

# NEW COURSE FORM

<b>1. General Information.</b>				
a.	Submitted by the College of: <u>A&amp;S</u>	Today's Date: <u>1.26.2011</u>		
b.	Department/Division: <u>Linguistics</u>			
c.	Contact person name: <u>Andrew Hippisley</u>	Email: <u>andrew.hippisley</u>	Phone: <u>7-6989</u>	
d.	Requested Effective Date: <input checked="" type="checkbox"/> Semester following approval	OR	<input type="checkbox"/> Specific Term/Year <sup>1</sup> : _____	
<b>2. Designation and Description of Proposed Course.</b>				
a.	Prefix and Number: <u>LIN 511</u>			
b.	Full Title: <u>COMPUTATIONAL LINGUISTICS</u>			
c.	Transcript Title (if full title is more than 40 characters): _____			
d.	To be Cross-Listed <sup>2</sup> with (Prefix and Number): _____			
e.	Courses must be described by <u>at least one</u> of the meeting patterns below. Include number of actual contact hours <sup>3</sup> for each meeting pattern type.			
	<u>2</u> Lecture	_____ Laboratory <sup>1</sup>	_____ Recitation	_____ Discussion
	_____ Clinical	_____ Colloquium	_____ Practicum	_____ Research
	_____ Seminar	_____ Studio	<u>1</u> Other – Please explain: <u>(computer lab)</u>	
f.	Identify a grading system:	<input checked="" type="checkbox"/> Letter (A, B, C, etc.)	<input type="checkbox"/> Pass/Fail	
g.	Number of credits: <u>3</u>			
h.	Is this course repeatable for additional credit?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
	If YES: Maximum number of credit hours: _____			
	If YES: Will this course allow multiple registrations during the same semester?	YES <input type="checkbox"/>	NO <input type="checkbox"/>	
i.	Course Description for Bulletin:	<u>Computational linguistics addresses the problem of 'information overload', the result of huge advances in processing speeds and memory size. This course shows the methods and techniques for automatically analyzing and modeling natural language data in order to redress the balance of information acquisition and information analysis, turning information into knowledge. The focus will be word-based, sentence-based and meaning-based computational approaches. Students will have the opportunity to practically apply their theoretical knowledge in a computer environment. Computer languages used will be Python and DATR, as well as some basic UNIX-based scripting languages. No experience with computers is necessary. By the end of the course students will have acquired a host of transferable skills for an increasingly digitally dominated job market.</u>		
j.	Prerequisites, if any: <u>LIN/ENG 211</u>			
k.	Will this course also be offered through Distance Learning?	YES <sup>4</sup> <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	

<sup>1</sup> Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

<sup>2</sup> The chair of the cross-listing department must sign off on the Signature Routing Log.

<sup>3</sup> 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, represents at least two hours per week for a semester for one credit hour. (from SR 5.2.1)

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<b>I.</b>	Supplementary teaching component, if any:	<input type="checkbox"/> Community-Based Experience	<input type="checkbox"/> Service Learning	<input type="checkbox"/> Both
<b>3.</b>	<b>Will this course be taught off campus?</b>	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
<b>4.</b>	<b>Frequency of Course Offering.</b>			
<b>a.</b>	Course will be offered (check all that apply):	<input type="checkbox"/> Fall	<input checked="" type="checkbox"/> Spring	<input type="checkbox"/> Summer
<b>b.</b>	Will the course be offered every year?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
	If NO, explain:	<u>Not core for bachelors or proposed MA (Linguistics Theory &amp; Typology)</u>		
<b>5.</b>	<b>Are facilities and personnel necessary for the proposed new course available?</b>	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
	If NO, explain:	_____		
<b>6.</b>	<b>What enrollment (per section per semester) may reasonably be expected?</b>	<u>15</u>		
<b>7.</b>	<b>Anticipated Student Demand.</b>			
<b>a.</b>	Will this course serve students primarily within the degree program?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	
<b>b.</b>	Will it be of interest to a significant number of students outside the degree pgm?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	
	If YES, explain:	<u>Because of its computational emphasis it will be of interest to comp sci, especially AI</u>		
<b>8.</b>	<b>Check the category most applicable to this course:</b>			
	<input type="checkbox"/> Traditional – Offered in Corresponding Departments at Universities Elsewhere			
	<input checked="" type="checkbox"/> Relatively New – Now Being Widely Established			
	<input type="checkbox"/> Not Yet Found in Many (or Any) Other Universities			
<b>9.</b>	<b>Course Relationship to Program(s).</b>			
<b>a.</b>	Is this course part of a proposed new program?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	
	If YES, name the proposed new program:	<u>MA in Linguistics Theory &amp; Typology</u>		
<b>b.</b>	Will this course be a new requirement <sup>5</sup> for ANY program?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
	If YES <sup>5</sup> , list affected programs:	_____		
<b>10.</b>	<b>Information to be Placed on Syllabus.</b>			
<b>a.</b>	Is the course 400G or 500?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	
	If YES, the <i>differentiation for undergraduate and graduate students must be included</i> in the information required in <b>10.b</b> . You must include: (i) identification of additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See <i>SR 3.1.4.</i> )			
<b>b.</b>	<input checked="" type="checkbox"/> The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from <b>10.a</b> above) are attached.			

<sup>4</sup> You must *also* submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

<sup>5</sup> In order to change a program, a program change form must also be submitted.

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## Signature Routing Log

**General Information:**

Course Prefix and Number: LIN 511




Proposal Contact Person Name: Andrew Hippisley Phone: 7-6989

Email: andrew.hippisley@uky.edu

**INSTRUCTIONS:**

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

**Internal College Approvals and Course Cross-listing Approvals:**

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
Linguistics, committee	02.09.2011	Andrew Hippisley / 7-6989 / andrew.hippisley@uky.edu	
		/ /	
		/ /	
A & S E. Policy Cmte	<i>3/22/11</i>	Randall Rorda, Humanities / 7-1033 / roorda@uky.edu	
A & S Dean	<i>3/22/11</i>	Anna Bosch, Associate Dean / 7-6689 / bosch@uky.edu	

**External-to-College Approvals:**

Council	Date Approved	Signature	Approval of Revision <sup>6</sup>
Undergraduate Council	1/12/2012	Sharon Gill	
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

<sup>6</sup> Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

## LIN 511 Computational Linguistics

**Day/Time/Place:** *TBD*

**Instructor:** *Andrew Hippisley*

**Email:** *andrew.hippisley@uky.edu*

**Office phone:** *859-257 6989*

**Office address:** *1377 POT*

**Preferred method on contact:** *email*

**Office Hours:** *days and times TBD*

**Prerequisite:** LIN/ENG 211 Introduction to Linguistics

### Overview of course

Computational linguistics addresses the problem of ‘information overload’, the result of huge advances in processing speeds and memory size. This course shows the methods and techniques for automatically *analyzing* and *modeling* natural language data in order to redress the balance of information acquisition and information analysis, turning information into knowledge. The focus will be word-based, sentence-based and meaning-based computational approaches. Students will have the opportunity to practically apply their theoretical knowledge in a computer environment. Computer languages used will be Python and DATR, as well as some basic UNIX-based scripting languages. No experience with computers is necessary. By the end of the course students will have acquired a host of transferable skills for an increasingly digitally dominated job market.

### Student Learning Outcomes:

Upon completion of the course students should be able to

- demonstrate a clear understand of the basics of word-based, sentence-based and meaning-based computational linguistics
- apply this understanding to solve computational linguistics problems by debugging code and writing code
- acquire basic coding skills in Python, DATR and UNIX
- collaboratively present a computer system with well defined goals in a professional manner
  
- curriculum student learning outcomes this course includes are:
  - *SLO 1:* Demonstrate a firm understanding of language as a complex system comprising phonological, morphological, syntactic, and semantic components that interface with one another. (reinforce)
  - *SLO 5:* Demonstrate the ability to appropriately use the scientific method to account for linguistic phenomena, primarily by solving problems in the phonological, morphological, syntactic, semantic, historical and sociolinguistic domains. (emphasize)
  - *SLO 6:* Demonstrate appropriate information literacy, e.g. the ability to use computational methods, linguistic databases and corpora, and print and electronic resources to analyze and evaluate linguistic phenomena. (emphasize)

**Course Goals/Objective:**

The course aims to equip students with basic knowledge of computational linguistics, and the tools and environment for applying this knowledge. Through its problem centered assessments, students will be given the opportunity to acquire coding skills, and to collaborate on a systems-building project which will be show-cased in front of the class, simulating a real life client-systems analyst conversation.

## Required materials

### TEXTS:

- *Natural Language Processing with Python*. Bird, Klein, Loper. 2009. (O'Reilly.) Freely available at <http://www.nltk.org/book>.
- *Speech and Language Processing*. Jurafsky & Martin. 2008. (Pearson / Prentice Hall). Extracts will be made available.
- *Handbook of Natural Language Processing*. Indurkha & Damerau (eds). 2010. (CRC Press). Extracts will be made available.
- *Network Morphology*. Brown & Hippiusley. 2011. (Cambridge University Press.) Extracts will be made available.

### Grading:

#### UNDERGRAD REQUIREMENTS:

			GRADING SCALE:
<b>5</b> Lab problem sets= 50%	90-100%	A	60-69% D
<b>1</b> systems development project=20%	80-89%	B	59% or below E
<b>1</b> final exam=30%	70-79%	C	

*Graduate students taking this course will be given extra questions on all assessments.*

#### GRAD REQUIREMENTS

<b>5</b> Lab problem sets= 50%	90-100%	A	69% or below E
<b>1</b> systems development project=20%	80-89%	B	
<b>1</b> final exam=30%	70-79%	C	

Students will be provided with a Midterm Evaluation by XXX of course performance based on learning outcomes and their assessment.

**Tentative course schedule:**

WEEK	TOPIC	READING ASSIGNMENTS	WRITTEN HOMEWORK DUE-DATES	EXAM DATES
Week 1 (Jan 14)	Introduction to course  <b>Word-based computational linguistics</b>			
Week 2 (Jan 19, 21):	Morphological generation, defaults and DATR	Reader		
Week 3 (Jan 26, 28):	Morphological generation, defaults and DATR contd	Reader		
Week 4 (Feb 2, 4)	Finite state automata, finite state transducers and morphological analysis	Reader	HW 1 due February 4	
Week 5 (Feb 9, 11):	Finite state morphology (FSM) represented in DATR	Reader		
Week 6 (Feb 16, 18):	Regular expressions and information retrieval	Reader, Bird et al ch 3		
Week 7 (Feb 23, 25):	Spelling checkers and the noisy channel model  <b>Sentence-based computational linguistics</b>	Reader	HW 2 due February 25	
Week 8 (March 2, 4):	Part of Speech (POS) tagging	Bird et al ch 5, Reader		
Week 9 (March 9, 11):	Phrase Structure Grammar (PSG) refresher	Reader	HW 3 due March 11	
Week 10 (March 16, 18):	SPRING BREAK			
Week 11 (March 23, 25):	Computational PSG	Bird et al chapter 8		
Week 12 (Mar 30, Apr 1)	Syntactic parsing with context free grammars (CFGs)	Bird et al chapter 8	HW 4 due April 1	

	<b>Meaning-based computational linguistics</b>		
Week 13 (April 6, 8):	Computing sentence meaning	Bird et al chapter 10	
Week 14 (April 13, 15):	Word meaning and Word Net	Reader	HW 5 due April 15
Week 15 (April 20, 22):	Machine Translation	Reader	
Week 16 (April 27, 29):	(demonstrations & revision)		HW 6 due April 29

**Final exam: Thurs  
May 6, 08:00 a.m.**



**Course Policy on Academic 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@eamil.uky.edu](mailto:jkarnes@eamil.uky.edu)) for coordination of campus disability services available to students with disabilities.

**Course Policy for Attendance:**

In order to benefit fully from my lectures and from the insights of the other students in the course (and to contribute your own insights), it is important that you attend every class session, lecture and lab; if you do have to miss a class session, you must let me know the circumstances of your absence. Try to borrow someone's notes, since some of the information that will be covered in class is not covered in the text. If you have specific questions regarding any information covered in class, by all means come and see me during my office hours (or schedule an appointment for some other time); please don't expect me to repeat entire lectures, however.

*Excused absences will be given at instructor's discretion only with proof as defined by S.R. 5.2.4.2. [http://www.uky.edu/Ombud/policies.php S.R. 5.2.4.2 defines the acceptable reasons for excused absences.]*

**Course Policy for Submission of Assignments:**

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**Course Policy on Academic Integrity:**

All assignments, projects, and exercises completed by students for this class should be the product of the personal efforts of the individual(s) whose name(s) appear on the corresponding assignment. Misrepresenting others' work as one's own in the form of cheating or plagiarism is unethical and will lead to those penalties outlined in the University Senate Rules (6.3.1 & 6.3.2) at the following website: [http://www.uky.edu/USC/New/rules\\_regulations/index.htm](http://www.uky.edu/USC/New/rules_regulations/index.htm). The Ombud site also has information on plagiarism found at <http://www.uky.edu/Ombud>.)

**Course Policy on Classroom civility and decorum:**

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responsibility -- to ensure that all academic discourse occurs in a context characterized by respect and civility. Obviously, the accepted level of civility would not include attacks of a personal nature or statements denigrating another on the basis of race, sex, religion, sexual orientation, age, national/regional origin or other such irrelevant factors.)

**Course Policy for Group work & student collaboration:**

Students sometimes ask whether it is permissible to work together on homework assignments. Here is the answer: it is fine--in fact it is desirable--for two or more students to discuss an assigned problem BEFORE they have begun formulating their answers in writing; but once a student has begun putting an answer down in writing, no consultation with other students is permitted. (By university policy, the minimum penalty for handing in an answer any part of which is copied (or an answer from which another student has been allowed to copy) is an E for the course.) Exceptionally, collaboration on both discussion of an assigned problem and its solution will be required for the final assignment, system development and demonstration.

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