

**1. General Information**

1a. Submitted by the College of: ARTS & SCIENCES

Date Submitted: 11/3/2015

1b. Department/Division: Linguistics

1c. Contact Person

Name: Edward R. Barrett

Email: erbarr2@uky.edu

Phone: 859-257-3114

Responsible Faculty ID (if different from Contact)

Name: Mark Richard Lauersdorf

Email: lauersdorf@uky.edu

Phone: 859-257-7101

1d. Requested Effective Date: Semester following approval

1e. Should this course be a UK Core Course? No

**2. Designation and Description of Proposed Course**

2a. Will this course also be offered through Distance Learning?: No

2b. Prefix and Number: LIN 610

2c. Full Title: Advanced Computational/Corpus Linguistics

2d. Transcript Title: Adv Computational/Corpus Linguistics

2e. Cross-listing:

2f. Meeting Patterns

LECTURE: 3

2g. Grading System: Letter (A, B, C, etc.)

2h. Number of credit hours: 3

2i. Is this course repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester?

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2j. **Course Description for Bulletin:** Building on the theoretical, conceptual, and methodological overview of computational and corpus linguistics presented in LIN 510 (Corpus Linguistics) and LIN 511 (Computational Linguistics), this course engages students in advanced applications of computational and corpus theories, concepts, and methods in the study of human language. Topics explored may include one or more of the following: specialized computational/corpus approaches for specific linguistic subfields; frameworks for simulation, modeling, annotation/encoding of linguistic data; processing and analysis of digital multimodal linguistic resources. This course requires concurrent enrollment in LIN 640 Advanced Laboratory in Linguistics: Computational/Corpus Linguistics.

2k. **Prerequisites, if any:** LIN 510 (Corpus Linguistics) or LIN 511 (Computational Linguistics) or similar course approved by the Director of Graduate Studies. LIN 640 Advanced Laboratory in Linguistics: Computational/Corpus Linguistics must be taken concurrently.

2l. **Supplementary Teaching Component:**

3. **Will this course taught off campus?** No

If YES, enter the off campus address:

4. **Frequency of Course Offering:** Spring,

**Will the course be offered every year?:** No

If No, explain: This will be one of several 600-level courses offered on a regular cycle for graduate students in the degree program.

5. **Are facilities and personnel necessary for the proposed new course available?:** Yes

If No, explain:

6. **What enrollment (per section per semester) may reasonably be expected?:** 15

7. **Anticipated Student Demand**

**Will this course serve students primarily within the degree program?:** Yes

**Will it be of interest to a significant number of students outside the degree pgm?:** No

If Yes, explain:

8. **Check the category most applicable to this course:** Relatively New – Now Being Widely Established,

If No, explain:

9. **Course Relationship to Program(s).**

a. **Is this course part of a proposed new program?:** Yes

If YES, name the proposed new program: Ph.D. in Linguistics

b. **Will this course be a new requirement for ANY program?:** No

If YES, list affected programs:

10. **Information to be Placed on Syllabus.**

a. **Is the course 400G or 500?:** No

b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10.a above) are attached: Yes

## Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6. How do course requirements ensure that students make appropriate use of learning resources?

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10. Does the syllabus contain all the required components? NO

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

SIGNATURE|ARHIPP2|Andrew R Hippisley|LIN 610 NEW Dept Review|20150324

SIGNATURE|ACSI222|Anna C Harmon|LIN 610 NEW College Review|20151110

SIGNATURE|ZNNIKO0|Roshan Nikou|LIN 610 NEW Graduate Council Review|20160129

## New Course Form

<https://myuk.uky.edu/sap/bc/soap/rfc?services=>

[Open in full window to print or save](#)

Generate R

## Attachments:

[Browse...](#)

Upload File

	ID	Attachment
Delete	4474	LIN_610_sample_syllabus.pdf
	First	1
	Last	

(\*denotes required fields)

## 1. General Information

- a. \* Submitted by the College of:  Submission Date:
- b. \* Department/Division:
- c.
- \* Contact Person Name:  Email:  Phone:
- \* Responsible Faculty ID (if different from Contact):  Email:  Phone:
- d. \* Requested Effective Date:  Semester following approval OR  Specific Term/Year <sup>1</sup>
- e.
- Should this course be a UK Core Course?  Yes  No
- If YES, check the areas that apply:
- Inquiry - Arts & Creativity  Composition & Communications - II
- Inquiry - Humanities  Quantitative Foundations
- Inquiry - Nat/Math/Phys Sci  Statistical Inferential Reasoning
- Inquiry - Social Sciences  U.S. Citizenship, Community, Diversity
- Composition & Communications - I  Global Dynamics

## 2. Designation and Description of Proposed Course.

- a. \* Will this course also be offered through Distance Learning?  Yes <sup>4</sup>  No
- b. \* Prefix and Number:
- c. \* Full Title:
- d. Transcript Title (if full title is more than 40 characters):
- e. To be Cross-Listed <sup>2</sup> with (Prefix and Number):
- f. \* Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours <sup>3</sup> for each meeting pattern type.
- |   |  |                                     |                                     |
|---|--|-------------------------------------|-------------------------------------|
| <input checked="" type="checkbox"/> 3 Lecture | <input type="checkbox"/> Laboratory <sup>4</sup> | <input type="checkbox"/> Recitation | <input type="checkbox"/> Discussion |
| <input type="checkbox"/> Indep. Study         | <input type="checkbox"/> Clinical                | <input type="checkbox"/> Colloquium | <input type="checkbox"/> Practicum  |
| <input type="checkbox"/> Research             | <input type="checkbox"/> Residency               | <input type="checkbox"/> Seminar    | <input type="checkbox"/> Studio     |
| <input type="checkbox"/> Other                | If Other, Please explain:                        |                                     |                                     |
- g. \* Identify a grading system:
- Letter (A, B, C, etc.)
- Pass/Fail
- Medicine Numeric Grade (Non-medical students will receive a letter grade)
- Graduate School Grade Scale
- h. \* Number of credits:
- i. \* Is this course repeatable for additional credit?  Yes  No
- If YES: Maximum number of credit hours:
- If YES: Will this course allow multiple registrations during the same semester?  Yes  No

## J. \* Course Description for Bulletin:

Building on the theoretical, conceptual, and methodological overview of computational and corpus linguistics presented in LIN 510 (Corpus Linguistics) and LIN 511 (Computational Linguistics), this course engages students in advanced applications of computational and corpus theories, concepts, and methods in the study of human language. Topics explored may include one or more of the following: specialized computational/corpus approaches for specific linguistic subfields; frameworks for simulation, modeling, annotation/encoding of linguistic data; processing and analysis of digital multimodal linguistic resources. This course requires concurrent enrollment in LIN 640 Advanced Laboratory in Linguistics: Computational/Corpus Linguistics.

## K. Prerequisites, if any:

LIN 510 (Corpus Linguistics) or LIN 511 (Computational Linguistics) or similar course approved by the Director of Graduate Studies. LIN 640 Advanced Laboratory in Linguistics: Computational/Corpus Linguistics must be taken concurrently.

I. Supplementary teaching component, if any:  Community-Based Experience  Service Learning  Both3. \* Will this course be taught off campus?  Yes  No

If YES, enter the off campus address:

## 4. Frequency of Course Offering.

a. \* Course will be offered (check all that apply):  Fall  Spring  Summer  Winter

b. \* Will the course be offered every year?  Yes  No

If No, explain: This will be one of several 600-level courses offered on a regular cycle for graduate s

5. \* Are facilities and personnel necessary for the proposed new course available?  Yes  No

If No, explain:

## 6. \* What enrollment (per section per semester) may reasonably be expected? 15

## 7. Anticipated Student Demand.

a. \* Will this course serve students primarily within the degree program?  Yes  No

b. \* Will it be of interest to a significant number of students outside the degree pgm?  Yes  No

If YES, explain:

## 8. \* Check the category most applicable to this course:

- Traditional – Offered in Corresponding Departments at Universities Elsewhere  
 Relatively New – Now Being Widely Established  
 Not Yet Found in Many (or Any) Other Universities

## 9. Course Relationship to Program(s).

a. \* Is this course part of a proposed new program?  Yes  No

If YES, name the proposed new program:

Ph.D. in Linguistics

b. \* Will this course be a new requirement<sup>5</sup> for ANY program?  Yes  No

If YES<sup>5</sup>, list affected programs:

## 10. Information to be Placed on Syllabus.

a. \* Is the course 400G or 500?  Yes  No

If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in 10.b. You must include: (i) identify additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR

b.  \* The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable above) are attached.

<sup>5</sup> Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.  
<sup>6</sup> The chair of the cross-listing department must sign off on the Signature Routing Log.

In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, is two hours per week for a semester for one credit hour. (Form SR 5.2.1)

You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

In order to change a program, a program change form must also be submitted.

Rev 8/09

**LIN 610**  
**Advanced Computational/Corpus Linguistics**

**Instructor:** *Mark Richard Lauersdorf*  
**Office phone:** *859-257-7101*  
**Preferred method of contact:** *email*

**Email:** *lauersdorf@uky.edu*  
**Office address:** *1471 POT*  
**Office Hours:** *MWF 4:00–5:00 pm*

**Prerequisite:** LIN 510 (Corpus Linguistics) or LIN 511 (Computational Linguistics) or similar course approved by the Director of Graduate Studies.

**Co-requisite:** LIN 640 Advanced Laboratory in Linguistics: Computational/Corpus Linguistics must be taken concurrently.

**Course description:** Building on the theoretical, conceptual, and methodological overview of computational and corpus linguistics presented in LIN 510 (Corpus Linguistics) and LIN 511 (Computational Linguistics), this course engages students in advanced applications of computational and corpus theories, concepts, and methods in the study of human language. Topics explored may include one or more of the following: specialized computational/corpus approaches for specific linguistic subfields; frameworks for simulation, modeling, annotation/encoding of linguistic data; processing and analysis of digital multimodal linguistic resources. This course requires concurrent enrollment in LIN 640 Advanced Laboratory in Linguistics: Computational/Corpus Linguistics.

**Course objectives:** This semester we will focus on the theories, methods, models, and debates surrounding richly annotated corpora, their construction, and their implementation in the study of language. We will discuss the theoretical and methodological arguments for and against rich annotation, and we will examine various annotation and encoding frameworks. Particular emphasis will be placed on the construction and investigation of corpora for sociolinguistic analysis, including: annotation of phonetic/phonological and morphological information; annotation of social, geographical, and historical language variation; computer automation of annotation processes; sociolinguistic analysis of richly annotated corpora; statistical and visual methods for data-driven corpus analysis (applied to sociolinguistic phenomena).

**Student learning outcomes:** Upon completion of the course students will be able to:

- Summarize the various arguments for and against rich corpus annotation and analyze the strengths and weaknesses of those arguments;
- describe and compare competing frameworks and schemas for corpus annotation and make informed selections of frameworks appropriate for specific datasets and for specific research questions;
- assess automated annotation tools and the quality of their results;
- design and implement rich annotation of a corpus for a specific research question, and evaluate the viability of the corpus design for broader use with other research questions;
- perform linguistic analyses using both un-annotated and richly annotated corpora, including using statistical and visual methods to carry out data-driven analysis.



**Required materials:** I will assign selected readings from the following sources:

- Baayen, R. H. 2008. *Analyzing Linguistic Data: A Practical Introduction to Statistics using R*. Cambridge University Press.
- Baker, Paul. 2010. *Sociolinguistics and Corpus Linguistics*. Edinburgh University Press.
- Cantos, Pascual. 2012. The Use of Linguistic Corpora for the Study of Linguistic Variation and Change: Types and Computational Applications. Hernández-Campoy, Juan Manuel and Juan Camilo Conde-Silvestre, eds. *The Handbook of Historical Sociolinguistics*. Blackwell.
- Friginal, Eric and Jack A. Hardy. 2014. *Corpus-Based Sociolinguistics*. Routledge.
- Gries, Stefan Th. 2009. *Quantitative Corpus Linguistics with R*. Routledge.
- Johnson, K. 2008. Sociolinguistics. *Quantitative Methods in Linguistics*. Blackwell: 144-181.
- Krug, Manfred and Julia Schlüter, eds. 2013. *Research Methods in Language Variation and Change*. Cambridge University Press: Part 2.1 Corpus Analysis (p. 181-227) and Part 3.2 Multifactorial Analysis (p. 382-455).
- Lüdeling, Anke and Merja Kytö, eds. 2009. *Corpus Linguistics: An International Handbook*. 2 vols. Walter de Gruyter.
- Oakes, Michael P. 1998. *Statistics for Corpus Linguistics*. Edinburgh University Press.
- Sinclair, John 2004. *Trust the Text: Language, Corpus and Discourse*. Routledge.
- Selected computational and corpus tools and resources.

**Description of course activities and assignments:** Each student will be required to do the following:

- complete five shorter assignments – one from each of the major sections of the course as noted in the assignment description and the course schedule below;
- perform a longer research project on a topic of the student's choosing from within the course theme;
- give an in-class presentation of the research project;
- read all assigned articles and participate in all class discussions.

***There will be no examinations in this course and no final examination.***

**Shorter assignments:** Students will be given short assignments to complete individually as homework throughout the semester. These five written assignments will be based on the five major sections of the course: annotation of phonetic/phonological and morphological information; annotation of social, geographical, and historical language variation; computer automation of annotation processes; sociolinguistic analysis of richly annotated corpora; statistical and visual methods for data-driven corpus analysis (applied to sociolinguistic phenomena). Full details for these assignments will be given during the semester. Due dates for the assignments are listed in the course schedule.

**Research project and presentation:** In lieu of a final exam, each student will complete a substantial corpus research project. This project should apply the theories and methods of the course to the construction of a specialized corpus with an appropriate structure and annotation that allows for a corpus-based investigation of a sociolinguistic research question of the student's choosing. Full details for this project will be provided during the semester. A written project report will be due during finals week, on the scheduled date of the final exam. In addition to submitting the written project report, each student will give an oral presentation of her/his findings during the last two weeks of classes.

**Course evaluation and grading:** Course grades will be calculated as follows:

50% = five shorter assignments (equally weighted at 10% per assignment);

30% = written research project report;

20% = presentation of research project;

Grading scale: 100-90% = A ; 89-80% = B ; 79-70% = C ; 69% and below = E

**Course policies:**

*Submission of assignments:* Students will submit all written work (the five shorter assignments and the written research report) in digital form. If a student cannot attend class on the day on which s/he is scheduled to present her/his research project, s/he should consult with me as promptly as possible (ideally, before the day of her/his absence) to make alternative plans.

*Attendance policy:* Attendance will not be a separately graded element in this course, but your attendance habits will likely affect your grade because each class session that you miss represents a missed opportunity to contribute to and learn from the classroom discussions. If you miss a class session for any reason, it is professional courtesy to let me know the general circumstances of your absence, and it is your responsibility to find out what was covered in that session and ensure that you understand the information and concepts discussed. Get notes from your classmates or come to see me to find out what you missed. In addition, I expect everyone to come to class on time and to stay for the full duration of the class session. Again, any missed portion of a class period is a missed chance to better understand and assimilate the material.

*Excused absences:* Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

*Verification of absences:* Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request "appropriate verification" when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

*Academic integrity:* Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities* (available online at <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

**Please note:** Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

**Accommodations due to disability:** If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address: [jkarnes@email.uky.edu](mailto:jkarnes@email.uky.edu)) for coordination of campus disability services available to students with disabilities.

**Schedule:** The following dates are approximate and are subject to change based on our work with the material.

<b>Week</b>	<b>Topic</b>	<b>Assignments</b>
Week 1	Introduction	Sinclair 2004.
Week 2	Annotation of phonetics/phonology and morphology.	Selections from Lüdeling & Kytö 2009.
Week 3	Annotation of phonetics/phonology and morphology.	Selections from Lüdeling & Kytö 2009.
Week 4	Annotation of variation.	→ <b>Shorter assignment #1 due.</b> Krug and Schlüter 2013: Part 2.1; Selections from Lüdeling & Kytö 2009.
Week 5	Annotation of variation.	Cantos 2012; Selections from Lüdeling & Kytö 2009.
Week 6	Automation of annotation.	→ <b>Shorter assignment #2 due.</b> Selections from Lüdeling & Kytö 2009.
Week 7	Automation of annotation.	Selections from Lüdeling & Kytö 2009.
Week 8	Corpus-based sociolinguistics.	→ <b>Shorter assignment #3 due.</b> Baker 2010; Friginal & Hardy 2014; Selections from Lüdeling & Kytö 2009.
Week 9	Corpus-based sociolinguistics.	Baker 2010; Friginal & Hardy 2014; Selections from Lüdeling & Kytö 2009.
<b>Week 10</b>	<b>Spring Break</b>	<b>no class</b>
Week 11	Corpus-based sociolinguistics.	Baker 2010; Friginal & Hardy 2014; Selections from Lüdeling & Kytö 2009.
Week 12	Data-driven analysis.	→ <b>Shorter assignment #4 due.</b> Krug and Schlüter 2013: Part 3.2; Selections from Baayen 2008; from Gries 2009; from Johnson 2008; from Oakes 1998.
Week 13	Data-driven analysis.	Krug and Schlüter 2013: Part 3.2; Selections from Baayen 2008; from Gries 2009; from Johnson 2008; from Oakes 1998.
Week 14	Data-driven analysis.	Krug and Schlüter 2013: Part 3.2; Selections from Baayen 2008; from Gries 2009; from Johnson 2008; from Oakes 1998.
Week 15	Individual research presentations.	→ <b>Shorter assignment #5 due.</b>
Week 16	Individual research presentations.	—
<b>Finals week</b>		→ <b>Written research project report due on date of final exam.</b>