

# LIN4930/6932 *Research Methods in Computational Linguistics*

MWF 9:35am-10:25pm in MAT 108

## *Course description*

This course builds some of the core skills involved in quantitative and experimental work related to language and computation. Students will identify and learn new computational linguistics skills or topics, explore a research question, read and present several related academic papers, pick a language-related project that interests them, complete that project using computational methods, and prepare a paper based on Association for Computational Linguistics (ACL) guidelines. Outside the classroom, undergraduate students should expect to spend 3-6 hours and graduate students should expect to spend 6-9 hours a week on the requirements of this course.

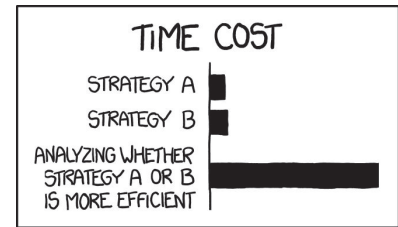
## *Goals*

Upon completion of the course, students will:

- ... have discovered they are capable within the course of a semester of 1) proposing and executing a reproducible research project and 2) building useful computer programs
- ... be able to identify where computational methods can advance language-related research questions
- ... have demonstrated their ability at independent goal-setting, project planning, and self-directed learning
- ... gained experience collaborating with peers and critiquing their own and peer's communication skills
- ... become familiar with ACL author guidelines and submission types

## *Grade breakdown*

Participation (including presentations by LIN 6932 students)	10%
Self-Directed Learning Plan	5%
Technical Skill Acquisition	15%
Project Proposal	20%
Final Presentation	5%
Research Project	45%



THE REASON I AM SO INEFFICIENT

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### *Participation*

Achieving the rewards of this research-oriented course rests greatly on your own initiative. It requires an appropriate commitment to attend all meetings, help fellow students, and complete all work conscientiously, in a timely fashion. Students are required to attend office hours at least once before submitting learning plan and proposal draft. Students can partner on the project with appropriate scope of work. Partners will submit peer evaluations of each other which will count towards their participation grade and the results of which may impact their final project grade.

Attendance to working group sessions and student presentations is strictly required (late arrival, early departure, or being on digital devices during your peer's presentation may be counted as absence at the instructor's discretion). We understand that life happens, so stay in communication with the instructors and your groupmates.

*Late work Policy:* 10% deduction on assessed grade per day (as calculated by Canvas) up until the last day of classes.

### *Presentations*

Graduate students will orally present or lead the discussion of a peer-reviewed paper or prepare an abbreviated tutorial on the technical skill or topic they acquired. All students will give a 10-15 minute oral presentation of their project at the end of the semester.

### *Learning Plan and Technical Skill Acquisition*

As students pick their project, they should identify a new technical skill or topic that they need to acquire to successfully complete the project. They will work with instructors to prepare a one-page timeline of self-directed study and a plan to submit evidence that skill has been successfully acquired (e.g. certificate of completion, coding interview, or sample of trained and tested model).

### *Project Proposal*

Students will submit a draft of a project proposal. After completing the learning plan, they will submit a final version. Graduate students who plan to partner with an undergraduate should include a one-page mentoring plan with the draft and/or final project proposal.

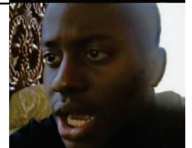
### *Research Project*

Students will conduct their own project related to this course. As with most graduate-level course, the largest grade percentage comes from the quality of the project as assessed in the final paper. Students

Job title:  
"linguist"

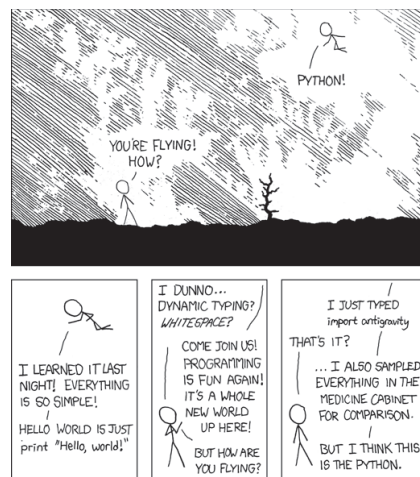


Desired qualifications:  
"Degree in Computer Science"



are unlikely to achieve the necessary quality if they do not maintain steady progress. We are ready to work with you to identify appropriate weekly goals. The grade of your final paper can be interpreted as follows: "Based on our assessment of your *current* submission"...

- A/A- = "we recommend you continue in research/graduate school"
- B/-/+ = "we recommend you seriously adjust your approach to research/graduate school if you wish to continue"
- C/-/+ = "satisfactory work but we do not recommend you continue in a research career"
- D/-/+ = "minimally acceptable undergraduate-level effort"
- E = "insufficient evidence of progress towards the learning objectives"



## Structure of Course

*Weeks 1-2: Project and Skill Choice* – in consultation instructors student choose project, draft a project proposal, identify a new technical skill or topic and a self-directed learning resource(s) to acquire it, and outline a plan to acquire the skill in 4 weeks; make a lightning presentations of project/plan.

*Weeks 3-6: Self-Directed Learning* – students accomplish their learning plan to acquire the new skill via independent study and collaborative reflection with “Birds of Feather” learning group; graduate students can prepare a crash course tutorial; all students will being pilot work on project and submit final version of project proposal.

*Weeks 7-10: Complete Project* – students complete their project

*Weeks 11-15: Write Paper* – students write their final paper in ACL format; get peer feedback on drafts and do final project presentations

*The fine print*

**ACADEMIC INTEGRITY.** UF students are bound by The Honor Pledge. On all work submitted for credit 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 or TAs.

**DIGITAL DISTRACTION.** When your device is displaying things irrelevant to class, you distract not only yourself but other students to whom the screen is visible. Research demonstrates that such distraction is detrimental to learning. In particular, participation points will be deducted if students do not attentively interact with their fellow students’ oral presentations and in group discussions.

**CLASSROOM CONDUCT.** Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. We pledge to treat each of you with dignity, respect, and professional courtesy. We expect you to do the same for us and for each other.

**ACCOMMODATION POLICIES.** If you qualify for accommodations because of a disability, please submit your accommodation letter from the Disability Resource Center to an instructor as soon as possible so that your needs can be addressed. Getting started with the Disability Resource Center: <https://disability.ufl.edu/students/get-started/>.

**RELIGIOUS OBSERVANCES** As soon as possible, students should inform the instructor of observances of their faith that will conflict with class attendance, tests or examinations, or other class activities *prior* to the class or occurrence of that test or activity. Faculty is obligated to accommodate that particular student’s religious observances. See policy details: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/#religiusholidaystext>.

**COURSE EVALUATIONS.** Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu or via [ufl.bluera.com/ufl/](http://ufl.bluera.com/ufl/).

**COLLEGIAL ENVIRONMENT.** Students are encouraged to employ critical thinking and to rely on data and verifiable sources to interrogate all assigned readings and subject matter in this course as a way of determining whether they agree with their classmates and/or their instructor. No lesson is intended to espouse, promote, advance, inculcate, or compel a particular feeling, perception, viewpoint or belief. Students are encouraged to share their viewpoints, data, and sources in class and to speak with the instructor or classmates, in class or privately, about any perceived violation of this policy.

**GRADING SCHEME.** This course follows UF grades and grading policy: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

A	94-100%	B+	87-89%	C+	77-79%	D+	67-69%	F	0-59%
A-	90-93%	B	83-86%	C	73-76%	D	63-66%		
		B-	80-82%	C-	70-72%	D-	60-62%		