Call for Papers

Dallas International University

Oct. 12-13, 2020

The Dallas International Academic Lens (DIAL) Conference provides a stimulating, collegial atmosphere for students to develop their professional presentation skills.   The goal is to support the DIU mission statement in providing training and especially, *research opportunities. Due to the COVID-19 pandemic, the entire DIAL conference will occur virtually with no on-campus (face to face) events.*

All DIU students and alumni are invited to submit an abstract regarding original research. Faculty may also present provided that they coauthor with a student or alumnus.   The intended audience for DIAL is the entire ILC community. All DIU faculty, staff, and students are encouraged to attend and participate as they are able. Public attendance is welcomed.

Call for Papers

Abstract submissions are now being accepted for DIAL 2020.   Proposals of no more than 250 words (in PDF format) should be submitted to

dial@diu.edu by September 18, 2020. Data may be added below the abstract as long as the total content does not exceed one page. The DIAL abstract guidelines provide a template (see below) that must be followed. Presentations must feature original, previously unpublished work. Papers must be anonymized to support double-blind reviewing by the DIAL committee. All participants are encouraged to present research from their courses, theses, or field experience.

Presentations at DIAL will be limited to 30 minutes for the combined presentation and question/answer. Appropriate topics are related to the disciplines in focus at DIU, including (but not limited to):

- Abrahamic Studies
- Cross-cultural Service
- Language and Culture Studies
- Linguistics
- Literacy
- Islamic Worldviews
- Multicultural Teamwork
- Scripture Engagement
- Sociolinguistics
- Translation
- World Arts

Important dates:

- September 18, 2020: Deadline for abstract submissions
- October 2, 2020: Notification of acceptance
- October 12-13, 2020: DIAL Conference

Contact the committee with any questions at dial@diu.edu. We look forward to hearing from you.

DIAL Committee:

Scott Berthiaume	Dora Kung
Thomas Stiller	Jeffrey Feinberg
Miranda Kuykendall	Nabhira Mascorro
Pat Feinberg	

Guidelines for Preparing an Abstract:

1. Field of Study, Theoretical Context, and Statement of the Problem

   In your introduction, state your field of study (see below), the context for inquiry, and your topic of discussion.

2. Literature Review that Frames the Overall Discussion of the Problem

   Cite literature pertinent to the field that describes, selects, or models the parameters of discussion.

3. Thesis: Statement of the Main Topic and Conclusions

   State your thesis. Explain the contribution this statement makes to explore, develop, or advance your field of inquiry.

4. Method for Analyzing how the Thesis Statement Relates to Findings of the Inquiry

   Evaluate how your overall approach guides your collection, classification, and analysis of the data.

5. Concluding Statements showing the Relevance of the Thesis to the Theoretical Framework

   Synthesize your statement of the problem, your analysis and findings, and their relevance to your field.

6. Summary of General Proposal and Implications for Further Research

   Summarize how your findings explore or advance the field and open avenues for further inquiry.

Some Sample Abstracts from Various Fields of Study

Sample 1:

THE 2018 STUDENT RELIGIOUS STUDIES CONFERENCE

Sponsored by the Midwest Region Society of Biblical Literature

Carl D. Hingst, Concordia Theological Seminary

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The Golden Calf Narrative as a Proclamation of the Day of the Lord: An Intertextual Study Between Exodus 32:19-35, Genesis 6:5-22 and Isaiah 25:6-12

After their deliverance from Egypt through the Exodus, God's people, Israel, fell into idolatry as the golden calf narrative of Exodus 32-34 demonstrates. This paper explores how the events of Exodus 32 tie into Scripture's Day of the Lord motif. This will be done by expounding upon the simultaneous judgment and deliverance characteristic of Day of the Lord texts, by comparing Exodus 32 linguistically and thematically to Day of the Lord narratives found in Genesis 6:5-22 and Isaiah 25:6-12, and by investigating the unique Christological contribution that the golden calf narrative projects onto the Day of the Lord motif.

Sample 2:

2011 Joint Annual Meeting SEM and CORD (Society for Ethnomusicology & Congress on Research in Dance)

Performing Ethnomusicology: Melding Once-Distant Sensibilities Through Character Portrayals

Ama Aduonum, Illinois State University

In Performing Ethnomusicology (2004), ethnomusicologists discuss the politics and value of directing world music ensembles. Hankus Netsky says many of his vocal protégés in his Jewish ensemble have "gone on to become cantorial soloists and . . . instrumentalists have found their way into wedding band work" (2004, 197) and Ricardo D. Trimillos feels that a "principal pedagogical value is the presentation and valorization of alternative systems and approaches to creativity" (ibid., 47). These insights are commendable for programs that have world music ensembles, but what other means are there for institutions that cannot afford these ensembles or, in my case, when ensemble is not on the long list of general education courses for a lone ethnomusicologist? How else can we perform ethnomusicology? In this presentation, I will share results and insights gained from projects in which my mid-western, mostly white, students "perform ethnomusicology." The assignments require students to research and study the life of an enslaved African in the African diaspora, and then bring that character to life through a 2-minute monologue with song. Michelle Kisliuk and Kelly Gross' question about teaching BaAka music and dance to a diverse group at University of Virginia steers this inquiry. They ask, "Can or should once-distant sensibilities . . . be melded, considering their radically different social contexts" (ibid., 249). I ask, "Can or should once-distant

sensibilities, in this case slavery, spirituals, and work songs, be melded, considering my mid-western students' radically different social, historical, and racial contexts? What negotiations take place?

Sample 3:

Linguistic Society of America

The LSA Program Committee has prepared model abstracts which members may wish to consult before preparing submissions. Thanks to the authors of these abstracts for their agreement to make their abstracts available and for *annotating* them. Each abstract appears with annotations which are indented and boldfaced. Additionally, you might like to revisit our webinar on "Abstract Writing: How to Convince in a Page."

Anna Papafragou. *Source-goal asymmetries in language acquisition and memory*

Recent research has demonstrated an asymmetry between the origins and endpoints of motion events, with preferential attention given to endpoints rather than beginnings of motion. This asymmetry emerges when children and adults are asked to describe or remember motion events (Lakusta & Landau, 2005; Lakusta, 2005; Arnold, 2001; Regier, 1996; Regier & Zheng, 2003), and surfaces even in the non-linguistic representation of motion in infants (Lakusta, Wagner, O'Hearn & Landau, 2007). Here we explore the link between source and goal categories in language and cognition in two further studies with adults and 5-year-olds. Our aim is to investigate whether the *specificity* of encoding source/goal relations differs in both spatial memory and the acquisition of novel spatial vocabulary.

(The main phenomenon to be investigated in the paper (the asymmetry between sources and goals) is presented in the introduction to the abstract. Prior literature is reviewed. The goal of the present abstract is clearly stated and situated in the context of prior studies.)

Experiment 1 asked whether specific spatial configurations are represented more accurately if they participate in goal rather than source relations. We created GOAL-SOURCE versions of motion events which were identical except for the path reversal (e.g., a ball moved intoGOAL/out ofSOURCEa container). We then created variants of these events (e.g., a ball moved ontoGOAL/off ofSOURCEthe same container). Each event lasted for 2s, with starting-point and endpoint configurations remaining on the screen for an equal amount of time (500ms). Each participant saw either the source or the goal version of each event and the corresponding variant separated by a mask (1s) and had to say whether they were the same or different. To block verbal encoding, adults and children were given a counting task during inspection of the events. Adults saw a total of 64 pairs of motion events and children a reduced set of 16 pairs. We found that goal changes were detected more accurately than source changes by both adults (MG =.83, MS =.72) and children (MG= .70, MS = .55; all p's<.05).

(In this and the next paragraph, experimental materials and procedure are described in some detail. A key factor

for the readability of the experimental section is whether the reader is able to reconstruct the studies with some degree of specificity. A summary of results [including statistical information] is presented.)

Experiment 2 asked whether the observed asymmetries in memory have implications for spatial word learning. The study builds on previous reports that children overgeneralize separation rather than joining words (Bowerman, 1996), and on evidence that languages make finer distinctions within goal rather than source spatial-semantic fields (Regier & Zheng, 2003). Materials were similar to those in Exp.2 but the task now involved identifying the denotation of a novel path verb (1st event:Look! The ball is glorping the toy!2nd event:Is the ball glorping THIS toy?). We chose path verbs as targets because such expressions are restricted in English and thus made good candidates for novel spatial vocabulary. We found that changes in the goal path were more likely to make participants of either age group reject the novel spatial verb than identical changes in the source path (adults: MG = .64, MS = .50; children: MG = .62, MS = .49; all p's<.05). In other words, goal distinctions were more precisely drawn in language than source distinctions. Taken together, these studies demonstrate that a cognitive-attentional bias in spatial representation and memory affects the specificity of hypotheses about spatial referents that learners build during the acquisition of spatial language.

(The second experiment is clearly motivated by, and its logic follows from, Experiment 1. Notice that various experimental choices (e.g., the choice to use path verbs as targets) are justified throughout. This makes the abstract stronger and improves readability. The abstract ends with a clear conclusion which brings together the data from Experiment 1 and 2 and bears on the theoretical points made in the introduction (i.e., it links the present data to the cognitive source-goal asymmetry and its implications for language learning).)

For additional information: https://www.linguisticsociety.org/resource/model-abstracts