

Introduction

Aim

Context & Approach

Method

Corpus Analysis

Evaluation

Conclusion

References

Aim

Use corpus work

- Delineate linguistic demands of Y1 UG module
- Create evidence base for shared scrutiny and analysis to inform decision making
- Fresh shared perspective

Context & Approach

- Massive UG module
- Crossing 2 Subject areas 30 tutors & seminar groups
- Mismatch T & student expectations

80% Working best of their ability, 27% managing reading for seminars Jan survey

- Little acknowledgement of linguistic component

Approach

- Scholarly project rather than research
- Create evidence base for dialogue
- Explicit persuasive agenda - focus on staff group - Academic Literacies (Lea & Street, 1996)

"What are they worrying about -The 1st year doesn't really matter -it doesn't count"

"Perhaps - for some of them - they should reconsider their choices"

"University is not for everyone"

"They just need to read more - they need to apply themselves"

"But they don't need to read all of it"

Method

1/ **Build Mini course corpus**

Module materials and readings

2/ **Data Capture / Initial Analysis**

- Volume: *How much do they have to read/process?*
- Corpus analysis - *word - text level - distinctive discourse features*
- Readability - *How difficult is it?*

3/ Basis for **staff workshop** to explore data focused on exploring learning load and examining preliminary findings collaboratively

4/ **Curriculum change**

Method

1/ **Build Mini course corpora**

Module materials and readings (permissions, collect, clean, collate)

180,000 words of content for course in total (module handbooks, website, BB pages, 2 level deep links to institutional site).

One module 97,000 readings & newspaper readings (8,000) words (mini corpora)

Method

2/ Data Capture / Analysis

Tribble (98) "quick & dirty" corpora analysis. Used simple to use online programmes (Antconc + LIWC + Cohmetrix) to assess keywords, lexis and readability. In order to support a more evidence based discussion about **learning load and expectations**.

Made a target corpus wordlist and a used BAWE corpus as a reference corpus. Compare the frequency of each item in the two wordlists to extract **keywords**

Volume: <i>How much do they have to read/process?</i>	Descriptive linguistics (counts) very informative for skills required to navigate course resources. Especially relevant online
Corpus analysis - <i>word - text level - distinctive discourse features</i>	Explore key distinctive disciplinary features <ul style="list-style-type: none">● New words● New uses known words● New structures (frames, compounds)● Stance - how marked, relation write to evidence
Readability - <i>How difficult is it?</i>	<ul style="list-style-type: none">● Examine readability and comprehensibility

Keyness and Frequency Lists

	Keyness lower case	Freq uppercase
1.	crime	The
2.	violence	A
3.	homicide	I
4.	shoplifting	crime
5.	your	In
6.	offenders	This
7.	you	violence
8.	terrorism	homicide
9.	vehicles	shoplifting
10	genocide	your
11	cent	offenders
12	victims	It
13	offences	you
14	vehicle	What
15	shoplifters	Crime
16	thefts	For
17	intimate	THE
18	burglary	terrorism
19	theft	vehicles
20	Crime	Act
21	THE	genocide
22	criminal	cent
23	prejudice	M
24	police	R
25	stolen	J
26	offence	victims
27	http	vehicle
28	terrorist	offences
29	Academic	shoplifters
30	homicides	thefts

Sorted Keynes and Frequency Lists

Concrete nouns	<p>crime (s) homicide(s) shoplifting vehicles Office genocide vehicle offences theft(s) burglary offence(s) burglaries arrests Student</p>	<p>crime(s) homicide(s) shoplifting vehicle(s) theft(s) burglary offence seminar arrests criminology burglaries study Office shoplifting</p>
	<p>SEMINAR journal university Act</p>	<p>cybercrime career act behaviour offences Home murder studies cars journal prevention</p>
Abstract nouns	<p>violence terrorism prejudice justice Criminology</p>	<p>violence terrorism genocide prejudice</p>
Adjectives	<p>criminal intimate academic stolen <i>learning</i> <i>Reading</i> domestic completed offending situational</p>	<p>intimate criminal stolen academic situational offending completed violent arrested domestic committed apprehended</p>

Corpus Analysis generated data

11/18/2016 10:00 AM

Concordance			Concordance Plot	File View	Clusters	Collocates	Word List	Keyword List
HR	KWIC	File						
1	y other person, to be motivated by a hostility or prejudice based on a personal characteristic. * In recent	Crim comple						
2	, and (b)he makes a disclosure which is likely to prejudice any investigation which might be conducted follow	Crim comple						
3	ior because of different lifestyles or because of prejudice or discrimination (Klemke, 1992). Cameron (1964)	Crim comple						
4	DC: Washington Institute for Near-East Policy. Prejudice and hatred The various definitions of hate crime	Crim comple						
5	about hate, but rather it is predominantly about prejudice, of which hate is just a small part. It follows t	Crim comple						
6	hate crime then we must understand the nature of prejudice Fortunately for us, as Stangor (2000) points out,	Crim comple						
7	rests of social psychologists as much as those of prejudice, stereotypes and discrimination. This, he suggest	Crim comple						
8	r, Jacobs and Potter (1998) point out that whilst prejudice has long been an object for study, sociologists a	Crim comple						
9	of knowledge concerning the nature and origins of prejudice, and by doing so to highlight the inherent comple	Crim comple						
10	ties this presents for understanding hate crime. Prejudice and discrimination Before we can explore the vari	Crim comple						
11	ns of hatred, namely the psychological concept of prejudice, and its relationship to discriminatory behaviour	Crim comple						
12	efore is to provide an appropriate definition of prejudice and discrimination, and to distinguish between	Crim comple						
13	, and to distinguish between the two. The terms prejudice and discrimination are often used interchangeab	Crim comple						
14	ut the difference between them. For our purposes, prejudice can be described as a type of attitude towards me	Crim comple						
15	up. In other words discrimination is essentially prejudice in action (Baron and Byrne, 1994). As a separate	Crim comple						
16	clude forms of aggression and violence. The word prejudice is derived from the Latin noun praepudicium, mea	Crim comple						
17	llport, 1954). According to one early definition, prejudice is: A pattern of hostility in interpersonal rela	Crim comple						
18	n this subject, disagreed with the assertion that prejudice always holds some form of irrational function for	Crim comple						
19	ction for the bearer. Instead Allport argued that prejudice often has a functional significance, but neverthe	Crim comple						
20	ce whatsoever for the bearer). As such he defines prejudice as: An antipathy based upon a faulty and inflexib	Crim comple						
21	he is a member of that group. The net effect of prejudice, thus defined, is to place the object of prejudic	Crim comple						
22	rejudice, thus defined, is to place the object of prejudice at some disadvantage not merited by his own condu	Crim comple						
23	her erroneous judgment. According to Allport a prejudice is actively resistant to all evidence that would	Crim comple						
24	the difference between ordinary prejudgements and prejudice is that one can discuss and rectify a prejudgemen	Crim comple						
25	cribed knowledge. Brown suggests that to think of prejudice as being impervious to change or as having no rat	Crim comple						
26	ppreciate the variety and complexity of the forms prejudice can take, and its tendency to be unstable in its	Crim comple						
27	account of these issues, Brown (1995: 8) defines prejudice as: The holding of derogatory social attitudes o	Crim comple						
28	d more simply, Baron and Byrne (1994: 218) define prejudice as: An attitude (usually negative) toward the me	Crim comple						
29	ple process information about the object of their prejudice differently from that about groups towards whom h	Crim comple						
30	in the absence of strong contradictory evidence, prejudice becomes a cognitive loop that grows stronger an	Crim comple						
31	ger and more deep-seated over time. Consequently, prejudice as an attitude can then move beyond a simple eval	Crim comple						
32	ry behaviours directed towards the objects of the prejudice, although it is important to note that prejudicia	Crim comple						
33	orm into discriminatory behaviour. The origins of prejudice and discrimination There are numerous competing p	Crim comple						

KWIC Prejudice concordance

Corpus Analysis generated data

The screenshot displays a software interface for corpus analysis. The main window shows a list of clusters for the word 'violence'. The interface includes a 'Corpus Files' sidebar, a 'Concordance' menu, and a search bar with filters for 'Words', 'Case', 'Regex', and 'N-Grams'. The search term is 'violence', and the results are sorted by frequency. A pop-up window titled 'Clusters Results 1' provides a detailed view of the top clusters.

Rank	Freq	Cluster
1	30	of intimate partner violence
2	13	types of intimate partner violence
3	7	and situational couple violence
4	7	by situational couple violence
5	7	dominated by situational couple violence
6	6	intimate partner violence, and
7	6	is situational couple violence
8	6	of intimate partner violence, and
9	6	type of intimate partner violence
10	5	intimate partner violence is
11	5	major types of intimate partner violence
12	4	exposure to television violence
13	4	intimate partner violence that
14	4	intimate terrorism and situational couple violence
15	4	is the type of violence
16	4	of intimate partner violence that
17	4	of situational couple violence
18	4	s situational couple violence
19	4	terrorism and situational couple violence
20	4	the threat of violence
21	4	the type of violence
22	3	acts of mass violence
23	3	acts of mass violence to
24	3	acts of mass violence to shape
25	3	among types of intimate partner violence
26	3	and types of intimate partner violence
27	3	are dominated by situational couple violence
28	3	common form of intimate partner violence
29	3	Criminality, Family Violence and
30	3	Criminality, Family Violence and Intergenerational
31	3	Criminality, Family Violence and Intergenerational Transmission
32	3	Family Violence and Intergenerational

Search Term: Words Case Regex N-Grams
Cluster Size: Min. Size Max. Size
Min. Cluster Frequency:
Sort by:

Cluster analysis of 'violence' showing compound nouns and how they are layered

Corpus Analysis generated data

The screenshot shows the AntConc 3.2.4w (Windows) 2011 interface. The search term is 'I', and the concordance hits are displayed in a table. The file list on the right shows the source of each hit.

Hit	KWIC	File
1	g about domestic violence. "There were times when I actually had to run around the house and get my b	Crim complete module news & Ac 1
2	she said we're going somewhere," Aaron recalls. "I just thought we were going home or to do somethin	Crim complete module news & Ac 1
3	ices, where she left him with a note which read: "I don't want him." "At the time I remember just loo	Crim complete module news & Ac 1
4	note which read: "I don't want him." "At the time I remember just looking at her, and she was actual	Crim complete module news & Ac 1
5	she was actually just walking away," says Aaron. "I remember calling to her, but she didn't turn roun	Crim complete module news & Ac 1
6	er calling to her, but she didn't turn round, and I didn't see her for, I think, a couple of years af	Crim complete module news & Ac 1
7	she didn't turn round, and I didn't see her for, I think, a couple of years after that." After a wee	Crim complete module news & Ac 1
8	to want that kind of lifestyle," he says. "So if I had flashy clothes, or if he's seeing big cars an	Crim complete module news & Ac 1
9	he was behind bars, his thinking began to shift. "I think I saw the effect it had on my family and th	Crim complete module news & Ac 1
10	ehind bars, his thinking began to shift. "I think I saw the effect it had on my family and the people	Crim complete module news & Ac 1
11	ople around me, and not being able to see people. I was always talking to people through phones, bein	Crim complete module news & Ac 1
12	work combined with Aaron's own change of heart. "I kind of saw that it's better to work for stuff an	Crim complete module news & Ac 1
13	nding things to her from the UK. It was something I always warned my customers about. These are worki	Crim complete module news & Ac 1
14	d be so quiet and mild mannered then just flip. I knew a fair bit about him and when I heard a cabb	Crim complete module news & Ac 1
15	n just flip. I knew a fair bit about him and when I heard a cabbie had gone berserk with a gun in Cum	Crim complete module news & Ac 1
16	d a cabbie had gone berserk with a gun in Cumbrria I stared at the telly. His picture came up and I re	Crim complete module news & Ac 1
17	ia I stared at the telly. His picture came up and I recognised him instantly. I felt sick." He told h	Crim complete module news & Ac 1
18	s picture came up and I recognised him instantly. I felt sick." He told how Bird not only sent the yo	Crim complete module news & Ac 1
19	ll down my spine thinking about what he has done. I know the girls will all be talking about it too	Crim complete module news & Ac 1
20	er taxi drivers would go to Thailand. Derrick and I had talked about the tax problem he was quite o	Crim complete module news & Ac 1
21	able to handle it. He came to me because he knew I had previously been inside for violence. It was a	Crim complete module news & Ac 1
22	been inside for violence. It was a side of Birdy I had never seen before. I was taken aback. I told	Crim complete module news & Ac 1
23	. It was a side of Birdy I had never seen before. I was taken aback. I told him he wasn't going to ja	Crim complete module news & Ac 1
24	Birdy I had never seen before. I was taken aback. I told him he wasn't going to jail, but it was eati	Crim complete module news & Ac 1
25	wood after turning mass killer. A relative said: "I don't think it's ill health but the stress of wha	Crim complete module news & Ac 1
26	iolence and reclaiming her life. Four years ago, I moved to London, started a new job and met Darren	Crim complete module news & Ac 1
27	shower on for me and even watch me dry my hair as I got ready for work. It seemed odd but he explaine	Crim complete module news & Ac 1
28	td was because he liked watching me. In hindsight, I realise he did it so he could see what I was wear	Crim complete module news & Ac 1
29	ndnight, I realise he did it so he could see what I was wearing. Before long, he started asking why I	Crim complete module news & Ac 1
30	I was wearing. Before long, he started asking why I bothered putting on make-up. He told me that I wa	Crim complete module news & Ac 1

Search Term: Words Case Regex
Concordance Hits: 320
Search Window Size: 50

Total No. 1
Files Processed: [Progress Bar]
Kwic Sort: Level 1 1R Level 2 2R Level 3 3R

Buttons: Start, Stop, Sort, Save Window, Exit

Use of 'I' - first person accounts

Concordance plot prejudice

The screenshot displays a software interface for text analysis. At the top, there are several tabs: "Concordance", "Concordance Plot", "File View", "Clusters", "Collocates", "Word List", and "Keyword List". The "Concordance Plot" tab is currently selected. Below the tabs, the interface shows "HIT FILE: 1" and "FILE: Crim complete module news & Ac papers.txt". A progress bar is visible, and to its right, it states "No. of Hits = 134" and "File Length (in chars) = 971050". The main area of the interface is a large, empty white space, likely intended for displaying a concordance plot. At the bottom, there is a search control section. It includes a "Search Term" field containing the word "prejudice", a "Words" checkbox which is checked, and "Case" and "Regex" checkboxes which are unchecked. There is an "Advanced" button next to the search field. To the right of the search field, it says "Concordance Hits" followed by a box containing the number "134". At the bottom left of the search section, there are "Start" and "Stop" buttons.

Corpus Analysis generated data



Coh-Metrix Text Easability Assessor

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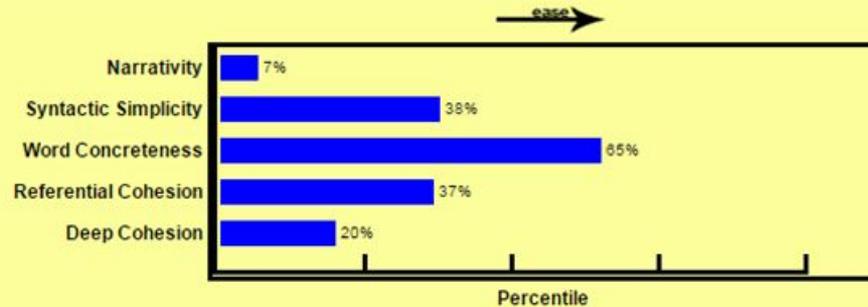
Enter text here:

Introduction
Most research on the continuity of criminal behavior has been done within individuals. However, few studies looked at the intergenerational continuity of crime. It has long been recognized that crime runs in families. Studies on the genetic nature of crime are old and sometimes controversial (Rafter 1988). For instance, the famous anthropological study of the criminal Kallikak family (Goddard 1912) was very popular when it was published but it appeared, after closer examination, to have been fabricated to some extent (Carlson 1980; Fancher 1987). Today, this specific study

Pre-process

Analyze

Clear



Flesch Kincaid Grade Level 14.7 (College)

This text is low in narrativity which indicates that it is less story-like and may have less familiar words. Less story-like texts are usually harder to comprehend. It is low in both referential and deep cohesion, suggesting that the reader may have to infer the relationships between sentences and ideas. If the reader has insufficient prior knowledge, these gaps can be challenging.

What are the implications for first year learning ? and teaching?

The reading material from Forms of Crime tends to have;

low narrativity - Criminology relies on other discourses such as expository writing. What text types? What discourses? *These, the students must learn to decipher and navigate.*

Pitched neutrally - little explicit emotion,

How do we get students to understand the position, the stance of the author?

There's 'a lot of big words' (abstract rather than concrete) *This slows reading speed.*

How do we support learning of new subject based vocabulary?

Combined with little referential cohesion this becomes particularly challenging.

If there is little explicit referential cohesion are authors relying on a mutual understanding of field and discourse (text type) to communicate to insider audience?

Range of source material

Massacre in the Lake District: TWELVE people gunned down by rampaging cabbie, 52, who then turns weapon on himself

By LIZ HAZELTON FOR MAILONLINE
UPDATED: 22:19, 2 June 2010



 174
View comments

- 12 dead, 25 wounded after horrific shooting spree
- Cab driver suspect Derrick Bird commits suicide in woodland
- Gunman used two weapons during three-hours bloodbath
- Police examining 30 separate crime scenes across Cumbria
- Gunman had rowed with three colleagues last night
- Victims include farmer Garry Purdham, pensioner Michael Pike, 66

Police tonight revealed that 12 people had been shot by a cab driver who went on a bloody rampage in the Lake District before turning the gun on himself.

Derrick Bird, a divorced father-of-two, was discovered in woodland near Boot, Cumbria, by police.

At a press conference tonight, detectives finally laid out the the full extent of his deadly killing spree. Another 25 people are wounded, three critically.

Police are working at 30 crime scenes across the Lake District. They now believe that Bird, who witnesses described rampaging through the area drenched in blood, used two weapons.

Detective Chief Constable Stuart Hyde said: 'This has shocked the people of Cumbria and around the country to the core. It was terrifying and horrific.'

These two examples help to convey how there are important differences between some of the key definitional positions that have been proposed in the study of terrorism. Any such difficulties have been further compounded by the arguments of a number of more critically oriented scholars who have suggested that the adoption of the kinds of definition outlined above has contributed to the neglect of 'state-sponsored' terrorism (Cohen 2001). Those expounding this perspective note that while the security agencies of nation states tend to promote cases where states are the target of terrorist activity, in actuality the

Method

3/ This data became the basis for **staff workshop** to explore data and preliminary findings collaboratively.

Shared conversation around

<p>Volume: <i>How much do they have to read/process?</i></p> <p>Corpus analysis - <i>word - text level - distinctive discourse features</i></p> <p>Readability - <i>How difficult is it?</i></p>	<p>Learning Load Distinguishing course admin & content</p> <p>Linguistic Component Acquiring New Discipline Word - Structure - Text</p> <p>Complexity - different text types - code switching</p>
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Interpret data together, and define particular features of disciplinary discourse.

Make tacit expectations explicit

Challenge confirm / deny assumptions

Evaluation

"I am much more comfortable with asking students to take part (*with reading in class*) and getting them to try new ways of reading - even if it's not what they are used to. The reading circles are much better this year - You altered my practice."

*staff feedback - notes from conversation

Evaluation Students

Asked how their study at university was different they replied:

"skim read""I learnt how to skim read ""I've learnt how to skim read successfully"

"read all more academic pieces "reading academic articles"

"reading more and gained better reading skills ""tend to read more and make notes"

"Can summarise what I've read in each paragraph or section quickly"

"perspectives and questioning what I read"

"Don't read anything other than criminology books"

*sample comments student survey

Conclusion Key Competencies

- Build simple small scale corpora
- Use range of tools examine disciplinary discourse
- (word, -> text, frequency lists, distinctive structures, text types, stance positioning author to evidence)
- Explain to non linguists implications for acquisition
- Explain simple strategies to support acquisition
- Act as consultant/ co-researcher

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