



Society for Text & Discourse 29th Conference Short Program

**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

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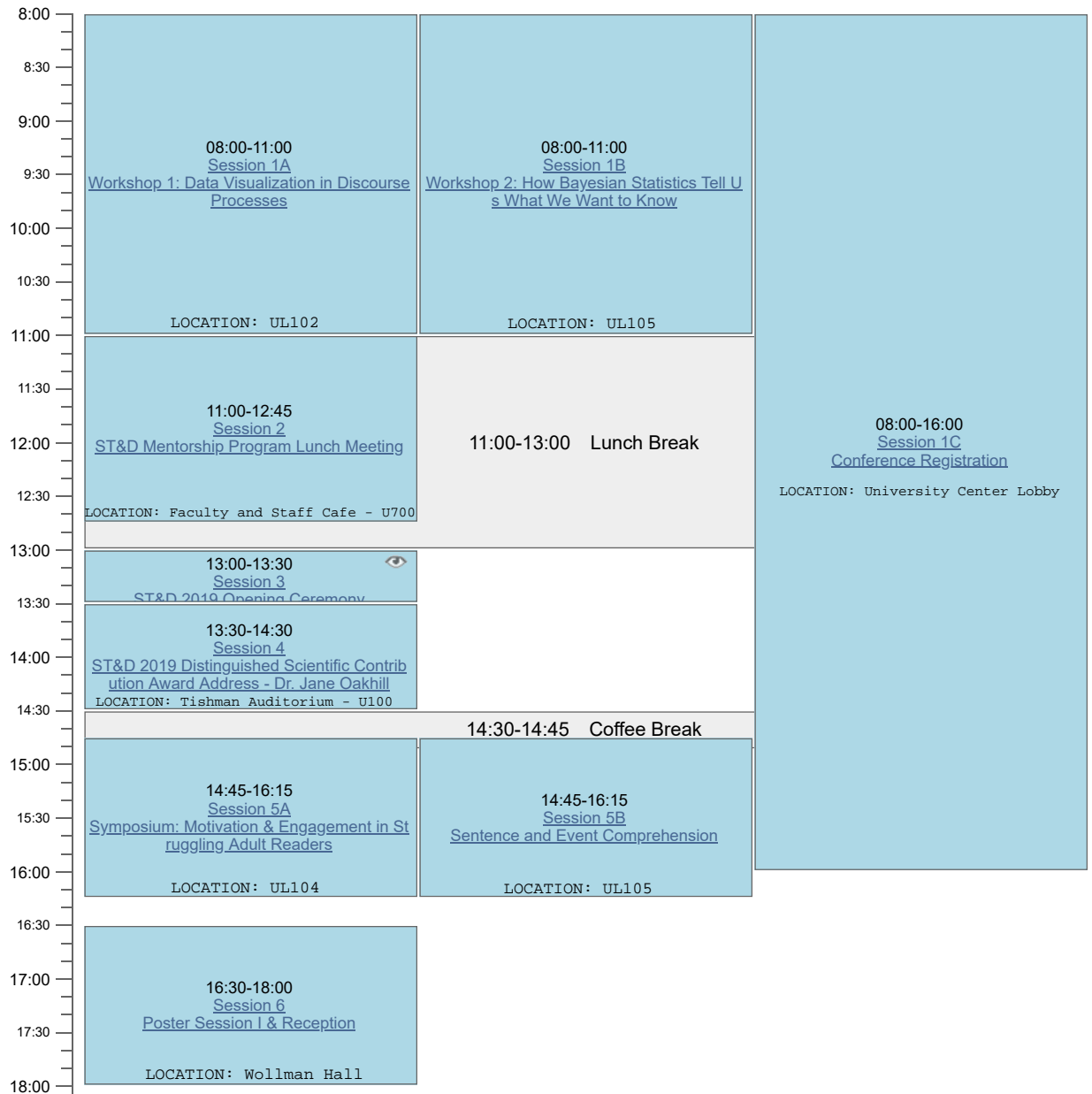
ST&D 2019: 2019 ANNUAL MEETING OF THE SOCIETY FOR TEXT & DISCOURSE

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PROGRAM FOR TUESDAY, JULY 9TH: SESSION VIEW

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PROGRAM FOR WEDNESDAY, JULY 10TH: SESSION VIEW

Days: [← previous day](#) [next day →](#) [all days ⇅](#)

View: [with abstracts](#) [talk overview](#)

8:30	<p>08:30-10:00 Session 7A Reading Comprehension Processes</p> <p>LOCATION: UL104</p>	<p>08:30-10:00 Session 7B Teaching, Instruction and Learning</p> <p>LOCATION: UL105</p>	
9:00			
9:30			
10:00	10:00-10:30 Coffee Break		
10:30	<p>10:30-12:00 Session 8A Reading Task Instructions and Inductions</p> <p>LOCATION: UL104</p>	<p>10:30-12:00 Session 8B Coordination in Dialogue</p> <p>LOCATION: UL105</p>	
11:00			
11:30			
12:00	<p>12:00-13:30 Session 9 ST&D Governing Board Meeting - Ribalta Restaurant</p>	Lunch Break	
12:30			
13:00			
13:30	<p>13:30-14:30 Session 10 ST&D 2019 Keynote Address - Dr. Eve Clark</p> <p>LOCATION: Tishman Auditorium - U100</p>	14:30-14:45 Coffee Break	
14:00			
14:30			
15:00	<p>14:45-16:15 Session 11A Symposium: Beyond Words: Nonliteral and Nonverbal Aspects of Dialogue</p> <p>LOCATION: UL104</p>	<p>14:45-16:15 Session 11B Reading Comprehension Assessment</p> <p>LOCATION: UL105</p>	
15:30			
16:00			
16:30	<p>16:30-18:00 Session 12 Poster Session II & Reception</p> <p>LOCATION: Wollman Hall</p>		
17:00			
17:30			
18:00			

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PROGRAM FOR THURSDAY, JULY 11TH: SESSION VIEW

Days: [← previous day](#) [all days →](#)

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8:30	<p>08:30-10:00 Session 13A Narrative Comprehension</p> <p>LOCATION: UL104</p>	<p>08:30-10:00 Session 13B Validation, Inconsistencies and Misconceptions</p> <p>LOCATION: UL105</p>
9:00		
9:30		
10:00	10:00-10:30 Coffee Break	
10:30	<p>10:30-12:00 Session 14A Symposium: The Influence of Emotion on the Processing of Varying Text Sources</p> <p>LOCATION: UL104</p>	<p>10:30-12:00 Session 14B Argumentative and Fiction Writing</p> <p>LOCATION: UL105</p>
11:00		
11:30		
12:00	<p>12:00-13:30 Session 15 Discourse Processes Editorial Board Meeting</p>	Lunch Break
12:30		
13:00		
13:30	<p>13:30-14:30 Session 16 ST&D 2018 Tom Trabasso Young Investigator Award Address - Dr. Sidney D'Mello</p> <p>LOCATION: Tishman Auditorium - U100</p>	
14:00		
14:30	14:30-14:45 Coffee Break	
15:00	<p>14:45-16:15 Session 17A Symposium: Large Scale Assessments for Reading Research</p> <p>LOCATION: UL104</p>	<p>14:45-16:15 Session 17B Multiple Text Comprehension and Integration</p> <p>LOCATION: UL105</p>
15:30		
16:00		
16:30	<p>16:30-17:30 Session 18 2019 ST&D Business Meeting</p> <p>LOCATION: Wollman Hall</p>	
17:00		
17:30	<p>17:30-19:00 Session Closing Reception</p> <p>LOCATION: Wollman Hall</p>	
18:00		
18:30		
19:00		

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PROGRAM

Days: [Tuesday, July 9th](#) [Wednesday, July 10th](#) [Thursday, July 11th](#)

Tuesday, July 9th

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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.

11:00-12:45 Session 2: ST&D Mentorship Program Lunch Meeting

LOCATION: [Faculty and Staff Café - U700](#)

13:00-13:30 Session 3: ST&D 2019 Opening Ceremony

LOCATION: [Tishman Auditorium - U100](#)

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

LOCATION: [Tishman Auditorium - U100](#)

13:30 [Jane Oakhill](#)

Children's Reading Comprehension: Losing the Thread ([abstract](#))

14:30-14:45 Coffee Break

14:45-16:15 Session 5A: Symposium: Motivation & Engagement in Struggling Adult Readers

CHAIR: [Arthur Graesser](#)

LOCATION: [UL104](#)

14:45 [Daphne Greenberg](#) and [Amani Talwar](#)

Struggling Adult Readers: Scheduling, Learning Approaches and Self-Efficacy ([abstract](#))

15:03 [Art Graesser](#), [Su Chen](#), [Ying Fang](#) and [Anne Lippert](#)

Detecting Disengagement in an Intervention with AutoTutor to Improve Comprehension Strategies ([abstract](#))

15:21 [Jan Frijters](#), [Arthur Graesser](#) and [Daphne Greenberg](#)

A Performance Analysis of Engaged/Disengaged Behaviors and Individual Motivation ([abstract](#))

15:39 [Andrew Olney](#), [Jan Frijters](#), [Arthur Graesser](#) and [Daphne Greenberg](#)

Interest Matching has a Cumulative Effect on Reading Persistence in Adult Learners ([abstract](#))

15:57 [Dolores Perin](#)

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](#), [Carolanne 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](#), [Mónica 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 García](#)
Open Ended and Multiple Choice Questions: Is There Agreement Between Answers? ([abstract](#))
- 16:30 [Otilie 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. ([abstract](#))
- 16:30 [Donna Caccamise](#) and [Eileen Kintsch](#)
Problematizing 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

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

CHAIR: [Evelyn C. Ferstl](#)

LOCATION: [UL104](#)

- 08:30 [Stelios A. Christodoulou](#) and [Irene-Anna Diakidou](#)
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](#)
Modeling Individual Differences in Second-Language Reading Skill using Language Experience, Executive Attention, and Cross-Linguistic Interactions ([abstract](#))
- 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](#))

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 - <http://www.ribaltapizzarestaurant.com/nyc> - 48 E 12th St., New York, NY 10003

LOCATION: [Ribalta Resturant](#)

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 Bangertner](#), [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-Hazenbergh](#), [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](#), [Fanuzha 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 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](#))
- 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

CHAIR: [Panayiota Kendeou](#)

LOCATION: [UL105](#)

- 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](#))
- 09:42 [Alyssa Blair](#) and [Susan Goldman](#)
"Online" Text Validation: Viewing Social Media as a Context for Misinformation ([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](#)
Examining Emotional Shifts in Narratives: A Multi-method Approach ([abstract](#))
- 10:45 [Michael C. Mensink](#)
Seductive Detail Effects on Emotional and Physiological Responses during Scientific Text Comprehension ([abstract](#))
- 11:00 [Sonia Zaccoletti](#), [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

Le Midi Resturant - <http://www.lemidinyc.com/> - 11 East 13th St., New York, NY 10003

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 Raijmakers](#)

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](#)