ENG 495-001 syllabus

ENG 495-001 Linguistic Analysis of Corpora
Department of English, SFASU
Fall 2017
TBA

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Readings All readings will be posted in D2L. Student will be selecting additional sources specific to the approach chosen for analyzing her data.

Course description
Examination of approaches for analyzing natural language texts (NLT) with a focus on semantics and pragmatics. Student will build a corpus of Presidential discourse and select an appropriate approach for analyzing the corpus. Her work will culminate in a 5,000-6,000-word paper that will be submitted to a conference and/or a student journal.

Department objectives
1. Develop students’ practical skills in reading, writing, and reasoning, and research skills in traditional print as well as electronic sources.
2. Enable students to think critically and analytically, and to communicate effectively in a variety of contexts.
3. Promote students’ understanding of literary and cultural history.
4. Empower students to understand and write about texts, as well as produce original texts.
5. Train students to apply the skills they have learned in the discipline to a variety of situations.

Course objectives
1. Encourage students to think about the nature of English studies as a discipline, leading to a variety of professional opportunities, and about the field’s various critical and pedagogical strategies.
2. Instill an awareness of English studies as a diverse and dynamic field which includes writing, linguistics, literature in translation, and culturally diverse texts in World, British, and American literature.

Program Learning Outcomes
1. The student will demonstrate the ability to think critically and perform close readings of linguistic-related texts.
2. The student will demonstrate the ability to comprehend and apply both traditional and contemporary methods in linguistics to language.
3. The student will demonstrate the ability to integrate theories and methodologies of the linguistics course with that of other disciplines taught at the university.
4. The student will demonstrate the ability to perform original research and/or data analysis relevant to linguistic study.
5. The student will demonstrate the ability to effectively communicate results of research and/or data analysis in a medium appropriate for the academic level.
Course Policies and Requirements
The two overarching principles for the course are the following: (1) adults make arrangements, and (2) poor preparation on your part does not constitute an emergency on my part. These two principles are reflected in all the following policies:

1. If you have a quick question, email me; if you have a complex question or need a concept explained further, utilize my office hours.
2. It works best if you ask specific questions via email; vague questions will be answered with something along the lines of “What exactly are you asking?” Take the time to construct an email with a specific concern or question clearly stated to maximize the efficiency and productivity of our email exchange.
3. My scheduled office hours are posted on the syllabus and outside my office door; when you come to my office hours, show up prepared so we can get right to work. If there is a line at my door, I will limit each student to 15 minutes. If you show up while another student is in my office, please knock to get my attention so that I know you are in the hallway waiting.
4. I expect you to attend, participate in, and be prepared for every scheduled meeting and to keep up with the course schedule/work.
5. The due dates provided on the course schedule are the final due dates.
6. Your assignment guidelines will be posted on D2L and discussed in our meetings.
7. As in any relationship, the student/professor relationship is strengthened by communication. If I send something out, pay attention to it. If you have a question/concern/emergency, communicate that to me immediately. The only way I have of getting in touch with the class is your school email address; make sure you check your SFA email regularly.

Acceptable Student Behavior
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic, or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance available to help SFA students succeed.

Attendance
As an independent study, attendance to weekly meetings is mandatory.

Furthermore, the university policy on class attendance can be found here: [http://www.sfasu.edu/policies/class-attendance-and-excused-absence-6.7.pdf](http://www.sfasu.edu/policies/class-attendance-and-excused-absence-6.7.pdf).

Assignments
The assignments for the course include the following:

- preparing talking points (based on assigned readings) for weekly meetings
- small sample analyses of data for each of the seven approaches
- data collection and analysis for the final paper
- a final paper (5,000-6,000 words)

Grading
I grade semesters on a 100-point scale, which makes it easier to keep track of your grade:
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Weekly preparation 15 pts.
Sample data analyses 35 pts.
Rough drafts 20 pts.
Final paper 30 pts.

A 90-100 Earning an A indicates that you mastered all of the necessary concepts for the course.
B 80-89.9 Earning a B indicates that you did well with all of the necessary concepts and mastered some of them.
C 70-79.9 Earning a C indicates that you did well with some of the concepts and not as well with other concepts. In other words, a C is the average grade.
D 60-69.9 Earning a D indicates that you did not do well with a majority of the concepts.
F 0-59.9 Earning an F indicates that you did not do the required work.

Final grades are final. I do not offer extra credit, and I do not bump or round up grades at the end of a semester. Grades do not reflect my personal feelings about students, so I do not change grades just because I like a student or feel badly about a student’s situation. Instead, grades solely reflect a student’s demonstrated mastery of the concepts introduced in class through completed work on assignments. Mastery and hard work do not necessarily mean the same thing.

Academic Integrity

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Academic dishonesty includes both cheating and plagiarism.

• Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism.
• Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.
• Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp

Any problems with plagiarism or cheating in our course will result in a grade of negative 10 points on the assignment/exam/quiz in question. This policy applies to verbatim plagiarism, mosaic plagiarism, improper citations, missing quotation marks, and auto-plagiarism (using your own past work and turning it in for this course). All work must be original and written specifically for this course. A grade of negative 10 means that not only do you lose all points for the work in question but also lose an additional 10 points from your overall grade.

Withheld Grades: Semester Grades Policy


At the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same
course in future terms, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Students with disabilities**

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/).

**Course schedule: August 28-December 15**

- Rough drafts will be handed in throughout the semester and will target specific areas of the final paper; all rough drafts are specified by providing the section and specific information for each.
- The readings (only author names are provided here) will be uploaded to D2L when possible. Some are only available as eBooks in the library.
- After Week 7, student will select readings specific to chosen approach.

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<thead>
<tr>
<th>Week</th>
<th>Topics</th>
<th>Readings</th>
<th>Due</th>
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<tbody>
<tr>
<td>Week 1 8/28-9/1</td>
<td>Connecting pragmatics, semantics, and grammar&lt;br&gt;Pragmatic value of function words&lt;br&gt;Semantic value of content words</td>
<td>Pennebaker&lt;br&gt;Actin and Potts</td>
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<td>Week 2 9/4-8</td>
<td>Building a corpus&lt;br&gt;Approach 1: LIWC&lt;br&gt;Approach 2: n-gram</td>
<td>Michel et al.&lt;br&gt;Diemer&lt;br&gt;Davies</td>
<td>Background research: Presidential discourse, rhetorical analysis</td>
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<td>Week 3 9/11-15</td>
<td>Unpacking dictionary entries&lt;br&gt;Connotation, denotation, and lexical relations</td>
<td>Stamper&lt;br&gt;Jackson (Lexicography)</td>
<td>LIWC analysis&lt;br&gt;n-gram analysis</td>
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<td>Week 4 9/18-22</td>
<td>Latent Semantic Analysis&lt;br&gt;Natural language processing and automatic parsing&lt;br&gt;Approach 3: Lexical Conceptual Structure (LCS)</td>
<td>Landauer et al.&lt;br&gt;Schneider</td>
<td>Introduction: Corpus selection, justification, goal, and hypothesis</td>
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<td>Week 5 9/25-9/29</td>
<td>Semantic/thematic roles&lt;br&gt;Approach 3: FrameNet</td>
<td>Fillmore&lt;br&gt;Ruppenhofer</td>
<td>LCS analysis</td>
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<td>Week 6 10/2-6</td>
<td>Synonyms and lexical networks&lt;br&gt;Approach 4: WordNet</td>
<td>Fellbaum et al.</td>
<td>FrameNet analysis</td>
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<td>Week 7 10/9-13</td>
<td>Importance of verbs&lt;br&gt;Approach 5: Levin verb classes&lt;br&gt;Approach 6: VerbNet</td>
<td>VerbNet Guidelines&lt;br&gt;Levin&lt;br&gt;Baker &amp; Ruppenhofer</td>
<td>WordNet analysis</td>
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<td>Week 8 10/16-20</td>
<td>Selecting an appropriate approach&lt;br&gt;Matching hypothesis to methodology</td>
<td>Levin analysis&lt;br&gt;VerbNet analysis</td>
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<td>Week 9 10/23-27</td>
<td>Data analysis&lt;br&gt;Annotation methods to match approach</td>
<td>Background research: Selected approach</td>
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<td>Week 10 10/30-11/3</td>
<td>Writing about problems and resolutions</td>
<td>Methodology: Annotating the data</td>
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<td>Week 11</td>
<td>11/6-10</td>
<td>Running data analyses</td>
<td>Methodology: Problems and resolutions</td>
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<td>Best practices of reporting results</td>
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<td>Week 12</td>
<td>11/13-17</td>
<td>Synthesizing data analysis and research</td>
<td>Analysis: Data analysis results</td>
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<td>Week 13</td>
<td>11/27-12/1</td>
<td>Best practices of conclusions</td>
<td>Discussion: Bridging the gap between analysis and research</td>
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<td>Week 14</td>
<td>12/4-8</td>
<td>Moving from RDs to final draft</td>
<td>Conclusion: Larger implications and further research</td>
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<td>Finals</td>
<td>12/11-15</td>
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<td>Final draft of full paper</td>
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