

ISCL Hauptseminar (Summer semester 2021, Meurers)

Computational linguistic analysis of discourse and argumentation

Abstract:

Reflecting the substantial interest in analyzing language beyond the sentence level, this seminar provides an overview of the different approaches to analyzing discourse structure and argumentation. Computational linguistic research on dialogue and discourse structure has produced multi-layer corpus annotation efforts such as NXT Switchboard or the Penn Discourse Treebank. Applications include dialogue systems and argumentation mining.

Instructor: Prof. Dr. Detmar Meurers

- *Office:* <http://purl.org/dm/zoom>
- *Office hours:* Tuesdays 14:00–16:00 (please arrange slot by email beforehand)

Course meets: 4 SWS

- Tuesdays and Thursdays 8–10
- In Zoom: <https://zoom.us/j/96719107835>

Credit Points:

- Core Computational Linguistics Hauptseminar with 6 or, with term paper, 9 CP.

Syllabus: <http://purl.org/dm/21/ss/hs> (<http://purl.org/dm/21/ss/hs/syllabus.pdf>)

Moodle page: <https://moodle.zdv.uni-tuebingen.de/course/view.php?id=1679>

Please enroll in this course by logging into this moodle course with your ordinary ZDV university login.

Nature of course and our expectations: This is an overview-oriented Hauptseminar, in which we jointly introduce and explore the topic, perspectives and approaches. You are expected to

1. regularly and actively participate in class, with everyone's camera turned on to allow for meaningful two-way interaction in class, read the papers assigned by any of the presenters and post a meaningful question on Moodle to the "Discussion Forum" on each reading *at the latest on the day before it is discussed* in class.
2. explore and present a topic:
 - select one of the sub-topics by the May 6
 - thoroughly research the topic, mainly based on the mentioned reference
 - prepare the presentation with slides, send them to me by email and discuss them with me in a half hour slot during my office hour *at least a week before the presentation*

- start a new Moodle thread on the “Discussion Forum” specifying what every course participant should read to prepare for your presentation *a week before your presentation*
 - present and discuss the topic in class
3. if you pursue the 9 CP option, work out a project term paper
- *by July 16* select a topic and submit a one-page abstract (and a revised version by July 29, 2021)
 - *by October 24, 2021, i.e., by the beginning of the next semester* email the term paper in pdf format to the instructor.
 - Note for Computational Linguistics students: The term paper must be produced in LaTeX using the ACL conference format or the Computational Linguistics journal format; BibTeX must be used for the bibliography.

Academic conduct and misconduct: Research is driven by discussion and free exchange of ideas, motivations, and perspectives. So you are encouraged to work in groups, discuss, and exchange ideas. At the same time, the foundation of the free exchange of ideas is that everyone is open about where they obtained which information. Concretely, this means you are expected to always make explicit when you’ve worked on something as a team – and keep in mind that being part of a team always means sharing the work.

For text you write, you always have to provide explicit references for any ideas or passages you reuse from somewhere else. Note that this includes text “found” on the web, where you should cite the url of the web site in case no more official publication is available.

Sessions

1. Introduction (Detmar)
2. 11.5. RST (Detmar)
3. 18.5. RST (Pia)
4. 20.5. QUD and Information Structure (Detmar, Kordula)
5. 1.6 PDT (Lorena)
6. 8.6. SDRT (Lukas)
 - (Stede et al. 2016)
7. 10.6. Speech Act Annotation (Mourhaf)
8. 15.6. Analyzing Dialogue (Siena)
 - RST extension for dialogue (Stent 2000)
 - ISO (Bunt et al. 2020) and early work (Bunt 2006)
 - situated multiparty chats using SDRT (Asher et al. 2020)
 - (Tonelli et al. 2010)
 - human-computer dialogues (Yu & Yu 2019)
9. 22.6. Analyzing Dialogue (Luisa)
10. 24.6. Cohesion (Nora)
11. 29.6 Prague Dependency Treebank (Julia)
12. 1.7. Argumentation (Leyre)
13. 6.7. Argumentation (Fidan)
14. 13.7. Argumentation (Leixin)
15. 15.7. Discourse in (language) learning context (Bastian)
16. 20.7. Comparison and Evaluation of approaches (Mayank)
17. 22.7. Comparison and Evaluation of approaches (Connor)
18. 27.7. term paper idea presentations
19. 29.7. term paper idea presentations

Topics

- RST (Stede 2004; Carlson et al. 2003; Morey et al. 2017, 2018; Taboada & Mann 2006)
 - connection to argumentation (Peldszus & Stede 2016)
 - ANNODIS (Asher et al. 2017)
 - comparison to SDRT (Stede et al. 2016)
 - comparison to Penn Discourse and OntoNotes (Chiarcos 2014)
- SDRT (Lascarides & Asher 2008; Afantenos & Asher 2010; Afantenos et al. 2012; Asher et al. 2020)
- Questions under Discussion (Riester et al. 2018; De Kuthy et al. 2018; Reyle & Riester 2016)
- Speech Act Annotation (Weisser 2014)
- Dialog Act Annotation (Bunt 2006)
- Penn Discourse Treebank (Prasad et al. 2004, 2017, 2018)
 - extraction from student essays (Forbes-Riley et al. 2016)
 - for Turkish (Demirşahin & Zeyrek 2017)
 - multilingual (Zeyrek et al. 2019)
- Discourse annotation in Prague Dependency Treebank (Zikánová et al. 2010; Poláková et al. 2013)
- comparisons/evaluation (Carletta et al. 1997; Stede et al. 2007; Benamara & Taboada 2015; Stede et al. 2016; Hoek & Scholman 2017)
 - Empirical studies in discourse perspective (Walker & Moore 1997)
 - Overview esp. for multiparty dialogue (Core et al. 1998)
- Information Structure
 - (Kruijff-Korbayová & Kruijff 2004)
 - Focus annotation (Ziai & Meurers 2018)
 - Information Status (Eckart et al. 2012)
 - Switchboard (Calhoun et al. 2010; Calhoun 2007),
 - Evaluation (Ritz et al. 2008)
 - Crowdsourcing (De Kuthy et al. 2016)
- Cohesion
 - CohMetrix (McNamara et al. 2010; Graesser et al. 2012)
 - CohViz (Burkhart et al. 2020b,a)

- Argumentation
 - annotation (Visser et al. 2020; Saint-Dizier 2012)
 - argumentation mining (Nguyen & Litman 2016; Lawrence & Reed 2020; Mochales & Moens 2011)
 - Argument component/unit segmentation (Ajjour et al. 2017; Alhindi & Ghosh 2021), discourse segmentation and coherence (Tetreault et al. 2004)
 - ArgRewrite (Zhang et al. 2016)
 - eRevis (Wang et al. 2020)
 - visual interactive annotation (Sperrle et al. 2019)
 - more fine-grained proposition types (Jo et al. 2020)
 - assessment of approaches (Lindahl et al. 2019; Wachsmuth et al. 2017b,a)
 - corpus for argumentation analysis (Wachsmuth et al. 2014)
 - newspaper editorials (Al Khatib et al. 2016)
 - relation of theories to real-life argumentation in law domain (Mochales & Ieven 2009; Palau & Moens 2009)
 - in student essays (Wachsmuth et al. 2016; Putra et al. 2021) and persuasive essays (Stab & Gurevych 2017)
 - the contribution of argumentation mining to automatic essay scoring (Persing & Ng 2015)
 - more work on Argumentative Zoning (Teufel et al. 1999b; Teufel & Moens 2002; Teufel et al. 2009), and <https://www.cl.cam.ac.uk/~sht25/az.html>
 - Evaluating AntMover, AWA, and AcaWriter, and RWT on a joint corpus resource (Knight et al. 2020)
 - in scientific articles (Teufel et al. 1999a; Teufel & Moens 1999; Liakata et al. 2012; Kirschner et al. 2015)
 - in social media (Lindahl 2020) and user-generated web discourse (Habernal & Gurevych 2017)
 - Overview of challenges in multiparty dialogue (Core et al. 1998) j
 - in relation to sentiment analysis (Stede 2020)
- Other Corpora
 - GNOME corpus (Poesio 2004)
 - Potsdam Commentary Corpus (Stede & Neumann 2014)

References

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