1. General Information

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

   Date Submitted: 9/10/2013

1b. Department/Division: Linguistics

1c. Contact Person

   Name: Mark Richard Lauersdorf

   Email: lauersdorf@uky.edu

   Phone: 7-7101

   Responsible Faculty ID (if different from Contact)

   Name: same

   Email: same

   Phone: same

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 510

2c. Full Title: Corpus Linguistics

2d. Transcript Title:

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?

2j. Course Description for Bulletin: A linguistic corpus is a collection of language samples chosen to model language use of a specific speech community and to provide primary materials for linguistic investigation. Modern digital corpora harness the quantitative power of computers for data-rich analysis in all areas of linguistic study. This course surveys the key principles of corpus linguistics and the criteria used in assembling linguistic corpora. It discusses the application of corpus-based investigations across linguistic research domains, and engages students in hands-on linguistic research using various types of corpora.

2k. Prerequisites, if any: LIN/ENG 211 or consent of instructor

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?: Yes

    If No, explain:

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?: 20

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?: Yes

    If Yes, explain: [var7InterestExplain]

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?: No

    If YES, name the proposed new program:

    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?: Yes

    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|JMETT2|Joanie Ett-Mims|Undergrad Council approval for ZCOURSE_NEW LIN 510|20130725

SIGNATURE|ARHIPP2|Andrew R Hippisley|Dept approval for ZCOURSE_NEW LIN 510|20121030

SIGNATURE|RHANSON|Roxanna D Hanson|College approval for ZCOURSE_NEW LIN 510|20121129

SIGNATURE|RHANSON|Roxanna D Hanson|Approval resent to College for ZCOURSE_NEW LIN 510|20131003

SIGNATURE|ZNNIKO0|Roshan N Nikou|Graduate Council approval for ZCOURSE_NEW LIN 510|20131010

SIGNATURE|ZNNIKO0|Roshan N Nikou|Graduate Council approval for ZCOURSE_NEW LIN 510|20130823

Courses	Request Tracking

New Course Form

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

Generate R

Attachments:

[Browse...]   Upload File

	ID	Attachment
Delete	2177	LIN510_Syllabus_revised03.pdf

| First | 1 | Last |

Select saved project to retrieve...   [ ] Get   New

(*denotes required fields)

1. **General Information**

   a. * Submitted by the College of: ARTS & SCIENCES   Submission Date: 9/10/2013

   b. * Department/Division: Linguistics

   c.
      * Contact Person Name: Mark Richard Lauersdorf Email: lauersdorf@uky.edu   Phone: 7-7101
      * Responsible Faculty ID (if different from Contact) same   Email: same   Phone: same

   d. * Requested Effective Date: ◉ Semester following approval OR ○ Specific Term/Year [1]

   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 [1] ◉ No

   b. * Prefix and Number: LIN 510

   c. * Full Title: Corpus Linguistics

   d. Transcript Title (if full title is more than 40 characters):

   e. To be Cross-Listed [2] with (Prefix and Number):

   f. * Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours [3] for each meeting pattern type.

3	Lecture		Laboratory [1]		Recitation		Discussion
	Indep. Study		Clinical		Colloquium		Practicum
	Research		Residency		Seminar		Studio
	Other		If Other, Please explain:				

   g. * Identify a grading system: ◉ Letter (A, B, C, etc.) ○ Pass/Fail ○ Graduate School Grade Scale

   h. * Number of credits: 3

   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:

A linguistic corpus is a collection of language samples chosen to model language use of a specific speech community and to provide primary materials for linguistic investigation. Modern digital corpora harness the quantitative power of computers for data-rich analysis in all areas of linguistic study. This course surveys the key principles of corpus linguistics and the criteria used in assembling linguistic corpora. It discusses the application of corpus-based investigations across linguistic research domains, and engages students in hands-on linguistic research using various types of corpora.

k. Prerequisites, if any:

LIN/ENG 211 or consent of instructor

l. Supplementary teaching component, if any: ○ Community-Based Experience ○ Service Learning ○ Both

3. * 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:

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? 20

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:

      It will potentially be attractive to students from the language programs and from computer science.

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:

   b. * Will this course be a new requirement ⁵for ANY program? ○ Yes ● No

      If YES ⁵, 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) ident 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 appl

       10.a above) are attached.

[1] Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.
[2] The chair of the cross-listing department must sign off on the Signature Routing Log.
[3] 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, re two hours per week for a semester for one credit hour. (from SR 5.2.1)
[4] You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.
[5] In order to change a program, a program change form must also be submitted.

Rev 8/09

Submit as New Proposal   Save Current Changes

CORPUS LINGUISTICS
LIN 510
[Days and times of course]
[Location of course]
[Semester of course]

Dr. Mark Richard Lauersdorf
office: POT 1471
phone: 859-257-7101
e-mail: lauersdorf@uky.edu
office hours: *[days and times]*
and by appointment

Course overview, goals, and objectives

A linguistic corpus, in the most simple sense, is a collection of language samples (written or oral) that provide primary source materials for linguistic investigation. The language samples are chosen to model language use of a specific speech community, thereby allowing us to investigate many different aspects of a language in many different ways using a consistent set of data. Language corpora are increasingly used in all areas of linguistic study, from phonology to morphology and syntax, and from historical and sociolinguistics to language typology; and in today's technological world, corpora are constructed in digital form allowing us to harness the quantitative power of computers to assist in data-rich linguistic analysis. This course will give an overview of the key principles of corpus linguistics and the criteria used in assembling linguistic corpora. We will discuss the application of corpus-based investigations in a range of areas of linguistics, and we will perform hands-on investigations using various types of corpora to study questions of language structure and use.

Student learning outcomes

Upon completion of the course students should be able to:
* describe the theory and methodology that underlies the construction of linguistic corpora and explain the rationale for those theories and methods;
* evaluate and critique existing corpora on the basis of their stated principles of construction and domains of application;
* design and construct a basic linguistic corpus suitable for investigation of a specific area of linguistic inquiry;
* perform quantitative and qualitative investigations in a range of linguistic subfields using linguistic corpora;
* analyze and interpret the results of corpus-based investigations employing linguistic theory and statistical measures.

Required course materials

* *Corpus Linguistics and the Description of English.* by Hans Lindquist. Edinburgh: Edinburgh University Press, 2009. ISBN: 978 0 7486 2614 4 (hardback); 978 0 7486 2615 1 (paperback).
* *Developing Linguistic Corpora: A Guide to Good Practice.* edited by Martin Wynne. Oxford: Oxbow Books, 2005. ISBN: 1 84217 205 0 (paperback). **Available for free** as an Open Access text from the Oxford Text Archive (OTA): http://ota.ahds.ac.uk/documents/creating/dlc/index.htm.
* Individual articles assigned throughout the semester as supplementary readings to the two books above.

Recommended course materials

* *A Glossary of Corpus Linguistics.* by Paul Baker, Andrew Hardie, and Tony McEnery. Edinburgh: Edinburgh University Press, 2006. ISBN: 978 0 7486 2403 4 (hardback); 978 0 7486 2018 0 (paperback).

Additional materials on library reserve

* *English Corpus Linguistics: An Introduction.* by Charles F. Meyer. Cambridge: Cambridge University Press, 2002. ISBN: 978 0 521 80879 8 (hardback); 978 0 521 00490 9 (paperback).
[P 1074.5 .M49 2002 – A readable introduction with emphasis on corpus construction, but including also the basics of corpus analysis and linguistic theory.]
* *Corpus Linguistics: An International Handbook.* edited by Anke Lüdeling and Merja Kytö. Berlin: Walter de Gruyter, 2009. ISBN: 978 3 11 018043 5 (Vol. 1 [hardback]); 978 3 11 020733 0 (Vol. 2 [hardback]).
[P 126 .C68 C663 2008 – Vol. 1 focuses on the field of corpus linguistics in general and the various aspects of corpus construction. Vol. 2 discusses application of corpora across most major areas of linguistic inquiry.]
* *The Routledge Handbook of Corpus Linguistics.* edited by Anne O'Keeffe and Michael McCarthy. London: Routledge, 2010. ISBN: 978 0 415 46489 5 (hardback); 978 0 203 85694 9 (ebook).
[P 128 .C68 R68 2010 – Good general discussions of corpus construction and analysis. Applied sections are

strongly oriented toward the teaching and learning of language and literature, and corpus use in broader applied contexts (public discourse, health communication, etc.).]

- *Quantitative Corpus Linguistics with R: A Practical Introduction.* by Stefan Th. Gries. New York: Routledge, 2009. ISBN: 978 0 415 96271 1 (hardback); 978 0 415 96270 4 (paperback); 978 0 203 88092 0 (ebook). *[P 128 .C68 G75 2009 – Brief overview of corpus linguistic methods; extended introduction to the Open Source software package "R" and its application to corpus linguistics; discussion of some statistical methods for corpus linguistics.]*

Course work

Homework -- You can expect to have homework following *each* class session. This assigned work will come in the form of readings from the books and articles; book exercises, worksheets, and other forms of written work; individual and group mini-presentations. The homework serves two purposes -- 1) to follow up on information and concepts already discussed in class and 2) to prepare new information and concepts for discussion in subsequent class periods. Written assignments will be collected and corrected *at random intervals* to ensure that everyone is coming to class adequately prepared.

Projects -- There will be a series of projects (small and large, individual and group) that will occur throughout the semester. These corpus-based projects are investigations of complex linguistic datasets and as such will be evaluated on the basis of *process* and *method*, judging the soundness of conceptualization and implementation of the investigation and the rigor of analysis and interpretation of the results. We will not be looking for "right" and "wrong" answers, but rather for thorough investigation and sound analysis.

Grading

The following scale will be used *for undergraduates* in this course:
100%-90% = A ; 89%-80% = B ; 79%-70% = C ; 69%-60% = D ; 59% or below = E

The following scale will be used *for graduate students* in this course:
100%-90% = A ; 89%-80% = B ; 79%-70% = C ; 69% or below = E

Final grades will calculated according to the following categories:
Homework = 40% ; Projects = 60%

- *Graduate students taking this course will be assigned extra material / additional requirements on all assessments, including (but not limited to): more advanced linguistic analysis of corpus data; application of additional statistical measures to corpus data; utilization of more complex data visualization techniques.*
- *A midterm evaluation of student performance in the course will be performed in Week 8 of the semester on the basis of the graded coursework to that point and the grading criteria established here.*

Course calendar *[modeled on Fall 2012 academic calendar]*

Note: This calendar provides an outline of the flow of the course. Actual progress will depend on the speed with which the students process the material.

Thurs., Aug. 23	Introduction to the course		Tues., Oct. 16	Corpus-based investigation: morphology
Tues., Aug. 28	Principles of corpus linguistics		Thurs., Oct. 18	Corpus-based investigation: syntax
Thurs., Aug. 30	Principles of corpus linguistics		Tues., Oct. 23	Corpus-based investigation: syntax
Tues., Sept. 04	Constructing a linguistic corpus: PoS annotation		Thurs., Oct. 25	Corpus-based investigation: semantics
Thurs., Sept. 06	Constructing a linguistic corpus: lemmatization		Tues., Oct. 30	Corpus-based investigation: semantics
Tues., Sept. 11	Constructing a linguistic corpus: treebanking		Thurs., Nov. 01	Corpus-based investigation: lexicon
Thurs., Sept. 13	Constructing a linguistic corpus: semantic tags		Tues., Nov. 06	*No Class – Presidential Election Day*
Tues., Sept. 18	Constructing a linguistic corpus: XML markup		Thurs., Nov. 08	Corpus-based investigation: lexicon
Thurs., Sept. 20	Constructing a linguistic corpus: metadata		Tues., Nov. 13	Corpus-based investigation: historical linguistics
Tues., Sept. 25	Analyzing corpus data: concordancing		Thurs., Nov. 15	Corpus-based investigation: historical linguistics
Thurs., Sept. 27	Analyzing corpus data: collocations		Tues., Nov. 20	Corpus-based investigation: sociolinguistics
Tues., Oct. 02	Analyzing corpus data: colligations		Thurs., Nov. 22	*No Class – Thanksgiving*
Thurs., Oct. 04	Analyzing corpus data: statistics		Tues., Nov. 27	Corpus-based investigation: sociolinguistics
Tues., Oct. 09	Analyzing corpus data: data visualization		Thurs., Nov. 29	Corpus-based investigation: language acquisition
Thurs., Oct. 11	Corpus-based investigation: morphology		Tues., Dec. 04	Corpus-based investigation: language acquisition
	(midterm grade check)		Thurs., Dec. 06	Presentation of last project (due today)

Course policies

Attendance — I will keep track of attendance, but attendance will not be a separately graded element in this course. However, your attendance habits will most likely affect your grade because each class session that you miss represents a missed opportunity to learn from the classroom discussions and those classroom discussions often serve as the direct basis for subsequent work in the course. If you miss a class session for any reason, 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 opportunity to better understand and assimilate the material.

Making up missed work — Make-up work will only be allowed when the work is missed for one of the reasons listed in University Faculty Senate Rule 5.2.4.2 (February 2012) as "excused absences":

"A. Significant illness of the student or serious illness of a member of the student's household (permanent or campus) or immediate family. The Instructor of Record shall have the right to request appropriate verification."

"B. The death of a member of the student's household (permanent or campus) or immediate family. The Instructor of Record shall have the right to request appropriate verification. For the purpose of this rule, immediately family is defined as spouse or child or parent (guardian) or sibling (all of the previous include steps, halves and in-laws of the same relationship); and grandchild or grandparent"

"C. Trips for members of student organizations sponsored by an educational unit, trips for University classes, and trips for participation in intercollegiate athletic events, including club sports registered with the university as well as varsity sports. When feasible, the student must notify the Instructor of Record **prior to** the occurrence of such absences, but in no case shall such notification occur more than one week after the absence. Instructors of Record may request formal notification from appropriate university personnel to document the student's participation in such trips."

"D. Major Religious Holidays. Students are responsible for notifying the Instructor of Record **in writing** of anticipated absences due to their observance of such holidays. Faculty shall give students the opportunity to make up work (typically, exams or assignments) when students notify them that religious observances prevent the students from doing their work at its scheduled time. Faculty should indicate in their syllabus how much advance notice they require from a student requesting an accommodation. Faculty shall use their judgment as to whether the observance in question is important enough to warrant an accommodation, although the presumption should be in favor of a student's request. The Offices of Institutional Diversity, the Dean of Students, and the Ombud are available for consultation. [US: 2/14/11]"

"E. Any other circumstances which the Instructor of Record finds reasonable cause for absence. [US: 4/23/90]"

If you are absent from class *for one of these reasons* on a day when a homework assignment is collected or a project is due, you must contact me within one week after your absence to make arrangements for making up that work.

If you are absent from class *for any other reason* on a day when a homework assignment is collected or a project is due, you will not be allowed to make up that work and it will be assigned a grade of "0" ("zero").

Cheating and Plagiarism — I expect all work that you submit to me for a grade to be work that you produce on your own (except, of course, for group projects). This does not mean that you cannot study with a friend or in study groups, but it does mean that the work that you submit to me must be your own and not the product of collaboration with others or stolen from someone else. The minimum penalty for a first offense of cheating or plagiarism 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 his/her record, more serious penalties, up to suspension from the university may be imposed. Here, for your reference, are the official definitions of plagiarism and cheating from the University Faculty Senate Rules (February 2012):

"**6.3.1 Plagiarism**

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 a question of plagiarism involving their 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 acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work, whether it be published article, chapter of a book, a paper from a friend or some file, or whatever. 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 or information, the student must carefully acknowledge exactly what, where and how he/she has 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."

"**6.3.2 Cheating**

Cheating is defined by its general usage. It includes, but is not limited to, the wrongfully giving, taking, or presenting any information or material by a student with the intent of aiding himself/herself or another on any academic work which is considered in any way in the determination of the final grade. The fact that a student could not have benefited from an action is not by itself proof that the action does not constitute cheating. Any question of definition shall be referred to the University Appeals Board. [US: 12/12/05]"

Classroom behavior, decorum, and civility — The classroom is a place of learning and as such has certain understood rules that I will expect everyone to abide by: a) discussion and debate are significant tools in learning and, of course, discussion and debate imply disagreement from time to time, but I expect that all opinions expressed in the classroom will show respect for personal differences and will be stated on the basis of well-reasoned argumentation; b) interruptions of class discussions (including: leaving cell phones and other electronic devices on in class [turn them off!], talking indiscreetly while someone else is talking, or engaging in other disruptive behavior) will not be tolerated.

Classroom and learning accommodations — If you have a documented disability that requires academic accommodations, please see me as soon as possible. In order to receive academic accommodations in this course, you must provide a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, jkarnes@uky.edu) for coordination of campus disability services available to students with disabilities. We can then collaborate on the best solution.