

Presentation and Paper – Detailed Instructions

April 20, 2009

⇒ If you have specific questions regarding your presentation or paper, please contact me.

- Please don't ask me questions like "Can you read this paper and tell me if it is sufficient?". The answer is I cannot do that.
- However, I can help you organize your ideas, focus your thoughts, and so on.

Presentation

- Requirements:

1. Presentations are 10 minutes.
2. Presenters should prepare a slide presentation (e.g. powerpoint).
3. Each person in a group should speak for part of the presentation.

- Recommendations:

1. Many of you are examining unusual speech. Don't be afraid to let us hear it! A few choice examples lets us know what you are looking at and helps generate interest. Caution: overdoing it can be a burden on the audience, and take time away from your main points.
2. Good papers and presentations are not always the same thing. There may be more information in your paper then what can be reasonably covered in the presentation. It is acceptable, for example, to choose one aspect of your paper and go through that in depth.
3. General overviews should not occupy the whole presentation. They are OK if they are brief. The presentation are an opportunity to teach the class something they didn't know before, and many of you already know many of the general issues.
4. Practice, practice, practice! Ten minutes is not a lot of time. Don't let the time slip by because you are searching for the right way to say something.
5. The best presentations are engaging and leaves the audience satisfied that they have learned something new.

Paper

- Requirements:

1. Papers should be between 12 and 15 pages, double-spaced with 1 inch margins. (Figures, graphs, and reference list do not count towards these length-requirements.)
2. Cite all sources and include a list of references at the end of your paper.
3. If you include a graph or figure from another source, indicate that in the caption.
4. The purpose of the paper should be clear. (For example: “This paper shows there are three acoustic characteristics of ...”.)
5. Your paper should be well-organized.
6. Your paper should be clear and easy to read.
 - (a) Define technical terms (but of course you may assume the reader knows the acoustic/articulatory terms used in class).
 - (b) It is OK to use simple sentence structures and everyday language. (Often these are more effective.)
 - (c) A well written essay is concise. It avoids redundancy as well as issues irrelevant to your main exposition. It has good transition sentences, well-structured paragraphs, and few grammatical, punctuation, or spelling errors.
 - (d) If you are actually carrying out an experiment to test a specific hypothesis, it is acceptable to follow a lab-style format with the appropriate sections (there is some flexibility here, you can add/rename sections as appropriate to your work).

- Recommendations:

1. It is often helpful to include an overview of what you are going to cover at the beginning.
2. It is equally helpful to let motivate your research at the beginning of the paper. This doesn't mean you have to have sentences like “The motivation for this research is ...”. You motivate research with sentences like “A common speech disorder is ...” or “It is interesting to observe the differences in the speech of ... with the speech of ...”
3. Examples can be very helpful to illustrate definitions or other important points.
4. Connect ideas. If you are discussing treatments of some speech disorder, for example, it is much more interesting to relate the treatment to the cause/symptom that the particular treatment is attempting to address. What is the idea behind the treatment? What is the evidence that it helps? What are the unresolved/problematic issues?