

HSL Faculty, UiT The Arctic University of Norway, 2019.	TEMPLATE FOR COURSE DESCRIPTIONS, THE HSL FACULTY Please see explanation to each point below. The template is based on requirements for modules within the UiT quality system.
Name	Bokmål: "Konstruktikografi: avanserte tema i konstruksjonsgrammatikk" Nynorsk: "Konstruktikografi: avanserte tema i konstruksjonsgrammatikk" English: "Constructicography: Advanced Topics in Construction Grammar"
Course code and level	The administration provides the code: HIF-8040
Type of course	The course may be taken as a single course by doctoral students from Norway and other countries.
Scope of course	5 ECTS
Required / recommended previous knowledge	<p>The target group of the course includes PhD students in languages and linguistics from Norway or other countries. Any PhD student with an interest in Construction Grammar and/or Constructicography is encouraged to attend. Prior knowledge of Construction Grammar is recommended, but not required.</p> <p>PhD students or holders of a Norwegian Master's Degree of five years or 3+ 2 years (or equivalent) may be admitted. PhD students must upload a document from their university stating that they are registered PhD students.</p> <p>Holders of a Master's Degree must upload a Master's Diploma with Diploma Supplement / English translation of the diploma. Applicants from listed countries must document proficiency in English. To find out if this applies to you see the following list:</p> <p>https://www.nokut.no/globalassets/nokut/artikkelbibliotek/utenlandsk_utdannin_g/gsulista/2021/language_requirements_gsu_121121.pdf</p> <p>For more information on accepted English proficiency tests and scores, as well as exemptions from the English proficiency tests, please see the following document: https://uit.no/Content/254419/PhD_EnglishProficiency_100913.pdf</p> <p>-----</p> <p>The course has a maximum of 25 seats. If the number of applicants exceeds the number of places available on the PhD course, applicants will be ranked from category 1 to 4.</p> <p>Category 1: Students admitted to the PhD Programme at UiT</p> <p>Category 2: Participants in the Associate Professor Programme that fulfil the educational requirements</p> <p>Category 3: Doctoral students from other universities</p> <p>Category 4: Applicants with a minimum of a Master's Degree (or equivalent). (A Norwegian Master's Degree of 5 years or 3 (Bachelor Degree) + 2 years (Master's Degree).</p>
Course contents	Constructicography is a new rapidly developing sub-discipline of Construction Grammar that lies at the intersection of usage-based constructionist approaches to language, computational linguistics, and language technology. The course will explore various theoretical, methodological, empirical, and practical issues of building an open-access electronic construction resource for a natural language.

Formatert: Linjeavstand: Enkel

	<p>The course will provide an overview of the existing construction resources for German, Swedish, Japanese, Brazilian Portuguese, (British) English, and Russian with the focus on the scope of each resource, organization and representation of constructions, electronic platform, etc. The lectures will also address how to explore, define and represent both hierarchical and lateral relationships of constructions that facilitate the structured inventory of constructions in a construction resource, how to promote constructicography as a field, and what research projects can support construction-building. The course will address the issues of open access data and code, archiving and licensing, portable architecture, and user-friendly interface design. Overall, the course will cover both broad-ranging issues of constructicography and Construction Grammar as well as research findings of the twelve instructors. Each instructor will hold a lecture, and the instructors from UiT and HSE will hold the tutoring sessions for the students. For more details see https://site.uit.no/clear/course-constructicography/</p>
<p>Learning outcomes Be concise and consequent: Outcomes should relate to each other as well as to the teaching methods and the coursework requirements / examination form.</p> <p>Learning outcomes should be formulated in such a way that they may be checked.</p> <p>Make sure the outcomes are realistic and in accordance with the amount of ECTS (they must not be too ambitious).</p> <p>Description of competence is not required for 10 ECTS courses.</p>	<p>By the end of the course the student has obtained the following:</p> <p>Knowledge: The student has:</p> <ul style="list-style-type: none"> - knowledge about the similarities and differences between the existing construction resources built for German, Swedish, Japanese, Brazilian Portuguese, (British) English, and Russian; - good understanding of the theoretical, methodological, empirical, and practical challenges of constructicon-building; - knowledge of how to address and successfully solve these challenges in practice. <p>Skills: The student is able to</p> <ul style="list-style-type: none"> - comprehend the scholarly literature on advanced topics and data in the field of Construction Grammar and Constructicography; - present their own findings & project; - write up a course paper. <p>Competence: The student is able to</p> <ul style="list-style-type: none"> - analyze constructions in terms of the framework of Construction Grammar; - organize, start, and maintain the project of building their own constructicon resource for any natural language of their scholarly interest; - hold an academic discussion on unsolved issues of Construction Grammar and Constructicography.
Relevance in the degree program	Not applicable
Teaching and working methods Teaching methods, scope and frequency should be described. Also provide information about the number of lectures / classes.	<p>The course will offer 12 lectures (90 min each) & 2 tutoring sessions (90 min each). The course will be arranged as a series of 8 digital weekly webinars that will take place over two months (most likely March and April 2023) followed by a two-day intensive part (8 academic hours of teaching + 4 academic hours of tutoring) that will take place at UiT The Arctic University of Norway in Tromsø (early May 2023). We plan for in-person teaching in Tromsø, where both the instructors and the students will be present. It will also be possible to take this course as a 100% digital course in case some of the students will not be able to travel to Tromsø. Each day in Tromsø will consist of 2 lectures (with a short coffee break between the lectures), lunch, and 1 tutorial session for students' presentations and discussions of students' projects with course instructors:</p> <p>Day 1: 4 academic hours of teaching & 2 academic hours of tutoring Day 2: 4 academic hours of teaching & 2 academic hours of tutoring</p>

	Each of the 12 lectures is accompanied with a reading assignment (one or two scholarly articles). The students are encouraged to read the assigned scholarly articles prior to the classes. At the end of the course, the students will present their project at one of the two tutoring sessions. The students will present their projects to the local course instructors at UiT and their peer students. This way the students will receive in-depth feedback on their individual projects, learn from each other, and establish academic contact with experts in the field. The course paper assignment has to be completed after the course.
Practice	Not applicable
Quality assurance of the course	This course will be evaluated on Day 2 of the in-person intensive final session of the course.
Coursework The required coursework must be clear and feasible. Keep the scope of the course in mind.	The following coursework requirements must be completed and approved in order to take the final exam: <ul style="list-style-type: none"> attend 80% of teaching sessions; make a short presentation of their project that will also serve as the topic of their course paper. The presentation can be delivered in Tromsø or digitally via zoom at one of the two tutoring sessions. (Powerpoint slides / handout required);
Assessment and exam Provide clear information about exam form(s). The amount of hours/days/weeks must be given. In the case of written assignments, please provide the required amount of words. If desired: provide information about line space, font etc. (standard: 1 ½). A-F grades scale or Pass/Fail	The exam will consist of: Course paper on the topic discussed with course instructors (approx. 15 pages (6000 words), 12 points, Times New Roman, line spacing 1.5). The exam will be assessed on a Pass/Fail basis.
Retake	Retake is offered in the beginning of the following semester in cases of grade F or Fail. Deferred examination is offered in the beginning of the following semester if the student is unable to take the final exam due to illness or other exceptional circumstances. Registration deadline for retake is January 15 for autumn semester exams and August 15 for spring semester exams.
Syllabus	Amount of pages: 477 pp. Bast, Radovan, Laura A. Janda, Anna Endresen. (Under preparation) The Russian Constructicon: an interface design for learners, linguists, and NLP engineers. <i>The Journal of Open Source Software</i> . Boas, Hans C. & Ziem, Alexander (2018): Constructing a constructicon for German: Empirical, theoretical, and methodological issues. In: Lyngfelt, B., Borin, L., Ohara, K. H., Torrent, T. T. (Eds.). <i>Constructicography: Constructicon development across languages</i> [Constructional Approaches to Language 22]. Amsterdam: John Benjamins Publishing Company. Pp. 183-228. Boas, Hans C. 2010. Linguistically relevant meaning elements of English communication verbs. <i>Belgian Journal of Linguistics</i> 24, 54-82. Boas, Hans C., Benjamin Lyngfelt, Tiago Timponi Torrent. (2019). Framing constructicography. <i>Lexicographica</i> 35(1): 41-85. https://doi.org/10.1515/lex-2019-0002

	<p>de Marneffe, M. C., and Nivre, J. (2019). Dependency grammar. <i>Annual Review of Linguistics</i> 5, 197–218. https://doi.org/10.1146/annurev-linguistics-011718-011842</p> <p>Endresen, Anna, Laura A. Janda, Valentina Zhukova, Daria Mordashova, Ekaterina Rakhilina. (Under submission). <i>Turning a list into a network via family-based expansion of the Russian Constructicon</i>. In Alexander Ziem, Alexander Willich and Sascha Michel (eds.) <i>Constructing constructicons</i>. The Constructional Approaches to Language (CAL) series. John Benjamins.</p> <p>Gerasimenko, Ekaterina, Svetlana Puzhaeva, Elena Zakharova, & Ekaterina Rakhilina. 2019. Defining discourse formulae: computational approach. <i>EPiC Series in Language and Linguistics</i> (Proceedings of Third Workshop "Computational linguistics and language science") 4, 61-69. https://doi.org/10.29007/k5q2</p> <p>Janda, Laura A., Anna Endresen, Valentina Zhukova, Daria Mordashova, Ekaterina Rakhilina. 2020. "How to build a constructicon in five years: The Russian Example". In Frank Brisard, Timothy Coleman, Astrid De Wit, Renata Enghels, Nikos Koutsoukos, Tanja Mortelmans, and Maria Sol Sansiñena (eds.) "The Wealth and Breadth of Construction-Based Research" [a thematic issue of <i>Belgian Journal of Linguistics</i> 34], pp. 162-175. https://doi.org/10.1075/bjl.00043.ian</p> <p>Janda, Laura A., Anna Endresen, Valentina Zhukova, Daria Mordashova, Ekaterina Rakhilina. (Under submission). From data to theory: an emergent semantic classification based on the large-scale Russian constructicon. <i>Constructions and Frames</i>.</p> <p>Lyngfelt, Benjamin, Linnéa Bäckström, Lars Borin, Anna Ehrlemark, Rudolf Rydstedt. (2018) Ch. 3. Theory meets practice in the Swedish constructicon. In: Lyngfelt, B., Borin, L., Ohara, K. H., Torrent, T. T. (Eds.). <i>Constructicography: Constructicon development across languages</i> [Constructional Approaches to Language 22]. Amsterdam: John Benjamins Publishing Company. Pp. 41-106.</p> <p>Lyngfelt, Benjamin, Tiago Timponi Torrent, Ely Edison da Silva Matos, Linnéa Bäckström (forthc.). Comparative Concepts as a Resource for Multilingual Constructicography. In: Blensienius, K. (Ed.) <i>Valency and constructions</i>. Gothenburg: MASO Meijerbergs institut.</p> <p>Nesset, Tore & Laura A. Janda (Under submission) Allostructional equilibrium: Quantifier constructions in Russian. <i>Cognitive Linguistics</i>.</p> <p>Ohara, Kyoko. (In preparation). Finding corresponding constructions across typologically-unrelated languages using frames-and-constructions analysis.</p> <p>Ohara, Kyoko. 2018. Relations between frames and constructions: A proposal from the Japanese FrameNet Constructicon. In Lyngfelt, B. et al. (Eds.) <i>Constructicography: Constructicon Development across Languages</i>, 141-164.</p> <p>Perek, Florent & Amanda Patten. (2019). Towards an English constructicon using patterns and frames, <i>International Journal of Corpus Linguistics</i> 24(3), 354-384. https://doi.org/10.1075/ijcl.00016.per</p> <p>Perek, Florent (forthc.). Beyond evocation: Frames and constructional meaning in the English Constructicon. In Alexander Ziem, Alexander Willich and Sascha Michel (eds.) <i>Constructing constructicons</i>. Amsterdam: John Benjamins.</p> <p>Torrent, T. T., Matos, E., Lage, L., Laviola, A., Tavares, T., Almeida, V. G., Sigiliano, N. (2018). Towards continuity between the lexicon and the constructicon in FrameNet Brasil. In: Lyngfelt, B., Borin, L., Ohara, K. H., Torrent, T. T. (Eds.). <i>Constructicography: Constructicon development across languages</i> [Constructional Approaches to Language 22]. Amsterdam: John Benjamins Publishing Company. Pp. 107-140.</p>
Language of instruction and examination	English

EXPLANATION OF TEPLATE BASED ON REQUIREMENTS IN THE QUALITY SYSTEM

Contents requirements	Detailed information and comments
Title	The course should have a clear title that provides information about the course contents to both students and professionals. The course title should be given in Bokmål, Nynorsk and English.
Course code and level	Each course must have a course code (e.g. GEO-3104); the letters being an abbreviation of the name of the subject (GEO = geology). The courses fall within seven general levels: 0000 - 1000 - 2000 - 3000 - 5000 - 6000 - 8000. The code number indicates the <i>academic level</i> of the course. 0000 courses are introductory courses, 1000 courses are first and second year courses on BA level, 2000 courses are specialisation courses on BA level (usually third year), and 3000 courses are courses on MA level. 5000 refers to courses within the practical pedagogical education, 6000 to further education courses, and 8000 refers to PhD courses.
Type of course	Information about whether or not the course may be taken as a single course should be provided. Text suggestion: "This course is obligatory for students who belong to the degree program (<i>name of degree program</i>)" or "This course may be taken as a single course (by students who meet the admission requirements for the degree program in (<i>name of degree program</i>))".
Scope	Indicate the scope of the course in ECTS points.
Required / recommended previous knowledge	Previous knowledge requirements must be indicated. In cases where previous knowledge is desired but not a requirement, it should be clearly indicated that this knowledge is <i>recommended</i> , but not required.
Course contents	A description of the course contents, minimum 50 words, maximum 300 words.
Relevance in the degree program	The relevance of the course in the degree program to which it belongs should ideally be provided, but is not a requirement.
Learning outcomes	<p>Learning outcomes should be clearly formulated and described in bullet points under the categories <i>understanding</i>, <i>skills</i>, and <i>competence</i>. A description of competence is not required for smaller courses of 10 ECTS points. Learning outcomes should be formulated in such a way that they may be checked, and there should be a clear connection between learning outcomes, teaching methods, and the type(s) of assessment/examination. If linguistic competence is part of the objectives of the course, this must be included in the course descriptions and the program descriptions.</p> <p><u>The descriptions should have the following structure:</u></p> <p>By the end of the course the student has obtained the following:</p> <p>Knowledge: The student has:</p>

	<p>- knowledge about / understands / insight about / overview on etc.</p> <p>It is possible to grade: i.e. Wide knowledge / good understanding / (especially on Master's level:) deep / thorough knowledge, deep/specialized insight etc.</p> <p>At least three points.</p> <p>Skills: The student is able to / can</p> <p>- analyse / consider / assess / formulate / discuss / conclude / summarize / recap</p> <p>-</p> <p>Competence: The student</p> <p>- is able to / may</p>
Teaching and working methods	Scope of teaching, teaching and working methods, and teaching frequency should be described. If the course is not offered every semester, the description should provide information on whether or not it is possible to take the exam during semesters where the course is not taught. There should be a clear connection between the expected learning outcomes of the course and the chosen teaching and working methods.
Practice	Information on practice, reference to practice plan if relevant. Arrangement and completion of practice should be clearly connected to the expected learning outcomes of the course, other teaching, and the expected obtained competence at the end of the course.
Quality assurance of the course	Information on how the students may assess and give feedback on the quality of the course (evaluation, reference groups, student representatives, etc.)
Coursework requirements	Information on coursework requirements, the scope of these requirements, and whether or not they are obligatory (e.g. lecture attendance, methodology courses, exercises, practice, field work courses, excursions, lab work, security training, group assignments, semester assignments and other written assignments. Assessment of coursework should be on a Pass/Fail basis.
Security training	For courses including lab work, excursions, field work, studies abroad, etc., any security training necessary to complete the course should be indicated. This should be formulated as a coursework requirement in the course description.
Examination and assessment	<p>Type of examination and assessment, including information on which assessments that will appear on the transcript of records or will form part of the basis for the final grade which will appear on the transcript of records, should be indicated. Type of assessment should also be indicated (A-F grades scale or Pass/Fail). There should be a clear connection between the expected learning outcomes and the chosen form of examination and assessment.</p> <p>Course descriptions for courses operating with two or more exams during the course should include the following: information on whether separate grades are given for each exam or if one final average based grade at the end of the course is given, how the various exams are weighed in the case of a final average grade, information on type of examination and assessment for each exam and the course in its entirety, information on possibilities for retake examinations and which exams that need to be retaken in order to pass the course. The duration of the</p>

	exams (amount of hours/days) and the required amount of words in written exams should be indicated.
Retake	Information on possible admission and completion of retake examinations should be given.
Syllabus	A reading list is not obligatory in the course description. However, it is nevertheless a requirement that a syllabus is developed for each course, and that an up-to-date reading list is accessible by the beginning of the semester in which the course is being taught. If the organised part of the course (lectures, lab work, seminars etc.) is to be considered as part of the syllabus, and exams may be given on this basis, this must be clearly indicated in the description of the syllabus.
Language of instruction and examination	<p>During the spring of 2007, the University of Tromsø passed the Guidelines on language policy (case S 28-07, DocuLive 200603903-18).</p> <p>Indication of <i>Language of instruction</i> is obligatory information in all course descriptions. The language of instruction should as a rule be Norwegian. In order to achieve instrumental objectives and develop competence in professional English among Norwegian students and/or integrate students with another native language than Norwegian/another Scandinavian language, the language of instruction may also be English.</p> <p>Indication of <i>Language of examination</i> is obligatory in all course and program descriptions. The individual faculties may choose the language of examination, but as a rule, students should not be required to take their exams in English unless English forms an integral part of the course and/or its learning outcomes.</p> <p>Special regulations for language of instruction and examination may apply for courses within language and linguistics.</p>
External candidates for examination	Each faculty must decide on possible examination methods and examination fees for external candidates who are not admitted to the course. However, this needs not be described in the course description.
Other regulations	Other regulations relevant to the completion, quality assurance and evaluation of the course should be described.