M (2002) *Giving Academic Presentations*. University of Michigan Press

**C. Computer (in the Self-Access Centre).** *Ease Seminar Skills*, which introduces seminar presentations and offers help to students who have to give presentations in English is based on video recordings of seminars at Warwick University, and contains interviews with academics and students giving advice on helpful techniques. Sample activities can be seen at: <http://www.ease.ac.uk/ss1/index.aspx>

#### 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 the Language Centre 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 representatives of the Language Centre.

#### Academic support

If you have any questions about your course, please feel free to ask your tutor. Alternatively, contact the Course Co-ordinator, Mr James Sinclair-Knopp, in Room 115 at the Language Centre. Email: [j.knopp@ucl.ac.uk](mailto:j.knopp@ucl.ac.uk)

#### Administrative support

If you have any administrative queries, please contact the EAP Office, room 121 at the Language Centre. Email: [pteap@ucl.ac.uk](mailto:pteap@ucl.ac.uk). Tel: 020 7679 8665



## Books and Resources (in the Self-Access Centre)

### General self study

- Vaughan-Rees, M (2002) *Test Your Pronunciation*. Harlow: Pearson Education

### Help with learning the phonemic alphabet

- Bowler, B & S Cunningham (1991) *Headway Upper Intermediate Pronunciation*. Oxford: Oxford University Press [Introduction]
- Hancock, M (2003) *English Pronunciation in Use*. Cambridge: Cambridge University Press [Unit 1 and section D]
- Vaughan-Rees, M (2002) *Test Your Pronunciation*. Harlow: Pearson Education [Units 1 – 8]

### Website for the phonemic alphabet:

[http://www.cambridgeenglishonline.com/Phonetics\\_Focus/](http://www.cambridgeenglishonline.com/Phonetics_Focus/)

### To practise different sounds

- Baker, A (2005) *Ship or Sheep?* Cambridge: Cambridge University Press
- Bowler, B & S Cunningham (1991) *Headway Upper Intermediate Pronunciation*. Oxford: Oxford University Press
- Hancock, M (2003) *English Pronunciation in Use*. Cambridge: Cambridge University Press [Sections A and D]
- O'Connor, P & C Fletcher, (1989) *Sounds English*, Harlow: Longman
- Rogerson, P & J B Gilbert, (1990) *Speaking Clearly*. Cambridge: Cambridge University Press [Units 18 – 24]
- Soars, J & L Soars (1990) *Headway Intermediate Pronunciation*. Oxford: Oxford University Press

### To help with word stress

- Bowler, B & S Cunningham (1991) *Headway Upper Intermediate Pronunciation*. Oxford: Oxford University Press
- Hancock, M (2003) *English Pronunciation in Use*. Cambridge: Cambridge University Press [Section B]
- Rogerson, P & J B Gilbert, (1990) *Speaking Clearly*. Cambridge: Cambridge University Press [Units 2 – 4]
- Soars, J & L Soars (1990) *Headway Intermediate Pronunciation*. Oxford: Oxford University Press

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

- Bowler, B & S Cunningham (1991) *Headway Upper Intermediate Pronunciation*. Oxford: Oxford University Press
- Hancock, M (2003) *English Pronunciation in Use*. Cambridge: Cambridge University Press [Section B]
- Mortimer, C (1985) *Elements of Pronunciation*. Cambridge: Cambridge University Press
- Rogerson, P & J B Gilbert (1990) *Speaking Clearly*. Cambridge: Cambridge University Press [Units 5 – 12]
- Soars, J & L Soars (1990) *Headway Intermediate Pronunciation*. Oxford: Oxford University Press

### To help with intonation

- Bowler, B & S Cunningham (1991) *Headway Upper Intermediate Pronunciation*. Oxford: Oxford University Press
- Bradford, B (1998) *Intonation in Context*. Cambridge: Cambridge University Press
- Brazil, D (1994) *Pronunciation for Advanced Learners of English*. Cambridge: Cambridge University Press
- Hancock, M (2003) *English Pronunciation in Use*. Cambridge: Cambridge University Press
- Rogerson, P & J B Gilbert (1990) *Speaking Clearly*. Cambridge: Cambridge University Press [Units 15 – 17]
- Vaughan-Rees, M (2002) *Test Your Pronunciation*. Harlow: Pearson Education

### 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 the Language Centre 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 representatives of the Language Centre.

### Academic support

If you have any questions about your course, please feel free to ask your tutor. Alternatively, contact the Course Co-ordinator, Mr James Sinclair-Knopp, in Room 115 at the Language Centre.  
Email: [j.knopp@ucl.ac.uk](mailto:j.knopp@ucl.ac.uk)

### Administrative support

If you have any administrative queries, please contact the EAP Office, room 121 at the Language Centre.  
Email: [pteap@ucl.ac.uk](mailto:pteap@ucl.ac.uk). Tel: 020 7679 8665

# Specialised English

## LLM Academic Legal Writing Skills

Course runs over 19 weeks in Terms 1 and 2, meeting once each week for hours.

### Days Times and Dates

#### Term 1: (8 weeks)

Week commencing 24 October 2011 - week ending 16 December 2011

Monday 15:00-17:00 **OR**

Tuesday 09:00-11:00 **OR**

Friday 15:00-17:00

#### Term 2: (11 weeks)

Week commencing 9 January 2012 - week ending 23 March 2012.

Monday 15:00-17:00 **OR**

Tuesday 09:00-11:00 **OR**

Friday 15:00-17:00

### Enrolment

Please enrol during the Term 1 enrolment period for the whole course. It is not possible to enrol for Term 1 only.

### Participants

UCL students registered on the LLM course only. There is a maximum of 12 participants per class.

### Course Aims

- to improve accuracy, clarity and coherence in legal writing
- to provide advice and support to LLM students in Term 2 on dissertation writing and intensive examination preparation

### Taught Content

The course consists of weekly classes of 2 hours and includes active writing exercises. There is no final examination or course assessment. *Please note that the course will continue during UCL Reading Weeks.*

### Books

#### Recommended reading

- Barrass, R (2005) *Students Must Write: A Guide to Better Writing in Coursework and Examinations* (third edition). London: Routledge
- Fajans, E & M Falk (2004) *Scholarly Writing for Law Students Seminar Papers, Law Review Notes, and Law Review Competition Papers* (third edition). Egan, Minnesota: West
- Harris, D J (2005) *Cases and Materials in Law*. London: Sweet and Maxwell
- Mason, J & Salter M (2007) *Researching and Writing Legal Dissertations*. London: Pearson Longman
- Sirico, L & N Schultz (2002) *Persuasive Writing for Lawyers and the Legal Profession* (second edition). New York: Matthew Bender & Company
- Sloan, A (2009) *Basic Legal Research, Tools and Strategies* (fourth edition). New York: Aspen Publishers
- Swales, J & C Feak (2006) *Academic Writing for Graduate Students* (second edition). Ann Arbor: University of Michigan Press
- Wydick, R C (2005) *Plain English for Lawyers* (fifth edition). Durham N.C.: Carolina Academic Press
- A legal dictionary and thesaurus

### Homework

Students will complete pieces of writing in class and at home, which they will be encouraged to self-correct on the basis of comments from both tutor and peers. They will also be given recommendations for further self-study.

### Departmental Coursework

Students may bring in departmental coursework *which has already been marked and assessed*. This will help in setting up the individual self-study plan. However, *tutors are not able to help with or proof-read ongoing coursework which has not yet been submitted*.

### The Marking Code (see end of this booklet)

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

### 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 the Language Centre 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 representatives of the Language Centre.

### Academic support

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### Administrative support

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## Course Outline

<p><b>Week 1</b></p> <ul style="list-style-type: none"><li>• Course overview of LLM academic writing requirements</li><li>• Thinking critically within an academic legal framework</li></ul>	<p><b>Week 4</b></p> <ul style="list-style-type: none"><li>• Paragraph structure</li><li>• Transition signals between paragraphs</li></ul> <p><i>Practice:</i> To apply a clear organisation of written legal texts with appropriate paragraphing</p>	<p><b>Week 7</b></p> <ul style="list-style-type: none"><li>• To develop and build counter arguments</li><li>• How to write longer essays</li></ul> <p><i>Practice:</i> How to incorporate counter arguments</p>
<p><b>Week 2</b></p> <ul style="list-style-type: none"><li>• Academic legal style and academic legal essay types</li><li>• Formality and informality</li><li>• Planning, understanding and answering legal essay questions</li></ul> <p><i>Practice:</i> To develop a written style appropriate to academic legal writing at postgraduate level</p>	<p><b>Week 5</b></p> <ul style="list-style-type: none"><li>• The importance of argumentation in academic legal essays</li><li>• How to establish the main argument (thesis) of an essay</li></ul> <p><i>Practice:</i> To develop a convincing and well-structured argument</p>	<p><b>Week 8</b></p> <ul style="list-style-type: none"><li>• The role of conclusions</li><li>• Evaluation and end-of-course assessment</li></ul> <p><i>Practice:</i> To focus on writing effective conclusions</p>
<p><b>Week 3</b></p> <ul style="list-style-type: none"><li>• How to write short essays</li><li>• The role of introductions</li><li>• Grammar review, note-taking, summarising and paraphrasing skills</li><li>• Problem-solving questions</li></ul> <p><i>Practice:</i> To develop effective introductions</p>	<p><b>Week 6</b></p> <ul style="list-style-type: none"><li>• Sections and paragraph building of an argument</li><li>• Developing argumentation across paragraphs</li></ul> <p><i>Practice:</i> The model paragraph</p>	<p><b>Term 2</b></p> <p>Depending on student interests, classes will focus on one or both of the following:</p> <p><b>1. LLM Examination Preparation</b></p> <ul style="list-style-type: none"><li>• An overview of LLM examinations</li><li>• Exam preparation guidelines and strategies for examination writing</li><li>• Developing student ability and confidence in coping with LLM examinations</li><li>• Analysing essay questions and examiner perspectives on answers</li><li>• Improving the quality and accuracy of exam essay answers</li><li>• Timed writing practice using past UCL examination papers</li><li>• Developing students' ability to write timed essays more effectively</li><li>• Feedback on timed essays</li></ul> <p><b>2. LLM Dissertation Skills</b></p> <ul style="list-style-type: none"><li>• An overview of LLM dissertation structure</li><li>• Dissertation guidelines and time management skills</li><li>• Appropriate writing styles for dissertation writing</li><li>• Develop written fluency, accuracy and style in dissertation writing</li><li>• Plan and produce initial dissertation drafts</li><li>• Support and guidance to submission</li></ul>

## Marking Code

Sign/Abbr	Full Form/Meaning	Explanation/Definition
WO	Word Order	Change the word order/rearrange the sentence.
T	Tense	Think which tense should have been used.
SP	Spelling	Check the correct spelling of the word in a dictionary.
ART	Article	An indefinite or definite article is necessary (or NO article).
P	Punctuation	There is a punctuation mark missing, or you have put in a punctuation mark unnecessarily, or perhaps you used a wrong punctuation mark.
C	Concord	(1) The verb does not agree with the subject (2) The relationship between words which determines whether they should be singular or plural, masculine or feminine, and what the form of the verbal group should be
PREP	Preposition	You have used a wrong preposition.
WF	Wrong Form	Search for an appropriate derivational form of the word.
WW	Wrong Word	An inappropriate word or phrase has been chosen.
St	Style	This form/word/expression is inappropriate in this context / situation. Make it more academic / formal (or more colloquial).
?	unclear	I do not understand what you mean.
^	sth missing	There is a word (or words) missing.
PARA	New paragraph	It is better to start a new paragraph.
!	Simple mistake	You should know what is wrong here.
(tick)	good	This part is well written.
(curving line)	no need for a new sentence/ word	The idea should be joined in a single sentence / should be one word.
(wavy line)	Meaning is unclear	This part should be expressed more accurately (clearly).

