



Title here
Subtitle here

Author1 name, Author2 name
Rutgers University
New Brunswick, NJ, U.S.A.
youremail@rutgers.edu



Introduction

Present study:

- This is an itemized list
- It can contain as many items as you like

Previous studies:

References are cited as numbers. Here are a few examples. Previous studies found that certain things happen [1]. Another person found that another thing happened [2], but some people don't agree with the results [3].

- Itemized lists
- Can also be nested
 - Like this
 - and this
 - * and this
 - * and this

Research Questions:

1. We can also make numbered lists
2. Which can also be nested
 - (a) These are good for your hypotheses
 - (b) another item

Results

Figure 1: Here is a figure caption. Figure captions can span more than one line. The width and justification is taken care of by the *caption* package (in the preamble).

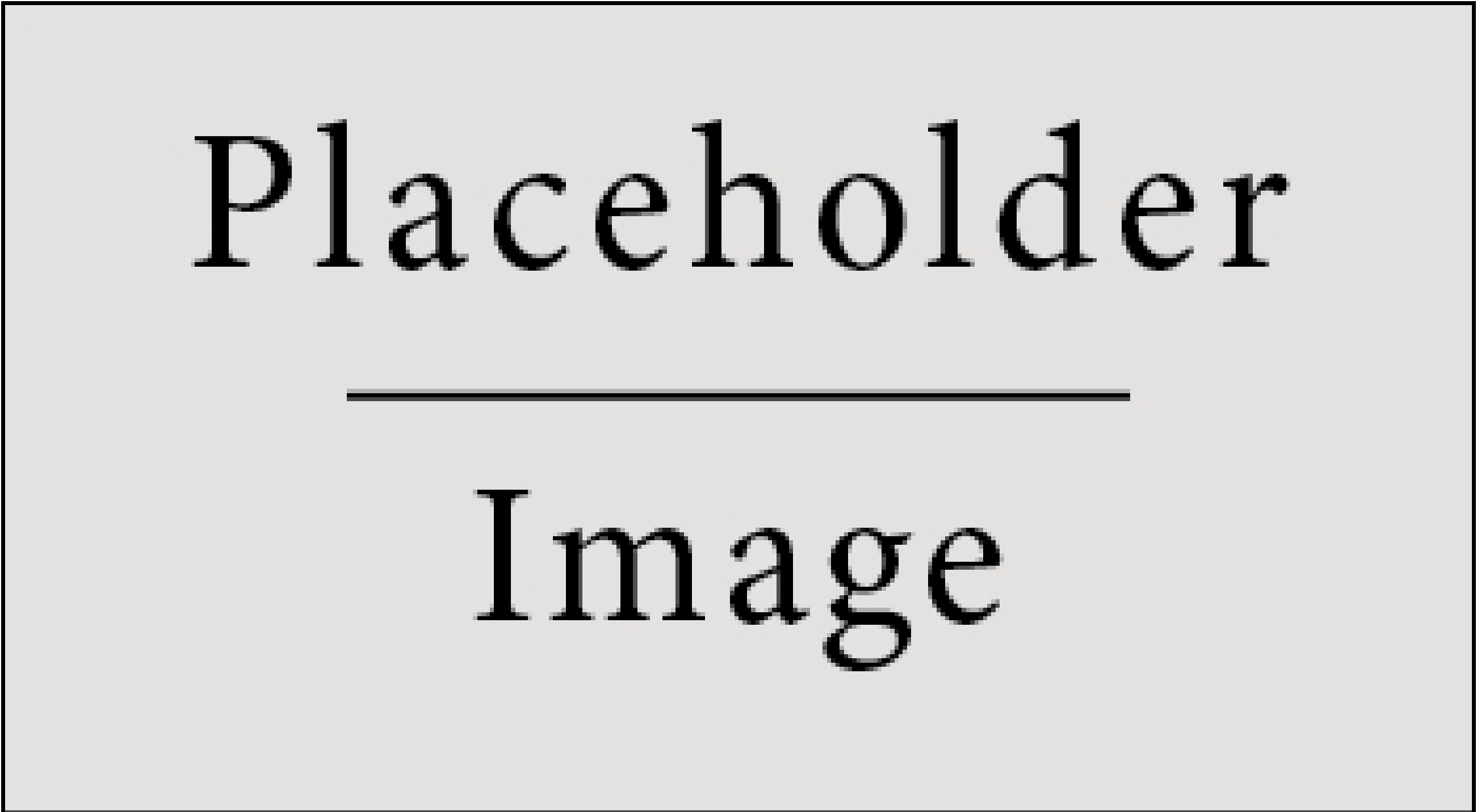
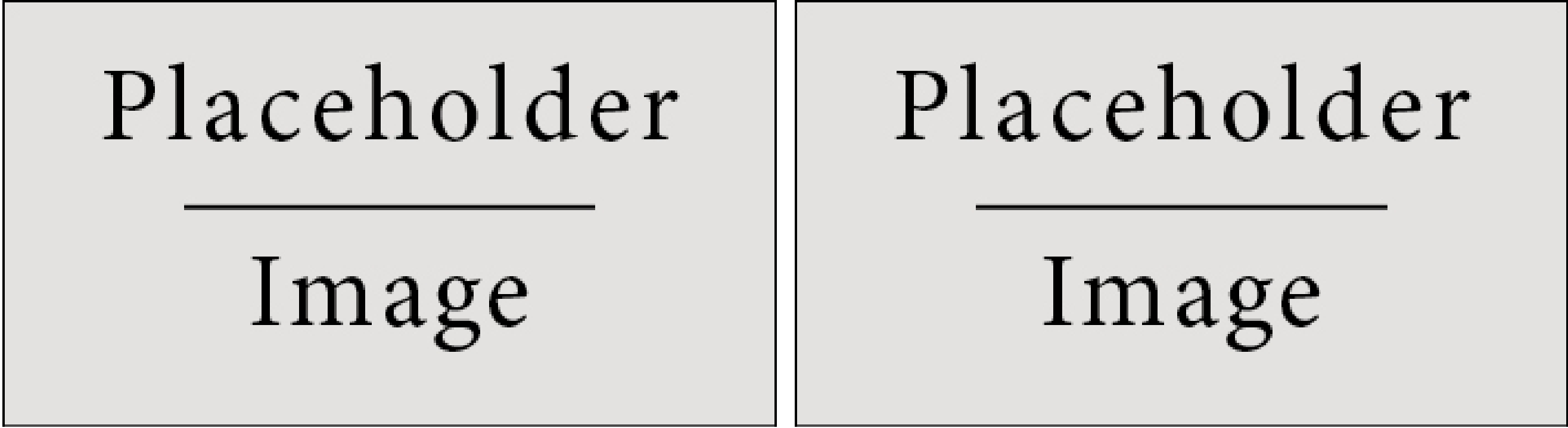


Figure 2: You can place two figures side-by-side. Refer one picture (left) and then to the other (right).



Method

Materials

- Materials used
- Participants
- Stimuli
- Etc.

Procedure

- This is what we did
- This is how we did it
- So and so did it this way too
- Some examples here would be handy

Analysis

- The data were like this...
- This is how we analyzed it.
- Here is an example...

Table 1: This is a table caption.

	Lead	Short-lag	Long-lag
English		/bdg/	/ptk/
Spanish	/bdg/	/ptk/	

Conclusion

Summary

- The analysis showed A
- The analysis showed B too.
- And don't forget about C, which was also important.

Conclusion

- We learned X, Y, and Z.
- This research is in align with A and B
- But differs from what this other guy found
- Future research should do more things

Selected references

- [1] Cho, T and McQueen, J and Cox, E. Prosodically driven phonetic detail in speech processing: The case of domain-initial strengthening in English. *Journal of Phonetics*, 35:210–243, 2007.
- [2] Guion, S. The vowel systems of Quichua-Spanish bilinguals. *Phonetica*, 60:98–128, 2003.
- [3] Amengual, M. Interlingual influence in bilingual speech: Cognate status effect in a continuum of bilingualism. *Bilingualism: Language and Cognition*, 15:517–530, 2012.

Acknowledgements

Somebody probably helped you. Thank them here. :)