Developmental Psycholinguistics

Psyc 452, Fall 2019
Wednesday 1 – 2:30
Friday 11:00 – 1:00

Instructor: Dr. Stanka A. Fitneva
Office: Humphrey 349
Office hours: Friday 2:30-3:30 or by appointment
Phone: 613- 533-2363
E-mail: fitneva@queensu.ca

Course Description
This seminar focuses on the human ability to produce and comprehend language and its development. Using original empirical articles the participants in the seminar will examine topics like syntactic and lexical disambiguation, structural priming, the development of reading, and cultural variability in language ability**.**

Learning outcomes
Successful students will be able to:
1. identify and discuss key questions and methods in language development research
2. communicate to and with various audiences (peers, academics) and in various formats (orally, in writing) about current language development research
3. evaluate primary research and formulate new research questions for developmental psycholinguistics

Readings
The syllabus provides compete references for all readings and you can retrieve them using your library account. The library is currently setting up an eReserves system for the course. Note that copyright law prohibits the direct distributions of article pdfs by instructors.

As a seminar, this course requires **a substantial amount of independent work**. Depending on your background, you may or may not need to supplement the required readings with other sources in order to participate fully in class discussion. For example, you may encounter unfamiliar terminology beyond the concepts we tackle in class. Virtually all readings require good grasp of experimental design issues. The Internet provides a convenient way to find definitions quickly and the reference sections of the papers we read are helpful in figuring out where to look for further information. Stauffer Library has a number of reference works on language development and psycholinguistics that you can consult if you feel you need background on a particular issue, e.g.:

Kempe, V., & Brooks, P. (2014). *Encyclopedia of language development.* Washington, DC: Sage.
Spivey, M., Joannisse, M., & McCrae, K. (2012). *The Cambridge Handbook of Psycholinguistics.* Cambridge: Cambridge University Press.

Course Requirements and Grading Scheme
Discussion facilitation	12%	objectives 1, 3
Reaction papers	14%	objectives 1, 3
Participation (in-class and online)	14%	objectives 1, 2, 3
Presentation	20%	objectives 2, 3
Research proposal paper	40%	objectives 1, 2, 3

Discussion facilitation (12%). About half of the course meetings will be in the form of a discussion. The goal of these meetings will be to clarify the methodologies, questions, and controversies in a particular area of research.

You will be responsible for facilitating one of the seminar's discussions with a group of your classmates. More information on the format of the discussion hours is available in the enclosed handout. The grade will be largely determined by your self-evaluation and your classmates' evaluation of how the discussion went. Please email me any materials you use for my records (e.g., handouts, slides).

Reaction papers (14%) To prepare for discussion, everybody except the discussion facilitators has to post a short, two to five paragraphs long, "*reaction paper*" on the course's Discussion Board. The deadline for posting those is noon on the day before the class discussion meeting. Discussion meeting days are shaded in the syllabus. In your reaction papers you may discuss 1) applications of the findings in the readings to the real world, 2) whether the questions posed by the researchers are answered to your satisfaction, 3) connections with other research you know about, 4) any ideas you have for extending the research presented in the paper, etc. Reaction papers will be graded 0 – 2 points, where 1.5 is 'meets expectations' (so disregard letter grades or % that may appear on onQ). The *seven* best papers will count toward your grade. (You don't have to submit a reaction paper when you are a discussion facilitator and you can miss one more.)

Participation
(7%) Your participation grade will reflect the quantity and quality of your contribution to class discussions. As evaluation is an integral part of learning, you will be also asked to evaluate every class meeting (discussions and presentations alike, see below). In these evaluations, you have to provide constructive feedback those of your classmates who presented a paper or facilitated the discussion. You can miss two evaluations (i.e., two classes) with no penalty. One (1) point will be deducted for each additional missed class. Beyond that, your grade will be based on the consistency of your participation, your ability to extend the discussion by offering critical analysis and bridges to other knowledge, and your adherence to the Ground Rules for discussion.

Use of Mobile Technology in the Classroom
You may use electronic devices in this class to consult online readings or to take notes. However, any other use of these devices is strictly prohibited. Using your laptop or tablet to take notes often leads to checking email and social media or browsing the internet. This hinders your learning and has also been shown to distract those around you. Violating this policy will negatively impact your participation grade. Please also place your phone on mute before class begins.

(7%) Finally, your participation grade will also reflect your participation *on-line*. On presentation days, non-presenters will be *randomly assigned* to provide 1) an extension or 2) a critique of *one* of the papers. These comments/questions have to be posted online by the beginning of class. I expect that after class (best right after but ok *within a week*) you will review the posts and comment or respond to the one or two that pique your interest (your own is ok!). I expect that some of the posted questions will be preempted or answered by the presentations but we will not have time to get to others that are worth touching on. My primary goals here though are to foster a sense of community in the class and for you to help each other with the development of research proposal ideas. Individual posts and responses will not be graded. Rather, I expect at a minimum 8 original posts and 8 responses (do not have to be the same weeks; there are 11 presentation days). Your grade will reflect the level of close, critical reading of the papers and your classmates' posts and the clarity/quality of your writing.

Presentation. The rest of our course meetings will involve student presentations. The goal of these meetings will be to gain fuller and more in-depth understanding of a particular research area. As a presenter, they are an opportunity for you to develop your skills and confidence in analyzing primary articles and in presenting the material concisely but without losing sight of the important nuances of the research. They are also an opportunity for you to pose questions of interest to you and lead your classmates in a discussion.

You will be responsible for presenting one paper. Your presentation should be **less than 15 minutes long** so that there are at least 5-10 minutes for discussion. Your classmates' evaluations will largely determine your presentation grade. It will also reflect the thoughtfulness of your self-evaluation. Please email me any materials you use for my records (e.g., handouts, slides).

Research proposal paper. This paper is an opportunity for you to develop an original research idea related to the topic of the seminar. The paper should present evidence for critical analysis and synthesis of the literature and identify a point of controversy. The paper should be **up to ten (10) pages long**, excluding the title and abstract pages and excluding the reference section. Please follow APA style. The paper is due on **Tuesday, December 3rd, 2019, at noon** in my mailbox.

I will be available to discuss your paper outline/draft around November 13th (date will be settled once course enrolment is finalized). You are welcome to talk to me about your paper ideas earlier – the earlier you start working on it the better. I can provide feedback on your outline/draft if you turn it in 24 hours before your appointment.

For this paper you have to be able to research the primary literature on a particular topic. Our library session will be tailored to the needs of the class with respect to using psychology databases, narrowing and expanding literature searches, etc.

Grading method
Unless otherwise stated, course components will be graded using numerical percentage marks. Your course average will be converted to a final letter grade according to Queen's Official Grade Conversion Scale:
Queen's Official Grade Conversion Scale

Grade	Numerical Course Average (Range)
A+	90-100
A	85-89
A-	80-84
B+	77-79
B	73-76
B-	70-72

C+	67-69
C	63-66
C-	60-62
D+	57-59
D	53-56
D-	50-52
F	49 and below

Late policy. Life happens so whenever possible, I have built the assessments with flexibility in mind. As you can choose when to submit reaction papers, paper posts, and responses, late submissions will *not* be accepted. Consider building a reserve, as school work tends to pile up in the middle and the end of the term.

Everyone will have a 24 hrs grace period on the submission of the final paper. Afterwards, 3% of its grade will be deducted for every 24 hrs, or part thereof, it is late.

Once the schedule is set (around September 13th), presentation and discussion dates will be fixed. Because of the thematic organization of the course, they cannot be moved.

Accommodation
Queen's University is committed to achieving full accessibility for people with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. The Senate Policy for Accommodations for Students with Disabilities was approved at Senate in November 2016 (see https://www.queensu.ca/secretariat/sites/webpublish.queensu.uslcwww/files/files/policies/senateandtrustees/ACADACCOMMPOLICY2016.pdf). If you are a student with a disability and think you may need academic accommodations, you are strongly encouraged to contact the Queen's Student Accessibility Ser-vices (QSAS) and register as early as possible. For more information, including important deadlines, please visit the QSAS website at: http://www.queensu.ca/studentwellness/accessibility-services/

Academic Considerations for Students in Extenuating Circumstances
Queen's University is committed to providing academic consideration to students experiencing extenuating circumstances that are beyond their control and are interfering with their ability to complete academic requirements related to a course for a short period of time. The Senate Policy on Academic Consideration for Students in Extenuating Circumstances is available at http://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslcwww/files/files/policies/senateandtrustees/Academic%20Considera-tions%20for%20Extenuating%20Circumstances%20Policy%20Final.pdf

Each Faculty has developed a protocol to provide a consistent and equitable approach in dealing with requests for academic consideration for students facing extenuating circumstances. Arts and Science undergraduate students can find the Faculty of Arts and Science protocol and the portal where a request can be submitted at: http://www.queensu.ca/artsci/accommodations. Students in other Faculties and Schools who are enrolled in this course should refer to the protocol for their home Faculty.

If you need to request academic consideration for this course, you will be required to provide the name and email address of the instructor/coordinator. Please use the following:
Instructor/Coordinator Name: Stanka Fitneva
Instructor/Coordinator email address: fitneva@queensu.ca

Academic Integrity
Queen's students, faculty, administrators and staff all have responsibilities for upholding the fundamental values of academic integrity; honesty, trust, fairness, respect, responsibility and courage (see www.acade-micintegrity.org). These values are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University (see the Senate Report on Principles and Priorities http://www.queensu.ca/secretariat/policies/senate/report-principles-and-priorities).

Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments and their behaviour conform to the principles of academic integrity. In-formation on academic integrity is available in the Arts and Science Calendar (see Academic Regulation 1 http://www.queensu.ca/artsci/academic-calendars/regulations/academic-regulations/regulation-1), on the Arts and Science website (see https://www.queensu.ca/artsci/students-at-queens/academic-integrity), and from the instructor of this course. Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery and falsification, and are antithetical to the development of an academic community at Queen's. Given the seriousness of these matters, actions which contravene the regulation on academic integrity carry sanctions that can range from a warning or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university.

As there are a number of assignments in the course were unintended plagiarism may creep in, please visit these websites to help you make sure that you understand plagiarism and how to avoid it:
• https://www.queensu.ca/academicintegrity/students/avoiding-plagiarismcheating
• https://integrity.mit.edu/handbook/academic-writing/avoiding-plagiarism-paraphrasing
• http://writing.wisc.edu/Handbook/QPA_paraphrase.html

Turnitin
Queen's University has partnered with the third-party application Turnitin to help maintain our standards of excellence in academic integrity. Turnitin is a suite of tools that provide instructors with information about the authenticity of submitted work and facilitates the process of grading. Submitted files are compared against an extensive database of content, and Turnitin produces a similarity report and a similarity score for each assignment. A similarity score is the percentage of a document that is similar to content held within the database. Turnitin does not determine if an instance of plagiarism has occurred. Instead, it gives instructors the information they need to determine the authenticity of work as a part of a larger process.

Communication
1. You **must** activate notifications for the **News** forum on the course's onQ page. I will use it to distribute important information and updates about the course. "Important information" means information that you are responsible for, e.g., deadlines, details about assignments, etc. To ensure that you do not miss any important communications, here is how you should set up email/SMS notifications:
   1. Log into onQ.
   2. Click on the drop-down arrow, next to your name, in the top right corner of your screen.
   3. Select **Notifications.**
   4. Under **Contact Methods** enter your mobile number, if you would like to receive texts.
   5. Under **Instant Notifications** check the boxes to choose which notifications will be sent by email/SMS. You have to select the two **News** items; the rest are optional.
   6. Select the **Save** button to confirm changes.

2. *onQ*: 1) Participation in the electronic Discussion Board is strongly encouraged: post questions, read and respond to your fellow classmates. 2) The Board is intended to be used ONLY as a forum for discussion of topics relating to Psychology 452. 3) I prefer that you use regular email to contact me regarding course-related issues. **Please use "Psyc 452:" in the subject line.**
3. The best way to contact me is via email. **Please use "Psyc 452:" in the subject line.** I aim to respond to student email within *two business* days.
4. Do come to office hours if I can help you with anything (including grad school/career questions) or just want to chat about the course! You do not need to check if it's ok to come or give me a heads up unless you would like me to check or review something before the meeting.

Schedule of readings (subject to change)

Date	Topic	Readings
9/6	Introduction	
9/11	What is language?	Kaminski, J., Call, J., & Fischer, J. (2004). Word learning in a domestic dog: Evidence for "fast mapping". *Science, 304*(5677), 1682-1683.
9/13	Language and thought	Lupyan, G., & Bergen, B. (2016). How language programs the mind. *Topics in Cognitive Science*, 8(2), 408–424. https://doi.org/10.1111/tops.12155
9/18		Franklin, A., Drivonikou, G. V., Clifford, A., Kay, P., Regier, T., & Davies, I. R. L. (2008). Lateralization of categorical perception of color changes with color term acquisition. *PNAS*, 105, 18221-18225.
		Spaepen, E., Coppola, M., Spelke. E, Carey, S., & Goldin-Meadow, S. (2011). Number without a language model. *PNAS*, 108(8), 3163-3168.
9/20	Language in real time: Information integration	Snedeker, J., & Huang, Y. (2017). Sentence processing. In E. Bavin and L. Naigles (Eds.), *The handbook of child language*, 2nd Edition, 409-437. Cambridge University Press.
		*Aslin, R. N. (2007). What's in a look? *Developmental Science*, *10*(1), 48–53.
9/25		Fernald, A., Swingley, D., & Pinto, J. P. (2001). When half a word is enough: Infants can recognize spoken words using partial phonetic information. *Child Development, 72*(4), 1003-1015.
		Mani, N. & Huettig, F. (2012). Prediction during language processing is a piece of cake—But only for skilled producers. *Journal of Experimental Psychology: Human Perception and Performance, 38*, 843-847
		*Yurovsky, D., Case, S., & Frank, M. C. (2017). Preschoolers flexibly adapt to linguistic input in a noisy channel. *Psychological Science*, 28(1), 132–140. https://doi.org/10.1177/0956797616668557
9/27		Fernald, A. & Marchman, V. A. (2012). Individual differences in lexical processing at 18 months predict vocabulary growth in typically-developing and late-talking toddlers. *Child Development*, 83, 203-222.
		Huang, Y. T., Leech, K., & Rowe, M. L. (2017). Exploring socioeconomic differences in syntactic development through the lens of real-time processing. *Cognition*, 159, 61–75. https://doi.org/10.1016/j.cognition.2016.11.004
		*McMurray, B., Farris-Trimble, A., & Rigler, H. (2017). Waiting for lexical access: Cochlear implants or severely degraded input lead listeners to process speech less incrementally. *Cognition*, *169*, 147–164. https://doi.org/10.1016/j.cognition.2017.08.013
10/2	Statistical learning	Saffran, J.R., & Kirkham, N. Z. (2017). Infant statistical learning. *Annual Review of Psychology*, 69, 2.1-2.23.
		*Saffran, J. R., Aslin, R. N., Newport, E. L. (1996). Statistical learning by 8-month-old infants. *Science*, *274*, 1926-1928.
10/4		Thiessen, E. D., Onnis, L., Hong, S.-J., & Lee, K.-S. (2019). Early developing syntactic knowledge influences sequential statistical learning in infancy. *Journal of Experimental Child Psychology*, *177*, 211–221. https://doi.org/10.1016/j.jecp.2018.04.009
		Shufaniya, A., & Arnon, I. (2018). Statistical learning is not age-invariant during childhood: Performance improves with age across modality. *Cognitive Science*, *42*(8), 3100–3115.

		https://doi.org/10.1111/cogs.12692
10/9		Estes, K. G., & Lew-Williams, C. (2015). Listening through voices: Infant statistical word segmentation across multiple speakers. *Developmental Psychology, 51*(11), 1517-1528
		http://dx.doi.org.proxy.queensu.ca/10.1037/a0039725
		Potter, C. E., & Lew-Williams, C. (2019). Infants' selective use of reliable cues in multidimensional language input. *Developmental Psychology, 55*(1), 1-8. http://dx.doi.org.proxy.queensu.ca/10.1037/dev0000610
10/11		MacDonald, K., Yurovsky, D., & Frank, M. C. (2017). Social cues modulate the representations underlying cross-situational learning. *Cognitive Psychology*, *94*, 67–84. https://doi.org/10.1016/j.cogpsych.2017.02.003
		Karaman, F., & Hay, J. F. (2018). The longevity of statistical learning: When infant memory decays, isolated words come to the rescue. *Journal of Experimental Psychology. Learning, Memory, and Cognition*, *44*(2), 221–232. https://doi.org/10.1037/xlm0000448
10/16	Gesture, sign, and communication	Goldin-Meadow, S., & Alibali, M.W. (2013). Gestures' role in speaking, learning, and creating language. *Annual Review of Psychology*, 123, 448-453
10/18		Ozcaliskan, S., & Goldin-Meadow, S. (2005). Gesture is at the cutting edge of early language development. *Cognition*, 96, B101-113.
		Clay, Z., Pople, S., Hood, B., & Kita, S. (2014). Young children make their gestural communication systems more language-like: Segmentation and linearization of semantic elements in motion events. *Psychological Science*, 25(8), 1518-1525.
10/23	Library workshop	
10/25	**Break – no class**	
10/30	Perspective taking & conceptual pacts	Brennan, S. E., & Clark, H. H. (1996). Conceptual pacts and lexical choice in conversation. *Journal of Experimental Psychology: Learning, Memory, and Cognition,* 22(6), 1482-1493.
		*Bohn, M., & Köymen, B. (2018). Common ground and development. *Child Development Perspectives*, *12*(2), 104–108. https://doi.org/10.1111/cdep.12269
11/1		Köymen, B., Schmerse, D., Lieven, E., & Tomasello, M. (2014). Young children create partner-specific referential pacts with peers. *Developmental Psychology*, 50(10), 2334-2342.
		Khu, M., Chambers, C. G., & Graham, S. A. (in press). Preschoolers flexibly shift between speakers' perspectives during real-time language comprehension. *Child Development*. https://doi.org/10.1111/cdev.13270
		*Gorman, K. S., Gegg-Harrison, W., Marsh, C. R., & Tanenhaus, M. K. (2013). What's learned together stays together: Speakers' choice of referring expression reflects shared experience. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 39(3), 843-853.
11/6	Dialogue	Bock, K., & Griffin, Z. M. (2000). The persistence of structural priming: Transient activation or implicit learning? *Journal of Experimental Psychology: General,* 129(2), 177–192.
11/8		Branigan, H. P., & McLean, J. F. (2016). What children learn from adults' utterances: An ephemeral lexical boost and persistent syntactic priming in adult–child dialogue. *Journal of Memory and Language, 91,* 141-157. http://dx.doi.org.proxy.queensu.ca/10.1016/j.jml.2016.02.002

Rowland, C.F., Chang, F., Ambridge, B., Pine, J. M, & Lieven, E. V.M. (2012). The development of abstract syntax: Evidence from structural priming and the lexical boost. *Cognition*, 125, 49-63.

*Foltz, A., Thiele, K., Kahsnitz, D., & Stenneken, P. (2015). Children's syntactic-priming magnitude: lexical factors and participant characteristics. *Journal of Child Language*, 42(4), 932–945.

11/13	**No class**	**Research proposal meetings**
11/15	Embodiment	Kontra, C. E., Goldin-Meadow, S., & Beilock, S. L. (2012). Embodied learning across the life span. Topics in Cognitive Science, 4, 731-739
		Clark, H. H. (2016). Depicting as a method of communication. *Psychological Review*, *123*(3), 324–347. https://doi.org/10.1037/rev0000026
11/20		Masson, M. E. J., Bub, D. N., & Warren, C. M. (2008). Kicking calculators: Contribution of embodied representations to sentence comprehension. *Journal of Memory and Language, 59*(3), 256-265.
		http://dx.doi.org/10.1016/j.jml.2008.05.003
		Zwaan, R. A., Stanfield, R. A., & Yaxley, R. H. (2002). Language comprehenders mentally represent the shapes of objects. *Psychological Science*, *13*(2), 168–171. https://doi.org/10.1111/1467-9280.00430
		Eigsti, I.-M., Rosset, D., Col Cozzari, G., da Fonseca, D., & Deruelle, C. (2015). Effects of motor action on affective preferences in autism spectrum disorders: different influences of embodiment. *Developmental Science*, 18(6), 1044–1053. https://doi.org/10.1111/desc.12278
11/22	Sound symbolism	Hinton, L. & Bolinger, D. (2003). Sound symbolism. In W. J. Frawley, *International Encyclopedia of Linguistics* (2 ed.). OUP (e-book)
		Perniss, P., & Vigliocco, G. (2014). The bridge of iconicity: from a world of experience to the experience of language. *Phil. Trans. R. Soc. B,* 369(1651), 20130300. https://doi.org/10.1098/rstb.2013.0300
11/27		Imai, M., Kita, S., Nagumo, M., Okada, H. (2009). Sound symbolism facilitates early verb learning. *Cognition*, 109, 54–65.
		Tzeng, C. Y., Nygaard, L. C., & Namy, L. L. (2017). Developmental change in children's sensitivity to sound symbolism. *Journal of Experimental Child Psychology,* 160, 107–118. https://doi.org/10.1016/j.jecp.2017.03.004
		Brand, J., Monaghan, P., & Walker, P. (2018). The changing role of sound-symbolism for small versus large vocabularies. *Cognitive Science*, *42*(S2), 578–590. https://doi.org/10.1111/cogs.12565
11/29	Wrap-up	McMurray, B. (2016). Language at three timescales: The role of real-time processes in language development and evolution. *Topics in Cognitive Science, 8*(2), 393–407. https://doi.org/10.1111/tops.12201
		Yurovsky, D. (2018). A communicative approach to early word learning. *New Ideas in Psychology*, *50*, 73–79. https://doi.org/10.1016/j.newideapsych.2017.09.001

* optional reading or background reading

Wildcard class: NetLogo – modeling language phenomena; language attrition; natural experiments in language learning; language socialization

Psychology 452
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Discussion Guidelines

Facilitators
A group of two or three students will act as facilitators of each discussion. The role of the team is not as much to serve as an "expert" but as a "guide" of the discussion. As discussion facilitators, you don't have give a lecture, or to make a presentation. Rather your task is to lead a discussion of the material so that as many students of the class as possible participate. You may find it necessary to summarize some of the information. However, this should be done with the goal of directing the discussion rather than as a goal in itself.

Your team should read the assigned material and then get together to decide what major points you will focus on, and what techniques and strategies you will use to stimulate and guide the discussion. Make sure that all members of the team are involved in this process, and in the class session itself.

To make sure a discussion and not a presentation takes place: 1) if using PowerPoint, your team should have no more than 10 slides with text, and 2) the team should not hold the floor for more than 15 minutes altogether.

Other suggestions:
- Your goal should be first, to get to "the big picture" and second, to critically examine methodological issues.
- Be creative. Demonstrations are fun and very useful (but make sure they work!). Lead your classmates in a debate over the position(s) expressed in your reading.
- Read the postings of your classmates. They will provide you with information about what to focus on and what might need to be explained in class.
- Splitting vs. sharing the work on the readings? In the past, the class has liked the outcome of the latter better
- Pay attention to time

I'll be glad to discuss your plans with the entire team, or its representatives in my office hours or if there is another mutually convenient time. You will find a lot of useful tips about leading a discussion on the Web as well.

Ground Rules for Class Discussion
- Come prepared.
- Listen openly to what is said, rather than who says it. Try to understand the others as much as you hope they try to understand you.
- The person who is speaking should not be interrupted.
- If you disagree with someone, disagree with their ideas but don't attack the person.
- Do not monopolize discussion.

Electronic Discussion Boards - Good Practice
- *Sign your posts.* This shows respect for the time and thought readers puts in and makes it more likely for them to reply. *Address your posts too.* (The exception is original reaction papers. They only need a subject line/title.)
- If you are introducing a new topic choose a new subject line that makes the subject of your message clear to all.
- Be thoughtful and generous in your response to other people's posts – try to consider what might be useful in what they are trying to say even if you disagree with it.
- Never be rude or dismissive about someone's posts. If you have any complaints about other people's behaviour take it up with the instructor.

Facilitators: _____   Name of evaluator(s): _____
_____   _____
_____   _____
_____

Discussion Evaluation

Please comment on the following aspects of today's discussion and give an overall mark. Your comments will be given to the discussion facilitators without identifying you.

1. Apparent knowledge of content and preparedness of the facilitators

2. Efforts and success of involving the class in a discussion

3. What issues were discussed particularly well, i.e., what is the most memorable point of today's discussion? What did you learn?

4. What questions and topics could have been handled better? Any suggestions about how that could have been done? Were there any topics that you wish were discussed and were not?

5. Did all facilitators contribute in a meaningful way?

Please consider all of your answers above. Indicate a grade for the facilitators by circling a letter grade or a vertical mark.

F D C- C C+ B-   B   B+   A-   A   A+

Name: _____

Self-evaluation

Please comment on the following aspects of your role in today's class.

    1.   The strengths of your contribution

    2.   What are the most significant challenges you encountered in your preparation?

    3.   If you could change anything in your contribution to today's class, what would that be?

    4.   For discussions, was the burden of the work fairly distributed?

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Presentation Guidelines

Content
The papers we are going to discuss vary widely in topics and methods used to address these topics. As such, I expect that the content of each presentation may have different emphasis. For instance, some papers may have a more pronounced theoretical importance, whereas others might represent significant methodological advances. Nonetheless, many of the following content guidelines may prove useful in developing your presentation.

1. Provide a clear, concise statement of the research question being investigated (What did they do?)

2. Provide a clear description of the theoretical background. (Why did they do what they did?)

3.* Include a brief but meaningful summary of the research methods. Your reporting of methods should be tailored to include just the most important aspects that relate to the research question.

4.*A clear summary of what they found.

5. A conclusion stating what the authors think it all means.

6. Points for discussion. You may discuss anything you want (e.g., implications, methodological issues, relations to other readings, follow up ideas) but make sure that it is something that you want to discuss! You will be expected to get the ball rolling.

* Visual illustration of methods and results is very helpful. Consider including demonstrations and interactive elements.

Length
Your presentation should not be more than 15 minutes long so that there is enough time left over for discussion.

Materials
Presenters may use whatever materials they have access to. Bring your own laptop for the presentation to avoid compatibility issues or email the instructor if you need one. Check if you'll need an adaptor for the project and email the instructor if you do not have one.

PowerPoint tips and hints.
In an educational setting, PowerPoint can be used to effectively and succinctly present visual material that helps the audience understand the main point of the presentation. There are many aspects of PowerPoint that can actually get in the way of your doing this. Here are some examples:
• too much information/text on a slide
• too many slides
• a long series of slides that all have the same title (e.g., "introduction")
• a long series of slides that all have the same format (e.g., title & bullets).
• unnecessary use of animations (e.g., things sliding in from the side…)
• unnecessary use of clip art
• sloppy use of scanned graphics from research papers (some journals offer PPT slides with graphics!)
• inclusion of data tables scanned from research papers
• bad color schemes and busy backgrounds
• "cute" fonts that are hard to read
• reading from slides (using slides the way you might use index cards).

Search the Web for information about putting together strong and effective PowerPoint presentations.

Name of presenter:_____   Name of evaluator(s):   _____ ( )
                                                  (+) if you read the paper   _____ ( )
                                                                                   _____ ( )

Presentation Evaluation

Please comment on the following five aspects of the presentation and give it an overall mark. Your comments will be given to the presenter without identifying you.

1. Apparent knowledge of content and preparedness

2. Logical organization of presentation

3. Appropriateness of visual aids (i.e., use of Power Point)

4. Clarity of expression

5. Creativity

In assigning a grade, please consider all of the above five criteria. Indicate a grade for the facilitators by circling a letter grade or a vertical mark.

F D C- C C+ B-   B   B+   A-   A   A+