

LT5421: CORPUS LINGUISTICS

Effective Term

Semester A 2025/26

Part I Course Overview

Course Title

Corpus Linguistics

Subject Code

LT - Linguistics and Translation

Course Number

5421

Academic Unit

Linguistics and Translation (LT)

College/School

College of Liberal Arts and Social Sciences (CH)

Course Duration

One Semester

Credit Units

3

Level

P5, P6 - Postgraduate Degree

Medium of Instruction

English

Medium of Assessment

English

Prerequisites

Nil

Precursors

Nil

Equivalent Courses

CTL5421 Corpus Linguistics

Exclusive Courses

Nil

Part II Course Details

Abstract

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)

CILOs		Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Identify key concepts, principles and basic methodology in corpus linguistics		x		x
2	Describe corpus design, construction, and annotation		x		x
3	Apply basic methods and methodologies for corpus analysis and description		x	x	x
4	Conduct independent research based on CILOs 1 - 3 above, discovering and formulating hypotheses that are descriptively, explanatorily and theoretically adequate.		x	x	x

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.

Learning and Teaching Activities (LTAs)

LTAs		Brief Description	CILO No.	Hours/week (if applicable)
1	1	Lectures Students will attend closely to lectures and follow the analytical steps on topics identified for the course	1, 2, 3, 4	
2	2	Class discussion Students will participate in class discussions to apply the analytical steps on the topics and demonstrate sound understanding and practical application for the group project.	1, 2, 3, 4	

Assessment Tasks / Activities (ATs)

ATs	CILO No.	Weighting (%)	Remarks ("-" for nil entry)	Allow Use of GenAI?	
1	Project performance Apply well formulated concepts and techniques, demonstrate (1) the ability to analyze and explore, (2) the ability to solve problems and (3) the ability to present solutions	1, 2, 3, 4	50	Students can use GenAI tools to brainstorm, gather information, solve problems, format references, and edit language. Students should give proper acknowledgment to all the content from GenAI tools that they incorporated into the assignment and keep a journal of their GenAI conversations. Students should not present texts generated or translated by GenAI tools as their own original work.	Yes

Continuous Assessment (%)

50

Examination (%)

50

Examination Duration (Hours)

2

Additional Information for ATs

Exam: Mastery of concepts and techniques, ability to analyze and explore, ability to solve problems 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. (CILO No. 1-3)

Assessment Rubrics (AR)**Assessment Task**

Project performance (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

(1) demonstration of understanding of the course contents (2) demonstration of analytical analysis and explanation of linguistic properties based on corpora

Excellent

(A+, A, A-) 1) comprehensive understanding of the course contents and being able to analyse linguistic properties; 2) demonstrating accurate and appropriate analysis and explanation of linguistic properties at lexical, grammatical and syntactic levels and of the relationship between the internal properties and the external settings of language; 3) writing format is appropriate in an academic style and standard;

Good

(B+, B, B-) 1) comprehensive understanding of the course contents and being able to analyse linguistic properties; 2) demonstrating accurate analysis and explanations of linguistic properties at lexical, grammatical and syntactic levels and of the relationship between the internal properties and the external settings of language; 3) writing format is appropriate in an academic style and standard;

Fair

(C+, C, C-) 1) moderate or limited understanding on topics and contents of the course; 2) demonstrating capable analysis and explanation of linguistic properties at lexical, grammatical and syntactic levels and of the relationship between the internal properties and the external settings of language; 3) appropriate format in the writing, but writing content merely shows some understanding of the differences between academic and non-academic style of writing and put that understanding to practice;

Marginal

(D) 1) little understanding on topics and contents of the course; 2) insufficient knowledge on course contents; 3) inappropriate writing style and format for academic paper;

Failure

(F) 1) no understanding on topics and contents of the course; 2) incorrect knowledge on course contents; 3) inappropriate writing style and format for academic paper;

Assessment Task

Examination (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

(1) demonstration of understanding of the course contents (2) demonstration of analytical analysis and explanation of linguistic properties based on corpora

Excellent

(A+, A, A-) 1) comprehensive understanding of the course contents and being able to analyse linguistic properties; 2) demonstrating accurate and appropriate analysis and explanation of linguistic properties at lexical, grammatical and syntactic levels and of the relationship between the internal properties and the external settings of language; 3) writing format is appropriate in an academic style and standard;

Good

(B+, B, B-) 1) comprehensive understanding of the course contents and being able to analyse linguistic properties; 2) demonstrating accurate analysis and explanations of linguistic properties at lexical, grammatical and syntactic levels and of the relationship between the internal properties and the external settings of language; 3) writing format is appropriate in an academic style and standard;

Fair

(C+, C, C-) 1) moderate or limited understanding on topics and contents of the course; 2) demonstrating capable analysis and explanation of linguistic properties at lexical, grammatical and syntactic levels and of the relationship between the internal properties and the external settings of language; 3) appropriate format in the writing, but writing content merely shows some understanding of the differences between academic and non-academic style of writing and put that understanding to practice;

Marginal

(D) 1) little understanding on topics and contents of the course; 2) insufficient knowledge on course contents; 3) inappropriate writing style and format for academic paper;

Failure

(F) 1) no understanding on topics and contents of the course; 2) incorrect knowledge on course contents; 3) inappropriate writing style and format for academic paper;

Assessment Task

Project performance (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

(1) demonstration of understanding of the course contents (2) demonstration of analytical analysis and explanation of linguistic properties based on corpora

Excellent

(A+, A, A-) 1) comprehensive understanding of the course contents and being able to analyse linguistic properties; 2) demonstrating accurate and appropriate analysis and explanation of linguistic properties at lexical, grammatical and syntactic levels and of the relationship between the internal properties and the external settings of language; 3) writing format is appropriate in an academic style and standard;

Good

(B+, B) 1) comprehensive understanding of the course contents and being able to analyse linguistic properties; 2) demonstrating accurate analysis and explanations of linguistic properties at lexical, grammatical and syntactic levels and of the relationship between the internal properties and the external settings of language; 3) writing format is appropriate in an academic style and standard;

Marginal

(B-, C+, C) 1) moderate or little understanding on topics and contents of the course; 2) limited or insufficient to perform corpus-based analysis of linguistic properties at lexical, grammatical and syntactic levels and of the relationship between the internal properties and the external settings of language; 3) poor or inappropriate format in the writing for academic purposes;

Failure

(F) 1) no understanding on topics and contents of the course; 2) incorrect knowledge on course contents; 3) inappropriate writing style and format for academic paper;

Assessment Task

Examination (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

(1) demonstration of understanding of the course contents (2) demonstration of analytical analysis and explanation of linguistic properties based on corpora

Excellent

(A+, A, A-) 1) comprehensive understanding of the course contents and being able to analyse linguistic properties; 2) demonstrating accurate and appropriate analysis and explanation of linguistic properties at lexical, grammatical and syntactic levels and of the relationship between the internal properties and the external settings of language; 3) writing format is appropriate in an academic style and standard;

Good

(B+, B) 1) comprehensive understanding of the course contents and being able to analyse linguistic properties; 2) demonstrating accurate analysis and explanations of linguistic properties at lexical, grammatical and syntactic levels and of the relationship between the internal properties and the external settings of language; 3) writing format is appropriate in an academic style and standard;

Marginal

(B-, C+, C) 1) moderate or little understanding on topics and contents of the course; 2) limited or insufficient to perform corpus-based analysis of linguistic properties at lexical, grammatical and syntactic levels and of the relationship between the internal properties and the external settings of language; 3) poor or inappropriate format in the writing for academic purposes;

Failure

(F) 1) no understanding on topics and contents of the course; 2) incorrect knowledge on course contents; 3) inappropriate writing style and format for academic paper;

Part III Other Information

Keyword Syllabus

- Historical review of corpus linguistics: empirical vs. rationalist linguistics;
- Corpus design and construction: corpus as representative collection of authentic use
- Corpus annotation: textual, grammatical, syntactic
- 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

Reading List

Compulsory Readings

Title	
1	Nil

Additional Readings

Title	
1	Biber, D., S. Conrad, and R. Reppen. 1998. <i>Corpus Linguistics: Investigating Linguistic Structure and Use</i> . Cambridge: Cambridge University Press.
2	Connor, U. and T.A. Upton. Eds. 2004. <i>Applied Corpus Linguistics: A Multidimensional Perspective</i> . Amsterdam: Rodopi.
3	Kennedy, G. 1998. <i>An Introduction to Corpus Linguistics</i> . London: Longman.
4	Mason, O. 2000. <i>Programming for Corpus Linguistics</i> . Edinburgh: Edinburgh University Press.
5	McEnery, T and A. Wilson. 1996. <i>Corpus Linguistics</i> . Edinburgh: Edinburgh University Press.
6	Meyer, C. 2002. <i>English Corpus Linguistics</i> . Cambridge: Cambridge University Press.
7	Oakes, M. 1998. <i>Statistics for Corpus Linguistics</i> . Edinburgh: Edinburgh University Press.
8	Sampson, G. and D. McCarthy. Eds. 2005. <i>Corpus Linguistics: Readings in a Widening Discipline</i> . Continuum International Publishing Group.
9	Sinclair, T. 1991. <i>Corpus, Concordance, Collocation</i> . Oxford: Oxford University Press.