The main research accomplishments of our IGERT program have come in a number of areas. Some of these involve new discoveries and problems that we are approaching solutions to. But just as important have been changes in the way that we do research, and the identification of new questions that will drive our group’s research in the coming years.

A first key accomplishment involves the much wider adoption of computational approaches in cognitive and linguistic research in our research groups. A key consequence of securing the IGERT award is that the U of Maryland agreed to create a new faculty position in computational modeling of language processes. Naomi Feldman was hired to this position in 2011, and created a new foundational course in computational modeling for students from a cognitive background. Simultaneous with this, new hires in computer science and related fields led to an injection of new energy into computational research in language at UMD. This in turn led to many more students incorporating computational methods in their research, though there is clearly much room for further development. Students who benefited from this include Annie Gagliardi, who used computational methods to model child learning biases, and who went on to a postdoc in computer science at the U of Edinburgh, one of Europe’s leading groups. Aaron White and Dustin Chacón also used computational training to model language learning processes as part of their dissertation projects, and this led directly to their postdoc positions. Dan Parker used computational modeling to investigate the role of memory in adult language understanding, and this led to publications and to a tenure-track faculty position. Also of particular note is that our computational research group has unusually good gender diversity. Women are woefully underrepresented in computer science, but our IGERT program has led to a language and computation group that has been able to attract many very talented women.

A second key development has come from research on how language learners' individual experience contributes to their learning outcomes. This may seem like an obvious topic, as it should be clear that language learning depends on language experience. But in the past it has been difficult to investigate this in detail, due to the challenges of characterizing learners' experience, i.e., what do they actually hear over the course of a few years, and due to the challenges of describing outcomes on an individual rather than a group level. As a result, most research in the cognitive science of language learning has focused on describing individual stages of learning, with less attention to how learners progress from one stage to the next. Meanwhile, researchers in education have documented the dramatic consequences of impoverished language experience in children from disadvantaged groups, but this research has relied on rather coarse-grained measures of language outcomes, such as vocabulary size. Thanks to partnerships between faculty and students in the IGERT program, our research now makes much stronger connections between language input and language learning, and we are expanding the scope of research on how socioeconomic status affects language learning outcomes. A cross-department IGERT seminar taught by Jeff Lidz (Linguistics) and Meredith Rowe (Education, now at Harvard) attracted students and faculty from 6 departments, and created a 'collision' of different research traditions. This inspired a number of students to develop IGERT research rotations on the theme of that seminar. Katie Leech (Human Development) worked in the lab of Yi Ting Huang (Hearing & Speech Sciences) to study moment-by-moment language comprehension in children from lower SES backgrounds. Rachel Dudley (Linguistics) worked with Meredith Rowe to combine her interest in the learning of mental state words (think, believe, know, hope) with research on diverse populations. These projects are potentially very important, as they point the way to a better understanding of why it is that 'language poverty' has such dramatic consequences for children's educational outcomes.

A third important research area that has engaged multiple faculty and students is the study of memory mechanisms in language, and how they contribute to the successes and failures of moment-by-moment speaking and understanding. A starting point for this research is the observation that comprehenders easily notice some kinds of grammatical errors in speech, but are surprisingly oblivious to others, leading to what have been termed ‘illusions of grammaticality’. For example, in a sentence like ”the reason for these changes are no longer clear” or ”the players that the coach are trying to train are slow learners” the verb ‘are’ agrees with a plural noun that is not the subject of its clause. Sentences like these are often produced in spontaneous speech, and listeners typically do not notice them. By studying where these linguistic illusions arise, and where they do not, it has become possible to understand in more detail how language users mentally encode and navigate linguistic representations. These investigations draw on linguistics, psychology, and computational modeling, they draw on diverse linguistic phenomena, and they have covered many different languages. A second line of inquiry that has attracted a good
Deal of attention in our groups has been the study of predictive processes in language, i.e., how speakers plan ahead what they are going to say, and how comprehenders anticipate what is about to be said to them. This research was initially pursued in parallel to the research on memory mechanisms, but thanks to the contributions of some creative IGERT students they have recently come together, thanks in part to empirical findings about the time-course of prediction, and in part to insights about how predictive mechanisms are ultimately dependent on memory mechanisms.

A fourth area that has generated much interest and activity among IGERT students has been the relation between specialized cognitive abilities such as human language and domain-general cognitive abilities such as executive control, i.e., the ability to regulate and inhibit different plans and goals. This research is closely related to broader public interest in the benefits of ‘brain training’ (e.g., Lumosity) and in the cognitive advantages and disadvantages of bilingualism. Teams of students and faculty have shown how training in domain-general executive function abilities can lead to changes in domain-specific language processing mechanisms. These findings are also relevant for understanding language development in children, since executive function is a notoriously late developing cognitive capacity.

A fifth research area that we highlight here involves the study of language (mis)understanding in non-native speakers. There is a large body of research on the difficulties that late language learners face in perceiving the sounds of a second language, e.g., Japanese speakers struggle to distinguish English ‘r’ and ‘l’, so they confuse the words ‘rock’ and ‘lock’, and English learners of Japanese struggle to distinguish the short and long vowels that can be used to create distinct words in Japanese. Meanwhile, there are other non-native sound contrasts that prove relatively easy to master. However, much of this work has focused on low-level perceptual abilities and the ability to hear contrasts in very simple contexts. An important thread in our group’s research has been on what happens when non-native speech sounds are embedded in words and fluent sentences. In those situations we find that some sound contrasts that are easy for late learners when they appear in isolation turn out to be largely ignored when they appear in fluent speech. A number of IGERT students have investigated this area, and this has opened up a new set of questions about when language learners are able and unable to use their perceptual capacities when engaged in higher level tasks.

Award ID: 0801465
Education Accomplishments
PI: Phillips, Colin

The clearest indicator of the success of our IGERT program is that students wanted to be part of the program even if they did not receive NSF fellowship support. The 6 cohorts of IGERT students included a total of 50 PhD students from 10 departments, of which half did not receive NSF fellowships. Following the last IGERT-funded cohort, we launched a new program in 2014 that extended the IGERT program, but without external support, and received almost as many applications from students as we had received during the IGERT support period. This shows that students and their advisors highly value the program.

Another clear indicator of the success of the program is the institutional changes that it generated, with graduate training at the center of those changes. The IGERT program built upon a grass-roots community, gave it structure and focus, and led to the creation in 2013 of the Maryland Language Science Center (LSC). LSC is the institutional home of a new university priority area that is built around the theme of the IGERT program. LSC is distinctive relative to other research centers at the University of Maryland. A typical research center focuses exclusively on developing sponsored research projects, but LSC has parallel activities in education, research, and partnerships/outreach. This reflects what we learned from IGERT about the mutual benefits of linking all three areas. LSC was created with a substantial investment of funding and attention from the university, in new interdisciplinary faculty hires, in staff infrastructure, in centrally located space, and in extensive logistical support. LSC is supported as a start-up initiative for an initial 3-year period, and we anticipate renewal for a second 3-year term. After that, the aim is to make the center permanent. The center currently serves around 200 researchers (faculty, postdocs, PhD students) across 17 academic units throughout the university.
Among the specific educational accomplishments of the IGERT program we include Winter Storm, an annual intensive 2-week workshop that focuses on students working collaboratively to build their research skills, to foster new collaborations, and to extend their academic networks. Winter Storm has now been held for 7 consecutive years, in the two weeks of January that precede the start of UMD’s spring semester. It typically attracts 80-100 participants in some or all of its events, and it has sometimes attracted visiting students or faculty from other US or international institutions (Germany, Russia, Korea). Winter Storm has fostered many cross-department partnerships; it has given many students a taste for new research skills or research areas that they have then been motivated to develop further; and it has played an important role in strengthening the community of students. Since 2011 it has been primarily a student-run affair. It is continuing beyond IGERT.

Another annual event that has played an important role in our educational activities is Language Science Day, a one day event held at the start of every academic year since 2011. This is a primary way in which students and faculty with language interests from around the university are brought together during a time of year when they are most receptive to engaging in new activities and making new connections, and it has been a key vehicle for recruiting new students to our educational programs. The event attracts 150-200 people each year. The event has continued to grow beyond the end of IGERT.

One of the most important lessons that we learned during the IGERT program was the value of student ownership of program activities and initiatives. Following the second year of the IGERT program students self-organized into a series of different teams, each responsible for a different part of the program, and with a central committee consisting of leaders of each of the individual teams. Creation of this organizational structure had a dramatic impact on the program. Students were more invested in the program overall; they were more understanding of other students' perspectives and needs; they were more likely to develop connections with other students; and they developed valuable professional skills through their roles as organizers. Students felt that they went from being consumers to contributors, and in a number of cases students remarked that being forced to take on leadership roles gave them a great boost in self-confidence. Student leadership and ownership is a feature of the program that we are working to sustain beyond IGERT, and it is a feature that we have seen extend to students in neighboring programs at UMD.

It is a standard feature of an IGERT program that students gain training outside their home discipline or department, and our students certainly did the same. We think that the most notable accomplishment in this domain is the culture change that resulted: students now regard broad interdisciplinary coursework as something entirely normal, and so it now seems like less of a stretch than it did 7 years ago. In fact, one consequence of this is that some lines of research that used to be clear examples of interdisciplinarity nowadays can seem a little run-of-the-mill.

All IGERT students were required to complete a research rotation as part of their training, and many of these had a major impact on the student's training. Over the course of the program we codified the expectations for a successful research rotation. These experiences were not used as a way for students to shop around labs at the start of their PhD career, in search of a research home. Instead, they fell in the middle of students' careers. Initially planned to be a roughly semester-long experience, we found that they were more effective when spread across a whole year or even two years, allowing the students more time to acculturate to the new environment. Students were expected to (i) develop skills that take them beyond their current comfort zone, (ii) spend significant time with a research community outside their home department, (iii) have a concrete product to show as an outcome from these experiences. These experiences not only trained students in new areas that they could apply right away, they also helped to prepare them to be more adaptable in the long term. Science will continue to develop throughout their careers, and they need to be able to continue to adapt and innovate in the future.

One of the more surprising educational accomplishments of our IGERT program was the role of outreach activities in student training. From the outset we planned outreach activities as part of the program, primarily motivated by the goal of broadening participation in science, and growing the pipeline of future scientists. What we did not anticipate was the contribution that these activities would make to students’ own training, and how rewarding they would find it. Outreach became a key contributor to students' communication training, and it also served as a low-risk way of building collaboration among students. What started as a program that involved an AP Psych class in a single high school grew to include multiple partnerships with different types of schools.

In addition to the sustainment of the IGERT program in the new Language Science Fellows program, the IGERT program also led to creation of a new interdisciplinary undergraduate program that extends the key features of IGERT to undergraduate students. The PULSAR program (Program for Undergraduate Language Science Ambassadors in Research; ter.ps/pulsar) was created in 2014 and is already proving to be highly popular, attracting many more students than the program can accommodate.
We divide the main trainee accomplishments into 5 categories.

1. Program Milestones and Completion
   Of the 50 students who pursued the IGERT program (half funded, half unfunded) over 90% have either completed the PhD or are well on track to doing so. 2 students withdrew (to take well paying jobs in software engineering), 2 are in danger of falling significantly behind schedule, but all others are on course. Of the 31 students who have already completed the PhD, the vast majority finished in 5 years, with a few finishing in a 6th year. Along the way, students have shown a high rate of completion of the various benchmarks for the IGERT program, almost all of which go beyond regular PhD requirements. These include advanced research rotations and significant additional coursework.

2. Employment
   Without fail, students' main concern is with their post-graduation employment prospects. Students in our IGERT program have fared well so far. Of the 31 students who have completed the PhD, 8 are in permanent academic positions (7 tenure-track faculty, 1 permanent research), 18 are in postdoctoral research positions, 2 are in temporary faculty positions, 1 is in government (US Dept of State), 1 is in industry (Google), and 1 is in medical school. The tenure track faculty positions are in strong programs and/or institutions: e.g., Johns Hopkins U, Northwestern U, University College London, University of Massachusetts. In some instances students secured tenure-track positions based substantially on the experience that they had gained from their IGERT rotation (U of Utah; College of William and Mary). This is even more apparent in the postdoc employment, where many of our graduates found a postdoc position in a different discipline than the one that they received their PhD from. So, with the exception of the graduate who is pursuing an MD, 100% of our graduates are in careers where they are making use of their IGERT training.

A couple of examples illustrate this. Dan Parker (PhD 2014) used the IGERT program to focus on research at the intersection of linguistics and psychology, but he also took a number of courses that extended his computational modeling skills. He was hired to a tenure-track position at the College of William and Mary where one of his main responsibilities involves bringing computational skills to students who do not traditionally have those skills. Anna Chrabaszcz (PhD 2014) was a student in the Second Language Acquisition program who expanded her repertoire by conducting electrophysiological research outside her home department, and collaborating with students from multiple departments. This helped her to secure a postdoc in one of the top research groups in Russia, where she is currently expanding her skills further, carrying out research with neurosurgery patients.

The success of students in the IGERT program makes a valuable contribution to the sustainability of the program. Students are often worried that the additional demands of an enhanced interdisciplinary program might slow their progress and make them less employable. Evidence to the contrary really helps to persuade future students that this kind of training is a risk worth taking.

3. Leadership Awards
   We are especially proud of the recognition that many students in our program received for their leadership activities in the program. These students all played a key role in building a vibrant student community and in building program activities. Shevaun Lewis and Alexis Wellwood both received college-level awards. Erika Hussey and Giovanna Morini were finalists for a university-level award and Yakov Kronrod was a winner. Rachel Dudley has been nominated for one of these awards, and we are confident that she will win one by the time that she graduates. The leadership that these students showed as IGERT students is now paying dividends in their new positions. For example, Alexis Wellwood (PhD 2014) is an Assistant Professor at Northwestern University, where she is already having an impact on cross-department communication and collaboration. Yakov Kronrod is a postdoc at the U of Pennsylvania, where he has instituted some activities similar to those that he led while an IGERT fellow
4. Individual Examples of Broad Training and Research
A number of students provide excellent examples of unusually broad training and research.

Annie Gagliardi (PhD 2012) combined fieldwork on understudied languages in Dagestan with laboratory research on infant language understanding and computational research on models of language learning. This led her first to a postdoc in Linguistics at Harvard where she combined her fieldwork and experimental expertise, and then to a postdoc in Computer Science at Edinburgh where she is working on combining machine learning methods with problems in child language learning.

Brian Dillon (PhD 2011) was one of the architects of the IGERT program and one of its earliest success stories. He came from a background in traditional linguistic description, but during his PhD years became expert in psychological methods and computational modeling, developed in part by extended visits to labs at the U of Michigan and the U of Potsdam, Germany. Already by the end of his 3rd year as a PhD student he had secured a tenure-track position at the University of Massachusetts, which has one of the best language groups in the country. He has thrived in his new position, where he has continued to make interdisciplinary connections.

Anna Chrabaszcz transferred from Georgia State to the U of Maryland when her then mentor was hired to the Second Language Acquisition program. She took full advantage of the move. In her research she maintained a focus on speech perception, but greatly expanded her skillset, via collaborations with faculty and students from 4 other departments. The centerpiece of her PhD research was using cognitive neuroscience tools that none of her departmental mentors have expertise in, and this was the basis for a very successful postdoc placement.

Dustin Alfonso Chacón is another student who combined an affinity for language diversity and fieldwork with psychological tools and questions and computational training. His research included experimental studies carried out in a makeshift lab that he put together in Dhaka, Bangladesh. He completed his PhD in 2015, and is currently a Faculty Fellow at New York University, where he was hired for his diverse teaching skills, especially the ability to teach computational skills to non-experts.

5. Significant Team Efforts
Multi-disciplinary teams of students had a number of notable successes in our IGERT program.

Each year during Winter Storm we encouraged students to form research teams to explore new questions using their combined skills, sometimes in conjunction with a faculty mentor. A number of these teams went on to have notable successes. This is sometimes only possible to see after a number of years, due to the publication cycles in our field(s). In the first Winter Storm a team of students from second language acquisition, linguistics, computer science, and hearing & speech sciences came together to investigate the nature of 'critical period' effects in language learning, i.e., the fact that children are more successful language learners than adults, with a sharp decline in outcomes after puberty. The team combined forces to computationally test different hypotheses about the nature of these effects. This project is notable, because of the dearth of computational studies in that field. The work was published in 2013. In Winter Storm 2013 another multi-disciplinary team formed to investigate how children could learn properties of language that are hard to observe in speech to children, focusing on differences between English and Spanish. The paper that resulted from this project is now largely complete and about to be submitted. Yet another Winter Storm team brought together expertise in multiple languages to understand how speakers mentally encode the sound forms of words.

Other teams formed during IGERT seminars or rotations. For example, a team of students and faculty from linguistics and computer science came together to develop computational tools for simultaneous machine translation. Whereas standard machine translation tools work with whole sentences or longer chunks of text, simultaneous machine translation aims to generate translations on a word-by-word basis, similar to how a human simultaneous translator works. This is especially difficult, due to word order differences between languages. For example, verbs appear early in English sentences but in sentence-final position in Japanese. This means that simultaneous translation from Japanese to English must either wait for the sentence-final verb, or must successfully predict the verb in order to proceed. Solving this problem draws on skills from computer science, linguistics, and psychology. Alvin Grissom (iSchool) and Naho Orita (Linguistics) were key student contributors to this project.

A different type of student-led team effort is PHLING, a multi-department student group focused on the study of meaning. Whereas other teams were formed around individual research projects, PHLING has broader aims and takes an interesting approach. The group selects a theme that it pursues intensively for a two-year cycle. During
that time the group members develop research projects, and also organize interdisciplinary workshops built around that theme. One feature of these workshops is that the group invites early career faculty who not only give research talks but who also lead professional development sessions for PhD students.

Our IGERT program did not have a funded international component, but international activities played an important role in the program. International research played an important role for many of our IGERT students. This is to be expected, due to the focus of our project on language diversity. Students conducted research in Spain, Germany, China, Japan, Singapore, India, Bangladesh, Norway, and Dagestan. In some instances students worked with established international research groups and strengthened partnerships between our institutions. In other cases, students worked in settings where they had to create laboratory infrastructure from scratch, sometimes in less than ideal situations. This required substantial resourcefulness on the part of the students. For example, Dustin Chacón's research in Bangladesh required him to recruit participants during nationwide unrest, and Annie Gagliardi's research in Dagestan took her to places where few western researchers would normally go.

In one case, international research experiences had unexpected impacts. Students Brian Dillon and Candise Lin spent summer 2009 carrying out research at Beijing Normal University. They were based in different departments at UMD and did not know each other before they found themselves living in the same dorm in Beijing. This led to Lin joining the IGERT program, where she proved to be a leader in getting more people from her department and college involved in the IGERT program, leading to numerous subsequent partnerships.

In addition to our students who did research abroad, our IGERT activities attracted students from abroad to come to participate. In most years, Winter Storm has welcomed a few international visitors to join in with the UMD students. Students from Germany, Korea, and Russia have participated in recent years.

International PhD students played a very important role in our IGERT program. Although they were not eligible for NSF fellowship support, many international PhD students pursued the program. They enriched the experience for US students, and in many cases made it possible for US students to engage in more interesting cross-language research. They are also among the program's success stories. Many of them will go on to become valuable contributors to US expertise in science and engineering in the future, and their involvement in IGERT will have contributed to that. Throughout our IGERT program, we made every effort to treat US and international students the same, so that no students felt like second-class IGERTers. We believe that this contributed to the success of the program. Since NSF's definition of 'trainee' drew a clear distinction between the NSF-funded and other students, this created some challenges for us. We are very happy to see that in NSF's new NRT program, the definition of 'trainee' has been expanded, and no longer depends on funding status or citizenship.
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**City:** College Park

**State:** MD  **Zip Code:** 20742

**Phone Number:** 301-405-4932  **Ext:**

**Fax Number:** 301-405-7104

**Email:** nhornste@umd.edu

**Web URL:** http://www.ling.umd.edu/~hornstein/

**Demographic Information:**

**Ethnicity:** Not Hispanic or Latino

**Race:** White

**Gender:** Male

**Disability:** Not Disabled

**Citizenship:** U.S. Permanent Resident

---

**Award ID:** 0801465

**Co-Principal Investigator/Advisor Information**

**Reporting Year:** 2016

**Co-Principal Investigator/Advisor:**

**Name:** Huang, Yi Ting

**Previous Surname:**


**Role in Project:** Trainee/Associate Advisor

**Contact Information:**

**Institution:** University of Maryland

**Department:** Hearing and Speech Sciences

**Address:** 0141A LeFrak Hall

**City:** College Park

**State:** MD  **Zip Code:** 20742

**Phone Number:** 301-405-4227  **Ext:**
Fax Number:  301-405-4227
Email:  ythuang1@umd.edu
Web URL:  http://www.bsos.umd.edu/hesp/facultystaff/huangy.htm

Demographic Information:
Ethnicity:  Not Hispanic or Latino
Race:  Asian
Gender:  Female
Disability:  Not Reported
Citizenship:  Not Reported

Printed: Aug 30, 2015

Award ID: 0801465
Co-Principal Investigator/Advisor Information
Reporting Year: 2016

Co-Principal Investigator/Advisor:
Name:  Idsardi, William

Previous Surname:

Role in Project:  Trainee/Associate Advisor

Contact Information:
Institution:  University of Maryland
Department:  Linguistics
Address:  1401 Marie Mount Hall
City:  College Park
State:  MD  Zip Code:  20742
Phone Number:  301-405-8376  Ext:  
Fax Number:  301-405-7104
Email:  idsardi@umd.edu
Web URL:  http://www.ling.umd.edu/~idsardi

Demographic Information:
Ethnicity:  Not Hispanic or Latino
Race:  White
Gender:  Male
Disability:  Not Disabled
Citizenship:  U.S. Citizen/U.S. National
Co-Principal Investigator/Advisor:
Name: Jaeggi, Susanne

Previous Surname:

Project Years Active: 2012-2013
Role in Project: Trainee/Associate Advisor

Contact Information:
Institution: University of Maryland
Department: Psychology
Address: 3123G Biology-Psychology Building
City: College Park
State: MD Zip Code: 20742
Phone Number: 301-405-9842 Ext:
Fax Number: 301-314-9566
Email: sjaeggi@umd.edu
Web URL: http://psychology.umd.edu/people/faculty.cfm#F

Demographic Information:
Ethnicity: Not Hispanic or Latino
Race: White
Gender: Female
Disability: Not Disabled
Citizenship: Other Non-U.S. Citizen

**Role in Project:**  Trainee/Associate Advisor

**Contact Information:**

**Institution:**  University of Maryland

**Department:**  Second Language Acquisition

**Address:**  4117 Jimenez Hall

**City:**  College Park

**State:**  MD  **Zip Code:**  20742

**Phone Number:**  301-405-1378  **Ext:**

**Fax Number:**  301-405-9928

**Email:**  njiang@umd.edu

**Web URL:**  http://www.languages.umd.edu/SLAA/faculty.htm

**Demographic Information:**

**Ethnicity:**  Not Hispanic or Latino

**Race:**  Asian

**Gender:**  Male

**Disability:**  Not Disabled

**Citizenship:**  U.S. Citizen/U.S. National

---

**Award ID:** 0801465

**Co-Principal Investigator/Advisor Information**

**Reporting Year:** 2016

**Co-Principal Investigator/Advisor:**

**Name:**  Lasnik, Howard

**Previous Surname:**


**Role in Project:**  Trainee/Associate Advisor

**Contact Information:**

**Institution:**  University of Maryland

**Department:**  Linguistics

**Address:**  1106 Marie Mount Hall

**City:**  College Park

**State:**  MD  **Zip Code:**  20742

**Phone Number:**  301-405-4929  **Ext:**
Co-Principal Investigator/Advisor:
Name: Lidz, Jeffrey
Previous Surname: 
Role in Project: Trainee/Associate Advisor Co-Principal Investigator
Contact Information:
Institution: University of Maryland
Department: Linguistics
Address: 1401 Marie Mount Hall
City: College Park
State: MD Zip Code: 20742
Phone Number: 301-405-8220 Ext: 
Fax Number: 301-405-7104
Email: jlidz@umd.edu
Web URL: http://www.ling.umd.edu/~jlidz/
Demographic Information:
Ethnicity: Not Hispanic or Latino
Race: White
Gender: Male
Disability: Not Disabled
Citizenship: U.S. Citizen/U.S. National

Co-Principal Investigator/Advisor:
Name: Long, Michael
Previous Surname: 


Role in Project:  Trainee/Associate Advisor Co-Principal Investigator

Contact Information:
Institution:  University of Maryland
Department:  Second Language Acquisition
Address:  3124 Jimenez Hall
City:  College Park
State:  MD  Zip Code:  20742
Phone Number:  301-405-4036  Ext:
Fax Number:  301-314-9928
Email:  mlong5@umd.edu
Web URL:  http://www.languages.umd.edu/SLAA/mlong.html

Demographic Information:
Ethnicity:  Not Hispanic or Latino
Race:  White
Gender:  Male
Disability:  Not Disabled
Citizenship:  U.S. Permanent Resident

Award ID: 0801465
Co-Principal Investigator/Advisor Information
Reporting Year: 2016

Co-Principal Investigator/Advisor:
Name:  Mathur, Gaurav
Previous Surname:
Role in Project:  Trainee/Associate Advisor

Contact Information:
Institution:  Gallaudet University
Department:  Linguistics
Address:  800 Florida Avenue NE
City:  Washington
State:  DC  Zip Code:  20002
Phone Number:  202-250-2320  Ext:
Fax Number:  202-651-5741
Email:  gaurav.mathur@gallaudet.edu
Web URL:  http://www.gallaudet.edu/faculty-staff/linguistics/mathur_gaurav.html

Demographic Information:
Ethnicity:  Not Reported
Race:  Not Reported
Gender:  Male
Disability:  Disabled
Citizenship:  Not Reported

---

**Award ID: 0801465**

Co-Principal Investigator/Advisor Information
Reporting Year: 2016

Co-Principal Investigator/Advisor:
Name:  McElree, Brian

Previous Surname:


Role in Project:  Trainee/Associate Advisor

Contact Information:
Institution:  New York University
Department:  Department of Psychology
Address:  6 Washington Place, Room 860
City:  New York
State:  NY  Zip Code:  10003
Phone Number:  212-998-8336  Ext:  
Fax Number:  212-995-4349
Email:  brian.mcelree@nyu.edu
Web URL:  http://www.psych.nyu.edu/mcelree/

Demographic Information:
Ethnicity:  Not Hispanic or Latino
Race:  Not Reported
Gender:  Male
Disability:  Not Reported
Citizenship:  Not Reported
Co-Principal Investigator/Advisor:
Name: Morreau, Michael
Previous Surname:
Role in Project: Trainee/Associate Advisor
Contact Information:
Institution: University of Maryland
Department: Philosophy
Address: Skinner Building
City: College Park
State: MD Zip Code: 20742
Phone Number: 301-405-5689 Ext: 
Fax Number: 301-405-5690
Email: mimo@umd.edu
Web URL: http://www.philosophy.umd.edu/deptwebsite/people/corefaculty/morreau_michael.html
Demographic Information:
Ethnicity: Not Reported
Race: Not Reported
Gender: Male
Disability: Not Reported
Citizenship: Not Reported

Award ID: 0801465
Co-Principal Investigator/Advisor Information
Reporting Year: 2016

Co-Principal Investigator/Advisor:
Name: Newman, Rochelle
Previous Surname:
Role in Project: Trainee/Associate Advisor Co-Principal Investigator
Contact Information:
Institution: University of Maryland
Department: Hearing & Speech Sciences
Address: 0100 Lefrak Hall
City: College Park
State: MD Zip Code: 20742
Phone Number: 301-405-4226 Ext:
Fax Number: 301-314-2023
Email: rnewman1@umd.edu
Web URL: http://www.bsos.umd.edu/hesp/facultyStaff/newmanr.htm

Demographic Information:
Ethnicity: Not Hispanic or Latino
Race: White
Gender: Female
Disability: Not Disabled
Citizenship: U.S. Citizen/U.S. National

Award ID: 0801465
Co-Principal Investigator/Advisor Information
Reporting Year: 2016

Co-Principal Investigator/Advisor:
Name: Novick, Jared
Previous Surname: 
Role in Project: Trainee/Associate Advisor

Contact Information:
Institution: University of Maryland
Department: Center for Advanced Study of Language
Address: CASL, Box 25
City: College Park
State: MD Zip Code: 20742
Phone Number: 301-226-8841 Ext:
Fax Number: 301-226-8811
Email: jnovick@casl.umd.edu
Web URL: http://www.casl.umd.edu/talent/PeopleProjects.cfm?people_id=261
Demographic Information:

Ethnicity: Not Hispanic or Latino
Race: White
Gender: Male
Disability: Not Disabled
Citizenship: U.S. Citizen/U.S. National

Award ID: 0801465
Co-Principal Investigator/Advisor Information
Reporting Year: 2016

Co-Principal Investigator/Advisor:
Name: Pietroski, Paul

Previous Surname:


Role in Project: Trainee/Associate Advisor

Contact Information:
Institution: Maryland
Department: PHIL/LING
Address: Dept of Philosophy
City: College Park
State: MD Zip Code: 20740
Phone Number: 301-405-5718 Ext:
Fax Number: 301-405-5690
Email: pietro@umd.edu
Web URL: http://www.terpconnect.umd.edu/~pietro/

Demographic Information:

Ethnicity: Not Hispanic or Latino
Race: White
Gender: Male
Disability: Not Disabled
Citizenship: U.S. Citizen/U.S. National
Co-Principal Investigator/Advisor:
Name: Poeppel, David
Previous Surname: 
Project Years Active: 2011-2012
Role in Project: Trainee/Associate Advisor
Contact Information:
Institution: New York University
Department: Psychology
Address: 6 Washington Place
City: New York
State: NY Zip Code: 10003
Phone Number: 212-992-7489 Ext: 
Fax Number: 212-995-4960
Email: dp101@nyu.edu
Web URL: http://www.psych.nyu.edu/poeppel/#address
Demographic Information:
Ethnicity: Not Hispanic or Latino
Race: White
Gender: Male
Disability: Not Disabled
Citizenship: U.S. Citizen/U.S. National

Printed: Aug 30, 2015
Co-Principal Investigator/Advisor Information

Reporting Year: 2016

Co-Principal Investigator/Advisor:
Name: Resnik, Philip

Previous Surname: 


Role in Project: Trainee/Associate Advisor

Contact Information:
Institution: University of Maryland
Department: Linguistics
Address: 1401 Marie Mount Hall
City: College Park
State: MD Zip Code: 20742
Phone Number: 301-405-6760 Ext:
Fax Number: 301-405-7104
Email: resnik@umd.edu
Web URL: http://www.umiacs.umd.edu/~resnik/

Demographic Information:
Ethnicity: Not Hispanic or Latino
Race: White
Gender: Male
Disability: Not Disabled
Citizenship: U.S. Citizen/U.S. National

Co-Principal Investigator/Advisor: Riggins, Tracy
Previous Surname: 
Role in Project: Trainee/Associate Advisor

Contact Information:
Institution: University of Maryland
Department: Psychology
Address: Biology/Psychology Building 2147E
City: College Park
State: MD Zip Code: 20782
Phone Number: 301-405-5905 Ext: 
Fax Number: 301-314-9566
Email: riggins@umd.edu
Web URL: http://www.bsos.umd.edu/psyc/riggins/people.htm

Demographic Information:
Ethnicity: Not Hispanic or Latino
Race: White
Gender: Female
Disability: Not Disabled
Citizenship: U.S. Citizen/U.S. National
Co-Principal Investigator/Advisor Information
Reporting Year: 2016

Co-Principal Investigator/Advisor:
Name: Rowe, Meredith
Previous Surname: 
Role in Project: Trainee/Associate Advisor

Contact Information:
Institution: University of Maryland
Department: Human Development
Address: 3304 Benjamin Building (#143)
City: College Park
State: MD  Zip Code: 20742
Phone Number: 301-405-2827  Ext:
Fax Number: 301-405-2891
Email: mrowe@umd.edu
Web URL: http://www.education.umd.edu/EDHD/faculty_rowe.m.php

Demographic Information:
Ethnicity: Not Hispanic or Latino
Race: White
Gender: Female
Disability: Not Disabled
Citizenship: U.S. Citizen/U.S. National

Award ID: 0801465
Co-Principal Investigator/Advisor Information
Reporting Year: 2016

Co-Principal Investigator/Advisor:
Name: Shah, Yasmeen
Previous Surname: 
Role in Project: Trainee/Associate Advisor
Contact Information:
**Award ID: 0801465**

**Co-Principal Investigator/Advisor Information**

**Reporting Year: 2016**

**Co-Principal Investigator/Advisor:**

**Name:** Shamma, Shihab

**Previous Surname:**


**Role in Project:** Trainee/Associate Advisor

**Contact Information:**

**Institution:** University of Maryland

**Department:** Electrical and Computer Engineering

**Address:** 2203 AV Williams Building

**City:** College Park

**State:** MD **Zip Code:** 20742

**Phone Number:** 301-405-6842 **Ext:**

**Fax Number:** 301-314-9220

**Email:** sas@umd.edu

**Web URL:** http://www.isr.umd.edu/faculty/gateways/shamma.htm

**Demographic Information:**
Ethnicity: Not Hispanic or Latino
Race: Asian
Gender: Male
Disability: Not Disabled
Citizenship: U.S. Citizen/U.S. National

Award ID: 0801465
Co-Principal Investigator/Advisor Information
Reporting Year: 2016

Co-Principal Investigator/Advisor:
Name: Slevc, Robert
Previous Surname: 


Role in Project: Trainee/Associate Advisor

Contact Information:
Institution: University of Maryland
Department: Psychology
Address: 1147 Biology-Psychology Bldg
City: College Park
State: MD Zip Code: 20742
Phone Number: 301-405-5835 Ext: 
Fax Number: 301-314-9566
Email: slevc@umd.edu
Web URL: http://lmcl.umd.edu

Demographic Information:
Ethnicity: Not Hispanic or Latino
Race: White
Gender: Male
Disability: Not Disabled
Citizenship: U.S. Citizen/U.S. National

Printed: Aug 30, 2015
Co-Principal Investigator/Advisor Information
Reporting Year: 2016

Co-Principal Investigator/Advisor:
Name:  Wang, Min

Previous Surname:
Role in Project:  Trainee/Associate Advisor

Contact Information:
Institution:  University of Maryland
Department:  Human Development
Address:  3304C Benjamin Building
City:  College Park
State:  MD  Zip Code:  20742
Phone Number:  301-405-8798  Ext:
Fax Number:  301-405-2891
Email:  minwang@umd.edu
Web URL:  www.wam.umd.edu/~minwang

Demographic Information:
Ethnicity:  Not Hispanic or Latino
Race:  Asian
Gender:  Female
Disability:  Not Disabled
Citizenship:  U.S. Citizen/U.S. National

Printed: Aug 30, 2015

Award ID: 0801465
Co-Principal Investigator/Advisor Information
Reporting Year: 2016

Co-Principal Investigator/Advisor:
Name:  Weinberg, Amy

Previous Surname:
Role in Project:  Co-Principal Investigator

Contact Information:
Institution:  University of Maryland
Co-Principal Investigator/Advisor Information

**Award ID: 0801465**

**Co-Principal Investigator/Advisor:**
Name: Williams, Alexander
Previous Surname: 


**Role in Project:** Trainee/Associate Advisor

**Contact Information:**
Institution: University of Maryland
Department: Linguistics
Address: 1401 Marie Mount Hall
City: College Park
State: MD  Zip Code: 20742
Phone Number: 301-405-1607  Ext:
Fax Number: 301-405-1704
Email: alxndrw@umd.edu
Web URL: www.ling.umd.edu/~alxndrw

**Demographic Information:**
Ethnicity: Not Hispanic or Latino
<table>
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<tr>
<th>Race:</th>
<th>White</th>
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<tr>
<td>Gender:</td>
<td>Male</td>
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<tr>
<td>Disability:</td>
<td>Not Disabled</td>
</tr>
<tr>
<td>Citizenship:</td>
<td>U.S. Citizen/U.S. National</td>
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</tbody>
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Award ID: 0801465

Co-Principal Investigator/Advisor Information

Reporting Year: 2016

Co-Principal Investigator/Advisor:

Name: Woodward, Amanda

Previous Surname:  

Project Years Active: 2008-2009 2009-2010

Role in Project: Trainee/Associate Advisor

Contact Information:

Institution: The University of Chicago

Department: Psychology

Address: 5848 South University Avenue

City: Chicago

State: IL Zip Code: 60637

Phone Number: 773-834-1375 Ext:

Fax Number: 773-702-0886

Email: woodward@uchicago.edu

Web URL: http://psychology.uchicago.edu/people/faculty/woodward.shtml

Demographic Information:

Ethnicity: Not Hispanic or Latino

Race: White

Gender: Female

Disability: Not Disabled

Citizenship: U.S. Citizen/U.S. National
Co-Principal Investigator/Advisor:
Name: Zukowski, Andrea
Previous Surname:
Role in Project: Trainee/Associate Advisor
Contact Information:
Institution: University of Maryland
Department: Linguistics
Address: 1401 Marie Mount Hall
City: College Park
State: MD Zip Code: 20742
Phone Number: 301-405-5388 Ext: 
Fax Number: 301-405-7104
Email: zukowski@umd.edu
Web URL: http://www.ling.umd.edu/~zukowski/
Demographic Information:
Ethnicity: Not Hispanic or Latino
Race: White
Gender: Female
Disability: Not Disabled
Citizenship: U.S. Citizen/U.S. National

Award ID: 0801465
Trainee Information
Reporting Year: 2016

Trainee Information:
Name: Alcocer, Pedro
Previous Surname:
Funding Status: Formerly Funded
Has the student been engaged in IGERT activities, research, education, or training during this reporting period? N
Funding data:
2008-2009 Project Year – Trainee supported for 0 months
2009-2010 Project Year – Trainee supported for 10 months
2010-2011 Project Year – Trainee supported for 12 months
2011-2012 Project Year – Trainee supported for 2 months
2012-2013 Project Year – Trainee supported for 0 months
2013-2014 Project Year – Trainee supported for 0 months
2014-2015 Project Year – Trainee supported for 0 months
2015-2016 Project Year – Trainee supported for 0 months

Current IGERT Advisor(s): (Reported by trainee) – Colin Phillips, Ellen Lau

Citizenship/Residency Status:
U.S. Citizen/U.S. National

GRE Scores:
Verbal: 710
Quantitative: 730
Analytical: 5.5
Subject Score:

GRE Subject:

IGERT Trainees:
First enrolled in graduate study in an IGERT department: 08/2007
First began receiving NSF-IGERT funding: 08/2009

Current Situation:
Has left your institution without earning a degree. 05/2013

Printed: Aug 30, 2015

Award ID: 0801465
Trainee Information
Reporting Year: 2016

Trainee Information:
Name: Barrios, Shannon
Previous Surname:

Funding Status: Formerly Funded

Has the student been engaged in IGERT activities, research, education, or training during this reporting period? N

Funding data:
2008-2009 Project Year – Trainee supported for 0 months
2009-2010 Project Year – Trainee supported for 10 months
2010-2011 Project Year – Trainee supported for 12 months
2011-2012 Project Year – Trainee supported for 2 months
2012-2013 Project Year – Trainee supported for 0 months
2013-2014 Project Year – Trainee supported for 0 months
2014-2015 Project Year – Trainee supported for 0 months
2015-2016 Project Year – Trainee supported for 0 months

Current IGERT Advisor(s): (Reported by trainee) – Nan Jiang, Naomi Feldman, William Idsardi
Citizenship/Residency Status:
U.S. Citizen/U.S. National

GRE Scores:
Verbal: 450
Quantitative: 670
Analytical: 4
Subject Score:

GRE Subject:

IGERT Trainees:
First enrolled in graduate study in an IGERT department: 08/2007
First began receiving NSF-IGERT funding: 08/2009

Current Situation:
Has graduated from your institution with a Ph.D. 05/2013

Award ID: 0801465
Trainee Information
Reporting Year: 2016

Trainee Information:
Name: Donaldson, Kevin
Previous Surname:
Funding Status: Formerly Funded
Has the student been engaged in IGERT activities, research, education, or training during this reporting period? N

Funding data:
2008-2009 Project Year – Trainee supported for 10 months
2009-2010 Project Year – Trainee supported for 10 months
2010-2011 Project Year – Trainee supported for 0 months
2011-2012 Project Year – Trainee supported for 0 months
2012-2013 Project Year – Trainee supported for 0 months
2013-2014 Project Year – Trainee supported for 0 months
2014-2015 Project Year – Trainee supported for 0 months
2015-2016 Project Year – Trainee supported for 0 months

Current IGERT Advisor(s): (Reported by trainee) – Shihab Shamma, William Idsardi

Citizenship/Residency Status:
U.S. Citizen/U.S. National

GRE Scores:
Verbal: 630
Quantitative: 710
Analytical: 6
Subject Score:
IGERT Trainees:
First enrolled in graduate study in an IGERT department: 08/2006
First began receiving NSF-IGERT funding: 08/2008
Current Situation:
Has not yet graduated, but is pursuing a Ph.D. at your institution.

Trainee Information:
Name: Dudley, Rachel
Previous Surname: 
Funding Status: Funded

Has the student been engaged in IGERT activities, research, education, or training during this reporting period?

Funding data:
2013-2014 Project Year – Trainee supported for 10 months
2014-2015 Project Year – Trainee supported for 12 months
2015-2016 Project Year – Trainee supported for 2 months

Current IGERT Advisor(s): (Reported by trainee) – Jeffrey Lidz, Meredith Rowe, Valentine Hacquard

Citizenship/Residency Status:
U.S. Citizen/U.S. National

GRE Scores:
Verbal:
Quantitative:
Analytical:
Subject Score:

GRE Subject:

IGERT Trainees:
First enrolled in graduate study in an IGERT department: 08/2012
First began receiving NSF-IGERT funding: 08/2013
Current Situation:
Has not yet graduated, but is pursuing a Ph.D. at your institution.
Trainee Information :

Name: Gagliardi, Ann

Previous Surname:

Funding Status: Formerly Funded

Has the student been engaged in IGERT activities, research, education, or training during this reporting period? N

Funding data:
2008-2009 Project Year – Trainee supported for 10 months
2009-2010 Project Year – Trainee supported for 0 months
2010-2011 Project Year – Trainee supported for 0 months
2011-2012 Project Year – Trainee supported for 0 months
2012-2013 Project Year – Trainee supported for 0 months
2013-2014 Project Year – Trainee supported for 0 months
2014-2015 Project Year – Trainee supported for 0 months
2015-2016 Project Year – Trainee supported for 0 months

Current IGERT Advisor(s): (Reported by trainee) – Jeffrey Lidz, Naomi Feldman, Philip Resnik

Citizenship/Residency Status :
U.S. Citizen/U.S. National

GRE Scores :
Verbal: 660
Quantitative: 770
Analytical: 5
Subject Score:

GRE Subject:

IGERT Trainees:
First enrolled in graduate study in an IGERT department: 08/2007
First began receiving NSF-IGERT funding: 08/2008
Current Situation:
Has graduated from your institution with a Ph.D. 05/2012

Printed: Aug 30, 2015
Trainee Information:

Name: Harrigan, Kaitlyn

Previous Surname:

Funding Status: Formerly Funded

Has the student been engaged in IGERT activities, research, education, or training during this reporting period? N

Funding data:
2011-2012 Project Year – Trainee supported for 10 months
2012-2013 Project Year – Trainee supported for 12 months
2013-2014 Project Year – Trainee supported for 2 months
2014-2015 Project Year – Trainee supported for 0 months
2015-2016 Project Year – Trainee supported for 0 months

Current IGERT Advisor(s): (Reported by trainee) – Jeffrey Lidz, Jonathan Beier, Valentine Hacquard

Award ID: 0801465
Trainee Information
Reporting Year: 2016
Citizenship/Residency Status: U.S. Citizen/U.S. National

GRE Scores:
- Verbal: 640
- Quantitative: 780
- Analytical: 5
- Subject Score:

IGERT Trainees:
- First enrolled in graduate study in an IGERT department: 08/2010
- First began receiving NSF-IGERT funding: 08/2011

Current Situation:
- Has graduated from your institution with a Ph.D. 06/2015

Award ID: 0801465
Trainee Information
Reporting Year: 2016

Trainee Information:
Name: Hussey, Erika
Previous Surname:
Funding Status: Formerly Funded

Has the student been engaged in IGERT activities, research, education, or training during this reporting period? N

Funding data:
- 2008-2009 Project Year – Trainee supported for 0 months
- 2009-2010 Project Year – Trainee supported for 10 months
- 2010-2011 Project Year – Trainee supported for 12 months
- 2011-2012 Project Year – Trainee supported for 2 months
- 2012-2013 Project Year – Trainee supported for 0 months
- 2013-2014 Project Year – Trainee supported for 0 months
- 2014-2015 Project Year – Trainee supported for 0 months
- 2015-2016 Project Year – Trainee supported for 0 months

Current IGERT Advisor(s): (Reported by trainee) – Jared Novick, Michael Dougherty

Citizenship/Residency Status: U.S. Citizen/U.S. National

GRE Scores:
- Verbal: 640
- Quantitative: 780
- Analytical: 5
- Subject Score:
**IGERT Trainees:**

- **First enrolled in graduate study in an IGERT department:** 08/2007
- **First began receiving NSF-IGERT funding:** 08/2009

**Current Situation:**

Has graduated from your institution with a Ph.D. 05/2013

---

**Award ID: 0801465**

**Trainee Information**

- **Trainee Information:**
  - **Name:** Kowalski, Alix
  - **Previous Surname:**
  - **Funding Status:** Funded
  - **Has the student been engaged in IGERT activities, research, education, or training during this reporting period?**
  - **Funding data:**
    - 2013-2014 Project Year – Trainee supported for 10 months
    - 2014-2015 Project Year – Trainee supported for 12 months
    - 2015-2016 Project Year – Trainee supported for 2 months
  - **Current IGERT Advisor(s):** (Reported by trainee) – Yi Ting Huang
  - **Citizenship/Residency Status:**
    - U.S. Citizen/U.S. National
  - **GRE Scores:**
    - Verbal:
    - Quantitative:
    - Analytical:
    - Subject Score:

**IGERT Trainees:**

- **First enrolled in graduate study in an IGERT department:** 08/2012
- **First began receiving NSF-IGERT funding:** 08/2013

**Current Situation:**

Has not yet graduated, but is pursuing a Ph.D. at your institution.
Trainee Information :

Name: Kronrod, Yakov

Previous Surname: 

Funding Status: Formerly Funded

Has the student been engaged in IGERT activities, research, education, or training during this reporting period?  N

Funding data:
2009-2010 Project Year – Trainee supported for 0 months
2010-2011 Project Year – Trainee supported for 0 months
2011-2012 Project Year – Trainee supported for 10 months
2012-2013 Project Year – Trainee supported for 12 months
2013-2014 Project Year – Trainee supported for 2 months
2014-2015 Project Year – Trainee supported for 0 months
2015-2016 Project Year – Trainee supported for 0 months

Current IGERT Advisor(s): (Reported by trainee) – Jeffrey Lidz, Kira Gor, Naomi Feldman, Philip Resnik, William Idsardi

Citizenship/Residency Status :
U.S. Citizen/U.S. National

GRE Scores :
Verbal: 600
Quantitative: 800
Analytical: 5
Subject Score:

GRE Subject:

IGERT Trainees:
First enrolled in graduate study in an IGERT department: 08/2009
First began receiving NSF-IGERT funding: 08/2011
Current Situation:
Has graduated from your institution with a Ph.D. 10/2014
Previous Surname: Lee-Ellis, Sunyoung

Funding Status: Formerly Funded

Has the student been engaged in IGERT activities, research, education, or training during this reporting period? N

Funding data:
2008-2009 Project Year – Trainee supported for 10 months
2009-2010 Project Year – Trainee supported for 10 months
2010-2011 Project Year – Trainee supported for 12 months
2011-2012 Project Year – Trainee supported for 0 months
2012-2013 Project Year – Trainee supported for 0 months
2013-2014 Project Year – Trainee supported for 0 months
2014-2015 Project Year – Trainee supported for 0 months
2015-2016 Project Year – Trainee supported for 0 months

Current IGERT Advisor(s): (Reported by trainee) – Colin Phillips, Jeffrey Lidz, Robert Slevc

Citizenship/Residency Status: U.S. Citizen/U.S. National

GRE Scores:
Verbal: 630
Quantitative: 730
Analytical: 4.5
Subject Score:

GRE Subject:

IGERT Trainees:
First enrolled in graduate study in an IGERT department: 08/2008
First began receiving NSF-IGERT funding: 08/2009

Current Situation:
Has graduated from your institution with a Ph.D. 05/2013

Award ID: 0801465
Trainee Information
Reporting Year: 2016
Current IGERT Advisor(s): (Reported by trainee) – Andrea Zukowski, Colin Phillips, Jeffrey Lidz, Kira Gor, Min Wang, Nan Jiang, Naomi Feldman, Robert De Keyser, William Idsardi, Yasmeen Shah

Citizenship/Residency Status:
U.S. Citizen/U.S. National

GRE Scores:
Verbal: 700
Quantitative: 760
Analytical: 710
Subject Score:

GRE Subject:

IGERT Trainees:
First enrolled in graduate study in an IGERT department: 08/2006
First began receiving NSF-IGERT funding: 08/2008
Current Situation:
Has graduated from your institution with a Ph.D. 08/2011

Printed: Aug 30, 2015

Award ID: 0801465
Trainee Information
Reporting Year: 2016

Trainee Information:
Name: Leech, Kathryn

Previous Surname:

Funding Status: Formerly Funded

Has the student been engaged in IGERT activities, research, education, or training during this reporting period? N

Funding data:
2012-2013 Project Year – Trainee supported for 10 months
2013-2014 Project Year – Trainee supported for 12 months
2014-2015 Project Year – Trainee supported for 2 months
2015-2016 Project Year – Trainee supported for 0 months

Current IGERT Advisor(s): (Reported by trainee) – Meredith Rowe, Yi Ting Huang

Citizenship/Residency Status:
U.S. Citizen/U.S. National

GRE Scores:
Trainee Information:

Name: Lin, Candise

Previous Surname:

Funding Status: Formerly Funded

Has the student been engaged in IGERT activities, research, education, or training during this reporting period? N

Funding data:
2009-2010 Project Year – Trainee supported for 0 months
2010-2011 Project Year – Trainee supported for 10 months
2011-2012 Project Year – Trainee supported for 10 months
2012-2013 Project Year – Trainee supported for 4 months
2013-2014 Project Year – Trainee supported for 0 months
2014-2015 Project Year – Trainee supported for 0 months
2015-2016 Project Year – Trainee supported for 0 months

Current IGERT Advisor(s): (Reported by trainee) – Kira Gor, Min Wang, William Idsardi, Yi Ting Huang

Citizenship/Residency Status:
U.S. Citizen/U.S. National

GRE Scores:
Verbal: 560
Quantitative: 750
Analytical: 5.5
Subject Score:

GRE Subject:

IGERT Trainees:

First enrolled in graduate study in an IGERT department: 08/2008
First began receiving NSF-IGERT funding: 08/2010

Current Situation:
Has graduated from your institution with a Ph.D. 05/2013

Trainee Information:

Name: McCourt, Michael

Previous Surname:

Funding Status: Funded

Has the student been engaged in IGERT activities, research, education, or training during this reporting period?

Funding data:
2013-2014 Project Year – Trainee supported for 10 months
2014-2015 Project Year – Trainee supported for 12 months
2015-2016 Project Year – Trainee supported for 2 months

Current IGERT Advisor(s): (Reported by trainee) – Alexander Williams, Ellen Lau

Citizenship/Residency Status:
U.S. Citizen/U.S. National

GRE Scores:
Verbal:
Quantitative:
Analytical:
Subject Score:

GRE Subject:

IGERT Trainees:

First enrolled in graduate study in an IGERT department: 08/2012
First began receiving NSF-IGERT funding: 08/2013
Current Situation:
Has not yet graduated, but is pursuing a Ph.D. at your institution.
Trainee Information:
Name: Mirchandani, Deepak
Previous Surname: 
Funding Status: Formerly Funded
Has the student been engaged in IGERT activities, research, education, or training during this reporting period? N
Funding data:
2011-2012 Project Year – Trainee supported for 10 months
2012-2013 Project Year – Trainee supported for 8 months
2013-2014 Project Year – Trainee supported for 0 months
2014-2015 Project Year – Trainee supported for 0 months
2015-2016 Project Year – Trainee supported for 0 months
Current IGERT Advisor(s): (Reported by trainee) – Alexander Williams, Paul Pietroski
Citizenship/Residency Status: Not Reported
GRE Scores:
Verbal:
Quantitative:
Analytical:
Subject Score:
GRE Subject:
IGERT Trainees:
First enrolled in graduate study in an IGERT department: 08/2010
First began receiving NSF-IGERT funding: 08/2011
Current Situation:
Has left your institution without earning a degree. 02/2013
**Funding data:**

- 2008-2009 Project Year – Trainee supported for 10 months
- 2009-2010 Project Year – Trainee supported for 10 months
- 2010-2011 Project Year – Trainee supported for 0 months
- 2011-2012 Project Year – Trainee supported for 0 months
- 2012-2013 Project Year – Trainee supported for 0 months
- 2013-2014 Project Year – Trainee supported for 0 months
- 2014-2015 Project Year – Trainee supported for 0 months
- 2015-2016 Project Year – Trainee supported for 0 months

**Current IGERT Advisor(s):** (Reported by trainee) – James Reggia, Robert De Keyser

**Citizenship/Residency Status:**

U.S. Citizen/U.S. National

**GRE Scores:**

- Verbal: 800
- Quantitative: 800
- Analytical: 5

**GRE Subject:**

**IGERT Trainees:**

**First enrolled in graduate study in an IGERT department:** 08/2006

**First began receiving NSF-IGERT funding:** 08/2008

**Current Situation:**

Has graduated from your institution with a Ph.D. 08/2011

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**Award ID:** 0801465

**Trainee Information**

**Reporting Year:** 2016

**Trainee Information:**

**Name:** Morini, Giovanna

**Previous Surname:**

**Funding Status:** Formerly Funded

**Has the student been engaged in IGERT activities, research, education, or training during this reporting period?** N

**Funding data:**

- 2009-2010 Project Year – Trainee supported for 10 months
- 2010-2011 Project Year – Trainee supported for 12 months
- 2011-2012 Project Year – Trainee supported for 2 months
- 2012-2013 Project Year – Trainee supported for 0 months
- 2013-2014 Project Year – Trainee supported for 0 months
- 2014-2015 Project Year – Trainee supported for 0 months
- 2015-2016 Project Year – Trainee supported for 0 months
Current IGERT Advisor(s):  (Reported by trainee) – Rochelle Newman

Citizenship/Residency Status :
U.S. Permanent Resident

GRE Scores :
Verbal: 420
Quantitative: 630
Analytical: 5
Subject Score:

GRE Subject:

IGERT Trainees:

First enrolled in graduate study in an IGERT department:  08/2008
First began receiving NSF-IGERT funding:  08/2009

Current Situation:
Has graduated from your institution with a Ph.D. 05/2014

Award ID: 0801465
Trainee Information
Reporting Year: 2016

Trainee Information :

Name:  Parker, Daniel

Previous Surname: 

Funding Status:  Formerly Funded

Has the student been engaged in IGERT activities, research, education, or training during this reporting period?  N

Funding data:
2009-2010 Project Year – Trainee supported for 0 months
2010-2011 Project Year – Trainee supported for 10 months
2011-2012 Project Year – Trainee supported for 12 months
2012-2013 Project Year – Trainee supported for 2 months
2013-2014 Project Year – Trainee supported for 0 months
2014-2015 Project Year – Trainee supported for 0 months
2015-2016 Project Year – Trainee supported for 0 months

Current IGERT Advisor(s):  (Reported by trainee) – Colin Phillips

Citizenship/Residency Status :
U.S. Citizen/U.S. National

GRE Scores :
Verbal: 480
Quantitative: 480
Analytical: 4.5
Subject Score:
IGERT Trainees:

First enrolled in graduate study in an IGERT department: 08/2009
First began receiving NSF-IGERT funding: 08/2010

Current Situation:
Has graduated from your institution with a Ph.D. 05/2014

Trainee Information:

Name: Pelzl, Eric
Previous Surname:
Funding Status: Funded

Has the student been engaged in IGERT activities, research, education, or training during this reporting period?

Funding data:
2013-2014 Project Year – Trainee supported for 10 months
2014-2015 Project Year – Trainee supported for 12 months
2015-2016 Project Year – Trainee supported for 2 months

Current IGERT Advisor(s): (Reported by trainee) – Colin Phillips, Ellen Lau

Citizenship/Residency Status:
U.S. Citizen/U.S. National

GRE Scores:
Verbal:
Quantitative:
Analytical:
Subject Score:

GRE Subject:

IGERT Trainees:

First enrolled in graduate study in an IGERT department: 08/2012
First began receiving NSF-IGERT funding: 08/2013

Current Situation:
Has not yet graduated, but is pursuing a Ph.D. at your institution.
Trainee Information :  
Name: Richardson, Rachael  
Previous Surname:  
Funding Status: Formerly Funded  

Has the student been engaged in IGERT activities, research, education, or training during this reporting period? Y  

Funding data:  
2012-2013 Project Year – Trainee supported for 10 months  
2013-2014 Project Year – Trainee supported for 12 months  
2014-2015 Project Year – Trainee supported for 2 months  
2015-2016 Project Year – Trainee supported for 0 months  

Current IGERT Advisor(s): (Reported by trainee) – Naomi Feldman, William Idsardi  

Citizenship/Residency Status :  
U.S. Citizen/U.S. National  

GRE Scores :  
Verbal:  
Quantitative:  
Analytical:  
Subject Score:  

GRE Subject:  

IGERT Trainees:  
First enrolled in graduate study in an IGERT department: 08/2011  
First began receiving NSF-IGERT funding: 08/2012  

Current Situation:  
Has not yet graduated, but is pursuing a Ph.D. at your institution.

Printed: Aug 30, 2015
Has the student been engaged in IGERT activities, research, education, or training during this reporting period?  N

Funding data:
2008-2009 Project Year – Trainee supported for 10 months
2009-2010 Project Year – Trainee supported for 10 months
2010-2011 Project Year – Trainee supported for 0 months
2011-2012 Project Year – Trainee supported for 0 months
2012-2013 Project Year – Trainee supported for 0 months
2013-2014 Project Year – Trainee supported for 0 months
2014-2015 Project Year – Trainee supported for 0 months
2015-2016 Project Year – Trainee supported for 0 months

Current IGERT Advisor(s): (Reported by trainee) – Allen Braun, Nan Bernstein Ratner, William Idsardi

Citizenship/Residency Status:
U.S. Citizen/U.S. National

GRE Scores:
Verbal: 740
Quantitative: 690
Analytical: 6
Subject Score:

GRE Subject:

IGERT Trainees:
First enrolled in graduate study in an IGERT department: 08/2006
First began receiving NSF-IGERT funding: 08/2008
Current Situation:
Has graduated from your institution with a Ph.D. 08/2011

Award ID: 0801465
Trainee Information
Reporting Year: 2016

Trainee Information:
Name: Shell, Alison
Previous Surname: 
Funding Status: Formerly Funded
Has the student been engaged in IGERT activities, research, education, or training during this reporting period?  Y
Funding data:
2012-2013 Project Year – Trainee supported for 10 months
2013-2014 Project Year – Trainee supported for 12 months
2014-2015 Project Year – Trainee supported for 2 months
2015-2016 Project Year – Trainee supported for 0 months
Current IGERT Advisor(s): (Reported by trainee) – Robert Slevc

Citizenship/Residency Status:
U.S. Citizen/U.S. National

GRE Scores:
Verbal:
Quantitative:
Analytical:
Subject Score:

GRE Subject:

IGERT Trainees:
First enrolled in graduate study in an IGERT department: 08/2011
First began receiving NSF-IGERT funding: 08/2012
Current Situation:
Has not yet graduated, but is pursuing a Ph.D. at your institution.

Award ID: 0801465
Trainee Information
Reporting Year: 2016

Trainee Information:
Name: Sutton, Megan
Previous Surname:
Funding Status: Formerly Funded

Has the student been engaged in IGERT activities, research, education, or training during this reporting period? N

Funding data:
2009-2010 Project Year – Trainee supported for 0 months
2010-2011 Project Year – Trainee supported for 10 months
2011-2012 Project Year – Trainee supported for 12 months
2012-2013 Project Year – Trainee supported for 2 months
2013-2014 Project Year – Trainee supported for 0 months
2014-2015 Project Year – Trainee supported for 0 months
2015-2016 Project Year – Trainee supported for 0 months

Current IGERT Advisor(s): (Reported by trainee) – Jeffrey Lidz

Citizenship/Residency Status:
U.S. Citizen/U.S. National

GRE Scores:
Verbal: 630
Quantitative: 710
Analytical: 5
Subject Score:
Award ID: 0801465
Trainee Information
Reporting Year: 2016

Trainee Information:
Name: Teubner-Rhodes, Susan

Previous Surname:

Funding Status: Formerly Funded

Has the student been engaged in IGERT activities, research, education, or training during this reporting period? N

Funding data:
2009-2010 Project Year – Trainee supported for 0 months
2010-2011 Project Year – Trainee supported for 10 months
2011-2012 Project Year – Trainee supported for 12 months
2012-2013 Project Year – Trainee supported for 2 months
2013-2014 Project Year – Trainee supported for 0 months
2014-2015 Project Year – Trainee supported for 0 months
2015-2016 Project Year – Trainee supported for 0 months

Current IGERT Advisor(s): (Reported by trainee) – Donald Bolger, Jared Novick, Jeffrey Lidz, Michael Dougherty

Citizenship/Residency Status:
U.S. Citizen/U.S. National

GRE Scores:
Verbal: 730
Quantitative: 740
Analytical: 4.5
Subject Score:

GRE Subject:

IGERT Trainees:

First enrolled in graduate study in an IGERT department: 07/2009
First began receiving NSF-IGERT funding: 08/2010

Current Situation:
Has graduated from your institution with a Ph.D. 05/2014
Award ID: 0801465
Trainee Information
Reporting Year: 2016

Trainee Information:
Name: White, Aaron
Previous Surname: 
Funding Status: Formerly Funded
Has the student been engaged in IGERT activities, research, education, or training during this reporting period? N

Funding data:
2010-2011 Project Year – Trainee supported for 0 months
2011-2012 Project Year – Trainee supported for 10 months
2012-2013 Project Year – Trainee supported for 12 months
2013-2014 Project Year – Trainee supported for 2 months
2014-2015 Project Year – Trainee supported for 0 months
2015-2016 Project Year – Trainee supported for 0 months

Current IGERT Advisor(s): (Reported by trainee) – Jeffrey Lidz, Jordan Boyd-Graber, Valentine Hacquard

Citizenship/Residency Status:
U.S. Citizen/U.S. National

GRE Scores:
Verbal: 720
Quantitative: 600
Analytical: 3.4
Subject Score:

GRE Subject:

IGERT Trainees:
First enrolled in graduate study in an IGERT department: 08/2010
First began receiving NSF-IGERT funding: 08/2011

Current Situation:
Has graduated from your institution with a Ph.D. 06/2015

Associate Information
Reporting Year: 2016
Associate Information:
Name: Chacon, Dustin

Previous Surname:

Has the student been engaged in IGERT activities, research, education, or training during this reporting period? Y

Years Active:
2010-2011 Project Year
2011-2012 Project Year
2012-2013 Project Year
2013-2014 Project Year
2014-2015 Project Year
2015-2016 Project Year

Current IGERT Advisor(s): (Reported by associate) – Colin Phillips, Howard Lasnik

GRE Scores:
Verbal: 650
Quantitative: 730
Analytical: 4.5
Subject Score:

GRE Subject:

IGERT Associates:

First enrolled in graduate study in an IGERT department: 09/2010
First participated in the IGERT project: 09/2010
Current Situation:
Has graduated from your institution with a Ph.D. 06/2015

Printed: Aug 30, 2015

Award ID: 0801465
Associate Information
Reporting Year: 2016

Associate Information:
Name: Chow, Wing Yee

Previous Surname:

Has the student been engaged in IGERT activities, research, education, or training during this reporting period? N

Years Active:
2008-2009 Project Year
2009-2010 Project Year
2010-2011 Project Year
2011-2012 Project Year
2012-2013 Project Year
2013-2014 Project Year
2014-2015 Project Year
2015-2016 Project Year

**Current IGERT Advisor(s):** (Reported by associate) – Colin Phillips, Ellen Lau, Nan Jiang

**GRE Scores:**
- Verbal: 550
- Quantitative: 800
- Analytical: 4.5
- Subject Score:

**GRE Subject:**

**IGERT Associates:**

**First enrolled in graduate study in an IGERT department:** 08/2008

**First participated in the IGERT project:** 08/2008

**Current Situation:**

Has graduated from your institution with a Ph.D. 05/2013

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**Award ID: 0801465**

**Associate Information**

**Reporting Year: 2016**

**Associate Information:**

**Name:** Chrabaszcz, Anna

**Previous Surname:**

Has the student been engaged in IGERT activities, research, education, or training during this reporting period? **N**

**Years Active:**

2009-2010 Project Year
2010-2011 Project Year
2011-2012 Project Year
2012-2013 Project Year
2013-2014 Project Year
2014-2015 Project Year
2015-2016 Project Year

**Current IGERT Advisor(s):** (Reported by associate) – Colin Phillips, Kira Gor, Nan Jiang, William Idsardi

**GRE Scores:**
- Verbal:
- Quantitative:
- Analytical:
- Subject Score:

**GRE Subject:**

**IGERT Associates:**

**First enrolled in graduate study in an IGERT department:** 09/2008
First participated in the IGERT project: 09/2009

Current Situation:
Has graduated from your institution with a Ph.D. 05/2014

Associate Information:
Name: Dillon, Brian

Previous Surname:

Has the student been engaged in IGERT activities, research, education, or training during this reporting period?  N

Years Active:
2008-2009 Project Year
2009-2010 Project Year
2010-2011 Project Year
2011-2012 Project Year
2012-2013 Project Year
2013-2014 Project Year
2014-2015 Project Year
2015-2016 Project Year

Current IGERT Advisor(s): (Reported by associate) – Colin Phillips, William Idsardi

GRE Scores:
Verbal: 740
Quantitative: 750
Analytical: 6

GRE Subject:

IGERT Associates:

First enrolled in graduate study in an IGERT department: 08/2007
First participated in the IGERT project: 08/2008

Current Situation:
Has graduated from your institution with a Ph.D. 08/2011
Associate Information:

Name: Drummond, Alex

Previous Surname:

Has the student been engaged in IGERT activities, research, education, or training during this reporting period?  N

Years Active:

2009-2010 Project Year
2010-2011 Project Year
2011-2012 Project Year
2012-2013 Project Year
2013-2014 Project Year
2014-2015 Project Year
2015-2016 Project Year

Current IGERT Advisor(s):  (Reported by associate) – Howard Lasnik, Norbert Hornstein

GRE Scores:

Verbal: 720
Quantitative: 660
Analytical: 4

GRE Subject:

IGERT Associates:

First enrolled in graduate study in an IGERT department:  07/2007
First participated in the IGERT project:  08/2008

Current Situation:

Has graduated from your institution with a Ph.D. 08/2011

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Award ID: 0801465
Associate Information
Reporting Year: 2016

Associate Information:

Name: Dunbar, Ewan

Previous Surname:

Has the student been engaged in IGERT activities, research, education, or training during this reporting period?  N

Years Active:

2008-2009 Project Year
2009-2010 Project Year
2010-2011 Project Year
2011-2012 Project Year
2012-2013 Project Year
2013-2014 Project Year
2014-2015 Project Year
2015-2016 Project Year

**Current IGERT Advisor(s):** (Reported by associate) – Naomi Feldman, William Idsardi

**GRE Scores:**
- Verbal: 700
- Quantitative: 760
- Analytical: 5.5
- Subject Score:

**GRE Subject:**

**IGERT Associates:**

**First enrolled in graduate study in an IGERT department:** 08/2008

**First participated in the IGERT project:** 08/2008

**Current Situation:**
- Has graduated from your institution with a Ph.D. 05/2013

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**Award ID: 0801465**

**Associate Information**

**Reporting Year: 2016**

**Associate Information:**

**Name:** Fetters, Michael

**Previous Surname:**

**Has the student been engaged in IGERT activities, research, education, or training during this reporting period?** Y

**Years Active:**
- 2013-2014 Project Year
- 2014-2015 Project Year
- 2015-2016 Project Year

**Current IGERT Advisor(s):** (Reported by associate) – Howard Lasnik, Jeffrey Lidz

**GRE Scores:**
- Verbal:
- Quantitative:
- Analytical:
- Subject Score:

**GRE Subject:**

**IGERT Associates:**

**First enrolled in graduate study in an IGERT department:** 08/2012
Award ID: 0801465
Associate Information
Reporting Year: 2016

Associate Information:
Name: Freynik, Suzanne

Previous Surname:

Has the student been engaged in IGERT activities, research, education, or training during this reporting period?  N

Years Active:
2009-2010 Project Year
2010-2011 Project Year
2011-2012 Project Year
2012-2013 Project Year
2013-2014 Project Year
2014-2015 Project Year
2015-2016 Project Year

Current IGERT Advisor(s): (Reported by associate) – Kira Gor

GRE Scores:
Verbal:
Quantitative:
Analytical:
Subject Score:

GRE Subject:

IGERT Associates:

First enrolled in graduate study in an IGERT department: 08/2008
First participated in the IGERT project: 08/2009

Current Situation:
Has not yet graduated, but is pursuing a Ph.D. at your institution.
Associate Information:

Name: He, Xiaoxue Angela

Previous Surname:

Has the student been engaged in IGERT activities, research, education, or training during this reporting period? N

Years Active:
2010-2011 Project Year
2011-2012 Project Year
2012-2013 Project Year
2013-2014 Project Year
2014-2015 Project Year
2015-2016 Project Year

Current IGERT Advisor(s): (Reported by associate) – Alexander Williams, Jeffrey Lidz, Robert Slevc

GRE Scores:
Verbal: 580
Quantitative: 800
Analytical: 4.5
Subject Score:

GRE Subject:

IGERT Associates:
First enrolled in graduate study in an IGERT department: 09/2009
First participated in the IGERT project: 09/2010

Current Situation:
Has graduated from your institution with a Ph.D. 03/2015

Award ID: 0801465
Associate Information
Reporting Year: 2016

Associate Information:

Name: Heffner, Christopher

Previous Surname:

Has the student been engaged in IGERT activities, research, education, or training during this reporting period? Y

Years Active:
2013-2014 Project Year
2014-2015 Project Year
2015-2016 Project Year

Current IGERT Advisor(s): (Reported by associate) – Rochelle Newman, William Idsardi
GRE Scores:
Verbal: 700
Quantitative: 690
Analytical: 5.5
Subject Score:

GRE Subject:

IGERT Associates:
First enrolled in graduate study in an IGERT department: 08/2012
First participated in the IGERT project: 08/2013

Current Situation:
Has not yet graduated, but is pursuing a Ph.D. at your institution.

Award ID: 0801465
Associate Information
Reporting Year: 2016

Associate Information:
Name: Hwang, So-One
Previous Surname:

Has the student been engaged in IGERT activities, research, education, or training during this reporting period? N

Years Active:
2009-2010 Project Year
2010-2011 Project Year
2011-2012 Project Year
2012-2013 Project Year
2013-2014 Project Year
2014-2015 Project Year
2015-2016 Project Year

Current IGERT Advisor(s): (Reported by associate) – David Poeppel, Gaurav Mathur, Naomi Feldman, Robert De Keyser, William Idsardi

GRE Scores:
Verbal: 700
Quantitative: 690
Analytical: 5.5
Subject Score:

GRE Subject:

IGERT Associates:
First enrolled in graduate study in an IGERT department: 07/2006
First participated in the IGERT project: 08/2008

Current Situation:
Associate Information:

Name: Lago, Maria

Previous Surname:

Has the student been engaged in IGERT activities, research, education, or training during this reporting period?  

N

Years Active:

2009-2010 Project Year
2010-2011 Project Year
2011-2012 Project Year
2012-2013 Project Year
2013-2014 Project Year
2014-2015 Project Year
2015-2016 Project Year

Current IGERT Advisor(s): (Reported by associate) – Colin Phillips, Ellen Lau

GRE Scores:

Verbal: 650
Quantitative: 700
Analytical: 4

Subject Score:

GRE Subject:

IGERT Associates:

First enrolled in graduate study in an IGERT department: 06/2009
First participated in the IGERT project: 08/2009

Current Situation:

Has graduated from your institution with a Ph.D. 05/2014
Name: Lancaster, Alia

Has the student been engaged in IGERT activities, research, education, or training during this reporting period?  Y

Years Active:
2013-2014 Project Year
2014-2015 Project Year
2015-2016 Project Year

Current IGERT Advisor(s):  (Reported by associate) – Jared Novick, Robert Slevc

GRE Scores:
Verbal:
Quantitative:
Analytical:
Subject Score:

GRE Subject:

IGERT Associates:

First enrolled in graduate study in an IGERT department:  08/2012
First participated in the IGERT project:  08/2013

Current Situation:
Has not yet graduated, but is pursuing a Ph.D. at your institution.

Associate Information:
Name: Lewis, Shevaun

Has the student been engaged in IGERT activities, research, education, or training during this reporting period?  N

Years Active:
2008-2009 Project Year
2009-2010 Project Year
2010-2011 Project Year
2011-2012 Project Year
2012-2013 Project Year
2013-2014 Project Year
2014-2015 Project Year
2015-2016 Project Year

Current IGERT Advisor(s):  (Reported by associate) – Andrea Zukowski, Colin Phillips, Jeffrey Lidz, Valentine Hacquard
GRE Scores:
Verbal: 780
Quantitative: 800
Analytical: 5
Subject Score:

GRE Subject:

IGERT Associates:
First enrolled in graduate study in an IGERT department: 08/2008
First participated in the IGERT project: 08/2008

Current Situation:
Has graduated from your institution with a Ph.D. 05/2013

Printed: Aug 30, 2015

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Award ID: 0801465
Associate Information
Reporting Year: 2016

Associate Information:
Name: Li, Chuchu
Previous Surname:

Has the student been engaged in IGERT activities, research, education, or training during this reporting period? Y

Years Active:
2012-2013 Project Year
2013-2014 Project Year
2014-2015 Project Year
2015-2016 Project Year

Current IGERT Advisor(s): (Reported by associate) – Min Wang, Robert Slevc, William Idsardi

GRE Scores:
Verbal:
Quantitative:
Analytical:
Subject Score:

GRE Subject:

IGERT Associates:
First enrolled in graduate study in an IGERT department: 08/2010
First participated in the IGERT project: 08/2011

Current Situation:
Has not yet graduated, but is pursuing a Ph.D. at your institution.

Printed: Aug 30, 2015
Associate Information:

Name: Momma, Shota

Has the student been engaged in IGERT activities, research, education, or training during this reporting period? Y

Years Active:
2012-2013 Project Year
2013-2014 Project Year
2014-2015 Project Year
2015-2016 Project Year

Current IGERT Advisor(s): (Reported by associate) – Robert Slevc

GRE Scores:
Verbal:
Quantitative:
Analytical:
Subject Score:

GRE Subject:

IGERT Associates:

First enrolled in graduate study in an IGERT department: 08/2011
First participated in the IGERT project: 08/2012

Current Situation:
Has not yet graduated, but is pursuing a Ph.D. at your institution.

Printed: Aug 30, 2015

Associate Information:

Name: Omaki, Akira

Has the student been engaged in IGERT activities, research, education, or training during this reporting period? N
Years Active:
2009-2010 Project Year
2010-2011 Project Year
2011-2012 Project Year
2012-2013 Project Year
2013-2014 Project Year
2014-2015 Project Year
2015-2016 Project Year

Current IGERT Advisor(s): (Reported by associate) – Colin Phillips, Jeffrey Lidz

GRE Scores:
Verbal: 390
Quantitative: 750
Analytical: 5.5

Current IGERT Advisor(s):
(Reported by associate) – Hal Daume, Jeffrey Lidz, Jordan Boyd-Graber, Naomi Feldman

GRE Subject:

IGERT Associates:
First enrolled in graduate study in an IGERT department: 09/2005
First participated in the IGERT project: 08/2008

Current Situation:
Has graduated from your institution with a Ph.D. 05/2010

Associate Information:
Name: Orita, Naho
Previous Surname: 
Has the student been engaged in IGERT activities, research, education, or training during this reporting period? N

Years Active:
2011-2012 Project Year
2012-2013 Project Year
2013-2014 Project Year
2014-2015 Project Year
2015-2016 Project Year

Current IGERT Advisor(s): (Reported by associate) – Hal Daume, Jeffrey Lidz, Jordan Boyd-Graber, Naomi Feldman

GRE Scores:
Verbal:
Quantitative:
Analytical:
Subject Score:

GRE Subject:

IGERT Associates:
First enrolled in graduate study in an IGERT department: 09/2010
First participated in the IGERT project: 09/2011
Current Situation:
Has graduated from your institution with a Ph.D. 05/2015

Associate Information:

Name: Schlueter, Zoe
Previous Surname: 
Has the student been engaged in IGERT activities, research, education, or training during this reporting period? Y

Years Active:
2013-2014 Project Year
2014-2015 Project Year
2015-2016 Project Year

Current IGERT Advisor(s): (Reported by associate) – Ellen Lau, Robert Slevc

GRE Scores:
Verbal: 
Quantitative: 
Analytical: 
Subject Score: 

GRE Subject:

IGERT Associates:
First enrolled in graduate study in an IGERT department: 08/2012
First participated in the IGERT project: 08/2013
Current Situation:
Has not yet graduated, but is pursuing a Ph.D. at your institution.
Associate Information
Reporting Year: 2016

Associate Information:
Name: Solovyeva, Ekaterina

Previous Surname:

Has the student been engaged in IGERT activities, research, education, or training during this reporting period?  N

Years Active:
2011-2012 Project Year
2012-2013 Project Year
2013-2014 Project Year
2014-2015 Project Year
2015-2016 Project Year

Current IGERT Advisor(s): (Reported by associate) – Michael Long, Robert De Keyser, Robert Slevc

GRE Scores:
Verbal:
Quantitative:
Analytical:
Subject Score:

GRE Subject:

IGERT Associates:

First enrolled in graduate study in an IGERT department: 09/2010
First participated in the IGERT project: 09/2011

Current Situation:
Has not yet graduated, but is pursuing a Ph.D. at your institution.

Printed: Aug 30, 2015

Associate Information
Reporting Year: 2016

Associate Information:
Name: Stojanovska, Ilina

Previous Surname:

Has the student been engaged in IGERT activities, research, education, or training during this reporting period?  Y

Years Active:
2010-2011 Project Year
2011-2012 Project Year
2012-2013 Project Year

Award ID: 0801465
2013-2014 Project Year
2014-2015 Project Year
2015-2016 Project Year

Current IGERT Advisor(s): (Reported by associate) – Colin Phillips, Jeffrey Lidz, Robert De Keyser

GRE Scores:
Verbal:
Quantitative:
Analytical:
Subject Score:

GRE Subject:

IGERT Associates:
First enrolled in graduate study in an IGERT department: 09/2010
First participated in the IGERT project: 09/2010
Current Situation:
Has not yet graduated, but is pursuing a Ph.D. at your institution.

Printed: Aug 30, 2015

Award ID: 0801465
Associate Information
Reporting Year: 2016

Associate Information:
Name: Suzuki, Yuichi
Previous Surname:
Has the student been engaged in IGERT activities, research, education, or training during this reporting period? N

Years Active:
2012-2013 Project Year
2013-2014 Project Year
2014-2015 Project Year
2015-2016 Project Year

Current IGERT Advisor(s): (Reported by associate) – Robert De Keyser, Yi Ting Huang

GRE Scores:
Verbal:
Quantitative:
Analytical:
Subject Score:

GRE Subject:

IGERT Associates:
First enrolled in graduate study in an IGERT department: 08/2011
First participated in the IGERT project: 08/2012
Associate Information:

Name: Wang, Xuan

Previous Surname: 

Has the student been engaged in IGERT activities, research, education, or training during this reporting period? N

Years Active:
2011-2012 Project Year
2012-2013 Project Year
2013-2014 Project Year
2014-2015 Project Year
2015-2016 Project Year

Current IGERT Advisor(s): (Reported by associate) – Alexander Williams, Jeffrey Lidz, Paul Pietroski

GRE Scores:
Verbal:
Quantitative:
Analytical:
Subject Score:

GRE Subject:

IGERT Associates:

First enrolled in graduate study in an IGERT department: 09/2010
First participated in the IGERT project: 09/2011

Current Situation:
Has not yet graduated, but is pursuing a Ph.D. at your institution.
Name: Wellwood, Alexis
Previous Surname: 
Has the student been engaged in IGERT activities, research, education, or training during this reporting period? N

Years Active:
2009-2010 Project Year
2010-2011 Project Year
2011-2012 Project Year
2012-2013 Project Year
2013-2014 Project Year
2014-2015 Project Year
2015-2016 Project Year

Current IGERT Advisor(s): (Reported by associate) – Alexander Williams, Colin Phillips, Jeffrey Lidz, Valentine Hacquard

GRE Scores:
Verbal: 690
Quantitative: 630
Analytical: 5.5
Subject Score:

GRE Subject:

IGERT Associates:

First enrolled in graduate study in an IGERT department: 08/2009
First participated in the IGERT project: 08/2009

Current Situation:
Has graduated from your institution with a Ph.D. 05/2014

Award ID: 0801465
Publications, Patents, and Presentations
PI: Phillips, Colin

Journal Articles in Refereed Publications


Omaki, A. (2013). Grammatical constraints and reductionism in sentence processing. Linguistic Approaches to Bilingualism, 3, 330-334. doi 10.1075/lab.3.3.10oma


Ding, N. and J. Z. Simon (2012). The Emergence of Neural Encoding of Auditory Objects While Listening to Competing Speakers, Proceedings of the National Academy of Sciences, 109(29), 11854-11859.


Scharinger, M., Monahan, P. J., and Idsardi, W. J. (2011). You had me at Hello: Rapid extraction of dialect information from spoken words. Neuroimage, 56(4), 2329-2338. PMID: 21511041


Syrett, K. and Lidz, J. (2010) 30-month-olds use the distribution and meaning of adverbs to interpret novel


Linguistics, 16.

Journal Articles in Non-Refereed Publications


Books


**Book Chapters**


periods, language aptitude, and ultimate L2 attainment (pp. ix-xv). Amsterdam and Philadelphia: John Benjamins. ISBN 9789027213112


and reductionist approaches to island effects. In Sprouse, J. & Hornstein, N. (eds.), Experimental syntax and island effects (pp. 21-41). Cambridge University Press. ISBN 9781107008700


Oxford University Press


Conference Publications


Somerville, MA: Cascadilla Proceedings Project.


**Conference Presentations**


Gor, K., Chrabaszcz, A., & Cook, S. (2014, October). If L2 learners decompose inflected words in lexical access, why are they insensitive to morphosyntactic information? Paper presented at the Second Language Research Forum (SLRF), University of South Carolina, SC.


He, A. X. & Lidz, J. (2014, November). Development of the verb-event link between 14 and 18 months. Paper presentation accepted for the 39th Boston University Conference on Language Development (BUCLD), Boston University, Boston, MA.


He, A. X., Meng, X., Williams, A., & Lidz, J. (2014, July). Thematic interpretations and cross-linguistic variations:
evidence from English- and Mandarin-learning children. Poster presented at the XIX Biennial International Conference for Infant Studies (ICIS), Berlin, Germany.


Momma, S., Slevc, L.R., & Phillips, C. (2015, March). The timing of verb planning in active and passive sentence
production. Poster presented at the 28th CUNY conference on human sentence processing, Los Angeles, CA.


Newman, R. S. (2015, January). Toddlersâ€™ ability to understand and learn from vocoded speech. Talk presented at the Mid-Atlantic Seminar on Hearing, University of Maryland, College Park, MD.


Linguistics, Johns Hopkins University, Baltimore, MD.


Phillips, C. (2014, September). Language Science at the University of Maryland. Talk for the Maryland Department of Legislative Services, University of Maryland, College Park, MD.


Beach, CA.


East Asian Psycholinguistics Colloquium, University of Chicago.


DeKeyser, R. (2013, October). Complexity and context in research on age effects. Poster at the Second Language Research Forum, Brigham Young University, Utah. (plenary)

DeKeyser, R. (2013, October). Tasks and the cognitive psychology of practice. Poster at the International Conference on Task-Based Language Teaching. Banff, Alberta, Canada


Saint Petersburg, Russia.


He, A.X., Wellwood, A., Lidz, J. and Williams, A. (January 2014). Assessing event perception in adults and prelinguistic children: A prelude to syntactic bootstrapping. Poster presentation at the Linguistic Society of America annual meeting, Minneapolis, MN.


Meeting of the Psychonomics Society, Toronto, ON.


*Kronrod, Y., E. Bennett and N. Feldman (February 2014) Modeling Effects of Input Variability in Vowel Acquisition in Bilingual Infants. Annual Meeting of the American Association for the Advancement of Science. Chicago, IL. (Poster)

*Kush, D., Johns, C. and Van Dyke, J. (March, 2014). Sensitivity to online encoding and retrieval interference in younger and older adults. Poster presented at CUNY 2014, Columbus, OH.


Phillips, C. (November 2013). Parsing and learning: could less really be more? Talk at Symposium on language


Phillips, C. (September 2013). Two types of mismatches between experimental acceptability measures and expert judgments. Invited talk, workshop on understanding acceptability judgments, University of Potsdam, Germany.


Wellwood, A. (December 2013). A new semantics for measurement. Invited presentation at the Linguistics Lunch at Queen Mary University of London.

Wellwood, A. (December 2013). What meaning can (and probably should) mean. Invited presentation at the Emerging Ideas seminar, Institut Jean Nicod, Paris, France.

Wellwood, A. (December 2013). What meaning can (and probably should) mean. Invited presentation at the Semantics Circle, Zentrum fur Sprachwissenschaft, Berlin, Germany.

Wellwood, A. (February 2014). With meaning in mind: tests at the interface. Invited presentation the Linguistics colloquium, Northwestern University.

Wellwood, A. (February 2014). With meaning in mind: tests at the interfaces. Invited presentation at the Cognition and Language workshop, the Center for the Study of Language and Information, Stanford University.

Wellwood, A. (January 2014). Decomposing gradable adjectives and introducing degrees. Poster presentation at the Linguistic Society of America annual meeting, Minneapolis, MN.


Barrios, S. (2013, February). Similarity in L2 Phonology: Feature availability is neither necessary nor sufficient. Invited talk presented at the University of Utah, Salt Lake City, UT.


Ding, N. and J. Z. Simon (2012, September) Noise Robust Neural Synchronization to Speech Envelope, Poster presented at Auditory Cortex, Lausanne, Switzerland.


Ding, N., M. Chatterjee, and J. Z. Simon (2013, February) Spectro-temporal Fine Structure is Critical for Robust Neural Encoding of Speech in Noise, Podium address given at Association for Research in Otolaryngology Winter Meeting, Baltimore, MD.


*Harrigan, K., Hacquard, V., & Lidz, J. (2012, October) Is desire really easier than belief? Poster presented at Generative Approaches to Language Acquisition, North America, University of Kansas, Lawrence, KS.


Idsardi, W. J. (2012, July) Clustering techniques for phonetic categories and their implications for phonology. Talk given at Johns Hopkins University, Baltimore, MD.

Idsardi, W. J. (2012, October) Reproving phonology. Talk given at Workshop on Syllables and Oscillations. Dartmouth College, Hanover, NH.

Idsardi, W. J. (2013, April) Emergence is induction, similarity is analogy. Talk given at University of Arizona, Tucson, AZ.


Lewis, S., Lidz, J. & Hacquard, V. (2012, October) Pragmatic influences on 3- and 4-year-olds' interpretation of
think. Poster presented at Generative Approaches to Language Acquisition, North America, University of Kansas, Lawrence, KS.


Lewis, S., Hacquard, V., & Lidz, J. (2012, October). Pragmatic influences on 3- and 4-year-olds' interpretation of 'think'. Talk at Generative Approaches to Language Acquisition, North America (GALANA) 5, University of Kansas, Lawrence, KS.


Lippitt, K., N. Bernstein Ratner & A. Braun. (2012, November). "Um" and "uh": stumbles, brainblocks or something else? Poster presented at American Speech-Language-Hearing Association Annual Convention, Atlanta, GA.


Lukyanchenko, A., & Gor, K. (2013, March). Quantifying semantic, morphological and syntactic effects on phonological ambiguity resolution in listening to nonnative speech. Poster presented at the 11th International Symposium on Psycholinguistics, Canary Islands, Spain.


Mahoney, K., Rolstad, K., & MacSwan, J. (2012, September). The Castaneda test: Arizona's English Language Learners ten years after the passage of Proposition 203. Paper presentation at the Multidisciplinary Approaches to Language Planning and Policy Conference, Calgary, Alberta, Canada.


Parker, D. & Larson, B. (2013, March). Two types of dependencies discerned through island effects. Poster presented at the 26th annual CUNY Human Sentence Processing Conference, Columbia, SC.


Phillips, C. (2012, October) Grammatical development and parser development. Talk given at Generative Approaches to Language Acquisition (GALANA 6), University of Kansas, Lawrence, KS.

Phillips, C. (2013, January) How to get published. Graduate student panel at the Linguistic Society of America annual meeting, Boston, MA.


Pietroski, P.M. (2012, September). Unbounded and Constrained. Talk given at Dept. of Philosophy New Mexico State University at Las Cruces. Santa Fe, NM.


Tsai, P. & Bernstein Ratner, N. (2012, July). Effects of the central bottleneck on word encoding in adults who
stutter. Poster presented at World Congress on Fluency Disorders, Tours, France.


DeKeyser, R. (2011, September). The interaction between individual differences and other variables provides an exceptional window into the nature of language learning processes. Guiora Round Table, Max Planck Institute for Psycholinguistics, Nijmegen, The Netherlands.


Dillon, B. (2012, March). Ungrammatical interpretations of reflexive anaphors: online or offline interference. Poster presented at the 25th annual CUNY Human


*Gagliardi, A. (2012, January). Distinguishing input from intake in Tsez noun class acquisition. Talk given at the LSA annual meeting, Portland, OR.


Huang, Y., Hopfinger, J., & Gordon, P. (2011, November). Does the N400 reflect lexical access, integration, or both? Poster presented at the 2011 Neurobiology of Language Conference, Annapolis, MD.


information in processing bound variable pronouns. Poster at the 25th Annual CUNY Conference on Human Sentence Processing. CUNY Graduate Center, New York.


Lasnik, H. (2011). The notion of derivations in linguistics: Syntax. 50 Years of Linguistics at MIT, MIT.


Lewis, S., Hacquard, V., & Lidz, J. (2012, April). The pragmatics of belief reports in development. Talk at the 30th West Coast Conference on Formal Linguistics (WCCFL), Santa Cruz, CA.


Miller, A., Dougherty, L., Newman, R., Bernstein Ratner, N., & Blankenship, S. (2011,


Newman, R. S. (2011, October). Infants' early perceptual abilities and how these relate to later language outcomes. Invited talk, George Washington University.


Phillips, C. (2011, December). Don't measure height with a stopwatch: What laboratory linguistics is(n't) good for. Invited talk at the LING-50 conference, MIT,


Pietroski, P. (2011, August). Meanings as Instructions to Build Concepts. Five Lectures (8 hours), Beihang University (Beijing University of Aeronautics and Astronautics).


Slevc, L. R., & Martin, R. C. (2011, October). Short-term memory, agrammatism, and syntactic agreement. Talk given at the Academy of Aphasia annual meeting, Montral, QC, Canada.


presented at the Slavic Cognitive Linguistics Conference (SCLC), Washington, DC, USA.


DeKeyser, R. M. (2010, October). The trajectory of research on aptitude in SLA. Second Language Research Forum, University of Maryland, MD.


Drummond, A. & *Kush, D. (2011, January). Reanalysis as Raising to Object. Talk given at the Linguistic Society of...
America annual meeting, Pittsburgh, PA.


*Gagliardi, A., & Lidz, J. (2010, August). The necessity of class internal regularities in the acquisition of Tsez noun classes. Poster presented at GALANA.

Gagnon, M. & Wellwood, A. (2011, May). Distributivity and modality: where "each" may go, "every" can't follow. Semantics and Linguistic Theory (SALT) 21, New Brunswick, NJ.


Kim, S. Y., & Bolger, D. J. (November, 2010). The role of sub-syllabic units in visual word processing of Korean monosyllabic words: A masked priming study. Poster presented at the 51st Annual Meeting of the Psychonomic Society, St. Louis, MO.


Omaki, A., Davidson White, I., Goro, T., Lidz, J., & Phillips, C. (2011, April). The effectiveness of revision cues in kindergarten...


Omaki, A., Davidson White, I., Goro, T., Lidz, J., & Phillips, C. (2011, April). The effectiveness of revision cues in...


Phillips, C. (2011, February). Linguistic illusions: Where you see them, where you don’t. Invited talk (1 of 10 'topical lectures' at conference), American Association for the Advancement of Science (AAAS) annual meeting, Washington DC.


Ratner, N. (2011, February). From Freud to fMRI: Untangling the Mystery of Stuttering. Symposium Conducted at the American Association for the Advancement of Science (AAAS) annual meeting, Washington DC.


Salamanca, Spain.


Jurka, J., Omaki, A., & Nakao, C. (2010, February). It's not the end of the CED as we know it: Revisiting German


Montreal-Ottawa-Toronto Phonology Workshop, University of Toronto.
*Gagliardi, A.. The Acquisition of Tsez Noun Classes. (2009, January) Invited talk at the Symposium for Languages of the Caucasus and Linguistic Theory. LSA Annual meeting.


Newman, R. S. (2008) The cocktail party effect in infants: Infants' ability to hear in noise and use top-down information. Invited lecture, Max Planck Institute for Psycholinguistics, Nijmegen, the Netherlands.


visual interactions in MEG during spatial localization. Poster presented at the annual meeting of the Society for Neuroscience, Washington, DC.


Award ID: 0801465
Outreach Activities

No data has been entered.

Outreach Activity 1
Title:
Admitted student open house at the University of Maryland

Name of media outlet or organization for which outreach was done:
University of Maryland

Date of activity:
04/03/2015

Type of activity:
Undergraduate

Briefly describe this activity, including the type of the activity and the names of individuals within IGERT who were involved:
Alia Biller (IGERT trainee) spearheaded the representation of language science at the Admitted Student Open House where new students had access to information and the chance to talk to undergraduates already knowledgeable about language science.

Outreach Activity 2
Title:
ATLAS STEM College + Career Symposium

Name of media outlet or organization for which outreach was done:
University of Maryland; local high schools

Date of activity:
11/08/2014

Type of activity:
Undergraduate

Briefly describe this activity, including the type of the activity and the names of individuals within IGERT who were involved:

MdBio Foundation hosts the ATLAS symposium for students typically underrepresented in STEM. The event is for high school juniors/seniors and college undergraduates. ATLAS provides an important space for students to learn about exciting careers in STE.

Outreach Activity 3

Title:
Autism lecture series

Name of media outlet or organization for which outreach was done:
Families of children with autism

Date of activity:
04/11/2015

Type of activity:
Other: Public outreach

Briefly describe this activity, including the type of the activity and the names of individuals within IGERT who were involved:

The UM Autism Research Consortium (UMARC) sponsors monthly events (lectures, films) aimed at a broad audience, connecting research to familiar of children with autism. UMARC is co-directed by IGERT faculty Rochelle Newman and Nan Bernstein Ratner.

Outreach Activity 4

Title:
Expanding our Reach and Theirs: When Linguists go to High School

Name of media outlet or organization for which outreach was done:

Date of activity:
10/15/2014

Type of activity:
Media

Briefly describe this activity, including the type of the activity and the names of individuals within IGERT who were involved:

Jeff Lidz (IGERT Co-PI) and Yakov Kronrod (former IGERT trainee) had an article published about the multi-faceted outreach program at UMD. The article is available on our website as an open resource for everyone wishing to plan outreach programs.

Outreach Activity 5

Title:
Future Language Scientists Compete in High School Olympiad

Name of media outlet or organization for which outreach was done:
North American Computational Linguistics Olympiad (NACLO)
Date of activity: 01/29/2015
Type of activity: K-12

Briefly describe this activity, including the type of the activity and the names of individuals within IGERT who were involved:
We hosted and tutored 48 6-12 graders competing in the first round of the North American Computational Linguistics Olympiad (NACLO) competition. The students attended informational sessions about language-related career and educational opportunities.

Outreach Activity 6
Title: Langscape goes viral
Name of media outlet or organization for which outreach was done: mentalfloss.com, theweek.com, many international outlets
Date of activity: 03/09/2015
Type of activity: Media

Briefly describe this activity, including the type of the activity and the names of individuals within IGERT who were involved:
Langscape.umd.edu, a GIS project for language diversity directed by IGERT PI Colin Phillips, received broad attention in online media in English and many other languages, leading to an explosion of visitors to the site.

Outreach Activity 7
Title: Laurel High School IB Day
Name of media outlet or organization for which outreach was done: Laurel High School
Date of activity: 12/08/2014
Type of activity: K-12

Briefly describe this activity, including the type of the activity and the names of individuals within IGERT who were involved:
IGERT PI Colin Phillips gave a talk to 100 high schoolers as part of a special day organized by LHS’s International Baccalaureate program.

Outreach Activity 8
Title: Lecture at Northwood High School
Outreach Activity 9

Title:
Lecture at the Paint Branch High School

Name of media outlet or organization for which outreach was done:
Paint Branch High School, Burtonsville, MD

Date of activity:
04/16/2015

Type of activity:
K-12

Briefly describe this activity, including the type of the activity and the names of individuals within IGERT who were involved:
Professor Jeff Lidz visited Paint Branch HS and gave a lecture on language acquisition.

Outreach Activity 10

Title:
Maryland Day Community Outreach

Name of media outlet or organization for which outreach was done:
University of Maryland; Community of College Park

Date of activity:
04/25/2015

Type of activity:
Informal Science

Briefly describe this activity, including the type of the activity and the names of individuals within IGERT who were involved:
This is the fourth annual Cognitive, Neuro, and Language Science Maryland Day tent. Various outreach events and demonstrations are presented to engage the public, representing many groups, departments, and centers. Over 500 people are reached yearly.
Montgomery Blair Linguistics Club

Name of media outlet or organization for which outreach was done:
Montgomery Blair High Shool, Silver Spring MD

Date of activity:
03/23/2015

Type of activity:
K-12

Briefly describe this activity, including the type of the activity and the names of individuals within IGERT who were involved:
High school students from the Montgomery Blair Linguistics Club attended a lecture and a lunch social at the Maryland Language Science Center. The event was organized by students from the IGERT Outreach committee.

Outreach Activity 12

Title:
Nan Bernstein Ratner Organized a Symposium at the AAAS Conference in San Jose, CA

Name of media outlet or organization for which outreach was done:
AAAS Conference participants; San Jose, CA

Date of activity:
02/15/2015

Type of activity:
Media

Briefly describe this activity, including the type of the activity and the names of individuals within IGERT who were involved:
Nan Bernstein Ratner organized a symposium on language and brain implants at the AAAS annual meeting in San Jose, CA.

Outreach Activity 13

Title:
National Geospatial Intelligence Agency Talk

Name of media outlet or organization for which outreach was done:
National Geospatial Intelligence Agency

Date of activity:
12/09/2014

Type of activity:
Government

Briefly describe this activity, including the type of the activity and the names of individuals within IGERT who were involved:
IGERT PI Colin Phillips gave a talk to NGA staff on the capabilities of UMD's Langscape web portal for aggregating and integrating knowledge about 6400 of the world's languages.
Outreach Road Show - Language Science for Everyone in Boston, MA

Name of media outlet or organization for which outreach was done:
Participants Boston University Conference on Language Development

Date of activity:
11/13/2014

Type of activity:
Other: Share best outreach practices

Briefly describe this activity, including the type of the activity and the names of individuals within IGERT who were involved:
Outreach enthusiasts from Arizo, UMD, OSU and UMass joined forces through an initiative called Language Science for Everyone to promote best practices for sharing accessible but accurate information about language science with the broader public.

Outreach Activity 15

Title:
Outreach Road Show - Language Science for Everyone in Portland, OR

Name of media outlet or organization for which outreach was done:
Participants at the Linguistic Society of America Conference, Portland OR

Date of activity:
01/18/2015

Type of activity:
Other: Sharing best outreach practices

Briefly describe this activity, including the type of the activity and the names of individuals within IGERT who were involved:
Outreach enthusiasts from Arizo, UMD, OSU and UMass joined forces through an initiative called Language Science for Everyone to promote best practices for sharing accessible but accurate information about language science with the broader public.

Outreach Activity 16

Title:
Outreach Road Show - Language Science for Everyone in San Jose, CA

Name of media outlet or organization for which outreach was done:
Participants of the AAAS Annual Meeting, San Jose, CA

Date of activity:
02/12/2015

Type of activity:
Other: Sharing best practices in outreach

Briefly describe this activity, including the type of the activity and the names of individuals within IGERT who were involved:
Outreach enthusiasts from Arizo, UMD, OSU and UMass joined forces through an initiative called Language Science for Everyone to promote best practices for sharing accessible but accurate information about language science with the broader public.
Outreach Activity 17

Title:
Paint Branch HS students visit UMD

Name of media outlet or organization for which outreach was done:
Paint Branch High School, Burtonsville, MD

Date of activity:
04/17/2015

Type of activity:
K-12

Briefly describe this activity, including the type of the activity and the names of individuals within IGERT who were involved:
IGERT participants led parallel interactive hands-on activities for 100 AP-Psychology students from Paint Branch High School, a local school with a very diverse student population. Each student attended two events.

Outreach Activity 18

Title:
Research squad - Visit and lecture for AP English

Name of media outlet or organization for which outreach was done:
From the Heart Christina School, Suitland, MD

Date of activity:
02/25/2015

Type of activity:
K-12

Briefly describe this activity, including the type of the activity and the names of individuals within IGERT who were involved:
Language Science Fellow Lara Ehrenhofer and Michael Israel (IGERT faculty) delivered a lecture for 25 AP English students. The effort serves to extend our Outreach program from AP Psychology to other disciplines connected with language science.
Outreach Activity 1

Title:
Alexander Williams - Talk at the Kenmoor Middle School

Name of media outlet or organization for which outreach was done:
Kenmoor Middle School, Hyattsville, MD

Date of activity:
01/01/2014

Type of activity:
K-12

Briefly describe this activity, including the type of the activity and the names of individuals within IGERT who were involved:
Alexander Williams ran one of the ongoing monthly philosophy classroom sessions at the Kenmoor Middle School. This event is ongoing.

Outreach Activity 2

Title:
Berwyn Heights Elementary STEM Fair

Name of media outlet or organization for which outreach was done:
Berwyn Heights Elementary School

Date of activity:
12/08/2013

Type of activity:
K-12

Briefly describe this activity, including the type of the activity and the names of individuals within IGERT who were involved:
Multiple volunteers from language science departments volunteered as judges at the science fair for 3rd, 4th, and 5th grade. This was the third annual involvement for IGERT in this event.

Outreach Activity 3

Title:
Communication Partner Training: Workshop for caregivers/friends/family of persons with aphasia

Name of media outlet or organization for which outreach was done:
Public workshop

Date of activity:
03/29/2014

Type of activity:
Informal Science

Briefly describe this activity, including the type of the activity and the names of individuals within IGERT who were involved:
Communication Partner Training is a Workshop for caregivers/friends/family of persons with aphasia, to discuss and practice effective communication strategies.
**Outreach Activity 4**

**Title:**
Eleanor Roosevelt High School Internship and Poster Presentations

**Name of media outlet or organization for which outreach was done:**
Eleanor Roosevelt High School, Greenbelt, MD

**Date of activity:**
05/01/2014

**Type of activity:**
K-12

**Briefly describe this activity, including the type of the activity and the names of individuals within IGERT who were involved:**
Seven groups of high school interns who are working in language science labs under faculty supervision during the year will present the results of their work to UMD language scientists.

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**Outreach Activity 5**

**Title:**
Field Trip for 100 High School Students

**Name of media outlet or organization for which outreach was done:**
Northwood High School, Silver Spring, MD

**Date of activity:**
03/07/2014

**Type of activity:**
K-12

**Briefly describe this activity, including the type of the activity and the names of individuals within IGERT who were involved:**
IGERT trainees led 13 parallel interactive hands-on activities for 100 AP-Psychology students from Northwood High School, a local school with a very diverse student population. Each student attended two events.

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**Outreach Activity 6**

**Title:**
Hearing and Speech Sciences at the Maryland Day

**Name of media outlet or organization for which outreach was done:**
Wide public event

**Date of activity:**
04/26/2014

**Type of activity:**
Informal Science

**Briefly describe this activity, including the type of the activity and the names of individuals within IGERT who were involved:**
The department of Hearing and Speech sciences participates in UMD's Maryland Day community outreach event that showcased the contribution UMD brings to science, the arts, and technology to the local and wider community.
Outreach Activity 7
Title:
Hearing Loss Management and Speechreading presentations
Name of media outlet or organization for which outreach was done:
Public presentations
Date of activity:
01/01/2014
Type of activity:
Informal Science
Briefly describe this activity, including the type of the activity and the names of individuals within IGERT who were involved:
Hearing and speech clinicians have held presentations on Hearing Loss Management and Speechreading at local senior centers and adult communities such as the Asbury Methodist Village, Riderwood Adult Community, etc. An ongoing activity.

Outreach Activity 8
Title:
Launch of the Maryland Language Science Center
Name of media outlet or organization for which outreach was done:
The Diamondback
Date of activity:
10/07/2013
Type of activity:
Media
Briefly describe this activity, including the type of the activity and the names of individuals within IGERT who were involved:
The launch of the Maryland Language Science Center was featured in the Diamondback - the University of Maryland Independent Newspaper.

Outreach Activity 9
Title:
Lecture at Northwood High School
Name of media outlet or organization for which outreach was done:
Northwood High School, Silver Spring, MD
Date of activity:
02/06/2014
Type of activity:
K-12
Briefly describe this activity, including the type of the activity and the names of individuals within IGERT who were involved:
Professor Meredith Rowe visited Northwood HS and gave a three part lecture on language acquisition, followed by a panel composed of graduate IGERT students and undergraduate students.

**Outreach Activity 10**

**Title:**
Lecture at the Paint Branch High School

**Name of media outlet or organization for which outreach was done:**
Paint Branch High School, Burtonsville, MD

**Date of activity:**
01/28/2014

**Type of activity:**
K-12

**Briefly describe this activity, including the type of the activity and the names of individuals within IGERT who were involved:**
Professor Meredith Rowe visited Paint Branch HS and gave a three part lecture on language acquisition, followed by a panel composed of graduate IGERT students and undergraduate students.

**Outreach Activity 11**

**Title:**
Maryland Day Community Outreach

**Name of media outlet or organization for which outreach was done:**
Univeristy of Maryland; City of College Park

**Date of activity:**
04/26/2014

**Type of activity:**
Informal Science

**Briefly describe this activity, including the type of the activity and the names of individuals within IGERT who were involved:**
This is the third annual Cognitive, Neuro, and Language Science Maryland Day tent. Various outreach events and demonstrations are presented to engage the public, representing many groups, departments, and centers.

**Outreach Activity 12**

**Title:**
Meredith Rowe - White House symposium

**Name of media outlet or organization for which outreach was done:**
The White House Office of Science and Technology Policy

**Date of activity:**
10/04/2013

**Type of activity:**
Government
Meredith Rowe was a featured speaker at a White House workshop on "Bridging the Thirty-Million-Word Gap." The workshop explored the disparities in early language and vocabulary skills between children from high and low socioeconomic backgrounds.

**Outreach Activity 13**

**Title:**
Montgomery Blair Linguistics Club

**Name of media outlet or organization for which outreach was done:**
Montgomery Blair High Shool, Silver Spring MD

**Date of activity:**
01/01/2014

**Type of activity:**
K-12

**Briefly describe this activity, including the type of the activity and the names of individuals within IGERT who were involved:**
IGERT faculty and students have visit the MontgomeryHS Linguistics Club for regular language science talks covering such topics as aphasia and disordered language, phonology in poetry, semantics and philosophy of language, natural language processing.

**Outreach Activity 14**

**Title:**
New Language Science Center Launched - article

**Name of media outlet or organization for which outreach was done:**
Research@Maryland Newsletter

**Date of activity:**
11/01/2013

**Type of activity:**
Media

**Briefly describe this activity, including the type of the activity and the names of individuals within IGERT who were involved:**
The opening of the Language Science Center was showcased as the central story in the Research @ Maryland newsletter published by the University of Maryland Division of Research monthly, featuring research achievements across the university.

**Outreach Activity 15**

**Title:**
NSF STEM Career Fair

**Name of media outlet or organization for which outreach was done:**
Public Career Fair for Local Middle and High School Students

**Date of activity:**
Outreach Activity 16
Title:
Paint Branch HS students visit UMD
Name of media outlet or organization for which outreach was done:
Paint Branch High School, Burtonsville, MD
Date of activity:
02/07/2014
Type of activity:
K-12
Briefly describe this activity, including the type of the activity and the names of individuals within IGERT who were involved:
15 IGERT participants led parallel interactive hands-on activities for 100 AP-Psychology students from Paint Branch High School, a local school with a very diverse student population. Each student attended two events.

Outreach Activity 17
Title:
Philip Resnik on the Kojo Nnamdi Show
Name of media outlet or organization for which outreach was done:
National Public Radio
Date of activity:
01/28/2014
Type of activity:
Media
Briefly describe this activity, including the type of the activity and the names of individuals within IGERT who were involved:
Philip Resnik was a guest on the Kojo Nnamdi Show, a well-known talk show on the DC-area NPR affiliate. Resnik talked about natural language technology.

Outreach Activity 18
Title:
Speech and language screenings
Name of media outlet or organization for which outreach was done:
Various local schools and preschools

**Date of activity:**
01/01/2014

**Type of activity:**
K-12

**Briefly describe this activity, including the type of the activity and the names of individuals within IGERT who were involved:**
The Hearing and Speech Sciences clinic visits local schools and preschools to do speech and language screenings, covering 4 schools and 115 children this past year. This activity is ongoing.

**Outreach Activity 19**

**Title:**
Student volunteers at Walk4Hearing

**Name of media outlet or organization for which outreach was done:**
Broader public awareness raising

**Date of activity:**
10/01/2013

**Type of activity:**
Informal Science

**Briefly describe this activity, including the type of the activity and the names of individuals within IGERT who were involved:**
UMD students members of the National Student Speech Language Hearing Association and the Student Academy of Audiology volunteered at Walk4Hearing walk.

**Outreach Activity 20**

**Title:**
Training for speech-language pathologists

**Name of media outlet or organization for which outreach was done:**
St. Vincent Hospital, Indianapolis, IN

**Date of activity:**
01/01/2014

**Type of activity:**
Other: Hospital

**Briefly describe this activity, including the type of the activity and the names of individuals within IGERT who were involved:**
Hearing and Speech Sciences clinicians ran a one-day training for speech-language pathologists to help them deliver state of the art stuttering services as part of a new program funded by a donor.

**Outreach Activity 21**

**Title:**
UMARC Lecture Series in support of parents of children with Autism
Name of media outlet or organization for which outreach was done:
Parents of Children with Autism

Date of activity:
03/27/2014

Type of activity:
Informal Science

Briefly describe this activity, including the type of the activity and the names of individuals within IGERT who were involved:
The UMARC Lecture Series provides support for parents of children with Autism offering presentations on the latest scientific break-throughs in the field.

Outreach Activity 22
Title:
UMD Faculty/Staff Health Fairs and Student Health Fairs

Name of media outlet or organization for which outreach was done:
Public events

Date of activity:
01/01/2014

Type of activity:
Informal Science

Briefly describe this activity, including the type of the activity and the names of individuals within IGERT who were involved:
Audiology faculty from the Hearing and Speech Sciences department attended the UMD Faculty/Staff Health Fairs and Student Health Fairs each year to talk about hearing health. These are ongoing activities.

Outreach Activity 23
Title:
UMD to Solve Global Language Problems at New Language Science Research Center

Name of media outlet or organization for which outreach was done:
Reuters.com

Date of activity:
09/27/2013

Type of activity:
Media

Briefly describe this activity, including the type of the activity and the names of individuals within IGERT who were involved:
Reuters.com ran a press release entitled: UMD to Solve Global Language Problems at New Language Science Research Center about UMD launching the campus-wide, interdisciplinary research center in language science.

Outreach Activity 24
Title:
University Park Elementary Science Fair

Name of media outlet or organization for which outreach was done:
University Park Elementary School, University Park, MD

Date of activity:
01/29/2014

Type of activity:
K-12

Briefly describe this activity, including the type of the activity and the names of individuals within IGERT who were involved:
Language Science students volunteered as judges at the science fair at this local elementary school.

Outreach Activity 25

Title:
Workshops for children and adults who stutter

Name of media outlet or organization for which outreach was done:
Public events

Date of activity:
01/01/2014

Type of activity:
Informal Science

Briefly describe this activity, including the type of the activity and the names of individuals within IGERT who were involved:
Faculty from the Hearing and Speech department organized workshops for children and adults who stutter & their families, through the National Stuttering Association.

Award ID: 0801465
Outreach Activities
PI: Phillips, Colin - Reporting Year: 2013

Outreach Activity 1

Title:
AAAS 2013 symposium on stroke recovery organized by Nan Ratner

Name of media outlet or organization for which outreach was done:
American Association for the Advancement of Science

Date of activity:
02/14/2013
Briefly describe this activity, including the type of the activity and the names of individuals within IGERT who were involved:
Nan Bernstein Ratner led a AAAS symposium on stroke recovery: Teaching the brain to speak again.

Outreach Activity 2
Title:
Berwyn Heights Elementary STEM Fair

Name of media outlet or organization for which outreach was done:
Berwyn Heights Elementary School, Berwyn Heights, MD

Date of activity:
12/08/2012

Type of activity:
K-12

Briefly describe this activity, including the type of the activity and the names of individuals within IGERT who were involved:
Multiple volunteers from multiple Language science departments volunteered as judges at the science fair for 3rd, 4th, and 5th grade. This was the second annual involvement for IGERT in this event.

Outreach Activity 3
Title:
Colin Phillips speaks to 100 students

Name of media outlet or organization for which outreach was done:
Laurel High School

Date of activity:
12/20/2012

Type of activity:
K-12

Briefly describe this activity, including the type of the activity and the names of individuals within IGERT who were involved:
Colin Phillips, IGERT PI, spoke about language science to 100 students in a local high school International Baccalaureate program.

Outreach Activity 4
Title:
Colin Phillips public lecture in Seattle, WA.

Name of media outlet or organization for which outreach was done:
University of Washington

Date of activity:
05/15/2013

**Type of activity:** Informal Science

**Briefly describe this activity, including the type of the activity and the names of individuals within IGERT who were involved:**

Colin Phillips, IGERT PI, gave an invited lecture about language science to an audience of 400+ in a public science talk series in Seattle, WA.

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**Outreach Activity 5**

**Title:** Field Trip for 100 High School Students

**Name of media outlet or organization for which outreach was done:**

Northwood High School, Silver Spring, MD

**Date of activity:**

03/01/2013

**Type of activity:** K-12

**Briefly describe this activity, including the type of the activity and the names of individuals within IGERT who were involved:**

15 IGERT participants led 13 parallel interactive hands-on activities for 100 AP-Psychology students from Northwood High School, a local school with a very diverse student population. Each student attended two events.

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**Outreach Activity 6**

**Title:** Jeff Lidz presents on Capitol Hill

**Name of media outlet or organization for which outreach was done:**

Coalition for National Science Funding

**Date of activity:**

05/07/2013

**Type of activity:** Government

**Briefly describe this activity, including the type of the activity and the names of individuals within IGERT who were involved:**

Jeff Lidz (Linguistics) presented on Capitol Hill as part of the annual Coalition for National Science Funding meeting & reception, conveying the results of NSF-supported science to congressional staffers.

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**Outreach Activity 7**

**Title:** Kenmoor Middle School

**Name of media outlet or organization for which outreach was done:**

Kenmoor Middle School, Hyattsville, MD
Date of activity:
01/01/2013

Type of activity:
K-12

Briefly describe this activity, including the type of the activity and the names of individuals within IGERT who were involved:

Multiple IGERT students from Language science departments volunteered to run weekly lunch philosophy circles and monthly lecture classroom sessions. This event is ongoing.

Outreach Activity 8
Title:
Lecture at Northwood High School

Name of media outlet or organization for which outreach was done:
Northwood High School, Silver Spring, MD

Date of activity:
01/25/2013

Type of activity:
K-12

Briefly describe this activity, including the type of the activity and the names of individuals within IGERT who were involved:

Professor Jeff Lidz and two IGERT students visited Northwood HS to present a 3-part talk on language science to AP psychology students.

Outreach Activity 9
Title:
Lectures at Montgommery Blair High School

Name of media outlet or organization for which outreach was done:
Montgomery Blair High School, Silver Spring MD

Date of activity:
01/15/2013

Type of activity:
K-12

Briefly describe this activity, including the type of the activity and the names of individuals within IGERT who were involved:

IGERT Faculty and students present several times per semester on Language Science-related topics at the Montgomery Blair student Linguistics Club meetings.

Outreach Activity 10
Title:
Maryland Day Community Outreach

Name of media outlet or organization for which outreach was done:
General Public

Date of activity: 04/28/2013
Type of activity: Informal Science

Briefly describe this activity, including the type of the activity and the names of individuals within IGERT who were involved:
This was the second annual Cognitive, Neuro, and Language Science Maryland Day tent. 13 varied outreach events were presented to engage the public, representing many groups, departments, and centers.

Outreach Activity 11
Title: Philip Resnik's React Labs real-time smartphone polling application
Name of media outlet or organization for which outreach was done: National Public Radio
Date of activity: 10/16/2012
Type of activity: Media

Briefly describe this activity, including the type of the activity and the names of individuals within IGERT who were involved:
Phil Resnik appeared on The Kojo Nnamdi Show talking about dodges and spin in political debates, in connection with React Labs, the real-time polling platform that he is currently commercializing.

Outreach Activity 12
Title: Roosevelt HS internships
Name of media outlet or organization for which outreach was done: Eleanor Rosevelt High School, Greenbelt, MD
Date of activity: 09/01/2012
Type of activity: K-12

Briefly describe this activity, including the type of the activity and the names of individuals within IGERT who were involved:
HS students interned in the labs of Rochelle Newman & Jeff Lidz, mentored by IGERT students. One student has won science awards. IGERT student Chris Heffner is working to expand and systematize the internships and mentoring opportunities.

Outreach Activity 13
Title:
Second Field Trip for 100 High School Students

Name of media outlet or organization for which outreach was done:
Paint Branch High School, Burtonsville, MD

Date of activity:
03/15/2013

Type of activity:
K-12

Briefly describe this activity, including the type of the activity and the names of individuals within IGERT who were involved:
This is an expansion of the Northwood HS Outreach. 15 IGERT student volunteers organized 13 interactive sessions at UMD for Paint Branch HS AP Psychology students. Students attended an introductory lecture and two research group sessions.

Outreach Activity 14

Title:
University Park Elementary Science Fair

Name of media outlet or organization for which outreach was done:
University Park Elementary School, University Park, MD

Date of activity:
02/01/2013

Type of activity:
K-12

Briefly describe this activity, including the type of the activity and the names of individuals within IGERT who were involved:
Language Science students volunteered as judges at the science fair at this local elementary school.

Outreach Activity 15

Title:
Video: ARHU Insights with Colin Phillips

Name of media outlet or organization for which outreach was done:
College of Arts and Humanities, University of Maryland

Date of activity:
04/29/2013

Type of activity:
Media

Briefly describe this activity, including the type of the activity and the names of individuals within IGERT who were involved:
In WORLDWISE Arts & Humanities Insights Videos, Professor Colin Phillips provides insights on how we seem to understand language so effortlessly even though it is not effortless at all. www.arhu.umd.edu/news/video/video-arhu-insights-colin-phillips
Outreach Activity 1
Title:
AAAS 2012 symposium in Vancouver by Nan Bernstein-Ratner
Name of media outlet or organization for which outreach was done:
American Association for the Advancement of Science
Date of activity:
02/18/2012
Type of activity:
Media
Briefly describe this activity, including the type of the activity and the names of individuals within IGERT who were involved:
Nan Bernstein Ratner led a AAAS symposium on "Late children at risk worldwide" on the theme of identifying children at risk for language disorders, in any language of the world.

Outreach Activity 2
Title:
Amy Weinberg's leadership in connecting basic science to policy and national security priorities
Name of media outlet or organization for which outreach was done:
US Government & Dept of Defense
Date of activity:
05/18/2012
Type of activity:
Government
Briefly describe this activity, including the type of the activity and the names of individuals within IGERT who were involved:
IGERT Co-PI Amy Weinberg, Deputy Director of the Center for Advanced Study of Language, organized "Enlighten", a conference bringing together scientists and policy-makers with an interest in language science. One among numerous similar activities.

Outreach Activity 3
Title:
Berwyn Heights Elementary STEM Fair
Name of media outlet or organization for which outreach was done:
Outreach Activity 4

Title:
Berwyn Heights Elementary STEM Fair

Name of media outlet or organization for which outreach was done:
Berwyn Heights Elementary School Science Fair

Date of activity:
12/08/2011

Type of activity:
K-12

Briefly describe this activity, including the type of the activity and the names of individuals within IGERT who were involved:
Multiple volunteers from multiple Language science departments volunteered as judges at the science fair for 3rd, 4th, and 5th grade. This was the first annual involvement for IGERT in this event.

Outreach Activity 5

Title:
Colin Phillips' public science talk in Abu Dhabi

Name of media outlet or organization for which outreach was done:
NYU Abu Dhabi MEG Center

Date of activity:
04/23/2012

Type of activity:
Other: Opening of Research Center

Briefly describe this activity, including the type of the activity and the names of individuals within IGERT who were involved:
Invited talk at the opening of the NYU Abu Dhabi MEG Center: Colin Phillips (LING) "Linguistic Illusions: where you see them, where you don’t"

Outreach Activity 6

Title:
Development Discovery Night - Infant Network Event for Families
Name of media outlet or organization for which outreach was done:
The Infant and Child Studies Consortium

Date of activity:
05/18/2012

Type of activity:
Informal Science

Briefly describe this activity, including the type of the activity and the names of individuals within IGERT who were involved:
IGERT Students Megan Sutton and Kate Harrigan organize an outreach event to present the language science research involving children carried out at UMD. The participants are parents of the children who are subjects of studies through the infant labs.

Outreach Activity 7
Title:
Field Trip for 80 High School Students

Name of media outlet or organization for which outreach was done:
Northwood High School, Silver Spring, MD

Date of activity:
02/24/2012

Type of activity:
K-12

Briefly describe this activity, including the type of the activity and the names of individuals within IGERT who were involved:
15 IGERT participants led a morning-long series of hands-on activities for 80 AP-Psychology students from Northwood High School, a local school with a very diverse student population.

Outreach Activity 8
Title:
Lecture at Northwood Highschool

Name of media outlet or organization for which outreach was done:
Northwood High School, Silver Spring, MD

Date of activity:
01/26/2012

Type of activity:
K-12

Briefly describe this activity, including the type of the activity and the names of individuals within IGERT who were involved:
Professor Jeff Lidz and IGERT students Yakov Kronrod and Susan Teubner-Rhodes visited Northwood HS and delivered a 3-part talk on Structure in Language, Child Language Acquisition, and Language in the Brain to 90 students.

Outreach Activity 9
Outreach Activity 1
Title:
Lectures at Montgomery Blair Highschool
Name of media outlet or organization for which outreach was done:
Local Highschool in Silver Spring MD
Date of activity:
12/20/2011
Type of activity:
K-12
Briefly describe this activity, including the type of the activity and the names of individuals within IGERT who were involved:
Yakov Kronrod visited to hold the first of many interactive discussions on an overview of modern linguistic inquiry. This was the kickoff event by a UMD IGERT member at Montgomery Blair High School and started what we see as a long-term collaboration.

Outreach Activity 10
Title:
Maryland Day Community Outreach
Name of media outlet or organization for which outreach was done:
General Public
Date of activity:
04/28/2012
Type of activity:
Informal Science
Briefly describe this activity, including the type of the activity and the names of individuals within IGERT who were involved:
This is the first annual Cognitive, Neuro, and Language Science Maryland Day tent. 13 varied outreach events are taking place engaging the public as a coherent, unified, and strong body representing many groups, departments, and centers.

Outreach Activity 11
Title:
Meet the Scientist: Rochelle Newman (HESP) "Babies' Making Sense of Sounds"
Name of media outlet or organization for which outreach was done:
General Public in DC
Date of activity:
04/28/2012
Type of activity:
Informal Science
Briefly describe this activity, including the type of the activity and the names of individuals within IGERT who were involved:
Meet the scientist public event in Washington DC part of the USA Science & Engineering Festival. IGERT professor Rochelle Newman is giving a talk at this event.
Outreach Activity 12
Title:
Mike Long's work with CASA de Maryland
Name of media outlet or organization for which outreach was done:
CASA de Maryland
Date of activity:
01/01/2012
Type of activity:
Other: Adult education
Briefly describe this activity, including the type of the activity and the names of individuals within IGERT who were involved:
IGERT co-PI Mike Long and his students developed curricula for English language programs for Hispanic immigrants through CASA de Maryland.

Outreach Activity 13
Title:
Philosophy/Language Science Outreach at Kenmoor Middle School
Name of media outlet or organization for which outreach was done:
Kenmoor Middle School
Date of activity:
09/01/2011
Type of activity:
K-12
Briefly describe this activity, including the type of the activity and the names of individuals within IGERT who were involved:
IGERT members integrated themselves into the Philosophy Outreach Club that had been started the year before by the UMD Philosophy Department. Outreach at the middle school is a combination of weekly lunch philosophy circles and monthly visits to mul

Outreach Activity 14
Title:
University Park Career Day
Name of media outlet or organization for which outreach was done:
University Park, MD
Date of activity:
05/16/2012
Type of activity:
K-12
Briefly describe this activity, including the type of the activity and the names of individuals within IGERT who were involved:
Several students will take part in the event. It will involve talking about careers as scientists to elementary school kids. This will also be the first year that the Language Science community is involved with this program.

**Outreach Activity 15**

**Title:**
University Park Elementary School Science Fair

**Name of media outlet or organization for which outreach was done:**
University Park Elementary

**Date of activity:**
02/01/2012

**Type of activity:**
K-12

**Briefly describe this activity, including the type of the activity and the names of individuals within IGERT who were involved:**
Several Language Science students volunteered as judges for the science fair. This was the first year that IGERT had gotten involved in working with this school.

**Outreach Activity 16**

**Title:**
VL2 workshop on EEG and MEG by Wing Yee Chow and Sol Lago

**Name of media outlet or organization for which outreach was done:**
Visual Language and Learning (VL2) Science of Learning Center

**Date of activity:**
09/01/2011

**Type of activity:**
Other: Research collaboration

**Briefly describe this activity, including the type of the activity and the names of individuals within IGERT who were involved:**
Wing Yee Chow and Sol Lago taught a two-hour workshop on EEG and MEG to a group of fourteen students in the NSF-funded Visual Language and Learning (VL2) Science of Learning Center at Gallaudet University. The students came from 9 universities.
Title: AAAS Symposia and Presentations

Name of media outlet or organization for which outreach was done:
American Association for the Advancement of Science

Date of activity:
02/20/2011

Type of activity:

Briefly describe this activity, including the type of the activity and the names of individuals within IGERT who were involved:
Numerous presentations to a broad audience at AAAS, including a plenary talk by PI Colin Phillips, a language learning symposium by co-PI Amy Weinberg, and a symposium on stuttering research by Nan Bernstein-Ratner. Scores of media reports.

Outreach Activity 2

Title:
Cross-disciplinary Training Workshops

Name of media outlet or organization for which outreach was done:
Second Language Research Forum

Date of activity:
10/14/2010

Type of activity:

Briefly describe this activity, including the type of the activity and the names of individuals within IGERT who were involved:
4 faculty and 12 students organized an all-day series of workshops on state-of-the-art methods in language research, as a satellite workshop for 200 participants in SLRF, the primary conference in Second Language Acquisition.

Outreach Activity 3

Title:
Field Trip for 80 High School Students

Name of media outlet or organization for which outreach was done:
Northwood High School, Silver Spring, MD

Date of activity:
02/25/2011

Type of activity:

Briefly describe this activity, including the type of the activity and the names of individuals within IGERT who were involved:
15 IGERT participants led a morning-long series of hands-on activities for 80 AP-Psychology students from Northwood High School, a local school with a very diverse student population.
**Outreach Activity 4**

**Title:**
High School Visit

**Name of media outlet or organization for which outreach was done:**
Northwood High School, Silver Spring, MD

**Date of activity:**
11/18/2010

**Type of activity:**

**Briefly describe this activity, including the type of the activity and the names of individuals within IGERT who were involved:**
IGERT program co-PI Jeff Lidz visited Northwood High School to speak to a group of 150 students from psychology and language classes about science of language research.

**Outreach Activity 5**

**Title:**
Maryland Day Community Outreach

**Name of media outlet or organization for which outreach was done:**
General Public

**Date of activity:**
04/30/2011

**Type of activity:**

**Briefly describe this activity, including the type of the activity and the names of individuals within IGERT who were involved:**
Students and faculty from the IGERT's group on early language development had a tent and research display at UM's annual Maryland Day, an event that brought 60,000 community members to the campus.

**Outreach Activity 6**

**Title:**
Media Reports on Stuttering Research

**Name of media outlet or organization for which outreach was done:**
Many (NY Times, MSNBC, PBS, China Daily, etc. etc.)

**Date of activity:**
02/24/2011

**Type of activity:**

**Briefly describe this activity, including the type of the activity and the names of individuals within IGERT who were involved:**
In the lead-up to the Academy Awards, interest in stuttering (The King's Speech) led to countless media interviews with IGERT faculty member Nan Bernstein-Ratner, commenting on the current science of stuttering research.

**Outreach Activity 7**
Title: Podcast on Bilingualism and Cognitive Abilities

Name of media outlet or organization for which outreach was done:
aaas.org

Date of activity:
02/18/2011

Type of activity:

Briefly describe this activity, including the type of the activity and the names of individuals within IGERT who were involved:
IGERT co-PI was the focus of a podcast on the cognitive benefits of bilingualism, which was featured on the homepage of AAAS.

Outreach Activity 8

Title: University-wide presentation on interdisciplinarity

Name of media outlet or organization for which outreach was done:
University of Maryland

Date of activity:
04/06/2011

Type of activity:

Briefly describe this activity, including the type of the activity and the names of individuals within IGERT who were involved:
IGERT PI Colin Phillips & trainee Erika Hussey presented to a campus-wide group of faculty on lessons learned from our IGERT to-date.

Award ID: 0801465
Outreach Activities
PI: Phillips, Colin - Reporting Year: 2010

Outreach Activity 1

Title:
Field Trip for 90 High School Students

Name of media outlet or organization for which outreach was done:
Northwood High School, Silver Spring, MD

Date of activity:
04/27/2010
Type of activity:

Briefly describe this activity, including the type of the activity and the names of individuals within IGERT who were involved:

20 IGERT participants led a morning-long series of hands-on activities for 90 AP-Psychology students from Northwood High School, a local school with a very diverse student population.

Outreach Activity 2
Title:
High School Visit
Name of media outlet or organization for which outreach was done:
Northwood High School, Silver Spring, MD
Date of activity:
02/10/2010
Type of activity:

Briefly describe this activity, including the type of the activity and the names of individuals within IGERT who were involved:

IGERT program co-PI Jeff Lidz visited Northwood High School to speak to a group of 150 students from psychology and language classes about science of language research.

Outreach Activity 3
Title:
IGERT trainees highlighted in Graduate School Publicity
Name of media outlet or organization for which outreach was done:
University of Maryland
Date of activity:
02/10/2010
Type of activity:

Briefly describe this activity, including the type of the activity and the names of individuals within IGERT who were involved:

Students Brian Dillon and Ewan Dunbar were featured in a UM media publication that highlights the impact of graduate student recruitment initiatives.

Outreach Activity 4
Title:
Maryland Day Community Outreach
Name of media outlet or organization for which outreach was done:
General Public
Date of activity:
04/24/2010
Type of activity:
Briefly describe this activity, including the type of the activity and the names of individuals within IGERT who were involved:

Students and faculty from the IGERT's group on early language development had a tent and research display at UM's annual Maryland Day, an event that brought 70,000 community members to the campus.

Award ID: 0801465
Outreach Activities
PI: Phillips, Colin - Reporting Year: 2009

Outreach Activity 1

Title: High School Field Trip

Name of media outlet or organization for which outreach was done: Northwood High School, Silver Spring, MD

Date of activity: 04/13/2009

Type of activity:

Briefly describe this activity, including the type of the activity and the names of individuals within IGERT who were involved: 15 IGERT participants led a series of hands-on activities for 80 AP-psychology students from Northwood High School, a local school with a very diverse student body.

Outreach Activity 2

Title: Maryland Day Community Outreach

Name of media outlet or organization for which outreach was done: General Public

Date of activity: 04/25/2009

Type of activity:

Briefly describe this activity, including the type of the activity and the names of individuals within IGERT who were involved: Students and faculty from the IGERT's group on early language development had a tent and research display at UM's annual Maryland Day, an event that brought 70,000 community members to the campus.
Outreach Activity 3

Title: Russian media reports

Name of media outlet or organization for which outreach was done: Russian newspapers

Date of activity: 07/31/2008

Type of activity: Briefly describe this activity, including the type of the activity and the names of individuals within IGERT who were involved:

IGERT trainee Annie Gagliardi's fieldwork with children learning the minority language Tsez in Dagestan was featured in two Russian-language newspapers.

Outreach Activity 4

Title: University media report on High School event

Name of media outlet or organization for which outreach was done: University of Maryland

Date of activity: 04/16/2009

Type of activity: Briefly describe this activity, including the type of the activity and the names of individuals within IGERT who were involved:

The IGERT program's high school outreach event was featured in the U of Maryland's "Between the Columns" newsletter, which is distributed to around 10,000 faculty and staff.

Outreach Activity 5

Title: University media reports on IGERT program

Name of media outlet or organization for which outreach was done: University of Maryland

Date of activity: 11/05/2008

Type of activity: Briefly describe this activity, including the type of the activity and the names of individuals within IGERT who were involved:

The U of Maryland news office issued two reports on the IGERT program and its activities.
Award ID: 0801465

Comments


No data has been entered.