

**City University of Hong Kong
Course Syllabus**

**offered by Department of Linguistics and Translation
with effect from Semester A 2024 / 25**

Part I Course Overview

Course Title:	<u>Advanced Topics in Corpus and Empirical Linguistics</u>
Course Code:	<u>LT6421</u>
Course Duration:	<u>1 Semester</u>
Credit Units:	<u>3</u>
Level:	<u>P6</u>
Medium of Instruction:	<u>English</u>
Medium of Assessment:	<u>English</u>
Prerequisites: <i>(Course Code and Title)</i>	<u>Nil</u>
Precursors: <i>(Course Code and Title)</i>	<u>Nil</u>
Equivalent Courses: <i>(Course Code and Title)</i>	<u>Nil</u>
Exclusive Courses: <i>(Course Code and Title)</i>	<u>Nil</u>

Part II Course Details

1. Abstract

Corpus and empirical linguistics is one of the most important developments in language studies with an emphasis on the use of large-scale corpus data, empirical observations, quantitative methods, and scientifically verifiable findings. It represents a major departure from theoretical linguistics to real-world applications and has continued to generate new linguistic findings, new discoveries and new industries. It has played a very important role in some of the most influential areas such as speech and language technology, knowledge engineering, and cognitive science. This course serves as an introduction to a range of important issues and topics within this area of rapid development.

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.	Recognize the importance of an empirical approach in understanding human language behaviour.	20%	✓	✓	✓
2.	Explain the empirical underpinnings of language on the one hand and of the multifaceted linguistic use on the other.	20%	✓	✓	✓
3.	Reflect critically on the complex relations between linguistic properties and communicative functions via discovering and identifying the interactive dynamics of language and information.	20%	✓	✓	✓
4.	Conduct and critique linguistic analysis of data in relation to the complex relation between linguistic form and meaning.	20%	✓	✓	✓
5.	Hypothesize and formulate generalizations regarding the empirical bases of language and the role empirical linguistics plays in the understanding of human language.	20%	✓	✓	✓
		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. 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		
1	Lectures – Presentation and explanation of theories, concepts, models and methods; illustrative examples.	✓	✓	✓	✓	✓		
2	Tutorials – Doing class exercises and discussing homework exercises.	✓	✓	✓	✓	✓		

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	5			
Continuous Assessment: 50%								
One Assignment	✓	✓	✓	✓	✓		30%	
Oral Presentation	✓	✓	✓	✓	✓		10%	
One Quiz	✓	✓	✓	✓	✓		10%	
Examination: 50% (duration: 2 hours) Open book. Testing students' grasp of concepts and ability to demonstrate creative and critical thinking.								
							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)
1. Assignment (30%)	Demonstration of capability to understand basic concepts Demonstration of capability to apply basic concepts	Excellent capability	Good capability	Adequate capability	Marginal capability	No capability
2. Oral Presentation (10%)	Demonstration of capability to understand basic concepts Demonstration of capability to apply basic concepts	Excellent capability	Good capability	Adequate capability	Marginal capability	No capability
3. Quiz (10%)	Demonstration of capability to understand basic concepts Demonstration of capability to apply basic concepts	Excellent capability	Good capability	Adequate capability	Marginal capability	No capability
4. Examination (50%)	Same as Coursework but under time constraint	Excellent capability	Good capability	Adequate capability	Marginal capability	No capability

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)
1. Assignment (30%)	Demonstration of capability to understand basic concepts Demonstration of capability to apply basic concepts	Excellent capability	Good capability	Marginal capability	Poor capability
2. Oral Presentation (10%)	Demonstration of capability to understand basic concepts Demonstration of capability to apply basic concepts	Excellent capability	Good capability	Marginal capability	Poor capability
3. Quiz (10%)	Demonstration of capability to understand basic concepts Demonstration of capability to apply basic concepts	Excellent capability	Good capability	Marginal capability	Poor capability
4. Examination (50%)	Same as Coursework but under time constraint	Excellent capability	Good capability	Marginal capability	Poor capability

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.)

Lexical and grammatical processing, Stylistic variation, Discourse and communication, Semantic interpretation, Cognitive science

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.	Sampson, Geoffrey. 2001. <i>Empirical Linguistics</i> . London and New York: Continuum International.
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2.2 Additional Readings

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

1.	McEnery, Tony and Andrew Hardie. 2011. <i>Corpus Linguistics: Method, Theory and Practice</i> . Cambridge: Cambridge University Press.
2.	Fang, Alex Chengyu and Jing Cao. 2015. <i>Text Genres and Registers: The Computation of Linguistic Features</i> . Berlin and Heidelberg: Springer.
3.	Bermúdez, José Luis. 2010. <i>Cognitive Science: An Introduction to the Science of the Mind</i> . Cambridge: Cambridge University Press.
4.	Saint-Dizier, Patrick and Evelyn Viegas. 2005. <i>Computational Lexical Semantics</i> . Cambridge: Cambridge University Press.