

**Thursday, June 27<sup>th</sup>**

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**7:15-9:15 P.M. Invited Symposium**

**State Ballroom**

Technology Innovations for Research on Language

*Chair: Susan Goldman (University of Illinois at Chicago)*

A variety of new technologies for processing and producing language are creating new possibilities for communication and research on language acquisition and learning. The presentations in this symposium provide a wide sample of technologies and uses to which they are being put. Specifically, computers are acting as tutors in physics and computer science (Graesser, Person & Louwerse). A blend of computer technology and real world objects are being combined into systems that scaffold the development of literacy in young children (Cassell). A computational technology, Latent Semantic Analysis, provides a tractable way to assess various aspects of meaning in discourse (Kintsch & Kintsch). Finally, conversational speech systems are assisting people in accomplishing various practical needs such as making airline reservations and navigating in automobiles.

AutoTutor: Tutorial Dialog on a Computer

*Art Graesser, Natalie Person, & Max Louwerse (University of Memphis)*

Towards a Model of Technology and Literacy Development: Story Listening Technologies

*Justine Cassell (Massachusetts Institute of Technology)*

Latent Semantic Analysis as a research tool for studying discourse

*Walter Kintsch & Eileen Kintsch (University of Colorado at Boulder)*

Conversational Speech Systems

*Wayne Ward (University of Colorado at Boulder)*

Discussion of Symposium

*Susan Goldman*

**Friday, June 28<sup>th</sup>**

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**8:15-10:00 Paper Session 1A**

Causality and the order of information in comprehension of scientific discourse

*José A. León, Gala Peñalba, & Olga Pérez (Universidad Autónoma, Madrid, Spain)*

In this paper we analyze whether the temporal order is (or not) a determinant factor in the mental representation of the causal explanation in a scientific context. In order to analyze this effect two different factors were selected: Prior knowledge (postgraduates in arts versus in sciences), and the text causal structure explanation (antecedent-consequent versus consequent-antecedent). The results showed that, independently of the text version presented, both groups tended to draw links in an antecedent-consequent direction.

Inferences come earlier when minds are flexible

*Mary S. Gustafson (Carleton College)*

This study investigated relations between conceptual flexibility, working memory, and text comprehension processes. In a think-aloud task, highly flexible readers made more predictions in explicit texts and generated explanations earlier in implicit texts than other readers. Flexible readers slightly outperformed other readers in accurately answering global text comprehension questions whereas high working memory readers outperformed other readers in local event comprehension. Results indicate flexibility positively relates to complex comprehension processes and differs from working memory.

Memory for narrative and expository text: Differences in prior knowledge use

*Michael B. W. Wolfe (Grand Valley State University)*

The influence of text structure vs. prior knowledge associations was examined in memory for text. Recall data were predicted by computational models that assess text structure (Kintsch, 1998), and prior knowledge associations (Landauer & Dumais, 1997). Narrative recall is predicted solely by text structure, whereas expository recall is predicted by text structure and prior knowledge associations. Text content (factual vs. fictional) was excluded as a possible cause of the difference in reliance on prior knowledge.

SERT: Self-explanation reading training

*Danielle S. McNamara (Old Dominion University)*

Five experiments examined the effectiveness of teaching students to use metacognitive reading strategies. In four experiments with college students enrolled in science courses, self-explanation reading training (SERT) improved text comprehension as well as students' exam performance. A study with high-school students showed that SERT provided moderate benefits to science text comprehension for relatively low-knowledge students (in the regular classes). However, for the relatively high-knowledge students (in the honors classes), both SERT and Preview training benefited the students.

### **8:15-10:00 Paper Session 1B**

Using repetition to project dramatic tension in news analysis discussions

*Stacy Krainz (The University at Buffalo, SUNY)*

Repetition is used to aid in production, comprehension, and interaction (Tannen, 1989). In news analysis discussions, repetition is also used to create a sense of tension. The data come from 51 news analysis discussions using two types of repetition, alliteration, tending to be of sounds low in sonority, and lexical repetition, often focusing on political conflicts. Using repetition thereby creates tension without projecting an emotional bias of the speaker.

Novelty and criticism: Quotative topic markers in Japanese

*Satoko Suzuki (Macalester College)*

Quotative topic markers in Japanese are used when the speaker finds information involved in the utterance new or when the speaker negatively evaluates information. Why are something new and something negative coded similarly? The speaker does not incorporate new information right away because his/her mind is unprepared. Unwilling minds do not incorporate information, either.

Language may treat cognitively unassimilated information and psychologically unassimilated information similarly.

Subjectivity in texts

*Carlota S. Smith (University of Texas)*

I present an account of subjectivity in texts that is based on grammatical forms. Major categories of subjectivity are communication, contents of mind, evidentiality/evaluation, and particular perspectives. Forms may have scope beyond a single sentence. To interpret the forms of subjectivity we must identify the mind responsible, the Responsible Source, as either the author or a participant in the text situation. I propose formal rules that recognize the forms, identify their scope and the Responsible Source.

How young men position “girls” within oral and written discourse

*Neill Korobov (Clark University)*

This paper will explore how gendered “identity positions” are *indexed* in written and oral discourse for adolescent boys (ages 13-14). We will compare the positioning strategies used within private journal writing and open-ended interviews in talk concerning “girls” and guy/girl relations. The identity positions produced will be analyzed as sets of discursive *procedures* that involve the variable use of certain linguistic strategies. We will discuss the procedural and interactive uses of these linguistic strategies as they *index* certain “identity positions”. We will show how these identity positions change as they are deployed to meet the conversational demands of written and oral discourse.

## **10:30-12:15 Paper Session 2**

Reading and action: Manipulation enhances early reading comprehension and memory

*Arthur M. Glenberg, Tiana Gutierrez, Sandra J. Japuntich, & Michael P. Kaschak  
(University of Wisconsin – Madison)*

The Indexical Hypothesis suggests that poor readers may not reliably index, or map, words and phrases onto real-world objects. To test this suggestion, beginning readers were asked to manipulate objects (e.g., toy farm animals) as they read stories. Manipulation while reading increased memory and comprehension by 50%, thereby supporting the Indexical Hypothesis. However, children did not learn to index consistently, in that when they did not actually manipulate, the benefits of manipulation training were eliminated.

Embodiment and vision in conversation

*Stefan Frazier (University of California Los Angeles)*

During face-to-face conversation, language functions within a larger system of several mutually reinforcing communicative devices. The presenter will use video recordings of interaction in natural settings to demonstrate how language, body, and vision are all crucial to the building of conversational discourse. Underlying such analysis is the question not only of what conversation participants are saying, but also what they are doing with their talk, bodies, and physical surroundings.

Will readers' note taking strategies reflect the use of orientational metaphors?

*William Langston, Jeff Kuban, & Jessica Logan (Middle Tennessee State University)*

Will readers use orientational metaphors to guide their note-taking? We presented readers with text comprehension tasks and analyzed the notes they took. Participants were unlikely to do anything beyond the minimalist strategy of writing the information down in the order mentioned. The results were not consistent with the hypothesis that orientational metaphors will be available and accessible for comprehension. At most, 20 out of 130 participants used an orientational metaphor for note-taking.

Reading about motion induces motion simulation

*Teenie Matlock (Stanford University)*

The presentation discusses three reading experiments in which participants read short travel narratives (e.g., slow, fast travel) and made decisions about relatedness of target sentences such as *The road runs through the desert*. Quickest decision times were obtained when target sentences followed narratives about fast, short, or easy travel, suggesting that readers have the capacity to re-enact or simulate motion as it transpired in earlier text.

The construction and integration of art

*Keith Millis, Meredith Larson, & Julie Bonini (Northern Illinois University)*

We explored whether Kintsch's construction-integration (CI) framework, which was developed primarily in the context of reading, would apply to viewing artwork. We predicted ratings of enjoyment, understanding, and effort to representative illustrations and photographs from CI-relevant and CI-irrelevant variables. The CI-irrelevant variables, which represented artistic style, predicted ratings for all artworks, whereas the CI-relevant variables only predicted ratings to illustrations. This suggests that viewing illustrations involve more of the processing described by the CI framework than does viewing photographs.

### **10:30-12:35 Symposium**

Conceptual learning from scientific text and discourse

*Chair: Jennifer Wiley (University of Illinois at Chicago)*

Researchers from both conceptual change and text processing traditions are ultimately concerned with the development of elaborated and accurate knowledge representations or conceptual models while learning from text and discourse. This symposium attempts to bridge the two research traditions, by inviting speakers from both backgrounds to present their perspectives on which uses of text and discourse may allow for successful learning and conceptual development on scientific topics.

Learning from physics text: Effects of interactive and observed discourse with tutors and peers

*Micki Chi (University of Pittsburgh)*

Changing how we learn from text: Assessing the impact of self-explanation-reading training  
*Joe Magliano (Northern Illinois University), the NIU Discourse Technology Group & Danielle S. McNamara (Old Dominion University)*

Intentions, beliefs, and prior knowledge as mediators of students' acceptance of biological evolution  
*Gale M. Sinatra (University of Nevada-Las Vegas)*

Conceptual change through discourse and virtual reality  
*Stellan Ohlsson (University of Illinois at Chicago)*

Conceptual change through argumentation  
*Jennifer Wiley (University of Illinois at Chicago)*

### **1:30-3:30 Invited Symposium**

Instruction in Reading Comprehension

*Chair: Rhona Stainthorp (University of London)*

Reading comprehension instruction in the early grades can be built on the basis of the child's level of proficiency in basic reading skills; it can be developed in conjunction with fluency training, for example. Alternatively, instruction can be based on speaking and listening activities, with the expectation that the comprehension that is achieved will transfer to reading comprehension as children acquire greater proficiency in basic skills. This symposium will present results of several research programs that have varying orientations toward comprehension instruction.

Comprehension and composition: An integrative model and supportive findings  
*Robert Calfee (University of California-Riverside)*

How does diversifying genres used in first-grade literacy instruction impact comprehension development?  
*Nell Duke (Michigan State University)*

Comprehension problems: Causal issues  
*Jane Oakhill (University of Sussex)*

Exploring meaning-making in integrated primary science-literacy units: The nature of intertextuality  
*Maria Varelas & Christine C. Pappas (University of Illinois at Chicago)*

### **3:30-5:30 Paper Session 3A**

"The company words keep" in adult conversations with children: The case of happen  
*Roberta Corrigan (University of Wisconsin-Milwaukee)*

In large segments of written text, corpus linguists study connotations by examining word collocations. For example, "happen" most often collocates with negative words (e.g., "accidents"). The current study examines adult uses of "happen/happens/ happening/ happened" in 151 American-English-speaking adult-child dyads from the CHILDES database. As children develop, adults' use of "happen" shifts from describing mostly neutral and positive contexts to describing mostly negative contexts. This suggests that connotative meaning could be acquired via statistical learning mechanisms.

Explicit negation as positivity in disguise

*Rachel Giora, Noga Balaban (Tel Aviv University), & Ofer Fein (The Academic College of Tel-Aviv-Yaffo)*

In three experiments we tested the alleged inhibitory and suppressive effects of explicit negation. In Experiment 1 we showed that a negation marker (*not* in 'not-X') does not inhibit access of salient meanings (of 'X'): 'Piercing' was primed following both *sharp* and *not sharp* but not following *blunt*. In two offline experiments, we examined the effect of negation on later integrative processes. We showed that a negation marker does not suppress salient meanings activated initially but only modifies them.

The role of overspecification in reference, with a particular focus on the horizontal and vertical axes

*A. Arts, A. Maes, L. Noordman, & C. Jansen (Tilburg University)*

The results of a perception experiment show that overspecification of verbal descriptions decreases the identification time (the time needed to identify the intended referent). This is the case when a minimally specified description that contains only object-oriented information (shape, colour, size) is expanded (i) with extra object-oriented information units, or (ii) with the location-oriented information unit: reference to vertical axis. The contrasting effect of a reference to the vertical axis as opposed to the horizontal axis is discussed.

Animacy and topichood in sentence processing

*Wietske Vonk, Herbert Schriefers, & Willem M. Mak*

This paper deals with the division of labor between syntactic information and semantic/pragmatic information. Sentences with a locally syntactically ambiguous construction, subject and object relative clauses, were investigated. It is argued on the basis of linguistic literature that animacy and topichood are potential factors that affect processing. The results of a number of eye movement studies suggest that animacy and topichood offer a more complete explanation for the parsing phenomena than syntactic strategies do.

### **3:30-5:30 Paper Session 3B**

Is that your final answer? Evidence from an automated question answering tool

*Max Louwerse, Andrew Olney, & Brent Olde (University of Memphis)*

Recently, automatic text retrieval has been taken to a higher level with automatically generating answers to questions. The Question Answering Tool (QUANT) we have developed has impressive performance due to the ideal computational combination of (a) syntactic, lexical, and surface cues and (b) world knowledge. This paper describes the QUANT tool, evaluated its performance, and discusses the implications of such a system.

Development of an Advanced Speech Act Classification System

*Eric Mathews (Rhodes College), Max Louwerse, Andrew Olney, Johanna Marineau, & Heather Hite Mitchell (University of Memphis)*

Speech act classification has been an area of controversy. The intention of the author is difficult to determine linguistically. Nevertheless, such a classification is desirable, particularly for

intelligent systems. We have developed a system that has advanced beyond generalizations and gone into classification of a large number of categories, leading to advanced comprehension of user intention. In our presentation we will provide an overview of the development, testing, and application of our speech act classifier.

Improving comprehension of web survey questions by modeling users' age

*Tania F. Coiner, Michael F. Schober (New School for Social Research), Frederick G. Conrad (Bureau of Labor Statistics), & Patrick Ehlen (New School for Social Research)*

Web survey respondents often don't seek clarification of question terms, although their interpretations can differ radically from survey designers'. We created an interface that diagnosed users' need for clarification, providing definitions after periods of user inactivity. In one version, inactivity thresholds were based on the average user, and in another they differed for older and younger users. Comprehension was more accurate with interfaces that modeled users, especially the interface that modeled users' age.

Using ETAT(Expository Text Analysis Tool) to improve text coherence

*Eduardo Vidal-Abarca, Ramiro Gilabert, & Natalia Abad (University of Valencia, Spain)*

After analyzing a Biology text with ETAT (Expository Text Analysis Tool), a more coherent passage was created by increasing the average and standard deviation of relationships per node. Thirty 11<sup>th</sup>-grade students read either the original or the revised version, and then answered nine inference questions. It was predicted that the answers to some questions would be enhanced by the changes in the revised version, whereas no differences would appear in the others. Results confirm our prediction. Conclusions about how to enhance the reader's inferences based on ETAT's analysis are discussed.

### **7:30-9:30 Joint ST&D and SSSR Poster Session**

P-1 The role of psychological and motivational causality in the narrative structure of hearing-impaired adolescents

*Barbara Arfè & Elena Grimaldo (University of Padova, Italy)*

The use of motivational and psychological causality in producing written narratives by hearing-impaired students has been investigated. Thirty-eight hearing-impaired Italian high school students and two control groups of 30 middle school students and 38 elementary school children, were asked to write a story on a picture sequence. Results show that hearing-impaired students tend to use psychological causality significantly more than both control groups, but motivational causality less than 7th graders.

P-2 Processing of interclause relationships during the dynamic activity of reading: the example of punctuation and connective marks

*Magali Roy, Daniel Gaonac'h (Université de Poitiers, France) & Michel Fayol (University of Clermont-Ferrand, France)*

Three experiments investigated processing of interclause marks during reading. Based on Gernsbacher's model (1990), the first and second experiments investigated whether marks (punctuation marks and connectives), which indicate a high or a low degree of linkage between

clauses, trigger immediately the enhancement or the suppression mechanism. Using an incrementality conception (Garrod & Sanford, 1999), the third experiment showed that these effects were followed by a passive decline of previous active information.

P-3 The role of the right hemisphere in successful comprehension of homonyms

*Jennifer M. Binzak, Morton A. Gernsbacher (University of Wisconsin – Madison), Matthew D. Budde (Duke University), & Gregory T. Kodesh (University of Wisconsin – Madison)*

Previous behavioral data show that participants can reject test words that are inappropriately-related to sentence context as quickly and accurately as test words unrelated to sentence context when enough time is allowed. However when the test word is non-specifically related to sentence context participants do not benefit from additional time, never matching performance for test words strongly related to sentence context. We conducted two event-related fMRI experiments that investigated the role of the right hemisphere in this phenomenon.

P-4 Integrating and disambiguating texts

*Christopher A. Kurby, Joseph P. Magliano, & M. Anne Britt (Northern Illinois University)*

We examined the extent to which readers integrate information from related texts as a function of thematic and semantic overlap. Participants read and recalled ambiguous texts about events that were preceded by a descriptive text of the event. We identified the source of all propositions across text pairs. When propositional constituents were shared between texts, predicates were better recalled than arguments. These results suggest that semantic overlap, especially predicates, may cue text integration.

P-5 Enhancement and suppression of story character goals during reading

*Tracy Linderholm (University of Florida), Morton Ann Gernsbacher (University of Wisconsin), Paul van den Broek (University of Minnesota), Lana Neninde (University of Wisconsin), Rachel Robertson (Emory University), & Brian Sundermier (University of Minnesota)*

The objective of this study was to determine how readers process narrative texts when the main character has multiple goals. Readers must keep track of such goals in order to understand the causal relations between text events, which is an important comprehension process (e.g., Trabasso & van den Broek, 1985). The Structure Building Framework theory of reading (e.g., Gernsbacher, 1997) anticipated that readers maintain the most relevant goal in focus using the mechanisms of enhancement and suppression. The results of the study confirmed that readers actively enhance goal information that is mentioned in a text and suppress the same goal information when a new goal is introduced. Thus, in an attempt to understand the causal relations between events in a text, readers keep track of multiple story character goals by using enhancement and suppression.

P-6 Activity cues and representations of distance in narrative comprehension

*David N. Rapp & Holly A. Taylor (Tufts University)*

We examined the influence of activity cues on readers' representations of distance. Participants read stories in which characters were described as traveling from a start location to a final location. During these travels, characters engaged in activities that could take either a short or long amount of time to complete. Our results suggest that readers' expectations about the amount of time it takes to

complete an activity can influence the accessibility of spatial information from situation models of text.

P-7 The role of causal structure for Chinese narrative comprehension

*Yuhsuen Tzeng & Minglei Chen (National Chung Cheng University, Taiwan, R. O. C.)*

The importance of causal structure on narrative comprehension is well known for English but is unclear for Chinese. Experiment I shows that causal structure plays a similar role for Chinese narratives only if a modified scoring procedure is adopted to accommodate Chinese readers' tendency to omit goal information during recall. Experiment II indicates that this goal omission phenomenon for Chinese readers is peculiar to retrieval because thinking aloud data show they process goal information properly.

P-8 Emotional information and level of importance in the construction of a multi-level representation

*Isabelle Tapiero & Angélique Ducreux (Université Lumière Lyon 2 - Institut de Psychologie, France)*

We investigated the effects of emotional information on the reader's representation. Before reading an experimental text on a current event, participants visualized pictures negatively connoted or neutral. The text was preceded by either a negatively connoted outline or a neutral one (textual information). The representation was assessed through a recognition task with statements differing by the nature of information crossed with their level of importance. Results showed the relevance of emotional information in reader's representation.

P-9 Does updating during reading depend on working memory capacity?

*Amélie Teisserenc, Pascale Maury, & Valérie Collin (University of Montpellier 3, France)*

There is a debate concerning the updating of information during reading. O'Brien et al. (1998) showed that earlier but updated information can be reactivated during reading and still influence integration processes. On the contrary, the "here-and-now" position (Zwaan et al., 2000) argued that updated information replaced, within the situation model, the earlier one which had no longer effect. However, when we took into account the readers' working memory capacities, the two points of view could be right.

P-10 Construction of retrieval structure during reading is a generalization operation

*Cédric Bellissens & Guy Denhière (Université de Provence)*

We investigated the construction of retrieval structure during reading; we assumed that it consists in semantic cues associated with encoded information. We interrupted text reading and presented a cue sentence before reading resumption. Cue sentence characteristics were manipulated by combining information previously presented. Reading times after interruption and answers to comprehension questions were analyzed. We showed that text processing generates episodic representations that are generalized in semantic memory to form macropropositions used as retrieval cues.

P-11 Movement and recall of verbal phrases  
*Helga Noice (Elmhurst College)*

The phrases used in the experiments on subject-performed tasks (SPTs) almost always are a literal enactment of the accompanying phrase. Recent research has extended this effect to movements that are not enactments of the accompanying verbal utterances (e.g., Noice, Noice & Kennedy, 1990). This study investigated whether the increased recall is due to simple physiological activation or to a higher-order connection between words and accompanying movement. Participants had to perform phrases accompanied by either goal-consistent, goal-contradictory or neutral movements. Results showed that the facilitating effect was only observed in the goal-related conditions. These findings are consistent with Glenberg's theory of embodied cognition.

P-12 Implicature and presupposition in deictic verbs of motion: Come and go  
*Uri Hasson & Sam Glucksberg (Princeton University)*

What conversational functions are accomplished by the deictic motion-verbs 'Come' and 'Go'? This study evaluates Fillmore's (1983) influential analysis of the implicature that such verbs convey. Our results extend his analysis, and indicate that 'Go' does convey an implicature regarding the location of the speaker. This study demonstrates that an examination of the verbs in a discourse context is a valuable step towards understanding the mental representation that they evoke.

P-13 What's a science student to do?  
*Tenaha O'Reilly & Danielle S. McNamara (Old Dominion University)*

This investigation examined the influence of cognitive ability factors (science knowledge, reading skill, metacognitive reading strategies) and learner activities (in-class and at-home) on high-school students' science achievement. Achievement was measured with a statewide test of science knowledge, students' course grade, and comprehension of a science passage. In-class activity reliably predicted only course grade whereas at-home activity reliably predicted SOL scores and science passage comprehension. Cognitive abilities reliably predicted all three of the student achievement measures. However, the effects of these cognitive variables interacted in interesting ways.

P-14 Cognitive precursors to science comprehension  
*Kimberly Cottrell & Danielle S. McNamara (Old Dominion University)*

This study examines the validity of cognitive factors, including prior domain knowledge, reading ability, and metacognitive reading strategies, in terms of predicting students' comprehension of science texts and students' performance in an introductory psychology course. Both prior knowledge and reading skill reliably predicted comprehension of the science text. Prior knowledge was the best predictor of exam performance. However, greater knowledge provided no benefit for students who did not use certain types of metacognitive reading strategies.

P-15 Understanding causal explanations in social science texts  
*Manuel Montanero, Josè A. Leún, & Inmaculada Escudero (Universidad Autonoma de Madrid)*

The aim of this study was twofold. On the one hand, we analyze the influence of prior knowledge in the comprehension of causal chains in social sciences. On the other hand, we analyze whether the

presence of signals that emphasized topic structures in the text could improve the comprehension of causal explanations. The results support new instructional alternatives based on the causal structure of the text could improve reasoning and comprehension capacities of the students.

P-16 Effects of readers' inaccurate prior knowledge in comprehension and memory of expository texts  
*Panayiota Kendeou & Paul van den Broek (University of Minnesota)*

In this study we investigated the on- and off-line effects of readers' inaccurate prior knowledge in comprehension and memory of text. The results demonstrated that readers with inaccurate prior knowledge engaged to the same kind of processes compared to readers with no inaccurate prior knowledge. However, readers differed in their mental representations of the text. Readers with inaccurate prior knowledge recalled less overall but more invalid inferences than did readers with accurate prior knowledge.

P-17 The effects of overviews and writing tasks on learning from hypertext  
*Jeannine Bailey & Jennifer Wiley (University of Illinois at Chicago)*

Research has shown that structured overviews can be beneficial for comprehension of hypertext (Dee-Lucas & Larkin, 1995). The present studies investigated the effects of concurrent overviews on comprehension. Participants received either a structured or unstructured overview. They also received tasks that did or did not encourage text integration. Results suggest that structured overviews aid comprehension only when text integration is not otherwise encouraged.

P-18 The impact of image content and browser configuration on learning from scientific web pages.  
*Christopher A. Sanchez & Jennifer Wiley (University of Illinois at Chicago)*

This study was designed to investigate the impact of manipulating image content and image presentation on learning in a scientific web page. A text was illustrated with either conceptual images, seductive images without people, seductive images with people, or not illustrated at all. Images were either presented in a separate window from the text, or embedded within the text. Results indicate that image type does influence learning as does the method of presentation.

P-19 The role of illustrations on news text comprehension.  
*Nathalie Blanc (University of Lyon 2) & Berth Maud (University of Montpellier 3)*

Three experiments explore the role of illustrations on news text comprehension. We manipulated the connotation of illustrations (i.e., positive versus negative) presented before reading a news text composed of positive and negative information. Data obtained to inference judgment tasks revealed that illustrations determine the connotation of the information foreground in the situation model built from news text, and may induce an emotional state to the reader.

P-20 Time course, quality and nature of the updating process studied from news text comprehension.  
*Nathalie Blanc (University of Lyon 2)*

In this work, I study the time course, the quality and the nature of the updating process, using a news text. Knowledge of the event described was reactivated before reading the text for half of the participants only. The updating was tested during and after the reading. Results showed first that

readers' prior knowledge determines the time course and the quality of the updating process, and second, that updating is a controlled process.

P-21 Reformulation of academic-argumentative texts written in a foreign language: Conceptual mapping  
*Sue Anne Spath Hirschmann (University of Buenos Aires)*

A model of reading has been designed for a program of foreign language reading at the university level. Readers below the threshold level of acquisition of the target language reformulate argumentative articles in the field of their majors through the design of conceptual maps. These constraints enhance the level of observation and analysis due to the readers' social construction activities, to their willingness to participate, and to their intense engagement in metacognitive processes. Conceptual mapping is analyzed through the stages of blending and projecting and the operations of selection, completion, reduction, abstraction, algorithmic layout, heuristic extension.

P-22 Developing a dynamic online measure of following procedural texts  
*Aldwin Domingo (University of Minnesota)*

This research examines the comprehension of written instructions based upon the interaction of Working Memory (WM) for steps, the actions taken, and the current state of the task. A task was designed to examine the nature of procedural errors as a participant followed written instructions based on an overall goal. Results show that participants had significantly less errors when they were given a concrete goal than an abstract goal.

P-23 Effects of genre expectations, type of presentation, and media on text comprehension  
*José A. León, Antonia Parras, & Inmaculada Escudero (Universidad Autónoma de Madrid. Spain)*

This work investigated the effects of genre expectation (narrative, expository, and news), format of text presentation (column, prose), and media presentation (screen vs paper) on reading comprehension. Four texts extracted from newspapers were selected following criteria used by Zwaan (1994). The results, coupled with the absence of significant differences in reading times regarding genre expectations and type presentation, showed significant differences when the texts were presented over paper vs screen format, being faster paper presentation.

P-24 What are you doing reading this poster?  
*Michael P. Kaschak & Arthur M. Glenberg (University of Wisconsin – Madison)*

Recent work in psychology and linguistics has suggested that knowledge about the properties of particular abstract sentence frames (called constructions) plays an important role in language processing. We provide further evidence for this claim by exploring the comprehension of the What's X doing Y? construction. In three experiments, we demonstrate that knowledge of the semantic and pragmatic properties of this construction are used in the course of reading comprehension. The results of these experiments are used as a starting point for a discussion of the status and import of the concept of construction in psycholinguistics.

P-25 The influence of reading goals on problem resolution  
*Aaron Larson, Anne E. Britt, Chris Kurby, Joe Magliano, & Dominik Guess (Northern Illinois University)*

Research in narrative comprehension has shown that readers will only make inferences necessary to comprehend the text. Reading for problem solving, however, may not be as constrained. The current study investigated the differences seen when reading a text to comprehend versus reading a text to solve. We manipulated the type of story to be recalled and solved and participants' instructions for reading the problem. The results provide evidence that readers will shift their reading model when placed in a problem solving situation.

P-26 Story problem perspective improves comprehension

*David A. Havas & Douglas A. Waring (Northern Illinois University)*

The mathematical story problem question dictates whether information is relevant or extraneous to problem solution, but usually occurs at the end of the problem. Providing a reading perspective improves comprehension and memory, particularly for low working memory span readers. Results demonstrate a statement type by perspective interaction. Increased recall of problem relevant information and a significant decrease in recall for problem irrelevant information has implications for solving, and teaching how to solve, mathematical story problems.

P-27 Effects of shared visual space on conversations during collaborative physical tasks

*Susan R. Fussell, Robert E. Kraut, & Jane Siegal (Carnegie Mellon University)*

We examined the effects of shared visual information on conversation during a collaborative bicycle repair task. Pairs worked together to repair a bicycle under three media conditions: side-by-side, audio-video, and audio-only. Quantitative and qualitative analyses of the dialogues across the three conditions suggest that participants use shared visual space when it is available in order to formulate their messages effectively, to maintain awareness of one another's activities, and to refer efficiently to task objects.

P-28 Limitations on LSA text coherence measurement

*Eduardo Vidal-Abarca, Vicente Sanjose, & Ramiro Gilabert (University of Valencia, Spain)*

Latent Semantic Analysis (LSA) can be used to measure text coherence (Foltz, Kintsch, Landauer, 1998). Our study puts some limitations on it. Employing a procedure similar to that used by Foltz et al., we analyzed low and high coherent versions of texts used by Vidal-Abarca et al, and by Linderholm et al. The first analysis showed that LSA did not detect causal coherence improvements that human subjects did. A second analysis showed that LSA needs redundant information in order to detect coherence improvement, something that is unnecessary for humans.

P-29 Property attribution in metaphor comprehension: Simulations of topic and vehicle contribution within the LSA-CI-framework

*Cédric Bellisens (Université de Provence), Julia Thiesbonenkamp (Universität Osnabrück), & Guy Denhièr (Université de Provence)*

Simulations on metaphor comprehension were done within the CI-LSA framework (Kintsch, 2000) supposing that remaining prime traces in working memory influence the predication process. Glucksberg, McGlone and Manfredi (1997) stated that metaphors are understood as a property attribution process. The vehicle and the topic of a metaphor are supposed to make different, but interactive contribution to guide the comprehension. The simulations succeeded in reproducing a significant priming effect and a significant interaction between priming and level of constraint.

P-30 An empirical evaluation of the AUTOCODER system for automatic semantic coding of children summarization data

*Shahram Ghiasinejad & Richard M. Golden (University of Texas at Dallas)*

In the field of text comprehension, researchers rely mainly on analysis of protocol data obtained from various experimental tasks such as recall, summarization, talk-aloud, and question answering. As such, the semantic coding of protocol data is critical. Unfortunately, human semantic coding of protocol data is inherently unreliable and the partial or full automation of the coding process would provide a mechanism for explicitly documenting coding rules and guarantee that the coding process would be entirely consistent and reliable across research labs.

P-31 Between a rock and a hard place: Virtual interaction presents unique challenges for machine translation

*Sherri L. Condon & Keith J. Miller (The MITRE Corporation)*

Spontaneous, real-time written interactions in computer-mediated environments challenge traditional views of speech vs. writing and create problems for machine translation systems designed for either spoken or written discourse. Features such as creative spelling, rebus spelling, repeated letters, acronyms, and abbreviations reflect the unique communicative practices that have evolved in virtual interaction. Our work characterizes features of virtual interaction with an eye towards improving the performance of machine translation in this environment.

P-32 Read & answer, an application for tracking reading and answering-question behavior

*Eduardo Vidal-Abarca, Tomas Martínez, & Ramiro Gilabert (University of Valencia, Spain)*

Read&Answer is an application that keeps track of the reader's behavior when he or she reads a text and answer questions to process text information more in depth. Read&Answer is similar to the application Select-the-text by Goldman and Saul, (1990), but it adds the possibility of recording text and answering question behavior. Read&Answer also permits that a visual information is included as a part of a text. Read&Answer can provides information about complex study strategies.

P-33 What images for idioms tell us about figurative language

*Heather Bortfeld (Texas A&M University)*

When native and non-native English speakers were asked to form mental images of familiar American English idioms, both groups of speakers reported images that reflected fusions of the phrases' literal and figurative meanings. In a subsequent rating task, non-native speakers were judged to have produced more natural sounding sentences using the target idioms after the imaging task than they did before the task. Emergent properties of metaphorical language are discussed.

P-34 Frame activation and humor in Japanese narrative

*Noriko Watanabe (Baruch College, CUNY)*

In this paper I will show how important frame activation is to performances of humorous Japanese storytelling art called Rakugo (Morioka & Sasaki 1990, Enomoto 1984, Hrdlickova 1969). In my analyses, frame activation in the prefacing section, that is outside of the main story unit, as well as in the main body of the story are both vital in effective creation of humor in this genre. Tape-recorded performances of the storytelling were used for analysis.

P-35 Psychological reality of the word and the sentence in Chinese  
*Rumjahn Hoosain (University of Hong Kong)*

Chinese grammar had been described as "meager". This paper investigates two basic aspects of grammar: the notion of the word and the notion of the sentence in Chinese. Chinese readers show a lot of variation in what they consider to be word boundaries in sentences. Furthermore, although similar punctuation marks are used in Modern Chinese as in English, Chinese readers show great variation in locations in a text where they think sentence boundaries should be marked.

P-36 The five elements of combat power: A conceptual analysis  
*Nannette V. M. Brenner (University of Maryland at College Park)*

This paper is a conceptual analysis of the grammar underlying a recent change in US Army operational doctrine, the inclusion of the concept of information into the elements of combat power. It examines the core scenes of the four original elements, maneuver, firepower, leadership, and protection, and explains why these four technical terms are conceptually easy to grasp and implement by military professionals, and why "information" blends far less cohesively with the other four.

P-37 The voice of God  
*Esther Kim Choi (University of California - Santa Barbara)*

This paper investigates how the representation of God is constructed by a pastor's manipulation of voice in sermons. In recounting conversations with God, as well as in paraphrasing readings from the biblical text, the pastor takes on the person of God as indexed by linguistic features such as use of shifters in direct quotations, vernacularization, and manipulation of voice quality. These features make God a dialogic partner, in effect, making the divine more human, and cultivating a sense of intimacy with God.

**Saturday, June 29<sup>th</sup>**

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### **8:15 - 10:00 Paper Session 4A**

Readers' reality- and plot-based expectations in narrative comprehension  
*David N. Rapp (Tufts University) & Richard J. Gerrig (State University of New York)*

As readers experience narratives, their beliefs about the likelihood of story events may be informed by two sets of expectations. Reality-driven expectations incorporate real-world constraints involving time, space, and human behavior; plot-driven preferences incorporate reader hopes and wishes that emerge from the plot. We explored the interaction of reality and reader preferences in the application of temporal situation models. Our results have implications for the role of the reader in theories of narrative comprehension.

The effects of context on the appreciation and comprehension of jokes  
*Heather Hite Mitchell, Art Graesser, & Max Louwerse (University of Memphis)*

Standard cognitive theories of humor suggest data-driven processing is sufficient for processing humor, while neglecting conceptually driven processing. In an online and offline study, participants read jokes presented either with or without context. Funniness ratings and recall measures were

collected. Jokes presented with context are significantly rated funnier and recalled better, providing convincing evidence for the role of conceptually driven processing in humor appreciation and comprehension.

Making predictive inferences about (secret) conversations

*R. Brooke Lea (Macalester College), Patrick Kayser (Macalester College), Elizabeth J. Mulligan (University of Colorado-Boulder), & Jerome L. Myers (University of Massachusetts- Amherst)*

Five experiments examined the relationship between bottom-up reactivation processes and more top-down, prediction-based processes. Participants read passages in which a backgrounded concept one of the protagonists knows about is reactivated just before the protagonists engage in conversation. Both on- and off-line data show that readers made inferences about the topic of the conversations. However, very different activation and inference patterns emerges when the reactivated topic is a secret between the two protagonists.

Presupposition in cyber, computer-mediated communication

*Kyong-Sook Song (Dong-eui University, South Korea)*

This paper explores presupposition in Korean cyber, computer-mediated communication with focus on the Internet Relay Chat (IRC). Within the framework of pragmatic discourse analysis, this paper attempts to answer to the following research questions: (1) What types of presupposition and presupposition-triggers are employed in Korean CMC? (2) What kinds of interactive, psychological, and communicative motivations are involved in Korean cyber communicator's use of certain presupposition and presupposition-triggers? (3) What are the universality and culture-specifics with regard to presupposition? It was observed that in cyber interactions Koreans not only employ linguistic devices in different ways, but also express their opinions in less polite manners than they do in ordinary face-to-face interactions. These observations and findings have some implications for the ethnic issues and cross-cultural differences in cyber, computer-mediated communication.

### **8:15 - 10:00 Paper Session 4B**

The effects of discourse type on vicarious learning

*David M. Driscoll, Scotty D. Craig, & Barry Gholson (University of Memphis)*

Previous research has provided evidence of the efficacy of dialogue discourse in vicarious learning. However, it remains unclear what particular dialogue features account for these findings. The present study examined the degree to which the use of deep versus shallow-level questions, as well as concept repetition and enhanced monologue, helps in explaining the enhanced performance of overhearers of dialogue discourse. Results provided evidence for the importance of deep-level questions to enhance vicarious learning among overhearers of dialogue discourse.

Learning new domain-related states and events from illustrated texts by subjects with high and low prior knowledge.

*Gaëlle Molinari & Isabelle Tapiero (Université Lumière Lyon 2 - Institut de Psychologie)*

Integration of new information provided, by an illustrated text, into knowledge acquired from an outline, was examined as a function of the nature of illustrated information, the presentation mode of pictures and readers' prior knowledge. Experts benefited from the text in which only events were illustrated, especially when events were presented before their corresponding pictures. Beginners focused more on the text in which only states were illustrated, especially when pictorial and textual information were simultaneously presented.

Process vs. content in text metamemory monitoring

*David A. Robertson (Georgia Institute of Technology)*

This study investigates subjective aspects of readers' memory for a text, and relate them to the accuracy of their memories and the veracity of their confidence in their memories. Participants read a portion of a history text and then answered questions about the text, made confidence judgments and rated other metamemory qualities. Vividness, the amount of perceptual information in memories, is an important predictor of confidence and accuracy of memories.

The influence of prior knowledge on on-line processing of relevant and irrelevant information in expository text

*Johanna K. Kaakinen, Jukka Hyönä ( University of Turku ) , & Janice M. Keenan (University of Denver)*

This study examined how prior knowledge influences perspective effects in on-line text processing. Participants read two texts of different familiarity from a given perspective while eye movements were recorded. The results suggest that encoding of relevant text information to memory does not require extra processing time if the reader has prior knowledge related to text topics and a relatively high reading span. Findings are discussed in the light of different working memory theories.

### **10:30 - 12:15 Paper Session 5**

Explanation-based, dynamic understanding and the selection of causes in counterfactual reasoning

*Tom Trabasso & Jake Bartolone (University of Chicago)*

A dynamic understanding and memory updating approach to the comprehension of narratives is tested against findings of Kahneman and Tversky (1982) on counterfactual reasoning and in three new experiments on accessibility of conditions as a function of explanatory elaboration or normality. Participants read stories and selected causes to "If only" sentences. Causal discourse analyses and connection modelling simulated dynamic understanding and provided connection strengths as measures of accessibility. All four sets of findings were simulated successfully (R-squared varied from .76 to .98). Normality was varied through different linguistic marking devices, from none to fully explicit and contrastive). Selection of unusual causes was affected only by the latter. Counterfactual justifications were unrelated to normality, contradicting the use of simulation heuristics. Accessibility of conditions is favored as is the dynamic understanding and memory updating approach.

The effects of causal relatedness and predictability on cued recall

*So-young Kim Suh (Seoul National University), Jung-Mo Lee (Sung-Kyun-Kwan University) , Jae-Ho Lee (Choong-Ang University), & Moon-Gee Jeon (Sung-Kyun-Kwan University)*

Keenan, Baillet, & Brown(1984) and Myers, Shinjo, & Duffy(1987) found that, when the degree of causal relatedness between a pair of sentences was varied, the probability of recall of a sentence, given the other sentence as a recall cue, was the highest at the intermediate level of causal relatedness. This was interpreted as due to the elaborations which are assumed to occur during the reading of the sentences with the intermediate level of relatedness. In this study, in addition to causal relatedness, the predictability was varied to see whether it affect the recall. In Exp 1, the subjects recalled the first sentence given the second sentence as a recall cue. In Exp 2, the subjects recalled the second sentence given the first sentence as a recall cue. It was found out that the effects of recall was opposite in two experiments in the high causal relatedness condition. The results were interpreted as due to the differences between forward and backward integration during the encoding.

#### Comprehension of causal relations in context

*Leo Noordman (Tilburg University)*

The central hypothesis in this paper is that the more directly sentences express a causal relation in the world, the easier they are to understand. The independent variables are content and epistemic relations, the conceptual order and the linear order of the causal relation. Each of these factors has an effect on the reading times. A subsequent experiment explains why epistemic relations are more difficult to process than content relations.

#### Causal coherence: Analogical components

*Amal Guha & Jean-Pierre Rossi (Université Paris Sud-Orsay, France)*

To what extent do temporal, spatial and referential factors determine the strength of causal coherence ? To answer this question, we carried out a multiple regression analysis for likeliness judgments of 154 cause-consequence couples concerning physical causality. The predictor variables were scale shift, contiguity (with four levels), and multiplicity, along with referential coherence. The results indicate that four of these analogical variables significantly predict likeliness judgements ( $R^2=.31$ ;  $F(7,120)=7.80$ ;  $p<.001$ ), thus backing the possibility of perceptual cues to causality.

### **1:30-4:00 Invited Joint Symposium**

Making inferences during reading: New directions from behavioral, computational and cognitive neuroscience studies

*Chair: Charles Perfetti (University of Pittsburgh)*

The behavioral research on inferencing has greatly matured over the last two decades. Cognitive neuroscience methods yield exiting new data on where and when such cognitive processes occur in the brain and computer modeling can establish more integrative and more precise theoretical accounts. This symposium brings together researchers who have prominently worked with the different methods so that the potential for new research, theoretical integrations and application possibilities can be discussed.

Introduction to the symposium  
*Charles Perfetti (University of Pittsburgh)*

Simple reading tasks and fMRI  
*Julie Fiez (University of Pittsburgh)*

Inferencing in reading text  
*Murray Singer (University of Manitoba)*

The Landscape Model  
*Paul van den Broek (University of Minnesota)*

Applying the CI model to inferencing  
*Franz Schmalhofer (University of Osnabrueck, Germany)*

How the brain makes inferences  
*Mark Beeman (University of Pennsylvania)*

fMRI studies of causal inferences during reading  
*Robert Mason (Carnegie Mellon University)*

Discussion of symposium  
*Morton Gernsbacher (University of Wisconsin-Madison)*

#### **4:15 – 5:30 Paper Session 6A**

Language fluency and word frequency: The unitization effect in reading  
*Liang Tao (Ohio University) & Alice Healy (University of Colorado-Boulder)*

Two experiments tested the unitization hypothesis on two writing systems: alphabetic (English) and logographic (Chinese). Native speakers of three languages with different fluency levels read English and Chinese passages and performed English letter and Chinese character component detection. The results indicate that for both languages, readers pay less attention to individual components of high-frequency words while processing them as whole units. The experiments support the unitization hypothesis as a universal principle describing reading processes.

Effects of topic headings on on-line processing of expository text: An eye fixation analysis  
*Jukka Hyönä (University of Turku) & Robert F. Lorch, Jr. (University of Kentucky)*

Effects of topic headings were examined on processing of multiple-topic expository texts. Readers read a text with headings and another, similarly structured text without headings, while their eye movements were registered. The results showed that headings speeded up the initial processing of sentences that introduced a new topic. Moreover, headings increased wrap-up processing at topic boundaries. Individual differences were examined with a cluster analysis, which revealed a group whose processing was noticeably affected by headings.

Conjunction in written discourse: The discourse function of sentence-initial *and*  
*Heidrun Dorgeloh (University of Düsseldorf, Anglistik III)*

The paper deals with sentence-initial *and* in written as compared to interactive discourse. It is argued (1) that the function of *and* as a discourse marker (Schiffrin 1987) also applies to connecting sentences and (2) that the prescription against it has not evolved by chance. Evidence comes from Early Modern English texts and their changing preferences for discourse structures and from Modern English corpora, where sentence-initial conjunction also shows variation across written formal genres.

#### **4:15 – 5:30 Paper Session 6B**

Comprehension skill predicts N400 in locally, globally, and non-congruent sentence processing  
*Carol J. Madden, John P. Kline, Rolf A. Zwaan (Florida State University), & Christopher J. Patrick (University of Minnesota)*

Subjects read sentences in which the final word was globally congruent, incongruent, or locally congruent (incongruent, but associated with an unbiased meaning of a nearby homograph). Good comprehenders produced n400s in the locally congruent and incongruent conditions, but not in the globally congruent condition, indicating that integration is facilitated by relevant context cues. Poor comprehenders showed equal n400s in all conditions, indicating that the context cues in the congruent sentences did not facilitate the integration process.

Situation familiarity affects hemisphere asymmetries of causal inference generation  
*Brian A. Sundermeier, Chad J. Marsolek, Paul van den Broek, & Sandra Virtue (University of Minnesota)*

72 normal subjects read short inference promoting texts that varied in familiarity and performed lexical decisions on inference words presented to the left hemisphere (LH) or right hemisphere (RH). There was an interaction between targeted hemisphere and type of priming. Male subjects showed greater priming for familiar inferences when inference words were presented to the LH. In contrast, male subjects showed greater priming for less familiar inferences when inference words were presented to the RH. Therefore, inference generation in the hemispheres seems to be differentially affected by background knowledge.

The role played by the right hemisphere in the organization of complex text structure  
*Andrea Marini, Ugo Nocentini, & Carlo Caltagirone (Fondazione Santa Lucia, Second University of Roma "Tor Vergata")*

A group of patients with right hemisphere damage (RHD) was compared to a group of left hemisphere damaged (LHD) non aphasic subjects and neurologically intact controls in performing three story description tasks. In the first task subjects were asked to describe a set of four previously read stories whereas the second and the third tasks required subjects to describe, respectively, ordered and unordered picture stories. The texts elicited in this way were analyzed with a newly developed, original method of text analysis, which allows to have a complete view of the micro- and macrolinguistic processing abilities of the subjects examined.

**Sunday, June 30<sup>th</sup>**

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**8:00 – 10:00 Paper Session 7A**

The role of expectations in spontaneous irony production

*Jeffrey T. Hancock (Dalhousie University)*

Two experiments examined whether factors important to the comprehension of irony, such as expectations, play a similarly important role in the production of irony. In experiment one, the spontaneous irony that emerged between unacquainted partners after their expectations had been violated or fulfilled was examined. Low overall rates of irony were produced, and no effect of expectations was observed. In experiment two, the procedure was replicated with acquainted participants (i.e., friends). Higher overall rates of irony were observed and violated expectations increased spontaneous irony production.

Does it matter how you say it? A comparison of figurative forms

*Roger Kreuz, Shannon Whitten, Kristen Link, Johanna Marineau, & Aaron Ashley (University of Memphis)*

Participants read stories that ended with one of eight different language types: literal statements, hyperbole, idiom, irony, metaphor, simile, rhetorical question, and understatement. Reading times and recall data were collected. Two studies showed that, compared to the other language types, ironic statements were processed more slowly, and were remembered better (even after a 24-hour delay). These results are consistent with prior research demonstrating that irony fulfills a number of pragmatically salient discourse goals.

Contextual priming of abstract nouns: Abstract context schemata or semantic relatedness?

*Katja Wiemer-Hastings & Xu Xu (Northern Illinois University)*

This study examines the mechanism underlying contextual priming of abstract concepts. Previous findings have been inconsistent, perhaps due to varying conceptualizations of context. Three experiments using a lexical decision task tested the predictions of contextual constraint theory, which specifies relevant context as concept-specific situation elements. The results are supportive of the view that abstract concepts are activated by such constraints, and that they prime abstract concepts even in the absence of textual semantic relatedness.

Looking out for number one: Euphemism and face

*Matthew S. McGlone (Lafayette College)*

Communicators use euphemisms to minimize threat to an addressee's face and to their own. We investigated the influence of these interrelated motives on euphemism use. Participants described photographs, some depicting distasteful stimuli, in electronic messages sent to a fictitious recipient. Some participants believed they would later meet the recipient, others believed they would not. Participants euphemistically described distasteful stimuli more frequently when they believed they would meet the recipient, suggesting self-presentation as the principal motive for euphemism use.

## **8:00 – 10:00 Paper Session 7B**

The interaction of time shifts and goal structure in written narratives  
*William Levine (University of Arkansas)*

This study was conducted to examine the effect of time shifts on the representation of goal structure. Participants read vignettes in which a character's goal was completed or not and in which there was a short or long time shift. The results of a recognition probe task suggest that time shifts had no effect on satisfied goals, but an effect on unsatisfied goals such that the goal concept became more accessible after a long time-shift.

The Co-influence of situational cues and sourcing on the integration of multiple news stories in memory  
*Hyun-Jeong Joyce Kim & Keith Millis (Northern Illinois University)*

We investigated the co-influence of sourcing and situational dimensions on the integration of stories. Participants read “breaking news stories” from either one or two news agencies that were believed to be from the Internet. Having a second agency reduced the integration of stories in memory, as did shifts on situational dimensions. The results suggest that source might be another situational dimension important to discourse processing.

Effect of the valence of contextual cue on the occurrence of the resonance process  
*Sabine Gueraud & Isabelle Tapiero (University of Lyon-2, France)*

In two experiments, we studied whether the emotional valence of information (positive, negative and neutral) determines the occurrence of the resonance process, assumed to promote the reactivation of prior textual information. Participants had to read narrative texts in which two sentences were either consistent or inconsistent with the representation previously elaborated. On-line measures confirmed the intervention of a resonance process and provide new information on what we already know on the characteristics of this process.

Suppressing inconsistent information: A reality or the result of a repeated inhibition ?  
*Nathalie Blanc, Sabine Guéraud, & Isabelle Tapiero (University of Lyon-2, France)*

We carried out three experiments to test whether two cognitive mechanisms, Inhibition and Suppression, are involved in text comprehension. By using texts that contain an inconsistency, we tested whether the inconsistent information is first inhibited and then reintegrated or suppressed, depending on what provides subsequent textual information. Our main results confirm that inhibited information can be retrieved later if subsequent information explains the inconsistency, whereas it is suppressed from readers' situation model when the inconsistency is further strengthened.

## **10:20 – 12:15 Paper Session 8A**

Sensitivity to narrative structure in different media by preschool children  
*Mary Jane White, Julie S. Lynch, Kathleen E. Kremer, Panayiota Kendeou, Jason Butler, & Paul W. van den Broek (University of Minnesota)*

Are preschool children sensitive to the causal and goal structure of narratives presented in different media? Four- and 6-year-old children listened to narratives presented aurally and through television. Afterwards, they were asked to recall everything they remembered from each story. Results indicate

that children comprehended narrative stories in both media by focusing on ideas central to the story's meaning. The study demonstrates that children use top-down processes when comprehending authentic, complex texts across media.

Creating characters and reconstructing texts: Evaluation in children's oral narrative re-tellings  
*Amy Leuchtmann Sexton (Rice University)*

This research examines children's use of evaluative features in oral narrative re-tellings of familiar classroom texts. Ninety-eight English language narratives were collected from 2nd and 4th graders. The students were native English or Spanish speaking, or were Spanish-English bilinguals. Analyses revealed that differences in perceived narrative skill centered upon the use of two evaluative features (references to mental activity and character speech) as well as the employment of certain textual devices. Educational implications and parallels with Vygotskian psychology are discussed.

The relationship between handwriting fluency and writing quality in writers at Age 9, 11, and 13  
*Vincent Connelly, Gemma Hurst, & Bhavna Keshwala (South Bank University, London)*

Models of writing development assume that handwriting has become automatic and does not limit higher order writing processes by about age ten. In this study a sample of children between 9 and 13 were studied. It was found that handwriting fluency contributed to overall writing quality in the sample. This was after controlling for age, vocabulary and reading skill. Therefore, for children between 9 and 13 handwriting fluency may still be a limiting factor in developing higher order writing.

Partners in story: The relation between children's narrative skill and parents' reminiscing style  
*Jennifer A. Wenner (Macalester College), Julie S. Lynch (University of Minnesota), Sylvia Wilson, Maren A. Bramhall, & Sarah Galbraith (Macalester College)*

In the present research we investigated the relation between children's (ages 6-8) narrative skills during story production and recall tasks and their parents' questions and comments during a reminiscence task. The number of questions parents asked during reminiscence was positively correlated with the quality of their children's story production. The ability to produce a story appears to require the child to draw upon an existing understanding of narrative structure, an understanding which can be scaffolded by adult story partners.

### **10:20 – 12:15 Paper Session 8B**

The effects of "cascaded" text format on reading time and recall  
*Charles R. Fletcher, Aldwin Domingo, & Yung-Chi Sung (University of Minnesota)*

LiveInk is a computer program that attempts to replace the information that is lost when spoken language is written down by: (a) presenting text one sentence at a time, (b) placing line breaks at constituent boundaries, (c) using indentation to identify the relationships between constituents, and (d) color coding verbs. This research shows that LiveInk improves memory for the important information in a text, and that this improvement cannot be attributed to a speed-accuracy tradeoff.

Sentence structure and vocabulary factors in text understanding: Evidence from math word problems

*Carol Lord (California State University- Long Beach)*

We can investigate the relative difficulty of language structures by comparing student performance on mathematics word problems. Eighth grade students were given math word problems from NAEP (National Assessment of Educational Progress) and parallel items with simplified linguistic structures; the mathematics content was not changed. Small but statistically significant score differences were found, especially for students in lower-level mathematics classes. On the computer screen, the simpler items were answered slightly faster.

Incorporating the use of grammatical information into construction-integration model of comprehension

*Evren Kapusuz & Deniz Zeyrek (Middle East Technical University)*

This study proposes refinements to the Construction-Integration (CI) model of comprehension (Kintsch, 1988, 1995, 1998) so that it incorporates and makes use of two sources of grammatical information: the grammatical roles of the participants and the clausal organization of sentences. We took the impetus from Givon's study (1983) on referential coherence claiming that syntactic properties of texts signal the thematic importance of participants. The CI model with the proposed refinements is consistent with research on the recall of sentence participants.

What is behind the free association norms? The roles of conceptual and situational relations

*Nicolas Campion & Jean-Pierre Rossi (University of Paris XI, France)*

We examined the cognitive relations between words for frequently made associations according to a French norm and an English norm. The analysis revealed that the most frequent relation between the stimulus word and the response was a causal interaction of their referents within a known situation. Similarly, several frequent relations related the priming word to situation components. Another frequent relation was a contrast between category coordinates that therefore have opposite meaning in shared situations. Thus, a conceptual and situational organization of knowledge would simultaneously govern the free associations.

## **Presenters' Contact Information**

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### **Arfé, Barbara**

University of Padova  
Department of Developmental Psychology  
Via Venezia 8, 35100 Padova (Italy)  
barbara.arfe@unipd.it

### **Arts, A.**

Tilburg University  
Discourse Studies Group  
P.O.Box 90153  
5000 LE Tilburg  
The Netherlands  
Anja.Arts@kub.nl

### **Bailey, Jeannine**

University of Illinois at Chicago  
Department of Psychology  
1007 W. Harrison (M/C 285)  
Chicago, IL 60607  
jm Bailey@uic.edu

### **Bartolone, Jake**

Department of Psychology  
The University of Chicago  
5848 S. University Avenue  
Chicago, IL 60637  
jbbartol@uchicago.edu

**Beeman, Mark Jung**

Center for Cognitive Neuroscience  
University of Pennsylvania  
3815 Walnut Street  
Philadelphia, PA 19104-6196  
mejung@psych.upenn.edu

**Bellissens, Cédrick**

Laboratoire de Psychologie Cognitive - FRE  
2071 au CNRS  
Université de Provence  
3 Place Victor Hugo  
13100 Marseille  
(France)  
cedrickb@newsup.univ-mrs.fr

**Binzak, Jennifer M.**

University of Wisconsin - Madison  
Language Comprehension Laboratory  
1202 W. Johnson Street  
Madison, WI 53706  
jmbinzak@facstaff.wisc.edu

**Blanc, Nathalie**

University of Lyon 2  
Laboratoire d'Etude des Mécanismes Cognitifs  
5, avenue Pierre Mendès-France  
69676 Bron Cedex  
FRANCE  
Nathalie.Blanc@univ-lyon2.fr

**Bortfeld, Heather**

Department of Psychology  
Texas A&M University  
College Station, TX 77843-4235  
bortfeld@psyc.tamu.edu

**Brenner, Nannette V. M.**

University of Maryland at College Park  
720 University Blvd W  
Silver Spring, MD 20901  
nbrenner@wam.umd.edu

**Britt, Anne E.**

Psychology Department  
Northern Illinois University  
DeKalb, IL 60115  
britt@niu.edu

**Calfee, Robert C.**

Graduate School of Education  
University of California-Riverside  
Sproul Hall 1207  
Riverside, CA 92521  
Robert.calfee@ucr.edu

**Campion, Nicolas**

Université Paris XI  
Groupe Cognition Humaine  
LIMSI-CNRS  
B.P. 133  
91403 Orsay Cedex  
France  
Campion@limsi.fr

**Cassell, Justine**

MIT Media Laboratory  
E15-315 20 Ames Street  
Cambridge MA 02142  
justine@media.mit.edu

**Chi, Michelene T. H.**

University of Pittsburgh  
Learning Research and Development Center  
3939 O'Hara Street  
Room 820  
Pittsburgh, PA 15260  
chi@pitt.edu

**Choi, Esther Kim**

University of California - Santa Barbara  
(Linguistics)  
215 E. Chicago Ave. #1110  
Chicago, IL 60611  
ekim@umail.ucsb.edu

**Condon, Sherri L.**

The MITRE Corporation  
11493 Sunset Hills Rd., W640  
Reston, VA 20190-5214  
scondon@mitre.org

**Connelly, Vincent**

Division of Psychology  
South Bank University  
103 Borough Road  
London SE1 0AA  
connelv@sbu.ac.uk or connelv@hotmail.com

**Corrigan, Roberta**

University of Wisconsin-Milwaukee  
Department of Educational Psychology  
2400 E Hartford Ave., Enderis 749  
Milwaukee, WI 53211  
corrigan@csd.uwm.edu

**Cottrell, Kimberly**

Old Dominion University  
Psychology Department, MGB 250  
Norfolk, VA 23529  
kcottrel@odu.edu

**Denhière, Guy**

Laboratoire de Psychologie Cognitive - FRE  
2071 au CNRS  
Université de Provence  
3 Place Victor Hugo  
13100 Marseille  
(France)  
denhiere@up.univ-mrs.fr

**Domingo, Aldwin**

University of Minnesota  
314 Elliott Hall  
75 East River Road,  
Minneapolis, MN 55048  
aldwin@cogsci.umn.edu

**Dorgeloh, Heidrun**

University of Düsseldorf, Anglistik III  
Universitätsstraße 1, D-40225 Düsseldorf  
dorgeloh@uni-duesseldorf.de

**Driscoll, David M.**

The University of Memphis  
The Department of Psychology  
Campus Box 526400  
Memphis, TN 38152-6400  
driscdm0@hotmail.com

**Duke, Nell**

Michigan State University  
College of Education  
360 Erickson Hall  
East Lansing, MI 48824  
nkduke@msu.edu

**Fiez, Julie**

Psychology & Center for the Neural Basis of  
Cognition  
University of Pittsburgh  
Pittsburgh, PA 15260  
fiez@pitt.edu

**Fletcher, Charles R.**

Department of Psychology  
University of Minnesota  
75 East River Rd  
Minneapolis MN 55455  
fletc002@umn.edu

**Frazier, Stefan**

Department of Applied Linguistics and TESL  
UCLA – P.O. Box 951531  
3300 Rolfe Hall – 405 Hilgard Avenue  
Los Angeles, CA 90095-1531  
sfrazier@ucla.edu

**Fussell, Susan R.**

Human-Computer Interaction Institute  
Carnegie Mellon University  
5000 Forbes Avenue  
Pittsburgh, PA 15213  
susan.fussell@cmu.edu

**Gernsbacher, Morton**

Psychology  
University of Wisconsin-Madison  
1202 West Johnson St  
Madison, WI 53706  
magernsb@facstaff.wisc.edu

**Giora, Rachel**

Linguistic  
Tel Aviv University  
Tel Aviv 69978  
giorar@post.tau.ac.il

**Glenberg, Arthur M.**

Department of Psychology  
University of Wisconsin - Madison  
1202 West Johnson Street  
Madison, WI 53706  
glenberg@facstaff.wisc.edu

**Golden, Richard**

School of Human Development, GR4.1  
University of Texas at Dallas  
Richardson, TX 75083-0866  
golden@utdallas.edu

**Goldman, Susan**

University of Illinois at Chicago  
Department of Psychology  
1007 W. Harrison (M/C 285)  
Chicago, IL 60607  
sgoldman@uic.edu

**Graesser, Arthur**

Department of Psychology  
The University of Memphis  
Memphis, TN 38152-0001  
a-graesser@memphis.edu

**Gueraud, Sabine**

University of Lyon 2  
Laboratoire d'Etude des Mécanismes Cognitifs  
5, avenue Pierre Mendès-France  
69676 Bron Cedex  
FRANCE  
Sabine.Gueraud@etu.univ-lyon2.fr

**Guha, Amal**

LIMSI-CNRS, Université Paris Sud  
(Orsay, France)  
LIMSI  
B.P. 133  
91 403 Orsay Cedex  
France  
guha@limsi.fr

**Gustafson, Mary S.**

Carleton College  
One North College Street  
Northfield, MN 55057  
mgustafs@carleton.edu

**Hancock, Jeffrey T.**

Department of Psychology  
Dalhousie University  
Halifax, NS  
B3H 4J1  
Canada

**Hasson, Uri**

Psychology Department  
Green Hall  
Princeton University  
Princeton, NJ 08544  
uhasson@princeton.edu

**Hite Mitchell, Heather**

The University of Memphis  
Department of Psychology  
202 Psychology Building  
Memphis, TN 38152  
hmitchll@memphis.edu

**Hoosain, Rumjahn**

Psychology Department  
The University of Hong Kong  
Pokfulam Road  
Hong Kong  
hrnyrho@hkucc.hku.hk

**Horowitz, Rosalind**

4.02.30 MS Building  
6900 North Loop 1604 West  
San Antonio, TX 78249-0654

**Hyönä, Jukka**

Department of Psychology  
University of Turku  
FIN-20014, Turku, FINLAND  
hyona@utu.fi

**Kaakinen, Johanna K.**

Department of Psychology  
University of Turku, FIN-20014, Turku,  
FINLAND  
johanna.kaakinen@utu.fi

**Kapusuz, Evren**

Department of Computer Engineering  
Middle East Technical University  
06531 Ankara  
Turkey  
evren@ceng.metu.edu.tr

**Kaschak, Michael P.**

Department of Psychology  
University of Wisconsin - Madison  
Madison, WI 53706  
mpkaschak@students.wisc.edu

**Kendeou, Panayiota**

University of Minnesota  
Center for Cognitive Sciences  
314 Elliott Hall  
Minneapolis MN 55455-0344  
kend0040@umn.edu

**Kim, Hyun-Jeong Joyce**

Psychology Department  
Northern Illinois University  
DeKalb, IL 60115  
hkim997@yahoo.com

**Kintsch, Eileen**

Psychology  
University of Colorado at Boulder  
345 UCB  
Boulder, CO 80309-0345  
ekintsch@clipr.colorado.edu

**Kintsch, Walter**

Cognitive Science Institute  
University of Colorado at Boulder  
344 UCB  
Boulder, CO 80309-0344  
Walter.Kintsch@colorado.edu

**Korobov, Neill**

Clark University  
Frances L. Hiatt School of Psychology  
134 Elm St. Apt. 5  
Worcester, MA 01609  
Nkorobov@clarku.edu

**Krainz, Stacy**

The University at Buffalo (SUNY)  
233 Princeton Ave. #3  
Amherst, NY 14226  
krainz@acsu.buffalo.edu

**Kurby, Christopher A.**

Northern Illinois University  
Psychology department  
DeKalb, IL 60115  
z991163@students.niu.edu

**Langston, William**

Middle Tennessee State University  
MTSU Box X-174  
1301 E. Main St.  
Murfreesboro, TN 37132  
wlangsto@mtsu.edu

**Larson, Aaron A.**

Northern Illinois University  
Psychology department  
DeKalb, IL 60115  
alarson5@niu.edu

**Lea, R. Brooke**

Department of Psychology  
Macalester College  
1600 Grand Avenue  
Saint Paul, MN 55105  
lea@macalester.edu

**León, José A.**

Depart. Psicología Basica  
Facultad de Psicología  
Universidad Autonoma de Madrid  
Campus de Cantoblanco  
28049-Madrid  
Spain  
joseantonio.leon@uam.es

**Levine, William**

University of Arkansas  
Psychology Department  
216 Memorial Hall  
Fayetteville, AR 72701  
whlevine@uark.edu

**Linderholm, Tracy**

University of Florida  
Dept. of Educational Psychology  
P.O. Box 117047  
Gainesville, FL 32611-7047  
linderholm@coe.ufl.edu

**Lord, Carol**

Department of Teacher Education and  
Department of Linguistics  
California State University Long Beach  
1250 Bellflower Blvd.  
Long Beach, CA 90840  
clord@csulb.edu

**Louwerse, Max**

Department of Psychology  
University of Memphis  
Memphis TN 38152  
mlouwers@memphis.edu

**Madden, Carol J.**

Florida State University  
Department of Psychology  
Tallahassee, FL 32306-1270  
madden@psy.fsu.edu

**Magliano, Joseph**

Psychology Department  
Northern Illinois University  
DeKalb, IL 60115  
jmagliano@niu.edu

**Marini, Andrea**

Fondazione Santa Lucia, Second University of  
Roma "Tor Vergata"  
Piazza Vesuvio 2/d 00141 Roma, Italy  
tetreus@tin.it

**Mason, Robert**

Center for Cognitive Brain Imaging  
Department of Psychology  
Carnegie Mellon University  
Pittsburgh, PA 15213  
rmason@andrew.cmu.edu

**Mathews, Eric**

Rhodes College  
Psychology Department  
2000 North Parkway  
Memphis, TN 38112  
matec@rhodes.edu

**Matlock, Teenie**

Psychology Department  
Jordan Hall, Building 420  
Stanford University  
Stanford, CA 94305-2130  
tmatlock@psych.stanford.edu

**McGlone, Matthew S.**

Department of Psychology  
Lafayette College  
Easton, PA 18042-1781  
mcglonem@lafayette.edu

**McNamara, Danielle S.**

Psychology Department, MGB 250  
Old Dominion University  
Norfolk, VA 23529  
dmcnamar@odu.edu

**Millis, Keith**

Psychology Department  
Northern Illinois University  
DeKalb, IL 60115  
kmillis@niu.edu

**Molinari, Gaëlle**

Université Lumière Lyon 2 - Institut de  
Psychologie  
Laboratoire d'Etude des Mécanismes Cognitifs  
(LEMC)  
Equipe d'Accueil 3082  
5, avenue Pierre Mendès-France  
69676 Bron cedex (France)  
molinari@univ-lyon2.fr

**Noice, Helga**

Psychology Department  
Elmhurst College  
190 Prospect Ave.  
Elmhurst, IL 60126  
helgan@elmhurst.edu

**Noordman, Leo**

Discourse Studies Group  
Tilburg University  
P.O. Box 90153  
5000 LE Tilburg  
The Netherlands  
noordman@kub.nl

**Oakhill, Jane**

Experimental Psychology in BIOLS  
University of Sussex  
Falmer, Brighton  
BN1 9QG  
UK  
j.oakhill@sussex.ac.uk

**Ohlsson, Stellan**

University of Illinois at Chicago  
Department of Psychology  
1007 W. Harrison (M/C 285)  
Chicago, IL 60607  
stellan@uic.edu

**O'Reilly, Tenaha**

Psychology Department, MGB 250  
Old Dominion University  
Norfolk, VA 23529  
toreilly@odu.edu

**Pappas, Christine C.**

University of Illinois at Chicago  
Department of Education  
3042 ECSW (M/C 147)  
Chicago, IL 60607  
chrisp@uic.edu

**Perfetti, Charles**

Learning Research and Development Center  
University of Pittsburgh  
Pittsburgh, PA 15260  
perfetti@pitt.edu

**Person, Natalie**

Psychology  
Rhodes College  
2000 North Parkway  
Memphis, TN 38112  
Person@rhodes.edu

**Pressley, G. Michael**

Educational and Developmental Psychologies  
University of Notre Dame  
119B Haggard Hall  
Notre Dame, IN 46556  
gpressle@nd.edu

**Rapp, David N.**

Department of Psychology  
490 Boston Avenue  
Tufts University  
Medford, MA 02155  
drapp@perseus.tufts.edu

**Robertson, David**

School of Psychology  
Georgia Institute of Technology  
Atlanta, GA 30332-0170  
david.robertson@psych.gatech.edu

**Rossi, Jean-Pierre**

Groupe Cognition Humaine  
LIMSI-CNRS  
B.P. 133  
91403 Orsay Cedex  
France  
Rossi@limsi.fr

**Roy, Magali**

Laboratoire Langage et Cognition CNRS  
Université de Poitiers  
99 avenue du Recteur Pineau  
86022 Poitiers Cedex  
France  
magali.roy@mshs.univ-poitiers.fr

**Sanchez, Christopher A.**

University of Illinois at Chicago  
Department of Psychology  
1007 W. Harrison (M/C 285)  
Chicago, IL 60607  
csanch4@uic.edu

**Schmalhofer, Franz**

Cognitive Psychology  
University of Osnabrueck  
Kolpingstrasse 7  
49069 Osnabrueck  
Germany  
Franz.Schmalhofer@uos.de

**Schober, Michael F.**

Department of Psychology  
Graduate Faculty  
New School University  
65 Fifth Avenue  
New York, NY 10003  
schober@newschool.edu

**Sexton, Amy Leuchtman**

Rice University  
723 Voyager Dr.  
Houston, TX 77062  
amann@rice.edu

**Sinatra, Gale M.**

Department of Educational Psychology  
College of Education  
University of Nevada, Las Vegas  
4505 Maryland Parkway  
Las Vegas, NV 89154-3003  
sinatra@nevada.edu

**Singer, Murray**

Department of Psychology  
University of Manitoba  
Winnipeg, Canada R3T 2N2  
m\_singer@umanitoba.ca

**Smith, Carlota S.**

Department of Linguistics  
University of Texas  
Austin, TX 78712-1196  
CarlotaSmith@mail.utexas.edu

**Song, Kyong-Sook**

Dong-eui University, South Korea  
1257-17 Onchun-3-dong, Dongrae-ku,  
Pusan 607-063, South Korea  
song37k@yahoo.com

**Spath Hirschmann, Sue Anne**

University of Buenos Aires  
12046 Cedar Form Lane  
Stafford, TX 77477  
Suehir@aol.com

**Stainthorp, Rhona**

Institute of Education  
University of London  
25 Woburn Square  
London WC1H 0AA  
r.stainthorp@ioe.ac.uk

**Suh, So-young Kim**

Language Education Institute  
Seoul National University  
Bongchun Dong, Kwan-ak Ku  
Seoul, Korea  
sykim26@snu.ac.kr

**Sundermeier, Brian A.**

University of Minnesota  
Center for Cognitive Sciences  
205 Elliott Hall  
75 East River Road  
Minneapolis, MN 55455-0344

**Suzuki, Satoko**

Macalester College  
1600 Grand Avenue  
Saint Paul, MN 55105  
suzuki@macalester.edu

**Tao, Liang**

Ohio University  
Department of Linguistics  
Athens, OH 45701  
Tao@ohio.edu

**Tapiero, Isabelle**

University of Lyon 2  
Laboratoire d'Etude des Mécanismes Cognitifs  
5, avenue Pierre Mendès-France  
69676 Bron Cedex  
FRANCE  
Isabelle.Tapiero@univ-lyon2.fr

**Teisserenc, Amélie**

Laboratoire de psychologie expérimentale de la  
Mémoire et de la Cognition – LAMECO  
Université Paul Valéry, Route de Mende  
34199 Montpellier cedex 5 – France  
a.teisserenc@caramail.com

**Trabasso, Tom**

Department of Psychology  
The University of Chicago  
5848 S. University Avenue  
Chicago, IL 60637  
trabasso@uchicago.edu

**Tzeng, Yuhtsuen**

Center for Teacher Education  
National Chung Cheng University  
160, San-Hsing, Ming-Hsiung,  
Chia-Yi, 621, Taiwan, R. O. C.  
tscytt@ccu.edu.tw

**Van den Broek, Paul**

Educational Psychology  
University of Minnesota  
204 BuH  
178 Pillsbury Dr SE  
Minneapolis, MN 55455  
pvdbroek@umn.edu

**Varelas, Maria**

University of Illinois at Chicago  
Department of Education  
3513 ECSW (M/C 147)  
Chicago, IL 60607  
mvarelas@uic.edu

**Vidal-Abarca, Eduardo**

Departamento de Psicología de la Educación  
Facultad de Psicología  
University of Valencia  
Avda. Blasco Ibañez, 21  
46010 Valencia, Spain  
Eduardo.Vidal-abarca@uv.es

**Vonk, Wietske**

Max Planck Institute for Psycholinguistics and  
Linguistics Department University of Nijmegen  
P.O. Box 310  
6500 AH Nijmegen  
The Netherlands  
vonk@mpi.nl

**Ward, Wayne Hinson**

Cognitive Science Institute  
University of Colorado at Boulder  
344 UCB  
Boulder, CO 80309  
Wayne.Ward@colorado.edu

**Watanabe, Noriko**

Department of Modern Languages and  
Comparative Literature  
Baruch College / CUNY  
One Bernard Baruch Way  
Box B6-280  
New York, NY 10010  
noriko\_watanabe@baruch.cuny.edu  
or norikomcg@hotmail.com

**Wenner, Jennifer A.**

Macalester College  
1600 Grand Avenue  
St. Paul, MN 55105  
wenner@macalester.edu

**White, Mary Jane**

University of Minnesota  
270 Peik Hall  
159 Pillsbury Drive S.E.  
Minneapolis, MN 55455  
whit0782@umn.edu

**Whitten, Shannon**

202 Psychology Bldg.  
The University of Memphis  
Memphis, TN 38152-3230  
snwhittn@memphis.edu

**Wiemer-Hastings, Katja**

Department of Psychology  
Northern Illinois University  
DeKalb, IL 60115  
katja@niu.edu

**Wiley, Jennifer**

University of Illinois at Chicago  
Department of Psychology  
1007 W. Harrison (M/C 285)  
Chicago, IL 60607  
jwiley@uic.edu

**Williams, Joanna P.**

Teachers College  
Columbia University  
TC Box 238  
New York, NY 10027  
Jpw15@columbia.edu

**Wolfe, Michael B. W.**

Grand Valley State University  
Psychology Department  
2224 ASH  
Allendale, MI 49401  
wolfem@gvsu.edu

