LIN4930/6932 INTRODUCTION TO CORPUS LINGUISTICS

UF UNIVERSITY of FLORIDA

Spring 2014
Tuesdays 3—6pm, Classroom Building (CBD) 110B

Prof. Stefanie Wulff
Office hours: Tuesdays and Wednesdays 2—3pm or by appointment (Turlington 4015)
swulff@ufl.edu
Phone: 352.294.7455

Course Description: In this class, we will familiarize ourselves with key the concepts, methods, and empirical research in corpus linguistics.

Course objectives: By the end of this course you will have acquired competence in using concordance software tools (i.e. software tools specific to corpus linguistics) to browse and query corpora. You will also have acquired a basic understanding of how corpora are compiled and further developed. You will also have the ability to run some basic statistics that are common in corpus linguistics research. In addition, you will have acquired the ability to intelligently discuss aspects of the different methods and fields of application of corpus linguistics.

Course Prerequisites: LIN3010

Course Credit Requirements and Grading

LIN4930		LIN6932	
Article presentation	20%	Article presentation	20%
Article summaries	30%	Article summaries	30%
Midterm exam	20%	Final project presentation	15%
Final exam	30%	Final project paper	35%

Attendance and Participation (for students in LIN4930 and LIN6932): Attendance is mandatory for all classes for all students, with the exception of the midterm and final exams for the LIN4930 students, which the LIN6932 students do not have to attend. 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—).

Article presentations (for students in LIN4930 and LIN6932): Groups of two or more students will present a research article summary in class once a semester. The presentation must be in a 20x60 pecha—kucha format (a template is available on the course web page; we will familiarize ourselves with this presentation format in the first week of class). The presentation slides must be submitted to Prof. Wulff via email on the Monday of the week in which the presentation is scheduled by 8pm. Late submission reduces the maximum score by 2.5 points for each day that the submission is late.

Article summaries (for students in LIN4930 and LIN6932): You are responsible for 6 article summaries. The articles that you are asked to summarize are bolded in the reading list below. All articles are available on Sakai. The article summaries should follow the IMRAD structure (Introduction, Methods, Results, Discussion) even if the article to be summarized does not follow that structure. Each article summary should end with at least three critical questions pertaining to either the methods, theory, or conclusions of the article. Article summaries should be between 2—3 pages long (1 inch margins throughout, 12—point Times New Roman font, single—spaced). Provide your name and the article reference on each article summary. The article summaries are due as hard copies as indicated in the schedule below. Late submissions will not be accepted.

Midterm and final exam (for students in LIN4930 only): Both the midterm and the final exam are closed book and closed notes. Please see the course schedule below for the dates of the midterm and final exam and contact Prof. Wulff if you have a scheduling conflict with these dates.

Final project (for students in LIN6932 only): For your final research paper, you will design a corpus—based study in which you test a specific hypothesis regarding an area of your choice (be that in morphology, lexicography, syntax, pragmatics, or the like).

      Final project proposal: This is to be a professional style synopsis of your planned research study. In your final project proposal, you should detail (i) the topic area and specific hypothesis you plan to examine, (ii) the corpus data you plan to use, (iii) the corpus—linguistic methods you plan to use, and (iv) the kind of statistical or other form of evaluation you plan to do. The final project proposal is due as a hard copy on 11 March before class starts. The proposal should not exceed 2 pages (1 inch margins, 12—point Times New Roman font, single—spaced).

      Final project presentation: This is to be a 15—minute in—class presentation of your final project. Presentations will be scheduled for 15 or 22 April. Your presentation should comprise all major sections of a scientific research presentation (Introduction, Literature Review, Methods, Results, and Discussion). If you have yet to complete your final project by the time your presentation is due, add a section at the very end of your presentation in which you outline the remaining work you have to do on your project, and detail any challenges you still have to overcome.

      Final project paper: The final draft of your research paper should comprise all major sections of a scientific research article (Introduction, Literature Review, Methods, Results, and Discussion). The final draft of your research paper is due 30 April by 5pm as a hard copy; it can be submitted to my departmental mail box, my office, or the main office of the Linguistics department. The final draft should be between 8 and 12 pages long, excluding references (1 inch margins throughout, 12—point Times New Roman font, single—spaced).

      Formatting and style guide: All written assignments must follow APA style guidelines (see <http://www.apastyle.org/>).

Final Grade

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.

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.

Required Materials

All course materials will be available on Sakai.

References for Articles to Be Presented in Class and Summarized (if Bolded)

Biber, D. 2012. Register as a predictor of linguistic variation. *Corpus Linguistics and Linguistic Theory* **8:9—37.**

Bybee, J. & J. Scheibman. 1999. The effect of usage on degrees of constituency: the reduction of *don't* in English. *Linguistics* **37.4:575—596.**

Diessel, H. & M. Tomasello. 2005. Particle placement in early child language: A multifactorial analysis. *Corpus Linguistics and Linguistic Theory* **1.1:89-112.**

Gries, St.Th. & S. Wulff. 2009. Psycholinguistic and corpus—linguistic evidence for L2 constructions. *Annual Review of Cognitive Linguistics* 7:164—187.

Hilpert, M. 2011. Dynamic visualizations of language change. Motion charts on the basis of bivariate and multivariate data from diachronic corpora. *International Journal of Corpus Linguistics* 16.4:435—461.

Martinez—Garcia, M.T. & S. Wulff. 2012. Not wrong, yet not quite right: Spanish ESL students' use of gerundial and infinitival complementation. *International Journal of Applied Linguistics* 22.2:225—244.

Meunier, F. 2012. Formulaic language and language teaching. *Annual Review of Applied Linguistics* **32:111-129.**

Newman, J. & S. Rice. 2006. Transitivity schemas of English EAT and DRINK in the BNC. In: St.Th. Gries & A. Stefanowitsch (eds.), *Corpora in cognitive linguistics: corpus—based approaches to syntax and lexis.* **Berlin and New York: Mouton de Gruyter, 225—260.**

O'Keeffe, A. & F. Farr. 2003. Using language corpora in initial teacher education: pedagogic issues and practical applications. *TESOL Quarterly* 37.3:389—418.

Pérez—Paredes, P., M. Sánchez—Tornel & J.M. Alcaraz Calero. 2012. Learners' search patterns during corpus—based focus—on—form activities: a study on hands-on concordancing. *International Journal of Corpus Linguistics* 17.4:482—515.

Torgersen, E.N., C. Gabrielatos, S. Hoffmann & S. Fox. 2011. A corpus—based study of pragmatic markers in London English. *Corpus Linguistics and Linguistic Theory* 7.1:93—118.

Xiao, R. & T. McEnery. 2006. Collocation, semantic prosody, and near synonymy: a cross—linguistic perspective. *Applied Linguistics* **27.1:103—129.**

Accommodations

Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation. For more information, please go to <http://www.dso.ufl.edu/drc/>.

Academic Integrity

The UF Honor Code, which all students are required to abide by, reads:

We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity. 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." For more information on the UF Honor Code, please go to: <http://www.dso.ufl.edu/sccr/honorcode.php>.

Course Schedule

Date	Content
1/7	Introduction to corpus linguistics (CL) / Organizational matters
1/14	Introduction to the *Corpus of Contemporary American English* (COCA)
1/21	Introduction to AntConc
1/28	Compiling a corpus I (file compilation, conversion, and inventorying)
2/4	Compiling a corpus II (markup and annotation)
2/11	Basic statistics for corpus linguists CL applications in phonetics and phonology Presentation 1: Bybee & Scheibman (1999) **Article summary 1 due (Bybee & Scheibman 1999)**
2/18	Regular expressions CL applications in lexicography Presentation 2: Xiao & McEnery (2006) **Article summary 2 due (Xiao & McEnery 2006)**
2/25	Final project troubleshooting session CL applications in syntax research Presentation 3: Newman & Rice (2006) **Article summary 3 due (Newman & Rice)**
3/11	CL applications in text linguistics, sociolinguistics, and historical linguistics Presentation 4: Biber (2012) Presentation 5: Torgersen et al. (2011) Presentation 6: Hilpert (2011) **Article summary 4 due (Biber 2012)** **Final project proposals due (for LIN6932 students only)**
3/18	**Midterm exam (for LIN4930 students only)**
3/25	Workshop: Collostructions (Stefan Th. Gries, UCSB)
4/1	Foreign/second language acquisition Presentation 7: Gries & Wulff (2009) Presentation 8: Diessel & Tomasello (2005) Presentation 9: Martinez—Garcia & Wulff (2012) **Article summary 5 due (Brandt, Diessel & Tomasello 2008)**
4/8	Computer—assisted language learning/Data—driven learning Presentation 10: Pérez—Paredes et al. (2012) Presentation 11: O'Keefe & Farr (2003) Presentation 12: Meunier (2002) **Article summary 6 due (Meunier 2012)**
4/15	Final project presentations I (for LIN6932 students)
4/22	Final project presentations II (for LIN6932 students)
4/30 **12:30-2:30pm** **5pm**	 **Final exam (for LIN4930 students only)** **Final project papers due (for LIN6932 students only)**