



**English 589.01E: Corpus Stylistics
(Web-Enhanced)**

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Fall 2013 Schedule

English 341.01E	MWF 12:00-12:50	HL 305
English 200.01E	MWF 1:00-1:50	HL 203
English 489.01E	MWF 1:00-1:50	HL 203
English 589.01E	W 4:30-7:10	BA 339
English 485.01W	Online: no face/face meetings	
English 595.01W	Online: no face/face meetings	

Office Hours:	M	2:00-4:00 Face/Face	HL 125
	W	2:00-5:00 Face/Face	HL 125
	F	4:00-5:00 Face/Face	HL 125
	TRF	9:00-11:00	Online

Catalog Course Description

Individualized instruction/research at an advanced level in a specialized content area under the direction of a faculty member. Prerequisite: Consent of department head.

Note May be repeated when the topic varies.

Fall 2013 Corpus Stylistics

This term's course focus is creating a pilot Tolkien Corpus. Corpus stylistics is the newest work being done in stylistics. A corpus is an annotated database housed in a digital archive. Stylistics is an empirical methodology that applies linguistic theory to literature. Corpus stylistics allows analysis of literary texts on a large scale.

I do not assume that students have background in corpus stylistics, linguistics, digital humanities, or the work of J. R. R. Tolkien. The class will be based on a collaborative workshop approach involving discussions, in-class exercises, and a group presentation on the pilot project. This project relates to a current scholarly project by Dr. Robin Anne Reid and Dr. Christian Hempelmann and supports the efforts of the Department of Literature and Languages in growing a specialization in computational linguistics.

Required Texts

There is no required textbook which you must buy for this course. Assigned readings consist of a number of published scholarly articles which are available online or via the full-text databases.

Graded Assignments

**30% Participation: Class Discussion (15%)
Participation: Blog Discussion (15%)**

50% In-Class Corpus Exercises

20% Class Presentation (Finals Week)

Web Enhanced

"Web-enhanced" can mean a variety of options for a class: in this course, the term means that we will be working with a number of programs and online sites to supplement the work we do during the assigned course meeting times.

The use of that technology (in addition to the eCollege course platform) requires we meet in a computer lab classroom for hands-on training and practice. The nature of corpus work also requires a lab collaborative process which will be carried out through weekly exercises.

If you must miss a class meeting, there are ways to make the work up using the programs and online sites at a distant location, as long as you have access to a computer and the internet: see Attendance Policy below.

So, for this class, web-enhanced means the following:

1. We will be using a cloud product (Dropbox.com) for the corpus project. Dropbox is a free product which does not require that you upload any sort of personal information to use it. You will need to download Dropbox to your computer and to the computer you work on regularly in the classroom. Please note that this program is not the same as "Dropbox" tool in eCollege.
2. We will be conducting class discussions in two spaces: first, face to face (F2F) during our assigned class time and, second, on a blog which I have set up for my Tolkien scholarship. The blog entry on the Tolkien Corpus project is here: <http://earendel.net/?q=node/4>. I will be making entries on the blog, and I have invited Tolkienists who are also involved or interested in the Tolkien Corpus Project to participate. Students and invited guests may post in response to blog entries, and will be invited to contribute blog entries as well.
3. We will be using a free and open-source annotation program, the UAM Corpus Tool (<http://www.wagsoft.com/CorpusTool/>) for annotating chapters from Tolkien's Legendarium. The majority of our work with this program will be done in the computer

lab, but you are free to download a copy to your own computer if you wish. If you do download a copy, you will be able to do work from your own computer if you cannot be in class on some nights. NOTE: this option is for excused absences (I have a liberal policy concerning what counts as an excused absence: see below) and cannot replace all the weekly meetings in our classroom.

4. We will be making minimal use of the eCollege platform. The primary use will be storing of the class handouts and the class gradebook. The secondary use will be using an eCollege discussion to post drafts of your presentations for the class presentation during Finals week, but the majority of work will be uploaded in the other programs.

No hard copy handouts will be distributed in class beyond the Syllabus and Class Schedule which is handed out the first day.

Course Requirements

- ✓ Students will attend class to participate in discussions and in-class corpus exercises.
- ✓ Students will access and follow all class assignment handouts posted in the eCollege platform.
- ✓ Students will post weekly on the class blog (<http://earendel.net/>)
- ✓ Students will submit all corpus assignments in the appropriate sub-folders in the Corpus Stylistics folder at the Cloud product, Dropbox.com.
- ✓ Students will access their grades in the eCollege gradebook, including comments uploaded in eCollege as well as marked on drafts that have been uploaded.

Course Learning Outcomes

1. Learners will demonstrate that they are active and engaged members of our learning community. This outcome will be assessed by evaluation of weekly participation cards, blog entries, and participation in the Group Presentation.
2. Learners will demonstrate that they have gained an understanding of the principles of corpus stylistics as practiced in existing corpora. This outcome will be assessed by evaluation of in-class exercises and selected blog entries.
3. Learners will demonstrate that they have learned to do basic annotation of electronic texts using the UAM Corpus Tool. This outcome will be assessed by evaluation of weekly exercises.
4. Learners will demonstrate that they are able to summarize the various published scholarly arguments regarding style in Tolkien's writing. This outcome will be assessed by evaluation of selected blog entries and individual presentations.
5. Learners will demonstrate that they have learned to apply the questions and methods of corpus stylistics to selected writings by J. R. R. Tolkien. This outcome will be assessed by evaluation of weekly exercises, blog entries, and individual presentations.
6. Learners will demonstrate that they have learned how to create and present a short (five pages, double-space) individual academic presentation on a specific issue relating to the

Tolkien Corpus Project as part of a larger, group presentation. This outcome will be assessed by evaluation of the Practice and Final presentations.

Course Assignment Assessment

This course is made up of a series of assignments and assessments to assist you in achieving the course learning objectives/outcomes.

Assignment handouts uploaded in eCollege contain detailed information on due dates, objectives, required content, format, structure, along with information on resources, and grading rubrics. I expect those handouts to be studied, whether online or via hard copy that is printed out, read, and annotated if necessary.

Each assignment will be assessed according to the criteria on the assignment handouts, and in the context of the course outcomes, and you will receive a rubric, a grade, and information on revision and future work. I expect students to prioritize their work based on the percentage of the grade each assignment is worth (the higher the percentage, the more time need be spent).

Course Grading

Although students will not be posting all their assignments in eCollege, the grade and evaluation/feedback will be posted only in the secured eCollege gradebook. What will be posted will be primarily in the form of rubrics; each assignment has a rubric included in the handout. Instructor comments and interactions will be carried out primarily in class, on the blog, and in the cloud Dropbox folders.

The class grade is based on a 100 point system, with each assignment being assigned a specific weight (percentage) of the grade. I have set up the gradebook with the assignments weighted: your grades will be entered in percentages, which the program will translate to "points earned." You will be able to access your grade--and the feedback on your work--as soon as I grade it.

If at any time you have a question or concern about your grade (which only you and I can access), please contact me (by email).

Please do not post about grades in the Virtual Office which is a public space.

Grade Scale

90-100% = A
80-89% = B
70-79% = C
60-69% = D
59-lower = F

Student Contact

I have regular office hours for face/face meetings and phone calls. If you are not free at these times, please call or email me to set up an appointment. Email is preferable: we'll both have a record.

I have scheduled face/face and online office hours:

Face/Face In Office: I am physically present in HL 125 to meet (or talk by telephone) during these hours; if a meeting that I must attend is called, I will notify the class by email and by a note on my door. No appointment is necessary during my scheduled office hours. If the door is open, come on in! If the door is shut, but the light is on, knock!

On Line: During my virtual office hours, I may be in HL 125 or I may be at an off-campus location, but wherever I am, I will be logged onto my computer and regularly checking my university email and eCollege Virtual Office.

Please: if you think that you are slipping behind for any reason, come talk to me (or call me!).

Keep in mind that the official medium of communication for the university is email which is handled through our eCollege platform. All email correspondence for this course will be sent to student myLeo email accounts.

I post information in the "Class Announcements" section of our online course and send it out via email to make sure students get the information in a timely manner as well as announcing it in our weekly class meeting.

Online Class Program Information

This course will be facilitated using eCollege, the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to: <https://leo.tamu-commerce.edu/login.aspx>.

You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@tamu-commerce.edu.

The following information has been provided to assist you in preparing to use technology successfully to access your eCollege course.

- Internet access/connection – high speed recommended (not dial-up)
- Word Processor (i.e. MS Word or Word Perfect)

Additionally, the following hardware and software are necessary to use eCollege:

Our campus is optimized to work in a Microsoft Windows environment. This means our courses work best if you are using a Windows operating system (XP or newer) and a recent version of Microsoft Internet Explorer (6.0, 7.0, or 8.0).

Your courses will also work with Macintosh OS X along with a recent version of Safari 2.0 or better. Along with Internet Explorer and Safari, eCollege also supports the Firefox browser (3.0) on both Windows and Mac operating systems.

It is strongly recommended that you perform a “Browser Test” prior to the start of your course. To launch a browser test, login in to eCollege, click on the ‘myCourses’ tab, and then select the “Browser Test” link under Support Services.

If your computer and internet services do not meet the minimum requirements for eCollege, you are welcome to use any of the computer labs on campus.

eCollege Student Technical Support

Texas A&M University-Commerce provides students technical support in the use of eCollege. The student help desk may be reached by the following means 24 hours a day, seven days a week.

Chat Support: Click on 'Live Support' on the tool bar within your course to chat with an eCollege Representative.

Phone: 1-866-656-5511 (Toll Free) to speak with eCollege Technical Support Representative.

Email: helpdesk@online.tamuc.org to initiate a support request with eCollege

Technical Support Representative.

Help: Click on the 'Help' button on the toolbar for information regarding working with eCollege (i.e. How to submit to dropbox, How to post to discussions etc...)

If you run into problems accessing eCollege through the standard online class link, try this alternate College web address is: <http://online.tamuc.org>

NOTE: If you are having technical problems with the free/online programs we are using (Dropbox.com and UAM Corpus Tool), please notify me rather than go through the eCollege or the university technical support.

Class Policies

Take some time to read: university faculty have a good deal of latitude in some of their policy areas.

The first set of policy statements are specifically developed for this course.

The second set of policy statements are mandated by the University and/or the Department of Literature and Languages.

By staying in the class after reading this syllabus, you are contractually obligated to meet class requirements and follow *all* class policies.

Instructor Policies

Attendance Policy: We will be meeting during all regularly class scheduled meetings in order to do hands-on training and collaborative work. However, I understand that sometimes life interferes with plans. Missing one class will not affect your grade in any way: it is a free, no penalty, no need to ask for, excused absence.

You may miss another two classes and still earn full credit for the in-class exercise(s) done that week and for the Blog Discussion (but not for the Class Discussion grade) by doing them on your own time if you do the following:

1. Email me to notify me that you are missing class and why (no documentation needed).
2. Access the in-class exercise for the missing class in eCollege and complete it on your own time before the next class meeting.

After those two absences, you cannot make up in-class participation or in-class exercises although you can post on the class discussion in the blog.

If you have a medical condition or emergency which affects your ability to attend class beyond the one free and the two allowed absences, I will be happy to work with you on a plan for you to complete the course as successfully as possible.

However, you must email me as soon as possible so we can work out a plan and, in this case, you must provide documentation.

Late Work: Late work will be accepted but only given half credit.

University & Department Policies

Academic Dishonesty/Plagiarism: Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty. "Academic dishonesty" includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words of another and passing them off as one's own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments), and abuse (destruction, defacing, or removal) of resource material. Academic dishonesty can also include writing assignments for someone else, turning in papers someone else wrote for you, and tests that you took for someone else or that someone else took for you. Turning in work written for another class is also dishonest.

This class is based on a collaborative methodology that allows for group discussion and collaborative analysis of data but which requires individual writing.

A "Positive Learning Environment" is one which allows and encourages contemplation, thoughtful discourse and critical analysis of information. In a web-enhanced class, it is important to be courteous and respectful in responding to ideas that may differ from yours both face/face and online. This class in both spaces is an educational environment, and therefore each student should exhibit a decorum that lends itself to the intellectual exchange of views and ideas.

Literature and Languages Policy on Plagiarism: Instructors in the Department of Literature and Languages do not tolerate plagiarism and other forms of academic dishonesty such as collusion. Instructors uphold and support the highest academic standards, and students are expected to do likewise. Penalties for students guilty of academic dishonesty include disciplinary probation, suspension, and expulsion. (Texas A&M University-Commerce Code of Student Conduct 5.b [1, 2, 3])

The Department of Literature and Languages defines plagiarism as occurring when a writer deliberately uses someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source. Simply having a list of sources at the end of the project does not sufficiently meet the academic standards for acknowledging sources. The Department defines collusion as selling academic products (any written or recorded or pictorial material intended to be submitted to satisfy an academic requirement). You must acknowledge and document all sources (quoted and paraphrased) in your formal report. Documentation requires clear identification within the text (embedded in your sentences or in parentheses, endnotes, or footnotes) of the source for material that has been summarized, paraphrased in your own words, or quoted directly. Page numbers must be given for direct quotes.

Plagiarism is not excused by saying "I did not mean to do it!" Intentional and unintentional plagiarism will both result in a failing grade on an assignment, or, in repeated cases, in a failing grade for this class.

Plagiarism or collusion will result in an automatic failing grade on the assignment. A second instance of plagiarism or collusion will result in an automatic F for the class and notification of . I will notify the Department Head and the Dean of our college of your plagiarism. A report of the incident will also be filed with the Graduate Dean. This report may stay on your permanent collegiate record and you may also be subject to further disciplinary action being taken by the university.

Online resources on plagiarism:

<http://www.unc.edu/depts/wcweb/handouts/plagiarism.html>

<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

Courtesy: All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See Student's Guide Handbook, Policies and Procedures, conduct).

Drop Policy: The university drop procedure has changed as of Summer 2012.

Students who are eligible may now drop their classes with a "Q" drop grade without Instructor approval.

This procedure does not apply to students with advising holds (Athletes, International Students, Honor Students, UC College, etc.). Students with advising holds will have to complete a Drop/Add form and get approvals manually, and turn in to the Registrar's Office for processing.

If you are only enrolled in one class or need to drop all your classes, you will not be able to drop through this procedure. At that point, you need to withdraw which requires a different form.

Here is the link to the Forms Page on the university web site:

<http://www.tamuc.edu/admissions/oneStopShop/registrar/forms/default.aspx>

Incomplete Grades: The Incomplete grade is reserved for those students who have been active in class and have maintained a passing grade until nearly the end of the course. If circumstances in the last few weeks make it impossible for a student to hand in the last assignments(s), then the Incomplete can be granted. The student must supply documentation concerning the circumstances that have made it impossible for course work to be completed.

Students who have failed to turn in assignments in earlier weeks are *not* eligible for an Incomplete and will not be granted one. Anyone who is unable to complete the work in the semester they are enrolled will not be able to do it alone in the following term.

If the missing work is not handed in by the end of the next long semester, the grade automatically goes to an F, by university policy. There is no appeal for that grade.

Since this class is an online class you should be aware of the following university policy: You will be required to complete the course outside of the eCollege platform. The class platform is available for student access for only two weeks after the close of each semester.

Students with Disabilities:

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library
Room 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamuc.edu

CLASS CALENDAR

The following course schedule is subject to revisions and other modifications as the instructor deems necessary for the course. Any changes to the course schedule will be announced on the course website in advance of the week in which the change will occur.

Reading assignments: Copies of the assigned readings can be found online (URL's provided) or in the full-text databases. I have uploaded a file folder of the assigned readings, numbered by the Week of assignment, in our class Dropbox. Copies can also be found in our eCollege online course.

WEEK ONE: AUGUST 26-AUGUST 30 Intro to Class and Intro to Corpora

READ:

Corpus Building for the Humanities. Class. David Evans, University of Nottingham.

Unit I: <http://www.birmingham.ac.uk/Documents/college-artslaw/corpus/Intro/Unit1.pdf>

Unit 2: <http://www.birmingham.ac.uk/Documents/college-artslaw/corpus/Intro/Unit2.pdf>

Martin Wynne, "Stylistics: Corpus Approaches"

http://www.pala.ac.uk/resources/sigs/corpus-style/Corpora_stylistics.pdf

DO: In-class exercises

WEEK TWO: SEPTEMBER 2-SEPTEMBER 6 Playing with Existing Corpora

NOTE: MONDAY 9-2: LABOR DAY HOLIDAY

READ:

Bob Godwin-Jones, "Emerging Technologies: Tools and Trends in Corpora Use for Teaching and Learning."

Douglas Biber. "Corpus Linguistics and the Study of Literature: Back to the Future?"

Ryan Heuser and Long Le-Khac. "Learning to Read Data: Bringing out the Humanistic in the Digital Humanities."

POST: Tolkien Corpus Project at Class Blog (<http://earendel.net>)

DO: In-class exercises

WEEK THREE: SEPTEMBER 9-13 Tolkien, Style, and Stylistics: I

READ: Edmund Wilson, "Oo, Those Awful Orcs"
Burton Raffel, "*The Lord of the Rings* as Literature"

POST: Tolkien Corpus Project at Class Blog (<http://earendel.net>)

DO: In-class exercises

WEEK FOUR: SEPTEMBER 16-20 Tolkien, Style, and Stylistics: II

READ:

Elizabeth D. Kirk, "'I would Rather Have Written in Elvish': Language, Fiction and The Lord of the Rings"

Michael D. C. Drout's, "Tolkien's Prose Style and its Literary and Rhetorical Effects"

Robin Anne Reid's, "Mythology and History: A Stylistics Analysis of *The Lord of the Rings*"

POST: Tolkien Corpus Project at Class Blog (<http://earendel.net>)

DO: In-class exercises

WEEK FIVE: SEPTEMBER 30-OCTOBER 4 The Tolkien Corpus Project

READ: Mitchell P. Marcus, Mary Ann Marcinkiewicz, and Beatrice Santorini, "Building a Large Annotated Corpus of English: the Penn Treebank"

POST: Tolkien Corpus Project at Class Blog (<http://earendel.net>)

DO: In-class exercises

WEEK SIX: OCTOBER 7-11 The Tolkien Corpus Project

- READ: Michael Toolan, "Narrative Progression in the Short Story: First Steps in a Corpus Stylistic Approach"
- Sean Murphy, "'Now I am alone': A corpus stylistic approach to Shakespearian soliloquies"
- POST: Tolkien Corpus Project at Class Blog (<http://earendel.net>)
- DO: In-class exercises

WEEK SEVEN: OCTOBER 14-18 The Tolkien Corpus Project

- READ: Kieran O'Halloran, "The subconscious in James Joyce's 'Eveline': a corpus stylistic analysis that chews on the 'Fish hook'"
- Joe Trotta, "Creativity, Playfulness and Linguistic Carnivalization in James Joyce's *Ulysses*"
- POST: Tolkien Corpus Project at Class Blog (<http://earendel.net>)
- DO: In-class exercises

WEEK EIGHT OCTOBER 21-25 The Tolkien Corpus Project

- READ: Frederick Mosteller and David L. Wallace, "Inference in an Authorship Problem"
- POST: Tolkien Corpus Project at Class Blog (<http://earendel.net>)
- DO: In-class exercises

WEEK NINE: OCTOBER 28-NOVEMBER 1 The Tolkien Corpus Project

- READ: Alexander Hinneburg, Heikki Mannila, Samuli Kaislaniemi, Terttu Nervalainen, and Helene Raumolin-Brunberg, "How to Handle Small Samples: Bootstrap and Bayesian Methods in the Analysis of Linguistic Change"
- POST: Tolkien Corpus Project at Class Blog (<http://earendel.net>)
- DO: In-class exercises

WEEK TEN: NOVEMBER 11-15 The Tolkien Corpus Project

- READ: Scott Fabus Kiesling, "Homosocial desire in men's talk: Balancing and re-creating cultural discourses of masculinity"
- POST: Tolkien Corpus Project at Class Blog (<http://earendel.net>)
- DO: In-class exercises

WEEK ELEVEN NOVEMBER 18-22 The Tolkien Corpus Project

- READ: David L. Hoover, "Corpus Stylistics, Stylometry, and the Styles of Henry James"
Chris Holcomb, "Performative Stylistics and the Question of Academic Prose"
- POST: Tolkien Corpus Project at Class Blog (<http://earendel.net>)
- DO: In-class exercises

WEEK TWELVE: NOVEMBER 25-29 (THANKSGIVING HOLIDAY NOV. 28-29)

NOTE: CLASS DOES NOT MEET (CLASSES CLOSED NOON WEDNESDAY)

WEEK THIRTEEN: DECEMBER 2-6 The Tolkien Corpus Project

- READ: Iraide Ibarretxe, "What Translation Tells Us About Motion: A Contrastive Study of Typologically Different Languages"

 Dan I. Slobin, "Relating Narrative Events in Translation"
- POST: Tolkien Corpus Project at Class Blog (<http://earendel.net>)
- DO: In-class exercises

WEEK FOURTEEN: DECEMBER 9-13 The Tolkien Corpus Project

Preparing Presentations: The Tolkien Corpus Project

WEEK FIFTEEN: DECEMBER 16-20 FINALS WEEK

Tolkien Corpus Project Presentations