

**City University of Hong Kong**  
**Course Syllabus**

**offered by Department of Linguistics and Translation**  
**with effect from Semester A 2022/23**

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**Part I Course Overview**

**Course Title:** Corpus Linguistics

**Course Code:** LT3220

**Course Duration:** 1 semester

**Credit Units:** 3

**Level:** B3

Arts and Humanities

**Proposed Area:**  
*(for GE courses only)*

Study of Societies, Social and Business Organisations

Science and Technology

**Medium of Instruction:** English

**Medium of Assessment:** English

**Prerequisites:**  
*(Course Code and Title)* Nil

**Precursors:**  
*(Course Code and Title)* Nil

**Equivalent Courses:**  
*(Course Code and Title)* CTL3220 Corpus Linguistics

**Exclusive Courses:**  
*(Course Code and Title)* Nil

## Part II Course Details

### 1. Abstract

(A 150-word description about the course)

This course aims to examine uses of text corpora for linguistic research and applications.

### 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 <sup>#</sup>   | Weighting*<br>(if applicable) | Discovery-enriched curriculum related learning outcomes (please tick ✓ where appropriate) |    |    |
|-----|--|-------------------------------|---|----|----|
|     |  |                               | A1  | A2 | A3 |
| 1.  | Describe corpus linguistics and its history of development.            |                               | ✓   | ✓  | ✓  |
| 2.  | Discuss major uses of linguistic corpora for research and application. |                               | ✓   | ✓  | ✓  |
| 3.  | Perform some of the basic linguistic computations.                     |                               | ✓   | ✓  | ✓  |

\* If weighting is assigned to CILOs, they should add up to 100%.

<sup>#</sup> Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

**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. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

| TLA | Brief Description  | CILO No. |   |   |  |  |  | Hours/week (if applicable) |
|-----|--|----------|---|---|--|--|--|----------------------------|
|     |  | 1        | 2 | 3 |  |  |  |                            |
|     | <b>Lecturing</b><br>On topics identified for the course  | ✓        | ✓ | ✓ |  |  |  | 3 hours/week               |
|     | <b>In-class learning activities</b><br>Question-answering sessions, projects, and practical work | ✓        | ✓ | ✓ |  |  |  |                            |

**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 |  |  |            |         |
| Continuous Assessment: 50%  |          |   |   |  |  |            |         |
| Coursework: Independent discussion of assigned topics to demonstrate understanding and application of lecture contents. | ✓        | ✓ | ✓ |  |  | 50%        |         |
| Examination: 50% (duration: 2 hours , if applicable)  |          |   |   |  |  |            |         |
|   |          |   |   |  |  | 100%       |         |

*\* The weightings should add up to 100%.*

## 5. Assessment Rubrics

*(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)*

| Assessment Task | Criterion  | Excellent<br>(A+, A, A-) | Good<br>(B+, B, B-) | Fair<br>(C+, C, C-) | Marginal<br>(D) | Failure<br>(F) |
|-----------------|--|--------------------------|---------------------|---------------------|-----------------|----------------|
| 1. Coursework   | Capacity for self-directed learning and discovery to understand the principles of corpus linguistics | High                     | Significant         | Moderate            | Basic           | Insufficient   |
| 2. Examination  | Mastery of concepts and techniques, ability to describe and analyze linguistic features.             | Excellent                | Good                | Moderate            | Basic           | Insufficient   |

**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.)

1. History of corpus linguistics
2. Design and creation of corpora
3. Lexical analysis with raw corpora
4. Grammatical analysis with tagged corpora
5. Syntactic analysis with parsed corpora
6. Software tools (concordancer and SPSS)

**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.)

**2.2 Additional Readings**

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

*Books*

|    |  |
|----|--|
| 1. | Biber, Douglas, Susan Conrad and Randi Reppen. <i>Corpus Linguistics – Investigating Language Structure and Use</i> . Cambridge: Cambridge University Press, 1998. |
| 2. | Butler, Christopher. <i>Statistics in Linguistics</i> . Oxford: Blackwell, 1985.   |
| 3. | Fang, Alex Chengyu. <i>English Corpora and Automated Grammatical Analysis</i> . Beijing: The Commercial Press, 2007.   |
| 4. | Fang, Alex Chengyu and Jing Cao. 2015. <i>Text Genres and Registers: The Computation of Linguistic Features</i> . Berlin and Heidelberg: Springer.                 |
| 5. | Garside, Roger, Geoffrey Leech and Geoffrey Simpson (eds.). <i>The Computational Analysis of English: A Corpus-based Approach</i> . London: Longman, 1987.         |
| 6. | McEnery, Tony and Adrew Wilson. <i>Corpus Linguistics</i> . Edinburgh: Edinburgh University Press, 1996.   |

*Journals*

|    |  |
|----|--|
| 1. | <i>Literary and Linguistic Computing</i>           |
| 2. | <i>Language Resource and Evaluation</i>            |
| 3. | <i>International Journal of Corpus Linguistics</i> |