City University of Hong Kong
Course Syllabus

offered by Department of English
with effect from Semester A 2024/25

Part I   Course Overview

Course Title:	**Corpus Linguistics in English Studies**
Course Code:	**EN6522**
Course Duration:	**One semester**
Credit Units:	**3 credits**
Level:	**P6**
Medium of Instruction:	**English**
Medium of Assessment:	**English**
Prerequisites: *(Course Code and Title)*	**None**
Precursors: *(Course Code and Title)*	**None**
Equivalent Courses: *(Course Code and Title)*	**None**
Exclusive Courses: *(Course Code and Title)*	**None**

Part II   Course Details

1.   **Abstract**

This course introduces theories and methods in corpus linguistics for postgraduate students in English studies. From theories to practices, the course includes discussions of important principles/concepts in corpus linguistics and instructions on practical corpus techniques for teaching purposes. The course provides three types of instructional contexts: a) *lectures* for explaining relevant principles, concepts, and terms of corpus linguistics; b) *discussions* for major research issues and recent trends in existing corpus studies; c) *workshops* for corpora online and existing corpus tools with step-by-step instructions. By the end of the class, students should be able to apply the theories and methods in corpus linguistics to address research and teaching issues in English studies.

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.	Understand major principles, concepts, and terms in corpus linguistics.		√	√	√
2.	Understand major research issues and recent research trends in corpus-based/driven English studies		√	√	√
3.	Analyze texts in a corpus with corpus techniques, online corpora, and/or existing tools.		√	√	√
4.	Conduct corpus studies based on relevant theories and methods.		√	√	√
5.	Apply theories and methods of corpus linguistics to English teaching contexts.		√	√	√
		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 real-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. Learning and Teaching Activities (LTAs)
(LTAs designed to facilitate students' achievement of the CILOs.)

LTA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4	5		
Reading discussions	Students will have group discussions in class on research issues/trends in corpus linguistics. Guiding questions are provided to facilitate students' discussions.	√	√	√	√	√		
Lectures	Students will attend lectures on key principles, concepts, and/or terms in corpus linguistics.	√	√	√	√	√		
Workshops	Students will participate in workshops on corpus techniques (e.g., using online corpora, corpus tools), and relevant exercises are provided.			√	√	√		
Other in-class activities	Students will work on other activities that are provided for teaching and learning purposes when they are necessary, for example, Canvas discussions, Q&A, and consultations.	√	√	√	√	√		

4. Assessment Tasks/Activities (ATs)

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

Assessment Tasks/Activities	CILO No. 1	2	3	4	5		Weighting	Remarks
Continuous Assessment: 100%								
Group oral presentation Students will investigate a research topic in English studies with their group members. Then, they will share research findings by doing a formal oral presentation. There will be some question time for discussion after the presentation. Each student in the group is expected to have an equal contribution to the presentation.		√	√	√	√		30%	
Individual written project Students will conduct a corpus project individually based on their research interests in English studies. They will then write a formal research paper to report this project based on the normal structure of journal articles, including introduction, literature review, methods, results, discussions, and conclusions.	√	√	√	√	√		40%	
Two quizzes Students will have two open-book quizzes to recap their learning on corpus theories and methods.	√	√	√		√		20%	10% for each quiz
Class participation Students will need to actively participate in the course in the three teaching contexts (i.e., lectures, discussions, and workshops). They will also be expected to get engaged in online learning activities (e.g., online discussion).	√	√	√	√	√		10%	
Examination: 0%								
							100%	

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

Applicable to students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
Group oral presentation (30%)	Content	An insightful topic; Persuasive analyses; Excellent details	A good topic; A few minor issues in analyses; Good details	A fair topic; Several minor issues in analyses; Adequate details	A common but clear topic; A few major issues in analyses; Limited details	An unclear topic; Several major issues in analyses; Fail to show details
	Organization	Excellent coherence for the content; Smooth transitions; Effective collaboration among team members	Good coherence for the content; Appropriate transitions; A few minor issues in collaboration among team members	Adequate coherence for the content; fair transitions; Several minor issues in collaboration among team members	Limited coherence for the content; Limited transitions; A few major issues in collaboration among team members	Fail to show coherence for the content; Fail to show transitions; Several or no collaboration among team members
	Language & delivery	Excellent clarity for ideas delivery; Excellent speech rate, volume, and tone; Excellent engagement with audiences and slides verbally and non-verbally.	A few minor issues in clarity for ideas delivery without influencing comprehension; Good speech rate, volume, and tone; Good engagement with audiences and slides verbally and non-verbally.	Several minor issues in clarity for ideas delivery without influencing comprehension; Fair speech rate, volume, and tone; Adequate engagement with audiences and slides verbally and non-verbally.	A few major issues in clarity for ideas delivery, which partly influences comprehension; Inappropriate speech rate, volume, and tone; Limited engagement with audiences and slides verbally and non-verbally.	Fail to show clarity for the whole presentation; Fail to show speech rate, volume, and tone; Fail to show any engagement with audiences and slides verbally and non-verbally.
Individual written project (40%)	Topic	An insightful topic that bridges an important research gap and/or	A good that is related to a recent research trend and/or has	A fair topic that is related to class readings and/or has	An inappropriate topic but still related to class	An inappropriate topic that is not related to class

		has significant teaching implications.	specific teaching implications.	general teaching implications.	readings and/or has limited teaching implications.	content and/or has no teaching implications
	Content	Persuasive argumentation; Excellent details; An excellent use of relevant secondary sources	A few minor issues in argumentation; Good details; A good use of relevant secondary sources	Several minor issues in argumentation; Adequate details; A fair use of relevant secondary sources	A few major issues in argumentation; Limited details; A limited use of relevant secondary sources	Fail to build an argumentation; Fail to show details; Fail to use relevant secondary sources
	Organization	An effective organization with all mandatory sections	A good organization with all mandatory sections	A fair organization with all mandatory sections	An inappropriate organization with mandatory sections missing	Fail to organize the project in a clear way; Fail to follow requirements on organization
	Language	An excellent use of diverse grammatical structures; An excellent use of academic vocabulary; No mistakes on spelling and grammar; No mistakes on citation format and reference list; A formal tone	A good use of diverse grammatical structures; A good use of academic vocabulary; Occasional mistakes on spelling and grammar; Occasional mistakes on citation format and reference list; A formal tone	A fair use of diverse grammatical structures; A fair use of academic vocabulary; Several mistakes on spelling and grammar; Several mistakes on citation format and reference list; A formal tone	A limited use of diverse grammatical structures; A limited use of academic vocabulary; Frequent mistakes on spelling and grammar that do not affect comprehension; Frequent mistakes on citation formats and reference lists; A less formal tone	Fail to use diverse grammatical structures; Fail to use academic vocabulary; Frequent mistakes on spelling and grammar that affect comprehension; No citation and/or reference lists; An informal tone
Two quizzes (20%)	Conceptual knowledge	Excellent understanding of relevant concepts, terms, theories, and other conceptual	Good understanding of relevant concepts, terms, theories, and other conceptual content.	Fair understanding of relevant concepts, terms, theories, and other conceptual content.	Limited understanding of relevant concepts, terms, theories, and other	Fail to show understanding of relevant concepts, terms, theories, and other conceptual

		content.			conceptual content.	content.
	Procedural knowledge	Excellent understanding of practical techniques; Excellent completion of relevant tasks based on the practical techniques.	Good understanding of practical techniques; Good completion of relevant tasks based on the practical techniques.	Fair understanding of practical techniques; Fair completion of relevant tasks based on the practical techniques.	Limited understanding of practical techniques; Limited completion of relevant tasks based on the practical techniques.	Fail to show understanding of practical techniques; Fail to complete tasks based on practical techniques.
Class participation (10%)	Engagement	Active interactions with the instructor in most class; Significant contributions to class activities in offline and online contexts.	Active interactions with the instructor in some class; Good contributions to class activities in offline and online contexts.	Some interactions with the instructor; Fair contributions to class activities in offline and online contexts.	Occasional interactions with the instructor in class; Limited contributions to class activities in offline and online contexts.	Fail to show interactions with the instructor in class; Fail to show contributions to class activities in offline and online contexts.

Applicable to students admitted from Semester A 2022/23 to Summer Term 2024

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B)	Marginal (B-, C+, C)	Failure (F)
Group oral presentation (30%)	Content	An insightful topic; Persuasive analyses; Excellent details	A good topic; Minor issues in analyses; Good details	A fair but clear topic; Major issues in analyses; Fair/limited details	An unclear topic; Major issues in analyses; Fail to show details
	Organization	Excellent coherence in the content; Smooth transitions; Effective collaboration among team members	Good coherence in the content; Appropriate transitions; Minor issues in collaboration among team members	Adequate/limited coherence in the content; Limited transitions; Major issues in collaboration among team members	Fail to show coherence in the content; Fail to show transitions; Fail to show collaboration among team members.
	Language & delivery	Excellent clarity in delivering ideas; Excellent speech rate, volume, and	Minor issues in clarity in delivering ideas without influencing	Major issues in clarity in delivering ideas, which influences specific part of	Fail to show clarity in the whole presentation; Fail to use appropriate

		tone; Excellent engagement with audiences and slides verbally and non-verbally.	comprehension; Good speech rate, volume, and tone; Good engagement with audiences and slides verbally and non-verbally.	comprehension; Inappropriate speech rate, volume, and tone; Fair/limited engagement with audiences and slides verbally and non-verbally.	speech rate, volume, and tone; No engagement with audiences and slides verbally and non-verbally.
Individual written project (40%)	Topic	An insightful topic that bridges an important research gap and/or has significant teaching implications.	A good topic related to a recent research trend and/or has specific teaching implications.	A fair but clear topic related to class readings and/or has some general teaching implications.	An unclear topic that is not related to class content and/or has no teaching implications.
	Content	Persuasive argumentation; Excellent details; An excellent use of relevant secondary sources	Minor issues in argumentation; Good details; A good use of relevant secondary sources	Major issues in argumentation; fair/limited details; A limited use of relevant secondary sources	Fail to build an argumentation; Fail to show details; Fail to use relevant secondary sources
	Organization	An effective organization with all mandatory sections	An appropriate organization with all mandatory sections	An organization with mandatory sections missing	Fail to organize the project in a clear way
	Language	An excellent use of diverse grammatical structures; An excellent use of academic vocabulary; No mistakes in spelling and grammar; No mistakes in citation format and reference list; Use of formal tone	A good use of diverse grammatical structures; A good use of academic vocabulary; Occasional mistakes in spelling and grammar; Occasional mistakes in citation format and reference list; Use of formal tone	A fair/limited use of diverse grammatical structures; A fair/limited use of academic vocabulary; Frequent mistakes in spelling and grammar that do not influence comprehension; Frequent mistakes in citation formats and reference lists; Use of less formal tone	Fail to use diverse grammatical structures; Fail to use academic vocabulary; Frequent mistakes in spelling and grammar that influence comprehension; No citation and/or reference lists; Use of informal tone
Two quizzes (20%)	Conceptual knowledge	Excellent understanding of relevant concepts, terms, theories, and other conceptual content.	Good understanding of relevant concepts, terms, theories, and other conceptual content.	Fair/limited understanding of relevant concepts, terms, theories, and other conceptual content.	Fail to show understanding of relevant concepts, terms, theories, and other conceptual

					content.
	Procedural knowledge	Excellent understanding of practical techniques; Excellent completion of relevant tasks based on the practical techniques.	Good understanding of practical techniques; Good completion of relevant tasks based on the practical techniques.	Fair/limited understanding of practical techniques; Fair/limited completion of relevant tasks based on the practical techniques.	Fail to show understanding of practical techniques; Fail to complete tasks based on practical techniques.
Class participation (10%)	Engagement	Active interactions with the instructor in most classes; Significant contributions to class activities in offline and online contexts.	Active interactions with the instructor in some classes; Good contributions to class activities in offline and online contexts.	Some/occasional interactions with the instructor; Fair/limited contributions to class activities in offline and online contexts.	Fail to show interactions with the instructor in class; Fail to show contributions to class activities in offline and online contexts.

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.)
   - Corpus design/building
   - Online corpora
   - Corpus tagging
   - Lexical analysis
   - Grammatical analysis
   - Phraseological analysis
   - Data-driven learning

2. **Reading List**
2.1 **Compulsory Readings**
   (Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

1.	Biber, D., Gray, B., Staples, S., & Egbert, J. (2020). Investigating grammatical complexity in L2 English writing research: Linguistic description versus predictive measurement. *Journal of English for Academic Purposes, 46*, 100869. https://doi.org/10.1016/j.jeap.2020.100869
2.	Cheng, W. (2012). *Exploring corpus linguistics: Language in action*. Routledge.
3.	Cheng, W., & Lam, P. (2022). What can a corpus tell us about language teaching? In O'Keeffe, A., McCarthy, M. (Eds) *The Routledge handbook of corpus linguistics* (2nd ed.). Routledge, Taylor & Francis Group.
4.	Crawford, W. J., & Csomay, E. (2016). *Doing corpus linguistics*. Routledge.
5.	Lan, G., Zhang, Q., Lucas, K., Sun, Y., & Gao, J. (2022). A corpus-based investigation on noun phrase complexity in L1 and L2 English writing. *English for Specific Purposes, 67*, 4–17. https://doi.org/10.1016/j.esp.2022.02.002
6.	Meunier, F. (2021). Introduction to Learner Corpus Research. In N. Tracy-Ventura & M. Paquot (Eds.), *The Routledge handbook of second language acquisition and corpora*. Routledge.

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

1.	Biber, D., & Gray, B. (2010). Challenging stereotypes about academic writing: Complexity, elaboration, explicitness. *Journal of English for Academic Purposes*, *9*(1), 2-20.
2.	Biber, D., Gray, B., & Poonpon, K. (2011). Should we use characteristics of conversation to measure grammatical complexity in L2 writing development? *TESOL Quarterly*, *45*(1), 5-35.
3.	Boulton, A. (2010). Data-Driven Learning: Taking the Computer Out of the Equation. *Language Learning*, *60*(3), 534–572.
4.	Chen, M., Flowerdew, J., & Anthony, L. (2019). Introducing in-service English language teachers to data-driven learning for academic writing. *System*, *87*, 102-148.
5.	Coxhead, A. (2000). A New Academic Word List. *TESOL Quarterly*, *34*(2), 213–238.
6.	Gardner, D., & Davies, M. (2014). A New Academic Vocabulary List. *Applied Linguistics*, *35*(3), 305–327.
7.	Hyland, K., & Tse, P. (2007). Is there an "academic vocabulary"? *TESOL Quarterly, 41*(2), 235–253.
8.	Lan, G., Liu, Q., & Staples, S. (2019). Grammatical complexity: 'What does it mean' and 'so what' for L2 writing classrooms? *Journal of Second Language Writing*, *46*.
9.	Lu, X. (2011). A corpus-based evaluation of syntactic complexity measures as indices of college level ESL writers' language development. *TESOL Quarterly*, *45*(1), 36-62.
10.	Parkinson, J., & Musgrave, J. (2014). Development of noun phrase complexity in the writing of English for Academic Purposes students. *Journal of English for Academic Purposes, 14*, 48-59.
11.	Reppen, R. (2010). Using corpora in the language classroom. *Cambridge University Press*.
12.	Simpson-Vlach, R., & Ellis, N. C. (2010). An Academic Formulas List: New Methods in Phraseology Research. *Applied Linguistics, 31*(4), 487–512.
13.	Staples, S., & Reppen, R. (2016). Understanding first-year L2 writing: A lexico-grammatical analysis across L1s, genres, and language ratings. *Journal of Second Language Writing, 32*, 17-35.