Your team's job is to teach your classmates about your <u>assigned topic</u>. To do so, you will collectively create an audio- or video-presentation on the topic. There are two goals to creating your presentation:

- You'll acquire an in-depth understanding of your assigned topic and how it relates to the topics of the course.
- You'll give your classmates an overview of the topic, enough for them to answer a short exam question on the topic.

Given those goals, you may be as creative as you like! You can introduce fictional characters or you can write fictional things to be said by characters based on actual psycholinguists, as long as the scientific content is accurate. You may use one of the tools suggested here (<u>Possible Tools for Creating your Project</u>) or any other tool you like.

Your presentation should be no longer than <u>ten minutes</u>, and must be in a format that can be uploaded to Avenue for your classmates to watch or listen to in preparation for the final exam.

When you submit your presentation to be uploaded to Avenue, also submit a written document that includes (a) a brief description of which tasks each team member completed (see below), (b) a reference list in <u>APA style</u> of all references that you consulted in creating your presentation, and (c) the script or transcript of your presentation.

You will be randomly assigned a day in Week 12 (either Tuesday Nov 28 or Friday Dec 1) when your team will deliver your presentation in class. Your team must all be present on your assigned day. Your video or audio will be presented to the class, and your classmates will have the chance to ask questions.

Your project is worth 20% of your final grade, and is assessed using the <u>Team Project Rubric</u>. You're not expected to have professional-level production values, as long as the audio and visuals are clear enough to be understood.

<u>A Sample for how you might describe Team Members' Roles</u>

- Ann and Ben read the suggested readings and explained them to the rest of the team.
- Cam and Diane searched for other related readings, chose the most relevant ones, and explained them to the rest of the team.
- Ann, Eve and Fran wrote the script for the presentation.
- Diane and Gen performed the script.
- Ben recorded the performance.
- Cam and Hal edited the video and uploaded it.
- Hal and Gen answered questions in class about the topic.

Topic	Team	Presentation Date
Categorical Perception in American Sign Language		
Emmorey, K., McCullough, S., & Brentari, D. (2003). Categorical perception in American Sign Language. *Language and Cognitive Processes*, *18*(1), 21–45. http://doi.org/10.1080/01690960143000416	**Oak**	**Dec 1**
Integration of Pragmatic and Phonetic Cues in Spoken Word Recognition		
Rohde, H., & Ettlinger, M. (2012). Integration of pragmatic and phonetic cues in spoken word recognition. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, *38*(4), 967–983. http://doi.org/10.1037/a0026786	**Silver Maple**	**Dec 1**
Lexical Competition during Second-Language Listening		
Chambers, C. G., & Cooke, H. (2009). Lexical Competition During Second-Language Listening: Sentence Context, But Not Proficiency, Constrains Interference From the Native Lexicon. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, *35*(4), 1029–1040. Retrieved from http://resolver.scholarsportal.info/resolve/02787393/v35i0004/1029_lcdslsciftnl.xml	**Red Maple**	**Dec 1**
Expectations and Speech Intelligibility		
Babel, M., & Russell, J. (2015). Expectations and speech intelligibility. *The Journal of the Acoustical Society of America*, *137*(April), 2823–2833. http://doi.org/10.1121/1.4919317	**Tamarack**	**Nov 28**
How do violations of Gricean maxims affect reading?		
Fukumura, K., & van Gompel, R. P. G. (2017). How do violations of Gricean maxims affect reading? *Journal of Memory and Language*, *95*, 1–18. http://doi.org/10.1016/j.jml.2017.01.008	**Sycamore**	**Nov 28**
Phonetic variation in bilingual speech		
Fricke, M., Kroll, J. F., & Dussias, P. E. (2016). Phonetic variation in bilingual speech: A lens for studying the production-comprehension link. *Journal of Memory and Language*, *89*, 110–137. http://doi.org/10.1016/j.jml.2015.10.001	**Sassafras**	**Dec 1**
The effects of bilingualism on conflict monitoring, cognitive control, and garden-path recovery		
Teubner-Rhodes, S. E., Mishler, A., Corbett, R., Andreu, L., Sanz-Torrent, M., Trueswell, J. C., & Novick, J. M. (2016). The effects of bilingualism on conflict monitoring, cognitive control, and garden-path recovery. *Cognition*, *150*, 213–231. http://doi.org/10.1016/j.cognition.2016.02.011	**Hawthorn**	**Dec 1**
Interpreting Chicken-Scratch: Lexical Access for Handwritten Words		
Barnhart, A. S., & Goldinger, S. D. (2010). Interpreting chicken-scratch: lexical access for handwritten words. *Journal of Experimental Psychology. Human Perception and Performance*, *36*(4), 906–23. http://doi.org/10.1037/a0019258	**Cedar**	**Nov 28**

These are some tools that might be useful to you in creating your project. Some of them are totally free, and some of them are free as a trial for first-time users. This is not an exhaustive list -- if you know of other tools, you are free to use them. And please tell Dr. Anderson so she can update the list!

Screencast-o-matic: https://screencast-o-matic.com

Prezi: https://prezi.com

VideoScribe: https://www.videoscribe.co/en/

RawShorts: https://www.rawshorts.com

PowToon: https://www.powtoon.com/home/

Explain Everything: https://explaineverything.com

Several suggestions for free video editing software:

http://www.techradar.com/news/software/applications/the-best-free-video-editor-1330136

Audacity, free audio-recording & mixing software:

http://www.audacityteam.org

The simplest way to make your project accessible to your classmates is to post it to YouTube:

https://www.youtube.com/upload

If you don't feel like sharing your project with the whole world, it's possible to set your YouTube video to "unlisted". This setting means that your video doesn't get suggested to others and can't be searched for; it's only visible to people who have the exact link to it. So it would be visible to people in our class, and to anyone you give the link to, but not easily findable by the general public. You can also take your video down again after December 31, if you don't want to leave it there forever.

	Excellent	Very Good	Satisfactory	Unsatisfactory
Content Criteria:				
The presentation describes the topic accurately.				
The presentation uses scientific vocabulary correctly.				
The presentation includes neither too much nor too little information.				
The presentation is organized in a clear way.				
The presentation shows how the topic connects to the themes of the course.				
A script or transcript is included.				
Content Total	11-12	8-10	5-7	0-4
Delivery Criteria				
The presentation is accessible to Ling 2PS3 students.				
The presentation is creative and engaging.				
The style and format of the presentation are effective and appropriate for the topic.				
(*For a video presentation*) The images enhance or support the content.				
(*For a video or audio presentation*) The audio quality is clear enough to be understood.				
Delivery Total	7-8	5-6	3-4	0-2

TOTAL