**Federal State Autonomous Educational Institution of Higher Education**
**PEOPLES' FRIENDSHIP UNIVERSITY OF RUSSIA NAMED AFTER PATRICE LUMUMBA**
**RUDN University**

**Law Institute**

educational division (faculty/institute/academy) as higher education programme developer

# COURSE SYLLABUS

Quantitative Linguistics and IT (in English)

course title

**Recommended by the Didactic Council for the Education Field of:**

45.04.02 Linguistics

field of studies / speciality code and title

**The course instruction is implemented within the professional education programme of higher education:**

Legal Translation and Interpreting

higher education programme profile/specialisation title

**2025**

**1. COURSE GOALS**

Corpus linguistics is the study of language as expressed in samples (corpora) or "real world" text. This method represents a systematic approach to obtaining a set of abstract rules by which a natural language is governed or else relates to another language. Originally done by hand, corpora are now largely derived by an automated process.

Modern linguistic research increasingly involves quantitative analysis: we count or measure various aspects of linguistic behaviour, and want to use this data to answer questions about the way language works.

This course will guide students through the description, visualization, and basic statistical analysis of both discrete and continuous linguistic data using open-source statistical software environment.

**2. REQUIREMENTS FOR LEARNING OUTCOMES**

On completion of the course the student:

-knows the conceptual underpinnings of some common statistical tests, and apply them appropriately

-can critically evaluate quantitative analyses in a range of linguistic subfields

-can make appropriate methodological choices when planning future research projects

-masters skills in the management of data, analytical work, and analysis results

-masters skills to summarize, visualize, and otherwise explore data using a variety of methods

*Table 2.1. List of competences that students acquire through the course study*

| Competence code | Competence descriptor | Competence formation indicators (within this course) |
|---|---|---|
| GC-2 | Can manage a project at all stages of its life cycle. | Indicator 1 Knows relevant approaches and techniques for project management and its implementation<br>Indicator 2 Masters comprehensive tools for the project planning, implementation, quality control and its results application |
| GC -3 | Can create and lead a team, designing a team strategy aimed at achieving the goals | Indicator 1 Knows relevant approaches and techniques for project management and its implementation<br>Indicator 2 Masters comprehensive tools to organize the team work to achieve results |
| GC-4 | Can apply modern communication techniques using the official language of the Russian Federation and foreign language(s) in academic and professional interaction | Indicator 1 Knows the specifics, approaches, tools, and techniques to communicate in Russian and foreign languages within various speech contexts of academic and professional interaction.<br>Indicator 2 Masters comprehensive linguistic and extralinguistic tools to communicate in Russian and foreign languages within various speech contexts of academic and professional interaction. |

| Competence code | Competence descriptor | Competence formation indicators (within this course) |
|---|---|---|
| GC -7 | Can find the necessary sources of information and data, comprehend, analyze, memorize information while using digital devices and algorithms; use various types of information from different sources in an effective way in problem-solving; assess the information, its authenticity, infer and deduct based on the input data and information | Indicator 1 Knows the relevant approaches, tools, and techniques to search for information from various sources, its processing and further use<br>Indicator 2 Masters comprehensive tools to evaluate information, integrate, reshape and tailor it in line with context-specific tasks |
| GPC-2 | Knows the specifics of foreign scientific worldview and masters the academic discourse in Russian and foreign languages being learnt | Indicator 1 Knows the specifics of the scientific picture of the world and the components of its discursive modelling in Russian and the foreign languages being learnt<br>Indicator 2 Masters comprehensive tools to produce academic discourse in Russian and foreign languages |

## 3.COURSE IN HIGHER EDUCATION PROGRAMME STRUCTURE

The course refers to the variable component of (B1) block of the higher educational programme curriculum. The course is taught within the general Scientific Disciplines university module.

The course is taught in English, the students are expected to master English at level B2- C1 to follow explanations, take notes, and ask questions, as well as provide the answers for overall course study related activities in English.

Students are expected to know Translation Studies key concepts and theories.

The course provides for theoretic grounds to further training in such fields as legal documents translation, scientific translation in jurisprudence, court interpreting, translation and interpreting for public services, legal translation and human rights.

## 4. COURSE WORKLOAD AND ACADEMIC ACTIVITIES

The total workload of the course is ___2__ credits (____72_____ academic hours).

*Table 4.1. Types of academic activities during the periods of higher education programme mastering (**__full-time training__**)*

| Type of academic activities | Total academic hours | Semesters/training modules | | | |
|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 |
| *Contact academic hours* | 18 | | *18* | | |
| | | | | | |

| Type of academic activities | Total academic hours | Semesters/training modules | | | |
|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 |
| Lectures (LC) | | | | | |
| Lab work (LW) | | | | | |
| Seminars (workshops/tutorials) (S) | 18 | | 18 | | |
| *Self-studies* | 45 | | *45* | | |
| *Evaluation and assessment (exam/passing/failing grade)* | 9 | | 9 | | |
| **Course workload** | 72 | | 72 | | |
| | 2 | | 2 | | |

## 5. COURSE CONTENTS

*Table 5.1. Course contents and academic activities types*

| Course module title | Course module contents (topics) | Academic activities types |
|---|---|---|
| Units | Contents | S |
| **Module 1** | **Quantitative Linguistics** | S |
| Introduction to the course & Research design | Quantitative methods. Fundamentals of research design: asking answerable questions. | S |
| Descriptive statistics. | Summarizing data with numbers: measures of central tendency, dispersion, standard error, and confidence intervals. Discrete and continuous distributions. | S |
| Correlation Analysis and regression | Types of correlation. Exploring the relationship between two measurement variables | S |
| Software for quantitative linguistics | SPSS, voyant tools, tools for digital content analysis | S |
| **Module 2** | **Corpus Linguistics** | S |
| Corpus building | Manual creation of a DIV monolingual corpus. Automatic creation of a DIV bilingual comparable corpus. | S |
| Corpus encoding and annotation | Corpus- based translation studies. Structural information. Text-linguistic information. Tasks<br>Corpus Linguistics for Multidisciplinary Research: Coptic Scriptorium As Case Study https://dh2018.adho.org/corpus-linguistics-for-multidisciplinary-research-coptic-scriptorium-as-case-study/ | S |
| Creating an XML TEI document | Adding a simple header. Adding linguistic annotation. Indexing the corpus. | S |
| Corpus tools and | Text acquisition. Annotation. Corpus management. Wordlist. Concordances. | S |

| Course module title | Course module contents (topics) | Academic activities types |
|---|---|---|
| corpus analysis | | |
| Creating multilingual corpora | Comparable corpora. Parallel corpora. Alignment. Corpus creation checklist Corpus linguistics – YouTube . https://www.youtube.com/watch?v=YH6RcHzNDmQ Exploring parallel corpus of legal texts | S |
| Multilingual corpora of legal texts | UN Corpus of legal texts. Projects presentations | S |

## 6. CLASSROOM EQUIPMENT AND TECHNOLOGY SUPPORT REQUIREMENTS

*Table 6.1. Classroom equipment and technology support requirements*

| Type of academic activities | Classroom equipment | Specialised educational / laboratory equipment, software, and materials for course study (if necessary) |
|---|---|---|
| Lecture | A lecture hall for lecture-type classes, equipped with a set of specialised furniture; board (screen) and technical means of multimedia presentations. | No course-specific pre-installed software required due to reliance on cloud computing |
| Seminar | A classroom for conducting seminars, group and individual consultations, current and mid-term assessment; equipped with a set of specialised furniture and technical means for multimedia presentations. | No course-specific pre-installed software required due to reliance on cloud computing |
| Self-studies | A classroom for independent work of students (can be used for seminars and consultations), equipped with a set of specialised furniture and computers with access to the electronic information and educational environment. | No course-specific pre-installed software required due to reliance on cloud computing |

## 7. RESOURCES RECOMMENDED FOR COURSE STUDY

*Main readings:*
1.      Zufferey, S. (2020). Introduction to Corpus Linguistics. United Kingdom: Wiley.
2.      A Practical Handbook of Corpus Linguistics. (2021). Germany: Springer International Publishing.
3.      An Introduction to Research Methods in Applied Linguistics: A Practical Guide. (2021). (n.p.): Universitas Brawijaya Press.


*Additional readings:*

1. Gerlach, M., & Font-Clos, F. (2020). A standardized Project Gutenberg corpus for statistical analysis of natural language and quantitative linguistics. Entropy, 22(1), 126.
2. Language and Text: Data, Models, Information and Applications. (2021). Netherlands: John Benjamins Publishing Company.

*Internet sources*
Corpus Linguistics: The Basics – YouTube
https://www.youtube.com/watch?v=32RjJ-lA-8Q
What is CORPUS LINGUISTICS? What does CORPUS LINGUISTICS ...
https://www.youtube.com/watch?v=d3InPxwZESU
Increasing the impact of corpus linguistics in disciplinary education ...
https://www.youtube.com/watch?v=iP9iJ9vHQoM
A Glossary of Corpus Linguistics - Edinburgh University Press
https://edinburghuniversitypress.com/book-a-glossary-of-cor .
A Glossary of Corpus Linguistics
https://books.google.ru/books/about/A_Glossary_of_Corpus_Linguistics.html?id=bQ FNaGS9_NkC&redir_esc=y - RUDN Electronic Library System (RUDN ELS) http://lib.rudn.ru/MegaPro/Web
- EL  "University Library Online" http://www.biblioclub.ru
- EL "Yurayt" http://www.biblio-online.ru
- EL "Student Consultant" www.studentlibrary.ru
- EL "Lan" http://e.lanbook.com/

 2.Databases and search engines:
- electronic foundation of legal and normative-technical documentation http://docs.cntd.ru/
- Yandex search engine https:// www .yandex.ru/
- Google search engine https://www.google.ru/
- Scopus abstract database http://www.elsevierscience.ru/products/scopus/

*Training toolkit for self- studies to master the course:*

1. The set of lectures on the course

**8. ASSESSMENT TOOLKIT AND GRADING SYSTEM FOR EVALUATION OF STUDENTS' COMPETENCES LEVEL UPON COURSE COMPLETION**

The assessment toolkit and the grading system to evaluate the competences formation level (competences in part) upon the course study completion are specified in the Appendix to the course syllabus.

**DEVELOPERS:**

**Novikov P.N.**

| position, department | signature | name and surname |

**HEAD OF EDUCATIONAL DEPARTMENT:**

**Atabekova A.A.**

| name of department | signature | name and surname |
|---|---|---|

**HEAD**
**OF HIGHER EDUCATION PROGRAMME:**

**Atabekova A.A.**

| position, department | signature | name and surname |
|---|---|---|