

**Fall 2019:** T 10:40-11:30, R 10:40-12:35 (ARCH 0120)

**Instructor:** James Garner, PhD  
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Office Hours: MWF, 9:35-10:25 (Turlington 4016) and by appointment

**Course Description:** In this course, we will explore the following question:

“What is Corpus Linguistics?”

“How can we use language corpora to explore language in use?”

**Course Objectives:** By the end of the course, you will be able to:

- Utilize a range of corpus analysis tools
- Compile your own purpose-built language corpora
- Employ a range of corpus-based methods to conduct research on language in use

**Course Learning Tasks:** In order to accomplish these objectives, we will complete the following tasks:

**In-class Analyses and Discussions (10%):** In order to build your knowledge and skills in Corpus Linguistics, each week you will either complete in-class analyses or take part in discussions with fellow classmates. The analyses will be focused on utilizing corpus technology to analyze language use, while discussions will be focused on deepening your understanding of the concepts behind Corpus Linguistics and corpus-based research.

**Small Corpus Analyses (4 x 5%; 20% total):** In order to give you experience in a range of corpus-based analytical methods, you will complete four small corpus analyses. Specific details and instructions for each analysis will be posted in Canvas at least a week prior to the deadline.

**DIY Corpus (10%):** In order to give you practice in compiling your own purpose-built corpus, you will create your own corpus and annotate it. This corpus should be compiled according to the principles of corpus compilation discussed in class. In addition to submitting the corpus, you will submit a 3-4 page description of the corpus and the reasons behind your design choices. Specific details and instructions will be posted in Canvas and discussed in class at least two weeks prior to the deadline.

**Research Article Presentation (15%):** In order to give you experience in reading and summarizing corpus-based research, you and a partner (or partners) will present a summary of a published research article provided on Canvas. These presentations should be between 12-15 minutes long. In addition to the summary presentation, you will prepare at least 3 discussion questions and lead a discussion of the article in class. Groups should meet with Dr. Garner, bringing a draft of their presentation and the discussion questions, at least **a week prior to the presentation**. Groups must upload their discussion questions and presentation to Canvas **by 10:00 am of their presentation day**. More specific details and instructions will be posted on Canvas and will be discussed in class at least two weeks prior to the first presentation.

**Preparation for Research Project (10%):** In order to prepare you for your final research project (see below), you will complete several tasks designed to help you brainstorm and plan your work on this project. These tasks include a (1) Research Questionnaire (5%) and (2) Annotated References page (5%). Specific details and instructions will be posted on Canvas and will be discussed in class at least two weeks prior to the due date.

**Corpus Research Project (35% total):** In order to give you further practice in designing and carrying out corpus-based research, you will complete a corpus research project on a topic of your choice. You can use one of your DIY Corpora, create a new corpus, or use corpora available online or through the UF Corpus Linguistics Lab for this project. You will then:

1. Present the results of your project (10%), along with (1) the motivations behind your choice and (2) a description of the tools and methods you used, in a 10-minute presentation to the class.
2. Write a 10-12 page paper (20%) on your project in which you discuss (1) previous research on your topic, (2) the motivations behind your project, (3) your research question, (4) the corpus, tools, and methods you used, and (5) the results of your analysis.
3. Write a brief (1-2 page) commentary (05%) on another group's presentation in which you discuss (1) aspects of their project that you find interesting and (2) aspects of the project you still have questions about.

Specific details and instructions will be posted on Canvas and discussed in class at least a month prior to the first presentation.

## Grading

Course Assignments and Grading		Grading Scale			
Assignment	% of Grade				
In-class Analyses and Discussions	10%	100—93	A	76—73	C
Small Corpus Analyses	20%	92—90	A-	72—70	C-
DIY Corpus	10%	89—87	B+	69—67	D+
Research Article Presentation	15%	86—83	B	66—63	D
Preparation for Research Project	10%	82—80	B-	62—60	D-
Corpus Research Project	35%	79—77	C+	59—0	E

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

**Course Materials:** All readings and materials will be available on Canvas. There are no material or supplies fees for this course.

## Course Policies

**Attendance:** Class attendance is mandatory. Attendance will be recorded using a sign-in sheet distributed at the beginning of every class. If you arrive at class after signatures have been collected, it is your responsibility to sign in after class (you will be marked as late).

You are allowed to take two unexcused absences. Each unexcused absence beyond two may lower your final course grade by one level (e.g. from A to A-). Excused absences should be consistent with UF policies (<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>). Additionally, you must provide documentation (e.g. doctor's note) within two weeks after the absence for an absence to be excused.

**Classroom Etiquette:** You are expected to come prepared and ready to engage in class activities and discussions. This includes arriving on time, bringing all required materials, completing all readings and reading tasks beforehand, remaining engaged (e.g. not sleeping, not on social media), and staying for the entirety of the class (packing up early is the same as leaving class early). Two lates or early departures is worth one absence.

**Canvas:** Canvas (<https://elearning.ufl.edu/>) will be our primary communication channel when not in class. All class resources (e.g. additional readings, PPTs, worksheets, handouts) will be stored in Canvas. Assignments will be submitted to Canvas unless otherwise stated. Feedback on assignments will also be submitted via Canvas. For these reasons, make sure you know how to upload assignments, view feedback on those uploads, and receive notifications and announcements. Additionally, checking the Canvas homepage regularly will be essential for success in this course.

**Late work:** Late work is not accepted except in the event of verifiable extenuating circumstances. An extenuating circumstance is an event beyond your control, such as an accident or emergent medical condition. Verifiable means that supporting documents will be required.

**E-mail and Zoom:** If you need to contact me outside of class or office hours, send an email. If I do not respond within 24 hours, please email me again (weekends excluded). Please feel free to email with any questions that you have about the course or constructive feedback. Additionally, if you need to meet with me to discuss any issues related to the class but are unable to come during a time that I am on campus, we may set up a meeting via Zoom Conferencing.

**Accommodation:** Students with disabilities requesting accommodations should first register with the Disability Resource Center (<https://disability.ufl.edu/>). Once registered, students will receive an accommodation letter, which must be presented to the instructor when requesting accommodation. Please follow this procedure as early as possible in the semester.

**U Matter, We Care:** If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) or (352) 392-1575 so that a team member can reach out to the student.

**Academic Honesty:** UF students are bound by The Honor Pledge, which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: 'On my honor, I have neither given nor received unauthorized aid in doing this assignment.'" The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honorcode/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor in this class.

**Course Evaluation:** Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

### Tentative Course Schedule

The course syllabus provides a general plan for the course; deviations may be necessary. If deviations are made, I will upload an updated schedule to Canvas.

Week	Dates	Topics	Readings	Assignments
1	8/20	Introduction to Course & Corpus Linguistics		
	8/22			
2	8/27	Using COCA	COCA Overview (online)	
	8/29			
3	9/3	Using AntConc Software Tools	AntConc Help	
	9/5			
4	9/10	Frequency and Keyness	Evison, 2010	
	9/12			
5	9/17	Analyzing Concordance Lines <b>(No Class 9/19 – Dr. Garner at Conference)</b>	Tribble, 2010	SCA #1
	9/19			
6	9/24	N-grams and Lexical Bundles	Gray & Biber, 2015	SCA #2
	9/26			
7	10/1	Collocations & Association Measures	Xiao, 2015	SCA #3
	10/3			
8	10/8	Compiling Your Own Corpus	McEnery, Xiao, & Tono, 2006 (Unit A2)	SCA #4; Research Questionnaire
	10/10			
9	10/15	Annotating Your Corpus	McEnery, Xiao, & Tono, 2006 (Units A3 & A4)	
	10/17			
10	10/22	Corpora and Register Variation	Conrad, 2015; Hyland, 2008; Titak & Roberson, 2013	DIY Corpus
	10/24			
11	10/29	Corpora and Discourse Analysis Research Article Presentations	Partington & Marchi, 2015; Poole, 2016; Baker & Levon, 2016	
	10/31			
12	11/5	Corpora & Language Acquisition Research Article Presentations	Gilquin & Granger, 2015; Garner et al., 2019; Tracy-Ventura, 2017	
	11/7			
13	11/12	Corpora & Language Teaching Research Article Presentations	Cobb & Boulton, 2015; Bardovi-Harlig et al., 2017; Li, 2017	Literature Review
	11/14			
14	11/19	Final Project Presentations		
	11/21			

15	11/26	Final Project Presentations ( <b>No Class 11/28 – Thanksgiving</b> )		
	11/28			
16	12/3	Final Project Presentations		Commentaries
	12/5			
Exam Week	12/12	Final Paper Due @ Noon		