

Data presentation: Supplement

[This supplement regarding expectations for data presentations takes effect starting Friday, February 24.]

The data presentations have been a lot of fun, and it's nice to see a more in-depth picture of a single language than what we are typically able to get from an article that focuses on a type of morphological pattern.

Here are some things to keep in mind that will make your presentations as successful as possible. In future weeks, I will be looking for these things specifically and including them in the presentation grades. (The grading criteria chart has been slightly updated to reflect this.)

- (1) The presentation should take essentially all of the class period.

It is a good idea to leave some time at the end for questions or discussion from the class, but it's also a good idea to prepare some additional material to talk about if there doesn't turn out to be much in the way of discussion. (Or better yet, maybe prepare some specific prompts or examples to generate discussion from the class.)

- (2) In what I think of as the “morphology overview” section, where you are presenting information about morphological type, free/bound morphemes, inflection, derivation, compounding, etc., remember that you must *consider the evidence* for these categories. (For example, why does a particular suffix count as an example of a derivational morpheme?)

- Ideally, your grammar will contain evidence that you can present. This may or may not be directly stated by the author; sometimes you will need to put together claims and examples in order to present the evidence yourself.
- If there is no way to get the right kind of evidence from your grammar, then at least remind the class of some of the characteristics that the morpheme or process in question should have if it has been correctly classified by the author.

- (3) *Use the rest of your grammar when you need to.* Evidence you need for your presentation may be found somewhere in your grammar outside the chapter called “Morphology” — there may be things about phonology or syntax you need to know in order to make your argument complete, for example.

- (4) What is good to consider for “theoretical discussion?” Here are some sample ideas.

- New requirement: The “theoretical discussion” component of the presentation should take at least 10 minutes (not 5 as stated previously).
- Do any affixes occur in an order that is unexpected or surprising on the basis of some specific theoretical proposal or typological generalizations?
- Are there any morphological processes that are difficult to classify?
- Are there any cases of subsegmental morphemes? Morphological templates? Reduplication or infixation?

- (5) Handouts/slides

- Make sure they contain your claims as well as your data.
- Please either e-mail a set of slides to me by about one hour before class starts, or bring one hard copy to class, so that I have a copy to write on during your presentation.