

Award ID: 0801465
Project Characteristics

PI: Phillips, Colin - Reporting Year: 2014

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: 338891

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

While our program's implementation schedule is delayed, project funds have been spent at a steady rate since 2009 and the program has been very successful. We have had more students pursue the program than expected, but fewer than expected each year required IGERT funding. Funding was budgeted for 23 students by the end of Y5 (2013) while the number of actually funded students by that time was 19. However, the additional students enrolled in our 6th cohort in 2013 will bring the total number of students funded through the program to 26. With the addition of students who were funded in other ways (NSF-GRF, international, etc.) we will have had 50 students complete the program, more than double the initially projected total.

Participant support costs carried over to the next year: 228062

Stipends carried over to the next year: 51495

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Research Achievements

PI: Phillips, Colin - Reporting Year: 2014

First achievement:

The most notable research achievement of the 2013-2014 year has been the establishment of the Maryland Language Science Center, an interdisciplinary research center that builds directly on the community of faculty and

students that the IGERT program created. The center raises language science to the status of a major research priority for the University of Maryland, and it brings together researchers from 17 academic units in 6 colleges. The center does not provide graduate student support to replace IGERT funding, but it does provide an interdisciplinary training program that aims to continue the best features of the IGERT program, and it seeks to extend those features to the faculty and undergraduate levels.

Second achievement:

Michael McCourt is a PhD student in Philosophy who, as an IGERT fellow, is now conducting lab-based research on language that is quite unusual for a philosopher. Mentored by philosopher/linguist Alexander Williams and cognitive neuroscientist Ellen Lau, both of whom are new faculty appointments since the start of the IGERT program, McCourt has been collaborating with psycholinguists in studies on the real-time construction of aspects of meaning that are not directly expressed in a sentence. This work led to a presentation at the leading N American conference in psycholinguistics, in Ohio in March.

Third achievement:

Dan Parker made made important new discoveries about the nature of linguistic illusions, drawing on his training that spans linguistics, psychology, and computer science. In 2012-2013 he showed how it is possible to “turn off” one well-known case of a linguistic illusion, involving so-called Negative Polarity phenomena. In 2013-2014, in contrast, he showed how to “turn on” illusions in one phenomenon that previously had been thought to be immune to linguistic illusions, specifically the interpretation of reflexive pronouns. These findings have led to submissions to leading journals and presentations at prominent conferences.

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Education Achievements

PI: Phillips, Colin - Reporting Year: 2014

First achievement:

Our program’s most notable educational achievement is represented by the 50 students (27 IGERT-funded trainees and 23 associates) that have been fully involved in the program. 21 of these students have already graduated and all of them got their degree as scheduled, and are competitive on the job market. Many graduates have obtained tenure-track positions and/or sought-after postdoc positions. Two students secured positions outside of academia at the US State Department and Google, respectively. Moreover, the best features of the training program have been institutionalized through the Language Science Center Fellows program that recently launched.

Second achievement:

Recently, many psycholinguistic laboratories have begun to collect data via crowdsourced internet services such as Amazon’s Mechanical Turk service, rather than in the lab. The alignment between these two sources of data is of much interest to researchers, but to date no side-by-side comparisons have been run. During Winter Storm (WS) 2014 our IGERT students explored whether a sample of well-established findings from lab-based testing replicate in internet-based testing. 40 students divided into 8 teams, and over the course of 2 weeks they carried out replication studies, and in doing so they also taught each other the various steps of experimental implementation and analysis. Student got hands-on experience with unfamiliar methods and techniques, exploring the replicability of lab-tested findings in internet-based testing, and practicing effective data reporting.

Third achievement:

Work in cognitive neuroscience demonstrates that brains are engaged in predicting future input, such as upcoming words in a speech or text stream. Language modeling attempts to do the same thing computationally. During Spring 2014 we offered our students a unique seminar linking experts and research in neuroscience and computer science, to investigate how human brains and machines use context to predict upcoming sounds and words in

language. This course was about understanding both sides of the prediction task: both how the brain does it, and how this connects with computational models designed to capture various linguistic structures. Instructors Hal Daumé (Computer Science) and Naomi Feldman and Ellen Lau (Linguistics) brought together perspectives from domains that rarely intersect and participating students came from very different backgrounds.

Award ID: 0801465
Trainee Achievements

PI: Phillips, Colin - Reporting Year: 2014

First achievement:

Graduation and placement of our advanced IGERT students continues to be strong. In the past year a number of our trainees secured tenure-track faculty positions (Dan Parker - William & Mary; Alexis Wellwood - Northwestern; Wing Yee Chow - University College London), and others secured postdocs (Megan Sutton - UPenn; Giovanna Morini - Delaware; Erika Hussey - Illinois; Dave Kush - Haskins Labs/Yale; Sol Lago - Potsdam; Candise Lin - USC; Anna Chrabaszcz - Moscow). We are now in a position to say to our new student recruits that there is solid evidence that the additional workload of an interdisciplinary program does not handicap students in securing a job.

Second achievement:

Numerous students received awards in connection with their IGERT work. Giovanna Morini received an NSF-DDIG award for her dissertation research on bilingual language acquisition. Yakov Kronrod and Alexis Wellwood were recognized for their exceptional initiative with U of Maryland service awards. Mike Fetters received an NSF-EAPSI award that will support summer research in Japan. Annie Gagliardi's research was featured in a story in sciencedaily.com. Gagliardi used evidence from child speakers of the Dagestanian language Tsez to uncover the nature of language learning biases.

Third achievement:

Katie Leech, a PhD student in the College of Education, successfully combined her interest in language learning in low-SES children with the expertise of Yi Ting Huang (Hearing & Speech Sciences) in child sentence-understanding. This collaboration is already yielding novel results about the effect of SES on sentence comprehension. Most previous research on effects of SES on language has focused on simpler domains such as single word learning. Leech's research has led to a number of presentations at internal and external venues.

Award ID: 0801465
Barriers to Implementation

PI: Phillips, Colin - Reporting Year: 2014

First Barrier

Issue/challenge:

Institutionalization is not easy. One of the goals of our IGERT program was to serve as a catalyst for building a broad and sustainable language science community of faculty, researchers and students. This has succeeded, but it was not feasible to simply continue the activities of the IGERT program. Achieving this in the absence of NSF

support is no small matter, but that can nevertheless be viewed by university leadership as “more of the same”. In order to increase buy-in we had to significantly broaden our base of stakeholders, creating a larger interdisciplinary initiative. This is an attractive outcome, but it also presents challenges for maintaining the initial graduate-focused activities.

Response:

Keeping in mind that the university-wide Language Science initiative was always to be much larger than IGERT, we realized that the effort is not possible without the close involvement and support of the UMD higher administration. Much effort over the course of 2 years led to language science being designated as a university research priority area. Intellectual as well as material resources had to be secured for the Language Science Center that was launched in fall 2013. Establishing the center has provided some of the infrastructure needed to sustain the graduate interdisciplinary activities, together with many new investments that will strengthen what we have already built via IGERT. But we will need to continue to be careful that the broader activities do not drown out the graduate-focused activities that allowed us to launch the larger initiative.

Second Barrier

Issue/challenge:

Based on our 2013 Advisory Board meeting and a student survey exploring what IGERT elements to institutionalize, we launched the Language Science Fellows program. The program is managed through the new Language Science Center. The Fellows Program is very similar to IGERT, except for more flexible coursework and research requirements, reflecting the lack of IGERT-level financial support. Nevertheless, and somewhat against our expectations, the fellows program required as much advertising as any new program would, or perhaps even more, for two reasons: 1) while everyone thought the program was a good idea, no one was sure that anyone would actually apply, so building a critical mass was harder and 2) some students concluded that free-riding the program activities and resources might be just as beneficial while requiring less effort.

Response:

The new program was devised based on input from existing students and faculty. We advertised the new program to newly arrived students through fall and winter 2013-2014, and held an information session during Winter Storm 2014. This strategy appeared successful, until we realized in March that students and faculty had far more questions and apprehension about the program than we were aware of. To address these we contacted students and their advisors, and worked with them individually on addressing concerns, developing proposals etc. We also matched applicants with more advanced students to guide them through the process and give them a sense of the benefits of a supportive community of peers. We expect to receive at least 8 applications.

Third Barrier

Issue/challenge:

The IGERT training program’s success is built on grassroots initiatives and activities designed by and run by students. Student ownership is key to our program’s success. This means, however, that there always needs to be a strong and active core group of students that help to maintain this high level of grassroots involvement. When not all students in a cohort are equally active, some students end up being involved up to their energy limit. Keeping students engaged, while making sure not to push them beyond a reasonable involvement, proved to be a challenge.

Response:

From the beginning we tried to ensure that students engage only in activities that have a clear value for their academic and professional careers. Additionally, we encourage students to not just replicate activities, but take ownership and re-create them each year to showcase their own individual skills. To keep all students involved we advised group leaders on techniques for involving all group members, delegate tasks and make sure they are finalized. For ensuring that we have a large enough number of students we work on the recruiting side as well to ensure that the student cohort is large enough to sustain a core level of activities. We found that around ten active students per year can provide the critical mass to successfully engage the whole group of interested students and faculty.

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Outreach Activities

PI: Phillips, Colin - Reporting Year: 2014

Outreach Activity 1

Title:
Alexander Williams - Talk at the Kenmoor Middle Shool
Name of media outlet or organization for which outreach was done:
Kenmoor Middle School, Hyattsville, MD

Date of activity:
01/01/2014

Type of activity:
K-12

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

Outreach Activity 2

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

Date of activity:
12/08/2013

Type of activity:
K-12

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

Outreach Activity 3

Title:
Colin Phillips - Public Lecture in Hong Kong
Name of media outlet or organization for which outreach was done:
Chinese University of Hong Kong

Date of activity:
05/31/2014

Type of activity:
Informal Science

Briefly describe this activity, including the type of the activity and the names of individuals within IGERT who were involved:
Colin Phillips gave a public lecture on the science of linguistic illusions during an academic visit to Hong Kong.

Outreach Activity 4

Title:
Communication Partner Training: Workshop for caregivers/friends/family of persons with aphasia
Name of media outlet or organization for which outreach was done:
Public workshop
Date of activity:
03/29/2014
Type of activity:
Informal Science
Briefly describe this activity, including the type of the activity and the names of individuals within IGERT who were involved:
Communication Partner Training is a Workshop for caregivers/friends/family of persons with aphasia, to discuss and practice effective communication strategies.

Outreach Activity 5

Title:
Eleanor Roosevelt High School Internship and Poster Presentations
Name of media outlet or organization for which outreach was done:
Eleanor Roosevelt High School, Greenbelt, MD
Date of activity:
05/01/2014
Type of activity:
K-12
Briefly describe this activity, including the type of the activity and the names of individuals within IGERT who were involved:
Seven groups of high school interns who are working in language science labs under faculty supervision during the year will present the results of their work to UMD language scientists.

Outreach Activity 6

Title:
Field Trip for 100 High School Students
Name of media outlet or organization for which outreach was done:
Northwood High School, Silver Spring, MD
Date of activity:
03/07/2014
Type of activity:
K-12
Briefly describe this activity, including the type of the activity and the names of individuals within IGERT who were involved:
IGERT trainees led 13 parallel interactive hands-on activities for 100 AP-Psychology students from Northwood High School, a local school with a very diverse student population. Each student attended two events.

Outreach Activity 7

Title:
Hearing and Speech Sciences at the Maryland Day
Name of media outlet or organization for which outreach was done:
Wide public event
Date of activity:
04/26/2014
Type of activity:

Informal Science

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

The department of Hearing and Speech sciences participates in UMD's Maryland Day community outreach event that showcased the contribution UMD brings to science, the arts, and technology to the local and wider community.

Outreach Activity 8

Title:

Hearing Loss Management and Speechreading presentations

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

Public presentations

Date of activity:

01/01/2014

Type of activity:

Informal Science

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

Hearing and speech clinicians have held presentations on Hearing Loss Management and Speechreading at local senior centers and adult communities such as the Asbury Methodist Village, Riderwood Adult Community, etc. An ongoing activity.

Outreach Activity 9

Title:

Launch of the Maryland Language Science Center

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

The Diamondback

Date of activity:

10/07/2013

Type of activity:

Media

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

The launch of the Maryland Language Science Center was featured in the Diamondback - the University of Maryland Independent Newspaper.

Outreach Activity 10

Title:

Lecture at Northwood High School

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

Northwood High School, Silver Spring, MD

Date of activity:

02/06/2014

Type of activity:

K-12

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

Professor Meredith Rowe visited Northwood HS and gave a three part lecture on language acquisition, followed by a panel composed of graduate IGERT students and undergraduate students.

Outreach Activity 11

Title:
Lecture at the Paint Branch High School
Name of media outlet or organization for which outreach was done:
Paint Branch High School, Burtonsville, MD
Date of activity:
01/28/2014
Type of activity:
K-12

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

Professor Meredith Rowe visited Paint Branch HS and gave a three part lecture on language acquisition, followed by a panel composed of graduate IGERT students and undergraduate students.

Outreach Activity 12

Title:
Maryland Day Community Outreach
Name of media outlet or organization for which outreach was done:
Univeristy of Maryland; City of College Park
Date of activity:
04/26/2014
Type of activity:
Informal Science

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

This is the third annual Cognitive, Neuro, and Language Science Maryland Day tent. Various outreach events and demonstrations are presented to engage the public, representing many groups, departments, and centers.

Outreach Activity 13

Title:
Meredith Rowe - White House symposium
Name of media outlet or organization for which outreach was done:
The White House Office of Science and Technology Policy
Date of activity:
10/04/2013
Type of activity:
Government

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

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

Outreach Activity 14

Title:
Montgommery Blair Linguistics Club
Name of media outlet or organization for which outreach was done:

Montgomery Blair High School, Silver Spring MD

Date of activity:

01/01/2014

Type of activity:

K-12

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

IGERT faculty and students have visit the MontgomeryHS Linguistics Club for regular language science talks covering such topics as aphasia and disordered language, phonology in poetry, semantics and philosophy of language, natural language processing

Outreach Activity 15

Title:

New Language Science Center Launched - article

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

Research@Maryland Newsletter

Date of activity:

11/01/2013

Type of activity:

Media

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

The opening of the Language Science Center was showcased as the central story in the Research @ Maryland newsletter published by the University of Maryland Division of Research monthly, featuring research achievements across the university.

Outreach Activity 16

Title:

NSF STEM Career Fair

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

Public Career Fair for Local Middle and High School Students

Date of activity:

09/26/2013

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 students and a few language science undergraduates had a table at the NSF STEM Career Fair organized at the Dulles Town Center. The students introduced middle and high school students to language science encourage them for related careers.

Outreach Activity 17

Title:

Paint Branch HS students visit UMD

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

Paint Branch High School, Burtonsville, MD

Date of activity:

02/07/2014

Type of activity:

K-12

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

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

Outreach Activity 18

Title:

Philip Resnik on the Kojo Nnamdi Show

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

National Public Radio

Date of activity:

01/28/2014

Type of activity:

Media

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

Philip Resnik was a guest on the Kojo Nnamdi Show, a well-known talk show on the DC-area NPR affiliate. Resnik talked about natural language technology.

Outreach Activity 19

Title:

Speech and language screenings

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

Various local schools and preschools

Date of activity:

01/01/2014

Type of activity:

K-12

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

The Hearing and Speech Sciences clinic visits local schools and preschools to do speech and language screenings, covering 4 schools and 115 children this past year. This activity is ongoing.

Outreach Activity 20

Title:

Student volunteers at Walk4Hearing

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

Broader public awareness raising

Date of activity:

10/01/2013

Type of activity:

Informal Science

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

UMD students members of the National Student Speech Language Hearing Association and the Student Academy of Audiology volunteered at Walk4Hearing walk.

Outreach Activity 21

Title:
Training for speech-language pathologists
Name of media outlet or organization for which outreach was done:
St. Vincent Hospital, Indianapolis, IN

Date of activity:
01/01/2014

Type of activity:
Other: Hospital

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

Hearing and Speech Sciences clinicians ran a one-day training for speech-language pathologists to help them deliver state of the art stuttering services as part of a new program funded by a donor.

Outreach Activity 22

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

Date of activity:
03/27/2014

Type of activity:
Informal Science

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

The UMARC Lecture Series provides support for parents of children with Autism offering presentations on the latest scientific break-throughs in the field.

Outreach Activity 23

Title:
UMD Faculty/Staff Health Fairs and Student Health Fairs
Name of media outlet or organization for which outreach was done:
Public events

Date of activity:
01/01/2014

Type of activity:
Informal Science

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

Audiology faculty from the Hearing and Speech Sciences department attended the UMD Faculty/Staff Health Fairs and Student Health Fairs each year to talk about hearing health. These are ongoing activities.

Outreach Activity 24

Title:
UMD to Solve Global Language Problems at New Language Science Research Center
Name of media outlet or organization for which outreach was done:
Reuters.com

Date of activity:
09/27/2013

Type of activity:

Media

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

Reuters.com ran a press release entitled: UMD to Solve Global Language Problems at New Language Science Research Center about UMD launching the campus-wide, interdisciplinary research center in language science.

Outreach Activity 25

Title:

University Park Elementary Science Fair

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

University Park Elementary School, University Park, MD

Date of activity:

01/29/2014

Type of activity:

K-12

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

Language Science students volunteered as judges at the science fair at this local elementary school.

Outreach Activity 26

Title:

Workshops for children and adults who stutter

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

Public events

Date of activity:

01/01/2014

Type of activity:

Informal Science

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

Faculty from the Hearing and Speech department organized workshops for children and adults who stutter & their families, through the National Stuttering Association.

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NSF Highlights

PI: Phillips, Colin - Reporting Year: 2014

NSF Highlights 1

Title:

Linguistic Illusions

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

Primary 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.

Secondary Strategic Goal:

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

Describe the achievement / result that is the Highlight:

Optical illusions are not only visually compelling, but also revealing about the inner workings of the visual system. Linguistic illusions can be similarly revealing about how humans mentally perceive and encode language. Recent research led by Dan Parker at the University of Maryland, College Park has led to several important discoveries about the malleability of linguistic illusions. These findings demonstrate that certain types of linguistic illusions can be systematically turned on and off, providing valuable clues to how we mentally encode and navigate linguistic material in short-term working memory. Parker is a trainee in Maryland's "Biological and Computational Foundations of Language Diversity" program (Prof. Colin Phillips, Principal Investigator), which is supported by the National Science Foundation's Integrative Graduate Education and Research Traineeship (IGERT) program. Within the IGERT program, Parker has combined training in linguistics, computer science, and experimental psychology. This interdisciplinary training enabled him to make important discoveries in his research and it successfully prepared him to secure a tenure-track faculty position at the College of William and Mary as an expert in computational psycholinguistics within the Linguistics program and English department. Linguistic illusions are cases where people temporarily mis-judge words or sentences, tricking them into perceiving ill-formed sentences as if they were well-formed. Just as visual illusions reflect conflicting visual percepts, linguistic illusions reflect conflicting judgments about a sentence at different points across a short amount of time. Parker has been researching how people interpret words like 'ever' or 'any' ('negative polarity items') to better understand how our language comprehension system targets specific items in memory. These words are acceptable only in sentences that contain a negative-like word in a structurally higher position. Previous research has shown that the word 'ever' is highly susceptible to fleeting illusions of acceptability in sentences like 'The bill that no senator voted for will ever become law', due to the lure of the negative word 'no' that is in a structurally inappropriate position. Such findings are very robust and they have been used to argue for a specific type of interference-prone memory architecture. In contrast, Parker has recently discovered that these illusions are actually very fragile and that they can be turned on and off in a controlled fashion, depending on when memory is probed. This work has several important implications. First, it integrates insights from a wide range of methodological and analytical techniques to provide evidence for rapidly changing encodings of linguistic material in short-term working memory. Second, it provides valuable clues about the source and scope of linguistic illusions in human language. Third, they reveal how we encode and access linguistic information in memory to ensure fast and robust language understanding. More generally, this research draws on interdisciplinary training to learn about the role of different types of memory mechanisms that are used for understanding and misunderstanding language.

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

Images Uploaded

Image 1 information

Image Title:

Contrasting linguistic illusion profiles

Does NSF have permission to use this image?

Yes

Image credits:

Parker and Phillips (2014)

Description of image:

Figure 2: Contrasting linguistic illusion profiles. Combining insights from computer science, experimental psycholinguistics, and linguistic theory, Parker and Phillips have discovered how to systematically turn on/off linguistic illusions involving words like 'ever' and 'any' ('negative polarity items'), reflected by the difference

between the green and red bars and lines.

Image 2 information

Image Title:

Scintillating grid illusion (left) and Stopping the illusion by sine distortion (right)

Does NSF have permission to use this image?

Yes

Image credits:

Images from Lingelbach (1994); Geier et al. (2008)

Description of image:

Figure 1: Scintillating grid illusion (left) discovered by Lingelbach (1994) triggers the perception of flickering black dots at the intersections. Stopping the illusion by sine distortion (right) discovered by Geier et al. (2008) is not predicted by existing accounts. Parker and Phillips have discovered a way of manipulating linguistic illusions in a similar fashion.

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Principal Investigator Information

Reporting Year: 2014

Principal Investigator:

Name:

Phillips, Colin

Previous Surname:

Project Years Active:

2008-2009

2009-2010

2010-2011

2011-2012

2012-2013

2013-2014

Contact Information:

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University of Maryland - College Park

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Demographic Information:

Ethnicity:

Not Hispanic or Latino

Race:

White

Gender:

Male

Disability:

Not Disabled

Citizenship:

U.S. Permanent Resident

Award ID: 0801465

Coordinator Information

Reporting Year: 2014

Coordinator:
Name:

Kajtar, Csilla

Previous Surname:

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Title:

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Award ID: 0801465
Co-Principal Investigator/Advisor Information

Reporting Year: 2014

Co-Principal Investigator/Advisor:
Name:

Beier, Jonathan

Previous Surname:

Project Years Active:

2011-2012

2012-2013

2013-2014

Role in Project:

Trainee/Associate Advisor

Contact Information:
Institution:

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Demographic Information:

Ethnicity:

Not Hispanic or Latino

Race:

Not Reported

Gender:

Male

Disability:

Not Reported

Citizenship:

Not Reported

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Co-Principal Investigator/Advisor Information

Reporting Year: 2014

Co-Principal Investigator/Advisor:

Name:

Bernstein Ratner, Nan

Previous Surname:

Project Years Active:

2009-2010

2010-2011

2011-2012

2012-2013

2013-2014

Role in Project:

Trainee/Associate Advisor

Contact Information:

Institution:

University of Maryland

Department:

Hearing and Speech Sciences

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<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

Award ID: 0801465
Co-Principal Investigator/Advisor Information
Reporting Year: 2014

Co-Principal Investigator/Advisor:
Name:

Bolger, Donald

Previous Surname:

Project Years Active:

2009-2010

2010-2011

2011-2012

2012-2013

2013-2014

Role in Project:

Trainee/Associate Advisor

Contact Information:

Institution:

University of Maryland

Department:

Human Development

Address:

3304 Benjamin Bldg

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College Park

State:

MD

Zip Code:

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Phone Number:

301-405-9103

Ext:

Fax Number:

301-405-2891

Email:

djbolger@umd.edu

Web URL:

<http://www.terpconnect.umd.edu/~djbolger/LRNLLab.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: 2014

Co-Principal Investigator/Advisor:

Name:

Boyd-Graber, Jordan

Previous Surname:

Project Years Active:

2010-2011

2011-2012

2012-2013

2013-2014

Role in Project:

Trainee/Associate Advisor

Contact Information:

Institution:

University of Maryland

Department:

iSchool

Address:

Hornbake 2118C

City:

College Park

State:

MD

Zip Code:

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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: 2014

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

Award ID: 0801465

Co-Principal Investigator/Advisor Information

Reporting Year: 2014

Co-Principal Investigator/Advisor:

Name:

Daume, Hal

Previous Surname:

Project Years Active:

2010-2011

2011-2012

2012-2013

2013-2014

Role in Project:

Trainee/Associate Advisor

Contact Information:

Institution:

University of Maryland

Department:

Computer Science

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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

Award ID: 0801465

Co-Principal Investigator/Advisor Information

Reporting Year: 2014

Co-Principal Investigator/Advisor:

Name:

De Keyser, Robert

Previous Surname:

Project Years Active:

2008-2009

2009-2010

2010-2011

2011-2012

2012-2013

2013-2014

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

Award ID: 0801465
Co-Principal Investigator/Advisor Information
Reporting Year: 2014

Co-Principal Investigator/Advisor:
Name:

Dougherty, Michael

Previous Surname:

Project Years Active:

- 2008-2009
- 2009-2010
- 2010-2011
- 2011-2012
- 2012-2013
- 2013-2014

Role in Project:

Trainee/Associate Advisor

Contact Information:

Institution:

University of Maryland

Department:

Psychology

Address:

1145B Biology-Psychology

City:

College Park

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Zip Code:

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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/>

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: 2014

Co-Principal Investigator/Advisor:

Name:

Feldman, Naomi

Previous Surname:

Project Years Active:

2010-2011

2011-2012

2012-2013

2013-2014

Role in Project:

Trainee/Associate Advisor

Contact Information:

Institution:

University of Maryland

Department:

Linguistics

Address:

1401 Marie Mount Hall

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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

Award ID: 0801465
Co-Principal Investigator/Advisor Information
Reporting Year: 2014

Co-Principal Investigator/Advisor:
Name:

Gor, Kira

Previous Surname:

Project Years Active:

2009-2010

2010-2011

2011-2012

2012-2013

2013-2014

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

Award ID: 0801465

Co-Principal Investigator/Advisor Information

Reporting Year: 2014

Co-Principal Investigator/Advisor:
Name:

Hacquard, Valentine

Previous Surname:

Project Years Active:

2009-2010

2010-2011

2012-2013

2013-2014

Role in Project:

Trainee/Associate Advisor

Contact Information:

Institution:

University of Maryland

Department:

Linguistics

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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

Award ID: 0801465

Co-Principal Investigator/Advisor Information

Reporting Year: 2014

Co-Principal Investigator/Advisor:

Name:

Hornstein, Norbert

Previous Surname:

Project Years Active:

2008-2009

2009-2010

2010-2011

2011-2012

2012-2013

2013-2014

Role in Project:

Trainee/Associate Advisor

Contact Information:

Institution:

University of Maryland

Department:

Linguistics

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20742

Phone Number:

301-405-4932

Ext:

Fax Number:

301-405-7104

Email:

nhornste@umd.edu

Web URL:

<http://www.ling.umd.edu/~hornstein/>

Demographic Information:

Ethnicity:

Not Hispanic or Latino

Race:

White

Gender:

Male

Disability:

Not Disabled

Citizenship:

U.S. Permanent Resident

Award ID: 0801465

Co-Principal Investigator/Advisor Information

Reporting Year: 2014

Co-Principal Investigator/Advisor:

Name:

Huang, Yi Ting

Previous Surname:

Project Years Active:

2011-2012

2012-2013

2013-2014

Role in Project:

Trainee/Associate Advisor

Contact Information:

Institution:

University of Maryland

Department:

Hearing and Speech Sciences

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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

Award ID: 0801465

Co-Principal Investigator/Advisor Information

Reporting Year: 2014

Co-Principal Investigator/Advisor:

Name:

Idsardi, William

Previous Surname:

Project Years Active:

2008-2009

2009-2010

2010-2011

2012-2013

2013-2014

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

Award ID: 0801465

Co-Principal Investigator/Advisor Information

Reporting Year: 2014

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

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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

Award ID: 0801465

Co-Principal Investigator/Advisor Information

Reporting Year: 2014

Co-Principal Investigator/Advisor:

Name:

Jiang, Nan

Previous Surname:

Project Years Active:

2008-2009

2009-2010

2010-2011

2012-2013

2013-2014

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

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301-405-1378

Ext:

Fax Number:

301-405-9928

Email:

njiang@umd.edu

Web URL:

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

Demographic Information:

Ethnicity:

Not Hispanic or Latino

Race:

Asian

Gender:

Male

Disability:

Not Disabled

Citizenship:

U.S. Citizen/U.S. National

Award ID: 0801465

Co-Principal Investigator/Advisor Information

Reporting Year: 2014

Co-Principal Investigator/Advisor:

Name:

Lasnik, Howard

Previous Surname:

Project Years Active:

2009-2010

2010-2011

2011-2012

2012-2013

2013-2014

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

Award ID: 0801465
Co-Principal Investigator/Advisor Information
Reporting Year: 2014

Co-Principal Investigator/Advisor:
Name:

Lau, Ellen

Previous Surname:

Project Years Active:

2010-2011

2012-2013

2013-2014

Role in Project:

Trainee/Associate Advisor

Contact Information:

Institution:

University of Maryland

Department:

Linguistics

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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

Award ID: 0801465

Co-Principal Investigator/Advisor Information

Reporting Year: 2014

Co-Principal Investigator/Advisor:

Name:

Lidz, Jeffrey

Previous Surname:

Project Years Active:

2008-2009

2009-2010

2010-2011

2011-2012

2012-2013

2013-2014

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

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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

Award ID: 0801465

Co-Principal Investigator/Advisor Information

Reporting Year: 2014

Co-Principal Investigator/Advisor:

Name:

Long, Michael

Previous Surname:

Project Years Active:

2008-2009

2009-2010

2010-2011

2011-2012

2012-2013

2013-2014

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

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Phone Number:

301-405-4036

Ext:

Fax Number:

301-314-9928

Email:

mlong5@umd.edu

Web URL:

<http://www.languages.umd.edu/SLAA/mlong.html>

Demographic Information:

Ethnicity:

Not Hispanic or Latino

Race:

White

Gender:

Male

Disability:

Not Disabled

Citizenship:

U.S. Permanent Resident

Award ID: 0801465

Co-Principal Investigator/Advisor Information

Reporting Year: 2014

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

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Phone Number:

202-250-2320

Ext:

Fax Number:

202-651-5741

Email:

gaurav.mathur@gallaudet.edu

Web URL:

http://www.gallaudet.edu/faculty-staff/linguistics/mathur_gaurav.html

Demographic Information:

Ethnicity:

Not Reported

Race:

Not Reported

Gender:

Male

Disability:

Disabled

Citizenship:

Not Reported

Award ID: 0801465

Co-Principal Investigator/Advisor Information

Reporting Year: 2014

Co-Principal Investigator/Advisor:

Name:

McElree, Brian

Previous Surname:

Project Years Active:

2011-2012

2012-2013

2013-2014

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

Award ID: 0801465
Co-Principal Investigator/Advisor Information

Reporting Year: 2014

Co-Principal Investigator/Advisor:
Name:

Morreau, Michael

Previous Surname:

Project Years Active:

2011-2012

2012-2013

2013-2014

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/morrau_michael.html

Demographic Information:

Ethnicity:

Not Reported

Race:

Not Reported

Gender:

Male

Disability:

Not Reported

Citizenship:

Not Reported

Award ID: 0801465

Co-Principal Investigator/Advisor Information

Reporting Year: 2014

Co-Principal Investigator/Advisor:

Name:

Newman, Rochelle

Previous Surname:

Project Years Active:

2008-2009

2009-2010

2010-2011

2011-2012

2012-2013

2013-2014

Role in Project:

Trainee/Associate Advisor Co-Principal Investigator

Contact Information:

Institution:

University of Maryland

Department:

Hearing & Speech Sciences

Address:

0100 Lefrak Hall

City:

College Park

State:

MD

Zip Code:

20742

Phone Number:

301-405-4226

Ext:

Fax Number:

301-314-2023

Email:

rnewman1@umd.edu

Web URL:

<http://www.bsos.umd.edu/hesp/facultyStaff/newmanr.htm>

Demographic Information:

Ethnicity:

Not Hispanic or Latino

Race:

White

Gender:

Female

Disability:

Not Disabled

Citizenship:

U.S. Citizen/U.S. National

Award ID: 0801465

Co-Principal Investigator/Advisor Information

Reporting Year: 2014

Co-Principal Investigator/Advisor:

Name:

Novick, Jared

Previous Surname:

Project Years Active:

2008-2009

2009-2010

2010-2011

2012-2013

2013-2014

Role in Project:

Trainee/Associate Advisor

Contact Information:

Institution:

University of Maryland

Department:

Center for Advanced Study of Language

Address:

CASL, Box 25

City:

College Park

State:

MD

Zip Code:

20742

Phone Number:

301-226-8841

Ext:

Fax Number:

301-226-8811

Email:

jnovick@casl.umd.edu

Web URL:

http://www.casl.umd.edu/talent/PeopleProjects.cfm?people_id=261

Demographic Information:

Ethnicity:

Not Hispanic or Latino

Race:

White

Gender:

Male

Disability:

Not Disabled

Citizenship:

U.S. Citizen/U.S. National

Award ID: 0801465

Co-Principal Investigator/Advisor Information

Reporting Year: 2014

Co-Principal Investigator/Advisor:

Name:

Pietroski, Paul

Previous Surname:

Project Years Active:

2010-2011

2011-2012

2012-2013

2013-2014

Role in Project:

Trainee/Associate Advisor

Contact Information:

Institution:

Maryland

Department:

PHIL/LING

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Dept of Philosophy

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College Park

State:

MD

Zip Code:

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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: 2014

Co-Principal Investigator/Advisor:
Name:
Poepfel, 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: 2014

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

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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

Award ID: 0801465

Co-Principal Investigator/Advisor Information

Reporting Year: 2014

Co-Principal Investigator/Advisor:

Name:

Resnik, Philip

Previous Surname:

Project Years Active:

2008-2009

2009-2010

2010-2011

2011-2012

2012-2013

2013-2014

Role in Project:

Trainee/Associate Advisor

Contact Information:

Institution:

University of Maryland

Department:

Linguistics

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MD

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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

Award ID: 0801465
Co-Principal Investigator/Advisor Information
Reporting Year: 2014

Co-Principal Investigator/Advisor:
Name:

Riggins, Tracy

Previous Surname:

Project Years Active:

2010-2011

2011-2012

2012-2013

2013-2014

Role in Project:

Trainee/Associate Advisor

Contact Information:
Institution:

University of Maryland

Department:

Psychology

Address:

Biology/Psychology Building 2147E

City:

College Park

State:

MD

Zip Code:

20782

Phone Number:

301-405-5905

Ext:

Fax Number:

301-314-9566

Email:

riggins@umd.edu

Web URL:

<http://www.bsos.umd.edu/psyc/riggins/people.htm>

Demographic Information:

Ethnicity:

Not Hispanic or Latino

Race:

White

Gender:

Female

Disability:

Not Disabled

Citizenship:

U.S. Citizen/U.S. National

Award ID: 0801465

Co-Principal Investigator/Advisor Information

Reporting Year: 2014

Co-Principal Investigator/Advisor:

Name:

Rowe, Meredith

Previous Surname:

Project Years Active:

2011-2012

2012-2013

2013-2014

Role in Project:

Trainee/Associate Advisor

Contact Information:

Institution:

University of Maryland

Department:

Human Development

Address:

3304 Benjamin Building (#143)

City:

College Park

State:

MD

Zip Code:

20742

Phone Number:

301-405-2827

Ext:

Fax Number:

301-405-2891

Email:

mrowe@umd.edu

Web URL:

http://www.education.umd.edu/EDHD/faculty_rowe.m.php

Demographic Information:

Ethnicity:

Not Hispanic or Latino

Race:

White

Gender:

Female

Disability:

Not Disabled

Citizenship:

U.S. Citizen/U.S. National

Award ID: 0801465

Co-Principal Investigator/Advisor Information

Reporting Year: 2014

Co-Principal Investigator/Advisor:

Name:

Shah, Yasmeeen

Previous Surname:

Project Years Active:

2008-2009

2009-2010

2010-2011

2011-2012

2012-2013

2013-2014

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

Award ID: 0801465

Co-Principal Investigator/Advisor Information

Reporting Year: 2014

Co-Principal Investigator/Advisor:

Name:

Shamma, Shihab

Previous Surname:

Project Years Active:

2008-2009

2009-2010

2010-2011

2011-2012

2012-2013

2013-2014

Role in Project:

Trainee/Associate Advisor

Contact Information:

Institution:

University of Maryland

Department:

Electrical and Computer Engineering

Address:

2203 AV Williams Building

City:

College Park

State:

MD

Zip Code:

20742

Phone Number:

301-405-6842

Ext:

Fax Number:

301-314-9220

Email:

sas@umd.edu

Web URL:

<http://www.isr.umd.edu/faculty/gateways/shamma.htm>

Demographic Information:

Ethnicity:

Not Hispanic or Latino

Race:

Asian

Gender:

Male

Disability:

Not Disabled

Citizenship:

U.S. Citizen/U.S. National

Award ID: 0801465

Co-Principal Investigator/Advisor Information

Reporting Year: 2014

Co-Principal Investigator/Advisor:

Name:

Slevc, Robert

Previous Surname:

Project Years Active:

2010-2011

2011-2012

2012-2013

2013-2014

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

Award ID: 0801465
Co-Principal Investigator/Advisor Information
Reporting Year: 2014

Co-Principal Investigator/Advisor:
Name:

Wang, Min

Previous Surname:

Project Years Active:

2009-2010

2011-2012

2012-2013

2013-2014

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

Award ID: 0801465

Co-Principal Investigator/Advisor Information

Reporting Year: 2014

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

Award ID: 0801465

Co-Principal Investigator/Advisor Information

Reporting Year: 2014

Co-Principal Investigator/Advisor:

Name:

Williams, Alexander

Previous Surname:

Project Years Active:

2010-2011

2011-2012

2012-2013

2013-2014

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

Award ID: 0801465

Co-Principal Investigator/Advisor Information

Reporting Year: 2014

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

Award ID: 0801465

Co-Principal Investigator/Advisor Information

Reporting Year: 2014

Co-Principal Investigator/Advisor:

Name:

Zukowski, Andrea

Previous Surname:

Project Years Active:

2008-2009

2009-2010

2010-2011

2011-2012

2012-2013

2013-2014

Role in Project:

Trainee/Associate Advisor

Contact Information:

Institution:

University of Maryland

Department:

Linguistics

Address:

1401 Marie Mount Hall

City:

College Park

State:

MD

Zip Code:

20742

Phone Number:

301-405-5388

Ext:

Fax Number:

301-405-7104

Email:

zukowski@umd.edu

Web URL:

<http://www.ling.umd.edu/~zukowski/>

Demographic Information:

Ethnicity:

Not Hispanic or Latino

Race:

White

Gender:

Female

Disability:

Not Disabled

Citizenship:

U.S. Citizen/U.S. National

Award ID: 0801465

Trainee Information

Reporting Year: 2014

Trainee Information :

Name:

Alcocer, Pedro

Previous Surname:

Funding Status:

Formerly Funded

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

N

Funding data:

2008-2009 Project Year – Trainee supported for 0 months

2009-2010 Project Year – Trainee supported for 10 months

2010-2011 Project Year – Trainee supported for 12 months

2011-2012 Project Year – Trainee supported for 2 months

2012-2013 Project Year – Trainee supported for 0 months

2013-2014 Project Year – Trainee supported for 0 months

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.

Award ID: 0801465

Trainee Information

Reporting Year: 2014

Trainee Information :

Name:

Barrios, Shannon

Previous Surname:

Funding Status:

Formerly Funded

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

N

Funding data:

2008-2009 Project Year – Trainee supported for 0 months

2009-2010 Project Year – Trainee supported for 10 months

2010-2011 Project Year – Trainee supported for 12 months

2011-2012 Project Year – Trainee supported for 2 months

2012-2013 Project Year – Trainee supported for 0 months

2013-2014 Project Year – Trainee supported for 0 months

Current IGERT Advisor(s):

(Reported by trainee) – Nan Jiang, Naomi Feldman, William Idsardi

Citizenship/Residency Status :

U.S. Citizen/U.S. National

GRE Scores :

Verbal: 450

Quantitative: 670

Analytical: 4

Subject Score:

GRE Subject:

IGERT Trainees:

First enrolled in graduate study in an IGERT department:

08/2007

First began receiving NSF-IGERT funding:

08/2009

Current Situation:

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

Award ID: 0801465

Trainee Information

Reporting Year: 2014

Trainee Information :

Name:

Donaldson, Kevin

Previous Surname:

Funding Status:

Formerly Funded

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

N

Funding data:

2008-2009 Project Year – Trainee supported for 10 months

2009-2010 Project Year – Trainee supported for 10 months

2010-2011 Project Year – Trainee supported for 0 months

2011-2012 Project Year – Trainee supported for 0 months

2012-2013 Project Year – Trainee supported for 0 months

2013-2014 Project Year – Trainee supported for 0 months

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: 2014

Trainee Information :

Name:

Dudley, Rachel

Previous Surname:

Funding Status:

Funded

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

Funding data:

2013-2014 Project Year – Trainee supported for 10 months

Current IGERT Advisor(s):

(Reported by trainee) – Jeffrey Lidz, Meredith Rowe, Valentine Hacquard

Citizenship/Residency Status :

U.S. Citizen/U.S. National

GRE Scores :

Verbal:

Quantitative:

Analytical:

Subject Score:

GRE Subject:

IGERT Trainees:

First enrolled in graduate study in an IGERT department:

08/2012

First began receiving NSF-IGERT funding:

08/2013

Current Situation:

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

Award ID: 0801465

Trainee Information

Reporting Year: 2014

Trainee Information :
Name:

Gagliardi, Ann

Previous Surname:

Funding Status:

Formerly Funded

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

N

Funding data:

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

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: 2014

Trainee Information :
Name:

Grissom II, Alvin

Previous Surname:

Grissom

Funding Status:

Funded

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

Funding data:
2013-2014 Project Year – Trainee supported for 10 months
Current IGERT Advisor(s):

(Reported by trainee) – Ellen Lau

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

GRE Scores :
Verbal:
Quantitative:
Analytical:

Subject Score:
GRE Subject:

IGERT Trainees:
First enrolled in graduate study in an IGERT department:

08/2012

First began receiving NSF-IGERT funding:

08/2013

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

Award ID: 0801465
Trainee Information
Reporting Year: 2014

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

2013-2014 Project Year – Trainee supported for 2 months

Current IGERT Advisor(s):

(Reported by trainee) – Jeffrey Lidz, Jonathan Beier, Valentine Hacquard

Citizenship/Residency Status :

U.S. Citizen/U.S. National

GRE Scores :

Verbal:

Quantitative:

Analytical:

Subject Score:

GRE Subject:

IGERT Trainees:

First enrolled in graduate study in an IGERT department:

08/2010

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

Trainee Information

Reporting Year: 2014

Trainee Information :

Name:

Hussey, Erika

Previous Surname:

Funding Status:

Formerly Funded

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

N

Funding data:

- 2008-2009 Project Year – Trainee supported for 0 months
- 2009-2010 Project Year – Trainee supported for 10 months
- 2010-2011 Project Year – Trainee supported for 12 months
- 2011-2012 Project Year – Trainee supported for 2 months
- 2012-2013 Project Year – Trainee supported for 0 months
- 2013-2014 Project Year – Trainee supported for 0 months

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

Award ID: 0801465

Trainee Information

Reporting Year: 2014

Trainee Information :

Name:

Kowalski, Alix

Previous Surname:

Funding Status:

Funded

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

Funding data:

2013-2014 Project Year – Trainee supported for 10 months

Current IGERT Advisor(s):

(Reported by trainee) – Yi Ting Huang

Citizenship/Residency Status :

U.S. Citizen/U.S. National

GRE Scores :

Verbal:

Quantitative:

Analytical:

Subject Score:

GRE Subject:

IGERT Trainees:

First enrolled in graduate study in an IGERT department:

08/2012

First began receiving NSF-IGERT funding:

08/2013

Current Situation:

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

Award ID: 0801465

Trainee Information

Reporting Year: 2014

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
2013-2014 Project Year – Trainee supported for 2 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.

Award ID: 0801465
Trainee Information
Reporting Year: 2014

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?
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 0 months
2012-2013 Project Year – Trainee supported for 0 months
2013-2014 Project Year – Trainee supported for 0 months
Current IGERT Advisor(s):

(Reported by trainee) – Colin Phillips, Jeffrey Lidz, Robert Slevc

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

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

Subject Score:
GRE Subject:

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

First began receiving NSF-IGERT funding:
08/2009

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

Award ID: 0801465
Trainee Information
Reporting Year: 2014

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
2013-2014 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

Award ID: 0801465

Trainee Information

Reporting Year: 2014

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

2013-2014 Project Year – Trainee supported for 12 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.

Award ID: 0801465

Trainee Information

Reporting Year: 2014

Trainee Information :

Name:

Lin, Candise

Previous Surname:

Chen

Funding Status:

Formerly Funded

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

N

Funding data:

2009-2010 Project Year – Trainee supported for 0 months

2010-2011 Project Year – Trainee supported for 10 months

2011-2012 Project Year – Trainee supported for 10 months

2012-2013 Project Year – Trainee supported for 4 months

2013-2014 Project Year – Trainee supported for 0 months

Current IGERT Advisor(s):

(Reported by trainee) – Kira Gor, Min Wang, William Idsardi, Yi Ting Huang

Citizenship/Residency Status :

U.S. Citizen/U.S. National

GRE Scores :

Verbal: 560

Quantitative: 750

Analytical: 5.5

Subject Score:

GRE Subject:

IGERT Trainees:

First enrolled in graduate study in an IGERT department:

08/2008

First began receiving NSF-IGERT funding:

08/2010

Current Situation:

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

Award ID: 0801465

Trainee Information

Reporting Year: 2014

Trainee Information :

Name:

McCourt, Michael

Previous Surname:

Funding Status:

Funded

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

Funding data:

2013-2014 Project Year – Trainee supported for 10 months

Current IGERT Advisor(s):

(Reported by trainee) – Alexander Williams

Citizenship/Residency Status :

U.S. Citizen/U.S. National

GRE Scores :

Verbal:

Quantitative:

Analytical:

Subject Score:

GRE Subject:

IGERT Trainees:

First enrolled in graduate study in an IGERT department:

08/2012

First began receiving NSF-IGERT funding:

08/2013

Current Situation:

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

Award ID: 0801465

Trainee Information

Reporting Year: 2014

Trainee Information :

Name:

Mirchandani, Deepak

Previous Surname:

Funding Status:

Formerly Funded

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

N

Funding data:

2011-2012 Project Year – Trainee supported for 10 months

2012-2013 Project Year – Trainee supported for 8 months

2013-2014 Project Year – Trainee supported for 0 months

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: 2014

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
2013-2014 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: 2014

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
2013-2014 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.

Award ID: 0801465

Trainee Information

Reporting Year: 2014

Trainee Information :

Name:

Parker, Daniel

Previous Surname:

Funding Status:

Formerly Funded

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

Y

Funding data:

2009-2010 Project Year – Trainee supported for 0 months

2010-2011 Project Year – Trainee supported for 10 months

2011-2012 Project Year – Trainee supported for 12 months

2012-2013 Project Year – Trainee supported for 2 months

2013-2014 Project Year – Trainee supported for 0 months

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.

Award ID: 0801465
Trainee Information
Reporting Year: 2014

Trainee Information :
Name:

Pelzl, Eric

Previous Surname:

Funding Status:
Funded

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

Funding data:
2013-2014 Project Year – Trainee supported for 10 months
Current IGERT Advisor(s):

(Reported by trainee) – Colin Phillips, Ellen Lau

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

GRE Scores :
Verbal:

Quantitative:

Analytical:

Subject Score:

GRE Subject:

IGERT Trainees:
First enrolled in graduate study in an IGERT department:
08/2012

First began receiving NSF-IGERT funding:

08/2013

Current Situation:

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

Award ID: 0801465

Trainee Information

Reporting Year: 2014

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

2013-2014 Project Year – Trainee supported for 12 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.

Award ID: 0801465
Trainee Information

Reporting Year: 2014

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

2013-2014 Project Year – Trainee supported for 0 months

Current IGERT Advisor(s):

(Reported by trainee) – Allen Braun, Nan Bernstein Ratner, William Idsardi

Citizenship/Residency Status :

U.S. Citizen/U.S. National

GRE Scores :

Verbal: 740

Quantitative: 690

Analytical: 6

Subject Score:

GRE Subject:

IGERT Trainees:

First enrolled in graduate study in an IGERT department:

08/2006

First began receiving NSF-IGERT funding:

08/2008

Current Situation:

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

Award ID: 0801465
Trainee Information

Reporting Year: 2014

Trainee Information :
Name:

Shell, Alison

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

2013-2014 Project Year – Trainee supported for 12 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 master's degree at your institution.

Award ID: 0801465

Trainee Information

Reporting Year: 2014

Trainee Information :

Name:

Sutton, Megan

Previous Surname:

Funding Status:

Formerly Funded

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

Y

Funding data:

2009-2010 Project Year – Trainee supported for 0 months

2010-2011 Project Year – Trainee supported for 10 months

2011-2012 Project Year – Trainee supported for 12 months

2012-2013 Project Year – Trainee supported for 2 months

2013-2014 Project Year – Trainee supported for 0 months

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.

Award ID: 0801465

Trainee Information

Reporting Year: 2014

Trainee Information :

Name:

Teubner-Rhodes, Susan

Previous Surname:

Funding Status:

Formerly Funded

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

Y

Funding data:

- 2009-2010 Project Year – Trainee supported for 0 months
- 2010-2011 Project Year – Trainee supported for 10 months
- 2011-2012 Project Year – Trainee supported for 12 months
- 2012-2013 Project Year – Trainee supported for 2 months
- 2013-2014 Project Year – Trainee supported for 0 months

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 master's degree at your institution.

Award ID: 0801465

Trainee Information

Reporting Year: 2014

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

2013-2014 Project Year – Trainee supported for 2 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: 2014

Associate Information:

Name:

Biller, Alia

Previous Surname:

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

Y

Years Active:

2013-2014 Project Year

Current IGERT Advisor(s):

(Reported by associate) – Jared Novick, Robert Slevc

GRE Scores :

Verbal:

Quantitative:

Analytical:

Subject Score:

GRE Subject:

IGERT Associates:

First enrolled in graduate study in an IGERT department:

08/2012

First participated in the IGERT project:

08/2013

Current Situation:

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

Award ID: 0801465

Associate Information

Reporting Year: 2014

Associate Information:

Name:

Chacon, Dustin

Previous Surname:

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

Y

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

Associate Information:
Name:
Chow, Wing Yee
Previous Surname:

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

N

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

Current IGERT Advisor(s):

(Reported by associate) – Colin Phillips, Ellen Lau, Nan Jiang

GRE Scores :

Verbal: 550

Quantitative: 800

Analytical: 4.5

Subject Score:

GRE Subject:

IGERT Associates:

First enrolled in graduate study in an IGERT department:

08/2008

First participated in the IGERT project:

08/2008

Current Situation:

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

Award ID: 0801465

Associate Information

Reporting Year: 2014

Associate Information:

Name:

Chrabaszcz, 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

2013-2014 Project Year

Current IGERT Advisor(s):

(Reported by associate) – Colin Phillips, Kira Gor, Nan Jiang, William Idsardi

GRE Scores :

Verbal:

Quantitative:
Analytical:
Subject Score:
GRE Subject:
IGERT Associates:
First enrolled in graduate study in an IGERT department:

09/2008

First participated in the IGERT project:

09/2009

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

Award ID: 0801465
Associate Information

Reporting Year: 2014

Associate Information:
Name:

Dillon, Brian

Previous Surname:

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

N

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

Award ID: 0801465

Associate Information

Reporting Year: 2014

Associate Information:

Name:

Drummond, Alex

Previous Surname:

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

N

Years Active:

2009-2010 Project Year

2010-2011 Project Year

2011-2012 Project Year

2012-2013 Project Year

2013-2014 Project Year

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

Award ID: 0801465

Associate Information

Reporting Year: 2014

Associate Information:

Name:

Dunbar, Ewan

Previous Surname:

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

N

Years Active:

2008-2009 Project Year

2009-2010 Project Year

2010-2011 Project Year

2011-2012 Project Year

2012-2013 Project Year

2013-2014 Project Year

Current IGERT Advisor(s):

(Reported by associate) – Naomi Feldman, William Idsardi

GRE Scores :

Verbal: 700

Quantitative: 760

Analytical: 5.5

Subject Score:

GRE Subject:

IGERT Associates:

First enrolled in graduate study in an IGERT department:

08/2008

First participated in the IGERT project:

08/2008

Current Situation:

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

Award ID: 0801465
Associate Information
Reporting Year: 2014

Associate Information:
Name:

Fetters, Michael

Previous Surname:

Fetters

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

Y

Years Active:

2013-2014 Project Year

Current IGERT Advisor(s):

(Reported by associate) – Howard Lasnik, Jeffrey Lidz

GRE Scores :

Verbal:

Quantitative:

Analytical:

Subject Score:

GRE Subject:

IGERT Associates:

First enrolled in graduate study in an IGERT department:

08/2012

First participated in the IGERT project:

08/2013

Current Situation:

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

Award ID: 0801465
Associate Information
Reporting Year: 2014

Associate Information:

Name:

Freynik, Suzanne

Previous Surname:

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

N

Years Active:

2009-2010 Project Year

2010-2011 Project Year

2011-2012 Project Year

2012-2013 Project Year

2013-2014 Project Year

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.

Award ID: 0801465

Associate Information

Reporting Year: 2014

Associate Information:

Name:

He, Xiaoxue Angela

Previous Surname:

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

Y

Years Active:

2010-2011 Project Year

2011-2012 Project Year

2012-2013 Project Year

2013-2014 Project Year

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.

Award ID: 0801465

Associate Information

Reporting Year: 2014

Associate Information:

Name:

Heffner, Christopher

Previous Surname:

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

Y

Years Active:

2013-2014 Project Year

Current IGERT Advisor(s):

(Reported by associate) – Rochelle Newman, William Idsardi

GRE Scores :

Verbal:

Quantitative:

Analytical:

Subject Score:

GRE Subject:

IGERT Associates:

First enrolled in graduate study in an IGERT department:

08/2012

First participated in the IGERT project:

08/2013

Current Situation:

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

Award ID: 0801465

Associate Information

Reporting Year: 2014

Associate Information:

Name:

Hwang, So-One

Previous Surname:

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

N

Years Active:

2009-2010 Project Year

2010-2011 Project Year

2011-2012 Project Year

2012-2013 Project Year

2013-2014 Project Year

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

Award ID: 0801465

Associate Information

Reporting Year: 2014

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

2013-2014 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.

Award ID: 0801465

Associate Information

Reporting Year: 2014

Associate Information:

Name:

Lewis, Shevaun

Previous Surname:

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

N

Years Active:

2008-2009 Project Year

2009-2010 Project Year

2010-2011 Project Year

2011-2012 Project Year

2012-2013 Project Year

2013-2014 Project Year

Current IGERT Advisor(s):

(Reported by associate) – Andrea Zukowski, Colin Phillips, Jeffrey Lidz, Valentine Hacquard

GRE Scores :

Verbal: 780

Quantitative: 800

Analytical: 5

Subject Score:

GRE Subject:

IGERT Associates:

First enrolled in graduate study in an IGERT department:

08/2008

First participated in the IGERT project:

08/2008

Current Situation:

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

Award ID: 0801465
Associate Information
Reporting Year: 2014

Associate Information:
Name:

Li, Chuchu

Previous Surname:

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

Y

Years Active:
2012-2013 Project Year
2013-2014 Project Year
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.

Award ID: 0801465
Associate Information
Reporting Year: 2014

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

2013-2014 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.

Award ID: 0801465

Associate Information

Reporting Year: 2014

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
2013-2014 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

Award ID: 0801465

Associate Information

Reporting Year: 2014

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
2013-2014 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.

Award ID: 0801465
Associate Information
Reporting Year: 2014

Associate Information:
Name:
Schlueter, Zoe

Previous Surname:

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

Years Active:
2013-2014 Project Year
Current IGERT Advisor(s):

(Reported by associate) – Ellen Lau, Robert Slevc

GRE Scores :
Verbal:
Quantitative:
Analytical:
Subject Score:
GRE Subject:
IGERT Associates:
First enrolled in graduate study in an IGERT department:

08/2012

First participated in the IGERT project:

08/2013

Current Situation:

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

Award ID: 0801465

Associate Information

Reporting Year: 2014

Associate Information:

Name:

Solovyeva, Ekaterina

Previous Surname:

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

N

Years Active:

2011-2012 Project Year

2012-2013 Project Year

2013-2014 Project Year

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.

Award ID: 0801465
Associate Information
Reporting Year: 2014

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
2013-2014 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.

Award ID: 0801465
Associate Information
Reporting Year: 2014

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

2013-2014 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.

Award ID: 0801465

Associate Information

Reporting Year: 2014

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

2013-2014 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.

Award ID: 0801465

Associate Information

Reporting Year: 2014

Associate Information:

Name:

Wellwood, Alexis

Previous Surname:

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

N

Years Active:

2009-2010 Project Year

2010-2011 Project Year

2011-2012 Project Year

2012-2013 Project Year

2013-2014 Project Year

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.

Award ID: 0801465

IGERT Project Features - Trainee Preparation in Multidisciplinary/Interdisciplinary Research

PI: Phillips, Colin - Reporting Year: 2014

Practice 1

The importance of accessible ongoing collaborative interdisciplinary opportunities cannot be underestimated. Conferences, workshops, and general-purpose reading groups provide insufficient opportunities for engagement and limited focus. An initiative led by our students over the past 4 years has adopted a different approach, and has been quite successful. PHLING (philosophy + linguistics, and psychology is also included), currently led by 1st-year IGERT trainee Rachel Dudley, has: (i) organized the group around focused research themes that the group pursues for 2-year periods; (ii) more-than-a-lecture visits by junior faculty from other institutions, engaging them on issues such as professional development; (iii) workshops that bring a couple of external speakers but mostly involve cross-departmental internal researchers.

Measure 1

Group feedback

Approval for public use:

Practice 2

Over the last year we have found that the motto "Science is Social" describes accurately the prerequisites for fruitful interdisciplinary collaborations. We cannot expect students (or faculty) to simply strike up a collaboration based on a blind date. Other activities that create connections and trust are key enablers for research. Connections are established via student leadership activities, outreach activities, social events, Winter Storm, and Language Science Day. We encourage all students to participate in these events and take advantage of the connections formed through these activities to foster research collaborations.

Measure 2

Group feedback

Approval for public use:

Practice 3

We recruit students to the IGERT program after they are already enrolled at the University of Maryland, but they are encouraged to get involved in program activities early on and then to submit a their application during the spring semester of the first year. One of the main features of the application is the development of a detailed plan of study spanning student's entire PhD program. This application process forces students into a collaborative frame of mind early on, as they are expected to work closely with advisors, turn to more advanced students for guidance, and they also tend to attend most IGERT activities, where they can familiarize themselves with the program's expectations and values long before applying. This process may appear daunting for students, but students find it useful, and also we have found that, in practice, students who become involved and attend events prior to applying submit successful applications.

Measure 3

Quantitative measure

Approval for public use:

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

Award ID: 0801465

IGERT Project Features - Trainee Preparation in Professional Skills

PI: Phillips, Colin - Reporting Year: 2014

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 2014 Winter Storm workshop (run by students with some faculty support) scheduled two Professional Development sessions exploring aspects of effectively communicating research to non-specialists. In the first session a "speed-dating" format allowed students to give quick 2-minute pitches, leading to a group discussion of what features were more/less successful. The second session was designed to allow students to build on the feedback from the first session, and to expand the range of topics covered. Unfortunately, due to an actual winter storm the second session had to be cancelled.

Approval for public use:

Activity 2

Student committees are involved both in planning program events/activities, and in evaluating outcomes and in writing reports for participants and university sponsors. We have found that the exercise of writing these reports is extremely beneficial for students, who find it difficult to explain their activities in terms that are appropriate to sponsors who are not specialists in their field. Students draft reports, and then revise them based on feedback from faculty and program staff. This trains them to step away from their insider perspective, and prepares them to be effective advocates for their work in their future careers.

Approval for public use:

Activity 3

The Outreach component of the IGERT program has gradually expanded each year with activities that place trainees in situations where they must present their research to diverse and non-academic audiences. The events are followed by debriefing sessions where students receive feedback. In September 2013 a contingent of language scientists participated in the NSF STEM Career Fair held at Dulles Town Center. The STEM Career Fair attracted hundreds of middle and high school students from the Washington DC metro area, to learn about opportunities in STEM fields. Our group was the only local university, and one of only a couple representing social/behavioral sciences. Many attendees commented that they were happy to learn how language science offers a non-stereotypical path to a STEM career.

Approval for public use:

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.	Yes
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. : Professional skills workshop through the Winter Storm conference.	Yes
No components of Trainee Preparation in Professional Skills applied during this reporting period.	No

Award ID: 0801465

IGERT Project Features - Trainee Preparation for STEM Careers

PI: Phillips, Colin - Reporting Year: 2014

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.	Yes
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.	Yes
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. : students have great ownership of most of the academic/research activities and thus design and teach several of the extra curricular workshops thus gaining experience for academic careers.	Yes
Other preparation for nonacademic careers (e.g., industry, government). : Presentations during Language Science Day and Winter Storm by faculty memebers who work in industry as well.	Yes
No components of Trainee Preparation for STEM Careers applied during this reporting period.	No

Award ID: 0801465

IGERT Project Features - Tactics for Recruitment and Broadening Participation

PI: Phillips, Colin - Reporting Year: 2014

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

The current reporting period was the first when our recruitment efforts were not for IGERT, but for the Language Science Center Fellows program which is the successor of the IGERT program, but without the level of financial incentives that IGERT offered. We surveyed students and faculty about the program components that they wished to see institutionalized through the new program, we advertised the program broadly, and engaged in discussions with many individual faculty and students, followed by an information session with students. As in previous years, we encouraged students to develop their proposals in consultation with more experienced students, in addition to their faculty mentors.

Result 1

The individualized approach ensured that most of the potential students have applied to the Language Science Center Fellows Program and that they did so having received as much personalized support as possible. From past experience we know that this positively influences the quality of the applications that we receive, and also increases the likelihood of success in the program.

Approval for public use:

Tactic 2

The second recruitment tactic that we have found to be extremely effective since early in the IGERT program was to encourage all students interested in language science to get involved in program activities and get to know faculty and students well before they would officially apply and join the program. This ensures both that prospective applicant students gain an insider's view on the program and how it can fit with their own research plans, and it makes the step of formally applying to the program less daunting.

Result 2

We found that the students that participate in activities are more likely to apply to the program and more likely to submit strong applications. In this regard, our plan is to keep offering a variety of activities and venues in which prospective applicants can be involved, as soon as they arrive at the University of Maryland.

Approval for public use:

Tactic 3

Our third tactic is related broadly to retention in the IGERT program. Several steps that we have taken help to ensure that once a student joins the program they have the best chance of successfully completing the program and graduating on time: (1) maintain students' sense of genuine ownership of program activities by encouraging innovation each year (as opposed to replicating activities designed by previous cohorts); (2) ensuring that faculty and peers challenge students to move outside their immediate 'comfort zone', and highlighting the positive benefits of this to new students; (3) ensuring that the program conveys a supportive culture, where program values are made quite explicit.

Result 3

The IGERT program has served a total of 50 students (NSF Trainees and Associates). Out of these none left the IGERT program and only one student left mid-program due to a decision to leave academia. Students acknowledge that the program is challenging and demanding of their time, but this did not lead any students to leave. Moreover, out of the 21 students that have graduated to date, all were on time or very close, and all secured positions related to their research.

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 : fostering relationships with the students and their advisors prior to applying to the program	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 an inclusive environment to the students themselves and matching them with mentors that can serve as role models.	Productive	Productive

Award ID: 0801465

IGERT Project Features - International Opportunities

PI: Phillips, Colin - Reporting Year: 2014

According to NSF records, this project does not have explicit funding for an international component.
Training Experience/Component 1

In 2014 we used Winter Storm, our IGERT program's signature annual event, to foster international collaboration. Winter Storm is an annual 2-week intensive workshop, primarily student led, that provides training in key skills, incubation of research collaborations, and professional development. This year we hosted 2 visiting students from the U of Tübingen in Germany, and 3 visiting students from Moscow, Russia. Winter Storm allows for far better interactions than would be possible at a regular workshop or conference, and these visits will lead to further collaborations between Maryland students and students in Germany and Russia.

Training Experience/Component 2

Dustin Chacón conducted summer research in Bangladesh and India on sentence comprehension. Conducting lab-based research in settings that do not have regular labs presented a clear challenge for Dustin, and he had to be very resourceful, in order to complete his battery of experiments.

Training Experience/Component 3

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

Award ID: 0801465

IGERT Project Features - Partnerships/Collaborations

PI: Phillips, Colin - Reporting Year: 2014

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

Yes

Academic Partner 1

Active Status

No

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 or faculty 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, faculty 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 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

No

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

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 or faculty 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 or faculty use a partner organization's facilities for project activities.

Activities for this partner/institution

Academic Partner 6

Active Status

No

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 or faculty use a partner organization's facilities for project activities.

Personnel Exchange: IGERT Trainees, faculty 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 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 or faculty 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, faculty 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 or faculty use a partner organization's facilities for project activities.

Personnel Exchange: IGERT Trainees, faculty 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 or faculty use a partner organization's facilities for project activities.

Personnel Exchange: IGERT Trainees, faculty 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 this year as well, 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

Yes

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

IGERT program faculty and students, in collaboration with students from the Philosophy department, participate in the weekly lunch discussions and the monthly lectures on topics of philosophy of language.

Academic Partner 12

Active Status

No

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 or faculty 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 or faculty work in a partner's facilities specifically as interns.

Activities for this partner/institution

Academic Partner 13

Active Status

No

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 or faculty 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, faculty 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 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 or faculty 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, faculty 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

No

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, faculty 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 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, faculty 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, faculty 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 the Eleanor Roosevelt High School interned with IGERT students in U of Maryland labs, providing mentoring experience for 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 or faculty 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, faculty 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 or faculty 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, faculty 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 or faculty work in a partner's facilities specifically as interns.

Activities for this partner/institution

Award ID: 0801465
IGERT Project Features - Project Evaluation
PI: Phillips, Colin - Reporting Year: 2014

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
Address
E-mail address
Phone
Web site

Was this an external evaluation service provider?
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 putting our sustainability plans into action based on the results from the previous year's surveys, evaluations and focus groups. The key insight this year was that institutionalization of IGERT activities alone was not feasible. Continuation required growth, in order to secure interest from the university. Accordingly, the interests of all new stakeholders (undergraduate students, masters students, clinical faculty, university administrators) had to be included and represented through a new initiative. The Maryland Language Science Center is the result of this; it now includes the Language Science Fellows graduate training program, along with many other initiatives in language science.

Response
We engaged diverse constituencies from across the entire university in planning the new center. Although the institutional mechanism that supports new centers is primarily focused on research grants development, we successfully argued that for our center's goals it is essential that interdisciplinary graduate training continue to serve as a primary focus of our efforts.

Award ID: 0801465
IGERT Project Features - Institutional Impacts
PI: Phillips, Colin - Reporting Year: 2014

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).	Yes
Department curriculum or policy changes took place to emphasize or require interdisciplinary/multidisciplinary preparation for all graduate students.	No
Institutional changes that support and encourage team multidisciplinary/interdisciplinary course development and teaching have occurred.	Yes
Institutional changes that support and encourage team-based graduate student learning and assessment have occurred.	Yes
Institutional changes that support and encourage graduate students to gain laboratory and research experiences across disciplines have occurred.	No
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

This year has seen a major institutional change that can be directly attributed to IGERT. The Maryland Language Science Center was established in Fall 2013, serving as an umbrella organization for the language scientists who are spread across 17 academic units throughout the entire university. This interdisciplinary community is now recognized as one of the university's primary research strengths. Among many other activities the center has launched an interdisciplinary graduate training programs that seeks to continue the most successful features of our IGERT program, albeit without dedicated student funding. In addition, the center has launched an interdisciplinary undergraduate program ("PULSAR"), which aims to transfer features of IGERT to a broader student population.

Award ID: 0801465

Comments

PI: Phillips, Colin - Reporting Year: 2014

No data has been entered.

Printed: Apr 14, 2014

Award ID: 0801465

Publications, Patents, and Presentations

PI: Phillips, Colin - Reporting Year: 2014

Journal Articles in Refereed Publications

- Newman, R.S., *Morini, G. & Chatterjee, M. (2013). Infants' name recognition in on- and off-channel noise. *Journal of the Acoustical Society of America*, 133(5), EL377-EL383. DOI:10.1121/1.4798269
- Janse, E. & Newman, R.S. (2013). Identifying nonwords: Effects of lexical neighborhoods, phonotactic probability, and listener characteristics. *Language & Speech*, 56(4), 421-441. doi:10.1177/0023830912447914
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- Kan, I.B., *Teubner-Rhodes, S., Nutile, L., Drummey, A.B., Krupa, L., & Novick, J.M. (2013). To adapt or not to adapt: The question of domain-general cognitive control. *Cognition*, 129(3), 637-651. doi:10.1016/j.cognition.2013.09.001
- Sprenger, A., Atkins, S.M., Bolger, D.J., Harbison, J.I., Novick, J.M., Chrabaszcz, J., Weems, S.A., Smith, V., Bobb, S., Bunting, M.F., & Dougherty, M.R. (2013). Training working memory: Limits of transfer. *Intelligence*, 41, 638-663. doi:10.1016/j.intell.2013.07.013
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- DeKeyser, R. (2013). Age effects in second language learning: stepping stones toward better understanding. *Language Learning*, 63(Suppl. 1), 52-67. DOI: 10.1111/j.1467-9922.2012.00737.x
- *Monner, D., Vatz, K., *Morini, G., Hwang, S.-O., & DeKeyser, R. (2013). A neural network model of the effects of entrenchment and memory development on grammatical gender learning. *Bilingualism: Language and Cognition*, 16(2), 246-265. doi:10.1017/S1366728912000454
- Granena, G., & Long, M. H. (2013). Age of onset, length of residence, language aptitude, and ultimate L2 attainment in three linguistic domains. *Second Language Research* 29 (3), 311-343. doi: 10.1177/0267658312461497
- Huang, Y., Hopfinger, J., & Gordon, P. (2014). Distinguishing word- versus discourse-level processing using

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Hsu, N., Jaeggi, S., & Novick, J.M. (March, 2014). A common neural basis for syntactic and non-syntactic conflict-control. Poster presented at the 27th Annual CUNY Conference on Human Sentence Processing, Columbus, OH.

*Hussey, E., Veloskey, K., Harbison, J.I., Mishler, A., *Teubner-Rhodes, S.E., & Novick, J.M. (November, 2013). Memory and language improvements following cognitive control training. Poster presented at the 54th Annual Meeting of the Psychonomics Society, Toronto, ON.

Hsu, N., Jaeggi, S., & Novick, J.M. (November, 2013). A common neural basis for syntactic and non-syntactic conflict-control. Poster presented at the annual meeting of the Society for the Neurobiology of Language, San Diego, CA.

*Teubner-Rhodes, S.E., Bolger, D.J., & Novick, J.M. (November, 2013). The bilingual advantage and conflict adaptation: An fMRI investigation. Poster presented at the annual meeting of the Society for the Neurobiology of Language, San Diego, CA.

Kan, I.P., *Teubner-Rhodes, S., Drummey, A.B., & Novick, J.M. (May, 2014). To adapt or not to adapt: The question of domain-general cognitive control. Talk to be presented as part of a symposium on Bounded Generality of Cognitive Control: Congruence-Sequence Effects across Stimulus, Response, and Task Dimensions, American Psychological Society, San Francisco, CA.

Novick, J.M., *Teubner-Rhodes, S., *Hussey, E., Thompson-Schill, S.L., & Trueswell, J.C. (November, 2013). The bilingual advantage in cognitive control and parsing: Can we train monolinguals to achieve similar benefits? Talk delivered at the 54th Annual Meeting of the Psychonomics Society, Toronto, Canada. (Symposium on

Experience-Induced Plasticity: Evidence from Bilingualism)

Novick, J.M. (May, 2013). Broca's area, language processing, and the benefits of cognitive control training. Invited talk presented at Annual Learning & the Brain Conference (Executive Skills for School Success: Enhancing Self-Regulation, Reasoning, and Working Memory), Arlington, VA.

Jiang, N. (2014). A study of semantic development among advanced CSL speakers. Symposium on teaching Chinese as a second language. George Washington University, DC, March 16, 2014.

Jiang, N. (2014) Semantic development in second language learning and teaching. Invited Speaker Series, Department of Linguistics, Languages, and Cultures, University of Calgary, Canada.

Jiang, N. (2014). Understanding semantic development in second language acquisition (Keynote Speech). The 21st Annual University of Texas at Arlington Student Conference in Linguistics and TESOL.

Jiang, N. (2014). Research methods for applied linguistics and second language acquisition (invited workshops), School of Foreign Languages and Literatures, Beijing Normal University.

Jiang, N., Guo, T., & Li, M. (2013). Translation Frequency Effect in L2 word recognition: Replication and Extension. Vocab@vic, University of Wellington, New Zealand.

Feldman, N., Falk, J., & Jansen, A. (July 2013). "Predicting listeners' perceptual biases using low-level speech features." Paper presented at the Workshop on Cognitive Models of Early Language Acquisition and Zero Resource Speech Technologies, Paris, France.

Eaves, B. S., Feldman, N. H., Griffiths, T. L., & Shafto, P. (October 2013). "Infant-directed speech as statistically optimal input." Poster presented at the 8th Biennial Meeting of the Cognitive Development Society, Memphis, TN.

Feldman, N., Richter, C., Falk, J., & Jansen, A. (October 2013). "Predicting listeners' perceptual biases using low-level speech features." Paper presented at the Northeast Computational Phonology Workshop (NECPhon 7), Boston, MA.

Bennett, E., *Kronrod, Y., & Feldman, N. (November 2013). "Modeling effects of input variability in phonetic acquisition." Poster presented at the 38th Boston University Conference on Language Development. Boston, MA.

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

Suzuki, Y. & DeKeyser, R. (2013, October). Distributed vs. massed practice: Individualizing treatments for the proceduralization of grammar knowledge. Second Language Research Forum, Brigham Young University, Utah.

Kachinske, I., DeKeyser, R., & Lidz, J. (2013, October). How far can L2 implicit learning go? Re-examining the power of L2 implicit learning. Second Language Research Forum, Brigham Young University, Utah.

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

DeKeyser, R. (2013, March). Philosophy of science and the social/cognitive dichotomy in applied linguistics. Annual meeting of the American Association of Applied Linguistics, Dallas, TX.

Huang, Y. (January, 2014). Processing of prosodic information by children and adults with cochlear implants. Paper presented at the MASH Conference on Cochlear Implant Research. College Park, MD.

Zuhurudeen, M., & Huang, Y. (November, 2013). Effects of statistical learning on the acquisition of grammatical categories through Qur'anic memorization: A natural experiment. Paper presented at the 38th Boston University Conference on Language Development. Boston, MA.

Huang, Y. (March, 2014). Pragmatic inferencing across scales: Linguistic and extra-linguistic effects. Poster presented at the 27th annual CUNY conference on Human Sentence Processing. Columbus, OH.

Huang, Y., *Leech, K., & Rowe, M. (March, 2014). Exploring socioeconomic differences in syntactic development through processing. Poster presented at the 27th annual CUNY conference on Human Sentence Processing. Columbus, OH.

*Leech, K., Rowe, M., & Huang, Y. (October, 2013). Understanding SES differences in preschool children's syntactic development: The role of vocabulary and processing efficiency. Poster presented at the annual meeting of the Cognitive Development Society. Memphis, TN.

Joyas, Y., Ramos, M., Reeb-Sutherland, B., Rowe, M.L., Leavitt, P., & Fox, N.A. (2014, May). Individual Differences in Early Associative Learning Predicts Later Language Development. Poster to be presented at the 26th annual convention of the Association for Psychological Science.

Redcay, E., Velnoskey, K., & Rowe, M.L. (2014, April). Shared neural systems for language and gesture comprehension. Poster to be presented at the annual meeting of the Cognitive Neuroscience Society: Boston, MA.

Huang, Y.T., *Leech, K. A., & Rowe, M.L. (2014, March). Exploring socioeconomic differences in syntactic development through processing. Poster presented at the 27th annual CUNY Conference on Human Sentence Processing. Columbus, OH.

Rowe, M.L. (2013, November). Current research on individual & psychosocial determinants of early language acquisition: Honoring Betty Hart. Invited plenary talk presented at the annual meeting of the American Speech-Language Hearing Association (ASHA), Chicago, IL.

Newman, R., Ratner, N.B., Rowe, M.L., Eaton, C. & *Morini, G. (2013, October). The effect of infant perceptual skills and maternal input on two-year-old vocabulary outcomes. Poster presented at the Biennial Meeting of the Cognitive Development Society: Memphis, TN.

Salo, V., Rowe, M. L. & Reeb-Sutherland, B. (2013, October). Comparing early measures of child gesture and joint attention in relation to later language development. Poster presented at the Biennial Meeting of the Cognitive Development Society: Memphis, TN.

*Leech, K. A., Rowe, M.L. & Huang, Y. (2013, October). Understanding SES differences in preschool children's syntactic development: The role of vocabulary and processing efficiency. Poster presented at the Biennial Meeting of the Cognitive Development Society: Memphis, TN.

- Rowe, M.L. (2013, August). The importance of the early home environment in children's literacy and numeracy skills. Invited keynote address presented at the opening conference for the TrygFonden Center for Child Research, Aarhus, Denmark.
- Nguyen, V. A., Hu, Y., Boyd-Graber, J., and Resnik, P. (2013) Argviz: Interactive Visualization of Topic Dynamics in Multi-party Conversations, NAACL-HLT 2013 (Demonstration track).
- Eidelman, V., Wu, K., Ture, F., Resnik, P., and Lin, J. (2013) Mr. MIRA: Open-Source Large-Margin Structured Learning on MapReduce, System Demo paper at ACL 2013.
- Boydston, A., Glazier, R. A., Jurka, T., Pietryka, M. T. and Resnik, P. (2013) The Role of Individual Issue Priorities: Evidence from Real-Time Reactions to a 2012 Presidential Debate, Midwest Political Science Association, Chicago.
- Nguyen, V.-A., Boyd-Graber, J., Resnik, P. (2013) Lexical and Hierarchical Topic Regression, Advances in Neural Information Processing Systems (NIPS 2013), Lake Tahoe, NV.
- Resnik, P., Garron, A., and Resnik, R. (2013) "Using Topic Modeling to Improve Prediction of Neuroticism and Depression in College Students", Poster, EMNLP 2013.
- Nguyen, V.-A., Boyd-Graber, J., Chang, J., Resnik, P. (2013) Tree-based Label Dependency Topic Models, NIPS Workshop on Topic Models: Computation, Application, and Evaluation (2013) Lake Tahoe, NV.
- Wang, M., Newman, R., & Li, C.C. (2013, July). The development of prosodic sensitivity and its relationship to reading. Poster presented at the Annual Meeting for the Society for the Scientific Study of Reading, Hong Kong.
- Li, C.C., Wang, M., Isardi, W. (2013, July). The influence of orthography on the proximate unit in spoken word production. Poster presented at the Annual Meeting for the Society for the Scientific Study of Reading, Hong Kong.
- Kim, S.Y., Wang, M. (2013, July). Past-tense processing in English and Korean: A masked priming study. Spoken paper to be presented at the Annual Meeting for the Society for the Scientific Study of Reading, Hong Kong.
- *Lin, C. & Wang, M. (2013, March). The role of lexical cues and stress cues in segmentation in second language learners of English. Poster presented at the 11th International Symposium of Psycholinguistics, Tenerife, Spain.
- Abrams, K., Purnell, T. C. and Idsardi, W. J. (2013, September). Structured Heteronomy of Acoustic Features Within a Dialect Border Region. Talk. Fifth International Conference on the Linguistics of Contemporary English. Austin, TX.
- Idsardi, William J. and Heinz, Jeffrey. (2013, September) Stress, Computation and the Chomsky hierarchy. Talk. MIT Conference on Stress and Meter. Cambridge, MA.
- Hwang, S.-O., Langdon, C., Pucci, C., Idsardi, W. and Mathur, G. (2013, July). Temporal integration windows in sign language processing. Talk. Theoretical Issues in Sign Language Research (TISLR) Conference 11, London.
- Odic, D., Lidz, J. Pietroski, P., & Halberda, J. "How word meanings interface with cognition: A case study of the acquisition of most." Poster. Society for Research in Child Development Biennial Meeting. Seattle.

- Gor, K., & Lukyanenko, A. (June 2013) Inflectional paradigm in native and nonnative processing of nouns: What mediates decomposition? Poster presented at the 8th Morphological Processing Conference. University of Cambridge, UK
- Romanova, N. & Gor, K. (2013) Mechanisms underlying lexical access in native and second language processing of gender and number agreement. Paper presented at Cross-linguistic priming in bilinguals: Perspectives and constraints Radboud University, Nijmegen, Netherlands.
- Romanova, N. & Gor, K. (2013) Gender and number agreement in L1 and L2 processing of Russian. Second Language Research Forum. Brigham Young University, Provo, Utah.
- Gor, K. & Lukyanenko, A. (2013). Lexical access of inflected nouns in L2: What is the role of the inflectional paradigm? Poster presented at BUCLD 38, Boston University Conference on Language Development.
- Gor, K. (2014). Inflectional paradigm and decomposition in a second language. Paper presented at Night Whites 2014, The Second Saint Petersburg Winter Workshop on Experimental Studies of Speech and Language. Saint Petersburg, Russia.
- Gor, K. (2014). Accuracy and speed: Differences in heritage and late L2 learner profiles. Paper presented at Second International Conference on Heritage/Community Languages, UCLA.
- Hacquard, V. (2014, May). âTBAâ, invited speaker, SALT 24, NYU.
- Hacquard, V. (2013, December). âThe grammatical category of modalityâ, invited speaker, Amsterdam Colloquium.
- *Dudley, R., Orita, N., Moyer, M., Hacquard, V. and Lidz, J. (2013, November). âFactivity in three year oldsâ understanding of know and thinkâ. BUCLD 38.
- Momma, S., Slevc, L.R., & Phillips, C. (2014, March). The effect of syntactic category on advance planning in sentence production. Poster presented at the 27th annual CUNY conference on human sentence processing, Columbus, OH.
- Okada, B.M. & Slevc, L.R. (2014, January). Global and local musical expectancies. Poster presented at the Music Mind Meaning conference, Peabody Institute of the Johns Hopkins University, Baltimore, MD.
- Slevc, L.R., Davey, N., Buschkuehl, M., & Jaeggi, S.M. (2013, November). The executive power of music. Talk given at the annual meeting of the Psychonomic Society, Toronto, Canada
- Linck, J.A., *Shell, A., & Slevc, L.R. (2013, November). Lingering inhibition during language switching: Specifying the dynamics of bilingual inhibitory control. Poster presented at the annual meeting of the Psychonomic Society, Toronto, Canada.
- Slevc, L.R. (2013, October). Linguistic and musical structure: The role of cognitive control. Cognitive Science Seminar Series, University of Memphis, Memphis, TN.
- Slevc, L.R., Reitman, J.G., & Okada, B.M. (2013, August). Musical and linguistic structural processing: The role of cognitive control. Talk given at the meeting of the Society for Music Perception and Cognition, Toronto,

Canada.

Slevc, L.R., Reitman, J.G., & Okada, B.M. (2013, August). Syntax in music and language: The role of cognitive control. Poster presented at the 35th Annual Conference of the Cognitive Science Society, Berlin, Germany.

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

Phillips, C. (October 2013). Encoding and navigating structured representations: Three recent surprises. Invited talk, North East Linguistics Society (NELS). University of Connecticut, Storrs, CT.

Phillips, C. (October 2013). Generating expectations and meanings. Zentrum für Allgemeine Sprachwissenschaft, Berlin, Germany.

Phillips, C. (November 2013). Parsing and learning: could less really be more? Symposium on language processing and language development. Boston University Conference on Language Development.

*Parker, D. and Phillips, C. (January 2014). Negative polarity illusions and the format of hierarchical encodings in memory. Talk at the Linguistic Society of America Annual Meeting, Minneapolis, MN.

Phillips, C. (January 2014). Linguistic illusions: four recent surprises. University of Maryland Winter Storm workshop, College Park, MD.

Phillips, C. (February 2014). Linguistic illusions: recent surprises. University of Southern California, Los Angeles, CA.

Chow, W-Y., Li, N., Wang, S., Phillips, C. (March 2014). Are our eyes really faster than our brains? 2nd East Asian Psycholinguistics Colloquium, University of Chicago.

*Parker, D., Du, A., & Phillips, C. (March 2014). Time heals semantic illusions, but not syntactic illusions. Talk at the 27th annual CUNY Conference on Human Sentence Processing. Columbus, OH.

Chacon, D., Imtiaz, M., Dasgupta, S., Murshed, S. M., Dan, M. & Phillips, C. (March 2014). Structural and non-structural locality effects in Bangla filler-gap dependencies. Poster at the 27th annual CUNY Conference on Human Sentence Processing. Columbus, OH.

Chow, W-Y., MacMillan, G., Shah, S., Kurenkov, I., Lau, E., and Phillips, C. (March 2014). Partial use of available information in the early stages of verb prediction. Poster at the 27th annual CUNY Conference on Human Sentence Processing. Columbus, OH.

Lago, S., Shalom, D., Sigman, M., Lau, E. and Phillips, C. (March 2014). Yo pienso, tu piensas, ¿tú piensas? Crosslinguistic agreement effects in comprehension. Poster at the 27th annual CUNY Conference on Human Sentence Processing. Columbus, OH.

Lewis, S. and Phillips, C. (March 2014). Pragmatic processing costs reflect linking to context, not enrichment. Poster at the 27th annual CUNY Conference on Human Sentence Processing. Columbus, OH.

Paker, D. and Phillips, C. (March 2014). Selective priority for structure in memory retrieval. Poster at the 27th

annual CUNY Conference on Human Sentence Processing. Columbus, OH.

Momma, S., Slevc, R. and Phillips, C. (March 2014). The effect of syntactic category on advance planning in sentence production. Poster at the 27th annual CUNY Conference on Human Sentence Processing. Columbus, OH.

Slioussar, N., Malko, A. and Phillips, C. (March 2014). Two distinct attraction profiles in comprehending Russian gender agreement. Poster at the 27th annual CUNY Conference on Human Sentence Processing. Columbus, OH.

Chacon, D., Imtiaz, M., Dasgupta, S., Murshed, S. M., Dan, M. & Phillips, C. (March 2014). Word order effects on long-distance dependency resolution, within and between languages. Talk at the 4th Formal Approaches to South Asian Languages conference. Rutgers University, New Brunswick, NJ.

Lau, E. (2013, June). Automatic and predictive contextual facilitation in comprehension: evidence from multimodal neuroimaging. Talk presented at the 19th Annual Meeting of the Organization for Human Brain Mapping, Seattle.

Lau, E., Fogel, A., Delgado, T. (2013, November). Costs and benefits of prediction: late ERP effects of lexical prediction error in noun phrases. Poster presented at the Annual Meeting of the Society for the Neurobiology of Language.

Lau E. & Namyst A. (2014, March). Dissociating neural effects of predictability and incongruity in adjective-noun phrases. Poster presented at the 27th Annual CUNY Sentence Processing Conference.

*McCourt M., Fazlipour A., Lau E., Williams A. (2014, March). Implicit agents in short passives and remote control of reason clauses. Poster presented at the 27th Annual CUNY Sentence Processing Conference.

Chow, W.-Y., MacMillan, G., Shah, S., Kurenkov, I., Lau, E., Phillips, C. (2014, March). Partial use of available information in the early stages of verb prediction. Poster presented at the 27th Annual CUNY Sentence Processing Conference.

Lago, S., Shalom, D., Sigman, M., Lau, E., Phillips, C. (2014, March). Yo pienso, tu piensas, ¿tú piensas? Crosslinguistic agreement effects in comprehension. Poster presented at the 27th Annual CUNY Sentence Processing Conference.

Lasnik, H. (2013, June) "Levels of representation and semantic interpretation: Some recurrent themes", Semantics and Philosophy in Europe 6, Saint-Petersburg State University. (Invited keynote)

Lasnik, H. (2013, October). "On certain bleeding orders", Workshop on Opacity in Grammar, University of Leipzig. (Invited keynote)

Lidz, J., *White, A. & R. Baier. "Predictive parsing and the acquisition of thematic structure", Talk. Society for Research in Child Development Biennial Meeting. Seattle.

*Kush, D., Lidz, J. & Phillips, C. "Retrieval Respects Crossover." Poster. 26th Annual CUNY Conference on Human Sentence Processing. University of South Carolina.

*Kush, D., Lidz, J. & Phillips, C. "Online Sensitivity to Strong Crossover and Principle C." Talk. 87th

Linguistic Society of America Annual Meeting. Boston.

Heinz, J. and Idsardi, W. J. (2013, October) Opacity between local and long-distance processes in Samala. Talk. WOPIG Workshop on Opacity. Leipzig Germany.

Pietroski, P. (April 2014). Lexical Neutrality and Composite Meanings. Conference on Word Meaning, Cumberland Lodge, England. April 2014.

Pietroski, P. (March 2014). Conjunction, Subtraction, and Comparison. Workshop on the Semantics of Cardinals, Ohio State University. March 2014.

Pietroski, P. (October 2013). What is a Theory of Human (Linguistic) Understanding? Conference on Investigating Semantics: Empirical and Philosophical Approaches, Bochum (Germany),

Pietroski, P. (Oct 2013). Framing Event Variables. Conference on Internalism, Montreal, 2013.

Pietroski, P. (Sept 2013). Two Kinds of Concept Introduction. Conference on Concepts, North Carolina State, 2013.

Pietroski, P. (Sept 2013). Church to Chomsky, Marr to Most. Keynote talk at "Semantics: Mathematics or Psychology." Conference at Princeton University, 2013.

Pietroski, P. (June 2014). Introducing Concepts. Symposium on Origins of Propositional Thought, Society for Philosophy and Psychology, Vancouver.

Suzuki, Y. (2013, June). Which is More Effective Practice, Intensive or Distributed?: Aptitude-by-Treatment Interaction. Paper presented at the 85th Dainigengo Kenkyuukai (Kanto), Ochanomizu University, Tokyo Japan.

Kachinske, I., PandA¾a, N.B., Solovyeva, K., Suzuki, Y., Jain, T., DeKeyser, R.M. (2013, September). Implicit & Explicit L2 Learning and Knowledge. Poster presented at the third Language Science Day, University of Maryland.

Suzuki, Y. (2014, March). Measuring automaticity in second language Japanese: Real-time predictive sentence processing with Japanese case-markers wa and ga. Paper presented at the Eighth International Conference on Practical Linguistics of Japanese [ICPLJ8], National Institute for Japanese Language and Linguistics [NINJAL], Tokyo.

Suzuki, Y. (2014, April). Proceduralization of L2 morphology: Interactions between practice distribution, morphological complexity, and aptitudes. Paper presented at The Symposium on Cognitive Processes, Instruction and Difficulty in SLA, Vrije Universiteit Brussel, Brussels, Belgium.

Wellwood, A., He, A.X., Lidz, J. and Williams, A. (March 2014). Participant structure in event perception: Towards the acquisition of implicitly 3-place predicates. Presentation at the 38th Annual Penn Linguistics Conference. University of Pennsylvania.

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

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

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

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

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

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

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

He, A.X., Wellwood, A., Lidz, J. and Williams, A. (November 2013). Assessing event perception in adults and prelinguistic children: A prelude to syntactic bootstrapping. 38th Boston University Conference on Language Development (BUCLD), Boston University, Boston, MA.

Villata, S., Rizzi, L., Omaki, A., & Franck, J. (2014). Relativized Minimality: A systematic investigation on intervention effects. Poster presented at CUNY 2014, Columbus, Ohio State University.

Omaki, A., Dillon, B., Kubo, T., Sato, M., & Sakai, H. (2014). Anti-locality preference in the processing of Japanese reflexive binding. Poster presented at CUNY 2014, Columbus, Ohio State University.

Atkinson, E., Apple, A., Rawlins, K., & Omaki, A. (2013). Wh-island amelioration at the interfaces: syntax, processing, and semantic distinctness. Talk presented at NELS 44, Storrs, University of Connecticut.

Villata, S., Omaki, A., Rizzi, L., & Frank, J. (2013). Relativized Minimality and cue-based memory model: New insights on the role of similarity. Poster presented at AMLaP 2013, Marseille, France.

He, A. X., Meng, X., Williams, A., & Lidz, J. (May 2014). Thematic role assignment in resultative constructions in English- and Mandarin-learning children. Paper presentation accepted at the 22nd Annual Conference of the International Association of Chinese Linguistics (IACL) & the 26th North American Conference on Chinese Linguistics (NACCL), College Park, MD.

He, A. X., Wellwood, A., Lidz, J. & Williams, A., (January 2014). Assessing event perception in adults and prelinguistic children: a prelude to syntactic bootstrapping. Poster presentation at the 88th Annual Meeting of Linguistic Society of America, Minneapolis, MN.

He, A. X., Wellwood, A., Lidz, J. & Williams, A. (November 2013). Assessing event perception in adults and prelinguistic children: a prelude to syntactic bootstrapping. Poster presentation at the 38th Boston University Conference on Language Development (BUCLD), Boston University, Boston, MA.

Heffner, C. C., & Idsardi, W. J. (2014, January). Limits on phonetic category learning. Paper presented at the

eighty-eighth annual Meeting of the Linguistics Society of America (LSA), Minneapolis, MN.

Heffner, C. C., & Newman, R. S. (2013, October). Differences in timing perception may not entail differences in timing use. Poster presented at the fifth international Aging and Speech Communication conference, Bloomington, IN.

*White, A. S. (2013, October). Factive-implicatives and modalized complements. Poster at the 44th annual meeting of the North East Linguistic Society, University of Connecticut.

*White, A. S., & Grano, T. (2013, September). An experimental investigation of partial control. Poster at the Sinn und Bedeutung 18, University of the Basque Country.

*Leech, K. A., & Rowe, M. L. (April, 2014). The Relation between parents' abstract questions, children's responses, and narrative ability. Paper to be presented at the annual meeting of the American Education Research Conference, Philadelphia, PA.

Marijuan, S., Lago, S. & Sanz, C. (2014). Can English-Spanish emerging bilinguals use agreement morphology to overcome word order bias? Talk given at Georgetown University Round Table, Washington, Maryland. March 14-16.

Marijuan, S., & Lago, S. (2013). (Dis)agreement can help overcoming the word order bias in L2 Spanish: accuracy and timing evidence. Talk given at Second Language Research Forum, Provo, Utah. October 31-November 1.

Huang, Y.T., *Kowalski, A. (2013, November) - Baseball Bats and Butterflies: Context effects on pragmatic inferencing in adults and children. Paper chosen as an alternate talk at the 38th Annual Boston University Conference on Language Development. Boston, MA.

Dillon, B., Levy, J., Staub, A., & Clifton, C. (2014) Linear order effects in agreement: Evidence from English wh-questions. Talk to be presented at the 27th annual CUNY Human Sentence Processing Conference.

Dillon, B. (2014) Locality in filler-gap dependencies: Evidence from extraposition. Poster to be presented at the 27th annual CUNY Human Sentence Processing Conference.

Omaki, A., Dillon, B., Kubo, T., Sato, M., & Sakai, H. (2014) Anti-locality preference in the processing of Japanese reflexive binding. Poster to be presented at the 27th annual CUNY Human Sentence Processing Conference.

Fazlipour, A., Green, J., Lau, E., *McCourt, M. and Williams, A. (March 2014). Remote control and implicit agents. Poster at the 27th CUNY Human Sentence Processing Conference. Columbus, Ohio.

Biller, A.K., Karuzis, V.P., Corbett, R.P., Chang, C.B., & Bowles, A.R. (2013, August). Musical experience predicts lexical tone learning. Paper presented at the Biennial meeting of the Society for Music Perception and Cognition. Toronto, Canada

*Morini, G. & Newman, R. S. (November, 2013). Monolinguals' and bilinguals' ability to process speech in noise. Poster presented at the annual meeting of the Psychonomic Society, Toronto, Canada.

Biller, A.B., Karuzis, V.P., Corbett, R.P., Chang, C.B., & Bowles, A.R. (2013, August). Musical experience

predicts lexical tone learning. Paper presented at the Biennial meeting of the Society for Music Perception and Cognition, Toronto, Canada.

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

*Kronrod, Y., A. *Shell, C. Heffner, A. *Kowalski, R. *Dudley, J. Lidz, M. Rowe, E. Lau (January 2014) Research and Outreach: Translating Findings in Language Science for Public School Students. Cognitive and Linguistic Development: Translations of Research for Educational Applications. College Park, MD.

Bennett, E., Y. *Kronrod, and N. Feldman (November 2013) Modeling Effects of Input Variability on Phonetic Acquisition. Boston University Conference on Language Development. Boston, MA (Poster)

Gor, K., and Lukyanenko, A. (2013, November). Lexical access of inflected nouns in L2: What is the role of the inflectional paradigm? Poster presented at the Boston University Conference on Language Development (BUCLD), Boston, MA, USA

Lukyanenko, A. (2013, June). Morphosyntactic bias in auditory word identification by nonnative listeners. Paper presented at The 8th International Morphological Processing Conference, Cambridge, UK

Gor, K., and Lukyanenko, A. (2013, June). Inflectional paradigm in native and nonnative processing of nouns: What mediates decomposition? Poster presented at the The 8th International Morphological Processing Conference, Cambridge, UK.

Lukyanenko, A., and 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.

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.

*Sutton, M., Fetters, M., & Lidz, J. (2013, November). Principle C effects are structural, not linear, in 30 month-olds. Oral presentation at the Boston University Conference on Language Development (BUCLD), Boston MA.

Harbison, J.I., Davelaar, E.J., Yu, E.C., *Hussey, E.K., & Dougherty, M.R. (2013, August). Intrusions and the decision to terminate memory search. Talk presented at the 35th Annual Cognitive Science Society, Berlin, Germany.

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