Cover Sheet: Request 14018

LIN4XXX Introduction to Data-driven Learning

Info

Process	Course|New|Ugrad/Pro
Status	Pending at PV - University Curriculum Committee (UCC)
Submitter	Aleksandra Tomic a.tomic@ufl.edu
Created	6/26/2019 9:30:26 AM
Updated	9/10/2020 2:22:14 PM
Description of request	Request to create a dedicated course number for the undergraduate course Introduction to Data-driven Learning.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CLAS - Linguistics 011654000	Eric Potsdam		2/10/2020
No document changes					
College	Conditionall Approved	CLAS - College of Liberal Arts and Sciences	Joseph Spillane	The College Curriculum Committee conditionally approves this request, with the following changes needed: 1) please clarify the co-listing explanation, being more specific about the differences (note that proposal 14121 offers a good example); 2) Is the LIN3010 prereq for the graduate section an error? 3) please add a link for the UF attendance policy; 4) please change the cell phone policy to "silence" rather than "turn off"; 5) NOTE: If requested changes are made this week, the course submission may be placed on the March UCC agenda.	2/17/2020
No document changes					
Department	Approved	CLAS - Linguistics 011654000	Eric Potsdam		4/29/2020
LIN4930_6932 Syllabus Fall 2018_DDL_revised.pdf					2/19/2020
College	Approved	CLAS - College of Liberal Arts and Sciences	Joseph Spillane		5/29/2020
No document changes					
University Curriculum Committee	Recycled	PV - University Curriculum Committee (UCC)	Casey Griffith	Sending back to college so that edits can be made. Original Submitter has left the University.	9/10/2020
No document changes					
College	Approved	CLAS - College of Liberal Arts and Sciences	Joseph Spillane		9/10/2020
No document changes					

Step	Status	Group	User	Comment	Updated
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			9/10/2020
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Student Academic Support System					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

Course|New for request 14018

Info

Request: LIN4XXX Introduction to Data-driven Learning
Description of request: Request to create a dedicated course number for the undergraduate course Introduction to Data-driven Learning.
Submitter: Joseph Spillane spillane@ufl.edu
Created: 9/10/2020 2:21:39 PM
Form version: 4

Responses

Recommended Prefix LIN
Course Level 4
Number XXX
Category of Instruction Advanced
Lab Code None
Course Title Introduction to Data-driven Learning
Transcript Title Data-driven Learning
Degree Type Baccalaureate

Delivery Method(s) On-Campus
Co-Listing Yes
Co-Listing Explanation Both undergraduate and graduate students have 4 discussion questions. However, only the undergrads have 3 quizzes and 1 research article presentation, and only the grads have 1 Mock DDL lesson and 1 reflection. THIS HAS BEEN SUBMITTED ALONG WITH REQUEST 14019, CURRENTLY UNDER REVIEW AT THE GCC.
Effective Term Earliest Available
Effective Year Earliest Available
Rotating Topic? No
Repeatable Credit? No

Amount of Credit 3

S/U Only? No
Contact Type Regularly Scheduled
Weekly Contact Hours 3
Course Description An overview of how data-driven learning is defined and what disciplines and theories it draws from, the way DDL has been applied in actual classroom research, and hands-on training using software and corpus data to develop instructional materials and student activities.
Prerequisites LIN 3010
Co-requisites None.
Rationale and Placement in Curriculum This course complements the department's offerings in language teaching methods. Geared specifically to aspiring language teachers, this course provides a counter-part to the Introduction to Corpus Linguistics, which caters to students more interested in research. In this course, students learn how to use corpora and corpus-linguistic tools to create language teaching materials and devise lesson plans and curricula in accord with contemporary language learning theory.
Course Objectives A student who successfully completes the course will be able to:
- intelligently discuss aspects of the theory and practice of DDL;
- create instructional materials and student activities using DDL methods.
Course Textbook(s) and/or Other Assigned Reading Johns, T. (1991). Should you be persuaded: Two samples of data-driven learning materials.

Chujo, K., Anthony, L., & Oghigian, K. (2009, July). DDL for the EFL classroom: Effective uses of a Japanese-English parallel corpus and the development of a learner-friendly, online parallel concordancer. In Proceedings of 5th Corpus Linguistics Conference. University of Liverpool UK.

Hunston, S., & Su, H. (2017). Patterns, constructions, and local grammar: A case study of 'evaluation'.

Applied Linguistics.

Flowerdew, L. (2015). Data-Driven learning and language learning theories. Mult Afford Lang Corpora Data-Driven Learn, 69, 15-36.

Boulton, A. (2010). Data-driven learning: Taking the computer out of the equation. Language learning, 60(3), 534-572.

Bardovi-Harlig, K., Mossman, S., & Su, Y. (2017). The effect of corpus-based instruction on pragmatic routines. Language Learning & Technology, 21(3), 76-103.

Hadley, G., & Charles, M. (2017). Enhancing extensive reading with data-driven learning. Language Learning & Technology, 21(3), 131-152.

Karras, J. N. (2016). The effects of data-driven learning upon vocabulary acquisition for secondary international school students in Vietnam. ReCALL, 28(2), 166-186.

Vyatkina, N. (2016). Data-driven learning for beginners: The case of German verb-preposition collocations. ReCALL, 28(2), 207-226.

Cotos, E. (2014). Enhancing writing pedagogy with learner corpus data. ReCALL, 26(2), 202-224.

Mendikoetxea, A., Murcia, S., & Rollinson, P. (2010). Focus on errors: Learner corpora as pedagogical tools. Corpus-based approaches to English language teaching, 180.

Garner, J. R. (2013). The use of linking adverbials in academic essays by non-native writers: How data-driven learning can help. Calico Journal, 30(3), 410-422.

Boulton, A., & Cobb, T. (2017). Corpus use in language learning: A meta-analysis. Language Learning, 67(2), 348-393.

O'KEEFFE, A. N. N. E., & Farr, F. (2003). Using language corpora in initial teacher education: Pedagogic issues and practical applications. Tesol Quarterly, 37(3), 389-418.

Weekly Schedule of Topics Topic(s)
1 Organizational Matters
2 Introduction to Corpus Linguistics/DDL
Introduction to AntConc Part 1
3 Introduction to AntConc Part 2
4 Writing DDL Lesson Plans Part 1
Writing DDL Lesson Plans Part 2
7 Theoretical Underpinnings of DDL
Hands-On Session
8 Limitations and challenges of DDL
Quiz 1
9 What can we teach with DDL? Part 1
Hands-On Session
10 What can we teach with DDL? Part 2
Who can we teach with DDL?
11 Hands-On Session
What corpus should I use? Part 1
12 Quiz 2
What corpus should I use? Part 2
13 Hands-On Session
Is DDL an effective method?
14 Video lecture: Conrad
15 Hands-On Session
Quiz 3

16 Hands-On Session
Reading Day
Links and Policies Extra Credit / Make—Up Exams: There are no extra credit opportunities in this course. If you have three or more excused absences, please contact me to discuss the possibility of a make—up exam or equivalent. You cannot make up for unexcused absences.

Attendance and Participation. Attendance is mandatory. You are allowed to miss up to three 50-minute class periods without any excuse. Each further unexcused absence will lower your grade by one level (e.g. from an A to A-). Excused absences must be consistent with university policies in: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Required Materials: All course materials will be available on CANVAS. There are no materials or supplies fees for this class.

Course Evaluation: Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at https://evaluations.ufl.edu. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at https://evaluations.ufl.edu/results/.

Classroom Etiquette: Please silence cellular phones during class. Please make every effort to arrive to class on time. Being more than 7 minutes late to the start of the course will count as an absence on each third occasion of such tardiness.

Students Requiring Accommodations: Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

University Honesty Policy: UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor in this class.

Counseling and Wellness Center: Contact information for the Counseling and Wellness Center: http://www.counseling.ufl.edu/cwc/Default.aspx, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

Grading Scheme Course Credit Requirements and Grading:
Discussion Questions (4)   20% (5% each)
Quizzes (3)   30% (10% each)
Research Presentation (1)   20% (25% of your score on this assignment will be peer assessed)
Mock DDL Lesson (1)   25% (25% of your score on this assignment will be peer assessed)
Reflection (1)   5%

Attendance and Participation: Attendance is mandatory. You are allowed to miss up to three hours of class time without any excuse. Each further unexcused absence will lower your grade by one level (e.g. from an A to A—).

Discussion Questions: You will submit 4 responses to Discussion Questions based on either reading a research article or watching a video lecture. All materials are available on Canvas. Responses are due on the dates shown in the course schedule above and to be submitted on Canvas. Late submission reduces the maximum score by 2.5 points for each day that the submission is late.

Quizzes: There are three quizzes. All three exams are closed book and closed notes and take place in class. Please see the course schedule for the dates of exams.

Research Article Presentations: Groups of one or more students will present a compact summary presentation of a published research article (the articles are all available on CANVAS). Presentations should not exceed 15 minutes in length. In addition to the summary presentation, the student(s) will prepare at least 3 discussion questions pertaining to the specific topic covered in the research article, and lead the discussion in class. A draft of the presentation and the discussion questions must be submitted to Prof. Wulff via email a week before the presentation is scheduled. Late submission reduces the maximum score by 2.5 points for each day that the submission is late. If you work with a peer, their assessment of your performance on this assignment will comprise 25% of your total score on this assignment.

Mock DDL Lesson: Groups of one or more students will plan and write up a lesson plan for a Mock DDL Lesson and rehearse it in class. All Mock DDL Lessons should aim to be about 45 minutes long. A draft of the lesson plan must be submitted to Prof. Wulff via email a week before the Mock DDL Lesson is scheduled to be rehearsed. After you received feedback on your lesson plan during in-class rehearsal, you will revise your lesson plan accordingly and submit a final version on Canvas no later than 4 December 2018. Late submission reduces the maximum score by 2.5 points for each day that the submission is late. If you work with a peer, their assessment of your performance on this assignment will comprise 25% of your total score on this assignment.

Reflection: In no more than 750 words, reflect on what you have learned in this course, what you perceive as strengths and weaknesses of a DDL approach to teaching/learning, and whether you plan on using DDL in your future teaching, and why (not). You will submit the reflection on Canvas no later than 4 December 2018. Late submission reduces the maximum score by 2.5 points for each day that the submission is late.

Grading Scale: Your total score determines your final grade on this grading scale:
100—93=A; 92.9—90=A—; 89.9—87=B+; 86.9—83=B; 82.9—80=B—; 79.9—77=C+; 76.9—73=C(S); 72.9—70=C—(U); 69.9—67=D+; 66.9—63=D; 62.9—60=D—; 59.9—0=E
For information on current UF grading policies for assigning grade points, please go to
< https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>.

Extra Credit / Make—Up Exams: There are no extra credit opportunities in this course. If you have three or more excused absences, please contact me to discuss the possibility of a make—up exam or equivalent. You cannot make up for unexcused absences.

Instructor(s) Stefanie Wulff

LIN4930/6932: DATA-DRIVEN LEARNING

Date	Topic(s)	Assignments Due That Day
8/23	Organizational Matters	
8/28	Introduction to Corpus Linguistics/DDL	Read Johns (1991) and answer the Discussion Questions on Canvas.
8/30		
9/4	Introduction to AntConc Part 1	
9/6		
9/11	Introduction to AntConc Part 2	
9/13		
9/18	Writing DDL Lesson Plans Part 1	Read Chujo, Anthony & Oghigian (2009) and answer the Discussion Questions on Canvas.
9/20	NO CLASS (Dr. Wulff @AACL)	Watch Dr. Reppen's lecture and answer the Discussion Questions on Canvas.
9/25	Writing DDL Lesson Plans Part 2	
9/27	Theoretical Underpinnings of DDL: Research Article Presentations: Hunston & Su (2017); Flowerdew (2015)	
10/2	Mock DDL Lesson: Evaluative Adjectives	
10/4	Limitations and challenges of DDL Research Article Presentations: Aedel (2010); Boulton (2010)	
10/9	Quiz 1	
10/11	What can we teach with DDL? Part 1: Research Article Presentations: Bardovi-Harlig et al. (2017); Garner (2013)	
10/16	Mock DDL Lesson: Hedges and Boosters	
10/18	What can we teach with DDL? Part 2: Research Article Presentations: Hadley & Charles (2017); Liu (2010)	
10/23	NO CLASS (Dr. Wulff @STEMPowered Symposium)	
10/25	Who can we teach with DDL?: Research Article Presentations: Karras (2015); Vyatkina (2016)	
10/30	Mock DDL Lesson: Reporting Verbs	
11/1	What corpus should I use? Part 1 Research Article Presentations: Cotos (2014); Mendikoetxea et al. (2010)	
11/6	Quiz 2	
11/8	What corpus should I use? Part 2: Research Article Presentations: Han & Shin (2017); Flowerdew (2012)	
11/13	Mock DDL Lesson: Transitions	
11/15	Is DDL an effective method? Research Article Presentations: Boulton & Cobb (2017); O'Keeffe & Farr (2003)	
11/20	Video lecture: Conrad	After watching Dr. Conrad's lecture in class, answer the Discussion Questions on Canvas.
11/22	Thanksgiving Holiday	
11/27	Mock DDL Lesson: Passive Voice	
11/29	Quiz 3	
12/4	Review	Reflection Final Draft Mock DDL Lesson
12/6	Reading Day	

LIN4930/6932: DATA-DRIVEN LEARNING

Fall 2018:   Tuesdays 11:45am—1:40pm and Thursdays 12:50pm—1:40pm (ARCH 120)
Instructor: Prof. Stefanie Wulff
           352-294-7455
           swulff@ufl.edu
           Office hours: Thursdays 2pm—3:30pm or by appointment (Turlington 4015)

Course Prerequisite: LIN3010

Course Description: This course provides (i) an overview of how data-driven learning is defined and what disciplines and theories it draws from, (ii) where and how DDL has been applied in actual classroom research, and what the outcomes have been, and (iii) hands-on training using software and corpus data to develop instructional materials and student activities that enable self-driven and student-specific (in the sense of catering to their selected discipline of study, the L1 background, etc.) exploration of language structures in the classroom.

Course Objectives: By the end of this course, you will have acquired the ability to intelligently discuss aspects of the theory and practice of DDL. You will also have learned how to create instructional materials and student activities using DDL methods.

LIN 4930 Course Credit Requirements and Grading:

Discussion Questions (4)	20% (5% each)
Quizzes (3)	60% (20% each)
Research Presentation (1)	20% (25% of your score on this assignment will be peer assessed)

LIN 6932 Course Credit Requirements and Grading:

Discussion Questions (4)	20% (5% each)
Mock DDL Lesson (1)	70% (in-class trial run: 35%; written submission: 35%; 25% of your score on this assignment will be peer assessed)
Reflection (1)	10%

Attendance and Participation: Attendance is mandatory. You are allowed to miss up to three hours of class time without any excuse. Each further unexcused absence will lower your grade by one level (e.g. from an A to A—).

Discussion Questions (all students): You will submit 4 responses to Discussion Questions based on either reading a research article or watching a video lecture. All materials are available on Canvas. Responses are due on the dates shown in the course schedule above and to be submitted on Canvas. Late submission reduces the maximum score by 2.5 points for each day that the submission is late.

Quizzes (LIN 4930 students only): There are three quizzes. All three exams are closed book and closed notes and take place in class. Please see the course schedule for the dates of exams.

Research Article Presentations (LIN4930 students only: Groups of one or more students will present a compact summary presentation of a published research article (the articles are all available on CANVAS). Presentations should not exceed 15 minutes in length. In addition to the summary presentation, the student(s) will prepare at least 3 discussion questions pertaining to the specific topic covered in the research article, and lead the discussion in class. A draft of the presentation and the discussion questions must be submitted to Prof. Wulff via email **a week before the presentation is scheduled**. Late submission reduces the maximum score by 2.5 points for each day that the submission is late. If you work with a peer, their assessment of your performance on this assignment will comprise 25% of your total score on this assignment.

Mock DDL Lesson (LIN6932 students only): Groups of one or more students will plan and write up a lesson plan for a Mock DDL Lesson and rehearse it in class. All Mock DDL Lessons should aim to be about 45 minutes long. A draft of the lesson plan must be submitted to Prof. Wulff via email **a week before the Mock DDL Lesson is scheduled to be rehearsed**. After you received feedback on your lesson plan during in-class rehearsal, you will revise your lesson plan accordingly and submit a final version on Canvas no later than 4 December 2018. Late submission reduces the maximum score by 2.5 points for each day that the submission is late. If you work with a peer, their assessment of your performance on this assignment will comprise 25% of your total score on this assignment.

Reflection (LIN6932 students only): In no more than 750 words, reflect on what you have learned in this course, what you perceive as strengths and weaknesses of a DDL approach to teaching/learning, and whether you plan on using DDL in your future teaching, and why (not). You will submit the reflection on Canvas no later than 4 December 2018. Late submission reduces the maximum score by 2.5 points for each day that the submission is late.

Attendance and Participation. Attendance is mandatory. You are allowed to miss up to three 50-minute class periods without any excuse. Each further unexcused absence will lower your grade by one level (e.g. from an A to A-). Excused absences must be consistent with university policies in: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

Extra Credit. There are no extra credit opportunities in this class. If you have three or more excused absences, please contact Dr. Wulff to discuss the possibility of a make-up exam or equivalent. You cannot make up for unexcused absences.

Grading Scale. Your total score determines your final grade on this grading scale:
100-93=A; 92.9-90=A-; 89.9-87=B+; 86.9-83=B; 82.9-80=B-; 79.9-77=C+; 76.9-73=C(S); 72.9-70=C-(U); 69.9-67=D+; 66.9-63=D; 62.9-60=D-; 59.9-0=E. For information on current UF grading policies for assigning grade points, please go to <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies>.

Classroom Etiquette. Please switch your cell phone to silent during class. Please make every effort to arrive to class on time. Being more than 10 minutes late to the start of the course will count as an absence on each third occasion of such tardiness.

Required Materials. All course materials will be available on CANVAS or in class.

Student Accommodations. Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting <https://disability.ufl.edu/students/get-started>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

Course Evaluation. Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results>.

University Honesty Policy. UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore,

you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Software Use. All faculty, staff, and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate. We, the members of the University of Florida community, pledge to uphold ourselves and our peers to the highest standards of honesty and integrity.

Student Privacy. Federal laws protect your privacy with regards to grades earned in courses and on individual assignments. See http://registrar.ufl.edu/catalog0910/policies/regulationferpa.html for more information.

Campus Resources: Health and Wellness

- U Matter, We Care: if you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit <umatter.ufl.edu> to refer or report a concern and a team member will reach out to the student in distress.
- Counseling and Wellness Center: visit <counseling.ufl.edu> or call 352-392-1575 for information on crisis services as well as non-crisis services.
- Student Health Care Center: call 352-392-1161 for 24/7 information to help you find the care you need, or visit <shcc.ufl.edu>.
- University Police Department: visit <police.ufl.edu> or call 352-392-1111 (or 9-1-1 for emergencies).
- UF Health Shands Emergency Room / Trauma Center: for immediate medical care, call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; <ufhealth.org/emergency-room-trauma-center>.

Campus Resources: Academic Resources

- E-learning technical support: contact the UF Computing Help Desk at 352-392-4357 or via e-mail (helpdesk@ufl.edu).
- Career Connections Center: career assistance and counseling services <career.ufl.edu>, Reitz Union Suite 1300, 352-392-1601.
- Library Support: <cms.uflib.ufl.edu/ask> various ways to receive assistance with respect to using the libraries or finding resources.
- Teaching Center: Broward Hall, 352-392-2010 or to make an appointment 352-392-6420. General study skills and tutoring <teachingcenter.ufl.edu>.
- Writing Studio: 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers <writing.ufl.edu/writing-studio>.
- Student Complaints On-Campus: <sccr.dso.ufl.edu/policies/student-honor- code-student-conduct-code>
- On-Line Students Complaints: <distance.ufl.edu/student-complaint-process>.