

Award ID: 0801465
Project Characteristics
PI: Phillips, Colin - Reporting Year: 2013

NSF directorates:

Biological Sciences
Computer and Information Science and Engineering
Social, Behavioral, and Economic Sciences

Did you support any IGERT trainees during the current project year?

Yes

Considering the IGERT trainees as a group, how do they compare with graduate students you usually see in terms of their academic/research potential?

Somewhat better than our usual graduate students

How do trainees in your program earn their doctoral degrees?

Trainees earn their degrees from traditional single-discipline departments.
Trainees earn their degrees from multidisciplinary/interdisciplinary programs, centers, or units other than IGERT.
Other (certificates, etc.) : NACS certificate

Does your IGERT project include undergraduate involvement?

No

If yes, were NSF IGERT funds used for undergraduate involvement?

Does your IGERT project include postdoctoral involvement?

No

If yes, were NSF IGERT funds used for postdoctorate involvement?

Estimate the amount of funds from the current year of IGERT support that will be carried over to the next year.

Total funds carried over to the next year: 776840

If carryover funds are entered (i.e., greater than 0), please provide an explanation for these funds:

Project funds have been spent at a steady rate, and the amounts carried over will be used to support research and training costs for the last cohort of 5 students that have been admitted to the program this year. Due to savings over the course of the project, we have been able to support 26 trainees over the course of the project, rather than the 23 originally projected.

Participant support costs carried over to the next year: 537890

Stipends carried over to the next year: 269495

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Award ID: 0801465
Research Achievements
PI: Phillips, Colin - Reporting Year: 2013

First achievement:

A new research theme has emerged, examining the impacts of socioeconomic status and language input variability on the learning and comprehension of sentences. This brings together faculty and students from 3 departments in 3 colleges, and it was the result of a co-taught IGERT seminar in 2012 that bridged two very different approaches to the study of language development, emerging from the fields of education and cognitive science. Katie Leech (Education) used eye-tracking measures to investigate the comprehension of passive sentences in children of higher and lower SES, as part of her lab rotation with Yi Ting Huang (Hearing & Speech Sciences). Leech found that the comprehension outcomes of the lower SES children could be linked to problems in their moment-by-moment language processing.

Second achievement:

Dan Parker (Linguistics) has made potentially important discoveries about the malleability of linguistic illusions, drawing upon his combined IGERT training in linguistics, computer science, and the psychology of memory. Parker uses words like 'ever', and 'any' ('negative polarity items') as a model system for examining how language comprehension mechanisms target items specific items in memory. These words are acceptable only in sentences that contain a negative-like word in a structurally higher position. Previous research showed that comprehenders are susceptible to fleeting illusions of acceptability, due to the lure of negative words in structurally inappropriate positions, and have used this to argue for specific interference-prone memory architectures. Parker has shown that such effects can be reliably turned on/off, depending on when memory is probed. This provides evidence for changing encoding of linguistic material in memory.

Third achievement:

Aaron White (Linguistics) and Susan Teubner-Rhodes (Psychology) have made valuable discoveries about the how 1-2 year old infants begin to understand sentences. White has shown that infants are able to learn a new word's meaning from the linguistic environment in which it appears. White's work draws on the computational training that he received through IGERT. Teubner-Rhodes, as a part of her IGERT research rotation, has found associations between comprehension ability and more general executive control ability, paralleling her own previous findings in adults. These findings are described in more detail in the Highlight.

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Award ID: 0801465
Education Achievements
PI: Phillips, Colin - Reporting Year: 2013

First achievement:

A recurring challenge in our program has been the varied levels of student expertise and engagement with the details of language diversity. Previous attempts to address this gap were of limited success, but this year we tried a new approach: during our yearly Winter Storm intensive workshop we organized a Language Analysis Workshop. Students worked in interdisciplinary teams to uncover the properties of a language that they had never encountered previously, Zazaki Kurdish. 35 participants worked in 4 groups, each focused on a particular linguistic domain: e.g., phonology, pronouns. They met with a native speaker informant to elicit data, and used additional time to collaborate on planning the elicitation sessions and documenting their results. Participants were also encouraged to consider the possible contributions of different sub-disciplines to language analysis of this type. Reviews suggested that the workshop was well received and it will be repeated in the future.

Second achievement:

One of the most successful components of our program is the Outreach initiative, composed of several yearly opportunities for students to both build their skills in network building, leadership, and communicating to an audience unfamiliar with language research. These are all skills central for successful interdisciplinarity. This year students expanded the high school outreach program to two schools, inviting 100 high-schoolers from the AP Psychology class of the Paint Branch High School to attend a talk and several lab demonstration at the University of Maryland. All the lab demonstrations were organized and run by students in our program, providing them with experience in explaining their research to a non academic audience. There were around 15 topics covered ranging from Language and Culture, to Animal Communication, Sign Language and Sounds and Brains.

Third achievement:

One of our program's goals is to provide excellent opportunities for interdisciplinary education to our students. Over 5 years we have offered 12 interdisciplinary seminars, out of which the most successful were co-taught by faculty from different departments. During Fall 2012 Bob Slevc (Psychology) and Jared Novick (Center for Advanced Study of Language) taught a seminar in language processing that catalyzed the development of several research projects among our students. During spring 2013 Hal Daumé (Computer Science), Jordan Boyd-Graber (iSchool) and Naomi Feldman (Linguistics) taught a cross-departmental computational linguistics seminar. Also, Yi Ting Huang (Hearing and Speech) and Jonathan Beier (Psychology) designed a class to explore the origins and development of human knowledge in the individual child and review in detail conceptual development within a number of different domains.

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**Award ID: 0801465
Trainee Achievements****PI: Phillips, Colin - Reporting Year: 2013****First achievement:**

As of summer 2013, most of the first two cohorts of IGERT students will have successfully graduated. Almost all are finishing in 5-6 years, though a couple have graduated early. Shannon Barrios has secured a tenure-track faculty position at the University of Utah, in a field of research that she developed through IGERT. A number of other current graduates have secured quality research positions: Erika Hussey will be an NIH postdoc at the U of Illinois; Dave Kush will be a postdoc at Haskins Labs/Yale; Ewan Dunbar will be a postdoc at the Ecole Normale Supérieure in Paris; and Wing Yee Chow will be a postdoc at the new Basque Center for Cognition, Brain, and Language in San Sebastian.

Second achievement:

A number of students have won awards in the past year. Candise Lin (Human Development) and Giovanna Morini (Hearing & Speech Sciences) won NSF DDIG awards, for their cross-department and cross-university dissertation projects. Chris Heffner (Neuroscience & Cognitive Science), one of a large group of our 'IGERT apprentices' this year, won an NSF GRF award; he will still pursue the full IGERT training program, though without IGERT support. In addition, three students were recognized with university-wide Distinguished Service Awards for their efforts in interdepartmental initiatives that they led through IGERT: Giovanna Morini (Hearing & Speech Sciences), Erika Hussey (Psychology), and Yakov Kronrod (Linguistics).

Third achievement:

Many students saw the fruits of their work in the form of publications. This included team-based publications emerging from our IGERT's annual Winter Storm workshop brainstorming sessions. A project involving students from three departments (Computer Science, Hearing & Speech, Linguistics), and led by a faculty member from a fourth department (Second Language Acquisition) was published in a bilingualism journal. A project involving students from Hearing & Speech and Linguistics, investigating issues in the cognitive neuroscience of memory, was presented at a national Cognitive Neuroscience conference. Multiple presentations and publications resulted from a project on cross-language sound perception that brought together students from three more departments, led by a faculty member from a fourth department.

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**Award ID: 0801465
Barriers to Implementation**

First Barrier

Issue/challenge:

The 2011 advisory board visit brought to our attention the fact that students and faculty alike had difficulty understanding the expectations and timelines for the program's research rotations. This caused anxiety among students due to never being quite sure if the rotation plan they were pursuing met the program requirements. We took action on this issue during the 2011-12 academic year by outlining three milestones that need to be met in order for a rotation project to count as completed. Nonetheless, during the 2012 Board meeting students expressed a need for further clarification of shared rotation experiences among students.

Response:

During the 2012-13 academic year students and faculty alike further clarified the research rotation expectations by providing new forums for students who have started and/or completed their rotation projects to present their experiences, familiarizing faculty members with what they is expected of them as rotation advisors, and by having program administration ask students to provide updates on their rotation projects and, thus keeping them on track. During the 2012 Language Science Day event we showcased a successful collaborative rotation project by Anna Lukyanchenko (Second Language Acquisition) and Candise Lin (Human Development), under the supervision of their rotation advisor in Linguistics, Bill Idsardi. Similarly, we set aside one IGERT Lunch Talk slot per semester for students to present their rotation projects. Many faculty members attend these events, and were therefore able to learn what the expectation of them are.

Second Barrier

Issue/challenge:

During the 2010-11 academic year students in our program set up a system of teams to organize and boost student contribution to the program and shape the program to better meet their educational needs. The first cohort was extremely active and successful but, consequently, by the end of the year they felt stretched thin and burned out. They also had difficulty finding new students to sign up for committees for the following year, which was likely due to the tremendous amount of work that that they had clearly invested in order to achieve such success. Some faculty even expressed concerns that the students' interdisciplinary engagement was negatively impacting some well-established disciplinary communities.

Response:

At the 2012 student planning meeting that coincides with the yearly Advisory Board Visit, students devised a system that allocates committee positions to students in their first year of funding first, then fill in the remaining empty spots (usually those of committee leader) with students in their second year of funding, and who have already gained some experience serving on committees the year prior. More experienced students can be serve in a consulting position. This system ensures that first year students gain organizational skills without having to lead a committee unless they wish to do so, that during their second year of funding they are likely to lead a committee and gain leadership skills, and that more experienced students can focus on their dissertation work. This is currently a good working solution of which the students have ownership, further contributing to its success.

Third Barrier

Issue/challenge:

A challenge to any bottom-up community building and program initiative like ours is that faculty and student engagement can be impacted by lack of support from the higher administration such as the Deans, Provost, Vice President of Research, the University President. Even though our program has brought together a large community of actively involved language scientists, faculty and students alike were hesitant regarding engaging in more 'risky' training and research that moved across disciplinary boundaries.

Response:

Starting in 2010, our IGERT External Advisory Board and te head of our assessment team met with University of Maryland administrators to discuss the program's achievements and the achievements of our students, and also to find ways to align the goals of the program with the research goals at the higher university level. These meetings, together with the efforts of a core group of faculty members, put language science on the University's research priorities agenda. This year we applied for a university research initiative grant that would support establishing a Language Science Center, which will coordinate both research and student training activities. The message sent by

this administrative support encourages involvement of more faculty and students, and departments. This year we had the largest pool of IGERT applicants since the start of our program.

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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

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 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:

Coilin 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.

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.

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.

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 Montgomery 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 Roosevelt 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, Univeristy 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

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Award ID: 0801465 NSF Highlights

PI: Phillips, Colin - Reporting Year: 2013

NSF Highlights 1

Title:

A little knowledge can be a dangerous thing: Children's statistical learning leads to declines in learning performance

If a video is associated with the Highlight, please provide a URL link to the video:

<http://posterhall.org/igert2013/>

Primary Strategic Goal:

Learning: Cultivate a world-class, broadly inclusive science and engineering workforce and expand the scientific literacy of all citizens.

Secondary Strategic Goal:

Discovery: Foster research that will advance the frontiers of knowledge, emphasizing areas of greatest opportunity and potential benefit and establishing the Nation as a global leader in fundamental transformational science and engineering.

Describe the achievement / result that is the Highlight:

Recent research at the University of Maryland has found that infants use complex statistical knowledge when they are processing language. New findings from Aaron Steven White and colleagues suggest that children use knowledge about the sorts of sentence structures a word shows up in to guide their expectations about how

sentences will unfold over time. These results support the view that children have abstract knowledge about sentence structure at least by 16 months of age. Not only do these infants have such knowledge, but they can deploy it quickly in learning new words. White is a trainee in Maryland's "Biological and Computational Foundations of Language Diversity" program, which is supported by NSF's Integrative Graduate Education and Research Traineeship (IGERT) program. By integrating methodological and analytical techniques that span the fields of linguistics, psychology, and computer science, his research is some of the first to show that very young children associate statistical knowledge about sentence structure with specific words. Prepositions can clue listeners in to the role of different objects in an event. For example, in the sentence "She's tapping with the blicket", we know "the blicket" refers to an instrument of tapping. This contrasts with a sentence like "She's tapping the blicket", where we know "the blicket" refers to a thing being tapped. Using text analysis techniques, White and his colleagues found that the latter sentence-type is far more frequent than the former in speech to children. Using data from children's eye-movements while they hear such sentences, White and his colleagues have shown that children understand the difference between the two sentences, and use this difference in learning novel words, by 16 months but fail to show it as 19 months. Interestingly, the 19-month-olds act as though they heard "She's tapping the blicket" regardless of what sentence type they actually did hear. This suggests that, once children have gained more experience with processing language, they base their predictions on what is most likely to come up next in a sentence. By exploring the time course of children's eye movements, they have demonstrated that providing 19-month-olds with novel verbs---like "She's remming with the blicket"---allows them to show the same sensitivity found in the younger children. This finding supports the presence of statistical knowledge about sentence structure linked to specific verbs. This work has several important implications. First, it demonstrates that children have abstract syntactic knowledge from a very young age. Second, it helps to establish that infants know quite a bit about the statistical properties of words and sentences in their language by the second year of life. Finally, because this work depends on understanding statistical properties of the input and online processing, it is possible to link it up with extensive literatures on corpus statistics and adult sentence processing. Ultimately, this work paves the way for understanding the developing interplay between language processing and the statistics of experience in first language acquisition.

How does this activity address the primary and secondary NSF Strategic Goals you indicated above?

White's research addresses the Learning strategic goal through the training of young researchers in skills that combine linguistic analysis, experimentation with infants, and computational modeling. These skills are rarely found in the same individual. White's research represents an important discovery in its own right, because it shows that children rely on different sources of linguistic information in their environment at different developmental stages, sometimes leading to an unexpected decline in learning performance.

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Award ID: 0801465
Principal Investigator Information
Reporting Year: 2013

Principal Investigator:

Name: Phillips, Colin

Previous Surname:

Project Years Active: 2008-2009 2009-2010 2010-2011 2011-2012 2012-2013

Contact Information:

Institution: University of Maryland - College Park

Department: Linguistics

Address: 1401 Marie Mount Hall

City: College Park

State: MD **Zip Code:** 20742

Phone Number: 301-405-3082 **Ext:**

Fax Number: 301-405-7104

Email: colin@umd.edu

Web URL: <http://www.ling.umd.edu/colin>

Demographic Information:

Ethnicity: Not Hispanic or Latino

Race: White

Gender: Male

Disability: Not Disabled

Citizenship: U.S. Permanent Resident

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Award ID: 0801465
Coordinator Information
Reporting Year: 2013

Coordinator:

Name: Kajtar, Csilla

Previous Surname:

Contact Information:

Institution: University of Maryland

Title: oth

Department: Linguistics

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City: College Park

State: MD **Zip Code:** 20742

Phone Number: 301--40-6998 **Ext:**

Fax Number: 301--40-7104

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Award ID: 0801465
Co-Principal Investigator/Advisor Information
Reporting Year: 2013

Co-Principal Investigator/Advisor:

Name: Beier, Jonathan

Previous Surname:

Project Years Active: 2011-2012 2012-2013

Role in Project: Trainee/Associate Advisor

Contact Information:

Institution: University of Maryland

Department: Psychology

Address: 1147 Biology/Psychology Building

City: College Park

State: MD **Zip Code:** 20742

Phone Number: 301-405-8765 **Ext:**

Fax Number: 301-314-9566

Email: jsbeier@umd.edu

Web URL: <http://psychology.umd.edu/people/faculty.cfm>

Demographic Information:

Ethnicity: Not Hispanic or Latino

Race: Not Reported

Gender: Male

Disability: Not Reported

Citizenship: Not Reported

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Award ID: 0801465
Co-Principal Investigator/Advisor Information
Reporting Year: 2013

Co-Principal Investigator/Advisor:

Name: Bernstein Ratner, Nan

Previous Surname:

Project Years Active: 2009-2010 2010-2011 2011-2012 2012-2013

Role in Project: Trainee/Associate Advisor

Contact Information:

Institution: University of Maryland

Department: Hearing and Speech Sciences

Address: 0100 Lefrak Hall

City: College Park

State: MD **Zip Code:** 20742

Phone Number: 301-405-4217 **Ext:**

Fax Number: 301-314-2023

Email: nratner@umd.edu

Web URL: <http://www.bsos.umd.edu/hesp/facultyStaff/ratnern.htm>

Demographic Information:

Ethnicity: Not Hispanic or Latino

Race: White

Gender: Female

Disability: Not Disabled

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

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Award ID: 0801465
Co-Principal Investigator/Advisor Information
Reporting Year: 2013

Co-Principal Investigator/Advisor:

Name: Bolger, Donald

Previous Surname:

Project Years Active: 2009-2010 2010-2011 2011-2012 2012-2013

Role in Project: Trainee/Associate Advisor

Contact Information:

Institution: University of Maryland

Department: Human Development

Address: 3304 Benjamin Bldg

City: College Park

State: MD **Zip Code:** 20742

Phone Number: 301-405-9103 **Ext:**

Fax Number: 301-405-2891

Email: djbolger@umd.edu

Web URL: <http://www.terpconnect.umd.edu/~djbolger/LRNLab.html>

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: 2013

Co-Principal Investigator/Advisor:

Name: Boyd-Graber, Jordan

Previous Surname:

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

Role in Project: Trainee/Associate Advisor

Contact Information:

Institution: University of Maryland

Department: iSchool

Address: Hornbake 2118C

City: College Park

State: MD **Zip Code:** 20782

Phone Number: 301-405-7414 **Ext:**

Fax Number: 301-314-9145

Email: jbg@umiacs.umd.edu

Web URL: <http://www.umiacs.umd.edu/~jbg/static/home.html>

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: 2013

Co-Principal Investigator/Advisor:

Name: Braun, Allen

Previous Surname:

Project Years Active: 2009-2010 2010-2011 2011-2012

Role in Project: Trainee/Associate Advisor

Contact Information:

Institution: NIDCD/NIH

Department: Voice, Speech, and Language Branch

Address: Building 10, Room 8S235A

City: Bethesda

State: MD **Zip Code:** 20892

Phone Number: 301-402-1497 **Ext:**

Fax Number: 301-402-0409

Email: brauna@nidcd.nih.gov

Web URL: <http://www.nidcd.nih.gov/research/scientists/brauna.asp>

Demographic Information:

Ethnicity: Not Reported

Race: Not Reported

Gender: Male

Disability: Not Reported

Citizenship: Not Reported

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Award ID: 0801465
Co-Principal Investigator/Advisor Information
Reporting Year: 2013

Co-Principal Investigator/Advisor:

Name: Daume, Hal

Previous Surname:

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

Role in Project: Trainee/Associate Advisor

Contact Information:

Institution: University of Maryland

Department: Computer Science

Address: AVW 3227

City: College Park

State: MD **Zip Code:** 20742

Phone Number: 301-405-1073 **Ext:**

Fax Number: 301-405-6707

Email: hal@umiacs.umd.edu

Web URL: <http://www.umiacs.umd.edu/~hal/>

Demographic Information:

Ethnicity: Not Hispanic or Latino

Race: White

Gender: Male

Disability: Not Disabled

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

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Award ID: 0801465
Co-Principal Investigator/Advisor Information
Reporting Year: 2013

Co-Principal Investigator/Advisor:

Name: De Keyser, Robert

Previous Surname:

Project Years Active: 2008-2009 2009-2010 2010-2011 2011-2012 2012-2013

Role in Project: Trainee/Associate Advisor

Contact Information:

Institution: University of Maryland

Department: Second Language Acquisition

Address: 3215 Jimenez Hall

City: College Park

State: MD **Zip Code:** 20742

Phone Number: 301-405-4030 **Ext:**

Fax Number: 301-405-9752

Email: rdk@umd.edu

Web URL: <http://www.languages.umd.edu/SLAA/rdk.html>

Demographic Information:

Ethnicity: Not Hispanic or Latino

Race: White

Gender: Male

Disability: Not Disabled

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

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Award ID: 0801465
Co-Principal Investigator/Advisor Information
Reporting Year: 2013

Co-Principal Investigator/Advisor:

Name: Dougherty, Michael

Previous Surname:

Project Years Active: 2008-2009 2009-2010 2010-2011 2011-2012 2012-2013

Role in Project: Trainee/Associate Advisor

Contact Information:

Institution: University of Maryland

Department: Psychology

Address: 1145B Biology-Psychology

City: College Park

State: MD **Zip Code:** 20742

Phone Number: 301-405-8423 **Ext:**

Fax Number: 301-314-9566

Email: mdougherty@psyc.umd.edu

Web URL: [http://www.bsos.umd.edu/psyc/dougherty/`](http://www.bsos.umd.edu/psyc/dougherty/)

Demographic Information:

Ethnicity: Not Hispanic or Latino

Race: White

Gender: Male

Disability: Not Disabled

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

Printed: Jun 20, 2013

Award ID: 0801465
Co-Principal Investigator/Advisor Information
Reporting Year: 2013

Co-Principal Investigator/Advisor:

Name: Feldman, Naomi

Previous Surname:

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

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: 301-405-5800 **Ext:**
Fax Number: 301-405-7104
Email: nhf@umd.edu
Web URL: <http://ling.umd.edu/~nhf/>
Demographic Information:
Ethnicity: Not Hispanic or Latino
Race: White
Gender: Female
Disability: Not Disabled
Citizenship: U.S. Citizen/U.S. National

Printed: Jun 20, 2013

Award ID: 0801465
Co-Principal Investigator/Advisor Information
Reporting Year: 2013

Co-Principal Investigator/Advisor:

Name: Gor, Kira

Previous Surname:

Project Years Active: 2009-2010 2010-2011 2011-2012 2012-2013

Role in Project: Trainee/Associate Advisor

Contact Information:

Institution: University of Maryland

Department: School of Languages, Literatures, and Cultures

Address: 3215 Jimenez Hall

City: College Park

State: MD **Zip Code:** 20742

Phone Number: 301-405-0185 **Ext:**

Fax Number: 301-314-9752

Email: kiragor@umd.edu

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

Demographic Information:

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

Printed: Jun 20, 2013

Award ID: 0801465
Co-Principal Investigator/Advisor Information
Reporting Year: 2013

Co-Principal Investigator/Advisor:

Name: Hacquard, Valentine

Previous Surname:

Project Years Active: 2009-2010 2010-2011 2012-2013

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: 301-405-5493 **Ext:**

Fax Number: 301-405-7104

Email: hacquard@umd.edu

Web URL: www.ling.umd.edu

Demographic Information:

Ethnicity: Not Reported

Race: Not Reported

Gender: Female

Disability: Not Reported

Citizenship: Not Reported

Printed: Jun 20, 2013

Award ID: 0801465

Co-Principal Investigator/Advisor Information

Reporting Year: 2013

Co-Principal Investigator/Advisor:

Name: Hornstein, Norbert

Previous Surname:

Project Years Active: 2008-2009 2009-2010 2010-2011 2011-2012 2012-2013

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: 301-405-4932 **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

Printed: Jun 20, 2013

Award ID: 0801465

Co-Principal Investigator/Advisor Information

Reporting Year: 2013

Co-Principal Investigator/Advisor:

Name: Huang, Yi Ting

Previous Surname:

Project Years Active: 2011-2012 2012-2013

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: Jun 20, 2013

Award ID: 0801465
Co-Principal Investigator/Advisor Information
Reporting Year: 2013

Co-Principal Investigator/Advisor:

Name: Idsardi, William

Previous Surname:

Project Years Active: 2008-2009 2009-2010 2010-2011 2012-2013

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

Printed: Jun 20, 2013

Award ID: 0801465
Co-Principal Investigator/Advisor Information
Reporting Year: 2013

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: e 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

Printed: Jun 20, 2013

Award ID: 0801465
Co-Principal Investigator/Advisor Information

Reporting Year: 2013

Co-Principal Investigator/Advisor:

Name: Jiang, Nan

Previous Surname:

Project Years Active: 2008-2009 2009-2010 2010-2011 2012-2013

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

Printed: Jun 20, 2013

Award ID: 0801465

Co-Principal Investigator/Advisor Information

Reporting Year: 2013

Co-Principal Investigator/Advisor:

Name: Lasnik, Howard

Previous Surname:

Project Years Active: 2009-2010 2010-2011 2011-2012 2012-2013

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:**

Fax Number: 301-405-7104

Email: lasnik@umd.edu

Web URL: <http://www.ling.umd.edu/~lasnik/>

Demographic Information:

Ethnicity: Not Hispanic or Latino

Race: White

Gender: Male

Disability: Not Disabled

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

Printed: Jun 20, 2013

Award ID: 0801465
Co-Principal Investigator/Advisor Information
Reporting Year: 2013

Co-Principal Investigator/Advisor:

Name: Lau, Ellen

Previous Surname:

Project Years Active: 2010-2011 2012-2013

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: 901-568-2232 **Ext:**

Fax Number: 301-405-7104

Email: ellenlau@umd.edu

Web URL: <http://ling.umd.edu/~ellenlau/>

Demographic Information:

Ethnicity: Not Hispanic or Latino

Race: White

Gender: Female
Disability: Not Disabled
Citizenship: U.S. Citizen/U.S. National

Printed: Jun 20, 2013

Award ID: 0801465
Co-Principal Investigator/Advisor Information
Reporting Year: 2013

Co-Principal Investigator/Advisor:

Name: Lidz, Jeffrey

Previous Surname:

Project Years Active: 2008-2009 2009-2010 2010-2011 2011-2012 2012-2013

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

Printed: Jun 20, 2013

Award ID: 0801465
Co-Principal Investigator/Advisor Information
Reporting Year: 2013

Co-Principal Investigator/Advisor:**Name:** Long, Michael**Previous Surname:****Project Years Active:** 2008-2009 2009-2010 2010-2011 2011-2012 2012-2013**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

Printed: Jun 20, 2013

Award ID: 0801465
Co-Principal Investigator/Advisor Information
Reporting Year: 2013**Co-Principal Investigator/Advisor:****Name:** Mathur, Gaurav**Previous Surname:****Project Years Active:** 2011-2012**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

Printed: Jun 20, 2013

Award ID: 0801465
Co-Principal Investigator/Advisor Information
Reporting Year: 2013

Co-Principal Investigator/Advisor:

Name: McElree, Brian

Previous Surname:

Project Years Active: 2011-2012 2012-2013

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

Printed: Jun 20, 2013

Award ID: 0801465
Co-Principal Investigator/Advisor Information
Reporting Year: 2013

Co-Principal Investigator/Advisor:

Name: Morreau, Michael

Previous Surname:

Project Years Active: 2011-2012 2012-2013

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

Printed: Jun 20, 2013

Award ID: 0801465
Co-Principal Investigator/Advisor Information
Reporting Year: 2013

Co-Principal Investigator/Advisor:

Name: Newman, Rochelle

Previous Surname:

Project Years Active: 2008-2009 2009-2010 2010-2011 2011-2012 2012-2013

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

Printed: Jun 20, 2013

Award ID: 0801465
Co-Principal Investigator/Advisor Information
Reporting Year: 2013

Co-Principal Investigator/Advisor:

Name: Novick, Jared

Previous Surname:

Project Years Active: 2008-2009 2009-2010 2010-2011 2012-2013

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

Printed: Jun 20, 2013

Award ID: 0801465
Co-Principal Investigator/Advisor Information
Reporting Year: 2013

Co-Principal Investigator/Advisor:

Name: Pietroski, Paul

Previous Surname:

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

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

Award ID: 0801465
Co-Principal Investigator/Advisor Information
Reporting Year: 2013

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

Award ID: 0801465
Co-Principal Investigator/Advisor Information
Reporting Year: 2013

Co-Principal Investigator/Advisor:

Name: Reggia, James

Previous Surname:

Project Years Active: 2008-2009 2009-2010 2010-2011 2011-2012

Role in Project: Trainee/Associate Advisor

Contact Information:

Institution: University of Maryland

Department: Computer Science

Address: 3233 AV Williams Building

City: College Park

State: MD **Zip Code:** 20742

Phone Number: 301-405-2686 **Ext:**

Fax Number: 301-405-6707

Email: reggia@cs.umd.edu

Web URL: <http://www.cs.umd.edu/~reggia/>

Demographic Information:

Ethnicity: Not Hispanic or Latino

Race: White

Gender: Male

Disability: Not Disabled

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

Printed: Jun 20, 2013

Award ID: 0801465
Co-Principal Investigator/Advisor Information
Reporting Year: 2013

Co-Principal Investigator/Advisor:

Name: Resnik, Philip

Previous Surname:

Project Years Active: 2008-2009 2009-2010 2010-2011 2011-2012 2012-2013

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

Printed: Jun 20, 2013

Award ID: 0801465
Co-Principal Investigator/Advisor Information
Reporting Year: 2013

Co-Principal Investigator/Advisor:

Name: Riggins, Tracy

Previous Surname:

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

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@psych.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

Printed: Jun 20, 2013

Award ID: 0801465
Co-Principal Investigator/Advisor Information
Reporting Year: 2013

Co-Principal Investigator/Advisor:

Name: Rowe, Meredith

Previous Surname:

Project Years Active: 2011-2012 2012-2013

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

Printed: Jun 20, 2013

Award ID: 0801465
Co-Principal Investigator/Advisor Information
Reporting Year: 2013

Co-Principal Investigator/Advisor:

Name: Shah, Yasmeen

Previous Surname:

Project Years Active: 2008-2009 2009-2010 2010-2011 2011-2012 2012-2013

Role in Project: Trainee/Associate Advisor

Contact Information:

Institution: University of Maryland
Department: Hearing & Speech Sciences
Address: 0141F Lefrak Hall
City: College Park
State: MD **Zip Code:** 20742
Phone Number: 301-405-4229 **Ext:**
Fax Number: 301-314-2023
Email: yshah@hesp.umd.edu
Web URL: <http://www.bsos.umd.edu/hesp/facultyStaff/shahy.htm>

Demographic Information:

Ethnicity: Not Hispanic or Latino

Race: Asian

Gender: Female

Disability: Not Disabled

Citizenship: U.S. Permanent Resident

Printed: Jun 20, 2013

Award ID: 0801465
Co-Principal Investigator/Advisor Information
Reporting Year: 2013

Co-Principal Investigator/Advisor:

Name: Shamma, Shihab

Previous Surname:

Project Years Active: 2008-2009 2009-2010 2010-2011 2011-2012 2012-2013

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

Printed: Jun 20, 2013

Award ID: 0801465
Co-Principal Investigator/Advisor Information
Reporting Year: 2013

Co-Principal Investigator/Advisor:

Name: Slevc, Robert

Previous Surname:

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

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: Jun 20, 2013

Award ID: 0801465

Co-Principal Investigator/Advisor Information

Reporting Year: 2013

Co-Principal Investigator/Advisor:

Name: Wang, Min

Previous Surname:

Project Years Active: 2009-2010 2011-2012 2012-2013

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.und.edu/~minwang

Demographic Information:

Ethnicity: Not Hispanic or Latino

Race: Asian

Gender: Female

Disability: Not Disabled

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

Printed: Jun 20, 2013

Award ID: 0801465

Co-Principal Investigator/Advisor Information

Reporting Year: 2013

Co-Principal Investigator/Advisor:

Name: Weinberg, Amy

Previous Surname:

Project Years Active: 2008-2009 2009-2010 2010-2011 2011-2012 2012-2013

Role in Project: Co-Principal Investigator

Contact Information:

Institution: University of Maryland

Department: Center for Advanced Study of Language

Address: 7005 52nd Avenue

City: College Park

State: MD **Zip Code:** 20742

Phone Number: 301-226-9055 **Ext:**

Fax Number: 301-405-7104

Email: weinber@umd.edu

Web URL: <http://www.casl.umd.edu/amy-weinberg>

Demographic Information:

Ethnicity: Not Hispanic or Latino

Race: White

Gender: Female

Disability: Not Disabled

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

Printed: Jun 20, 2013

Award ID: 0801465
Co-Principal Investigator/Advisor Information
Reporting Year: 2013

Co-Principal Investigator/Advisor:

Name: Williams, Alexander

Previous Surname:

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

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

Race: White
Gender: Male
Disability: Not Disabled
Citizenship: U.S. Citizen/U.S. National

Printed: Jun 20, 2013

Award ID: 0801465
Co-Principal Investigator/Advisor Information
Reporting Year: 2013

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

Printed: Jun 20, 2013

Award ID: 0801465
Co-Principal Investigator/Advisor Information

Reporting Year: 2013

Co-Principal Investigator/Advisor:

Name: Zukowski, Andrea

Previous Surname:

Project Years Active: 2008-2009 2009-2010 2010-2011 2011-2012 2012-2013

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

Printed: Jun 20, 2013

Award ID: 0801465 Trainee Information Reporting Year: 2013

Trainee Information :

Name: Alcocer, Pedro

Previous Surname: Alcocer

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

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 not yet graduated, but is pursuing a Ph.D. at your institution.

Printed: Jun 20, 2013

Award ID: 0801465
Trainee Information
Reporting Year: 2013

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? Y

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

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 not yet graduated, but is pursuing a Ph.D. at your institution.

Printed: Jun 20, 2013

Award ID: 0801465
Trainee Information
Reporting Year: 2013

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

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:

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 not yet graduated, but is pursuing a Ph.D. at your institution.

Award ID: 0801465
Trainee Information
Reporting Year: 2013

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

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

Award ID: 0801465
Trainee Information
Reporting Year: 2013

Trainee Information :**Name:** Harrigan, Kaitlyn**Previous Surname:****Funding Status:** Funded**Has the student been engaged in IGERT activities, research, education, or training during this reporting period?****Funding data:**

2011-2012 Project Year – Trainee supported for 10 months

2012-2013 Project Year – Trainee supported for 12 months

Current IGERT Advisor(s): (Reported by trainee) – Jeffrey Lidz, Jonathan Beier**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:** 08/2010**First began receiving NSF-IGERT funding:** 08/2011**Current Situation:**

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

Printed: Jun 20, 2013

**Award ID: 0801465
Trainee Information
Reporting Year: 2013****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?** Y**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

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:

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 not yet graduated, but is pursuing a Ph.D. at your institution.

Printed: Jun 20, 2013

**Award ID: 0801465
Trainee Information
Reporting Year: 2013**

Trainee Information :

Name: Kronrod, Yakov

Previous Surname:

Funding Status: Funded

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

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

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 not yet graduated, but is pursuing a Ph.D. at your institution.

Printed: Jun 20, 2013

**Award ID: 0801465
Trainee Information
Reporting Year: 2013****Trainee Information :****Name:** Kush, Dave**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:**

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 0 months

2012-2013 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 not yet graduated, but is pursuing a Ph.D. at your institution.

Printed: Jun 20, 2013

Award ID: 0801465
Trainee Information
Reporting Year: 2013

Trainee Information :

Name: Lee-Ellis, Sunyoung

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

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: Jun 20, 2013

Award ID: 0801465
Trainee Information
Reporting Year: 2013

Trainee Information :

Name: Leech, Kathryn

Previous Surname:

Funding Status: Funded

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

Funding data:

2012-2013 Project Year – Trainee supported for 10 months

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

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: 08/2010

First began receiving NSF-IGERT funding: 08/2012

Current Situation:

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

Printed: Jun 20, 2013

Award ID: 0801465
Trainee Information
Reporting Year: 2013

Trainee Information :

Name: Lin, Candise

Previous Surname:

Funding Status: Funded

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

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

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 not yet graduated, but is pursuing a Ph.D. at your institution.

Printed: Jun 20, 2013

Award ID: 0801465
Trainee Information
Reporting Year: 2013

Trainee Information :

Name: Mirchandani, Deepak

Previous Surname:

Funding Status: Funded

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

Funding data:

2011-2012 Project Year – Trainee supported for 10 months
2012-2013 Project Year – Trainee supported for 8 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

Award ID: 0801465
Trainee Information
Reporting Year: 2013

Trainee Information :

Name: Monner, Derek

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

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

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: 2013

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?** Y**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

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 not yet graduated, but is pursuing a Ph.D. at your institution.

Printed: Jun 20, 2013

**Award ID: 0801465
Trainee Information
Reporting Year: 2013****Trainee Information :****Name:** Parker, Daniel**Previous Surname:****Funding Status:** Funded**Has the student been engaged in IGERT activities, research, education, or training during this reporting period?****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

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:

GRE Subject:

IGERT Trainees:

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

First began receiving NSF-IGERT funding: 08/2010

Current Situation:

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

Printed: Jun 20, 2013

Award ID: 0801465
Trainee Information
Reporting Year: 2013

Trainee Information :

Name: Richardson, Rachael

Previous Surname:

Funding Status: Funded

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

Funding data:

2012-2013 Project Year – Trainee supported for 10 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: Jun 20, 2013

Award ID: 0801465
Trainee Information
Reporting Year: 2013

Trainee Information :

Name: Riley, Joshua

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

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

Printed: Jun 20, 2013

Award ID: 0801465
Trainee Information
Reporting Year: 2013

Trainee Information :

Name: Shell, Alison

Previous Surname: Shell

Funding Status: Funded

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

Funding data:

2012-2013 Project Year – Trainee supported for 10 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.

Printed: Jun 20, 2013

Award ID: 0801465
Trainee Information
Reporting Year: 2013

Trainee Information :

Name: Sutton, Megan

Previous Surname:

Funding Status: Funded

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

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

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:

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 not yet graduated, but is pursuing a Ph.D. at your institution.

Printed: Jun 20, 2013

Award ID: 0801465
Trainee Information
Reporting Year: 2013

Trainee Information :

Name: Teubner-Rhodes, Susan

Previous Surname:

Funding Status: Funded

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

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

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: 08/2008

First began receiving NSF-IGERT funding: 08/2010

Current Situation:

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

Printed: Jun 20, 2013

Award ID: 0801465
Trainee Information
Reporting Year: 2013

Trainee Information :

Name: White, Aaron

Previous Surname:

Funding Status: Funded

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

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

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 not yet graduated, but is pursuing a Ph.D. at your institution.

Award ID: 0801465
Associate Information
Reporting Year: 2013

Associate Information:

Name: Chacon, Dustin

Previous Surname: Chacon

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

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 not yet graduated, but is pursuing a Ph.D. at your institution.

Award ID: 0801465
Associate Information
Reporting Year: 2013

Associate Information:

Name: Chow, Wing Yee

Previous Surname:

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

Years Active:

2008-2009 Project Year
2009-2010 Project Year
2010-2011 Project Year
2011-2012 Project Year
2012-2013 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 not yet graduated, but is pursuing a Ph.D. at your institution.

Printed: Jun 20, 2013

Award ID: 0801465
Associate Information
Reporting Year: 2013

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

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

GRE Scores :

Verbal: 740
Quantitative: 750
Analytical: 6
Subject Score:

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

Printed: Jun 20, 2013

**Award ID: 0801465
Associate Information
Reporting Year: 2013**

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

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

GRE Scores :

Verbal: 720

Quantitative: 660

Analytical: 4

Subject Score:

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

Printed: Jun 20, 2013

**Award ID: 0801465
Associate Information
Reporting Year: 2013**

Associate Information:**Name:** Dunbar, Ewan**Previous Surname:****Has the student been engaged in IGERT activities, research, education, or training during this reporting period?** Y**Years Active:**

2008-2009 Project Year

2009-2010 Project Year

2010-2011 Project Year

2011-2012 Project Year

2012-2013 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 not yet graduated, but is pursuing a Ph.D. at your institution.

Printed: Jun 20, 2013

**Award ID: 0801465
Associate Information
Reporting Year: 2013****Associate Information:****Name:** Freynik, Suzanne**Previous Surname:****Has the student been engaged in IGERT activities, research, education, or training during this reporting period?** Y**Years Active:**

2009-2010 Project Year

2010-2011 Project Year

2011-2012 Project Year

2012-2013 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.

Printed: Jun 20, 2013

Award ID: 0801465
Associate Information
Reporting Year: 2013

Associate Information:

Name: He, Xiaoxue Angela

Previous Surname: HE

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

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 not yet graduated, but is pursuing a Ph.D. at your institution.

Printed: Jun 20, 2013

Award ID: 0801465
Associate Information
Reporting Year: 2013

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

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:

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

Printed: Jun 20, 2013

Award ID: 0801465
Associate Information
Reporting Year: 2013

Associate Information:

Name: Lago, Maria

Previous Surname:

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

Years Active:

2009-2010 Project Year

2010-2011 Project Year
2011-2012 Project Year
2012-2013 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 not yet graduated, but is pursuing a Ph.D. at your institution.

Printed: Jun 20, 2013

Award ID: 0801465
Associate Information
Reporting Year: 2013

Associate Information:

Name: Lewis, Shevaun

Previous Surname:

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

Years Active:

2008-2009 Project Year
2009-2010 Project Year
2010-2011 Project Year
2011-2012 Project Year
2012-2013 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 not yet graduated, but is pursuing a Ph.D. at your institution.

Printed: Jun 20, 2013

Award ID: 0801465
Associate Information
Reporting Year: 2013

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

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

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: Jun 20, 2013

Award ID: 0801465
Associate Information
Reporting Year: 2013

Associate Information:

Name: Lukyanchenko, Anna

Previous Surname: Lukyanchenko

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

Years Active:

2009-2010 Project Year

2010-2011 Project Year

2011-2012 Project Year

2012-2013 Project Year

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

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 not yet graduated, but is pursuing a Ph.D. at your institution.

Printed: Jun 20, 2013

Award ID: 0801465
Associate Information
Reporting Year: 2013

Associate Information:

Name: Momma, Shota

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

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: Jun 20, 2013

**Award ID: 0801465
Associate Information
Reporting Year: 2013****Associate Information:****Name:** Omaki, Akira**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

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

Verbal: 390

Quantitative: 750

Analytical: 5.5

Subject Score:

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

Printed: Jun 20, 2013

**Award ID: 0801465
Associate Information
Reporting Year: 2013**

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

2011-2012 Project Year

2012-2013 Project Year

Current IGERT Advisor(s): (Reported by associate) – 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 not yet graduated, but is pursuing a Ph.D. at your institution.

Printed: Jun 20, 2013

**Award ID: 0801465
Associate Information
Reporting Year: 2013****Associate Information:****Name:** Solovyeva, Ekaterina**Previous Surname:****Has the student been engaged in IGERT activities, research, education, or training during this reporting period?** Y**Years Active:**

2011-2012 Project Year

2012-2013 Project Year

Current IGERT Advisor(s): (Reported by associate) – Jared Novick, Michael Long, Robert De Keyser, Susanne Jaeggi**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: Jun 20, 2013

Award ID: 0801465
Associate Information
Reporting Year: 2013

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

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: Jun 20, 2013

Award ID: 0801465
Associate Information
Reporting Year: 2013

Associate Information:

Name: Suzuki, Yuichi

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

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

Current Situation:

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

Printed: Jun 20, 2013

Award ID: 0801465
Associate Information
Reporting Year: 2013

Associate Information:

Name: Wang, Xuan

Previous Surname:

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

Years Active:

2011-2012 Project Year

2012-2013 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.

Printed: Jun 20, 2013

Award ID: 0801465
Associate Information
Reporting Year: 2013

Associate Information:

Name: Wellwood, Alexis

Previous Surname:

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

Years Active:

2009-2010 Project Year
2010-2011 Project Year
2011-2012 Project Year
2012-2013 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 not yet graduated, but is pursuing a Ph.D. at your institution.

Printed: Jun 20, 2013

Award ID: 0801465
IGERT Project Features - Trainee Preparation in
Multidisciplinary/Interdisciplinary Research
PI: Phillips, Colin - Reporting Year: 2013

Practice 1

Winter Storm is our program's yearly workshop in interdisciplinary research skills. One of its most long-lasting elements is the Special Interest Groups (SIGs), which meet for 2 hours on several days during the 2 week event. These groups give students and faculty an opportunity to branch out and have discussions or start projects with people outside of their home departments. Often these groups turn into experimental research or reading groups that continue to meet after Winter Storm is over. This year the groups were asked to focus more closely on a research question prepared in advance by the group leaders, and a wrap-up day of presentations was added to provide better focus for readings and discussions during the meetings. A focus group with student organizers and participant surveys revealed that participants found SIGs, especially the departmentally diverse ones, to be very useful.

Measure 1

Group feedback

Approval for public use: Yes

Practice 2

Following our program goal to provide students with opportunities for interdisciplinary training we offered 12 interdisciplinary seminars over a 5 year period. Survey results and focus groups results revealed that the most successful ones were those co-taught by faculty from different departments, attracting both a diverse group of students and other faculty as participants. Students noted that courses in academic domains other than their own increased their ability to communicate their own research to different audiences and to better understand research from another domain. Many students described how courses co-taught by instructors from different disciplines and courses with an interdisciplinary student enrollment gave them opportunities to discuss shared research problems with individuals from different backgrounds, which improved their engagement with course material and their understanding of cross-disciplinary problems.

Measure 2

Formal evaluation

Approval for public use: Yes

Practice 3

Our PhD students gain extensive research experience during their graduate education, but have few teaching opportunities beyond Teaching Assistant positions. Some get to teach their own class, but very few gain a full semester of interdisciplinary teaching experience before graduation. This past academic year, IGERT enabled Susan Teubner-Rhodes (Psychology) to develop her own undergraduate seminar course on the Cognitive Neuroscience of Language and Memory. Susan reported back that this was a really great opportunity for her to develop her teaching skills, and also to foster interdisciplinary discussion, because course enrollment was deliberately allocated 50-50 among Linguistics and Psychology majors. By the end of the course, students were consistently able to discuss both neuroscientific and linguistic elements of the research at a high-level and most students were able to synthesize results across several studies to develop interdisciplinary research questions of their own.

Measure 3

Group feedback

Approval for public use: Yes

Mark the following components of multidisciplinary/interdisciplinary research preparation that apply to the majority of IGERT trainees involved in your project during this reporting period.

Response

Trainees undertook formal coursework/training in research methods, practices, and instrumentation in their primary discipline equivalent to traditional graduate students.	Yes
Trainees had practical, hands-on laboratory and/or field experience in conducting research across the breadth of disciplines in the IGERT program.	Yes
Trainees undertook formal coursework/training across the breadth of disciplines encompassed by the IGERT project.	Yes
Trainees undertook formal coursework/training in both the ethical conduct of research and ethical conduct related to the themes encompassed by your IGERT project.	Yes
Other preparation to conduct high-quality research. : Winter Storm 2-week workshop	Yes
No components of Trainee Preparation in Multidisciplinary/Interdisciplinary Research applied during this reporting period.	No

Printed: Jun 20, 2013

Award ID: 0801465
IGERT Project Features - Trainee Preparation in Professional Skills
PI: Phillips, Colin - Reporting Year: 2013

Briefly describe up to three formal training activities (e.g. coursework, workshop, professional speaker) for preparing IGERT trainees to effectively communicate science to general audiences.

Activity 1

The IGERT Outreach activities are a series of events organized by IGERT students with the support of a faculty advisor, Jeff Lidz (Linguistics). The various events provide a wide variety of opportunities for students to learn to communicate science to general audiences. Each of the events involves planning and debriefing in a group setting, with the support of a faculty mentor, where students can present their plan, and receive feedback from peers and faculty. Students can choose to organize lab demonstration and short lectures for high schoolers visiting the university, present their research at the Maryland Day university open-house event for the broader community, participate as judges in various elementary school science fairs, or be invited speakers at the Montgomery Blair High School Linguistics club.

Approval for public use: Yes

Activity 2

Training in skills other than research needed for successful interdisciplinarity, such as network building, leadership, collaboration, communication of research, have become a core program expectation for all student trainees. Student applicants to the program include in their application a description of both their proposed outreach initiatives and the broader impacts that their participation in the program will have. Applicants receive feedback on their proposal and have an opportunity to refine their plans. Later, each trainee must participate in a student leadership committee, providing various opportunities to learn to communicate their research in various venues to a diverse audience, ranging from students and faculty from other departments, high schoolers, elementary school students and the broader community.

Approval for public use: Yes

Activity 3

Each of our trainees presents his/her research - including work in progress - at the weekly IGERT Lunch seminar. The audience is comprised of 35-40 students and faculty from all participating departments. Each student works with their advisor on the presentation with the specific goal of making it accessible to a broad audience. In addition to this, our program has other presentation opportunities for broad audiences such as the lab-group presentations during the annual Language Science Day, or presentations at conferences outside of the home discipline, or at venues targeting a broad scientific audience, such as AAAS.

Approval for public use: Yes

Mark the following components of professional skills development that apply to the majority of IGERT trainees involved in your project during this reporting period.	Response
Trainees undertook coursework/training that included regular faculty critique of and feedback on professional writing.	Yes
Trainees authored, submitted, or published research papers in refereed journals.	Yes
Trainees undertook coursework/training (e.g., brown bags, seminars) that included regular critique of and feedback on professional speaking/presentation skills.	Yes
Trainees made presentations at academic/scientific professional conferences or meetings.	Yes
Trainees presented results from their IGERT project to professional, nonacademic audiences (e.g., industry, government).	No
Trainees undertook coursework/training to develop media-based or information technology-based communication skills.	No
Trainees produced multimedia materials, Web sites, or other cyber-enabled tools to communicate the results of their IGERT activities to external audiences.	Yes
Trainees used multimedia materials, Web sites, or other cyber-enabled tools as part of their interdisciplinary scientific training and collaboration.	Yes
Trainees received training in team-building and project management skills.	Yes
Trainees received training in effective time and task management.	No
Trainees participated as members of teams engaged in joint research, education, and/or outreach efforts.	Yes
Trainees led teams engaged in research, education, and/or outreach efforts.	Yes
Other preparation in professional skills development. : Series of professional skills workshops at Winter Storm.	Yes
No components of Trainee Preparation in Professional Skills applied during this reporting period.	No

Printed: Jun 20, 2013

Award ID: 0801465
IGERT Project Features - Trainee Preparation for STEM Careers
PI: Phillips, Colin - Reporting Year: 2013

Mark the following components that apply to the majority of IGERT trainees involved in your project during this reporting period.	Response
Trainees received training or instruction (e.g., courses, workshops) in effective teaching practices.	No
Trainees developed and presented course and/or curriculum materials.	No
Trainees served as mentors to others (e.g., graduate students, undergraduates, laboratory technicians).	Yes
Trainees received training/mentoring in grant proposal preparation.	Yes
Trainees authored/coauthored and submitted grant proposals.	No
Trainees received training/instruction on the interaction between academic research and industrial technical requirements.	No
Trainees received training/instruction for applying their research to address public policy concerns or	

issues.	No
Trainees had internships (off-campus, research, educational, and/or work experiences) in nonacademic settings (e.g., industry, government).	No
Trainees had professional interactions other than internships with nonacademic employers (e.g. industry, government) in order to learn about career opportunities and requirements.	No
Trainees communicated, worked, or collaborated with scientists of other nationalities.	Yes
Other preparation for careers in academia. : Teaching in workshops; student leadership teams; central role in program design; training in writing	Yes
Other preparation for nonacademic careers (e.g., industry, government). : Workshop on non-academic careers	Yes
No components of Trainee Preparation for STEM Careers applied during this reporting period.	No

Printed: Jun 20, 2013

Award ID: 0801465

IGERT Project Features - Tactics for Recruitment and Broadening Participation

PI: Phillips, Colin - Reporting Year: 2013

Do you have an overall, active plan with a specific set of goals and timelines for the recruitment and retention of trainees, including specifics for broadening participation of groups underrepresented in science and engineering?

Yes

Regardless of your response to the previous question, please describe up to three of the promising tactics and results for recruiting qualified trainees to your IGERT project during this reporting period.

Tactic 1

Our IGERT recruits students who are already enrolled in a University of Maryland PhD program. This means that we have ample time to engage and build interest in students who might otherwise be uncertain about applying to the program, and it provides students with an opportunity to demonstrate qualifications for the program that were not apparent in their graduate school application.

Result 1

In 2013 we had our largest ever group of 'IGERT apprentices', which led to the largest pool of program applicants that we have seen since the first year of the program. This included two very promising students who we Another student is somebody who has greatly exceeded expectations in his first year in graduate school.

Approval for public use:

Tactic 2

When choosing where to pursue a PhD, students are often attracted by the possibility of working with multiple faculty mentors. Although this is often promised, it is rarer for a program to have a clear track record of doing this. The fact that we have an extensive record of student co-supervision gives us an advantage over some of our peers.

Result 2

The ability to work with multiple advisors allowed us this year to successfully recruit some highly sought-after PhD applicants, despite stiff competition from institutions with more money and cachet.

Approval for public use:

Tactic 3

One of the challenges for recruiting students to an intensive interdisciplinary program is that beginning students are often unaware of the benefits and the challenges that such training presents. They often underestimate what it takes to succeed in this type of training. Communicating the benefits and what it takes to achieve them is necessary in order to correct this misperception. We explicitly addressed this via presentations from current students, and by sharing the results of assessment surveys with students.

Result 3

We had greater recruiting success this year than in the past 2 years, both among students who were choosing whether to come to Maryland, and among students already here who were choosing whether to apply to IGERT.

Approval for public use:

Please describe the extent to which each of the following practices have been productive for recruiting trainees overall to your IGERT project during this reporting period.	Response
Relationships with NSF programs that can provide an undergraduate pool of potential IGERT trainees (e.g., REUs, NSF Centers)	NA
Relationships with faculty and programs at other academic institutions	Productive
Use of recruiting resources on your campus (e.g., career service office, graduate studies office)	Not productive
Collaboration with other IGERT projects on recruitment	NA
Use of professional meetings, conferences, associations to communicate with, reach out to, and market to potential IGERT Trainees	Somewhat productive
Other : Relationships with students themselves	Productive

Please describe the extent to which each of the following practices have been productive for recruiting underrepresented minority and women trainees to your IGERT project during this reporting period.	Underrepresented Minorities	Women
Relationships with NSF programs that specifically focus on broadening participation of underrepresented minorities or women in STEM (e.g., LSAMP, AGEP, TCUP, or ADVANCE)	NA	NA
Use of resources on your campus (e.g., academic advancement programs, offices for campus diversity, or minority and women's student groups)	NA	NA
Interaction with professional associations, organizations, or committees serving underrepresented minority communities or women (e.g., National Action Council for Minorities in Engineering, Society of Women Engineers, committees in professional societies focused on minority communities and women)	NA	NA
Bridge programs for entering graduate students	Productive	Productive
Mentoring or advising arrangements that take advantage of underrepresented minorities or women faculty or graduate students on campus	Somewhat productive	Somewhat productive
Relationships with faculty and programs at minority-serving academic institutions (e.g., historically black colleges and universities, Hispanic-serving institutions, or tribal colleges)	NA	NA
Collaboration with other IGERT projects on recruitment	NA	NA
Other : Demonstrating a welcoming, inclusive environment to students themselves	Productive	Productive

IGERT Project Features - International Opportunities

PI: Phillips, Colin - Reporting Year: 2013

According to NSF records, this project does not have explicit funding for an international component.

Training Experience/Component 1

Professional development sessions in this year's Winter Storm workshop specifically addressed international variability in postdoc training practices and in research environments.

Training Experience/Component 2

The new Language Analysis workshop that was introduced as an element of this year's Winter Storm workshop prepared students to understand the challenges of working with an unfamiliar language.

Training Experience/Component 3

Student experiences of working in foreign labs continues to be the most effective vehicle for preparing students for engagement in international science. Three students did summer research abroad in the current year.

Research/Educational Achievement 1

Research/Educational Achievement 2

Research/Educational Achievement 3

Is international participation required for all trainees involved in your IGERT project?

No

Did one or more trainees from your IGERT project engage in an international experience through the project during this reporting period?

No

Printed: Jun 20, 2013

Award ID: 0801465

IGERT Project Features - Partnerships/Collaborations

PI: Phillips, Colin - Reporting Year: 2013

Were there active partnerships/collaborations outside of your university through your IGERT project during this reporting period?

Yes

Academic Partner 1

Active Status

Yes

Partner Name

Gallaudet University

Type of partner

Ph.D.-granting institution

Minority-serving institution

Funding arrangement for this partner

Partner provides funding to the IGERT project specifically for IGERT Trainees in any way (e.g., internships, travel, training).

Partner provides funding to the IGERT project for research, curriculum, or other project activities, but not directly for trainees.

Other :IGERT contributes to sign language interpreter support to allow UMd and Gallaudet students to collaborate and interactGa

Activities for this partner/institution

Facilities: IGERT trainees use a partner organization's facilities for project activities.

Collaborative Research/Teaching: Partner organization's personnel work with IGERT project staff on collaborative research/teaching.

Personnel Exchange: IGERT Trainees and/or partner organization personnel use each other's facilities or work at each other's sites on an ad hoc or as-needed basis.

Activities for this partner/institution

Gallaudet students partnered with Maryland students in our IGERT's high school outreach program.

Academic Partner 2

Active Status

Yes

Partner Name

Northwood High School

Type of partner

K-12 institution

Funding arrangement for this partner

No funding/direct financial interaction is involved in this partnership.

Activities for this partner/institution

Collaborative Research/Teaching: Partner organization's personnel work with IGERT project staff on collaborative research/teaching.

Activities for this partner/institution

More than 100 high school students participated in this program, including a visit by IGERT participants to the school, and a visit by high school students to the university.

Academic Partner 3

Active Status

Yes

Partner Name

IGERT programs at Johns Hopkins U & UPenn

Type of partner

Ph.D.-granting institution

Funding arrangement for this partner

No funding/direct financial interaction is involved in this partnership.

Activities for this partner/institution

Collaborative Research/Teaching: Partner organization's personnel work with IGERT project staff on collaborative research/teaching.

Activities for this partner/institution

Lead faculty from the Johns Hopkins and Penn IGERT projects served as members of our IGERT external advisory board. This board has made valuable contributions to the formative assessment and improvement of our program. And has also provided the advisory board members with useful ideas that they can take back to their own institutions.

Academic Partner 4

Active Status

No

Partner Name

Beijing Normal University

Type of partner

Ph.D.-granting institution

Foreign-based institution

Funding arrangement for this partner

Partner provides funding to the IGERT project for research, curriculum, or other project activities, but not directly for trainees.

Activities for this partner/institution

Facilities: IGERT trainees use a partner organization's facilities for project activities.

Collaborative Research/Teaching: Partner organization's personnel work with IGERT project staff on collaborative research/teaching.

Activities for this partner/institution

Academic Partner 5

Active Status

No

Partner Name

Federal University of Rio de Janeiro

Type of partner

Ph.D.-granting institution

Foreign-based institution

Funding arrangement for this partner

No funding/direct financial interaction is involved in this partnership.

Activities for this partner/institution

Facilities: IGERT trainees use a partner organization's facilities for project activities.

Activities for this partner/institution

Academic Partner 6

Active Status

Yes

Partner Name

Hiroshima University

Type of partner

Ph.D.-granting institution

Foreign-based institution

Funding arrangement for this partner

No funding/direct financial interaction is involved in this partnership.

Activities for this partner/institution

Facilities: IGERT trainees use a partner organization's facilities for project activities.

Personnel Exchange: IGERT Trainees and/or partner organization personnel use each other's facilities or work at each other's sites on an ad hoc or as-needed basis.

Activities for this partner/institution

Shota Momma's research rotation project carried out at Hiroshima University in summer 2012 was presented at a conference in spring 2013 and is being submitted for publication.

Academic Partner 7

Active Status

No

Partner Name

University of Tromsø

Type of partner

Ph.D.-granting institution

Foreign-based institution

Funding arrangement for this partner

Other :Partial support from partnership between Norwegian Science Foundation and NSF's Graduate Research Fellowship program

Activities for this partner/institution

Facilities: IGERT trainees use a partner organization's facilities for project activities.

Collaborative Research/Teaching: Partner organization's personnel work with IGERT project staff on collaborative research/teaching.

Personnel Exchange: IGERT Trainees and/or partner organization personnel use each other's facilities or work at each other's sites on an ad hoc or as-needed basis.

Activities for this partner/institution

Academic Partner 8

Active Status

No

Partner Name

University of Potsdam

Type of partner

Ph.D.-granting institution

Foreign-based institution

Funding arrangement for this partner

No funding/direct financial interaction is involved in this partnership.

Activities for this partner/institution

Facilities: IGERT trainees use a partner organization's facilities for project activities.

Personnel Exchange: IGERT Trainees and/or partner organization personnel use each other's facilities or work at each other's sites on an ad hoc or as-needed basis.

Activities for this partner/institution**Academic Partner 9****Active Status**

No

Partner Name

University of Barcelona

Type of partner

Ph.D.-granting institution

Funding arrangement for this partner

No funding/direct financial interaction is involved in this partnership.

Activities for this partner/institution

Facilities: IGERT trainees use a partner organization's facilities for project activities.

Personnel Exchange: IGERT Trainees and/or partner organization personnel use each other's facilities or work at each other's sites on an ad hoc or as-needed basis.

Activities for this partner/institution**Academic Partner 10****Active Status**

Yes

Partner Name

Montgomery-Blair High School

Type of partner

K-12 institution

Funding arrangement for this partner

No funding/direct financial interaction is involved in this partnership.

Activities for this partner/institution

Collaborative Research/Teaching: Partner organization's personnel work with IGERT project staff on collaborative research/teaching.

Activities for this partner/institution

Our program's partnership with the student-initiated Linguistics Club at Montgomery-Blair High School was very active, with speakers from our program visiting the school most weeks for presentations on diverse topics, and a visit to our campus by the high school group.

Academic Partner 11**Active Status**

No

Partner Name

Kenmoor Middle School

Type of partner

K-12 institution

Funding arrangement for this partner

No funding/direct financial interaction is involved in this partnership.

Activities for this partner/institution

Collaborative Research/Teaching: Partner organization's personnel work with IGERT project staff on collaborative research/teaching.

Activities for this partner/institution**Academic Partner 12****Active Status**

Yes

Partner Name

National University of Singapore

Type of partner

Ph.D.-granting institution

Foreign-based institution

Funding arrangement for this partner

No funding/direct financial interaction is involved in this partnership.

Activities for this partner/institution

Facilities: IGERT trainees use a partner organization's facilities for project activities.

Collaborative Research/Teaching: Partner organization's personnel work with IGERT project staff on collaborative research/teaching.

Internships: IGERT Trainees work in a partner's facilities specifically as interns.

Activities for this partner/institution

Giovanna Morini's research carried out at NUS was presented at two conferences.

Academic Partner 13

Active Status

Yes

Partner Name

South China Normal University

Type of partner

Ph.D.-granting institution

Foreign-based institution

Funding arrangement for this partner

No funding/direct financial interaction is involved in this partnership.

Activities for this partner/institution

Facilities: IGERT trainees use a partner organization's facilities for project activities.

Collaborative Research/Teaching: Partner organization's personnel work with IGERT project staff on collaborative research/teaching.

Personnel Exchange: IGERT Trainees and/or partner organization personnel use each other's facilities or work at each other's sites on an ad hoc or as-needed basis.

Activities for this partner/institution

Wing Yee Chow's research on Chinese language processing using electrophysiology and eye-tracking measures was presented at two conferences and is being submitted for publication.

Academic Partner 14

Active Status

No

Partner Name

Brigham Young University

Type of partner

Ph.D.-granting institution

Funding arrangement for this partner

No funding/direct financial interaction is involved in this partnership.

Activities for this partner/institution

Facilities: IGERT trainees use a partner organization's facilities for project activities.

Collaborative Research/Teaching: Partner organization's personnel work with IGERT project staff on collaborative research/teaching.

Personnel Exchange: IGERT Trainees and/or partner organization personnel use each other's facilities or work at each other's sites on an ad hoc or as-needed basis.

Activities for this partner/institution

Academic Partner 15

Active Status

Yes

Partner Name

University of Connecticut

Type of partner

Ph.D.-granting institution

Funding arrangement for this partner

No funding/direct financial interaction is involved in this partnership.

Activities for this partner/institution

Personnel Exchange: IGERT Trainees and/or partner organization personnel use each other's facilities or work at each other's sites on an ad hoc or as-needed basis.

Activities for this partner/institution

IGERT PI Colin Phillips served in an advisory capacity to this new IGERT at the University of Connecticut. He visited the U of Connecticut and consulted regularly with the UConn PI and program coordinator, sharing ideas and experiences from our own IGERT.

Academic Partner 16

Active Status

Yes

Partner Name

Paint Branch High School

Type of partner

K-12 institution

Funding arrangement for this partner

No funding/direct financial interaction is involved in this partnership.

Activities for this partner/institution

Personnel Exchange: IGERT Trainees and/or partner organization personnel use each other's facilities or work at each other's sites on an ad hoc or as-needed basis.

Activities for this partner/institution

More than 100 high school students participated in this program, including a visit by IGERT participants to the school, and a visit by high school students to the university.

Academic Partner 17

Active Status

Yes

Partner Name

Eleanor Roosevelt High School

Type of partner

K-12 institution

Funding arrangement for this partner

No funding/direct financial interaction is involved in this partnership.

Activities for this partner/institution

Personnel Exchange: IGERT Trainees and/or partner organization personnel use each other's facilities or work at each other's sites on an ad hoc or as-needed basis.

Activities for this partner/institution

Students from Roosevelt High School interned with IGERT students in U of Maryland labs, providing mentoring experience for IGERT students. One intern won regional awards for the research that she did as an intern with IGERT students.

Government Partner 1**Active Status**

No

Partner Name

National Institutes of Health

Type of government agency

U.S. Federal **laboratory or research facility**

Funding arrangement for this partner

Partner provides funding to the IGERT project specifically for IGERT Trainees in any way (e.g., internships, travel, training).

Partner provides funding to the IGERT project for research, curriculum, or other project activities, but not directly for trainees.

Activities for this partner/institution

Facilities: IGERT trainees use a partner organization's facilities for project activities.

Collaborative Research/Teaching: Partner organization's personnel work with IGERT project staff on collaborative research/teaching.

Personnel Exchange: IGERT Trainees and/or partner organization personnel use each other's facilities or work at each other's sites on an ad hoc or as-needed basis.

Activities for this partner/institution**Government Partner 2****Active Status**

Yes

Partner Name

Center for Advanced Study of Language

Type of government agency

U.S. Federal **laboratory or research facility**

Funding arrangement for this partner

Partner provides funding to the IGERT project specifically for IGERT Trainees in any way (e.g., internships, travel, training).

Partner provides funding to the IGERT project for research, curriculum, or other project activities, but not directly for trainees.

Other :CASL provides research supervision and financial support for projects involving IGERT trainees. It also provides partial funding and research supervision for some IGERT Associate students who are full participants in our program.

Activities for this partner/institution

Facilities: IGERT trainees use a partner organization's facilities for project activities.

Collaborative Research/Teaching: Partner organization's personnel work with IGERT project staff on collaborative research/teaching.

Personnel Exchange: IGERT Trainees and/or partner organization personnel use each other's facilities or work at each other's sites on an ad hoc or as-needed basis.

Internships: IGERT Trainees work in a partner's facilities specifically as interns.

Activities for this partner/institution

CASL scientist Jared Novick co-taught an IGERT seminar, which resulted in many new research project proposals. Erika Hussey's research, carried out substantially in collaboration with CASL, formed the core of her successfully defended PhD dissertation.

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IGERT Project Features - Project Evaluation
PI: Phillips, Colin - Reporting Year: 2013

Do you have an overall plan with milestones and timelines for measuring progress toward attaining key IGERT project goals?

Yes

If your IGERT project paid for professional evaluation services external to the IGERT institution or used expertise internal to your institution to aid in the evaluation process, please share their contact information.

Organization/individual name

Sharon La Voy

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Phone

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Web site

<http://www.irpa.umd.edu>

Was this an external evaluation service provider?

No

Please describe a key insight, and your response to it, if any, that has been identified through assessment and evaluation during this reporting period.

Insight/Learning

During the current reporting period we focused on assessment activities that took a broader view of what has been achieved over the 5 years of our IGERT. It was already clear that the program has transformed the community of language scientists at the U of Maryland; our key questions were about which changes have been most valuable, and how to continue to build upon them. We carried out faculty focus groups, surveys of student experiences and motivations, and analyses of retrospective data. We also made sustainability the focus of our 4th annual external advisory board meeting. These activities showed that students and faculty have a high degree of commitment to the interdisciplinary community, and cannot imagine a return to business as usual ("the toothpaste will not go back into the tube", as one department chair commented).

Response

Faculty and students have begun to map out detailed plans for a Language Science Center Fellows program that will sustain programmatic IGERT activities under the umbrella of a new university-wide research center. Participants favored this model, which emphasizes community-wide activities such as our 'Winter Storm' workshop, research rotations, outreach activities, and student leadership teams, rather than a more traditional certificate program, which was perceived as losing the most valuable features of our IGERT. The goal is to implement this program starting in 2013-2014.

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IGERT Project Features - Institutional Impacts
PI: Phillips, Colin - Reporting Year: 2013

Please consider your responses to the following in light of changes/impacts that have occurred in your institution as a result of your IGERT project during this reporting period.	Response
The institution(s) involved in your IGERT project has/have been successful in obtaining large-scale Federal grants (e.g., STC, ERC, MRSEC).	No
Interdisciplinary/multidisciplinary courses have been developed for IGERT Trainees and Associates.	Yes
Interdisciplinary/multidisciplinary courses are being delivered to IGERT Trainees and Associates.	Yes
Interdisciplinary/multidisciplinary courses that have been developed for IGERT are being delivered to non-IGERT students.	Yes
New certificate or degree programs have been developed and are available on the IGERT campus(es).	No
Department curriculum or policy changes took place to emphasize or require interdisciplinary/multidisciplinary preparation for all graduate students.	Yes
Institutional changes that support and encourage team multidisciplinary/interdisciplinary course development and teaching have occurred.	No
Institutional changes that support and encourage team-based graduate student learning and assessment have occurred.	No
Institutional changes that support and encourage graduate students to gain laboratory and research experiences across disciplines have occurred.	Yes
Institutional changes incorporating improved recruitment and retention policies and practices for underrepresented groups and women based on IGERT have occurred.	No
Other :	No

Please describe a demonstrable institutional change, if any, that has occurred during this reporting period due to IGERT

The research community in Language Science that grew up around this IGERT has attained institutional prominence in the past year. The community has become a formidable force that spans around 10 departments in 6 colleges of the university. The Vice President for Research has designated Language as one of his top 2 priorities for the university, and a proposal for a new Maryland Language Science Center has been approved. The interdisciplinary training activities created by IGERT will be preserved, as a central feature of the center -- it is unusual for a research center to have this as a leading focus -- but activities will extend to broader initiatives in basic and applied research in technology, education, and health, and efforts in public policy.

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Comments

PI: Phillips, Colin - Reporting Year: 2013

No data has been entered.

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Publications, Patents, and Presentations

PI: Phillips, Colin - Reporting Year: 2013

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Bauman, J., Hall, N., Wagovich, S., Weber-Fox, C. & Bernstein Ratner, N. (2012). Past tense marking in the spontaneous speech of preschool children who do and do not stutter. *Journal of Fluency Disorders*, 37(4), 314-24. doi: 10.1016/j.jfludis.2012.04.003.

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- Goyal, A., Daume, H., III, and Guerra, R. (2012). Fast Large-Scale Approximate Graph Construction for NLP. In *Empirical Methods in Natural Language Processing (EMNLP)* (13-21).
- Goyal, A., Daume, H, III, and Cormode, G. (2012). Sketch Algorithms for Estimating Point Queries in NLP. *Empirical Methods in Natural Language Processing (EMNLP)* (25-34).
- Harbison, J.I., *Hussey, E.K., Dougherty, M.R. & Davelaar, E. (2012). Self-terminated versus experimenter-terminated memory search. In N. Miyake, D. Peebles, & R. Cooper (Eds.) *Proceedings of the 34th Annual Meeting of the Cognitive Science Society*. (426-431). Sapporo, Japan.
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Systems (7-16).

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Hu, Y. and Boyd-Graber, J. (2012). Suggesting Constraints for Interactive Topic Modeling. In ICML Workshop on Machine Learning in Human Computation and Crowdsourcing (22-29).

Hu, Y., Zhai, K., Sinead Williamson, and Boyd-Graber, J. (2012). Modeling Images using Transformed Indian Buffet Processes. In International Conference of Machine Learning (43-52).

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Jagarlamudi, J., Daume, H., III, and Udupa, R. (2012). Incorporating Lexical Priors into Topic Models. Conference on European Chapter of the Association for Computational Linguistics (EACL) (23-31).

Jiang, J., Teichert, A., Daume, H., III, and Eisner, J. (2012). Learned Prioritization for Trading Off Accuracy and Speed. In Neural Information Processing Systems (142-155).

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Kumar, A. and Daume, H., III. (2012). Learning Task Grouping and Overlap in Multi-task Learning. In International Conference on Machine Learning (ICML) (20-27).

Kumar, A., Niculescu-Mizil, A., Kavukcuoglu, K., and Daume, H., III. (2012). A Binary Classification Framework for Two-Stage Multiple Kernel Learning. In International Conference on Machine Learning (ICML) (43-49).

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Nguyen, V., Boyd-Graber, J., and Resnik, P. (2012). SITS: A Hierarchical Nonparametric Model using Speaker Identity for Topic Segmentation in Multiparty Conversations. In The 50th Annual Meeting of the Association for Computational Linguistics (ACL 2012) (89-97). Jeju, Korea.

Oh, H., Gentili, R., Reggia, J., Contreras-Vidal, J. (2012). Modeling of Visuospatial Perspectives Processing and Modulation of the Fronto-Parietal Network Activity during Action Imitation. In Proc. 34th Annual International Conference of the IEEE Engineering in Medicine and Biology Society (EMBC 12) (434-444). San Diego, CA.

Passos, A., Rai, P., Wainer, J., and Daume, H., III. (2012). Flexible Modeling of Latent Task Structures in Multitask Learning. In International Conference on Machine Learning (ICML) (34-41).

Rai, P., Kumar, A. and Daume, H., III. (2012). Simultaneously Leveraging Output and Task Structures for Multiple-Output Regression. In Neural Information Processing Systems (243-253).

- Redcay, E., O'Young, D., Slevc, L.R., Mavros, P.L., Gabrieli, J.D., & Sinha, P. (2012). Gaze cues in complex, real-world scenes direct the attention of high-functioning adults with autism. In N. Miyake, D. Peebles, & R. P. Cooper (Eds.), *Proceedings of the 34th Annual Conference of the Cognitive Science Society* (911-916). Cognitive Science Society, Austin, TX.
- Ross, S. J. (2012). Subjectivity and Efficiency in Language Assessment: Explorations of a Compensatory Rating Approach. In J. Connor-Linton (Ed.) *Georgetown Linguistics Round Table Proceedings 2012* (764-778). Georgetown University, Washington, DC.
- Sayeed, A., Boyd-Graber, J., Rusk, B., and Weinberg, A. (2012). Grammatical structures for word-level sentiment detection. In *North American Association of Computational Linguistics* (43-52).
- Slevc, L.R. & Faroqi-Shah, Y. (2012). Linguistic and musical syntactic processing in Aphasia: Is there a relationship? In *Procedia - Social and Behavioral Sciences*, 61, (250-251).
- Sharma, A., Kumar, A., Daume, H., III, and Jacobs, D. (2012). Generalized Multiview Analysis: A Discriminative latent space. In *Computer Vision and Pattern Recognition (CVPR)* (67-79).
- Stratos, K., Sood, A., Mensch, A., Han, X., Mitchell, M., Yamaguchi, K., Dodge, J., Goyal, A., Daume, H., III, Berg, A., and Berg, T. (2012). Understanding and Predicting Importance in Images. In *Computer Vision and Pattern Recognition (CVPR)* (431-445).
- *Sutton, M., M. Fetters, & J. Lidz. (2012). Parsing for Principle C at 30-months. In *Proceedings of the 36th Boston University Conference on Language Development* (890-902). Cascadilla Press: Cambridge.
- Suzuki, Y. (2012). Authenticity of JSL Textbooks - Analysis of Discourse in the Lost and Found. *Proceedings of the 19th Princeton Japanese Pedagogy Forum* (296-394).
- Suzuki, Y. (2012). Loudspeaker: Application of Classroom Shadowing Practice of English Education to Japanese Education. *Educational Practice Research Forum* (32-43).
- Trueswell, J., D. Kaufman, A. Hafri and J. Lidz. (2012). Development of Parsing Abilities Interacts with Grammar Learning: Evidence from Tagalog and Kannada. In *Proceedings of the 36th Boston University Conference on Language Development* (420-433). Cascadilla Press: Cambridge.
- Ture, F., Oard, D.W., and Resnik, P. (2012). Encouraging Consistent Translation Choices. In *Proc. of Conference of the North American Chapter of the Association for Computational Linguistics: Human Language Technologies (NAACL-HLT '12)* (12-25).
- Wellwood, A. (2012). Back to basics: more is always much-er. *Proceedings of Sinn und Bedeutung* 17 (11-24).
- Wellwood, A., D. Odic, J. Halberda, T. Hunter, P. Pietroski & J. Lidz. (2012). Meaning more or most: evidence from 3-and-a-half year-olds. In *Proceedings of the Chicago Linguistics Society Annual Meeting* (367-379).
- Wellwood, A., D. Odic, J. Halberda & J. Lidz. (2012). Choosing quantity over quality: Syntax guides interpretive preferences for novel superlatives, In *Proceedings of the 2012 meeting of the Cognitive Science Society* (492-504).
- Williams, Alexander. 2012. Null Complement Anaphors as Definite Descriptions. *Proceedings of SALT 22*, 125-145.
- Winder R, Reggia J. (2012). The Role of Collective Working Memory in an Urban Pursuit Scenario. In C. Adami, D. Bryson, C. Ofria & R. Pennock (eds.), *Proc. 13th International Conference on the Synthesis and Simulation of Living Systems (Alife 13)* (291-298). MIT Press, Cambridge.
- Zhai, K. and Boyd-Graber, J. (2013). Online Topic Models with Infinite Vocabulary. In *International Conference on Machine Learning* (41-48).

Conference Presentations

- Ahn, S. Y., Jiang, N., & Osthus, P. (2012, October). Mental imagery in second language processing. Talk given at

Akram, S., B.Englitz, C. Chambers, D. Pressnitzer, J. Z. Simon and S.A. Shamma (2012, August) Investigating the Perceptual Mechanism of Ambiguous Stimuli in Auditory Cortex, Poster presented at BioMag2012, Paris, France.

Akram, S., J. Z. Simon, M. Elhilali, B. Englitz, and S.A. Shamma (2012, September) Temporal cues and modulation rate interplay with attention to detect a target sound embedded in background noise, Poster presented at Auditory Cortex, Lausanne, Switzerland.

Atkins, S.M., Bunting, M.F., Dougherty, M.R., & Bolger, D.J. (2013, April). Training-related Transfer to Novel Task Performance Following Visual Spatial Working Memory Training. Poster presented at the 17th Annual Meeting of the Society for Cognitive Neuroscience, San Francisco, CA.

Atkins, S.M., Bolger, D.J., Bunting, M.F. & Dougherty, M.R. (2012, November). Efficiency Following Visual-Spatial Working Memory Training: Increases in Default Mode and Decreases in Fronto-Parietal Activation. Poster presented at Cognitive Neuroscience Society, Chicago, IL.

Atkins, S. M., Dougherty, M.R., Bunting, M. F., Bolger, D. J. (2012, November) Examining Visual Spatial Working Memory Training. Annual Meeting of the Psychonomic Society. November, 16, Minneapolis, MN.

Atkins, S.M., Bolger, D.J., Bunting, M.F. & Dougherty, M.R. (2012). Training-related Plasticity in Brain Activity Following Visual Spatial Working Memory Training. Poster presented at Organization for Human Brain Mapping, Beijing, China.

Atkinson, E., Simeon, K., & Omaki, A. (2013). The time course of filler-gap dependency processing in the developing parser. Poster presented at CUNY 2013, Columbia, South Carolina.

*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.

Blok, S., Grunewald, K., Freynik, S., Novick, J.M., & Haarmann, H.J. (2012, November). Creative ideation under pressure. Poster presented at the 53rd Annual Meeting of the Psychonomics Society, Minneapolis, MN.

Blumstein, S., Fridriksson, J., Thompson, C. & N. Bernstein Ratner (2013, February). Teaching the brain to speak again: new frontiers in stroke recovery. Poster presented at American Association for the Advancement of Science Annual Conference, Boston, MA.

Buttaccio, D. R., Lange, N. D., Thomas, R.P., Hahn, S., & Dougherty, M.R. (2012). Hypothesis Generation Supports Visual Search: The Influence of Alternative Outcomes and Working Memory Capacity. Poster presented at Annual Meeting of the Psychonomic Society, Minneapolis, MN.

Camenga, E., K. Dombrowski, B. Walsh, F. Cervantes Constantino, K. Puvvada, M. Villafae-Delgado, J. Z. Simon (2013, February) Cortical Representations of Music in Human Listeners, Poster presented at the Association for Research in Otolaryngology Winter Meeting, Baltimore MD.

Carlson, T.C., Simmons, R.A., Kriegeskorte, N., & Slevc, L.R. (2012, June). Linking the structure of semantic meaning to the structure of information in ventral temporal cortex. Poster presented at the 18th Annual Meeting of the Organization for Human Brain Mapping, Beijing, China.

Chacon, D. & *Kush, D. (2013, March). Movement and Differential Object Marking. Talk given at Formal Approaches to South Asian Languages 2013, University of Southern California, Los Angeles, CA.

Chacon, D. & Phillips, C. (2013, March) Biases in resolving wh-dependencies in a hybrid language. Talk given at the 3rd Formal Approaches to South Asian Linguistics conference, Los Angeles, CA.

Chacon, D. & Phillips, C. (2013, March) Biases in resolving wh-dependencies in a hybrid language. Poster presented at the 25th annual CUNY Conference on Human Sentence Processing. Columbia, SC.

Chacon, D., Kramer, R., Laterza, C., & Rood, M. (2013). Distinguishing Theories of Shifted Indexicals. Poster presented at ACAL 44/GURT 2013, Georgetown University, Washington, DC.

- Chow, W.Y., Phillips, C., & Wang, S. (2012, October) When having more time doesn't help: Predictions are necessary for "smart" N400s. Poster presented at Neurobiology of Language Conference, San Sebastian, Spain.
- Chow, W.Y., Phillips, C. & Wang, S. (2013, January) Unfolding predictions in semantic interpretation: insights from blindness to thematic role reversals. Poster presented at the Linguistic Society of America annual meeting, Boston, MA.
- Chow, W.Y., Wang, S., & Phillips, C. (2013, March) Argument identity impacts predictions faster than argument roles. Poster presented at the 25th annual CUNY Conference on Human Sentence Processing. Columbia, SC.
- Chow, W.Y., Wang, S., & Phillips, C. (2013, March) Predictive computations underlie the N400's sensitivity to thematic role reversals. Poster presented at the 25th annual CUNY Conference on Human Sentence Processing. Columbia, SC.
- Chow, W.Y., Wang, S., & Phillips, C. (2013, March) Are our eyes really faster than our brains? Aligning eye-tracking and ERP time estimates. Poster presented at the 25th annual CUNY Conference on Human Sentence Processing. Columbia, SC.
- Chrabaszcz, J S., Dougherty, M.R.. (2012, November). Revealing Non-Linear Numerical Perception Using Reaction Time. Poster presented at the Annual Meeting of the Psychonomic Society. Mineapolis, MN.
- Chrabaszcz, J S., Dougherty, M.R., Sprenger, A.M., Yu, E. Thomas, R P., Lawrence, A. (2012, November). Using Heuristic Models to Predict Utterly Random Events. Poster presented at the Society for Judgment and Decision Making, Mineapolis, MN.
- Cook, L., & Gor, K. (2012, October). How fine-grained are phonological representations of lexical entries in the L2 mental lexicon? Talk presented at the Second Language Research Forum. Carnegie Mellon University, Pittsburgh, PA.
- Daume, H., III, Phillips, J., Saha, A., and Venkatasubramanian, S. (2012). Protocols for Learning Classifiers on Distributed Data. Talk presented at the International Conference on Artificial Intelligence and Statistics (AISTats). La Palma, Canary Islands.
- Davelaar, E. J., Harbison, J. I., Yu, E. C., *Hussey, E. K., Dougherty, M. R., (2012, July). Rational search of associative memory. Poster presented at the 34th Annual meeting of the Cognitive Science Society. Sapporo, Japan.
- DeKeyser, R. M.. (2013, March). Philosophy of science and the social/cognitive dichotomy in applied linguistics. Poster presented at the Annual meeting of the American Association of Applied Linguistics. Dallas, TX.
- DeKeyser, R. M. (2012, June). Een tweede taal oefenen: niet zo simpel als het klinkt. Plenary at the Annual meeting of BVNT2 (Association of Teachers of Dutch as a Second Language). Bovendonk, The Netherlands.
- DeKeyser, R. M. (2012, September). Language learning during study abroad: where do we go from here? Talk given at EUROSALA, Poznan, Poland.
- DeKeyser, R. M. (2012, November). The interface issue in SLA. Plenary at the Symposium on Implicit and Explicit L2 learning. Universidad de Murcia, Spain.
- Ding, N. and J. Z. Simon (2012, June) Robust Cortical Encoding of Slow Temporal Modulations of Speech, Podium address given at International Symposium on Hearing, Cambridge, U.K.
- Ding, N. and J. Z. Simon (2012, August) Cortical Representation of Continuous Speech in Complex Auditory Scenes, Podium address given at BioMag2012, Paris, France.
- Ding, N. and J. Z. Simon (2012, September) Noise Robust Neural Synchronization to Speech Envelope, Poster presented at Auditory Cortex, Lausanne, Switzerland.
- Ding, N. and J. Z. Simon (2012, November) The Neural Encoding of Auditory Objects while Listening to Competing Speakers, Poster presented at National Academies Keck Futures Initiative: The Informed Brain in a Digital World, Irvine, CA.

- Ding, N., S. A. Shamma, J. Z. Simon, and S. David (2012, November) Breaking Down the Cortical Representations of Speech in LFP and MUA, Poster presented at the Society for Neuroscience, San Diego, CA.
- 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.
- Ding, N., J. Z. Simon (2013, February) Neural Entrainment to Speech, a Matter of Time or Frequency? Poster presented at the Association for Research in Otolaryngology Winter Meeting, Baltimore, MD.
- Dodge, J., Goyal, A., Han, X., Mensch, A., Mitchell, M., Stratos, K., Yamaguchi, K., Choi, Y., Daume, H., III, Berg, A. and Berg, T. (2012). Detecting Visual Text. Talk presented at the North American Chapter of the Association for Computational Linguistics (NAACL). Montreal, Quebec, Canada.
- Dougherty, M., Thomas, R.P., & Brown, R. (2012, November). Robust Decision Making in a Nonlinear World. Poster presented at the Society for Judgment and Decision Making, Minneapolis, MN.
- Drummond, A. (2013, January). Dahl's Paradigm, in Defense of the Crossover Analysis. Poster presented at the LSA, Boston, MA.
- Dudley, R., N. Orita, N. Moyer, V. Hacquard & J. Lidz (2013, May) Three year olds' understanding of know and think. Poster presented at Chicago Linguistics Society 49, Chicago, IL.
- Dunbar, E. (2012). Simplicity in grammar and the Bayesian evolution measure. Talk presented at NECPhon 6, University of Maryland, College Park, MD.
- Eason, S., *Leech, K.A., Ramani, G. & Rowe, M.L. (2013, April). Children's executive function relates to the frequency and quality of shared book reading with parents. Poster presented at The biennial meeting for the Society for Research in Child Development, Seattle, WA.
- Faroqi-Shah, Y. (2012, October). Investigating the role of somatotopy on verb naming in aphasia. Poster presented at Academy of Aphasia, San Francisco, CA.
- Feldman, N., Myers, E., White, K., Griffiths, T., & Morgan, J. (2012, June). Word context affects phonetic discrimination in eight-month-old infants. Paper presented at the 18th Biennial International Conference on Infant Studies, Minneapolis, MN.
- *Gagliardi, A., Feldman, N. H., and Lidz, J. (2012, August) When suboptimal behavior is optimal and why: Modeling the acquisition of noun classes in Tsez. Talk given at the 34th Annual Conference of the Cognitive Science Society, Sapporo, Japan.
- *Gagliardi, A., Bennett, E., Lidz, J., and Feldman, N. H. (2012, August) Children's Inferences in Generalizing Novel Nouns and Adjectives. Talk given at the 34th Annual Conference of the Cognitive Science Society, Sapporo, Japan.
- *Gagliardi, A., Wellwood, A., and Lidz, J. (2012, October). With no help from syntax: Four models of meaning choice for novel adjectives. Talk given at NELS43, New York, NY.
- *Gagliardi, A., Wellwood, A., and Lidz, J. (2013, January). Modeling meaning choice for adjectives using Bayesian learning. Poster presented at the 2013 LSA annual meeting, Boston, MA.
- Gor, K., Gook, L., Jackson, S. (2012). Phonological, semantic, and morphological aspects of second language auditory lexical access. Poster presented at The Fifth International Conference on Cognitive Science, Workshop Neurocognitive Mechanisms of Human Linguistic Behaviour, Kaliningrad, Russia.
- Gor, K., & Lukyanenko, A. (2012, October). The effect of context predictability on understanding speech in noise by native and nonnative listeners. Paper presented at the Second Language Research Forum. Carnegie Mellon University, Pittsburgh.
- Gor, K. and Lukyanenko, A. (2013, March). Do nonnative speakers decompose inflected words in auditory lexical access? Poster presented at the 11th International Symposium on Psycholinguistics, Canary Islands, Spain.

- Goyal, A., Daume, H., III and Guerra, R. (2012, July). Fast Large-Scale Approximate Graph Construction for NLP. Poster presented at Empirical Methods in Natural Language Processing (EMNLP). Jeju Island, South Korea.
- Goyal, A., Daume, H., III and Cormode, G. (2012,, July) Sketch Algorithms for Estimating Point Queries in NLP. Poster presented at Empirical Methods in Natural Language Processing (EMNLP). Jeju Island, South Korea.
- Harbison, J. I., Atkins, S. M., Dougherty, M. R. (2012, July). N-back performance: Comparing assessment and training performance. Paper presented at the 34th Annual Conference of the Cognitive Science Society, Sapporo Japan.
- Harbison, J. I., *Hussey, E. K., Dougherty, M. R., & Davelaar, E. J. (2012, July). Self-terminated vs. experimenter-terminated memory search. Paper presented at 34th Annual meeting of the Cognitive Science Society, Sapporo, Japan.
- *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.
- *Harrigan, K., Hacquard, V. & Lidz, J. (2012, November) Desire is easier than belief. Poster presented at Boston University Conference on Language Development, Boston, MA.
- He, H., Daume, H., III, and Eisner, J. (2012, December). Imitation learning by coaching. Poster presented at Neural Information Processing Systems. Lake Tahoe, NV.
- Hsin, L., Legendre, G., & Omaki, A. (2012, November). Priming cross-linguistic interference in bilingual children. Paper presented at BUCLD 37, Boston University. Boston, MA.
- Hsin, L., Legendre, G., & Omaki, A. (2012, September). Priming cross-linguistic interference in bilingual children. Poster presented at AMLaP 2012, Riva del Garda, Italy.
- Hsin, L., & Omaki, A. (2012, July). Context and constructions: Cross-linguistic influence in bilingual preschoolers. Poster to be presented at International Workshop on Language Production 2012, New York University. New York, NY.
- Huang, Y., & Kowalski, A. (2013, March). Baseball bats & butterflies: Context effects of on pragmatic inferencing in adults and children. Poster presented at the 26th annual CUNY conference on Human Sentence Processing, Columbia, SC.
- Huang, Y., & Kowalski, A. (2013, April). Processing and prediction in pragmatic inferencing. Paper presented at the biennial meeting of the Society for Research in Child Development, Seattle, WA.
- Huang, Y., Meng, X., & *Leech, K. (2013, March). Who did what to whom? An investigation of syntactic reanalysis in English and Mandarin. Poster presented at the 26th annual CUNY conference on Human Sentence Processing, Columbia, SC.
- Hughes, M.M., Linck, J.A., Jackson, S.R., and Silbert, N.H. (2012, November). Predicting success in foreign language skills: skill-specific validity of cognitive and perceptual abilities, biographical, personality, and motivational factors. Poster presented at the East Coast Organization of Language Testers, Washington, DC.
- *Hussey, E., Harbison, J.I., Mishler, A., *Teubner-Rhodes, S.E., & Novick, J.M. (2012, November). Trainability and (selective) transferability of interference resolution skills. Poster presented at the 53rd Annual Meeting of the Psychonomics Society, Minneapolis, MN.
- *Hussey, E., Harbison, J.I., Mishler, A., *Teubner-Rhodes, S.E., & Novick, J.M. (2013, March). Trainability and transferability of interference resolution skills to parsing and non-parsing domains. Talk given at the 26th Annual CUNY Conference on Human Sentence Processing, Columbia, SC.
- Idsardi, W. J., Scharinger, M. J., and Monahan, P. J. (2013, April) Predictive processing is influenced by the specificity of speech sound representations. Poster presented at Cognitive Neuroscience Society, San Francisco, CA.

- Idsardi, W. J. (2012, July) Early neural correlates of speech sound properties. Talk given at Laboratory Phonology, Stuttgart, Germany.
- 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.
- Jackson, S.R, Copeland, N., Watson, D.G. (2012, September). Evidence for different mechanisms for processing pitch in speech and music. Poster presented at the Architectures and Mechanisms for Language Processing (AMLaP) conference. Riva del Garda, Italy.
- Jagarlamudi, J. and Daume, H., III. (2012, June). Low-dimensional Discriminative Reranking. Conference on North American Chapter of the Association for Computational Linguistics. Montreal, Canada.
- Jiang, N. (2012, November). ÉL1 influence vs. input frequency: The processing of possessive and existential? sentences by CSL speakers. Talk presented at The First Maryland International Conference on Chinese as a Second Language, College Park, MD.
- Jiang, N. & Guo, T. (2012, October). The translation frequency effect in second language word recognition. 31st Second Language Research Forum, Carnegie Mellon University: Pittsburgh, PA.
- Jiang, J., Teichert, A., Daume, H., III, and Eisner, J. (2012). Learned Prioritization for Trading Off Accuracy and Speed. Talk presented at Neural Information Processing Systems. Lake Tahoe, NV.
- Koeth, J., Jiang, N., & Linck, J. (2012, October). Mix and switch effects in bilingual language processing. Talk given at 31st Second Language Research Forum, Carnegie Mellon University, Pittsburgh, PA.
- *Kronrod, Y., Coppess, E., & Feldman, N. (2013, February). A Unified Model of Phoneme Perception. Poster presented at the Annual Meeting of the American Association for the Advancement of Science. Boston, MA.
- Kumar, A. and Daume, H., III. (2012, June). Learning Task Grouping and Overlap in Multi-task Learning. Talk given at International Conference on Machine Learning (ICML). Edinburgh, Scotland.
- Kumar, A., Niculescu-Mizil, A., Kavukcuoglu, K. and Daume, H., III. (2012, June). A Binary Classification Framework for Two-Stage Multiple Kernel Learning. Talk given at International Conference on Machine Learning (ICML). Edinburgh, Scotland.
- *Kush, D., J. Lidz & C. Phillips (2013, January) Online Sensitivity to Strong Crossover and Principle C. Poster presented at 87th Linguistic Society of America Annual Meeting. Boston, MA.
- *Kush, D., Lewis, S., & Larson, B. (2013, February). The what and when of coordinated wh-questions. Talk given at West Coast Conference on Formal Linguistics, Tempe, AZ.
- *Kush, D., Phillips, C. & Lidz, J. (2013, March). Memory retrieval is more than just feature-matching: Sensitivity to Crossover. Poster presented at the 25th annual CUNY Conference on Human Sentence Processing, Columbia, SC.
- Lago, S. (2012, July). Efectos de frecuencia en el procesamiento de pronombres. Talk given at the Laboratorio de Neurociencia Integrativa. Buenos Aires, Argentina.
- Lago, S. (2012, July). Memoria e Interferencia: errores de concordancia en castellano. Talk given at the Laboratorio de Biología del Comportamiento. Buenos Aires, Argentina.
- Lago, M.S., Chow, W.Y., *Barrios S., *Parker D., *Morini G., Lau, E. (2013, April). Long-term memory effects in the N400 during sentence processing: evidence from a novel recognition memory - sentence comprehension paradigm. Poster presented at the 20th Meeting of the Cognitive Neuroscience Society, San Francisco, CA.

- Lago, S., Sloggett, S., Chow, W.Y., & Phillips, C. (2013, March) What types of lexical information are reaccessed during pronoun processing? Poster at the 25th annual CUNY Conference on Human Sentence Processing. Columbia, SC.
- Larson, B., *Kush, D., & Lewis, S. (2012, October). Psycholinguistic evidence for non-syntactic dependencies in coordinated wh-questions. Talk at the Workshop on the Syntax of Semantics of Sharing (WorkShare), Nantes, France.
- Lassotta, R., Omaki, A., Panizza, D., Villata, S., & Franck, J. (2012, November). Sentence revision and executive control in French-speaking children and adults: Evidence from wh-questions with filled-gaps. Poster presented at BUCLD 37, Boston University. Boston, MA.
- Lassotta, R., Omaki, A., Panizza, D., Villata, S., & Franck, J. (2012, September). Linking cognitive control to revision of garden-path wh-questions in adults and children. Paper presented at AMLaP 2012, Riva del Garda, Italy.
- Lau, E., Weber K., Delaney-Busch N., Ustine C., Fanucci K., Hamalainen M., Kuperberg G. (2013, April). Predictive semantic facilitation in schizophrenia: a multimodal imaging investigation. Poster presented at the 20th Meeting of the Cognitive Neuroscience Society, San Francisco, CA.
- Lau E., Weber K., Delaney-Busch N., Ustine C., Fanucci K., Hamalainen M., Kuperberg G. (2012, November). Contextual prediction in schizophrenia: Multimodal imaging evidence from a semantic priming paradigm. Poster presented at Society for the Neurobiology of Language Conference. San Sebastian, Spain.
- Lau E., Ustine C., Hamalainen M., Kuperberg G. (2012, August). Differential sensitivity to effects of masked semantic priming in MEG/EEG and fMRI. Poster presented at International Conference on Biomagnetism, Paris, France.
- Lawrence, A.M., Thomas, R.P., & Dougherty, M.R. (2012, November). Modeling Monotonic Relationships: A Comparison of OLS, GeMM, and OMR. Poster presented at Society for Judgment and Decision Making, Minneapolis, MN.
- *Leech, K. A., Rowe, M. L. & Ramani, G B. (2012, June). Head Start parents' use of decontextualized language during book reading and children's emergent literacy skills. Poster presented at Head Start's 11th National Research Conference, Washington, D.C.
- *Leech, K.A. & Rowe, M.L. (2013, April). A comparison of parent-child interactions while reading picture books versus chapter books. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Seattle, WA.
- *Leech, K.A, Rowe, M.L. & Huang, Y. (2013, April). From Year-to-Year and Moment-to-Moment: Examining Syntactic Development Across Two Time Scales. Poster presented at the biennial meeting for the Society for Research in Child Development, Seattle, WA.
- 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, December). Pragmatic parentheticals and the acquisition of think. Poster presented at the 85th Annual meeting of the LSA, Boston, MA.
- Lewis, S., *Kush, D., & Larson, B. (2013, January). Processing filled gaps in coordinated wh-questions. Talk given at the 87th Linguistic Society of America meeting, Boston, MA.
- Lewis, S., Hacquard, V., & Lidz, J. (2013, January). Pragmatic parentheticals and the acquisition of 'think'. Talk at the 85th Annual Meeting of the Linguistic Society of America. Boston, MA.
- 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.
- Li, C., *Lin, C. Y., Wang, M. & Jiang, N. (2012). The Activation of Segmental and Tonal information in Semantic

Retrieval among Chinese-English Bilingual Readers. Oral presentation given at Speech Prosody, 6th International Conference, Shanghai, China.

*Lin, C. Y. & Wang, M. (2013, March). The Role of Lexical Knowledge and Stress Cues in Segmentation in native Spanish L2 Learners of English. Poster presented at the 11th International Symposium in Psycholinguistics, Tenerife, Spain.

Lidz, J., Omaki, A., & Orita, N. (2012, November). Input in the lab causes 15-month-olds to learn an English non-adjacent dependency. Paper presented at BUCLD 37, Boston University, Boston, MA.

Lidz, J., Omaki, A. & Orita, N. (2012, November) 15-month-olds can learn a nonadjacent dependency in the lab. Poster presented at Boston University Conference on Language Development, Boston, MA.

Lidz, J., *White, A.S. (2013, April) Predictive parsing and the acquisition of thematic structure. Poster presented at Society for Research in Child Development Biennial Meeting. Seattle, WA.

Linck, J.A., Jackson, S.R., Silbert, N.H., Tare, M., Bowles, A., and Bunting, M.F. (2012, October). The contributions of executive functions for predicting adult second language acquisition to high proficiency levels. Paper presented at the Second Language Research Forum. Carnegie Mellon University, Pittsburgh, PA.

Linck, J.A., Jackson, S.R., Silbert, N.H., Tare, M., Bowles, A., Campbell, S.G., and Bunting, M.F. (2012, November). Individual differences in executive functions predict second language learning success. Poster presented at 53rd Annual Meeting of the Psychonomic Society. Minneapolis, MN.

Lippitt, K., Bernstein Ratner, N. & Braun, A. (2012, July). Linguistic functions of typical disfluencies. Poster presented at World Congress on Fluency Disorders. Tours, France.

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. (2012, October) Meaning resolution in L2 speech comprehension: Top-down or bottom-up? Paper presented at the Second Language Research Forum. Carnegie Mellon University, Pittsburgh, PA.

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.

MacSwan, J. (2013, April). Codeswitching and DP-internal Word Order. Plenary address at the Workshop on Codeswitching in the Bilingual Child: Within and Across the Clause, Bergische Universitt Wuppertal, Germany.

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.

Malin, J., Karberg, L., Cabrera, N., Christafo, T. & Rowe, M.L. (2013, April). Paternal depressive symptoms and paternal talk: A mediational study of low-income African American fathers. Poster presented in poster symposium: The moderating and meditating influences of fathers' engagement and preschoolers' cognitive, behavioral and social development. The biennial meeting for the Society for Research in Child Development, Seattle, WA.

Miller, A. & N. Bernstein Ratner (2012, November). The impact of maternal depression on child-directed speech. Poster presented at the American Speech-Language-Hearing Association Annual Convention, Atlanta, GA.

Momma, S., Slevc, L.R., & Phillips, C. (2013, March). Advance planning of verbs in head-final language production. Poster presented at the 26th annual CUNY conference on human sentence processing, Columbia, SC.

*Monner, D. (2012, August). Recurrent Neural Collective Classification. Short presentation at Intelligence Community Postdoctoral Colloquium, Washington, DC.

*Morini, G., Johnson, E.K., Singh, L., Newman R.S. (2012, November). Identifying talkers in other languages and dialects: The role of language rhythm. Poster presented at the annual meeting of the Psychonomic Society. Minneapolis, MN.

- *Morini, G., Newman, R. S., & Singh, L. (2012, June) Processing the Rhythm: Word Identification in American and Singapore English. Poster presented at 2012 International Conference on Infant Studies. Minneapolis, MN.
- *Morini, G. Newman, R. S. (2013, April). The effect of talker variability during word learning. Poster presented at the Society for Research in Child Development Biennial Meeting, Seattle, WA.
- Moussavi, V. & Newman, R. S. (2012, June). The development of short-term memory in human infants. Poster presented at the International Conference on Infant Studies. Minneapolis, MN.
- Muenks, K., Miele, D., Rowe, M.L., & Ramani, G. (2013, April). Parental beliefs about children's math and reading ability predict self-reported parenting behavior. Poster presented at the Biennial Meeting for the Society for Research in Child Development, Seattle, WA.
- Newman, R. S. & *Morini, G. (2012 June). Infants' and toddlers' ability to use gender as a cue to stream segregation. Poster presented at 2012 International Conference on Infant Studies. Minneapolis, MN.
- Newman, R. S., Bernstein Ratner, N., *Morini, G. & Tuit, L. J. (2012, June). Infant Statistical Learning and Segmentation Skills, and their Relation to Later Language Skills. Paper presented at 2012 International Conference on Infant Studies. Minneapolis, MN.
- Newman, R. S. , *Morini, G., Chatterjee, M., Ablorh, K. & Bender, C. (2012, November) Children's restoration of temporally reversed speech. Poster presented at the annual meeting of the Psychonomic Society. Minneapolis, MN.
- Newman, R. S., Bipat, T. S., & *Morini, G. (2013, April). The use of top-down linguistic knowledge by preschool children. Poster to be presented at the Society for Research in Child Development Biennial Meeting, Seattle, WA.
- Odic, D. J. Halberda, P. Pietroski, & J. Lidz (2013, April) How word meanings interface with cognition: A case study of the acquisition of most. Poster presented at the Society for Research in Child Development Biennial Meeting. Seattle.
- Omaki, A., Kobayashi, T., Lassotta, R., Rizzi, L., & Franck, J. (2012, September). Input effects on parser development: Evidence from Japanese word order development. Poster presented at AMLaP 2012, Riva del Garda, Italy.
- Omaki, A., Lassotta, R., Kobayashi, T., Rizzi, L., & Franck, J. (2012, August). Delay of word order development in Japanese? Evidence from a preferential looking study with 19 and 30-month-old children. Poster presented at Cognitive Science Society, Sapporo, Japan.
- Orita, N., Feldman, N., & Lidz, J. (2012, October). Simulation of pronoun acquisition. Paper presented at the Mid-Atlantic Student Colloquium on Speech, Language, and Learning, College Park, MD.
- Orita, N. (2013, April). The role of discourse in the acquisition of pronouns. Talk given at the Department of Linguistics, Northwestern University. Chicago, IL.
- *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.
- *Parker, D., MacMillan, G., & Phillips, C. (2013, March). Illusory NPI licensing: now you see it, now you don't. Poster at the 25th annual CUNY Conference on Human Sentence Processing. Columbia, SC.
- Phillips, C. (2012, June) What is a mental grammar? Keynote talk given at the Japan Society for Language Sciences, Nagoya, Japan.
- Phillips, C. (2012, June) Cognitive neuroscience and the architecture of language. Workshop on Language Processing, Nagoya University, Japan.
- Phillips, C. (2012, June) Language processing and language acquisition. Workshop on Language Processing, Nagoya University, Japan.
- 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, June). Event Variables and Framing Effects. Talk given at Conference on Language: Limits of Representation and Understanding, Erfurt, Germany.

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

Pietroski, P.M. (2012, October). Meanings and I-languages. Eight lectures given at the Pontifical Catholic University of Rio Grande do Sul, Porto Alegre, Brazil.

Pietroski, P.M. (2012, December). Procedure Matters. Talk given at Philosophy Department 30th Anniversary, Rutgers University, New Brunswick, NJ.

Pietroski, P.M. (2013, February). Procedure Matters. Talk given at Yale Cognitive Science Colloquium. New Haven, CT.

Pietroski, P.M. (2013, May). Framing Event Variables. Talk given at Philosophy of Language Workshop, Norwich, England.

Rai, P., Kumar, A. and Daume, H., III. (2012, December). Simultaneously Leveraging Output and Task Structures for Multiple-Output Regression. Neural Information Processing Systems. Lake Tahoe, NV.

Ramani, G. B., Rowe, M. L., Eason, S. E., & *Leech, K. A. (2013, April). The Role of Input and Interactions in Early Numeracy Development. Talk presented at the 2013 SRCD Biennial Meeting: Seattle, WA.

Redcay, E., O'Young, D., Slevc, L.R., Mavros, P.L., Gabrieli, J.D., & Sinha, P. (2012, August). Gaze cues in complex, real-world scenes direct the attention of high-functioning adults with autism. Paper presented at the 34th Annual Conference of the Cognitive Science Society, Sapporo, Japan.

Ross, S., J., Masters, M.C, & Clark, M. (2012, October). Self-Assessment Validity. Paper presented at the Startalk National Conference, Atlanta, GA.

Ross, S. J. (2012, November). Language Attrition: Separating Loss from Test Artifact. Invited plenary at the Eastern Conference of Language Testers, Georgetown University, Washington, DC.

Rowe, M.L. (2013, April). Symposium Discussant for E. LeBarton (Chair) Gesture in Atypical Development. The Biennial Meeting for the Society for Research in Child Development, Seattle, WA.

Sand, L.A., Tsai, P., Jackson, A., & Bolger, D.J. (2012, July). Repetition, Semantic, and Phonological Masked Priming: An MEG Study. Paper presented at the 5th Annual Meeting of the Neurobiology of Language Society, San Sebastian, Spain.

Sebastian, R. & Faroqi-Shah, Y. (2012, October). Neural representation of grammatical categories: an ALE meta-analysis. Poster presented at Academy of Aphasia, San Francisco, CA.

Seegers, S., Hwang, S.-O., & Padden, C. (2013, February). Distinct modes of thinking in learning. Poster presented at the Inter Science of Learning Center (iSLC) Conference, Philadelphia, PA.

Simon, J. Z. (2013, February) Cortical Encoding of Auditory Objects at the Cocktail Party, Presidential Symposium at the Association for Research in Otolaryngology Winter Meeting, Baltimore, MD.

Sisskin, V., Wasilus, S. & Nan Bernstein Ratner (2012, July). Remediation of atypical disfluency in Asperger's Syndrome. Poster presented at World Congress on Fluency Disorders, Tours, France.

Slevc, L.R. & Faroqi-Shah, Y. (2012, October). Linguistic and musical syntactic processing in Aphasia: is there a relationship? Poster presented at the Academy of Aphasia annual meeting, San Francisco, CA.

- Slevc, L.R., Simmons, R.A., & Martin, R.C. (2012, November). Rapid decay in speech perception. Poster presented at the annual meeting of the Psychonomic Society, Minneapolis, MN.
- Sharma, A., Kumar, A., Daume, H., III and Jacobs, D. (2012, June). Generalized Multiview Analysis: A Discriminative latent space. Talk given at Computer Vision and Pattern Recognition (CVPR). Providence, RI.
- Steinberg, M., Bernstein Ratner, N., Berl, M., & Gaillard, W. (2012, July). Fluency patterns in narratives of children with localization-related epilepsy. Poster presented at World Congress on Fluency Disorders, Tours, France.
- Stratos, K., Sood, A., Mensch, A., Han, X., Mitchell, M., Yamaguchi, K., Dodge, J., Goyal, A., Daume, H., III, Berg, A. and Berg, T. (2012, June). Understanding and Predicting Importance in Images. Talk given at Computer Vision and Pattern Recognition (CVPR). Providence, RI.
- *Sutton, M., Fetters, M. & Lidz, J. (2012, October). Principle C Behavior is Caused by Principle C in 30-month Olds: Evidence against a transitivity bias. Oral presentation given at Generative Approaches to Language Acquisition, North America, University of Kansas, Lawrence, KS.
- *Sutton, M., Fetters, M. & Lidz, J. (2012, November). 30-month-olds really do know Principle C. Oral presentation given at Boston University Conference on Language Development. Boston, MA.
- *Sutton, M. (2013, April). Fishing for the Grammar: Investigating syntactic knowledge in children under three. Keynote Address at the 4th Annual Michigan State Undergraduate Linguistics Conference. East Lansing, MI.
- Suzuki, Y. (2012, June). Implicit Learning of Japanese Verbal Inflection - The Pilot. Presented at the 12th annual conference of the Japan Second Language Association. Tokyo, Japan.
- Suzuki, Y. (2012, July). Processing of Japanese verbal morphology in L1 and L2. Presented at the 14th Japanese Society for Language Sciences, Nagoya, Japan.
- Suzuki, Y. (2012, July). Shadowing as a Classroom Activity: Applying Loud Speaker in English Education to Japanese Education. Presented at Jissen Kenkyu Forum, Tokyo, Japan.
- *Teubner-Rhodes, S.E., Kan, I.P., Drummey, A., & Novick, J.M. (2012, September). Sentence processing engages domain-general cognitive control: Evidence from cross-task conflict adaptation. Poster presented at the Eighteenth Annual Conference on Architectures and Mechanisms for Language Processing, Riva del Garda, Italy.
- *Teubner-Rhodes, S. & Lidz, J. (2012, November). Cognitive Control and the use of syntax-guided word learning. Poster presented Boston University Conference on Language Development. Boston, MA.
- *Teubner-Rhodes, S.E., Bolger, D.J., & Novick, J.M. (2012, November). Conflict resolution processes are mediated by stimulus presentation rate and language experience. Poster presented at the 53rd Annual Meeting of the Psychonomics Society, Minneapolis, MN.
- 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.
- Walker, T., Sonies, B., Faruqi-Shah, Y., & Ratner, N. (2012, November). Prevalence of Dysphagia & Cognitive Impairments in Adults With HIV/AIDS. Poster presented at American Speech-Language and Hearing Convention, Atlanta, GA.
- Wang, M., Li, C., *Lin, C.Y., & Guo, T. (2012, July). The activation of segmental and tonal information in reading Chinese among children and adults. Poster presented at 19th Annual Meeting Society Study of Reading, Montreal, Canada.
- Wellwood, A., Odic, D., Halberda, J. and Lidz, J. (2012, August). Choosing quantity over quality: syntax guides interpretive preferences for novel superlatives. Poster presented at the Cognitive Science Society annual meeting, Sapporo, Japan.
- Wellwood, A. (2012, September). Back to basics: more is always much-er. Paper presented at Sinn und Bedeutung 17, ENS, Paris, France.

Wellwood, A. (2012, October). A matter of degrees; Composing cross-categorical comparatives. Invited presentation for the workshop Much ado about much: The semantics and pragmatics of quantity expressions, Konstanz, Germany.

Wellwood, A., Vogel, C., Dudley, R., & Ritchie, J.B. (2013, May). Talking about Causing Events. Paper presented at the 9th International Symposium of Cognition, Logic and communication: Perception and Concepts, Riga, Latvia.

*White, A.S., Dudley, R., Hacquard, V. & Lidz, J. (2012, October). Discovering classes of attitude verbs using subcategorization frame distributions. Poster presented at the North East Linguistics Society 2012. City University of New York Graduate Center, New York, NY.

Winn, M., Rhone, A., Chatterjee, M., and Idsardi, W. J. (2013, March). Auditory and Visual Adaptation. Poster presented at the Cochlear Implant Speech Perception, American Auditory Society, Scottsdale, AZ.

Woodyatt, Jaclyn, Nan Bernstein Ratner, Shelley Brundage & Rochelle Newman (2012, July). Relationships among disfluency, vocabulary diversity and utterance length. Poster presented at the World Congress on Fluency Disorders, Tours, France.

Yu., E.C., Dougherty, M.R., Sprenger, A.M., Thomas, R.P. (2012, November). When Decision Heuristics and Science Collide. Poster presented at the Society for Judgment and Decision Making, Mineapolis, MN.

Yu, E.C., *Hussey, E.K., Dougherty, M.R., Harbison, J.I., & Davelaar, E. (2012, November). Terminating Search in Retrieval From Memory. Poster presented at the Annual Meeting of the Psychonomic Society. Mineapolis, MN.

Yu., E.C., Dougherty, M.R., Sprenger, A.M., Thomas, R.P. (2012, November). When Decision Heuristics and Science Collide. Poster presented at the Society for Judgment and Decision Making, Mineapolis MN