

**City University of Hong Kong**

**Information on a Course**  
offered by Department of Linguistics and Translation  
with effect from Semester A in 2014 / 2015 .

---

---

**Part I**

**Course Title:** Corpus Linguistics

**Course Code:** LT5421

**Course Duration:** One semester

**No. of Credit Units:** 3

**Level:** P5

**Medium of Instruction:** English

**Prerequisites:** Nil

**Precursors:** Nil

**Equivalent Courses:** CTL5421 Corpus Linguistics

**Exclusive Courses:** Nil

**Part II**

**Course Aims:**

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.

### Course Intended Learning Outcomes (CILOs)

*Upon successful completion of this course, students should be able to:*

No.	CILOs	Weighting (if applicable)
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.	

### Teaching and learning Activities (TLAs)

*(Indicative of likely activities and tasks designed to facilitate students' achievement of the CILOs. Final details will be provided to students in their first week of attendance in this course)*

CILO No.	TLAs	Hours/week (if applicable)
1-4	<b>Lecturing</b> On topics identified for the course	
1-4	<b>Tutorial</b> Question-answering sessions, projects, and practical work	

### Assessment Tasks/Activities

*(Indicative of likely activities and tasks designed to assess how well the students achieve the CILOs. Final details will be provided to students in their first week of attendance in this course)*

CILO No.	Type of assessment tasks/activities	Weighting (if applicable)	Remarks
1-4	<b>Tutorial and homework assignments</b> Attendance, participation, diligence and, where possible, willingness and ability to analyze and explore	5%	
1-4	<b>Project performance</b> Mastery of concepts and techniques, ability to analyze and explore, ability to solve problems, and ability to present solutions	45%	

1-3	<p><b>Examination (2 hours)</b></p> <p>Mastery of concepts and techniques, ability to analyze and explore, ability to solve problems</p> <p>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.</p>	50%	
-----	---	-----	--

**Grading of Student Achievement:**

Refer to Grading of Courses in the Academic Regulations for Taught Postgraduate Degrees.

Grading pattern: Standard (A+, A, A-...F). Grading is based on student performance in assessment tasks/activities.

Final details will be provided to students in their first week of attendance in this course.

<b>Excellent (A-, A, A+)</b>	<b>Good (B-, B, B+)</b>	<b>Adequate (C-, C, C+)</b>	<b>Marginal (D)</b>
1. perceptive understanding of the basic concepts 2. strategic summary and use of other people's ideas and information 3. logical organization and argumentation; 4. strong and comprehensive support for personal views; 5. skillful use of argumentation strategies; 6. excellent command of the English language	1. clear understanding of the basic concepts 2. clear summary of other people's ideas and information 3. good organization and argumentation; 4. good and substantiated support for personal views; 5. good appropriate use of argumentation strategies; 6. good command of the English language	1. some understanding of the basic concepts 2. adequate summary of other people's ideas and information 3. some organization and argumentation; 4. some support for personal views; 5. some appropriate use of argumentation strategies; 6. adequate command of the English language	1. little understanding of the basic concepts 2. poor summary of other people's ideas and information 3. poor organization and argumentation; 4. little support for personal views; 5. little or inappropriate use of argumentation strategies; 6. poor command of the English language

### Part III

#### Keyword Syllabus:

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

#### Recommended Reading:

##### Text(s):

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.