1. General Information

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

Date Submitted: 3/17/2015

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 710

2c. Full Title: Advanced Seminar in Computational/Corpus Linguistics (subtitle required)

2d. Transcript Title: Adv Sem in Comp/Corpus Linguistics

2e. Cross-listing:

2f. Meeting Patterns

SEMINAR: 3

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

2h. Number of credit hours: 3

2i. Is this course repeatable for additional credit? Yes

If Yes: Maximum number of credit hours: 6

If Yes: Will this course allow multiple registrations during the same semester? No

2j. Course Description for Bulletin: Advanced seminar in special topics in computational and corpus approaches to the study of language; examples of prospective topics include: data visualization, computational simulation and modeling, advanced corpus construction and analysis. May be repeated under different subtitles to a maximum of six credits. This course may require LIN 740 taken concurrently.

2k. Prerequisites, if any: LIN 610 (Advanced Computational/Corpus Linguistics) or similar course approved by the Director of Graduate Studies; may require LIN 740 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 700-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?: 7-10

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 710 NEW Dept Review|20150317

SIGNATURE|ACSI222|Anna C Harmon|LIN 710 NEW College Review|20150915

SIGNATURE|ZNNIKO0|Roshan Nikou|LIN 710 NEW Graduate Council Review|20151028

SIGNATURE|JEL224|Janie S Ellis|LIN 710 NEW Senate Council Review|20151203

SIGNATURE|ARHIPP2|Andrew R Hippisley|LIN 710 NEW Approval Returned to Dept|20151208

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	4472	LIN_710_sample_syllabus.pdf

First 1 Last

(*denotes required fields)

1. General Information

a. * Submitted by the College of: ARTS & SCIENCES Submission Date: 3/17/2015

b. * Department/Division: Linguistics

c.

* Contact Person Name: Edward R. Barrett Email: erbarr2@uky.edu Phone: 859-257-3114

* Responsible Faculty ID (if different from Contact) Mark Richard Lauersdorf Email: lauersdorf@uky.edu Phone: 859-257-7101

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 [4] ◉ No

b. * Prefix and Number: LIN 710

c. * Full Title: Advanced Seminar in Computational/Corpus Linguistics (subtitle required)

d. Transcript Title (if full title is more than 40 characters): Adv Sem in Comp/Corpus Linguistics

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.

	Lecture		Laboratory[1]		Recitation		Discussion
	Indep. Study		Clinical		Colloquium		Practicum
	Research		Residency	3	Seminar		Studio
	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: 3

i. * Is this course repeatable for additional credit? ◉ Yes ○ No

If YES: Maximum number of credit hours: 6

If YES: Will this course allow multiple registrations during the same semester? ○ Yes ◉ No

j. * Course Description for Bulletin:

Advanced seminar in special topics in computational and corpus approaches to the study of language; examples of prospective topics include: data visualization, computational simulation and modeling, advanced corpus construction and analysis. May be repeated under different subtitles to a maximum of six credits. This course may require LIN 740 taken concurrently.

k. Prerequisites, if any:

LIN 610 (Advanced Computational/Corpus Linguistics) or similar course approved by the Director of Graduate Studies; may require LIN 740 taken concurrently.

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: This will be one of several 700-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?** 7-10

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 [5] for 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) identi 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.

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

[1] 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)
[2] You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.
[3] In order to change a program, a program change form must also be submitted.

Rev 8/09

LIN 710
Advanced Seminar in Computational/Corpus Linguistics
Required subtitle: Visualization of Linguistic Data

Instructor: *Mark Richard Lauersdorf*
Email: *lauersdorf@uky.edu*
Office phone: *859-257-7101*
Office address: *1471 POT*
Preferred method of contact: *email*
Office Hours: *MWF 4:00–5:00 pm*

Prerequisite: LIN 610 (Advanced Computational/Corpus Linguistics) or similar course approved by the Director of Graduate Studies; may require LIN 740 taken concurrently.

Course description: Advanced seminar in special topics in computational and corpus approaches to the study of language; examples of prospective topics include: data visualization, computational simulation and modeling, advanced corpus construction and analysis. May be repeated under different subtitles to a maximum of six credits. This course may require LIN 740 taken concurrently.

Course objectives: The general topic of this semester's seminar is ***visualization of linguistic data.*** This seminar will allow advanced graduate students to pursue original work in visualization of linguistic data, applying visualization theory and methods to their individual research datasets. The students will gain knowledge and insights into the overarching principles of data visualization, and they will investigate specific questions and issues of data visualization in their own research data by selecting and preparing readings related to their topics, and leading discussions of those readings with other seminar participants. The course will foster advanced skills and experience in the use of data visualization for analysis, interpretation, and presentation of linguistic data by requiring the students to produce a written paper and an accompanying professional presentation of the findings, analyses, and conclusions that result from their investigations and applications of visualization methods and techniques to the original research data that they have chosen to work with.

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

- discuss major tenets of the various theoretical and methodological approaches to the visualization of linguistic data;
- give accurate explications (in both written and spoken presentations) of primary research literature in data visualization and of applications of visualization techniques to primary research data;
- identify issues and offer critique of the implementation of visualizations for analysis, interpretation, and presentation of datasets from various subfields of linguistic investigation;
- apply visualization for analysis, interpretation, and presentation of primary research datasets in their chosen research area culminating in a publication-quality article.

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

- Cleveland, William S. 1985. *The Elements of Graphing Data.* Summit, NJ: Hobart.
- Cleveland, William S. 1995. *Visualizing Data.* Summit, NJ: Hobart Press.
- Keim, Daniel, Jörn Kohlhammer, Geoffrey Ellis, and Florian Mansmann. 2010. *Mastering the*

Information Age: Solving Problems with Visual Analytics. Goslar, Germany: Eurographics Association.

- Shneiderman, Ben. 1996. The eyes have it: A task by data type taxonomy for information visualizations. *Proceedings of the 1996 IEEE Symposium on Visual Languages (VL '96).* Los Alamitos, California: IEEE Computer Society, 336–343.
- Spence, Robert. 2007. *Information Visualization: Design for Interaction.* 2nd ed. Harlow: Pearson Education.
- Steele, Julie and Noah Iliinsky, eds. 2010. *Beautiful Visualization: Looking at Data through the Eyes of Experts (Theory in Practice).* Sebastapol, California: O'Reilly.
- Tufte, Edward R. 2001. *The Visual Display of Quantitative Information.* 2nd ed. Cheshire, Connecticut: Graphics Press.
- Ware, Colin. 2004. *Information Visualization: Perception for Design.* 2nd ed. San Francisco: Morgan Kaufman.
- Wilkinson, Leland. 2005. *The Grammar of Graphics.* 2nd ed. New York: Springer.
- Additional readings selected according to the linguistic specializations of the cohort of students participating in the course.

Description of course activities and assignments: I will assign some of the readings in this course to provide general background information for class discussions of the overarching principles of data visualization. In addition, each student will be required to do the following:

- select and assign two or more pieces of published research on her/his chosen topic;
- prepare a written summary/synopsis/synthesis of the articles that s/he has assigned;
- give two in-class presentations of the articles that s/he has assigned, leading an open discussion at the conclusion of each presentation;
- write an original piece of scholarship on her/his chosen topic;
- give an in-class presentation of her/his original work, leading an open discussion at the conclusion of the presentation;
- read all assigned articles and to participate in all class discussions.

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

Article presentation: Each student will lead two (2) class discussions of a series of pieces of published research of his/her choosing. These publications can be in the form of articles, book chapters, research whitepapers, etc., and are to be related to the topic of the student's original research work in the course. Students are expected to get approval of the selected readings from the course instructor by no later than the fifth week of the semester. In preparation for leading the class discussion of these publications, the student will prepare a written summary/synopsis/synthesis of the materials to be distributed to the class the day of the discussion.

Original research paper and presentation: In lieu of a final exam, each student will complete a research paper of approximately 18-20 pages. This paper should be an investigation of visualization methods and techniques on a topic relevant to the theme of the seminar and involve the collection and analysis of linguistic data. Full details for this project will be provided during the semester. The papers will be due during finals week, on the scheduled date of the final exam. In addition to submitting the written paper, each student will give an oral presentation of her/his findings during the last two weeks of classes.

Class discussion: This is an advanced-level seminar where the primary pedagogical force is collaborative intellectual engagement by all participants. In this context, it is self-understood that full and active participation in class discussions is of utmost importance to the deeper understanding and acquisition of the theories and concepts being investigated, and class participation is therefore also an important course activity that will be assessed in each seminar session.

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

20% = presentation of published research #1 (10% written synopsis, 10% in-class presentation);
20% = presentation of published research #2 (10% written synopsis, 10% in-class presentation);
30% = original research paper;
20% = presentation of original research paper;
10% = class participation (reading and preparation of all assigned topics and materials and contribution to all class discussions).

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 (synopses of articles and original research paper) in digital form. If a student cannot attend class on the day on which s/he is scheduled to give one of the three class presentations, 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 class participation is and ***three unexcused absences will result in your overall class participation grade being reduced by one letter grade***. Your attendance habits will also 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) 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.

Week	***Topic***	***Assignments***
Week 1	Principles of data visualization: introduction	Selections from: Keim, Kohlhammer, Ellis, and Mansmann 2010.
Week 2	Principles of data visualization: perceptual factors	Selections from: Cleveland 1985, 1995; Ware 2004; Wilkinson 2005.
Week 3	Principles of data visualization: data types and visualization types	Shneiderman 1996; Selections from: Clevelan 1985, 1995; Tufte 2001; Wilkinson 2005.
Week 4	Principles of data visualization: static visualizations	Selections from: Steele and Iliinsky 2010; Wilkinson 2005.
Week 5	Principles of data visualization: dynamic and interactive visualizations	Selections from: Spence 2007; Steele and Iliinsky 2010; Wilkinson 2005. ➔ ***Research topic & article selections due.***
Week 6	Visualization for data analysis	Case studies selected according to linguistic specializations of student cohort.
Week 7	Visualization for data analysis	Case studies selected according to linguistic specializations of student cohort.
Week 8	Student-led visualization topics #1: data analysis	Student-selected readings.
Week 9	Student-led visualization topics #1: data analysis	Student-selected readings.
Week 10	***Spring Break***	***no class***
Week 11	Visualization for data presentation	Case studies selected according to linguistic specializations of student cohort
Week 12	Visualization for data presentation	Case studies selected according to linguistic specializations of student cohort
Week 13	Student-led visualization topics #2: data presentation	Student-selected readings.
Week 14	Student-led visualization topics #2: data presentation	Student-selected readings.
Week 15	Individual research presentations	—
Week 16	Individual research presentations	—
Finals week		➔ ***Written version of research paper due on date of final exam.***