

Date	Topic(s)	Assignments Due That Day
8/23	Organizational Matters	
8/28	Introduction to Corpus Linguistics/DDL	Read Johns (1991) and answer the <b>Discussion Questions</b> on Canvas.
8/30		
9/4	Introduction to AntConc Part 1	
9/6		
9/11	Introduction to AntConc Part 2	
9/13		
9/18	Writing DDL Lesson Plans Part 1	Read Chujo, Anthony & Oghigian (2009) and answer the <b>Discussion Questions</b> on Canvas.
9/20	NO CLASS (Dr. Wulff @AAFL)	Watch Dr. Reppen’s lecture and answer the <b>Discussion Questions</b> on Canvas.
9/25	Writing DDL Lesson Plans Part 2	
9/27	Theoretical Underpinnings of DDL	Research Article Presentations: Hunston (2014); Diessel (2017)
10/2	Hands-On Session	Mock DDL Lesson: Evaluative Adjectives
10/4	Limitations and challenges of DDL	Research Article Presentations: Aedel (2010); Boulton (2010)
10/9	<b>Quiz 1</b>	
10/11	What can we teach with DDL? Part 1	Research Article Presentations: Bardovi-Harlig et al. (2017); Garner (2013)
10/16	Hands-On Session	Mock DDL Lesson: Hedges and Boosters
10/18	What can we teach with DDL? Part 2	Research Article Presentations: Hadley & Charles (2017); Liu (2010)
10/23		Mock DDL Lesson: Reporting Verbs
10/25	Who can we teach with DDL?	Research Article Presentations: Karras (2015); Vyatkina (2016)
10/30	Hands-On Session	Mock DDL Lesson: Passives
11/1	What corpus should I use? Part 1	Research Article Presentations: Cotos (2014); Mendikoetxea et al. (2010)
11/6	<b>Quiz 2</b>	
11/8	What corpus should I use? Part 2	Research Article Presentations: Han & Shin (2017); Flowerdew (2012)
11/13	Hands-On Session	Mock DDL Lesson: Transitions
11/15	Is DDL an effective method?	Research Article Presentations: Boulton & Cobb (2017); Conrad & Mauranen (2003)
11/20	Video lecture: Conrad	After watching Dr. Conrad’s lecture in class, answer the <b>Discussion Questions</b> on Canvas.
11/22	Thanksgiving Holiday	
11/27	Hands-On Session	Mock DDL Lesson: Your Choice
11/29	Wrapping up...	
12/4	<b>Quiz 3</b>	<b>Reflection</b>
12/6	Reading Day	

## LIN4930/6932: DATA-DRIVEN LEARNING

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**Fall 2018:** Tuesdays 11:45am—1:40pm and Thursdays 12:50pm—1:40pm (ARCH 120)  
**Instructor:** Prof. Stefanie Wulff  
352-294-7455  
swulff@ufl.edu  
Office hours: Thursdays 2pm—3:30pm or by appointment (Turlington 4015)

**Course Prerequisite:** LIN3010

**Course Description:** This course provides (i) an overview of how data-driven learning is defined and what disciplines and theories it draws from, (ii) where and how DDL has been applied in actual classroom research, and what the outcomes have been, and (iii) hands-on training using software and corpus data to develop instructional materials and student activities that enable self-driven and student-specific (in the sense of catering to their selected discipline of study, the L1 background, etc.) exploration of language structures in the classroom.

**Course Objectives:** By the end of this course, you will have acquired the ability to intelligently discuss aspects of the theory and practice of DDL. You will also have learned how to create instructional materials and student activities using DDL methods.

**Course Credit Requirements and Grading:**

Discussion Questions (4)	20% (5% each)
Quizzes (3)	30% (10% each)
Research Presentation (1)	20% (25% of your score on this assignment will be peer assessed)
Mock DDL Lesson (1)	25% (25% of your score on this assignment will be peer assessed)
Reflection (1)	5%

**Attendance and Participation:** Attendance is mandatory. You are allowed to miss up to three hours of class time without any excuse. Each further unexcused absence will lower your grade by one level (e.g. from an A to A—).

**Discussion Questions:** You will submit 4 responses to Discussion Questions based on either reading a research article or watching a video lecture. All materials are available on Canvas. Responses are due on the dates shown in the course schedule above and to be submitted on Canvas. Late submission reduces the maximum score by 2.5 points for each day that the submission is late.

**Quizzes:** There are three quizzes. All three exams are closed book and closed notes and take place in class. Please see the course schedule for the dates of exams.

**Research Article Presentations:** Groups of one or more students will present a compact summary presentation of a published research article (the articles are all available on CANVAS). Presentations should not exceed 15 minutes in length. In addition to the summary presentation, the student(s) will prepare at least 3 discussion questions pertaining to the specific topic covered in the research article, and lead the discussion in class. A draft of the presentation and the discussion questions must be submitted to Prof. Wulff via email **a week before the presentation is scheduled**. Late submission reduces the maximum score by 2.5 points for each day that the submission is late. If you work with a peer, their assessment of your performance on this assignment will comprise 25% of your total score on this assignment.

**Mock DDL Lesson:** Groups of one or more students will plan and write up a lesson plan for a Mock DDL Lesson and rehearse it in class. All Mock DDL Lessons should aim to be about 45 minutes long. A draft of the lesson plan must be submitted to Prof. Wulff via email **a week before the Mock DDL Lesson is scheduled to be rehearsed**. After you received feedback on your lesson plan during in-class rehearsal, you will revise your lesson plan accordingly and submit a final version on Canvas no later than 4 December 2018. Late submission reduces the maximum score by

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2.5 points for each day that the submission is late. If you work with a peer, their assessment of your performance on this assignment will comprise 25% of your total score on this assignment.

**Reflection:** In no more than 750 words, reflect on what you have learned in this course, what you perceive as strengths and weaknesses of a DDL approach to teaching/learning, and whether you plan on using DDL in your future teaching, and why (not). You will submit the reflection on Canvas no later than 4 December 2018. Late submission reduces the maximum score by 2.5 points for each day that the submission is late.

**Grading Scale:** Your total score determines your final grade on this grading scale:

100—93=A; 92.9—90=A—; 89.9—87=B+; 86.9—83=B; 82.9—80=B—; 79.9—77=C+; 76.9—73=C(S); 72.9—70=C—(U); 69.9—67=D+; 66.9—63=D; 62.9—60=D—; 59.9—0=E

For information on current UF grading policies for assigning grade points, please go to

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

**Extra Credit / Make—Up Exams:** There are no extra credit opportunities in this course. If you have three or more excused absences, please contact me to discuss the possibility of a make—up exam or equivalent. You cannot make up for unexcused absences.

**Required Materials:** All course materials will be available on CANVAS. There are no materials or supplies fees for 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/>.

**Classroom Etiquette:** Please turn off cellular phones during class. Please make every effort to arrive to class on time. Being more than 7 minutes late to the start of the course will count as an absence on each third occasion of such tardiness.

**Students Requiring Accommodations:** Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

**University Honesty Policy:** 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 (<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) 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.

**Counseling and Wellness Center:** Contact information for the Counseling and Wellness Center:

<http://www.counseling.ufl.edu/cwc/Default.aspx>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.