

ENG 737.01 – Introduction to Corpus Linguistics
Tues/Thurs, 12:35-1:50, HUM 118
Spring 2012

Instructor: Jenny Lederer lederer@sfsu.edu (TA- Shawn DeMille –contact info TBA)
Office Hours: Tues. 11:30-12:30, or by appointment
Office: HUM 430, (415) 338-3094 (Please email me ahead of time if you plan to attend office hours. Telephone and/or Skype communication easy to arrange as well.)

COURSE DESCRIPTION

This graduate seminar provides students with an introduction to corpus linguistics and its application to issues such as language description, language variation, and language teaching.

LEARNING OBJECTIVES

By the end of the course, students will:

- Become familiar with corpus-based approaches to the study of language use.
- Explore and evaluate the application of corpus-based approaches to a wide range of issues, including language variation, language teaching, and the development of language resources (e.g., dictionaries, grammars).
- Develop knowledge of, and gain hands-on experience with, corpus design and analysis.

REQUIRED TEXT

Hunston, S. (2002). *Corpora in Applied Linguistics*. Cambridge: Cambridge University Press.

OPTIONAL TEXT

McEnery, T & A. Wilson. 2001. *Corpus Linguistics*, 2nd ed. Edinburgh: Edinburgh University Press.

CLASS WEBSITE: Course resources and assignments will be posted to <ilearn.sfsu.edu>.

EQUIPMENT: Please bring a laptop to class as frequently as possible (if you own one).

GRADING SYSTEM

<u>Assignment</u>	<u>Percentage of grade</u>
Corpus Compilation Assignment	15%
Collocation & Phraseology Analysis	15%
Article Critique & Genre Analysis	15%
Critical Discourse Analysis or Classroom Lesson Plan	15%
Corpus-based Research Project	30%
Participation (including several non-graded assignments)	10%

GRADED ASSIGNMENT DESCRIPTIONS

Corpus Compilation Assignment

The purpose of this assignment is to give students hands-on experience with building a corpus that is principled in its design and representative of a specific domain of language use. Each member of the class will be responsible for designing and creating a small corpus, typing up a brief description of the rationale for corpus design and text sampling, and generating a frequency list of words in the corpus. Students may work in groups if they wish to compile larger corpora, as long as each individual student contributes at least 10 texts. Write-ups should be completed individually.

Collocation & Phraseology Analysis

The purpose of this assignment is to familiarize students with online corpora and the data analysis techniques typically used in corpus-based studies of language use. The assignment will focus on two concepts in particular—collocation and phraseology—and will involve the interpretation of frequency lists, word string searches, concordance line analysis, and register comparisons.

Article Critique & Genre Analysis

The purpose of this assignment is to familiarize students with the genre of the corpus-based research article and to help prepare students to conduct and write up their own corpus-based research. Each student will select an empirical study (from a peer-reviewed journal) and will write up a 2-page critical review of the article, which summarizes the research study's methods, findings, strengths, and limitations. The summary will be presented to the class in a brief, non-graded presentation.

Critical Discourse Analysis OR Corpus in the Classroom

The purpose of the CDA assignment is for students to critically investigate the use of one particular word in discourse that may exhibit covert semantics indicative of an unequal society. Each student (or group of students) will be given a word or phrase and carry out a close semantic, pragmatic, contextual analysis using a corpus to show how their selected term is applied unequally to a particular demographic group in society.

The purpose of the corpus in the classroom assignment is to expose teachers to the process of developing curriculum that incorporates corpus research on the part of the ESL/EFL student. Each student (or group of students) will write up a brief lesson plan to be carried out in the ESL/EFL classroom that exposes the ESL/EFL students to corpora as a resource for English learning.

Corpus-Based Research Project

The final project in the course allows students to apply what they have learned to research questions of their own choosing. Students will work independently and will experience all phases of a corpus-based research project: identification of research questions, selection or compilation of a suitable corpus, data analysis, interpretation of results, and dissemination of research findings. The project will culminate in a final paper. Prior to submitting the final

paper, students will be asked to give a 15-minute presentation about their project, for the purpose of getting feedback from classmates on the clarity of research methods and findings. Final project may be carried out with a partner or in small groups of three to four. In that case, only one final paper write-up and one joint presentation are required.

Late work policy

Late assignments will not be accepted unless arrangements have been made with the instructor prior to the due date.

UNGRADED ASSIGNMENTS

Researching Corpora

Each student will be assigned to investigate an online, publicly accessible corpus and report back to the class about the data characteristics of the corpus and the user interface –students will present a mini-demonstration of the corpus to the class, showing us how to perform basic searches and locating important functions in the interface.

Data Workshops

Some class periods will be dedicated to directly working with corpora to carry out graded assignments. Other class periods will be dedicated to carrying out, short exploratory analyses in small groups. (*In some cases instructor may be absent from these data workshops (due to health situation); however, Class TA will be present to answer questions and activities will be highly collaborative.)

Date	Topic	Materials to prepare for class
Week 1 T, Jan 24	Introduction to course	
Th, Jan 26	Introduction to corpus-based approaches	Hunston Ch 1
Week 2 T, Jan 31	Corpus design	Hunston Ch 2 Bring ideas for a corpus you'd like to compile
Th, Feb 2	Compiling a corpus (Lab day HUM 401)***Note lab days will most likely be held in HUM 118 NOT 401	Identify and bring some texts you might include in your corpus
Week 3 T, Feb 7	Generating and interpreting frequency lists (Lab day HUM 401)	Coxhead (2000) Compile and bring your corpus
Th, Feb 9	Corpus Compilation workshop (Lab day HUM 401)	Bring your corpus; be ready to generate frequency lists
Week 4 T, Feb 14	Introduction to online corpora COCA tutorial	Corpus Compilation Assignment due
Th, Feb 16	Collocation & Phraseology Concordance line analysis (Lab day HUM 401)	Hunston Ch 3
Week 5 T, Feb 21	Corpus Presentations	Ungraded Corpus Investigation Assignment Due
Th, Feb 23	Collocation & Phraseology (Lab Day HUM 401)	Hunston Ch 4
Week 6 T, Feb 28	Collocation & Phraseology Workshop (Lab day HUM 401)	Biber, Conrad, & Cortes (2004)- Lexical Bundle Article
Th, Mar 1	Collocation & Phraseology Workshop (Lab day HUM 401) Frequency & Key Word Lists	
Week 7 T, Mar 6	Collocation & Phraseology Workshop Manual Tagging and parsing	
Th, Mar 8	Research Paper Brainstorm	Begin thinking about a topic for your final research project

**CLASS
SCHEDULE
(Subject to
change)**

		Collocation & Phraseology Analysis due
Week 8 T, Mar 13	Collocation & Phraseology Workshop	Collocation & Phraseology Analysis due
Th, Mar 15	How to critique a corpus- based research paper	Research project proposal due Read research article chosen for critique and note issues to discuss in article critique paper
Week 9 T, Mar 20	Spring Break – no class	
Th, Mar 22	Spring Break – no class	
Week 10 T, Mar 27	Article Presentations	Genre Analysis & Article Critique due
Th, Mar 29	Article Presentations	
Week 11 T, Apr 3	Key issues in linguistics Critical Discourse Analysis	Hunston Ch 5
Th, Apr 5	Key issues in linguistics Critical Discourse Analysis	
Week 12 T, Apr 10	Language teaching –using corpora in materials production	Hunston Ch 6 Keck 2011
Th Apr 12	Language teaching continued Using corpora in the classroom	Hunston Ch 7 Gavioli (2001)
Week 13 T, Apr 17	CDA or Lesson Plan presentations	CDA or Lesson Plan Assignment Due
Th, 19	CDA or Lesson Plan presentations	
Week 14 T, Apr 24	CDA or Lesson Plan presentations	
Th, Apr 26	Research project workshop	
Week 15 T, May 1	Research project presentations	

Th, May 3	Research project presentations	
Week 16 T, May 8	Research project presentations	
Th, May 10	Research project presentations	
T, May 14th	Corpus-based Research Paper due	

Additional course readings (available on ilearn)

Biber, D., Conrad, S., & Cortes, V. If you take a look at: Lexical bundles in university teaching and textbooks. *Applied Linguistics*, 25, 371-405.

Coxhead, A. (2000). A new academic word list. *TESOL Quarterly*, 34, 213-238.

Gavioli, L. (2001). The learner as researcher: Introducing corpus concordancing in the classroom. In G. Aston (Ed.), *Learning with corpora* (pp. 108-137). Houston, TX: Athelstan.

Keck, C. (2011). Corpus linguistics and language teaching. In Chapelle, C. (Ed.), *Encyclopedia of Applied Linguistics*. Wiley Blackwell.

Optional, unassigned readings

Smith, K. & Neufeld, S. *Lextutor: One-stop shopping for data-driven learning*. Accessed online January 24, 2011 from: <http://cte319.pbworks.com/w/page/30720613/activity%20-%20introduction%20to%20ddl>

Smith, K. & Neufeld, S. *The colour of words: Vocabulary profiling*. Accessed online January 24, 2011 from: <http://cte319.pbworks.com/w/page/30738670/activity%20-%20intro%20to%20vocabulary%20profiling>

Swales, J. & Feak, C. (2004). *Academic Writing for Graduate Students: Essential Tasks and Skills*. Second Edition. Ann Arbor, MI: Michigan University Press.

SFSU POLICIES AND RESOURCES

Cheating and Plagiarism: Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means.

Plagiarism is a specific form of cheating. Plagiarism occurs when a student misrepresents the work of another as his or her own. Plagiarism may consist of using the ideas, sentences, paragraphs, or the whole text of another without appropriate acknowledgement, but it also includes employing or allowing another person to write or substantially alter work that a student then submits as her or his own. Any assignment found to be plagiarized will be given an "F" grade. All instances of plagiarism in the College of Humanities will be reported to the Dean of the College, and may be reported to the University Judicial Affairs Officer for further action. (Quotation taken from the College of Humanities Plagiarism Resources, www.sfsu.edu/~colhum/plagiarism.html)

Information on the University's policy regarding cheating and plagiarism, is located in the *Schedule of Courses* ('Legal Notices on Cheating and Plagiarism') or the *University Catalog* ('Policies and Regulations'). See also the student code of conduct at the following website: <http://www.sfsu.edu/%7Ehelpdesk/docs/rules/conduct.htm>

For help with plagiarism, see the following web-based resources:

- (1) http://online.sfsu.edu/~dcohler/stu_resource.html#plagiarism
- (2) <http://www.sfsu.edu/~colhum/plagiarism.html>
- (3) <http://online.sfsu.edu/~rone/StudentHelp/Plagiarism.html>

Accessibility: I wish to make this courses as accessible as possible to students with disabilities or medical conditions that may affect any aspect of course assignments or participation. You are invited to communicate with me at the outset of the course or at your discretion about accommodations that will improve your experience of or access to the course. Also contact the Disability Resource Center at 338-2472 (Voice/TDD).

Americans with Disabilities Act (AD) Accommodation: The University is committed to providing reasonable academic accommodation to students with disabilities. The Office of Services for Students with Disabilities provides university academic support services and specialized assistance to students with disabilities. Individuals with physical, perceptual, or learning disabilities as addressed by the Americans with Disabilities Act should contact Service for Students with Disabilities for information regarding accommodations. Please notify your instructor so that reasonable efforts can be made to accommodate you. If you expect accommodation through the Act, you must make a formal request through Services for Students with Disabilities.

Computer/Internet Access Requirement: At SFSU, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to a computer or have other personal access to a workstation (including modem and printer) and access to on-line educational resources.

Classroom Behavior: The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop an understanding of the community in which they live. Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class.