Society for Text & Discourse
29th Conference Short Program

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

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
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
LOCATION: UL102

11:00-12:45
Session 2
ST&D Mentorship Program Lunch Meeting
LOCATION: Faculty and Staff Cafe – U700

11:00-13:00 Lunch Break

14:45-16:15
Session 5A
Symposium: Motivation & Engagement in Struggling Adult Readers
LOCATION: Ullman Auditorium – U100

14:45-16:15
Session 5B
Sentence and Event Comprehension
LOCATION: UL105

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

08:00-16:00
Session 1C
Conference Registration
LOCATION: University Center Lobby

08:00-11:00
Session 1B
Workshop 2: How Bayesian Statistics Tell Us What We Want to Know
LOCATION: UL105

14:45-16:15
Session 5A
ST&D 2019 Distinguished Scientific Contribution Award Address - Dr. Jane Oakhill
LOCATION: Tishman Auditorium – U100

14:30-14:45 Coffee Break

13:30-14:30
Session 4
ST&D 2019 Opening Ceremony

08:00-11:00
Session 1B
Workshop 2: How Bayesian Statistics Tell Us What We Want to Know
LOCATION: UL105

11:00-13:00 Lunch Break

14:30-14:45 Coffee Break

14:45-16:15
Session 5B
Sentence and Event Comprehension
LOCATION: UL105

13:30-14:30
Session 4
ST&D 2019 Distinguished Scientific Contribution Award Address - Dr. Jane Oakhill
LOCATION: Tishman Auditorium – U100

14:45-16:15
Session 5A
Symposium: Motivation & Engagement in Struggling Adult Readers
LOCATION: Ullman Auditorium – U100

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

Disclaimer | Powered by EasyChair Smart Program
Program for Wednesday, July 10th: Session View

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

8:30-10:00  Session 7A
  Reading Comprehension Processes
  Location: UL104

10:00-10:30  Coffee Break

10:30-12:00  Session 8A
  Reading Task Instructions and Inductions
  Location: UL104

10:30-12:00  Session 8B
  Coordination in Dialogue
  Location: UL105

12:00-13:30  Lunch Break

13:30-14:30  Session 10
  ST&D 2019 Keynote Address - Dr. Eve Clark
  Location: Tishman Auditorium - U100

14:30-14:45  Coffee Break

14:45-16:15  Session 11A
  Symposium: Beyond Words: Nonliteral and Nonverbal Aspects of Dialogue
  Location: UL104

14:45-16:15  Session 11B
  Reading Comprehension Assessment
  Location: UL105

16:30-18:00  Session 12
  Poster Session II & Reception
  Location: Woolman Hall
PROGRAM FOR THURSDAY, JULY 11TH: SESSION VIEW

Days: previous day all days

View: with abstracts talk overview

08:30-10:00  Session 13A  Narrative Comprehension  LOCATION: UL104
10:00-10:30  Coffee Break
10:30-12:00  Session 14A  Symposium: The Influence of Emotion on the Processing of Varying Text Sources  LOCATION: UL104
12:00-13:30  Lunch Break
13:30-14:30  Session 16  ST&D 2018 Tom Trabasso Young Investigator Award Address - Dr. Sidney D'Mello  LOCATION: Tishman Auditorium - U100
14:30-14:45  Coffee Break
14:45-16:15  Session 17A  Symposium: Large Scale Assessments for Reading Research  LOCATION: UL104
16:30-17:30  Session 18  2019 ST&D Business Meeting  LOCATION: Wollman Hall
**ST&D 2019: 2019 ANNUAL MEETING OF THE SOCIETY FOR TEXT & DISCOURSE**

**PROGRAM**

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

**Tuesday, July 9th**

**View this program:**  **with abstracts**  **session overview**  **talk overview**

<table>
<thead>
<tr>
<th>Time</th>
<th>Session 1A: Workshop 1: Data Visualization in Discourse Processes</th>
</tr>
</thead>
<tbody>
<tr>
<td>08:00-11:00</td>
<td>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 <em>Discourse Processes</em>. 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.</td>
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**CHAIR:** *Aaron Hill*

**LOCATION:** *Starr Foundation Hall - UL102*

<table>
<thead>
<tr>
<th>Time</th>
<th>Session 1B: Workshop 2: How Bayesian Statistics Tell Us What We Want to Know</th>
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<tbody>
<tr>
<td>08:00-11:00</td>
<td>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 <em>want</em> to ask.</td>
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**CHAIR:** *Jan P. de Ruiter*

**LOCATION:** *UL105*

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<thead>
<tr>
<th>Time</th>
<th>Session 1C: Conference Registration</th>
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<tr>
<td>08:00-16:00</td>
<td>Location: <em>University Center Lobby</em></td>
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<tr>
<th>Time</th>
<th>Lunch Break</th>
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<td>11:00-13:00</td>
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**Please reference the [ST&D 2019 NYC Dining and Drinks Guide](#) for information about local restaurant options.**

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<thead>
<tr>
<th>Time</th>
<th>Session 2: ST&amp;D Mentorship Program Lunch Meeting</th>
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<tr>
<td>11:00-12:45</td>
<td>Location: <em>Faculty and Staff Café - U700</em></td>
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<tr>
<th>Time</th>
<th>Session 3: ST&amp;D 2019 Opening Ceremony</th>
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<td>13:00-13:30</td>
<td>Location: <em>Tishman Auditorium - U100</em></td>
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<tr>
<th>Time</th>
<th>Session 4: ST&amp;D 2019 Distinguished Scientific Contribution Award Address - Dr. Jane Oakhill</th>
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<tr>
<td>13:30-14:30</td>
<td>Location: <em>Tishman Auditorium - U100</em></td>
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<thead>
<tr>
<th>Time</th>
<th>Children’s Reading Comprehension: Losing the Thread (abstract)</th>
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<tbody>
<tr>
<td>13:30</td>
<td><em>Jane Oakhill</em></td>
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<tr>
<th>Time</th>
<th>Coffee Break</th>
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<td>14:45-16:15</td>
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<tr>
<th>Time</th>
<th>Session 5A: Symposium: Motivation &amp; Engagement in Struggling Adult Readers</th>
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<tr>
<td>14:45</td>
<td><em>Arthur Graesser</em></td>
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<tr>
<th>Time</th>
<th>Struggling Adult Readers: Scheduling, Learning Approaches and Self-Efficacy (abstract)</th>
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<tr>
<td>14:45</td>
<td><em>Daphne Greenberg</em> and <em>Amani Talwar</em></td>
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<tr>
<th>Time</th>
<th>Detecting Disengagement in an Intervention with AutoTutor to Improve Comprehension Strategies (abstract)</th>
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<tr>
<td>15:03</td>
<td><em>Art Graesser, Su Chen, Ying Fang</em> and <em>Anne Lippert</em></td>
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<tr>
<th>Time</th>
<th>A Performance Analysis of Engaged/Disengaged Behaviors and Individual Motivation (abstract)</th>
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<tr>
<td>15:21</td>
<td><em>Jan Frijters, Arthur Graesser</em> and <em>Daphne Greenberg</em></td>
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<tr>
<th>Time</th>
<th>Interest Matching has a Cumulative Effect on Reading Persistence in Adult Learners (abstract)</th>
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<tbody>
<tr>
<td>15:39</td>
<td><em>Andrew Olney, Jan Frijters, Arthur Graesser</em> and <em>Daphne Greenberg</em></td>
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<th>Time</th>
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<td>15:57</td>
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</table>
14:45-16:15  Session 5B: Sentence and Event Comprehension

CHAIR: Joe Magliano
LOCATION: UL105

14:45  Sarah K. C. Dygert and Andrew F. Jarosz
Re-Solving the Garden Path: Creative Problem Solving and Ambiguity Resolution (abstract)

15:03  Gillian Francey and Kate Cain
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, Carollanne 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 Tseng, Wan-Shin Chang, Jane Oakhill and Carsten Elbro
Exploring the Relationship Among Vocabulary Depth, Inference Ability and Reading Comprehension (abstract)

16:30  Danny Fleming, 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
Measuring Adolescents’ Reading Comprehension skills in the Digital Age: contribution of memory-based and text-available assessment tasks. (abstract)
Scientific Explanations: Does Practice Make Perfect? (abstract)

Open Ended and Multiple Choice Questions: Is There Agreement Between Answers? (abstract)

Teaching, Storytelling and Innovation in Cultural Transmission (abstract)

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

Combining Self-Explanation and Elaborative Retrieval Practice to Facilitate Comprehension (abstract)

Effects of Relevance Instructions on Text Memory in EFL Reading (abstract)

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

Venue and Local Knowledge (abstract)

Monitoring of Text Comprehension in Expository Texts at Secondary School (abstract)

Coherence Monitoring of Protagonist, Temporal, and Spatial Dimensions in Second Language Reading: A Preliminary Study Employing Eye Tracking (abstract)

You Could Look It Up: Exposures to Inaccurate Information and Online Search (abstract)

When Prospective Information Conflicts with Current Information (abstract)

Passive Activation during Perspective-Taking (abstract)

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

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

Is Background Knowledge Just General Ability? A Test of the Knowledge-Specificity Hypothesis. (abstract)

Problematizing Text to Improve Reading Comprehension and Learning (abstract)

The Nature of Self-Explanations During Source Code Comprehension Tasks (abstract)

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

Does Text Comprehensibility Influence Students’ Interest in the Text’s Topic? (abstract)

Predicting Aesthetic Responses to Paintings and Stories From Trans-Symbolic Processes (abstract)

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

Towards a Performative Theory of Solidarity Discourse (abstract)
Memory for Generalized Conversational Implicatures

Wednesday, July 10th

View this program:  with abstracts  session overview  talk overview

08:30-10:00  Session 7A: Reading Comprehension Processes
CHAIR: Evelyn C. Ferstl
LOCATION: UL104
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 Kearns, 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)

08:30-10:00  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

**11:00** Heather Bortfeld and Allison Gabouer

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

### Individual Differences in Coordinating Meaning and Understanding during Reference Making

**11:24** Delphine Dahan

*‘That sounds FINE.’: Predicting the Discrepancy in Politeness Perceptions of Online Messages between Native and Non-Native English Speakers*  

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

**11:42** Hajin Lim and Susan R. Fussell

*Individual Differences in Coordinating Meaning and Understanding during Reference Making*  

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<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Details</th>
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<tbody>
<tr>
<td>12:00-13:30</td>
<td>Lunch Break</td>
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<tr>
<td>12:00-13:30</td>
<td>Session 9: ST&amp;D Governing Board Meeting - Ribalta Resturant</td>
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<tr>
<td><strong>13:30-14:30</strong></td>
<td>Session 10: ST&amp;D Keynote Address - Dr. Eve Clark</td>
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<td><strong>13:30</strong></td>
<td>Eve V. Clark</td>
<td>How Conversational Repair Contributes to the Acquisition of Language</td>
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<td>14:30-14:45</td>
<td>Coffee Break</td>
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<td>14:45-16:15</td>
<td>Session 11A: Symposium: Beyond Words: Nonliteral and Nonverbal Aspects of Dialogue</td>
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<td><strong>14:45</strong></td>
<td>Neta Spiro, Katie Rose Sanfilippo and Michael Schober</td>
<td>Where Music and Language Meet: Shared Understanding in Music Therapy Improvisation</td>
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<td><strong>15:03</strong></td>
<td>Patrick Healey, Lida Theodorou and Hamed Haddadi</td>
<td>The Dynamics of Hand Movements in Dialogue</td>
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<td><strong>15:21</strong></td>
<td>Judith Holler</td>
<td>Visual Bodily Signals for Coordination in Conversation</td>
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<td><strong>15:39</strong></td>
<td>Jean E. Fox Tree, J. Trevor D’arcey, Alicia A. Hammond and Alina S. Larson</td>
<td>The Sarchasm in Sarcasm</td>
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<tr>
<td><strong>15:57</strong></td>
<td>Adrian Bangerter, Julie Brosy and Joaquim Sieber</td>
<td>Laughter and Coordination of Transitions in Job Interviews</td>
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<td><strong>14:45-16:15</strong></td>
<td>Session 11B: Reading Comprehension Assessment</td>
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<td><strong>14:45</strong></td>
<td>Jesse R. Sparks, Rafael Quintana, Jie Gao and Colleen Appel</td>
<td>Measuring Processes and Products of Multiple-Source Inquiry</td>
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<td><strong>15:03</strong></td>
<td>Reshma Gouravajhala and Mark McDaniel</td>
<td>Connect the Concepts: Exploring Components Underlying Individual Differences in Structure Building</td>
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<tr>
<td><strong>15:21</strong></td>
<td>Paul Deane and Tenaha O'Reilly</td>
<td>How you Type is almost as Important as What you Type: Exploring the Role of Background Knowledge and Process Data in Predicting Reading Comprehension</td>
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<td><strong>15:39</strong></td>
<td>Daniel Feller, Joseph Magliano, Tenaha O'Reilly and John Sabatini</td>
<td>Relations between Component Reading Skills, Inferences, and Comprehension Performance in Community College Readers</td>
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<tr>
<td><strong>15:57</strong></td>
<td>Ryan Kopatich, Daniel Feller, Alecia Santuzzi and Karyn Higgs</td>
<td>Development and Validation of the Situated Metacognitive Awareness of Reading Task Strategies Scale (SMARTS)</td>
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<tr>
<td><strong>16:30-18:00</strong></td>
<td>Session 12: Poster Session II &amp; Reception</td>
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<td><strong>16:30</strong></td>
<td>Rachel Jansen and Anna Rafferty</td>
<td>Comparing the Discourse of Math and Science Attitudes</td>
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<td><strong>16:30</strong></td>
<td>Suzanne Bogards-Hazenberg, Jacqueline Evers-Vermeul and Huub van den Bergh</td>
<td>Teachers and Researchers as Co-designers? A Design-based Research on Text-structure Instruction</td>
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</table>
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 McCruden
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 Kaakininen
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 Aciero, 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 Rajmakers
Inference and Vocabulary in a Reading Comprehension Assessment. (abstract)

16:30 Kathryn McCarthy, Danielle McNamara, Marina Solnyshkina, Fanuza Tarasova and Roman Kupriyanov
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 Rutter
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 Injogue-Ricle, Natalia Irrazabal and Juan Pablo Barrexyo
Metacognitive Regulation Contributes to Digital Text Comprehension in E-Learning (abstract)

16:30 Kathryn McCarthy, Micah Watanabe, Cecile 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, Terril Taylor, Surja Bajpayee, Gina 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: UL 104

08:30 Kate Cain, Robert Davies, Nicola Currie, Gillian Francy, 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)

09:06 Wienke Wannagat and Gerhild Nieding
Protagonist Goals and Coherence Formation during Narrative Text Processing (abstract)

09:24 Nikita Salovich and David Rapp
Reader Preferences Influence Memory and Comprehension of Narrative Events (abstract)

09:42 Peter Dixon, Sara Saadat and Marisa Bortolussi
The Construction of Psychological Perspective (abstract)

08:30-10:00 Session 13B: Validation, Inconsistencies and Misconceptions
08:30 Amy de Bruïne, Dietsje Jolles and Paul van den Broek
Minding the Load or Loading the Mind: Manipulating Working Memory in Coherence Monitoring (abstract)

08:48 Marloes van Moort, Arnout Koornneef and Paul van den Broek
Tracking the Time Course of Validation: Effects of Text-based and Knowledge-based Monitoring Processes on Eye Movements during Reading. (abstract)

09:06 Jasmine Kim, Reese Butterfuss, Rina Harsch, Joseph Aubele and Panayiota Kendeou
When Misconceptions Strike Back: The Durability of the Refutation Text Effect (abstract)

09:24 Andreas Wertgen and Tobias Richter
Source Information and Plausibility Interact in the Validation of Textual Information (abstract)

10:00-10:30 Coffee Break

10:30-12:00 Session 14A: Symposium: The Influence of Emotion on the Processing of Varying Text Sources
CHAIR: Johanna Kaakinen
LOCATION: UL104

10:30 Marie-Luise Schmidt, Julia Winkler, Markus Appel and Tobias Richter

10:45 Michael C. Mensink
Seductive Detail Effects on Emotional and Physiological Responses during Scientific Text Comprehension (abstract)

11:00 Sonia Zaccololetti, Sara Scrimin and Lucia Mason
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 Hongcui 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 Restaurant

13:30-14:30 Session 16: ST&D 2018 Tom Trabasso Young Investigator Award Address - Dr. Sidney D'Mello
LOCATION: Tishman Auditorium - U100
Sidney D'Mello
The Necessity, Opportunity, and Promise of Multimodal Computational Analyses of Discourse (abstract)

Coffee Break

Session 17A: Symposium: Large Scale Assessments for Reading Research
CHAIR: Kathrin Thums
LOCATION: UL104

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

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)

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)

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

Session 17B: Multiple Text Comprehension and Integration
CHAIR: Michael Wolfe
LOCATION: UL105

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

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

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

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)

Cecile Perret, Aaron Likens and Danielle S. McNamara
Integrating across Texts: Availability Matters (abstract)

Session 18: 2019 ST&D Business Meeting
LOCATION: Wollman Hall

Closing Reception
LOCATION: Wollman Hall