SYLLABUS – A COURSE DESCRIPTION

I. General information

1. Course name: Advanced text processing and corpus linguistics
2. Course code: 15-ATPACL-EL-11
3. Course type (compulsory or optional): elective
4. Study programme name: English Linguistics: Theories, Interfaces, Technologies
5. Cycle of studies: 1st cycle of studies
6. Educational profile (general academic profile or practical profile): **academic**
7. Year of studies (if relevant): 2nd
8. Type of classes and number of contact hours (e.g. lectures: 15 hours; practical classes: 30 hours): 30 hours
9. Number of ECTS credits: 3
10. Name, surname, academic degree/title, email address of the course lecturer / other teaching staff*: Dylan Glynn PhD Hab. (Professor Ordinarius, Université Paris 8) dsg.up8@gmail.com
11. Language of instruction: English
12. Online learning - yes (partially / fully) / no: yes

*please underline course coordinator's name

II. Detailed information

1. Course aim (aims)

A1. Gain understanding of the strengths and weaknesses of contextualised observational data for testing linguistic theories and language descriptions.
A2. Gain understanding of strengths and weakness of different corpus methods in linguistics (collocation-based, feature-based, latent / vector-based)
A3. Gain understanding of fundamentals of quantitative inductive research
A4. Gain experience in fundamental techniques for bivariate quantitative analysis and association measurement
A5. Gain experience in multivariate patterns analysis and dimension reduction techniques
A6. Gain experience in confirmatory and predictive modelling of categorical and ordinal data

2. Pre-requisites in terms of knowledge, skills and social competences (if relevant)

Basic knowledge of linguistics (language science approach to language)
Basic knowledge of philology (school / L2 approach to language)

3. Course learning outcomes (EU) in terms of knowledge, skills and social competences and their reference to study programme learning outcomes:

Course learning outcome symbol (EU)	**On successful completion of the course and validation of its learning outcomes, a student:**	**Reference to study programme learning outcomes**
15-ATPACL-EL-11_01	Knowledge: Understand the strengths and weaknesses of corpus data for language description and for testing hypotheses about language structure and processing	K_W01, K_W02, K_U08
15-ATPACL-EL-11_02	Knowledge: Understand the strengths and weaknesses of collocation analysis and the various techniques for calculating association	K_W01, K_W02, K_U08

15-ATPACL-EL-11_03	Knowledge: Understand the strengths and weaknesses of various forms of collostructional analysis as well as the the various techniques for calculating association	K_W01, K_W02, K_U08
15-ATPACL-EL-11_04	Skill: Apply and interpret the results of collocational analysis	K_U04, K_U05, K_U07
15-ATPACL-EL-11_05	Skill: Apply and interpret the results of the various forms of collostructional analysis	K_U04, K_U05, K_U07
15-ATPACL-EL-11_06	Knowledge: Understand the strengths and weaknesses of behavioural analysis	K_W01, K_W02, K_U08
15-ATPACL-EL-11_07	Knowledge: the principles, assumptions and goals of quantitative inductive research (statistics)	K_U03, K_U08
15-ATPACL-EL-11_08	Knowledge: the methodological assumptions to perform statistical analysis and permit the comparison of results	K_U03, K_U08
15-ATPACL-EL-11_09	Skill: Apply and interpret various techniques for the bivariate and multivariate analysis of the results of behavioural analysis or collostructional analysis	K_U04, K_U09
15-ATPACL-EL-11_10	Skill: Apply and interpret various techniques for the predictive modelling of the results of behavioural analysis	K_U04, K_U09

4. Learning content with reference to course learning outcomes (EU)

Course learning content:	**Course learning outcome symbol(s) (EU)**
Corpus Methodology – strengths and weaknesses	15-ATPACL-EL-11_01
Collocational, collostructional, vector and behavioral methods - – strengths and weaknesses	15-ATPACL-EL-11_02, 15-ATPACL-EL-11_03, 15-ATPACL-EL-11_06
Application of collocational analysis and interpretation of its results	15-ATPACL-EL-11_04
Application of collostructional analysis and interpretation of its results	15-ATPACL-EL-11_05
Basic assumptions of bivariate and multivariate (categorical) statistics	15-ATPACL-EL-11_07, 15-ATPACL-EL-11_08
The use of bivariate analysis for the investigation of behavioural results (chi-square)	15-ATPACL-EL-11_09
The use of multivariate analysis for the investigation of behavioural results (HCA, MCA, LLA)	15-ATPACL-EL-11_09
The use of multivariate analysis for the investigation of collocation results (HCA, MCA)	15-ATPACL-EL-11_10
The use of predictive modeling for determining descriptive accuracy or hypothesis testing of behavioural results (Logistic regression, CART) with	15-ATPACL-EL-11_10

binomial DVs	
The use of predictive modeling for determining descriptive accuracy or hypothesis testing of behavioural results (Logistic regression) with multinomial DVs	15-ATPACL-EL-11_10
The use of predictive modeling for determining descriptive accuracy or hypothesis testing of behavioural results (Logistic regression) with ordinal DVs	15-ATPACL-EL-11_10
The use of predictive modeling for determining descriptive accuracy or hypothesis testing of behavioural results (Logistic regression) with binomial DVs and account for random effects	15-ATPACL-EL-11_10

5. Reading list

Glynn, D. & Robinson, J. 2014. *Corpus Methods for Semantics*. Amsterdam: Benjamins.

Geeraerts, D. 2010. The doctor and the semantician. *Quantitative Corpus-driven Approaches to Semantics*. Berlin: Mouton.

Stefanowitsch, A. 2006. Negative evidence and the raw frequency fallacy. Corpus Linguistics and Lingustic Theory 2:61-77

Baayen, R. 2008. *Analyzing Linguistic Data*. Cambridge: CUP.

Gries, St. 2013. *Statistics for Linguistics with R*. Berlin: Mouton.

III. Additional information

1. Teaching and learning methods and activities to enable students to achieve the intended course learning outcomes (please indicate the appropriate methods and activities with a tick and/or suggest other methods.)

Teaching and learning methods and activities	X
Lecture with a multimedia presentation	X
Interactive lecture	X
Problem-based lecture	X
Discussions	X
Text-based work	X
Case study work	X
Problem-based learning	X
Task-solving learning (e.g.: calculation, artistic, practical tasks)	X
Experiential work	X
Scientific inquiry method	X
Workshop method	X
Project work	X
Creative methods (e.g.: brainstorming, SWOT analysis, decision tree method, snowball technique, concept maps)	X
Group work	X
Computational skills	X
Mathematical skills	X

2. Assessment methods to test if learning outcomes have been achieved (please indicate with a tick the appropriate methods for each LO (EU) and/or suggest different methods)

Assessment methods	Course learning outcome symbol					
	EU_01	EU_02	EU_03	EU_04	EU_05	EU_06
Written exam						
Oral exam						
Open book exam						
Written test						
Oral test						
Multiple choice test						
Project	X	X	X	X	X	X
Essay						
Report	X	X	X	X	X	X
Individual presentation						
Practical exam (performance observation)						
Portfolio						
Other (please specify) -						
…						

3. Student workload (ECTS credits)

Activity types		Mean number of hours spent on each activity type
Contact hours with the teacher as specified in the study programme		30
Students' self-study*	Preparation for classes	10
	Reading for classes	10
	report (2 reports for 2 projects)	10
	Project preparation (2 projects)	30
	Term paper preparation	-
	Exam preparation	-
	Other (please specify) -	-
	…	
TOTAL HOURS		90
Total ECTS credits for the course		3

* please indicate the appropriate activity types and/or propose different activities

4. Assessment criteria in accordance with AMU in Poznan's grading system:

Very good (bdb; 5.0): …
Good plus (+db; 4.5): …
Good (db; 4.0): …
Satisfactory plus (+dst; 3.5): …
Satisfactory (dst; 3.0): …
Unsatisfactory (ndst; 2.0): …

I will use a score out of 100, which will be converted to UAM norms after consultation with colleagues