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# DELEGATES AND LIAISONS-2003

## **American Association for the Advancement of Science**

(Section H: Anthropology) William Poser, University of Pennsylvania (2006)  
(Section J: Psychology) Susan Goldin-Meadow, University of Chicago (2006)  
(Section V: Neuroscience) Mabel Rice, University of Kansas (2006)  
(Section Z: Linguistics and the Language Sciences) Stephen Anderson, Yale University (2006)

## **American Council of Learned Societies**

Mark Aronoff, University at Stony Brook-SUNY (2003)

## **American Council on the Teaching of Foreign Languages**

Virginia M. Fichera, SUNY-Oswego (2003)

## **American Speech, Language, and Hearing Association**

Carolyn Temple Adger, Center for Applied Linguistics (2003)

## **Association for Computational Linguistics**

Ivan Sag, Stanford University (2003)

## **Consortium of Social Science Associations**

John Baugh, Stanford University (2003)

## **Council for Preservation of Anthropological Records**

Victor Golla, Humboldt State University

## **Permanent International Committee of Linguists**

Arnold M. Zwicky, Stanford University/Ohio State University (2003)

## **LSA SECRETARIAT**

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# LANGUAGE STYLE SHEET

This style sheet results from the accumulated wisdom of those people who have participated in the editing of Language over the years. Its purpose is to guide prospective authors in the preparation of a manuscript that makes the entire editorial process as simple as possible. Manuscripts that depart from the style sheet will pass more slowly through the editorial process. In egregious cases, manuscripts will be returned to the author for resubmission .

## 1. THE MANUSCRIPT

- a. a. Submit four printed or photocopied copies of all submissions. Retain one copy, since manuscripts will not be returned. Electronically prepared manuscripts should be accompanied by a diskette labelled with the author's name and the word-processing program and operating system used.
- b. b. Use paper of standard size, either 8 1/2 x11 or A4.
- c. c. Type or print all copy (including notes, references, and tables) on one side of the paper, fully double spaced throughout the manuscript.
- d. d. Use quadruple space between sections.
- e. e. Use type of one size throughout the manuscript (including title, headings, and notes), either 10 or 12 points (12 or 10 cpi), in a simple roman face except where indicated below.
- f. f. Leave margins of 1 inch (2.54 cm.) on all four sides of the paper.
- g. g. Do not use line-end hyphens or right-justified margins.
- h. h. Place each piece of special matter on a separate page. Special matter includes all tables, figures, art work (not example sentences, rules, or formulas), trees, and other diagrams. Key each piece of special matter to its proper place in the body of the manuscript with a notation of the following sort on a separate line in the manuscript:

*INSERT FIGURE n ABOUT HERE*

Centered below each piece of special matter, put its number, followed by a brief legend on a separate line.

- i. Use the following order and numbering of pages:
  1. page 0: title and subtitle; authors' names and affiliations; complete mailing address, e-mail address, and telephone numbers of the first author; for articles only, the names and addresses of suggested reviewers
  2. page 1: title and subtitle only
  3. page 2: abstract of about 100 words (for articles only) with asterisked acknowledgement footnote if there is one
  4. body of the work
  5. references, beginning on a new page
  6. notes, beginning on a new page
  7. all special matter
- j. Number all pages of the entire manuscript serially in the upper right corner.
- k. The LSA urges contributors to Language to be sensitive to the social implications of language choice and to seek wording free of discriminatory overtones. In particular, contributors are asked to follow the "LSA Guidelines for Nonsexist Usage", published in the December LSA Bulletin.
  - l. Our goal is to make the review process blind. Authors should, therefore, avoid making their identity known in any way after page 0 of the manuscript.

## 2. COMPUTER-PREPARED MANUSCRIPTS

In general, make the appearance of the manuscript as simple as possible. Avoid desktop publishing effects.

- a. Do not use any headers or footers other than page numbers.
- b. Avoid unusual fonts.
- c. Use endnotes rather than footnotes.

- d. Use underscore in place of italics and double underscore in place of SMALL CAPITALS if possible (this makes it easier for the typesetters).

### 3. TYPEFACES AND UNDERScores

A single underscore indicates italic type, a double underscore SMALL CAPITALS, a wavy underscore boldface. Use these for the following purposes ONLY:

- a. Use italics (underscore) for all cited linguistic forms and examples. Do not use italics for emphasis, or to mark common loanwords or technical terms: *ad hoc*, *façon de parler*, *ursprachlich*, *binyan*, etc.
- b. Use SMALL CAPITALS (double underscore) to mark a technical term at its first use or definition, or to give emphasis to a word or phrase in the text.
- c. Use boldface for certain forms in Oscan and Umbrian, and to distinguish Gaulish and other forms originally written in the Greek alphabet.
- d. Do not use any special typefaces or type sizes in headings.

### 4. PUNCTUATION

- a. Use single quotation marks, except for quotes within quotes. The second member of a pair of quotation marks should precede any other adjacent mark of punctuation, unless the other mark is part of the quoted matter: The word means `cart', not `horse'. He writes, `This is false.'
- b. Do not enclose any cited linguistic examples in quotation marks. See 6.
- c. Indent long quotations (more than about 40 words) without quotation marks.
- d. Do not hyphenate words containing prefixes unless a misreading will result; hyphenate if the stem begins with a capital letter: non-Dravidian, Proto-Athabaskan.
- e. Indicate ellipsis by three periods, close set, with a blank space before and after, like ... this.
- f. Use a comma before the last member of a series of three or more coordinate elements: A, B, and C; X, Y, or Z. Do not use a comma after the expressions e.g. and i.e.

### 5. NOTES

- a. Number all notes to the body of the text serially throughout the manuscript.
- b. The note reference number in the body of the text is a raised numeral, not enclosed in parentheses. Place note numbers at the ends of sentences wherever possible, after all punctuation marks.
- c. Type all notes to the body of the text as endnotes, double spaced, following the entire text (see 1i).
- d. Make each note a separate paragraph beginning with its reference number, raised above the line and not followed by any punctuation mark.
- e. Place any acknowledgement footnote at the end of the abstract, keyed with an asterisk.
- f. Number footnotes to special matter separately for each piece of special matter and place them on the same page as the special matter.
- g. Avoid notes in book notices.

### 6. CITED FORMS

- a. Underscore all linguistic examples cited in standard orthography or transliteration (but not in phonetic or phonemic transcription).
- b. Enclose transcriptions either within (phonetic) square brackets or within (phonemic) slashes: the suffix [q], the word /rek/. Do not italicize or underscore bracketed transcriptions.
- c. Use angle brackets for specific reference to graphemes: the letter <q>.
- d. Transliterate or transcribe all forms in any language not normally written with the Latin alphabet, including Greek, unless there is a compelling reason for using the original orthography. Use IPA symbols (Language 66.550-2) unless there is another standard system for the language.
- e. After the first occurrence of non-English forms, provide a gloss in single quotation marks: Latin *ovis* `sheep' is a noun. No comma precedes the gloss and no comma follows, unless necessary for other reasons: Latin *ovis* `sheep', *canis* `dog', and *equus* `horse' are nouns. See 8 for other instructions on glosses.
- f. Use a fine pen to insert special characters and diacritics by hand. Draw diacritics in the exact position and form that they are meant to assume in print.

**7. NUMBERED EXAMPLES, RULES, AND FORMULAS**

- a. Type each numbered item on a separate indented line with the number in parentheses; indent after the number; use lowercase letters to group sets of related items:
  - (2) a. Down the hill rolled the baby carriage.
  - b. Out of the house strolled my mother's best friend.
- b. In the text, refer to numbered items as 2a, 2a, b, 2a-c.

**8. GLOSSES AND TRANSLATIONS OF EXAMPLES**

Examples not in English must be translated or glossed as appropriate. Sometimes, both a translation and a word-for-word or morph-by-morph gloss are appropriate.

- a. Place the translation or gloss of an example sentence or phrase on a new line below the example:
 

(26) La nouvelle constitution approuvée (par le congrès), le président renforça ses pouvoirs.  
 `The new constitution having been approved (by congress), the president consolidated his power'.
- b. Align word-for-word or morph-by-morph glosses of example phrases or sentences with the beginning of each original word:
 

(17) Omdat duidelijk is dat hie ziek is.  
 because clear is that he ill is
- c. Observe the following conventions in morpheme-by-morpheme glosses:
  1. Place a hyphen between morphs within words in the original, and a corresponding hyphen in the gloss:
 

(41) fog-ok fel próbál-ni olvas-ni  
 -----will-1SG up try-INF read-INF
  2. If one morph in the original corresponds to two or more elements in the gloss (cumulative exponence), separate the latter by a period, except for persons; there is no period at the end of a word:
 

(5) es-tisbe-2PL.PRES.IND.ACT
  3. Gloss lexical roots or stems in lowercase roman type.  
 Gloss persons as 1, 2, 3, and 4.  
 Gloss all other grammatical categories in SMALL CAPITALS (double underscore).
  4. Abbreviate glosses for grammatical categories. List the abbreviations in a note.

**9. ABBREVIATIONS**

- a. Abbreviations ending in a lower-case letter have a following period; abbreviations ending in a capital do not.
- b. Names of languages used as adjectives are often abbreviated prenominally; the editors follow the practice of Merriam-Webster dictionaries for these abbreviations.
- c. Use prime notation (e.g. S', V") rather than bar notation.

**10. TITLES AND HEADINGS**

- a. Use the same roman typesize as the body of the text for all titles and headings.
- b. Capitalize only the first word and such words as the orthography of the language requires.
- c. Do not use more than two levels of headings, e.g. 1, 2.3, but not 3.2.4.
- d. Place section headings on a line with the section number and the first line of the section:
  1. Introduction. The recent renaissance of ...
- e. See reviews and book notices in recent issues of Language for the format of their headings.

**11. CITATIONS IN THE TEXT**

Within the text, give only a brief citation in parentheses consisting of the author's surname, the year of publication, and page number(s) where relevant: (Rice 1989) or (Yip 1991:75-6).

- a. If a cited publication has more than two authors, use the surname of the first author, followed by et al.
- b. If the author's name is part of the text, then use this form: Rice (1989:167) comments ...
- c. Do not use notes for citations only.

## 12. 12. REFERENCES

At the end of the manuscript, except in book notices (see 11j), provide a full bibliography, double spaced, beginning on a separate page with the heading References, using roman type throughout.

- a. Arrange the entries alphabetically by surnames of authors, with each entry as a separate hanging indented paragraph.
  - b. List multiple works by the same author in ascending chronological order.
  - c. Use suffixed letters a, b, c, etc. to distinguish more than one item published by a single author in the same year.
  - d. If more than one article is cited from one book, list the book as a separate entry under the editor's name, with crossreferences to the book in the entries for each article.
  - e. Do not replace given names with initials unless the person normally uses initials: Barker, M. A. R., but Lehiste, Ilse.
  - f. Use a middle name or initial only if the author normally does so: Heath, Shirley Brice; Oehrle, Richard T.
  - g. Each entry should contain the following elements in the order and punctuation given: (first) author's surname, given name(s) or initial(s); given name and surname of other authors. year of publication. Full title and subtitle of the work. For a journal article: Full name of the journal and volume number (roman type). inclusive page numbers for the entire article. For an article in a book: title of the book, ed. by [ full name(s) of editor (s)], inclusive page numbers. For books and monographs, the edition, volume or part number (if applicable) and series title (if any). Place of publication: Publisher.
  - h. Some examples follow:  
 Dorian, Nancy C. (ed.) 1989. Investigating obsolescence. Cambridge: Cambridge University Press.  
 Hale, Kenneth, and Josie White Eagle. 1980. A preliminary metrical account of Winnebago accent. *International Journal of American Linguistics* 46.117-32  
 Miner, Kenneth. 1990. Winnebago accent: the rest of the data. Lawrence: University of Kansas, ms.  
 Perlmutter, David M. 1978. Impersonal passives and the unaccusative hypothesis. *Berkeley Linguistics Society* 4.157-89.  
 Poser, William. 1984. The phonetics and phonology of tone and intonation in Japanese. Cambridge, MA: MIT dissertation.  
 Prince, Ellen. 1991. Relative clauses, resumptive pronouns, and kind-sentences. Paper presented at the annual meeting of the Linguistic Society of America, Chicago.  
 Rice, Keren. 1989. A grammar of Slave. Berlin: Mouton de Gruyter.  
 Singler, John Victor. 1992. Review of Melanesian English and the Oceanic substrate, by Roger M. Keesing. *Language* 68.176-82.  
 Stockwell, Robert P. 1993. Obituary of Dwight L. Bolinger. *Language* 69.99-112.  
 Tiersma, Peter M. 1993. Linguistic issues in the law. *Language* 69.113-37.  
 Yip, Moira. 1991. Coronals, consonant clusters, and the coda condition. The special status of coronals: internal and external evidence, ed. by Carole Paradis and Jean-François Prunet, 61-78. San Diego, CA: Academic Press.
  - i. Avoid bibliographical citations in book notices. Give any citations in full in the body of the text, following the format outlined in 10.
-

2004 ABSTRACT SUBMITTAL FORM -- 30- and 15-MINUTE PAPERS AND  
POSTER SESSION PAPERS

**DEADLINE FOR RECEIPT BY SECRETARIAT: 1 September 2004 at 5:00 PM EDT.** NOTE: All abstracts must arrive by the deadline. Late abstracts will not be considered, whatever the reason for the delay. **Return to: Linguistic Society of America, 1325 18th St, NW, Suite 211, Washington, DC 20036-6501.**

**General Requirements**

My paper has not appeared nor will it appear in print before this meeting.  
 I am a  regular,  student,  other member of the Linguistic Society or I enclose dues for 2004 (\$70 regular, \$30 student plus \$10 for non-U.S. addresses). **All authors of jointly submitted abstracts must be LSA members. (See "General Requirements," #1.)**  
 My abstract conforms to the specifications/guidelines for abstracts. **If the abstract does not conform to the guidelines, it will not be considered.**

**Title:** \_\_\_\_\_

If this is a 30-minute paper, check here . If this is a poster session, check here .  
If neither of the above is checked, the abstract will be reviewed as a 15-minute paper.

**Area Addressed by Paper**

To ensure your abstract receives proper review by the Program Committee and consultants, please list the primary area of linguistics addressed by this paper and optionally the subfield (e.g. syntax: binding theory; semantics: tense; phonology: syllable structure, etc.):

1. \_\_\_\_\_
2. \_\_\_\_\_

Please indicate if your paper is about an endangered language.

**Abstract Requirements**

I enclose 12 copies of the abstract for evaluation.  
 My abstract, including a bibliography, if needed, and examples, is on a single side and is less than 500 words.  
 My abstract has \_\_\_\_\_ words. This word count must be noted at the bottom of the abstract.  
 My name and affiliation do not appear on the abstract.  
 The title and area(s) of linguistics are at the top of the abstract.

**Audiovisual Requests.** All meeting rooms will be equipped with microphones, an overhead projector, and a screen. One additional piece of equipment may be requested. The Program Committee will consider all such requests received by 1 September. If the committee determines that the additional equipment is integral to the presentation, that equipment will be ordered and the presenter will be notified.

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-----  
**PLEASE PRINT OR TYPE**

sole authors: I am sole author of no other abstract & co-author of at most one other abstract.  
 joint authors: Each co-author has submitted at most one other abstract.

*Author 1:*  
Name (Dr/Mr/Ms) \_\_\_\_\_

*Author 2:*  
Name (Dr/Mr/Ms) \_\_\_\_\_

Address: \_\_\_\_\_

Address: \_\_\_\_\_

Affiliation (for the *Meeting Handbook*): \_\_\_\_\_

Affiliation (for the *Meeting Handbook*): \_\_\_\_\_

Work phone: \_\_\_\_\_

Work phone: \_\_\_\_\_

Home phone: \_\_\_\_\_

Home phone: \_\_\_\_\_

E-mail address: \_\_\_\_\_

E-mail address: \_\_\_\_\_

Signature: \_\_\_\_\_

Signature: \_\_\_\_\_

# Program Committee 2004 Guidelines and Abstract Specifications

**The deadline for receipt is 1 September 2004 at 5:00 PM EDT. Post office delivery is erratic. When mailing abstracts, allow sufficient time for delivery delays; priority mail service often takes more than two days. All abstracts must arrive by the deadline. Late abstracts will not be considered, whatever the reason for the delay.**

The four categories of presentations are: organized sessions, 30-minute papers, 15-minute papers, and poster sessions. Abstracts of poster presentations, papers and descriptions of organized sessions will be reviewed with the most stringent criteria being applied to the longer presentations. The Program Committee will, of course, require that the subject matter be linguistic, that the papers not be submitted with malicious or scurrilous intent, and that the abstract be coherent and in accord with published specifications.

There is no upper limit on the number of papers that can be accepted for the program nor an upper limit on the number of papers in any subarea. There is, therefore, no predetermined limit on the number of sessions scheduled. When the Program Committee meets, members discuss and judge each abstract on the basis of their collective knowledge and, when appropriate, on reports from consultants. Then, they arrange each session, assemble the final program, and select session chairs.

## GENERAL REQUIREMENTS

1. All authors must be members of the Linguistic Society. Although LSA membership is on a calendar year basis, payment for 2004 may accompany the abstract; all in print issues of Language and the LSA Bulletin will be sent after payment is processed. The membership requirement may be waived for co-authors from other disciplines. Requests for waivers of membership must be made by a member of the Society and must accompany the abstract.
2. Any member may submit one 15-minute abstract, 30-minute abstract, or poster abstract as sole author and a second as co-author, or two as co-author. He or she may also present a paper in one organized session proposal, but if this proposal is accepted, the Program Committee may withdraw the 15-minute, 30-minute, or poster proposal on the author's behalf.
3. Authors who will be unable to present their papers personally should specifically name a proxy who will both read the paper and respond to questions that follow.
4. After an abstract has been submitted, no changes of author, affiliation, title, or wording of the abstract, other than those due to typographical errors, are permitted.
5. Papers must be delivered as projected in the abstract or represent bona fide developments of the same research.
6. Handouts, if any, are not to be submitted with abstracts, but should be available at the meeting for those listening to the paper.
7. Submissions by electronic mail and/or facsimile cannot be accepted.
8. Presenters must register for the meeting.

## ABSTRACT FORMAT GUIDELINES

1. An abstract, including a bibliography, if needed, and examples, must be no more than 500 words and on one side of a single page. All words in examples including glosses and numbers in tables, references, and so on are counted in the 500 word limit. Submit 12 copies. Abstracts longer than 500 words or more than one side of a single page will be rejected without being evaluated. Please note the word count at the

bottom of the abstract.

2. At the top of the abstract, outside the typing area, put the title, designated research area(s), and abstract category (15-minute, 30-minute, or poster).
3. Do not put your name on the abstract. Your name should be only on the abstract submittal form. If you identify yourself in any way on the abstract (e.g. "In Smith (1992)...I"), the abstract will be rejected without being evaluated.
4. Abstracts which do not conform to the format guidelines will not be considered. Abstracts not conforming to the content guidelines will be considered as reflecting the writer's ability to deliver an effective paper.
5. A short abstract, intended for photoreproduction and publication in the Meeting Handbook, will be requested from all authors of accepted papers. Specific instructions for the transmittal of this abstract will be included in the acceptance letters. These instructions, including the stated deadlines, must be observed or the paper will be withdrawn from the program.

## **ABSTRACT CONTENTS**

Many abstracts are rejected because they omit crucial information rather than because of errors in what they include. Authors may wish to consult the abstract models prepared by the Program Committee on pages 68-73. A suggested outline for abstracts is as follows:

1. Choose a title that clearly indicates the topic of the paper and is not more than one 7-inch typed line.
2. State the problem or research question raised by prior work, with specific reference to relevant prior research.
3. State the main point or argument of the proposed presentation.
4. Regardless of the subfield, cite sufficient data, and explain why and how they support the main point or argument. When examples are in languages other than English, provide word by word glosses and underline the portions of the examples which are critical to the argument. Explain abbreviations at their first occurrence.
5. If your paper presents the results of experiments, but collection of results is not yet complete, then report what results you've already obtained in sufficient detail that your abstract may be evaluated. Also indicate explicitly the nature of the experimental design and the specific hypothesis tested.
6. State the relevance of your ideas to past work or to the future development of the field. Describe analyses in as much detail as possible. Avoid saying in effect "a solution to this problem will be presented." If you are taking a stand on a controversial issue, summarize the arguments that led you to your position.
7. State the contribution to linguistic research made by the analysis.
8. While citation in the text of the relevant literature is essential, a separate list of references at the end of the abstract is generally unnecessary.

## **CATEGORIES OF PRESENTATIONS**

Members submitting abstracts of poster presentations, 15-minute, and 30-minute papers should follow the instructions for abstract format and content carefully. Submissions in these three categories will be reviewed anonymously.

### **A. Poster Sessions**

Depending on subject and/or content, it may be more appropriate to submit an abstract to the poster session for visual presentation rather than to the 15- or 30-minute session. In general, the sorts of papers which are most effective as posters are those in which the major conclusions become evident from the thoughtful examination of charts and graphs, rather than those which require the audience to follow a sustained chain of verbal argumentation. Therefore, authors will want to make points in

narrative form as brief as possible. The poster paper is able to "stand alone," that is, be understandable even if the author is not present, and does not require audiovisual support.

**B. 15-Minute Papers**

The bulk of the program will consist of 15-minute papers, with 5 minutes for discussion.

**C. 30-Minute Papers**

30-minute papers with 10-minutes of discussion are papers addressing issues whose presentation justifies additional time. These abstracts are evaluated more stringently than 15-minute and poster abstracts.

**D. Organized Sessions**

Organized sessions typically involve more than one scholar and are expected to make a distinctive and creative contribution to the meeting. Proposals for organized sessions are NOT reviewed anonymously. These sessions may be:

1. Symposia which include several presentations on a single topic
2. Workshops focused on a specific theme or issue
3. Tutorials which give intensive instruction in some subfield of linguistics or a related field
4. Colloquia which include a major presentation with one or more invited discussants
5. Sessions of any other kind with a clear, specific, and coherent rationale.

The organizer(s) must supply the information requested on the organized session submittal form, which is available from the LSA Secretariat. In addition, the organizer(s) must submit the following:

1. A preliminary version of the proposal including 500-word abstracts for each presenter by 15 April 2004, to be sent to the Program Committee for comments and suggestions.
2. A fully detailed proposal (typically 2-5 pages) which includes the purpose, motivation, length (1 1/2 - 3 hours), and justification for the session; the names, addresses, and telephone numbers of all participants, including discussants; and a complete account, including timetable, of what each participant will do. The Program Committee reserves the right to select participants and discussants.
3. A 1-page description of the organized session for publication in the Meeting Handbook.
4. If appropriate, a short abstract of each participant's presentation.

Organizers must submit a first version of the written proposal by 15 April 2004 in order to receive comments and suggestions from the Program Committee. The deadline for the final version of written proposals is 1 September 2004.

**Funding.** The Program Committee does not have funds for organized sessions. If special funds are required, it is the responsibility of the organizer(s) to seek and obtain them. When submitting the proposal to the Program Committee, the organizer(s) should state whether or not special funds will be necessary. If so, include the source of the funds, with an indication of what alternatives will be pursued if special funds fail to materialize.

**The deadline for receipt of abstracts for 15- and 30-minute papers, poster sessions, and the final version of organized session proposals is 1 September 2004 at 5:00 PM EDT.**

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# Guidelines for Giving an LSA Paper

Bruce Fraser  
Boston University

Geoffrey K. Pullum  
University of California, Santa Cruz

September 2003

## **BASICS**

Your goal in presenting an LSA paper is that the audience should remember it favorably, associate your name with what you are reporting on, and ask some questions after the talk. Obviously, then, you need to present it clearly and concisely and stay within the time limits.

Organize the talk around one or two interesting and significant findings you want to present. Decide what you think your audience can be presumed to know and develop the talk to be suitable. When in doubt, do make your assumptions clear, but assume a very high level of intelligence on the part of the audience: they didn't come to hear things they already know. If they do get told some things they knew, at least don't patronize them (this is the LSA; your audience consists mostly of sophisticated professional linguists).

Don't do things that will annoy your audience. One of the worst is to say: "This is really an important point but I don't have time to go into it." If there is not going to be time for something important, you have not organized your presentation properly. And the worst of all is to begin with an apology. If your paper has faults but you plan to present it anyway, then just do so. Perhaps the audience will form a negative judgment later, and perhaps not; but just leave that to them.

Keep in mind that the style and timing of a paper intended for aural processing by a hearer is different than a paper intended for visual processing by a reader.

## **OUTLINE**

A good talk will typically include sections on:

- the general problem area;
- the particular question addressed;
- the way you address it;
- the findings;
- the significance of the findings;
- the next steps to be taken.

## **HANDOUTS**

Put your name and email address on the handout so that interested people can easily reach you.

Remember: the handout is an aid to the audience who is unfamiliar with your

material, not a crutch for you. You should be able to present your talk without the handout.

The relevant part of the handout for 15-minute paper should typically be six pages or less. It may be useful to include an appendix to the main handout which can contain all the material you feel is relevant but do not have time to present.

The handout should track the logic of your talk and should contain the crucial points you will make (in the right order) and the critical examples that ground them.

It is fine to put more material on the handout than you can cover, but make the status of the material clear to the audience in advance. Just don't skip over it, though; say something like, "In (4)-(6) I've listed several counterexamples to that analysis that you can read and consider at your leisure."

If your examples are in another language with an English gloss, it is a waste of time to read all the examples in the other language to an audience of non-speakers. (But do read one or two to show off if your pronunciation is really spectacular!)

## **SLIDES**

It is difficult to use both slides and a handout, so don't. If you use slides, make the font large and keep the content simple, probably no more than 8 lines per slide and no more than 8 to 10 slides for a 15-minute presentation (one slide to two minutes of presentation is a good rule).

When the audience is reading a slide, they are not listening to you. Rather than squeeze all the material onto a few slides, it is more effective to have many slides, each with a few lines of text, or a well-labeled simple graph or table.

After presenting a slide, wait to give the audience a chance to absorb it; then make your comments.

Use charts and graphs to summarize data, especially the results. Keep them simple, presenting only relevant data. Remember, the audience has never seen the slide and must process it while you are talking. You should never need to say "disregard such and such material on this chart/graph."

Check the status of the video/audio equipment prior to the talk. The second worst way to begin a paper is "How do I turn this thing on?" (or, for that matter, "Testing, one, two! Can you hear me at the back?").

You might want to have a friend change the slides for you so you can concentrate on the talk.

If you absolutely have to use both a handout and overheads, make sure they are coordinated.

## **PRESENTATION**

Practice several times in front of a real, critical audience. Talk slowly. (You might

have a confederate in the back of the room signal you if you should slow down.) Speak clearly, keep your voice level up, and pause after you make important points. Many in the audience will be unfamiliar with your topic and will welcome the processing time. Those who are familiar with the material will welcome the time to think about the implications of what you are saying.

The allocation of time, whether for a 15-minute or a 30-minute paper, should be roughly like this:

Introduction and framing of the question: 25%  
Presentation of data and findings: about 50%  
Summary and significance: up to 25%

A good paper is not like a mystery story. Tell the audience at outset the main points and the structure of the talk. Then remind the audience as you go along, to provide benchmarks for your audience.

Don't read your talk word-for-word. It makes your talk uninteresting to listen to and it also greatly increases your chances of getting confused or lost in your own presentation. Practice your talk enough that you know what words to use without having to read them.

Don't read long quotations, and don't ask the audience to read them. It's boring and time-consuming. It is more effective to refer to the passage and to summarize it in your own words. If you must read a passage out, read it slowly; then wait a moment before going on. You can expect the audience to follow along with your reading, but you have to leave time for them to process the example and fit it into the developing mosaic.

If you get lost, admit it, pause, don't make excuses. Start again when you have found your place. Everyone has had the experience of losing their way, so you needn't be embarrassed.

Don't promise to "come back to it" unless you really intend to. And don't give more than one promissory note at a time. When you do come back, tell the audience. Present a few examples in depth that illustrate your point — you can have extras on your handout, but just discuss one or two. The audience will trust you, and giving huge numbers of examples typically doesn't increase credibility, it only makes the head spin.

Don't go on over the time allotted, even if the chair ignores LSA rules and lets you do it. It's rude to the speakers that follow, rude to those in the audience who wish to leave to go to another room, and strongly indicative of an ill-planned talk.

There will usually be someone from the conference with a watch and cards reading '10 minutes left', '5 minutes left', '1 minute left', and 'Stop.' Don't forget to look over at this person regularly, both so that they do not have to wave the card at you and so that you actually get the information about how much time is left. You do not get extra time for failing to see the cards. Acknowledge the person holding the card with a nod of comprehension once you've seen it.

You may also want to write in marks on your own handout indicating where you expect to be when you see '10 minutes left' and so forth, so you can tell if you are

ahead or behind.

Don't say you don't have time to address a point. Either address it or ignore it. Give credit to others whose work you are depending on and/or those who assisted you.

At the end of the talk, tell the audience again what question you addressed, what you found, and its significance. Then say "thank you," so they know you're done.

## **QUESTIONS**

Expect questions that surprise you. This is the LSA, people are smart. If you don't get difficult questions, you're delivering your papers at the wrong conferences.

Try getting friends and colleagues to ask you some of the expected questions in advance.

Keep your cool, don't get defensive. Most questions you're asked will be friendly. Really angry, hostile ones will be very rare and you can treat them quite differently. An excellent thing to say to a really rude questioner is, "I don't think I'll respond to that"; and you're fully within your rights to say that.

If you don't understand the question, say so, and ask for it to be repeated. If you don't know the answer, just say "I don't know." Don't bluff, don't bluster, don't abase yourself.

And if someone makes a good point but you're not prepared to answer it at that moment, ask them for an email address; deal with it later in correspondence.