

Hall & Wong
Ling 500
Winter 2006

Article Summaries

In this course, we will be reading three articles on phonetics. There are several goals in reading these articles. First, we want to expose you to some of the “actual” research that is going on in phonetics, beyond what is written in the textbook. Second, we want you to see examples of how to write up research articles as a guideline for how you write up your labs and other linguistics papers you may have to write. Third, we want to give you some practice in reading articles in phonetics, which we hope will be useful in reading articles in any field you find yourself in.

For each article, we will ask you to turn in a summary. These summaries need not be lengthy recapitulations of the article; instead, we want short encapsulations of the key points. The idea here is to (a) help you pull out the important points of the article to make sure you understand it and (b) give you a reference sheet that you can keep with your copy of the article for future use.

The “summaries” don’t have to be in paragraph form; they can be written as bulleted lists or flow charts or whatever you find the most helpful. However, each summary should contain the following information:

- 1. The bibliographical citation for the article.** This is very useful to have already written out so that you can simply cut and paste it if you need to reference the article in a future paper. You can copy this from the syllabus if you like.
- 2. The main research question** that the paper addresses. Why is this an interesting problem?
- 3. The specific questions / hypotheses** that the author(s) are testing. How do they relate to the main research question?
- 4. The experimental procedure** for testing the hypotheses. What technique is being used? What will the author(s) measure?
- 5. A summary of the results** of the experiment. This should be the actual measurements, *not* the interpretation of them as they relate to the question at hand.
- 6. The author’s interpretation** of the results. What answers have been provided for both the specific questions and the main research question?
- 7. Any problems** you see with the experimental design, results, or interpretation.
- 8. Any questions** you have about the article. These will be useful in guiding class discussion.

Please *type* each summary, and bring it with you to class on the day we are going to discuss the article.