

LING 5701 PSYCHOLINGUISTICS- GUIDELINES FOR STUDENT PRESENTATIONS

1. For the presenters.

I ASK YOU TO MAKE AN APPOINTMENT TO MEET WITH ME BEFORE PRESENTING so that I can discuss the structure of the presentation and go over any questions. I do not require additional appointments, but you are welcome to make them, and to contact me by email. I recommend that you make early use the Carmen board for your presentation papers to pose questions to the group with whom you will be presenting, as this can start a valuable discussion.

Start by reading carefully the article(s) you will present, and interacting with the members of your team to develop the presentation. If there are aspects (e.g. concepts, vocabulary, or underlying assumptions) you / your group doesn't understand, note them, and email me or ask me to clarify before you present. The overview lecture on the first session of the week is good time to resolve any outstanding issues you may have. You do not have to completely understand every aspect of the article -- some of the most interesting discussion questions can come from focusing on aspects of an article that are unclear or confusing. Remember that if you're confused after reading carefully, others in the class will probably have questions about the same aspects of the article.

Prepare a summary or outline of the article. Journal reviewers are often asked to do this; a summary lets you and your audience know what you found important in the article, and whether there is agreement about the main content points. Have a handout or set of overheads.

Educate the listener. Think of your presentation as a joint teaching lecture, or a panel discussion. Try to make the content and theoretical perspective of the article clear. Explicate experimental designs and results. Spend time linking these to the interpretation of the data, and to main research questions addressed. Think of questions to ask the class to engage them – you may use the questions they have submitted, but don't feel bound to answer every one. Demonstrations are often useful -- note that if you would like to construct example sound materials, you are welcome to use the resources in my laboratory (but allow time for this).

Add content of your own. Comment on what you are presenting. Why is it interesting? Can you think of an alternate interpretation of the results? Are there aspects of the explanation of results that seem *ad hoc* to you? Are the experimental designs complete, or could an additional condition answer outstanding questions? Are there other research results or perspectives on the problem that seem to be in conflict with, or that could be enhanced by, these results?

Think about the overall structure of the presentation. You may want to lecture, to get a discussion going from a set of questions or from a demonstration exercise, or to use some combination of techniques. Chose a structure that is comfortable for you and your team, and that fits your subject matter.

Think about the timing of the presentation. You should plan to complete what you have to say in the time allotted (in cooperation w/ your team). Will you allow (encourage?) interruption? Leave time for new questions of clarification that might arise. Decide which of your points are major (must be communicated for successful understanding) and which are minor (not to be a departure point for digression). Remember that your fellow presenters have a legitimate claim on the portion of class time that is assigned to them.

2. For those listening to the presentation.

Come to class prepared. Read the paper(s) carefully, and prepare your question(s) thoughtfully. Note the things that interest or confuse you while you are reading. Turn off/ stop attending to your various portable electronic interfaces during class.

Participate. Interact cooperatively. Ask questions. Suggest alternatives in a supportive and constructive way.

Act in a collegial way. In class and in group work, the goal is to exchange and develop ideas. One of the most important things that should happen to you as a result of advanced study is that you will develop a perspective on the work you do and the academic field(s) in which you are becoming an expert. This perspective has two parts:

Your view. While you are in (or preparing for) graduate school, you will develop some area of research that will be your specialty. Most graduate students are planning on this, and think of graduate school as a time to gather together knowledge in depth about a particular area. It is also a time to develop breadth, and to collect ideas about a variety of theoretical approaches to complex problems – this 'cross-fertilization' is critical to developing your own unique perspective on your work.

Your knowledge of others' views. It is a given that you need to know who the 'experts' in the field are and what they have to say about your interest areas. But in addition, you need to develop a set of colleagues with whom you can share or contrast views, develop collaborations, and on whom you can rely. As a professional you will need to have enough breadth of background and to be articulate enough, and fast enough on your feet, to defend and elaborate your own point of view, and to help your colleagues do the same with theirs. I want you to think of the class as an opportunity to engage in this process.