City University of Hong Kong
Course Syllabus

offered by Department of Linguistics and Translation
with effect from Semester A 2017 / 18

Part I   Course Overview

Course Title: Corpus Linguistics

Course Code: LT5421

Course Duration: One Semester

Credit Units: 3

Level: P5

Medium of Instruction: English

Medium of Assessment: English

Prerequisites:
(Course Code and Title)   Nil

Precursors:
(Course Code and Title)   Nil

Equivalent Courses:
(Course Code and Title)   CTL5421 Corpus Linguistics

Exclusive Courses:
(Course Code and Title)   Nil

Part II   Course Details

1.   **Abstract**

The main aim of this course is to introduce the basic concepts, principles and methodology in corpus linguistics, with an emphasis on the construction and uses of text corpora for linguistic research and pedagogical applications.

2.   **Course Intended Learning Outcomes (CILOs)**
(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs	Weighting (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick ✓ where appropriate)		
			A1	*A2*	*A3*
1.	Identify key concepts, principles and basic methodology in corpus linguistics		✓		✓
2.	Describe corpus design, construction, and annotation		✓		✓
3.	Apply basic methods and methodologies for corpus analysis and description		✓	✓	✓
4.	Conduct independent research based on CILOs 1 – 3 above, discovering and formulating hypotheses that are descriptively, explanatorily and theoretically adequate.		✓	✓	✓
		100%			

A1:   *Attitude*
Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2:   *Ability*
Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.

A3:   *Accomplishments*
Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4			
1	**Lecturing** On topics identified for the course	✓	✓	✓	✓			
2	**Tutorial** Question-answering sessions, projects, and practical work	✓	✓	✓	✓			

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.						Weighting	Remarks
	1	2	3	4				
Continuous Assessment: 50%								
Project performance Mastery of concepts and techniques, ability to analyze and explore, ability to solve problems, and ability to present solutions	✓	✓	✓	✓			50%	

Examination: 50% (duration: 2 hours)

Mastery of concepts and techniques, ability to analyze and explore, ability to solve problems

Questions will be set to test basic factual knowledge and skills. Questions will also be set to test students' understanding of key concepts, ability to critically analyze and explore, and ability to solve problems.
(CILO No. 1-3)

	100%

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Project performance	(1) demonstration of understanding of the course contents (2) demonstration of analytical analysis and explanation of linguistic properties based on corpora	1) comprehensive understanding of the course contents and being able to analyse linguistic properties; 2) demonstrating accurate and appropriate analysis and explanation of linguistic properties at lexical, grammatical and syntactic levels and of the relationship between the internal properties and the external settings of language; 3) writing format is appropriate in an academic style and standard;	1) comprehensive understanding of the course contents and being able to analyse linguistic properties; 2) demonstrating accurate analysis and explanations of linguistic properties at lexical, grammatical and syntactic levels and of the relationship between the internal properties and the external settings of language; 3) writing format is appropriate in an academic style and standard;	1) moderate or limited understanding on topics and contents of the course; 2) demonstrating capable analysis and explanation of linguistic properties at lexical, grammatical and syntactic levels and of the relationship between the internal properties and the external settings of language; 3) appropriate format in the writing, but writing content merely shows some understanding of the differences between academic and non-academic style of writing and put that understanding to practice;	1) little understanding on topics and contents of the course; 2) insufficient knowledge on course contents; 3) inappropriate writing style and format for academic paper;	1) no understanding on topics and contents of the course; 2) incorrect knowledge on course contents; 3) inappropriate writing style and format for academic paper;

2. Examination	(1) demonstration of understanding of the course contents (2) demonstration of analytical analysis and explanation of linguistic properties based on corpora	1) comprehensive understanding of the course contents and being able to analyse linguistic properties; 2) demonstrating accurate and appropriate analysis and explanation of linguistic properties at lexical, grammatical and syntactic levels and of the relationship between the internal properties and the external settings of language; 3) writing format is appropriate in an academic style and standard;	1) comprehensive understanding of the course contents and being able to analyse linguistic properties; 2) demonstrating accurate analysis and explanations of linguistic properties at lexical, grammatical and syntactic levels and of the relationship between the internal properties and the external settings of language; 3) writing format is appropriate in an academic style and standard;	1) moderate or limited understanding on topics and contents of the course; 2) demonstrating capable analysis and explanation of linguistic properties at lexical, grammatical and syntactic levels and of the relationship between the internal properties and the external settings of language; 3) appropriate format in the writing, but writing content merely shows some understanding of the differences between academic and non-academic style of writing and put that understanding to practice;	1) little understanding on topics and contents of the course; 2) insufficient knowledge on course contents; 3) inappropriate writing style and format for academic paper;	1) no understanding on topics and contents of the course; 2) incorrect knowledge on course contents; 3) inappropriate writing style and format for academic paper;

Part III   Other Information (more details can be provided separately in the teaching plan)

1. **Keyword Syllabus**
   (An indication of the key topics of the course.)

   1. Historical review of corpus linguistics: empirical vs. rationalist linguistics;
   2. Corpus design and construction: corpus as representative collection of authentic use
   3. Corpus annotation: textual, grammatical, syntactic
   4. Corpus analysis and description:
   - Lexical: types and tokens, collocations, concordance and lexicographical evidence;
   - Grammatical: word classes, verb subcategorisations;
   - Syntactic: investigating the clause complex
   - Genre variation across speech and writing

2. **Reading List**
   Additional Readings
   (Additional references for students to learn to expand their knowledge about the subject.)

1.	Biber, D., S. Conrad, and R. Reppen. 1998. *Corpus Linguistics: Investigating Linguistic Structure and Use*. Cambridge: Cambridge University Press.
2.	Connor, U. and T.A. Upton. Eds. 2004. *Applied Corpus Linguistics: A Multidimensional Perspective*. Amsterdam: Rodopi.
3.	Kennedy, G. 1998. An Introduction to Corpus Linguistics. London: Longman.
4.	Mason, O. 2000. Programming for Corpus Linguistics. Edinburgh: Edinburgh University Press.
5.	McEnery, T and A. Wilson. 1996. Corpus Linguistics. Edinburgh: Edinburgh University Press.
6.	Meyer, C. 2002. *English Corpus Linguistics*. Cambridge: Cambridge University Press.
7.	Oakes, M. 1998. *Statistics for Corpus Linguistics*. Edinburgh: Edinburgh University Press.
8.	Sampson, G. and D. McCarthy. Eds. 2005. *Corpus Linguistics: Readings in a Widening Discipline*. Continuum International Publishing Group.
9.	Sinclair, T. 1991. *Corpus, Concordance, Collocation*. Oxford: Oxford University Press.