Society for Text & Discourse
29th Conference Program and Abstracts

July 9th - July 11th, 2019
New York City, United States

THE NEW SCHOOL

Online Program: https://easychair.org/smart-program/STD2019/index.html
Website: http://www.societyfortextanddiscourse.org/
Twitter / Facebook: @TextDiscourse
29th Annual Meeting of the Society for Text & Discourse

2019 Conference Chairs
Adrian Bangerter and Michael Schober

2019 Program Review Committee
Officers of the Society for Text & Discourse

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Danielle S. McNamara, Arizona State University 2013-2019

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Fellows of the Society for Text & Discourse

New Fellows

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Wietske Vonk, Max Planck Institute for Psycholinguistics-Nijmegen
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Rolf A. Zwaan, Erasmus University Rotterdam

Fellows Selection Committee

Jennifer Wiley (chair), Anne Britt, Jane Oakhill, Chantel Prat, & Paul van den Broek

Fellow status is awarded to Society for Text & Discourse members who have made sustained outstanding contributions to the science of their field in the areas of research, teaching, service, and/or application. Fellows’ contributions have enriched or advanced an area encompassed by the Society for Text & Discourse on a scale well beyond that of being a good researcher, practitioner, teacher, or supervisor. Their contributions and performance have had a significant impact that is recognized broadly in the U.S.
2019 Distinguished Scientific Contribution Award

Jane Oakhill, University of Sussex

Jane Oakhill is a Professor of Experimental Psychology at the University of Sussex, UK. In a research career spanning more than 40 years, she has worked on various research projects in cognitive psychology, but has always maintained a research interest in children’s reading comprehension (in particular, individual differences). Jane has published widely (including more than 100 refereed journal articles and numerous book chapters, and has co-authored or edited nine books). Her books in the area of reading and comprehension include: Becoming a Skilled Reader, with Alan Garnham, Children's Problems in Text Comprehension, with Nicola Yuill, Reading Comprehension Difficulties: Processes and Remediation, with Cesare Cornoldi, Reading development and the teaching of reading: A psychological perspective, with Roger Beard, Children’s comprehension problems in oral and written language, with Kate Cain and, most recently, Understanding and Teaching Reading Comprehension with Kate Cain and Carsten Elbro. In 1991, she was awarded the British Psychological Society's Spearman Medal for outstanding published work in the first decade of her career as a psychologist. More recently, Jane has won awards for research impact. Jane is an active member of the Society for Text and Discourse, and is currently a member of the governing board of the society, and of the editorial board of Discourse Processes. The ST&D 2019 Distinguished Scientific Contribution Award Address will take place at 1:30-2:30 PM in Tishman Auditorium (U100).

Children’s Reading Comprehension: Losing the Thread

A substantial amount of research has focused on children’s reading development and reading problems but, in comparison, there has been relatively little research into children’s reading comprehension. A large part of my research career has been dedicated to finding out more about children’s reading comprehension: both development and difficulties. The overarching aim of this research has been to explore the skills and cognitive processes that support children’s understanding of text, with the ultimate aim of providing support for the development of, and remediation of, problems with reading comprehension. In this talk, I will reflect on the various hypotheses I have entertained and tested over time and will consider what avenues of investigation still need further exploration. I will end by considering the implications of these findings for helping children to develop and improve their comprehension skills.

Recipients of the Distinguished Scientific Contribution Award

2018: Murray Singer
2017: Susan R. Goldman
2016: Paul van den Broek
2015: Jerome L. Meyers/Edward J. O’Brien
2014: Charles A. Perfetti
2013: Morton Ann Gernsbacher

2012: Marcel Adam Just
2011: Simon Garrod /Anthony Sanford
2010: Arthur C. Graesser
2009: Herbert Clark
2008: Walter Kintsch

Distinguished Scientific Contributions Award Committee

Joe Magliano (chair), Kate Bohn-Gettler, Susan Goldman, Gale Sinatra, & Murray Singer

The Award honors scholars who have made outstanding scientific contributions to the study of discourse processing and text analysis. The following criteria will be considered in conferring the Award: (1) Sustained outstanding research that has enhanced the scientific understanding of discourse processing and text analysis. (2) Contributions to the mentorship of students, postdoctoral fellows, and colleagues in the field of text and discourse. (3) Meritorious contributions to the advancement of the field through leadership as a theorist or spokesperson for the discipline.
How Conversational Repair Contributes to the Acquisition of Language

In this talk, I examine how repairs in adult-child conversations guides the children’s acquisition of their first language. Children make self-repairs (repairs to their own utterances) from as early as age one. For instance, they repair their own pronunciations, such as fa to fan, based on their auditory representations in memory of the target words they are attempting (fan). For their part, adults systematically check on whether they have understood the children they are talking with. They do so with requests for clarification that are general (mh?, what?) or specific (you hid what?) and with reformulations of what the child appeared to mean (you want water?). Children typically respond to requests for clarification with self-repairs in the next turn. They also use the reformulations as a source of feedback. The contrast between their utterance and the adult’s reformulation helps them identify the error being targeted (negative feedback), and they use the reformulation itself as a model for the conventional version of their less-than-ideal utterance (positive feedback). I describe the use of reformulations in conversations with children acquiring English and French in repairing their errors in phonology, morphology, lexicon, and syntax. I also present two studies of case studies of how reformulations inform children, one of homophonous French verb forms and the other of early Hebrew verbs. I argue that the process of repair plays an essential role in the acquisition of a first language.
2019 Elected Member of the American Academy of Arts & Sciences

Susan R. Goldman, University of Illinois at Chicago

Susan Goldman is a distinguished professor of psychology and education, and co-director of the Learning Sciences Research Institute at the University of Illinois, Chicago. In a career spanning more than 40 years, Susan has made important theoretical and methodological contributions to the fields of text comprehension, individual differences, and education. She is also one of the founders of the field of learning sciences. Her work spans basic research, applied educational research, and computational modeling. Susan has published over 220 articles and book chapters. She has co-edited five books, including the seminal *Handbook of Discourse Processes*. In addition to her research advancements, Susan has made substantial and impactful contributions through her service and mentorship. Her journal editing activities include service as associate editor for five journals, among them the *Journal of Educational Psychology* and our Society’s journal, *Discourse Processes*. She was a member of the first ST&D Governing Board in 1992, and served as Chair from 2000-2007. She was President of the International Society of the Learning Sciences (2011), is a Fellow of AERA and ST&D, and is a member of the National Academy of Education.

Founded in 1780, the American Academy of Arts and Sciences honors excellence and convenes leaders from every field of human endeavor to examine new ideas, address issues of importance to the nation and the world, and work together “to cultivate every art and science which may tend to advance the interest, honor, dignity, and happiness of a free, independent, and virtuous people.”
2019 Tom Trabasso Young Investigator Award

Jason L. G. Braasch, University of Memphis

Jason L. G. Braasch is an Assistant Professor in the Department of Psychology at the University of Memphis and has been selected to receive the 2019 Tom Trabasso Young Investigator Award, which recognizes exceptional and innovative contributions to discourse research and superior promise as a leader in the field. Dr. Braasch was recognized for his important contributions to our understanding of how individuals reconcile conflicts between their knowledge and new information. His research explores how to make it less likely that such information will be rejected. Dr. Braasch’s work is critical in this current time of science mistrust and skepticism among members of the public. Dr. Braasch joined the Department of Psychology in 2013 from the University of Oslo, Norway. He is on the editorial board of Contemporary Educational Psychology and Discourse Processes. He is also a member of the American Educational Research Association (AERA) and the Society for Text and Discourse (ST&D). Dr. Braasch recently served as co-editor of the Handbook of Multiple Source Use, which was published by Routledge in 2018.

The 2019 Tom Trabasso Young Investigator Award Address will be presented at the 30th annual meeting of the Society for Text & Discourse, in Atlanta, USA in July, 2020.

Recipients of the Young Investigator Award

2018: Sidney D’Mello
2017: Catherine Bohn-Gettler
2016: Raymond Mar
2015: Scott Crossley
2014: Katherine Rawson
2013: Tobias Richter
2012: Panayiota Kendeou
2011: Chantel Prat
2010: David N. Rapp
2009: Michael Kaschak

Young Investigator Award Committee

David N. Rapp (chair), Johanna Kaakinen, Chantel Prat, & M. Anne Britt

This award goes to an outstanding young investigator who embodies Tom Trabasso’s spirit of mentoring young scholars and creating a supportive context in our Society. Recipients have shown exceptional and innovative contributions to discourse research and demonstrated superior promise as leaders in the field.
Sidney D’Mello (PhD in Computer Science) is an Associate Professor in the Institute of Cognitive Science and Department of Computer Science at the University of Colorado Boulder. He is interested in the dynamic interplay between cognition and emotion while individuals and groups engage in complex real-world tasks. He applies insights gleaned from this basic research program to develop intelligent technologies that help people achieve to their fullest potential by coordinating what they think and feel with what they know and do. D’Mello has co-edited six books and published over 220 journal papers, book chapters, and conference proceedings (13 of these have received awards). His work has been funded by numerous grants and he serves(d) as associate editor for four journals, on the editorial boards for six others, and has played leader-ship roles in three professional organizations.

The Necessity, Opportunity, and Promise of Multimodal Computational Analyses of Discourse

It is generally accepted that computational analyses of discourse can complement other analytical approaches including think-alouds, code and count, and experimental methods. I suggest that their utility extends beyond a mere complementary role. They serve a necessary role when data is too large for manual analysis, an opportunistic role by addressing questions that are beyond the purview of traditional methods, and a promissory role in facilitating change when fully-automated models drive real-time interventions and/or reflective review. Multimodal computational approaches provide further benefits by affording analysis of disparate constructs emerging across multiple types of discourse in diverse contexts. To illustrate, I discuss studies that use linguistic, paralinguistic, behavioral, and physiological signals for the analysis of rhetorical, expository, pedagogical, dialogic, and collaborative discourse collected in individual, small group, multi-party, and human-computer interactions in the lab and in the wild with the goal of understanding and/or facilitating cognitive, noncognitive, socio-affective-cognitive, and life outcomes.

This talk is in the 2018 Tom Trabasso Young Investigator Award Address session Thursday, July 11th from 1:30-2:30 PM in the Tishman Auditorium (U100).
2019 Jason Albrecht Outstanding Young Scientist Award

Brianna L. Yamasaki, Vanderbilt University

Modeling Individual Differences in Second-Language Reading Skill using Language Experience, Executive Attention, and Cross-Linguistic Interactions
(with Chantel S. Prat)

The current study used structural equation modeling to investigate the novel hypothesis that second-language reading is constrained by cross-linguistic interactions, and that such interactions vary as a function of relative experience in one’s languages and executive attention. Consistent with our predictions, the results demonstrated that increased cross-linguistic interactions contributed to poorer second-language reading skill, and that greater relative experience in one’s first-language and poorer executive attention contributed to increased cross-linguistic interactions.

This talk is in Session 7A: Reading Comprehension Processes, Wednesday, July 10th, 8:30-10:00 AM in UL104.

Recipients of the Outstanding Young Scientist Award

2018: Shelley Feuer
2017: Karyn Higgs
2016: Juliane Richter
2015: Angela Nyhout
2014: Stephen Briner
2013: Emily R. Smith
2012: Jesse R. Sparks
2011: Mike Mensink
2010 Jennifer J. Stiegler
2009: Michele Levine
2008: Patrick Jeuniaux
2007: Heather Ferguson
2006: Heather H. Mitchell
2005: not awarded
2004: Amelie Teisserenc
2003: Sabine Gueraud
2002: David N. Rapp
2001: Max Louverse
2000: Steve Frisson
1999: David Robertson
1998: Herb Colston
1997: Marie-Pilar Quintana

Albrecht Outstanding Young Scientist Award Committee
Johanna Kaakinen (Chair), Jason Braasch, Joe Magliano, & Chantel Pratt (Recused)

The Jason Albrecht Outstanding Young Scholar Award honors the memory of Jason Albrecht, a promising young text and discourse researcher who passed away in 1997. The award recognizes an outstanding paper based on a doctoral dissertation.
2019 Outstanding Student Paper Awards

Daniel P. Feller, University of Pittsburgh
Relations between Component Reading Skills, Inferences, and Comprehension Performance in Community College Readers
Analysis (with Joe Magliano, Tenaha O’Reilly, and John Sabatini)

College success is, in part, contingent upon the extent that students are prepared to read for college. Many students who are underprepared are referred to supplemental programs to support the reading literacy challenges they face. This study was conducted to better understand these challenges. The study explored the relations between foundational literacy skills (word and sentence processing) and inference generation on reading tasks that vary in the type of comprehension demanded. This talk is in Session 11B: Reading Comprehension Assessment, Wednesday, July 10th, 2:45-4:15PM in UL105.

Kole Norberg, University of Pittsburgh
Can Online Search Strategies Predict Learning from Internet Sources? A Correlational Analysis
(with Byeong-Young Cho, Scott Fraundorf, and Hyeju Han)

We examined how online search strategies predict learning and in turn are predicted by metacognitive knowledge and skills. We quantified information location strategies used by adolescents when researching a socio-scientific issue. Visiting more relevant sites and fewer irrelevant sites predicted content-knowledge learning and student-authored critical question quality. Meanwhile, the ability to monitor content understanding predicted number of sites visited. These findings suggest assimilation of information across sites and metacognitive monitoring are vital digital literacy skills. This talk is in Session 17B: Multiple Text Comprehension and Integration, Thursday, July 11th, 2:45-4:15PM in UL105.

Recipients of the Outstanding Student Paper Award
2018: Alison Jane Martingano
2017: Reese Butterfuss
2016: Cristopher Ryan Williams
2015: Laura K. Allen
2014: David Markowitz
2013: Johanna Maier
2012: Alexandra List
2011: Emily Smith
2010: Kris Liu
2009: Mike Mensink
2008: Nick Duran
2007: not awarded
2006: Fabrice Cauchard
2005: Johann Ari Larusson
2004: David Havas
2003: Carol Madden
2002: Heather Hite Mitchell
2001: Tobias Richter
2000: Johanna Kaakinen
1999: Michelle L. Gregory
1998: Ken Samuel
1997: Andreas Schramm

Outstanding Student Paper Award Committee
Johanna Kaakinen (Chair), Jason Braasch, Joe Magliano (Recused), & Chantel Pratt

The Outstanding Student Paper Award recognizes quality in work that is predominantly that of a graduate student. Accordingly, the student must be first author on the paper.
One goal of the Society for Text and Discourse is to support and mentor young scientists as they begin their research careers. To further this goal, in 2015 the Society for Text & Discourse established the Student Travel Fund to make our conference accessible to students who need to travel but have difficulty obtaining funding. The following student members have received awards to enable their attendance and participation at the 2019 meeting of the Society for Text & Discourse.

Sana Alnajjar, University of Illinois Chicago  
Steffen Gottschling, University of Tübingen

Britta Bresina, University of Minnesota  
Minkyung Kim, Georgia State University

Amy de Bruïne, Leiden University  
Imikan Nkopuruk, Tai Solarin University of Education

Amalia Donovan, Northwestern University  
Nikita Salovich, Northwestern University

Sarah Dygert, Mississippi State University  
Blaine Tomkins, DePaul University

Gillian Francey, Lancaster University  
Andreas Wertgen, University of Würzburg

**Student Travel Award Committee**

*Joe Magliano (chair), Jason Braasch, & Gale Sinatra*
The Society for Text and Discourse is proud to announce our first Mentorship Program cohort for advanced graduate students, postdoctoral researchers, and junior faculty. This program is intended to provide career support, development, and networking opportunities for promising early-career members of ST&D. Mentees are paired with a mid-career or senior mentor to discuss scholarship, handling new roles as a faculty member, finding an academic position and/or navigating tenure, funding, teaching, and much more.

<table>
<thead>
<tr>
<th>Mentee</th>
<th>Mentor</th>
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<tbody>
<tr>
<td>Reese Butterfuss, University of Minnesota</td>
<td>M. Anne Britt, Northern Illinois University</td>
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<td>Meghan M. Davidson, University of Kansas</td>
<td>Danielle McNamara, Arizona State University</td>
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<td>Rachel Dickler, Rutgers University</td>
<td>Jenny Wiley, University of Illinois Chicago</td>
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<td>Sarah Dygert, Mississippi State University</td>
<td>W. Sid Horton, Northwestern University</td>
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<td>Daniel P. Feller, Georgia State University</td>
<td>David N. Rapp, Northwestern University</td>
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<td>Allison J. Jaeger, St. John’s University (NY)</td>
<td>Catherine Bohn-Gettler, College of St. Benedict-St. John’s University (MN)</td>
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<td>Heather Ness, Georgia State University</td>
<td>Art Graesser, University of Memphis</td>
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<td>Marloes L. van Moort, Leiden University</td>
<td>Panayiota Kendeou, University of Minnesota</td>
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**Mentorship Program Committee**
Kate Bohn-Gettler (chair), Joe Magliano, Danielle McNamara, & Mike Mensink
The Society for Text & Discourse thanks the Sponsors of the 29th Annual Meeting:
Discourse Processes

Official Journal of the

Society for Text & Discourse

*Discourse Processes* is a multidisciplinary journal providing a forum for cross-fertilization of ideas from diverse disciplines sharing a common interest in discourse—prose comprehension and recall, dialogue analysis, text grammar construction, computer simulation of natural language, cross-cultural comparisons of communicative competence, or related topics. The problems posed by multisentence contexts and the methods required to investigate them, although not always unique to discourse, are sufficiently distinct so as to require an organized mode of scientific interaction made possible through the journal.

The journal accepts original experimental or theoretical papers that substantially advance understanding of the structure and function of discourse. Scholars working in the discourse area from the perspective of sociolinguistics, psycholinguistics, discourse psychology, text linguistics, ethnomethodology and sociology of language, education, philosophy of language, computer science, and related subareas are invited to contribute.

New ways of studying discourse processes in their full complexity can require new ways of presenting data and analyses. The electronic version of *Discourse Processes* allows access to multimedia (video and/or audio) content when it appropriately augments the presentation of a particular piece.

2.074 Impact Factor 2.038 5 Year Impact Factor

(Impact Factors ©2017 Clarivate Analytics, 2017 release of the Journal Citation Reports®)

**Editor:** David N. Rapp, Northwestern University

Full editorial board can be found at tandfonline.com/hdsp

**Manuscript Submission**

*Discourse Processes* uses an online submission and review system, Editorial Manager (http://ww.editorialmanager.com/dp), through which authors submit manuscripts and track their progress up until acceptance for publication.

For more information visit www.tandfonline.com/HDSP.
Discourse Processes Call for Papers: 
Special ST&D 2019 Conference Issue

*Discourse Processes* publishes an annual special issue focused on presentations (both spoken and poster) at the annual Society for Text & Discourse conference.

We proudly invite members to view the 2018 Society for Text and Discourse Conference Special Issue, which was recently published based on work that appeared at the 2018 annual meeting in Brighton.

We are pleased to continue this tradition and announce that a special issue, to appear in 2020, will be published representing work from the 2019 Society for Text & Discourse meeting in New York City. Papers submitted for consideration to the special issue will go through the regular review process, with the goal of accelerating that process given the intended publication timeline. This is an excellent opportunity to publish your cutting-edge research in a timely fashion!

Submissions should be prepared according to the *Discourse Processes* manuscript guidelines found here.

All manuscripts should be submitted through the *Discourse Processes* submission portal as per those guidelines. In any such submission, indicate in your cover letter that the manuscript is being submitted for consideration in the “ST&D 2019 Special issue.”

The firm deadline for submissions is **September 1, 2019**.

Please consider submitting your exciting conference presentations to *Discourse Processes*. Remember: *Discourse Processes* is the official journal of the Society for Text & Discourse. If you have any questions about the suitability of your conference presentation for the issue, e-mail the special issue editors:

- Adrian Bangerter (adrian.bangerter@unine.ch)
- Michael Schober (schober@newschool.edu)

We look forward to your submissions!
30th Annual Meeting of the Society for Text & Discourse

Atlanta, USA; July 21-23, 2020
Chair: Daphne Greenberg

http://www.societyfortextanddiscourse.org/conferences/

31st Annual Meeting of the Society for Text & Discourse

Oslo, Norway; July 2021
Chair: Ivar Bråten
ST&D 2019: 2019 ANNUAL MEETING OF THE SOCIETY FOR TEXT & DISCOURSE

PROGRAM FOR TUESDAY, JULY 9TH: SESSION VIEW

Days: next day all days
View: with abstracts talk overview

8:00-11:00 Session 1A
  Workshop 1: Data Visualization in Discourse Processes

11:00-13:00 Lunch Break

14:00-16:15 Session 5A
  Symposium: Motivation & Engagement in Struggling Adult Readers

16:30-18:00 Session 6
  Poster Session I & Reception

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PROGRAM FOR WEDNESDAY, JULY 10TH: SESSION VIEW

**Days:**
- Previous day
- Next day
- All days

**View:**
- With abstracts
- Talk overview

<table>
<thead>
<tr>
<th>Time</th>
<th>Session 7A</th>
<th>Session 7B</th>
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<tbody>
<tr>
<td>08:30</td>
<td>Reading Comprehension Processes</td>
<td>Teaching, Instruction and Learning</td>
</tr>
<tr>
<td>08:30-10:00</td>
<td>LOCATION: UL104</td>
<td>LOCATION: UL105</td>
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<tr>
<th>Time</th>
<th>Session 8A</th>
<th>Session 8B</th>
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<tr>
<td>10:30</td>
<td>Reading Task Instructions and Inductions</td>
<td>Coordination in Dialogue</td>
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<tr>
<td>10:30-12:00</td>
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<tr>
<th>Time</th>
<th>Session 9</th>
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<tr>
<td>12:00</td>
<td>ST&amp;D Governing Board Meeting - Ribalta Restaurant</td>
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<tr>
<td>12:00-13:30</td>
<td>LOCATION: UL104</td>
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<tr>
<th>Time</th>
<th>Session 10</th>
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<tr>
<td>13:30</td>
<td>ST&amp;D 2019 Keynote Address - Dr. Eve Clark</td>
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<tr>
<td>13:30-14:30</td>
<td>LOCATION: Tishman Auditorium - U100</td>
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<tr>
<th>Time</th>
<th>Session 11A</th>
<th>Session 11B</th>
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<tr>
<td>14:45</td>
<td>Symposium: Beyond Words: Nonliteral and Nonverbal Aspects of Dialogue</td>
<td>Reading Comprehension Assessment</td>
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<td>14:45-16:15</td>
<td>LOCATION: UL104</td>
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<tr>
<th>Time</th>
<th>Session 12</th>
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<tr>
<td>16:30</td>
<td>Poster Session II &amp; Reception</td>
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<tr>
<td>16:30-18:00</td>
<td>LOCATION: Wollman Hall</td>
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**Coffee Break:**
- 10:00-10:30
- 14:30-14:45
PROGRAM FOR THURSDAY, JULY 11TH: SESSION VIEW

Days: previous day all days

View: with abstracts talk overview

8:30-10:00
Session 13A Narration Comprehension
Session 13B Validation, Inconsistencies and Misconceptions

10:00-10:30 Coffee Break

10:30-12:00
Session 14A Symposium: The Influence of Emotion on the Processing of Varying Text Sources
Session 14B Argumentative and Fiction Writing

12:00-13:30 Lunch Break

12:30-14:30
Session 15 Discourse Processes Editorial Board Meeting

13:30-14:30
Session 16 ST&D 2018 Tom Trabasso Young Investigator Award Address - Dr. Sidney D'Mello

14:30-14:45 Coffee Break

14:45-16:15
Session 17A Symposium: Large Scale Assessments for Reading Research
Session 17B Multiple Text Comprehension and Integration

16:30-17:30
Session 18 2019 ST&D Business Meeting

17:30-19:00
Session Closing Reception
**INSTRUCTIONS FOR SPOKEN PRESENTATIONS**

- Presenters may either use their own laptop (suggested) or the venue provided built in computers (Mini Macs).

- Presenters who wish to use the venue provided computers must upload their presentations in a Mac compatible PowerPoint format or as a PDF to the shared ST&D 2019 Presentations folder located here [LINK WILL BE FORTHCOMING]. Presentations must be loaded by 8:00 AM on Monday 7/8/2019 if they would like their presentation to be tested prior to the conference. Presentation files should be titled as LASTNAME.FIRSTNAME - TITLE.

- If you are bringing your own presentation laptop, we ask that during the final minute of questions of the previous presentation, the next presenter get their laptop setup for the next presentation. This should ensure a smooth transition to the next talk. The Chair of each session will be able to assist with this as needed.

- LCD projector cables will only have VGA/HDMI connections available. Presenters should provide any other needed adapters for their laptops.

- For non-symposia presentations, speakers will be allocated 18 minutes for their presentation and questions. The recommended format is 15 minutes for the presentation and 3 minutes for questions, but each presenter may decide as to how they would like to allocate their 18 minutes. However, in order to remain on schedule, any presentation that uses the full 18 minutes will not be granted any time for questions. Presentations that exceed 18 minutes will be ended by the Chair if necessary.

- The Chair of each session will keep exact speaking time and will signal speakers when they have 5, 3, and 1-minute remaining within the 15-minute speaking window. For the questioning portion, the Chair of the session will moderate and will let presenters know when they should take the final question.

- If you have any additional requirements, questions, or concerns regarding your spoken presentation, please let us know at std2019@easychair.org

**INSTRUCTIONS FOR POSTER PRESENTATIONS**

**Poster Dimensions and Board Assignments**
Posters should be designed in landscape format and sized to fit a 48" x 36" foam poster board (121 cm x 91 cm). Tacks will be provided to affix posters to the foam boards during the poster sessions. Poster numbers and instructions for locating your foam board during each poster session are below.

**Poster Printing**
Authors are responsible for printing their own posters, however the following businesses are available as local printing options near The New School:

- **Village Copier Union Square** - 20 East 13th Street, digital13@villagecopier.com
- **Staples Union Square West** - 5 Union Square West, https://design.staples.com/custom-posters

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**POSTER SESSION I - 4:30-6:00 PM, 7/9/2019 in Wollman Hall**

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**POSTER SESSION II: 4:30-6:00 PM, 7/10/2019 in Wollman Hall**

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ST&D 2019: 2019
ANNUAL MEETING OF THE SOCIETY FOR TEXT & DISCOURSE

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PROGRAM

Days: Tuesday, July 9th   Wednesday, July 10th
     Thursday, July 11th

Tuesday, July 9th

View this program:  with abstracts  session overview  talk overview

08:00-11:00  Session 1A: Workshop 1: Data Visualization in Discourse Processes

Data visualization is the graphical display of quantities, qualities, and relationships. As a discipline, it draws heavily from other areas: quantitative methods, the social sciences, computer science, and art and design. This workshop introduces a process for quickly creating effective graphs, with an emphasis on visualizations that support exploratory analysis. It covers various grammars of graphics and software options for rapid generation of both static and interactive graphs. The format is a hands-on lab where you will be creating visualizations using data publicly available in Discourse Processes. Required: a laptop with any operating system (no special software is required; we will be using cloud-based software) and a Google account; the Google Chrome browser is recommended.

CHAIR: Aaron Hill
LOCATION: Starr Foundation Hall - UL102

08:00-11:00  Session 1B: Workshop 2: How Bayesian Statistics Tell Us What We Want to Know

To say that our dominant statistical paradigm, “Null Hypothesis Significance Testing” (NHST), is confusing is an understatement. It has been shown that it often befuddles even experts. In this workshop, I will explain the underlying logic of NHST, and why it is so confusing. I will then introduce an alternative approach, the Bayesian framework, which is more consistent, easier to interpret, and above all, answers the questions that empirical scientists (even those who use NHST) really *want* to ask.

CHAIR: Jan P. de Ruiter
LOCATION: UL105

08:00-16:00  Session 1C: Conference Registration

LOCATION: University Center Lobby

11:00-13:00  Lunch Break
Please reference the ST&D 2019 NYC Dining and Drinks Guide for information about local restaurant options.

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<td>13:30-14:30</td>
<td>Session 4: ST&amp;D 2019 Distinguished Scientific Contribution Award Address - Dr. Jane Oakhill</td>
<td>Tishman Auditorium - U100</td>
</tr>
<tr>
<td>13:30</td>
<td>Jane Oakhill</td>
<td>Children’s Reading Comprehension: Losing the Thread (&lt;a&gt;abstract&lt;/a&gt;)</td>
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<tr>
<td>14:30-14:45</td>
<td>Coffee Break</td>
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<tr>
<td>14:45-16:15</td>
<td>Session 5A: Symposium: Motivation &amp; Engagement in Struggling Adult Readers</td>
<td>UL104</td>
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<tr>
<td>14:45</td>
<td>Daphne Greenberg and Amani Talwar</td>
<td>Struggling Adult Readers: Scheduling, Learning Approaches and Self-Efficacy (&lt;a&gt;abstract&lt;/a&gt;)</td>
</tr>
<tr>
<td>15:03</td>
<td>Art Graesser, Su Chen, Ying Fang and Anne Lippert</td>
<td>Detecting Disengagement in an Intervention with AutoTutor to Improve Comprehension Strategies (&lt;a&gt;abstract&lt;/a&gt;)</td>
</tr>
<tr>
<td>15:21</td>
<td>Jan Frijters, Arthur Graesser and Daphne Greenberg</td>
<td>A Performance Analysis of Engaged/Disengaged Behaviors and Individual Motivation (&lt;a&gt;abstract&lt;/a&gt;)</td>
</tr>
<tr>
<td>15:39</td>
<td>Andrew Olney, Jan Frijters, Arthur Graesser and Daphne Greenberg</td>
<td>Interest Matching has a Cumulative Effect on Reading Persistence in Adult Learners (&lt;a&gt;abstract&lt;/a&gt;)</td>
</tr>
<tr>
<td>15:57</td>
<td>Dolores Perin</td>
<td>Discussant: Motivation &amp; Engagement in Struggling Adult Readers (&lt;a&gt;abstract&lt;/a&gt;)</td>
</tr>
<tr>
<td>14:45-16:15</td>
<td>Session 5B: Sentence and Event Comprehension</td>
<td>UL105</td>
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<tr>
<td>14:45</td>
<td>Sarah K. C. Dygert and Andrew F. Jarosz</td>
<td>Re-Solving the Garden Path: Creative Problem Solving and Ambiguity Resolution (&lt;a&gt;abstract&lt;/a&gt;)</td>
</tr>
<tr>
<td>15:03</td>
<td>Gillian Francey and Kate Cain</td>
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</tbody>
</table>
Lexical and Grammatical Aspect Influences on Adults’ and Children’s Pronoun Resolution (abstract)
15:21 Joe Magliano, Christopher Kurby and Tom Ackerman
The Role of Cinematics on Understanding and Remembering Events (abstract)
15:39 Benedikt Thomas Seger, Juliane Elisabeth Katharina Hauf and Gerhild Nieding
Perceptual Simulation of Vertical Object Movements in Children Aged between 5 and 11 and Adults: A Comparison between Auditory and Audiovisual Narrative Text (abstract)
15:57 Blaine Tomkins and Sandra Virtue
Hemispheric Asymmetry for Strongly and Weakly-Constrained Bridging Inferences: An ERP Study (abstract)

16:30-18:00 Session 6: Poster Session I & Reception
LOCATION: Wollman Hall

16:30 Micah Watanabe and Danielle McNamara
Combating Misconceptions about Natural Selection with Self-Explanation (abstract)

16:30 Chin-Ya Fang and Shin-Feng Chen
The Analysis of Chinese characters size in Taiwan elementary school in Taitung (abstract)

16:30 Karyn P. Higgs, Daniel Feller, Ryan D. Kopatich and Laura K. Allen
Using Machine Learning to Analyze English Learners’ Think-aloud Protocols (abstract)

16:30 Rebecca M. McCabe, Carole Anne M. Kardash, Jason L. G. Braasch, Rachel L. Ankney and Megan Cogliano
Stability of Accurate and Inaccurate Vaccine Beliefs After Exposure to Belief-Consistent and Inconsistent Texts (abstract)

16:30 Kenneth Houghton, Rachel Poirier and Celia Klin
Unreliable Narrators and Misinformed Readers (abstract)

16:30 Alexandra List, Hye Yeon Lee and Hongcui Du
The Test of Time: Examining the Durability of Students’ Learning from Multiple Texts (abstract)

16:30 Britta Bresina, Jasmine Kim, Kristen McMaster and Panayiota Kendeou
Learning from Video Texts: The Relation Between Text Cohesion and Reader Comprehension Skill (abstract)

16:30 Minkyung Kim, Scott Crossley and Lee Branum-Martin
Gains in Second Language Writing in Relation to Cognitive and Language Resources in Higher Education (abstract)
16:30 **Cameron Conroy** and **William Levine**  
Relating Phonemic Dominance to the Emotional Impact of Poetry with a Manipulation of Attention (abstract)

16:30 **Candice Burkett**, **Niki Chokshi** and **Susan R. Goldman**  
What Doesn’t Match? Identification of Contradictions Between Text and Graph (abstract)

16:30 **Chi-Shun Lien**, **Yuhtsuen Tzeng**, **Wan-Shin Chang**, **Jane Oakhill** and **Carsten Elbro**  
Exploring the Relationship Among Vocabulary Depth, Inference Ability and Reading Comprehension (abstract)

16:30 **Danny Flemming**, **Gale Sinatra** and **Joachim Kimmerle**  
How Refutation Texts Affect Meta-Cognitive and Behavioral Variables (abstract)

16:30 **Mo Zhang**, **Paul Deane**, **Gary Feng** and **Hongwen Guo**  
Investigating an Approach to Evaluating Keyboarding Fluency in Writing Assessment (abstract)

16:30 **Kathryn McCarthy** and **Danielle McNamara**  
Multidimensional Knowledge (MDK): A Prior Knowledge Framework (abstract)

16:30 **Macarena Silva** and **Elvira Jéldrez**  
The Contribution of Memory and Vocabulary to Listening Comprehension of Narrative and Expository texts (abstract)

16:30 **Mylene Sanchiz**, **Anna Potocki**, **Mônica Macedo-Rouet**, **Nicolas Vibert** and **Jean-François Rouet**  
Measuring Adolescents’ Reading Comprehension skills in the Digital Age: contribution of memory-based and text-available assessment tasks. (abstract)

16:30 **Haiying Li**, **Janice Gobert** and **Rachel Dickler**  
Scientific Explanations: Does Practice Make Perfect? (abstract)

16:30 **Janelle Gagnon** and **Richard Gerrig**  
Shifts from Third- to First-Person Narration (abstract)

16:30 **Alba Rubio** and **Arantxa Garcia**  
Open Ended and Multiple Choice Questions: Is There Agreement Between Answers? (abstract)

16:30 **Ottilie Tilston**, **Adrian Bangerter** and **Kristian Tylén**  
Teaching, Storytelling and Innovation in Cultural Transmission (abstract)

16:30 **Reese Butterfuss**, **Joseph Aubele**, **Sonia Zaccoletti**, **Giovanna Morara**, **Lucia Mason** and **Panayiota Kendeou**
How Do Source Credibility and Justification for Knowing Influence Knowledge Revision on Social Media? (abstract)

16:30 Scott Hinze, Mi'Kayla Newell and Kathryn McCarthy
Combining Self-Explanation and Elaborative Retrieval Practice to Facilitate Comprehension (abstract)

16:30 Yukino Kimura and Shingo Nahatame
Effects of Relevance Instructions on Text Memory in EFL Reading (abstract)

16:30 Rachel Librizzi, Candice Burkett, Alyssa Blair and Susan Goldman
The Effects of Text Complexity and Prompt Specificity on Text/Graph Contradiction Detection (abstract)

16:30 Richard Alterman and Maria Altebarmakian
Venue and Local Knowledge (abstract)

16:30 Catharina Tibken, Nicole von der Linden, Sandra Schmiedeler, Wolfgang Schneider and Tobias Richter
Monitoring of Text Comprehension in Expository Texts at Secondary School (abstract)

16:30 Yuji Ushiro, Tomoko Ogiso, Shingo Nahatame, Kozo Kamimura, Yamato Sasaki and Yoshinobu Mori
Coherence Monitoring of Protagonist, Temporal, and Spatial Dimensions in Second Language Reading: A Preliminary Study Employing Eye Tracking (abstract)

16:30 Amalia Donovan and David N. Rapp
You Could Look It Up: Exposures to Inaccurate Information and Online Search (abstract)

16:30 Michelle L. Rizzella and Edward J. O'Brien
When Prospective Information Conflicts with Current Information (abstract)

16:30 Sarah D. Creer, Anne E. Cook and Edward J. O'Brien
Passive Activation during Perspective-Taking (abstract)

16:30 Romualdo Ibáñez
Signaling of Causal Relations in Spanish: Specificity, Variety, and Functionality in Academic Context (abstract)

16:30 Kun Sun
Approaching Discourse Structure Through Discourse Distance and Discourse Network: A Computational Model of Text Comprehension and Complexity (abstract)

16:30 Tenaha O'Reilly, Zuowei Wang and John Sabatini
Is Background Knowledge Just General Ability? A Test of the Knowledge-Specificity Hypothesis.
16:30 Donna Caccamise and Eileen Kintsch
Problematising Text to Improve Reading Comprehension and Learning (abstract)

16:30 Vasile Rus
The Nature of Self-Explanations During Source Code Comprehension Tasks (abstract)

16:30 Jill Allor, Devin Kearns, Carlin Conner and Stephanie Al Otaiba
Improving the “Text-Diet” for Early and Struggling Readers: Selecting and Adapting Text (abstract)

16:30 Marcus Friedrich and Elke Heise
Does Text Comprehensibility Influence Students’ Interest in the Text’s Topic? (abstract)

16:30 Keith Millis and Christian Stuciuch
Predicting Aesthetic Responses to Paintings and Stories From Trans-Symbolic Processes (abstract)

16:30 Shingo Nahatame
Predicting the Text Difficulty of Graded Readers for Young Language Learners: A Computational Analysis of Linguistic Features (abstract)

16:30 Ahlam Alharbi
Towards a Performative Theory of Solidarity Discourse (abstract)

16:30 Casey M. Riedmann, William S. Horton and Gregory Ward

Wednesday, July 10th

View this program: with abstracts session overview talk overview

08:30-10:00 Session 7A: Reading Comprehension Processes

08:30 Stelios A. Christodoulou and Irene-Anna Diakidoy
The Contribution of Argument Knowledge to the Comprehension and Critical Evaluation of Argumentative Text (abstract)

08:48 Evelyn C. Ferstl
Is This Really Funny? Comprehension and Appreciation of Verbal Humor Across the lifespan (abstract)

09:06
Hannes Münchow, Tobias Richter and Sebastian Schmid
Fostering University Students Skills in Decoding the Functional Structure of Informal Arguments (abstract)

09:24 Brianna L. Yamasaki and Chantel S. Prat

09:42 Evelien Mulder, Marco van de Ven, Eliane Segers and Ludo Verhoeven
Word-to-Text Integration in Novice Second Language Learners (abstract)

08:30-10:00 Session 7B: Teaching, Instruction and Learning
CHAIR: Jacqueline Evers-Vermeul
LOCATION: UL105

08:30 Jacqueline Evers-Vermeul and José van der Hoeven
Trained by a Researcher or a Teacher? On Teacher Modeling in the Domain of Reading (abstract)

08:48 Yiwen Lin, Andrew Godfrey and Nia Dowell
Does Gender Really Matter?: Exploring Differences in Emerging Discourse Styles during Digitally-Mediated Collaborative Interactions (abstract)

09:06 Rachel Dickler, Janice Gobert and Michael Sao Pedro
Using Epistemic Network Analysis to Characterize Teacher Discourse in Response to an Alerting Dashboard (abstract)

09:24 Carlin Conner, Devin Keams, Victoria Whaley, Jennifer Stewart and Britta Cook Bresina
Morphological Instruction in Programs Used in Schools: A ( Mostly ) Comprehensive Survey (abstract)

09:42 Steffen Gottschling and Yvonne Kammerer
Reducing Reliance on Misinformation through Psychoeducation in Combination with an Error-Marking Task (abstract)

10:00-10:30 Coffee Break

10:30-12:00 Session 8A: Reading Task Instructions and Inductions
CHAIR: Keith Millis
LOCATION: UL104

10:30 Tricia Guerrero and Jennifer Wiley
Learning by Expecting-to-Teach with Complex Science Texts (abstract)
10:48 Kathryn Rupp, M. Anne Britt and Keith Millis
Processing Causal Explanations in Science Texts (abstract)

11:06 Arantxa García, Tomás Martínez and Eduardo Vidal-Abarca
What Type of Elaborated Feedback Message is More Efficient for Learning Complex Texts? (abstract)

11:24 Daniel Darles, Christine Ros, Jean-François Rouet and Nicolas Vibert
Differential impact of perceptual and semantic induction tasks on visual search for verbal information within a text (abstract)

11:42 Shelby Smith and Caitlin Mills
Positive Connections: Dissociable Effects of Mood on Mind-wandering during Reading (abstract)

10:30-12:00 Session 8B: Coordination in Dialogue
CHAIR: Gregory Mills
LOCATION: UL105

10:30 Gregory Mills
The Emergence of Procedural Coordination: No Evidence Is Better Than Negative Evidence (abstract)

10:48 Alexia Galati, Angela Symeonidou and Marios Avraamides
The Body Alignment of Conversational Partners in Direction Giving Influences Spatial Language (abstract)

11:06 Heather Bortfeld and Allison Gabouer
Hearing Parents’ Use of Multimodal Cues to Establish Joint Attention as a Function of Children’s Hearing Status (abstract)

11:24 Delphine Dahan
Individual Differences in Coordinating Meaning and Understanding during Reference Making (abstract)

11:42 Hajin Lim and Susan R. Fussell
‘That sounds FINE.’: Predicting the Discrepancy in Politeness Perceptions of Online Messages between Native and Non-Native English Speakers (abstract)

12:00-13:30 Lunch Break
Please reference the ST&D 2019 NYC Dining and Drinks Guide for information about local restaurant options.

12:00-13:30 Session 9: ST&D Governing Board Meeting - Ribalta Resturant
Ribalta Resturant NYC
SESSION 10: ST&D 2019 KEYNOTE ADDRESS - DR. EVE CLARK

LOCATION: Ribalta Restaurant

13:30-14:30  Session 10: ST&D 2019 Keynote Address - Dr. Eve Clark

LOCATION: Tishman Auditorium - U100

13:30  **Eve V. Clark**

*How Conversational Repair Contributes to the Acquisition of Language* *(abstract)*

14:30-14:45  Coffee Break

14:45-16:15  Session 11A: Symposium: Beyond Words: Nonliteral and Nonverbal Aspects of Dialogue

CHAIR: **Patrick Healey**

LOCATION: UL104

14:45  **Neta Spiro, Katie Rose Sanfilippo** and **Michael Schober**

*Where Music and Language Meet: Shared Understanding in Music Therapy Improvisation* *(abstract)*

15:03  **Patrick Healey, Lida Theodorou** and **Hamed Haddadi**

*The Dynamics of Hand Movements in Dialogue* *(abstract)*

15:21  **Judith Holler**

*Visual Bodily Signals for Coordination in Conversation* *(abstract)*

15:39  **Jean E. Fox Tree, J. Trevor D’arcey, Alicia A. Hammond** and **Alina S. Larson**

*The Sarchasm in Sarcasm* *(abstract)*

15:57  **Adrian Bangerter, Julie Brosy** and **Joaquim Sieber**

*Laughter and Coordination of Transitions in Job Interviews* *(abstract)*

14:45-16:15  Session 11B: Reading Comprehension Assessment

CHAIR: **Jesse R. Sparks**

LOCATION: UL105

14:45  **Jesse R. Sparks, Rafael Quintana, Jie Gao** and **Colleen Appel**

*Measuring Processes and Products of Multiple-Source Inquiry* *(abstract)*

15:03  **Reshma Gouravajhala** and **Mark McDaniel**

*Connect the Concepts: Exploring Components Underlying Individual Differences in Structure Building* *(abstract)*

15:21  **Paul Deane** and **Tenaha O'Reilly**

*How you Type is almost as Important as What you Type: Exploring the Role of Background Knowledge and Process Data in Predicting Reading Comprehension* *(abstract)*
15:39 Daniel Feller, Joseph Magliano, Tenaha O'Reilly and John Sabatini  
Relations between Component Reading Skills, Inferences, and Comprehension Performance in Community College Readers (abstract)

15:57 Ryan Kopatich, Daniel Feller, Alecia Santuzzi and Karyn Higgs  
Development and Validation of the Situated Metacognitive Awareness of Reading Task Strategies Scale (SMARTS) (abstract)

16:30-18:00 Session 12: Poster Session II & Reception  
LOCATION: Wollman Hall

16:30 Rachel Jansen and Anna Rafferty  
Comparing the Discourse of Math and Science Attitudes (abstract)

16:30 Suzanne Bogaerds-Hazenberg, Jacqueline Evers-Vermeul and Huub van den Bergh  
Teachers and Researchers as Co-designers? A Design-based Research on Text-structure Instruction (abstract)

16:30 Yuhtsuen Tzeng, Chi-Shun Lien, Wan-Shin Chang, Jane Oakhill and Carsten Elbro  
Investigating the Relation Between Comprehension and Inference: Cross-Sectional and Comprehension-Age Match Analysis (abstract)

16:30 Sana Alnajjar, Alyssa Blair and Susan Goldman  
Who Believes Fake News? Partisan Effects on Recall and Recognition (abstract)

16:30 Matt McCrudden  
The Effects of Relevance Instructions and Seductive Details on Online Processing and Recall (abstract)

16:30 Andrew Butler and Nathaniel Woodward  
Mining the Language Used in Syllabi for Large College Courses (abstract)

16:30 Johanna Kaakinen  
Emotional Engagement and Transportation During Listening and Reading of Stephen King Short Stories: Evidence From Eye Movements (abstract)

16:30 Emily Sanford, Olivia Shaffer, Jane Acierno, Eva Harmon and R. Brooke Lea  
Meaning on the Fence: Do Idioms Activate Figurative and Literal Meanings Equally? (abstract)

16:30 Stephen Briner and Paul Basel  
Reading Fiction and Theory of Mind: Impact of Individual Stories and Reader Characteristics (abstract)

16:30
Kristin Ritchey, Stephanie Simon-Dack, Shelby Smith, Charles Jackson and Caleb Robinson
Is a Lobster an Insect?: An Electrophysiological Investigation of Generalizations Inferred from Expository Text (abstract)

16:30 Joanne Kiniry, Paul van den Broek and Maartje Raijmakers
Inference and Vocabulary in a Reading Comprehension Assessment. (abstract)

16:30 Kathryn McCarthy, Danielle McNamara, Marina Solnyshkina, Fanuza Tarasova and Roman Kuprivanov
The Russian Language Test: Towards Assessing Comprehension in Russian (abstract)

16:30 Ju-Ling Chen, Pei-Chen Tsai and Chi-Shun Lien
Construct a Literacy Framework of Text Analysis From the Literature and Culture Perspective (abstract)

16:30 Min Kyu Kim, Kathryn McCarthy and Joseph Magliano
Get SMART: Improving Comprehension with the Student Mental Model Analyzer for Research and Teaching (abstract)

16:30 Allison N. Sonia, Caitlin S. Mills and Edward J. O’Brien
Text-Based Manipulation of the Coherence Threshold (abstract)

16:30 Julia Mertens and Jan P. de Ruiter
Predicting the Timing of Other-Initiated Repair (abstract)

16:30 Haiying Li, Yile Zhou and Becky Bobek
Automated Identification of Open-Ended Survey Response Themes in Education Research: A Summer Melt Study (abstract)

16:30 Allison J. Jaeger, Alexandra Devatzes and Thomas Shipley
Towards an Analysis of Analogies in Geoscience Textbooks (abstract)

16:30 Evan Anderson, William S. Horton and David N. Rapp
Hungry for the Truth: Evaluating the Utility of “Truth Sandwiches” as Refutations (abstract)

16:30 Rina Harsch and Panayiota Kendeou
Analogical Reasoning as a Catalyst for Knowledge Revision (abstract)

16:30 Reese Butterfuss, Soo-Hyun Im, Joseph Aubele, Britta Bresina, Rina Harsch, Kristen McMaster and Panayiota Kendeou
The Promise of a Technology-Based Early Language Comprehension Intervention (TELCI) for Students with Comprehension Difficulties (abstract)
16:30 Gaston Saux, Jean-François Rouet, Nicolas Vibert, M. Anne Britt, Franco Londra, Nestor Roselli and Debora I. Burin
The Representation of Story Characters as Information Sources: Evidence from Verbal Reports Support Prior Eye-Tracking Evidence (abstract)

16:30 Joseph Aubele, Reese Butterfuss, Rina Harsch and Panayiota Kendeou
Epistemic Dimensions of Language and Their Influence on Trust and Belief of Information (abstract)

16:30 John Sabatini, Jonathan Weeks and Tenaha O’Reilly
Construct Shift in the Reading Rope Model: When many become one? (abstract)

16:30 Andrew Elfenbein and Ethan Brown
Are Authors Recognized as Categories? (abstract)

16:30 Joerg Jost, Michael Becker-Mrotzek and Joachim Grabowski
Adapting Analytical Rating Categories to Writing Tasks for Assessing Text Quality (abstract)

16:30 Alexander M Colby and Emily R Smith
Effect of Music Tempo on Reading Speed and Inferential Comprehension Questions (abstract)

16:30 Jessica Bradshaw and Meghan Davidson
Assessing the Text Socialness of Children’s Fiction and Nonfiction Books (abstract)

16:30 Sarah D. Creer, Malaa A. Sultan and Edward J. O’Brien
Contextual Elaboration Supports Fantasy Text Comprehension (abstract)

16:30 Zared Shawver and Richard Gerrig
Products of Metaphor Comprehension are More Extreme than Literal Language (abstract)

16:30 Debora I. Burin, Gaston Saux, Irene Injoque-Ricle, Natalia Irrazabal and Juan Pablo Barreyro
Metacognitive Regulation Contributes to Digital Text Comprehension in E-Learning (abstract)

16:30 Kathryn McCarthy, Micah Watanabe, Cecile Perret, Danielle McNamara, Jonathan Steinberg, Kelsey Dreier, Tenaha O’Reilly and John Sabatini
Multiple Dimensions of Background Knowledge in a Scenario-based Assessment (abstract)

16:30 Jessica Rodrigues and Ian Thacker
Mathematics Refutation Text: Remediating a Common Fraction Misconception (abstract)

16:30 Heather Ness, Sarah Carlson, Ben Seipel, Virginia Clinton, Terrill Taylor, Surja Bajpayee, Gina
16:30 **Biancarosa** and **Mark Davidson**
Item-Writing Methodology for MOCCA-C Reading Comprehension Assessment (abstract)

16:30 **Lars König** and **Regina Jucks**
A World of (Mis)Information: How Do We Decide Whether Online Information Is Accurate? (abstract)

16:30 **Carlin Conner, Kristi Baker, Evangeline Chiang, Jennifer Stewart** and **Sumei Wu**
Using Qualitative Methods to Analyze the Function of Speeches and Social Media in Communicating Current Education Policy (abstract)

16:30 **Elisabeth Mayweg-Paus, Miriam Lampe, Maria Zimmermann** and **Regina Jucks**
Collaborative Online Discourses Promote Critical Thinking (abstract)

16:30 **Jennifer Wiley, Tricia Guerrero, Marta Mielicki** and **Thomas Griffin**
Generating Examples Is Not As Effective as Generating Explanations for Comprehension and Metacomprehension (abstract)

16:30 **Ayo Osisanwo**
Newspaper Construction of Agitation for the Sovereign State of Biafra in Nigeria (abstract)

16:30 **Cole Arluck, Janelle Gagnon** and **Richard Gerrig**
Causal Attribution in First- and Third-Person Narration (abstract)

16:30 **Dylan Blaum** and **M. Anne Britt**
Limits of the Belief-Consistency Effect (abstract)

16:30 **Minkyung Kim** and **Scott Crossley**
Expanding a Model of Second Language Reading and Listening Comprehension: The Roles of Language and Cognition (abstract)

Thursday, July 11th

View this program: with abstracts session overview talk overview

08:30-10:00 Session 13A: Narrative Comprehension
CHAIR: **Peter Dixon**
LOCATION: **UL104**

08:30 **Kate Cain, Robert Davies, Nicola Currie, Gillian Francey, Shelley Gray, Laida Restrepo, Marilyn Thompson** and **Mindy Bridges**
How Text and Reader Characteristics Influence Sixth Graders’ Ability to Monitor Their Comprehension (abstract)

08:48 **Sarah D. Creer** and **Edward J. O’Brien**
Mechanisms of Perspective-Taking (abstract)
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<th>Time</th>
<th>Name and Affiliation</th>
<th>Title</th>
<th>Abstract Link</th>
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<tbody>
<tr>
<td>09:06</td>
<td>Wienke Wannagat and Gerhild Nieding</td>
<td>Protagonist Goals and Coherence Formation during Narrative Text Processing</td>
<td><a href="#">abstract</a></td>
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<tr>
<td>09:24</td>
<td>Nikita Salovich and David Rapp</td>
<td>Reader Preferences Influence Memory and Comprehension of Narrative Events</td>
<td><a href="#">abstract</a></td>
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<tr>
<td>09:42</td>
<td>Peter Dixon, Sara Saadat and Marisa Bortolussi</td>
<td>The Construction of Psychological Perspective</td>
<td><a href="#">abstract</a></td>
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**Session 13B: Validation, Inconsistencies and Misconceptions**

**CHAIR:** Panayiota Kendeou  
**LOCATION:** UL105

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<tr>
<td>08:30</td>
<td>Amy de Bruïne, Dietsje Jolles and Paul van den Broek</td>
<td>Minding the Load or Loading the Mind: Manipulating Working Memory in Coherence Monitoring</td>
<td><a href="#">abstract</a></td>
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<tr>
<td>08:48</td>
<td>Marloes van Moort, Arnout Koornneef and Paul van den Broek</td>
<td>Tracking the Time Course of Validation: Effects of Text-based and Knowledge-based Monitoring Processes on Eye Movements during Reading.</td>
<td><a href="#">abstract</a></td>
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<tr>
<td>09:06</td>
<td>Jasmine Kim, Reese Butterfuss, Rina Harsch, Joseph Aubele and Panayiota Kendeou</td>
<td>When Misconceptions Strike Back: The Durability of the Refutation Text Effect</td>
<td><a href="#">abstract</a></td>
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<tr>
<td>09:24</td>
<td>Andreas Wertgen and Tobias Richter</td>
<td>Source Information and Plausibility Interact in the Validation of Textual Information</td>
<td><a href="#">abstract</a></td>
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<tr>
<td>09:42</td>
<td>Alyssa Blair and Susan Goldman</td>
<td>&quot;Online&quot; Text Validation: Viewing Social Media as a Context for Misinformation</td>
<td><a href="#">abstract</a></td>
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**Coffee Break**

**Session 14A: Symposium: The Influence of Emotion on the Processing of Varying Text Sources**

**CHAIR:** Johanna Kaakinen  
**LOCATION:** UL104

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<th>Abstract Link</th>
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<tbody>
<tr>
<td>10:45</td>
<td>Michael C. Mensink</td>
<td>Seductive Detail Effects on Emotional and Physiological Responses during Scientific Text Comprehension</td>
<td><a href="#">abstract</a></td>
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<tr>
<td>11:00</td>
<td>Sonia Zaccoletti, Sara Scrimin and Lucia Mason</td>
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</table>
Effects of Reading Goals on Learning from Science Text: The Role of Dispositional Emotion Regulation and Executive Functions (abstract)

11:15 Catherine Bohn-Gettler and Matthew McCrudden
Do Emotions Moderate the Effects of Relevance When Reading Dual Position Text? (abstract)

11:30 Gale Sinatra, Ian Thacker and Neil Jacobson
Here’s Hoping It’s Not Just Text Structure: The Importance of Emotions in Mediating the Backfire Effect of Refutation Text (abstract)

11:45 Greg Trevors
Naturally Occurring Negative Emotions Negatively Predict Learning From Refutation Texts (abstract)

10:30-12:00 Session 14B: Argumentative and Fiction Writing
CHAIR: Alexandra List
LOCATION: UL105

10:30 Deanna Kuhn and Kalypso Iordanou
Contemplating the Opposition: Does a Personal Touch Matter? (abstract)

10:48 Hongui Du and Alexandra List
Evidence Use in Argument Writing Based on Multiple Texts (abstract)

11:06 Laura Allen, Kathryn McCarthy, Cecile Perret, Joseph Magliano and Danielle McNamara
Argue Me Sophisticated; Describe Me Coherently: A Computational Linguistic Analysis of Prompt Differences in Source-based Writing: (abstract)

11:24 Michael Yoder, Qinlan Shen, James Fiacco and Carolyn Rose
Ron the Death Eater: Plotting Shifts in Characterization from Canon to Fanfiction (abstract)

11:42 Lacey Zachary, Mary C. Poulos and Laura Allen
Linguistic Signatures of Cognitive Processes during Source-Based Writing (abstract)

12:00-13:30 Lunch Break
Please reference the ST&D 2019 NYC Dining and Drinks Guide for information about local restaurant options.

12:00-13:30 Session 15: Discourse Processes Editorial Board Meeting
LOCATION: Le Midi Resturant

13:30-14:30 Session 16: ST&D 2018 Tom Trabasso Young Investigator Award Address - Dr. Sidney D'Mello
LOCATION:  Tishman Auditorium - U100

13:30 *Sidney D'Mello*
The Necessity, Opportunity, and Promise of Multimodal Computational Analyses of Discourse (*abstract*)

14:30-14:45 Coffee Break

14:45-16:15 Session 17A: Symposium: Large Scale Assessments for Reading Research

CHAIR:  *Kathrin Thums*
LOCATION:  *UL104*

14:45 *Joanne Kiniry, Paul van den Broek* and *Maartje Rajmakers*
The Study of Cognitive Reading Skill Using Data Collected by a Large-Scale Assessment of English Reading (*abstract*)

15:03 *Franziska Schwabe* and *Matthias Trendtel*
Reading Competence in Open or Closed Tasks and Different Text Genres of Students from Different Socioeconomic Backgrounds: Analyses of PIRLS Data (*abstract*)

15:21 *Kathrin Thums, Ilka Wolter* and *Cordula Artelt*
When Do Gender Differences in Reading Competence Diminish? A Longitudinal Study of Reading Competence of Women and Men From Adolescence to Young Adulthood. (*abstract*)

15:39 *Carolin Hahnel* and *Frank Goldhammer*
The Role of Literacy and Source Evaluation in the Selection of Web Information of Adults (*abstract*)

14:45-16:15 Session 17B: Multiple Text Comprehension and Integration

CHAIR:  *Michael Wolfe*
LOCATION:  *UL105*

14:45 *Michael Wolfe, Todd Williams* and *Alexander Denison*
Association Between Awareness of Belief Change and Information Seeking (*abstract*)

15:03 *Hye Yeon Lee* and *Alexandra List*
Examining Self-Efficacy and Perceptions of Task Difficulty in the Context of Multiple Text Use (*abstract*)

15:21 *Kole Norberg, Byeong-Young Cho, Scott Fraundorf* and *Hyeju Han*
Can Online Search Strategies Predict Learning from Internet Sources? A Correlational Analysis (*abstract*)

15:39 *Zuowei Wang, Tenaha O'Reilly* and *John Sabatini*
A Tale of Two Reading Comprehension Tests: Different Roles Of Reading Skills, General and
Topical Knowledge (abstract)

15:57 Cecile Perret, Aaron Likens and Danielle S. McNamara

Integrating across Texts: Availability Matters (abstract)

16:30-17:30 Session 18: 2019 ST&D Business Meeting
LOCATION: Wollman Hall

17:30-19:00 Closing Reception
LOCATION: Wollman Hall
Acierno, Jane

Meaning on the Fence: Do Idioms Activate Figurative and Literal Meanings Equally?

Ackerman, Tom

The Role of Cinematics on Understanding and Remembering Events

Al Otaba, Stephanie

Improving the “Text-Diet” for Early and Struggling Readers: Selecting and Adapting Text

Alabrack, Alham

Towards a Perceptual Theory of Solidarity Discourse

Allen, Laura

Any Me Sophisticated: Describe Me Coherently: A Computational Linguistic Analysis of Prompt Differences in Source-Based Writing. Linguistic Signatures of Cognitive Processes during Source-Based Writing

Allan, Ali

Using Machine Learning to Analyze English Learners’ Think-aloud Protocols

Almor, Jill

Improving the “Text-Diet” for Early and Struggling Readers: Selecting and Adapting Text

Ahmadi, Sanga

Who Believes Fake News? Partisan Effects on Recall and Recognition

Aldarwish, Marisa

Venue and Local Knowledge

Allaman, Richard

Hurry for the Truth: Evaluating the Utility of “Truth Sandwiches” as Refutations

Anderson, Evan

Stability of Accurate and Inaccurate Vaccine Beliefs After Exposure to Belief-Consistent and Inconsistent Texts

Ankney, Rachel L.

Adapting Analytical Rating Categories to Writing Tasks for Assessing Text Quality

Appel, Markus

Examining Emotional Shifts in Narratives: A Multi-method Approach

Artelt, Cordula

When Do Gender Differences in Reading Comprehension Diminish? A Longitudinal Study of Reading Competence of Women and Men From Adolescence to Young Adulthood

Aspelin, Paul

Who Misconceptions Strike Back: The Durability of the Refutation Text Effect

Asplund, Maja

How Do Source Credibility and Justification for Knowing Influence Knowledge Revision on Social Media?

Baker, Kristi

Uspos Qualitative Methods to Analyze the Function of Speeches and Social Media in Communicating Current Education Policy

Baker, Heather

Laughing and Coordination of Transitions in Job Interviews

Baker, Andrew

Teaching, Storytelling and Innovation in Cultural Transmission

Barbenov, Juan Pablo

Metacognitive Regulation Contributes to Digital Text Comprehension in E-Learning

Bass, Paul

Reading Fiction and Theory of Mind: Impact of Individual Stories and Reader Characteristics

Becker, Motzkin, Michael

Adapting Analytical Rating Categories to Writing Tasks for Assessing Text Quality

Biancarosa, Gina

Item-Writing Methodology for MOCCA-C Reading Comprehension Assessment

Blair, Alyssa

"Online" Test Validation: Viewing Social Media as a Context for Misinformation

Blair, Dave

The Effects of Text Complexity and Prompt Specificity on Text/Graph Contradiction Detection

Bloom, Dylan

Limits of the Belief-Consistency Effect

Bobb, Beck

Automated Identification of Open-Ended Survey Response Themes in Education Research: A Summer Melt Study

Bohgder, Hazenb, Suzanne

Do Emotions Moderate the Effects of Relevance When Reading Dual Position Text?

Bohn-Geller, Catherine

Hearing Parents' Use of Multimodal Cues to Establish Joint Attention as a Function of Children's Hearing Status

Borfield, Heather

The Construction of Psychological Perspective

Borntissi, Marina

Stability of Accurate and Inaccurate Vaccine Beliefs After Exposure to Belief-Consistent and Inconsistent Texts

Bras, Jason L.

Assessing the Text Socialness of Children’s Fiction and Nonfiction Books

Brasam, Jessica

Gains in Second Language Writing in Relation to Cognitive and Language Resources in Higher Education

Bresina, Marios

The Body Alignment of Conversational Partners in Direction Giving Influences Spatial Language

Bresina, Marios

The Promise of a Technology-Based Early Language Comprehension Intervention (TELCI) for Students with Comprehension Difficulties

Bresina, Marios

Using Machine Learning to Analyze English Learners’ Think-aloud Protocols

Brunner, Diego

Evaluating the Relationship Among Vocabulary Depth, Inference Ability and Reading Comprehension

Bueno, Lauren

Investigating the Relation Between Comprehension and Inference: Cross-Sectional and Comprehension-Age Match Analysis

Chang, Jun-Ling

Construct a Literacy Framework of Text Analysis From the Literature and Culture Perspective

Chen, Jiayi

Adapting Analytical Rating Categories to Writing Tasks for Assessing Text Quality

Chen, Jiayi

Meaning on the Fence: Do Idioms Activate Figurative and Literal Meanings Equally?

Chen, Shin

The Role of Cinematics on Understanding and Remembering Events

Chen, Shin

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Chen, Shin

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ST&D 2019: NYC Dining and Drinks Guide

New York City has some of the best dining in the world at many different price points. Here’s one site that lists up-to-date great options at a range of price points all over town—many downtown and not very far from the conference sites: https://ny.eater.com/maps/best-new-york-restaurants-38-map

Here’s a quirky list of host and graduate student favorites in walking distance of The New School and hotels:

**Casual lunch nearby**
Beyond the immediately visible bodegas across the street (which are affordable and pretty good), and the New School cafeteria on the second floor of the University Center (also affordable and pretty good)
https://www.dineoncampus.com/newschooldining/our-story

these are close by and all quite good:

Num Pang—28 E. 12th St.
https://www.numpangkitchen.com/
https://www.numpangkitchen.com/union-square/

Taboonette—30 E. 13th St.
https://www.taboonette.com/

Bar Six—502 Sixth Ave. (Avenue of the Americas)
http://www.barsixny.com/

Le Midi—11 E. 13th St.
http://www.lemidinyc.com/

Ribalta Pizza—48 E. 12th St.
http://www.ribaltapizzarestaurant.com/nyc

Dainobu (Japanese grocery store for take-out)—498 Avenue of the Americas (Sixth Ave.) betw. 12th and 13th
https://ja.foursquare.com/v/dainobu/5457e74a498e8f7e222bd422

Boquería—53 W. 19th St.
https://boqueriarestaurant.com/flatiron-menu/

Murrays Bagels—500 Sixth Ave. betw. 12th and 13th
http://www.murraysbagels.com/
Great coffee  
Joe—9 E 13th St.  
https://joecoffeecompany.com/locations/union-square/  

A fun experience if weather is good  
Lining up and eating outdoors in beautiful Madison Square Park by the Flatiron building at the original Shake Shack:  
https://www.shakeshack.com/location/madison-square-park/  
Even if the line is long, you can have beer and wine while you wait (there’s a separate line), and you can check out the online Shack Cam to see how bad the line is.

Cocktails  
Beyond all the restaurants on the list below, which will have great cocktails, wines, and beers, here are three nearby that are terrific:

Raines Law Room—48 W. 17th St. (no sign—speakeasy; must knock and wait)  
https://www.raineslawroom.com/  

Dear Irving—55 Irving Place  
https://www.dearirving.com/dearirving-gramercy  

The NoMad Bar—10 W. 28th St. (great food too)  
https://www.thenomadhotel.com/new-york/dining/spaces/the-nomad-bar  
(for views, drinks on rooftop at Freehand Hotel)

Excellent meals in striking distance  
Even though in summer it can be easier to get into good restaurants than at other times of year, it’s not a bad idea to make a reservation (already now—easy to do online) at any of these you’re particularly interested in.

ABC Kitchen  
http://www.abchome.com/dine/abc-kitchen/  

ABC Cocina  
http://www.abchome.com/dine/abc-cocina/  

ABC V  
http://www.abchome.com/dine/abcv/  
(And while you’re there, check out the amazing ABC store they’re in)

I Sodi  
http://www.isodinyc.com/
Buvette
https://ilovebuvette.com/about

Via Carota
http://www.viacarota.com/

Bocca (very dramatic cacio e pepe!)
http://www.boccanyc.com/

Cosme
https://www.cosmenyc.com/

The NoMad
https://www.thenomadhotel.com/new-york/dining

Villanelle
http://www.villanellenyc.com/

Union Square Café
https://www.unionsquarecafe.com/

Empellon Taqueria
https://www.empellon.com/location/taqueria/

Maialino
https://maialinonyc.com/

Boqueria
https://boqueriarestaurant.com/flatiron-menu/

Laut
http://lautnyc.com/

Upland
https://uplandnyc.com/

Junoon
http://junoonnyc.com/

Balaboosta
https://www.balaboostanyc.com/

Café Cluny
https://www.cafecluny.com/

All are vegetarian friendly and will accommodate almost all dietary needs. If you want fully vegetarian and very good, try ABC V or Nix http://www.nixny.com/
Pizza
Ribalta
http://www.ribaltapizzarestaurant.com/nyc

Marta
https://www.martamanhattan.com/

Roberta's—mother ship is in Brooklyn, but there’s also one at 230 Park Ave.
http://robertaspizza.com/

Pre-theater dining
There are a lot of intended-for-tourist restaurants in the Times Square area, many not so great, but here are a few you might not know about that are each really good in their own way:

Badshah
https://www.badshahny.com/

Ortzi
https://ortzirestaurant.com/

Taboon
http://www.taboononline.com/

Bar Centrale
https://www.barcentralenyc.com/

Brooklyn Dining
Roman's
Marlowe & Sons
Roberta's
Miss Ada
Westlight (unparalleled views of Manhattan!)
Lilia
Misi
Sauvage
The Finch
Graduate Student Recommendations by Location

**Food: The New School**
Num Pang at 28 E 12th Street at University Place
https://www.numpangkitchen.com/

Pret a Manager at 821 Broadway at 12th Street
https://locations.pret.com/ny-new-york-53

Le Maison du Croque Monsieur at 17 E 13th Street
https://www.croquemr.com/

Sweet Green at 101 University Place between 12th and 13th Street
https://www.sweetgreen.com/

Dig Inn at 17 E 17th Street between Broadway and 5th
https://www.diginn.com/locations/

Chopt at 24 E 17th Street
https://www.choptsalad.com/locations

Salam Cafe at 104 W 13 Street
http://www.salamrestaurant.com/

Maison Kayser at 841 Broadway between 13th and 14th Street
http://maison-kayser-usa.com/locations/

**Coffee: The New School**
Birch Coffee at 56 7th Avenue at 14th Street
http://birchcoffee.com/locations/west-village/

Le Maison du Croque Monsieur at 17 E 13th Street
https://www.croquemr.com/

**Food: Washington Square Park**
Pret a Manager at 1 Astor Place
https://www.pret.com/en-us

Sweet Green at 10 Astor Place
https://order.sweetgreen.com/

Dig Inn at 70 Prince Street
https://www.diginn.com/locations/

Chopt at 51 Astor Place
https://www.choptsalad.com/locations
Coffee: Washington Square Park
Stumptown Coffee Roasters at 30 W 8th Street
https://www.stumptowncoffee.com/locations/newyork

For a great slice of cake, Little Cupcake Bakeshop at 30 Prince Street:
www.littlecupcakebakeshop.com/

Bars

Close to The New School:
Lillie's Victorian Establishment
https://www.lilliesnyc.com/

East Village:
The Thirsty Scholar
http://thethirstyscholarnyc.com/
d.b.a. (craft beer on tap): 41 1st Avenue between 1st and 2nd Street (the website has issues)
http://nymag.com/listings/bar/d-b-a/

Holiday Cocktail Lounge (former watering hole of Frank Sinatra + his Rat Pack): http://www.holidaycoctaillounge.nyc/

Alphabet City:
ABC Beer Company
https://www.abcbeer.co/
The Wayland
http://www.thewaylandnyc.com/

Pouring Ribbons
www.pouringribbons.com

Lois
http://www.loisbarnyc.com/

Late Night Nibbles:
Artichoke Pizza
https://www.artichokepizza.com/

Diner open 24 hours
https://www.veselka.com/