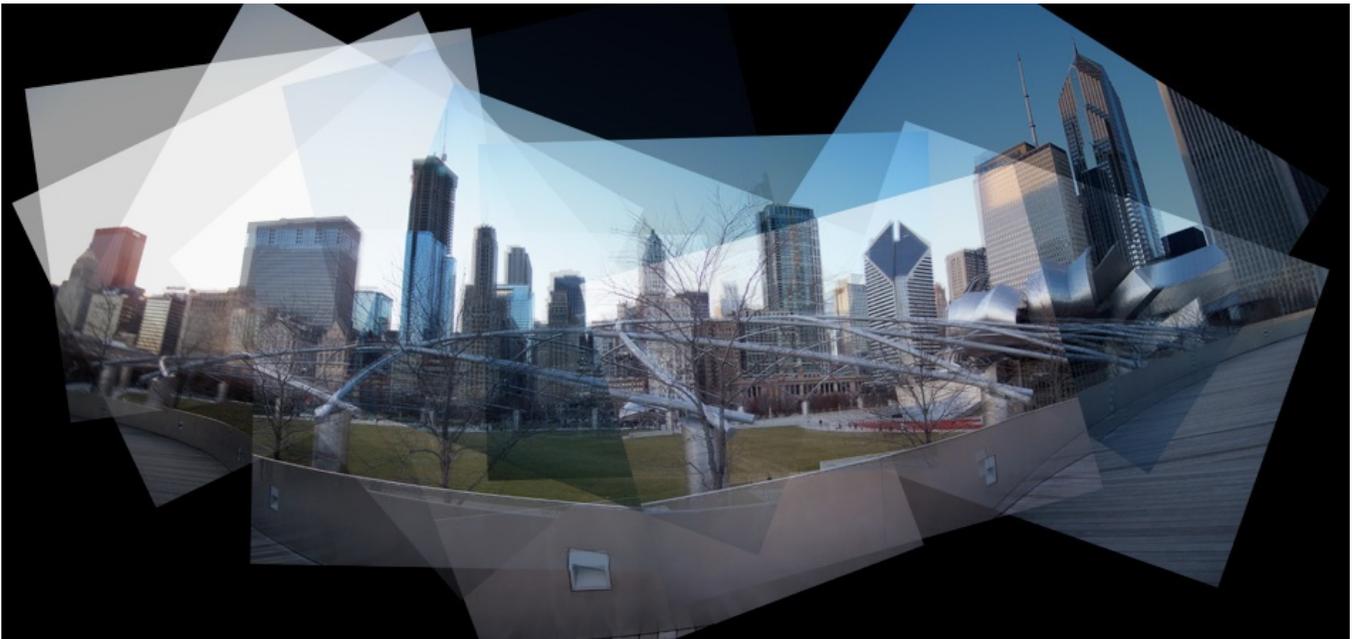




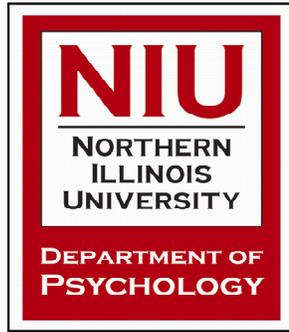
Society for *t*ext & *d*iscourse

Annual Meeting Program and Abstracts
August 16-18, 2010
The Palmer House Hilton
Chicago, Illinois



Celebrating the 20th Anniversary of the Society's Founding

The Society for Text & Discourse thanks the Sponsors of the 20th Annual Meeting



Welcome to Chicago!

The Twentieth Anniversary Meeting of the Society for Text & Discourse returns to its origins in Chicago. In 1991, Tom Trabasso, Art Graesser, and Bruce Britton spearheaded the first official meeting of the Society, held on the campus of the University of Chicago. It was a one-day meeting during which psycholinguists, experimental psychologists, linguists, computational linguists, natural language and artificial intelligence researchers, developmentalists, education researchers, and others made five-minute “fire hose” presentations to introduce the assembled group to the questions and issues with which they were concerned. We are fortunate to have at this meeting some of those “original participants.” Join us Tuesday at noon for an opportunity to share reflections on the founding and history of the Society as well as projections for the future.

The research populating the 2010 Annual Meeting program reflects work that has traditionally been a mainstay of the Society and journal as well as the new directions into which researchers interested in discourse have ventured. That range of interests is reflected in our plenary speakers: Martha Alibali, Morton Gernsbacher, and Judith Kroll, and in the diversity of session and poster topics.

While none of us who were at the first meeting can recall the exact program or number of participants – best guesses center around 35, the Society and meeting attendance have grown considerably. Indeed, the 2010 meeting is the largest registration in the history of the society. This growth is reflected in the health of the official journal of the Society, *Discourse Processes*. Originally founded and edited by Roy Freedle, Art Graesser became the Editor-in-Chief in 1994. In 2004, he was succeeded by Michael Schober. *Discourse Processes* now boasts a five-year impact factor of 1.4. Reflecting the increasing number of high quality articles being submitted to *Discourse Processes*, the journal will increase to 8 issues a year in 2010.

A meeting of this size and scope does not happen without the work of many people. We especially thank our Midwest Area program committee for their efforts in stimulating submissions, reviewing, planning this year’s program, and securing sponsorship from their home institutions; the pre-conference organizers, M. Anne Britt and Panayiota Kendeou; and student volunteers Katie McCarthy and Allison Jaeger. As always, we are indebted to Taylor & Francis/Routledge for their support of the Society and the annual meeting in particular. Finally, the Society wouldn’t exist, the journal wouldn’t flourish, and the annual meeting wouldn’t happen without the participation and support of each and every one of you. We thank you for being here and wish you a stimulating and enjoyable conference and stay in Chicago.



Susan R. Goldman and Jennifer Wiley
Program Chairs, Society for Text & Discourse, 2010

2010 Program Committee

David Allbritton, M. Anne Britt, Bobbi Corrigan, John Dunlosky, Darren Gergle, Thomas Griffin, Peter Hastings, Scott Hinze, Sid Horton, Chris Kurby, Joe Magliano, Keith Millis, Mitch Nathan, Helga Noice, Tony Noice, David Rapp, Katherine Rawson, John Surber, Sandy Virtue and Mike Wolfe.

Thank You!

We express our appreciation to the following sponsors for their support of the 20th Annual Meeting of the Society

- DePaul University Department of Psychology
- Grand Valley State University Department of Psychology
- Northern Illinois University Department of Psychology
- Northern Illinois University Center for the Interdisciplinary Study of Language and Literacy
- Northwestern University Weinberg School of Arts and Sciences
- Northwestern University Graduate School
- UIC Department of Psychology
- UIC College of Liberal Arts & Sciences
- UIC Learning Sciences Research Institute
- Taylor & Francis, publishers of Discourse Processes.

***The Society is deeply indebted to
Art Graesser
for his tireless and excellent service as
Chair of the Governing Board
2007-2010***

***Welcome and Congratulations to our
new Chair
Ted Sanders***

Fellows of the Society for Text & Discourse

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. and internationally.

Fellows Selection Committee

*Edward J. O'Brien (chair), Max Louwerse, Leo G. M. Noordman, Ted Sanders,
Jennifer Wiley*

2010 Fellows

Danielle S. McNamara (University of Memphis)
Ted J. M. Sanders (University of Utrecht)
Rolf Zwaan (Erasmus University Rotterdam)

2009 Inaugural Fellows

Richard C. Anderson (University of Illinois, Urbana Champaign)
Herbert H. Clark (Stanford University)
Morton Ann Gernsbacher (University of Wisconsin- Madison)
Richard J. Gerrig (University of New York at Stony Brook)
Arthur M. Glenberg (Arizona State University)
Susan R. Goldman (University of Illinois at Chicago)
Arthur C. Graesser (University of Memphis)
Walter Kintsch (University of Colorado)
Debra L. Long (University of California, Davis)
Gail McKoon (Ohio State University)
Jerome L. Myers (University of Massachusetts)
Leo G. M. Noordman (Tilburg University)
Jane V. Oakhill (University of Sussex)
Edward J. O'Brien (University of New Hampshire)
Herre van Oostendorp (University of Utrecht)
Anthony J. Sanford (University of Glasgow)
Michael F. Schober (New School for Social Research)
Murray Singer (University of Manitoba)
Paul van den Broek (Leiden University)
Teun A. van Dijk (Universitat Pompeu Fabra)
James F. Voss (University of Pittsburgh)

Outstanding Student Paper Award

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. The winning paper of the 2010 award is:

Hedging Memory
Kris Liu & Jean Fox Tree
UC Santa Cruz

In an analysis of spontaneous story tellings and two spontaneous retellings, we demonstrate that hedges influence the future discourse-relevance of quantity information. Both original story-tellers and their addressees were less likely to report quantities in retellings that were originally marked with a hedge. Quantities marked with only a *like* behave like unmarked quantities, providing evidence that *like* is not a hedge.

Jason Albrecht Award and Outstanding Student Paper Award Committee
Brooke Lea (chair), Joe Magliano, Paul van den Broek

2010 Distinguished Scientific Contribution Award Art Graesser



Art Graesser's contributions to the field of text and discourse are substantial, impactful, and arguably unmatched. He has been one of the leading researchers in the fields of text comprehension, question answering, and intelligent tutoring systems. Art has been at the heart of the Society for Text and Discourse by playing a role in its inception in 1990, helping found

the Society's journal *Discourse Processes* (1978), serving as editor of the journal (1996-2005), and presiding over the society (2007-2010).

Art's unparalleled quest for interdisciplinary research is evidenced by collaborations and publications in over a half-dozen diverse research areas. He has published over 400 scholarly writings, has authored two books, and edited ten books. He has secured over 20 million in grant funds, and has designed, developed, and tested cutting-edge software in learning, language, emotion, and discourse technologies. Art's outstanding research legacy is only paralleled by his reputation as a wonderful mentor and a friend.

Previous Recipients of the Distinguished Scientific Contribution Award

2009: Herb Clark

2008: Walter Kintsch

Distinguished Scientific Contributions Award Committee

Murray Singer (Chair), Art Glenberg, Debra Long, Jane Oakhill, Tony Sanford

Jason Albrecht Outstanding Young Scholar Award

The Jason Albrecht Outstanding Young Scientist 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. The winner of the 2010 award is:

Comprehension of protagonists' goals and intentions: The dynamic relation between reading skill and text characteristics

Jennifer J. Stiegler
University of New Hampshire

During comprehension, readers often monitor the goals and intentions of protagonists. Two experiments showed that skilled but not less-skilled readers were capable of monitoring protagonists' intentions to accomplish a goal. Subsequent experiments demonstrated that adding a reinstatement sentence and utilizing a reading strategy enabled less-skilled readers to monitor protagonists' intentions. The findings are discussed in terms of underlying cognitive differences between skilled- and less-skilled readers and how subtle changes to text can alleviate reading deficits.

Jason Albrecht Award and Outstanding Student Paper Award Committee
Brooke Lea (chair), Joe Magliano, Paul van den Broek

2010 Tom Trabasso Young Investigator Award David Rapp



This year we are pleased to announce that the Society's Young Investigator Award will henceforth be called the Tom Trabasso Young Investigator Award. This award commemorates Professor Tom Trabasso, his dedication to fostering young scholars, and his untiring efforts to shape the Society for Text and Discourse community as a supportive context for them. Tom Trabasso spearheaded the founding of the Society, hosted the first meeting in 1991, and served as the first Chair of the Governing Board (1992 - 1994). The Trabasso Award recognizes outstanding early career contributions to text and discourse research. Recipients have demonstrated exceptional and innovative contributions to discourse research and show superior promise as leaders in the field.

This year's recipient is Dr. David N. Rapp. Dr. Rapp received his Ph.D. from SUNY Stony Brook in 2000 and is now an Associate Professor at Northwestern University. He is already an important leader in the study of discourse and text processing. His research goals are so diverse they resist summarization. They include the comprehension and representation of text, multimedia comprehension, reading interventions, map comprehension, and the cognitive consequences of narrative and expository experiences. Suffice to say that his interests in comprehension are comprehensive. Dr. Rapp's more than 30 peer-reviewed articles have appeared in a comparably diverse collection of prominent journals, including *Cognition*, *Pediatrics*, *Journal of Memory and Language*, *Journal of Geoscience Education*, *Memory & Cognition*, *Patient Education and Counseling*, *Psychological Science*, *Physiology and Behavior*, and, of course, *Discourse Processes*. He has been an associate editor of the latter since 2007. Dr. Rapp's potential as an exceptional researcher in text and discourse was already apparent in 2002 when he won the Society's Jason Albrecht Outstanding Young Scientist Award. He shows superior promise – and achievement – in the study of text and discourse.

Young Investigator Award Committee

Murray Singer (chair), Art Glenberg, Debra Long, Jane Oakhill, Tony Sanford

Future Meetings of the Society for Text & Discourse

The 21st Annual Meeting will be held in Poitiers, France
from July 11-13th, 2011.

The 22nd Annual Meeting will be held
in Montreal, Canada from July 9-11th, 2012.

Monday, August 16th

**Pre-Conference Workshop
Methodological Paradigms in Discourse Processes**

8:30: Pre-conference Workshop Registration & Breakfast

Crystal Ballroom, 3rd Floor

9:00-1:00pm: Pre-conference Workshop: Methodological Paradigms in Discourse Processes

Crystal Ballroom, 3rd Floor

- ❖ Introduction
 - M. Anne Britt, *Northern Illinois University, USA*
- ❖ Reading Time Paradigms (9:00 - 10:00)
 - Ed O'Brien (*University of New Hampshire, USA*) & David N. Rapp (*Northwestern University, USA*)
- ❖ Eye-Tracking Paradigms (10:00 - 10:40)
 - Johanna Kaakinen (*University of Turku, Finland*)

Break (10 mins)

- ❖ Think-aloud Paradigms (10:50 - 11:30)
 - Panayiota Kendeou (*Neapolis University of Pafos, Cyprus*)
- ❖ Conversation Paradigms (11:30 - 12:10)
 - Sid Horton (*Northwestern University, USA*)

Break (10 mins)

- ❖ Mixed methods Paradigms (12:20 - 12:45)
 - Joe Magliano (*Northern Illinois University, USA*)
- ❖ Discussion (12:45 - 1:00)

Workshop Format:

Speakers will present their methodology using concrete examples from their research. They will highlight the types of research questions that can be addressed with this methodology as well as the basic principles, materials, and designs appropriate for this method. Then they will discuss the nature of the data collected using the method and appropriate ways of analyzing the data. Following each presentation there will time for questions, and we will end with time for additional questions and discussion

Society for Text and Discourse: Name the Meeting – City and Year



Monday, August 16th

Conference Program

12:00-2:30pm: Conference Registration

Lobby outside Empire Ballroom

2:30-4:15pm: Opening Ceremony

Empire Ballroom

Welcome, Awards, Special Recognitions

Program Chairs: Susan Goldman and Jennifer Wiley

Presidential Remarks: Art Graesser

Student and Young Investigator Award Presentations: Brooke Lea

Fellow Presentations: Ed O'Brien

Distinguished Scientific Contribution Award Address
Art Graesser, University of Memphis
Society, Text, and Discourse in the Digital Age

Introductory Remarks: Murray Singer & Danielle McNamara

This is an unusual point in the history of the social sciences because of landmark advances in information technologies, computational linguistics, and other fields that use the computer to analyze language, discourse, and behavior. One salient thread throughout my career has been to develop computer models that capture theoretical components of discourse processing. My collaborators and I have analyzed the complexity of thousands of texts with *Coh-Matrix*, a computer facility that analyzes texts at multiple levels, following a multilevel theoretical framework. Five major components of text complexity (versus ease) are narrativity, referential cohesion, situation model complexity, syntactic complexity, and word abstractness. Computational discourse analyses are currently being expanded to other languages, such as Arabic, Chinese, and Spanish. In a second line of research, we have been developing learning environments with conversational agents that interact with students in natural language. These agent-based learning environments include one-on-one tutorial dialogue (*AutoTutor*, *AutoTutor-lite*, *Affect-sensitive-AutoTutor*, *Guru*, *AutoCommunicator*), multiple agents interacting with the student (*iSTART*, *Operation Aries!*, *MetaTutor*, *Writing-pal*), and multiple students interacting with an agent in a multiplayer serious game (*AutoMentor*). Much can be learned about language and discourse mechanisms by attempting to simulate such mechanisms with computers. We learn as much from our failures as our successes.

<p>4:30-6:30pm: Invited Session: New Approaches to Assessment of Reading Comprehension</p> <p style="text-align: center;"><i>Empire Ballroom</i> Chair: <i>John Sabatini</i></p> <p>Cognitive processes during reading comprehension: Implications for assessment <i>Paul van den Broek</i></p> <p>A new vision for reading comprehension assessment: Grounding comprehension as a tool to support disciplinary inquiry <i>P. David Pearson</i></p> <p>Assessment of multiple source comprehension <i>Susan R. Goldman, Kimberly Lawless, Kimberley Gomez, Jason Braasch, Flori Manning, Yasuhiro Ozuru, & Kim Richards</i></p> <p>The role of tasks and goals in the assessment of reading comprehension: The case of the PISA 2009 framework <i>Jean François Rouet, Eduardo Vidal-Abarca, & Irwin Kirsch</i></p> <p>Discussant: <i>Walter Kintsch</i></p>	<p>4:30-6:30pm: Paper Session: Linguistic Features of Discourse</p> <p style="text-align: center;"><i>Crystal Ballroom</i> Chair: <i>Sid Horton</i></p> <p>Quoting with Said <i>Natalia Blackwell & Jean E. Fox Tree</i></p> <p>Hedging Memory <i>Kris Liu & Jean E. Fox Tree</i></p> <p>Effects of Shifting Spatial Context on Referential Form <i>Alan Clark & Darren Gergle</i></p> <p>How language features explain medical records <i>Max Louwerse, David Lin, Linda Morrison & Amanda Drescher</i></p> <p>An Application of Linguistic Principles in Text Messaging <i>Eve Lacivita</i></p>
<p>6:30-8:00pm: Poster Session I & Reception</p> <p style="text-align: right;"><i>Honore Ballroom</i> <i>See page 34 for titles and abstracts</i></p>	

Tuesday, August, 17th

8:00-8:30am: Coffee and Continental Breakfast

Empire Ballroom

8:30-10:00am: Plenary Address

Empire Ballroom

Judith F. Kroll, The Pennsylvania State University
***Reading and speaking in two languages:
What bilinguals tell us about language processing***

Introductory Remarks: Gary Raney

Until recently, research on language and its cognitive interface focused almost exclusively on monolingual speakers of a single language and typically speakers of English as the native language. In the past decade, the recognition that more of the world's speakers are bilingual than monolingual has led to a dramatic increase in research that assumes bilingualism as the norm rather than the exception. This new research investigates the way in which bilinguals negotiate the presence of two languages in a single mind and brain. A critical insight is that bilingualism provides a tool for examining aspects of the cognitive architecture that are otherwise obscured by the skill associated with native language performance. From this perspective, bilinguals are model subjects of study for cognitive scientists and cognitive neuroscientists who wish to identify constraints and plasticity in learning and the way in which competition is resolved across cognitive systems. In this talk, I overview this approach to language processing and consider the consequences that bilingualism holds for cognition more generally.

This Plenary Speaker is sponsored by the UIC Department of Psychology.



<p>10:15-12:20pm: Testing Effects</p> <p style="text-align: right;"><i>Crystal Ballroom</i> <i>Chair: Jennifer Wiley</i></p> <p>Do Interim Recall Tests Promote Text Learning and Retention? <i>Katherine Rawson, Kathryn Wissman, & Mary Pyc</i></p> <p>Can Trialogs with Animated Agents Increase Testing Effects? <i>Patricia Wallace, Keith Millis, Arthur Graesser, Carol Forsyth & Joseph Magliano</i></p> <p>Retrieval Practice Produces More Learning than Elaborative Studying with Concept Mapping <i>Jeffrey D. Karpicke & Janell R. Blunt</i></p> <p>Test Expectancies Influence the Quality of Testing Effects <i>Scott Hinze, Jennifer Wiley & James Pellegrino</i></p> <p>Test Expectancies Influence Metacomprehension Accuracy <i>Thomas D. Griffin & Jennifer Wiley</i></p>	<p>10:15-11:15am: Young Readers</p> <p style="text-align: right;"><i>Wabash Room</i> <i>Chair: Roberta Corrigan</i></p> <p>Is the production of coherent and cohesive narratives in pre-readers related to later reading comprehension? <i>Macarena Silva & Kate Cain</i></p> <p>Genre-Specific Reading Comprehension: Enhancing Struggling Fifth Grade Students' Ability to Summarize and Analyze Argumentative Text <i>Priti Haria & Charles MacArthur</i></p> <p>Influence of Discussion on Metadiscourse in Children's Essays <i>Beata Latawiec & Richard C. Anderson</i></p> <p>11:15-12:15pm: L1/L2</p> <p style="text-align: right;"><i>Wabash Room</i> <i>Chair: Mitchell Nathan</i></p> <p>The Effects of Inferential Complexity, Stress, and Working Memory Capacity on Foreign and Native English Readers' Comprehension of Inferences <i>Manpreet Rai, Lester Loschky, Richard Harris, Patricia Barros & Ryan Hinds</i></p> <p>Comparing the Coherence of Foreign versus Native Language Text Representations <i>Amanda C. Miller & Janice M. Keenan</i></p> <p>Gestures Reveal Thinking-For-Speaking Patterns in High and Intermediate Proficiency English Language Learners <i>Suyeon Kim & Mitchell Nathan</i></p>
--	---



12:30-1:50pm: Lunch and Panel Session: The 20th Annual Meeting

*Empire Ballroom
Chair: Ted Sanders*

Reflections and Introspections on Twenty Years of the Society for Text & Discourse

Participants: Dick Anderson, Bruce Britton, Herb Clark, Morton Gernsbacher, Susan Goldman, Art Graesser, Walter Kintsch, Herre Van Oostendorp

Please join us for a light lunch during this session.

2:00-3:40pm: Science Text Comprehension

*Crystal Ballroom
Chair: Christopher Kurby*

Who Learns from Refutational Text and Why?
Jason Braasch, Susan Goldman, & Jennifer Wiley

Dealing with the Uncertain: How Readers Attribute and Detect Conflicts in Science Texts as a Function of Discourse Expectations
Marc Stadler, Lisa Scharrer, Benjamin Brummernhenrich & Rainer Bromme

Balanced Evidence Processing: Evidence-based and Affect-based Subjects Process Scientific Texts Differently
Michael Wolfe, Shawna Tanner, Andrew Taylor & Gabrielle Austin

Effects of Targeted Questions and Reading Perspectives on the Comprehension of a Multi-topic Scientific Text
Mark Lewis & Mike Mensink

2:00-3:40pm: Interactions and Discourse

*Wabash Room
Chair: Darren Gergle*

Structural Divergence in Dialogue
Patrick Healey, Matthew Purver & Christine Howes

Collaborative Dialogue Patterns in Expert Tutor Lectures
Natalie Person, Sidney D'Mello & Andrew Olney

Predicting Student Affect through Textual Features during Expert Tutoring Sessions
Blair Lehman & Sidney D'Mello

Textual Cues into Learners' Emotional States during Tutoring
Sidney D'Mello & Arthur Graesser



<p>3:55-5:00pm: Constructing and Updating Mental Models</p> <p style="text-align: right;"><i>Crystal Ballroom</i> Chair: Keith Millis</p> <p>Taking a second look: How readers process global inconsistencies in narratives <i>Virginia Clinton, Ben Seipel, Paul van den Broek & Ed O'Brien</i></p> <p>Comprehending spatial relations under survival conditions <i>Paul Schroeder, David Copeland & Kris Gunawan</i></p> <p>Comprehension of protagonists' goals and intentions: The dynamic relation between reading skill and text characteristics <i>Jennifer J. Stiegler</i></p>	<p>3:55-5:00pm: Figurative Language</p> <p style="text-align: right;"><i>Wabash Room</i> Chair: Sandra Virtue</p> <p>Abstract uses of the prepositions IN and ON <i>Anja Jamrozik & Dedre Gentner</i></p> <p>Individual differences in the on-line processing of written irony <i>Henri Olkonemi, Johanna Kaakinen, Taina Kinnari & Jukka Hyönä</i></p> <p>How do readers process metaphoric text in advertisements? The role of the left and right cerebral hemispheres <i>Alyssa Nudo, Laura Motyka Joss, & Sandra Virtue</i></p>
<p>5:00-6:00pm: Award Address <i>Wabash Room</i></p> <p style="text-align: center;">2009 Young Investigator Award Address Michael Kaschak, Florida State University <i>Timing, Time and Quantity: Some Observations on the Role of the Motor System in Language Comprehension</i></p> <p style="text-align: center;"><i>Introductory Remarks: Morton Ann Gernsbacher</i></p> <p>A growing body of evidence suggests that the motor system plays a role in the comprehension of language. In this talk, I consider two broad issues concerning the relationship between comprehension and motor planning. First, how and when is motor information recruited during online language comprehension? Second, how does the motor system ground the comprehension of situations that do not explicitly involve action, such as situations involving changes in time or quantity? The implications of these observations for a general understanding of the role of the motor system in cognition are discussed.</p>	
<p>6:00-7:30pm: Poster Session II and Reception</p> <p style="text-align: right;"><i>Honore Ballroom</i> <i>See page 40 for titles and abstracts</i></p>	

Wednesday, August, 18th

8:00-8:30am: Coffee and Continental Breakfast

Empire Ballroom

8:30-10:00am: Plenary Address

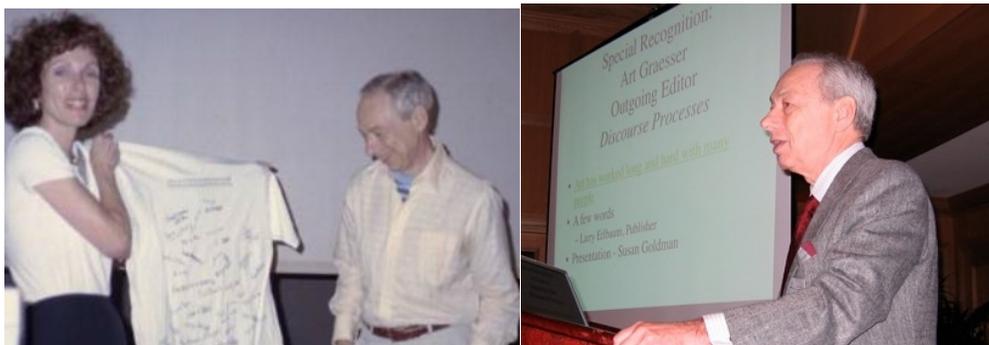
Empire Ballroom

Morton Ann Gernsbacher, University of Wisconsin - Madison

Do most language researchers believe in mirror neurons?

Introductory Remarks: Art Graesser

Mirror neurons — neurons that “discharge both when the monkey performs hand actions and when it observes another individual, monkey or human, making a similar action” — were so named by Rizzolatti and his colleagues from recordings of single cells in macaques. A set of neurons in macaque ventrolateral premotor cortex (believed to be a homologue of humans’ inferior frontal gyrus) was reported to discharge both when the monkey spontaneously executed an action, such as reaching for a food pellet, and when the monkey spontaneously observed a conspecific executing the same action. The belief that such mirror neurons have been empirically documented in humans has grown exponentially. Hundreds of articles indexed by PubMed claim that not only have mirror neurons been documented in humans but also that mirror neurons underlie speech perception, speech production, syntactic processing, and sentence comprehension. The vast majority of these claims have been made by philosophers, psychiatrists, and neuroscientists. What about psycholinguists? What do the very scientists who study language production and comprehension believe about mirror neurons?



<p>10:20-12:00pm: Interviews and Surveys <i>Crystal Ballroom</i> <i>Chair: Michael Schober</i></p> <p>Interactions between Alignment and Personality in Generated Dialogue <i>Carsten Brockmann, Alastair Gill & Jon Oberlander</i></p> <p>Effects of race and gender of virtual interviewers on survey responses <i>Frederick Conrad, Michael F. Schober & Daniel Nielsen</i></p> <p>Respondents' mood affects willingness to disclose embarrassing behaviors and psychological distress in standardized interviews <i>Rebecca L. Rosen, Michael F. Schober & Frederick Conrad</i></p> <p>Characterizing the nature of interviewer talk in cognitive clinical interview discourse interactions <i>Rosemary Russ, Bruce Sherin & Victor Lee</i></p>	<p>10:20-12:00pm: Inferences <i>Wabash Room</i> <i>Chair: Joe Magliano</i></p> <p>Explicitness and implicitness as independent discourse qualities <i>Murray Singer & Anjum Fazaluddin</i></p> <p>Reading and the Diffusion Model: How do we measure inferences? <i>Gail McKoon & Roger Ratcliff</i></p> <p>What's in a pronoun?: The effects of automatic gender processing <i>Jessica Love & Gail McKoon</i></p> <p>Factors that influence the interpretation of gender stereotyped terms <i>Jane Oakhill, Anna-Marie Armstrong & Alan Garnham</i></p>
<p>12:00-1:00pm: Lunch (on your own)</p>	
<p>1:00-1:30pm: Open Business Meeting – All are welcome to attend <i>Empire Ballroom</i></p>	



Martha Alibali, University of Wisconsin - Madison
Gesture and Meaning

Introductory Remarks: Art Glenberg

Spontaneous gestures are frequent in a wide range of discourse contexts, including conversation, explanation, and instruction. In this talk, I consider the role of gesture in expressing and constructing meaning, both for speakers and for listeners. The Gesture as Simulated Action framework (Hostetter & Alibali, 2008) holds that speakers produce representational gestures when they simulate actions or perceptual states as part of thinking and speaking. In some cases, important aspects of these mental simulations are not lexicalized, and in these cases, gestures capture aspects of mental simulations that are not expressed in speech. Thus, simulated actions imbue speakers' gestures with meaning. From the listener's perspective, gestures reveal important aspects of speakers' intended meanings, and indeed, listeners are quite effective at interpreting speakers' gestures. Growing evidence suggests that speakers' gestures contribute to listeners' comprehension by facilitating their construction of embodied simulations of speakers' meanings. I illustrate these ideas with theoretical arguments, evidence from behavioral experiments, and examples drawn from teaching and learning settings.

3:15-4:55pm: Embodiment

Crystal Ballroom
Chair: Helga Noice

From the hand to the mouth: Motor actions and discourse structure

Elsi Kaiser

Sensorimotor simulations underlie language representation: Modality-specific effects in sentence comprehension

Kwan Yin Pepera, Isabelle Tapiero & Lawrence W. Barsalou

Language Comprehension, Empathy, and Mirror Neurons: Conceiving of Language as an Embodied, Social Action

David Havas, Julia Jenvey, Hayley Shilling & Mitchell Nathan

The Relation of Situation Models to Gesture Production When Learning From a Scientific Text

Mitchell Nathan & Chelsea Johnson

3:15-4:55pm: Reader Skills and Goals

Wabash Room
Chair: John Surber

The co-influence of the reader resources and inference processes on comprehension

Joe Magliano, Paul Perry, Keith Millis & Christopher Parker

Predicting Inference Processes During Reading: A Multilevel Analysis of Text-based and Reader-based Factors

Stacey Todaro

Do text availability and question format have an impact on on-line reading behavior and comprehension processes?

Antonio Ferrer, Eduardo Vidal-Abarca, Vicenta Avila, Amelia Mana & Ana Cristina Llorens

The Interplay of Reader Goals and Text Structure during Reading

Catherine Bohn-Gettler & Panayiota Kendeou

Spoken Session Abstracts

New Approaches to Assessment of Reading Comprehension Monday August 16th, 4:30-6:30PM

Cognitive processes during reading comprehension: Implications for assessment

Paul van den Broek

Definitions of 'comprehension' vary across researchers and disciplines, with these differences reflected in the operationalizations used to measure comprehension. In this presentation I distinguish between off- and on-line aspects of comprehension, and indicate how assessment of each may have its own utility. Subsequently I will elaborate on the cognitive processes that occur during reading. Data from various on-line measures (think aloud, eye-tracking, neuro-imaging) illustrate the processes by proficient and (subgroups of) struggling readers as they proceed through texts. Results indicate that consideration of on-line processes increases our theoretical understanding of reading and reading problems and, moreover, may lead to practical applications such as targeted interventions. The presentation concludes with reflections on the assessment of reading comprehension.

Assessment of multiple source comprehension

Susan R. Goldman, Kimberly Lawless, Kimberley Gomez, Jason Braasch, Flori Manning, Yasuhiro Ozuru, & Kim Richards

Success in today's knowledge society requires the use of multiple sources of information to accomplish personal and professional goals. However, little is known about how young adolescents select, analyze, and synthesize multiple sources to address inquiry tasks. Using evidence-centered design we have constructed and tested web-based assessment activities for the selection of useful sources and for the analysis and synthesis of information across text sets. The activities are contextualized in science or history inquiry topics (e.g., global warming, fresh water supply, urbanization, and civil rights). The assessments are designed to provide teachers with formative information about student performance that can be used to plan instruction. The design process and the analyses of student performance on these activities are highlighting the unique challenges and opportunities of multiple source comprehension situations.

A new vision for reading comprehension assessment: Grounding comprehension as a tool to support disciplinary inquiry

P. David Pearson

In this presentation, Pearson presents an alternative vision of reading comprehension assessment, one that leads with the knowledge and inquiry goals of the disciplines (e.g., Literature, History, or Science) and situates reading comprehension, as a process, and, hence, reading comprehension assessment as a tool to serve those disciplinary goals.

The role of tasks and goals in the assessment of reading comprehension: The case of the PISA 2009 framework

Jean François Rouet

When making use of texts in the context of naturalistic tasks, readers need to use flexible, relevance-based strategies. There is an emerging consensus that searching, accessing and evaluating the relevance of texts or text passages with respect to specific task demands are important aspects of comprehension skill. In this presentation, we review recent theories and frameworks that focus on the reader's management of task demands. We illustrate how a task-based view of reading comprehension was implemented as part of the Program for the International Student Assessment (PISA) sponsored by the Organization for Economic Cooperation and Development (OECD). We outline the conceptual framework that underlies the 2009 PISA assessment of reading comprehension, and we illustrate the core dimensions of the framework through examples drawn from items released by the PISA consortium, some of which have been used for research purposes.

Paper Session: Linguistic Features of Discourse
Monday, August 16th, 4:30-6:30PM

Quoting with said

Natalia Blackwell & Jean E. Fox Tree

In spontaneous stories, *said* is an infrequently-used quotation device (7% of all devices used; Fox Tree & Tomlinson, 2008). Speakers overwhelmingly prefer enquoting *like*. We found that when reporting “as much of the actual spoken dialogue as possible,” speakers used five times as many *said*s (35%). They were also more likely to use *said* when reporting (1) the words of a high-status speaker or (2) to a high-status addressee.

Hedging memory

Kris Liu & Jean E. Fox Tree

In an analysis of spontaneous story tellings and two spontaneous retellings, we demonstrate that hedges influence the future discourse-relevance of quantity information. Both original story-tellers and their addressees were less likely to report quantities in retellings that were originally marked with a hedge. Quantities marked with only a *like* behave like unmarked quantities, providing evidence that *like* is not a hedge.

Effects of shifting spatial context on referential form

Alan Clark & Darren Gergle

We compared patterns of collaborative reference for pairs in stable and shifting spatial contexts in a naturalistic conversational task. Collocated participants were seated at a table (side-by-side or across) containing a set of objects, or were able to move around the table freely. We found that mobile participants used shifting visuospatial context as a conversational resource, using their relative positioning to circumscribe references. Similarly, mobile speakers used movements to jointly focus attention. We describe how forms of collaborative reference differ between pairs with stable and shifting visuospatial contexts and how movement affects referential form, visuospatial salience, and gaze coordination.

How language features explain medical records

Max Louwerse, David Lin, Linda Morrison & Amanda Drescher

The current study analyzed 1500 medical records, whereby the medical quality of each record was graded by two MD faculty. Three computational linguistic models addressing surface linguistic features (Biber), personality and psychological features (LIWC), and interpersonal features (LCM), were used to analyze these records in order to determine whether language characteristics can explain the medical quality. Even though it was assumed that the medical records were only rated in medical accuracy, the results of a mixed effects regression analysis showed that linguistic features significantly explained the medical scores of these records.

An Application of Linguistic Principles in Text Messaging

Eve Lacivita

This research focused on the use of syntactic theory to optimize predictive text in mobile devices. Most commercial texting solutions do not incorporate language theory; rather, they are statistical. This research looked at the impact of incorporating theoretical models of language into text prediction. Several language models that varied in terms of their use of statistics and theory were compared for predictive power. The hypothesis was that introduction of linguistic principles to text prediction would improve performance. It was found that a hybrid language model that combined both statistics and language theory was effective.

Testing Effects
Tuesday, August 17th, 10:15-12:20PM

Do Interim Recall Tests Promote Text Learning and Retention?

Katherine Rawson, Kathryn Wissman, & Mary Pyc

Szpunar et al. (2008) found that taking an interim recall test after each of four word lists facilitated learning of a target fifth list, relative to no interim tests. The current work replicated this basic effect with texts, showing that engaging in retrieval practice after each paragraph of a text significantly improves recall of the last target paragraph. A follow-up experiment established that the effect was due specifically to interim testing rather than intervening activity more generally, given that the effect did not obtain with interim math problem solving.

Can trialogs with animated agents increase testing effects?

Patricia Wallace, Keith Millis, Arthur Graesser, Carol Forsyth, & Joseph Magliano

We explored testing effects in the context of a learning environment using animated agents to deliver formative feedback. Undergraduates took multiple-choice tests on scientific concepts. All participants received corrective feedback, but some also engaged in “trialogs” (short 3-way conversations with the agents) that were adaptive to the participant’s knowledge level. The results of a post-test assessment indicated greater learning in the trialog condition. The individual effects of the different types of trialogs were also examined.

Retrieval Practice Produces More Learning than Elaborative Studying with Concept Mapping

Jeffrey D. Karpicke & Janell R. Blunt

Concept mapping is a learning activity that enjoys growing popularity in science education despite scant evidence supporting its effectiveness. Retrieval practice is a learning activity known to be effective but not as popular as concept mapping. Here we show that retrieval practice produces greater gains in meaningful learning than creating concept maps. The advantage of retrieval practice generalized across texts with different structures, and was observed with test questions that required students to make inferences and draw connections among concepts. Most strikingly, the advantage occurred even when the criterial test involved creating a concept map. Retrieval practice is a powerful tool to promote conceptual learning about science, and our findings support that retrieval practice enhances learning via retrieval-specific mechanisms rather than by elaborative study processes that might occur during concept mapping.

Test expectancies influence the quality of testing effects

Scott Hinze, Jennifer Wiley, & James Pellegrino

It has been argued that retrieval practice during testing is a powerful tool for improving learning and retention. We explore whether retrieval practice can support transfer to new questions and facilitate text comprehension at deep levels. Participants either re-read or recalled expository science passages. We also manipulated test expectancy after reading but before recall. After a week's delay, the recall group outperformed re-reading on both memory and inference final tests (a testing-effect). Participants expecting a memory test did not experience the benefits of recall, while participants expecting an inference test did. Differential processing during recall attempts may mediate the testing-effect.

Test Expectancies Influence Metacomprehension Accuracy

Thomas D. Griffin & Jennifer Wiley

Practice tests can potentially serve two different functions in text comprehension. They could either alter the way readers encode texts to better match upcoming tests, or they could instill general, transferable test expectations that allow readers to select more valid metacognitive cues and increase their monitoring accuracy. While most testing effects are couched in an encoding or retrieval framework, we present a set of studies that provide evidence of an expectancy-monitoring effect. Also, contrary to typically positive effects of test feedback on encoding, specific feedback on practice tests seems to undermine the formation of general expectancies that help monitoring.

Young Readers
Tuesday, August 27th, 10:15-11:15AM

Is the production of coherent and cohesive narratives in pre-readers related to later reading comprehension?

Macarena Silva & Kate Cain

We examined the relation between structural coherence (story elements) and cohesion (anaphor strategy and connective use) in 4-6 year-olds' oral narrative productions, and their relation with reading comprehension one year later. Coherence and cohesion were related concurrently and longitudinally. After controlling for general abilities and oral language, coherence at Time 1 predicted later cohesion and reading comprehension. Cohesion, however, was not a unique predictor of later coherence or reading comprehension.

The genre-specific reading comprehension strategy: Enhancing struggling fifth-grade students' ability to summarize and analyze argumentative text

Priti Haria & Charles MacArthur

This study focuses on teaching genre-specific text structure based reading comprehension strategy that improves struggling fifth grade students' ability to identify, summarize and critically analyze persuasive text. The investigators attempted to translate complex research and theories of argumentation, text structure, reading comprehension into creating a teacher-friendly strategy instruction that not only enhances students' ability to summarize and analyze persuasive text but also makes them cognizant about structural elements of argument and compose convincing persuasive essays.

Influence of discussion on metadiscourse in children's essays

Beata Latawiec & Richard C. Anderson

Metadiscourse was examined in the reflective essays of 180 fourth-graders, including students who had participated in Collaborative Reasoning (CR) discussions and comparable control students who had not. Comparative analysis involving 6 major categories and 40 subcategories of metadiscourse revealed, among other findings, that CR-exposed writers better signaled inferencing and reasoning moves and made greater use of engagement imperatives/directives. CR students' appropriation of reasoning-enhancing formal elements is attributable to participation in discussions, thus revealing cross-modal transfer.

L1/L2
Tuesday, August 17th, 11:15-12:15PM

The effects of inferential complexity, stress, and working memory capacity on foreign language readers' and native English readers' comprehension of inferences

Manpreet Rai, Lester Loschky, Richard Harris, Patricia Barros, & Ryan Hinds

We investigated the effects of social evaluative stress (a video camera), foreign language reading anxiety, and working memory capacity on both intermediate foreign language learners' and native speakers' reading comprehension using fact, bridging inference and pragmatic inference questions. Stress primarily affected reading times for anxious individuals, while inference complexity and working memory capacity also affected accuracy. Interestingly, stress produced effects on reading times in opposite directions for native and non-native readers

Comparing the coherences of foreign versus native language text representations

Amanda C. Miller & Janice M. Keenan

Memory for foreign language (L2) versus native language (L1) texts was compared to determine how L2 processing impacts the coherence of text representations. Compared to L1 passages, reading L2 passages resulted in a greater deficit recalling central (versus peripheral) information when the reader had low L2 proficiency. With greater L2 proficiency, this centrality deficit disappeared. We conclude that when readers lack sufficient cognitive resources to connect a text's ideas, centrality fails to clearly emerge.

Gestures reveal thinking-for-speaking patterns in high and intermediate proficiency English-language learners

Suyeon Kim & Mitchell Nathan

This cross-sectional study examines how gestures reveal developmental shifts of English language learners when they express path of motion events in L1 Korean and L2 English. Participants (N=32) watched the same cartoon and told the story in Korean and in English. Due to early exposure to L2 settings, advanced speakers exhibited English native-like thinking-for-speaking patterns. However, intermediate speakers were still thinking L1 for L2 speaking, suggesting that gesture signals a "trailing edge" of language development.

Science Text Comprehension
Tuesday, August 17th, 2-3:40PM

Who learns from refutational texts and why?

Jason Braasch, Susan Goldman, & Jennifer Wiley

We examined learning from refutational texts to overcome misconceptions. A pretest assessed misconception profiles. Students displaying inaccurate responses consistent with the targeted misconception or inaccurate responses representing multiple misconceptions were identified. In Experiment 1, no differences were found in learning from paraphrase versus refutational texts, however consistent misconception profile readers outperformed the varied profile readers. In Experiment 2, explicit evaluation markers resulted in better learning from refutational than paraphrase texts, with no effects due to misconception profiles. The findings show that different misconception profiles can affect knowledge revision and that evaluation processes may be critical for learning from refutational texts.

Dealing with the uncertain: How readers attribute and detect conflicts in science texts as a function of discourse expectations

Marc Stadler, Lisa Scharrer, Benjamin Brummernhenrich, & Rainer Bromme

Two studies contribute to the understanding of multiple documents comprehension by examining the influence of readers' discourse expectations on recognition and attribution of conflicting scientific information. Discourse expectations were manipulated by presenting readers single vs. multiple medical texts authored by laypersons vs. experts. Both, conflict recognition and attribution were influenced by discourse expectations when manipulated by text representation-format, whereas results for author expertise are inconclusive. Results are discussed in light of theoretical and methodological considerations.

Balanced evidence processing: Evidence-based and affect-based subjects process scientific texts differently

Michael Wolfe, Shawna Tanner, Andrew Taylor, & Gabrielle Austin

We examine comprehension of scientific information as a function of subjects' beliefs and why they hold them (evidence-based vs. affect-based.) In Experiment 1, subjects read texts one sentence at a time that were consistent or inconsistent with beliefs. Evidence-based (but not affect-based) subjects slowed down for specific sentences that were inconsistent with the main position of the text. In Experiment 2, subjects read a one-sided and a neutral text, then wrote a summary of the neutral text. Evidence-based subjects wrote more neutral summaries. Both experiments suggest evidence-based subjects engage in what we refer to as balanced evidence processing.

Effects of targeted questions and reading perspectives on the comprehension of a multi-topic scientific text

Mark Lewis & Mike Mensink

Sixty-seven university students read a multi-topic scientific text while wearing a head-mounted eye-tracker. Prior to reading, students received one of three pre-reading instructions: 1) four specific targeted questions, 2) an imagined perspective, or 3) a control instruction to read carefully. Participants also completed an 18 item reading inventory, a reading span measure, and a free recall. Results suggested that targeted questions, compared to other pre-reading instruction types, increased both processing and recall of relevant information.

Interactions and Discourse
Tuesday, August 17th, 2-3:40PM

Structural divergence in dialogue

Patrick Healey, Matthew Purver, & Christine Howes

The Interactive Alignment model proposes that automatic priming mechanisms underpin human interaction. Corpus studies used to support this model lack control comparisons and partially confound lexical and syntactic similarity. We show that in informal dialogue cross-person syntactic matching is at chance levels and, if adjusted for lexical matching, is reliably lower than chance. We conclude that successful dialogue is characterised by local patterns of structural divergence that are incompatible with a priming mechanism.

Collaborative dialogue patterns in expert tutor lectures

(Sidney D'Mello, Andrew Olney, & Natalie Person

We attempted to identify collaborative dialogue patterns in lectures by expert tutors, because we were intrigued by the abundance of lecturing in expert tutoring sessions. Transcripts from a large corpus of tutorial dialogues were transcribed, coded for dialogue moves, and subjected to time series analyses. The results indicated that information-transmission, information-elicitation, off topic-conversation, and student-initiated questions were the prominent discourse patterns in the lectures. Our results suggest that in contrast to the popular conception of lectures as one-way information transmission streams from tutor to student, lectures by expert tutors resonated with dynamic, mixed-initiative, conversational exchanges between student and tutors.

Predicting student affect through textual features during expert tutoring sessions

Blair Lehman & Sidney D'Mello

This study investigated the diagnosticity of textual features in predicting emotion occurrence during expert tutoring sessions. The Linguistic Inquiry and Word Count software program was used to automatically compute textual features (e.g., pronouns, affective words, cognitive terms) in student responses to tutor questions. The results indicate that second person pronouns (e.g., “you”, “your”), positive emotion words (e.g., “happy”, “nice”), and inclusive words (e.g., “and”, “with”) were predictive of confusion, frustration, and anxiety, the major affective states experienced by the students.

Textual cues into learners' emotional states during tutoring

Sidney D'Mello & Arthur Graesser

We explored the possibility of predicting learners' emotions (boredom, flow/engagement, confusion, and frustration) from tutorial dialogues with AutoTutor, an intelligent tutoring system with conversational dialogues. Textual features that we expected to be predictive of learner emotions were automatically computed with the Linguistic Inquiry and Word Count program and the Coh-Metrix facility for analyzing textual cohesion. Two-parameter models combining function words and cohesion measures yielded large effects (40% variance) in predicting the proportional occurrence of the emotions. The incidence of negations, impersonal pronouns, future tense words, pronoun referential cohesion, causal cohesion, and co-reference cohesion were the most diagnostic predictors of emotion.

Constructing and Updating Mental Models
Tuesday, August 17th, 3:55-5PM

Taking a second look: How readers process global inconsistencies in narratives

Virginia Clinton, Ben Seipel, Paul van den Broek, & Edward O'Brien

Eye movements were measured to investigate the processing of global inconsistencies in narratives by skilled adult readers. For the first-pass (initial) reading, target sentence fixations did not differ by condition; for the second-pass readings, fixations for the target sentence and sentence subsequent to the target sentence were more frequent and longer for the inconsistent condition than the consistent condition. These findings suggest a delay in awareness of an inconsistency, but, once aware, readers re-examine the target sentence. The implication of these findings in the context of the memory-based view of text processing is discussed.

Comprehending spatial relations under survival conditions

Paul Schroeder, David Copeland, & Kris Gunawan

Although functional spatial relations, relative to nonfunctional ones, produce stronger memory representations (Radvansky & Copeland, 2000), research also suggests that specific causal information, such as a dangerous scenario, may contribute to the situation model representation (Jahn, 2004). This study measured recognition scores and reading times for functional and nonfunctional spatial relations in narratives describing characters in either dangerous or neutral scenarios. Surprisingly, dangerous/survival scenarios did not enhance memory, but actually led to poorer memory.

Comprehension of protagonists' goals and intentions: The dynamic relation between reading skill and text characteristics

Jennifer J. Stiegler

During comprehension, readers often monitor the goals and intentions of protagonists. Two experiments showed that skilled but not less-skilled readers were capable of monitoring protagonists' intentions to accomplish a goal. Subsequent experiments demonstrated that adding a reinstatement sentence and utilizing a reading strategy enabled less-skilled readers to monitor protagonists' intentions. The findings are discussed in terms of underlying cognitive differences between skilled- and less-skilled readers and how subtle changes to text can alleviate reading deficits.

Figurative Language
Tuesday, August 17th, 3:55-5PM

Abstract uses of the prepositions IN and ON

Anja Jamrozik & Dedre Gentner

The prepositions IN and ON are used across contexts, both concrete (IN the car, ON a table) and abstract (IN character, ON a roll). Is their use regular across contexts? When used concretely, ON conveys greater figure control than IN. This study tested whether prepositions presented in an abstract context follow the same pattern. Figures ON ground were judged as having greater control than figures IN ground. The findings suggest regularity in abstract preposition usage.

Individual differences in the on-line processing of written irony

Henri Olkonemi, Johanna Kaakinen, Taina Kinnari, & Jukka Hyönä

In two experiments, eye tracking was used to examine the exact time-course of irony processing. In Experiment 1, 52 participants read statements presented in either ironic or literal story contexts. In Experiment 2, 60 participants completed the same reading task as in Experiment 1 and were tested on the self-reported use of sarcasm, theory of mind, and working memory capacity. The results will be discussed in the light of different theories of irony comprehension.

How do readers process metaphoric text in advertisements? The role of the left and right cerebral hemispheres

Alyssa Nudo, Laura Motyka Joss, & Sandra Virtue

Although metaphors are commonly used in advertisements, it is unclear how readers process metaphoric text in the left and right cerebral hemispheres. In the current divided visual field study, participants were presented with advertisements containing a metaphor or a literal translation and then made lexical decisions to related targets presented to the left visual field-right hemisphere or the right visual field-left hemisphere. Interestingly, a right hemisphere advantage was evident for both metaphoric and literal advertisements.

Inferences
Wednesday, August 18th, 10:20-12PM

Explicitness and implicitness as independent discourse qualities

Murray Singer & Anjum Fazaluddin

The phrase "explicit inferences" denotes discourse ideas that are both explicit and implicit in a message. It is proposed that treating explicitness and implicitness as independent qualities will clarify discourse representation. Here, implication was defined in terms of the case-filling suitability of a concept (Experiment 1) or plausibility in a story context (Experiment 2). In both experiments, signal-detection analysis revealed the superior discriminability of stated versus unstated ideas for discourse ideas more weakly implied by their contexts. This outcome likely stems from different profiles of these idea categories across different representational levels, coupled with people's sophisticated metacognitions about discourse memory.

Reading and the diffusion model: How do we measure inferences?

Gail McKoon & Roger Ratcliff

Older adults suffer significant deficits in some forms of memory but do related deficits occur in reading comprehension? With studies of inferences (e.g., McKoon & Ratcliff, 1986), we compare older to younger adults. The two groups differ in baseline error rates and response times, so their performance cannot be directly compared. We show how Ratcliff's diffusion model solves this problem.

What's in a pronoun?: The effects of automatic gender processing

Jessica Love & Gail McKoon

In a set of eight experiments, we provide evidence that the gender information contained in some pronouns is processed—and used—even during shallow-processing. Indeed, even when the correct referent is not retrieved, gender information is used to help detect inconsistencies between a reader's current understanding of a story and newly presented information. When pronouns do not contain gender information, a more elaborate representation of the story must already be in place for the situation to be understood.

Factors that influence the interpretation of gender stereotyped terms

Jane Oakhill, Anna-Marie Armstrong, & Alan Garnham

Conflicts with stereotyped gender expectations (female surgeon, male nurse) are known to result in processing costs. We present two studies that explore the circumstances under which stereotyped attributions of gender can be reinforced or attenuated. The first study explores the effects of simply providing further (neutral) information about a protagonist introduced by a stereotyped term. The second study explores the effects of reinforcing or overturning a stereotype using gender-biased adjectives (e.g. nurse...talkative/fierce....he). The results demonstrate that stereotyped gender attributions can be moderated by other aspects of the text

Interviews and Survey
Wednesday, August 18th, 10:20-12PM

Interactions between alignment and personality in generated dialogue

Carsten Brockmann, Alastair Gill, & Jon Oberlander

Variation in language style (personality and alignment) can lead to different perceptions of an interaction, and may invoke differing responses. Using generated language we examine: how accurately judges can perceive character personality from short, automatically generated dialogues, and how alignment alters perceptions of the characters' relationship. Personality perception of our dialogues is consistent with those of human behaviour, but we found that introducing alignment led to surprisingly negative perceptions of the dialogues and interlocutors. We discuss possible explanations for our finding and conclude that not all similarity in dialogue is good similarity.

Effects of race and gender of virtual interviewers on survey responses

Frederick Conrad, Michael F. Schober, & Daniel Nielsen

This study demonstrates that virtual (animated agent) interviewers can produce race- and gender-of interviewer effects akin to those found in human interviews. In a web survey of 1735 respondents (half Black and half White, half female and half male), respondents answered (clicking or typing) questions about race and gender issues asked by one of 16 animated interviewers (Black, White, female, male). Interviewer and respondent characteristics interacted in ways that would affect population estimates, suggesting these "dialogues" share important features with human interviews.

Respondents' mood affects willingness to disclose embarrassing behaviors and psychological distress in standardized interviews

Rebecca L. Rosen, Michael F. Schober, & Fred G. Conrad

People's mood states can affect the interpersonal dynamics of a standardized interview, and thus their willingness to disclose embarrassing information. 174 college age respondents were asked questions about sensitive behaviors and psychological distress either face-to-face or by computer questionnaire. Depressed respondents reported more sensitive behavior and distress to the computer than to the interviewer, whereas non-depressed respondents reported equally no matter how asked, or reported more sensitive behavior face-to-face.

Characterizing the nature of interview talk in cognitive clinical interview discourse interactions

Rosemary Russ, Bruce Sherin, & Victor Lee

Cognitive clinical interviews are a prominent methodology used by researchers interested in understanding children's thinking. Rather than treating interviews as data sources on interviewee knowledge, here we treat them as discourse interactions and examine patterns in interviewer talk. Using interviews with middle school students about science, we code interviewer talk along two dimensions – relationship to interviewees' previous and following utterances. We define interviewer moves by specifying both what information the interviewer references and what request they make of the student. Coding counts reveal common interviewer moves that characterize the nature of the interaction.

Reader Skills and Goals
Wednesday, August 18th, 3:15-4:55PM

The co-influence of the reader resources and inference processes on comprehension

Joe Magliano, Paul Perry, Keith Millis, & Christopher Parker

How do these reader resources and inference processes interact to achieve comprehension? To explore this question, college students took the Reading Strategy Assessment Tool, which provides a measure of comprehension during reading and the processes that support it (e.g., bridging and elaborative inferences). Additionally, we administered several instruments that provided assessments of both prior knowledge and self-regulatory resources that can support comprehension. Using structural equation modeling, we found evidence for a partially mediated model indicating that attributes of the reader support the comprehension processes that give rise to comprehension, but that these attributes also have independent contributions to comprehension.

Predicting inference processes during reading: A multilevel analysis text-based and reader-based factors

Stacey Todaro

This study examined cross-level interactions between text-based and reader-based factors, as well as their additive contributions to predicting inference processes. Two studies were conducted. In Study 1, participants read science texts and typed their understanding after reading each sentence. In Study 2 participants read silently. Results of multilevel modeling showed significant additive effects of text-based features, but little support for cross-level interactions.

Do text availability and question format have an impact on on-line reading behavior and comprehension processes?

Antonio Ferrer, Eduardo Vidal-Abarca, Vicenta Avila, Amelia Mana, & Ana Cristina Llorens

We analyzed how text availability and question format (i.e., multiple-choice and open-ended) when answering questions from expository texts impact reading comprehension scores. Junior high-school students read two texts and answered eight questions per text. We manipulated text availability and question format within-subjects. Students did the task on a computer that recorded the reader's behavior when reading the texts and answering the questions. Text availability affected reading and comprehension scores, and questions format influenced search behavior when the text was available.

The interplay of reader goals and text structure during reading

Catherine Bohn-Gettler & Panayiota Kendeou

Successful reading comprehension depends on the instructional context, text properties, and reader characteristics. The current study examined interactions between these variables. Readers were tasked with the goal of reading for study versus entertainment (instructional context) for four different expository text structures (text properties). Working memory was also assessed (reader characteristics). Instructional context and working memory interacted to influence moment-by-moment reading strategies; however there were no interactions with text structure.

Embodiment
Wednesday, August 18th, 3:15-4:55PM

From the hand to the mouth: Motor actions and discourse structure

Elsi Kaiser

Understanding the relations between events is crucial for understanding the world. To investigate relations between event-representations in different domains, we tested whether execution of motor actions affects language production. Existing work found action-language congruity effects for space and motion. We report two studies on discourse-level aspects of language, investigating whether speakers' choices about event-structure and semantic relations between clauses are influenced by semantic relations in preceding motor actions and the event-structure of motor-action sequences.

Sensorimotor simulations underlie language representation: Modality-specific effects in sentence comprehension

Kwan Yin Pepera, Isabelle Tapiero, & Lawrence W. Barsalou

Assuming that perceptual simulation underlies conceptual processing, the mental representation of a sentence that activates the gustatory modality, for example, should be facilitated after the processing of a previous sentence in the same gustatory modality. Subjects read sentences that described situations in four different modalities of perception: Vision, Gustatory, Tactile and Audition. Results showed a switching cost effect. These findings provide direct support for the view that conceptual processing relies on simulations in modality-specific systems.

Language comprehension, empathy, and mirror neurons: Conceiving of language as an embodied, social action

David Havas, Julia Jenvey, Hayley Shiling, & Mitchell Nathan

Language is a socially coordinated activity, but the mechanisms of coordination are poorly understood. Recent evidence shows that movement-induced fatigue of actions slows comprehension of language about those actions. The mirror neuron hypothesis suggests that action systems are involved in action understanding, empathy, and language. We show that simultaneous performance and observation of kinematically similar actions produces a fatigue effect in sentence reading times relative to dissimilar control actions. Also, interpersonal bond was higher among participants making similar vs. dissimilar actions. The results demonstrate that social actions simultaneously influence language processing and empathy, and suggest a mechanism for language coordination.

The relation on situation model to gesture production when learning from a scientific text

Mitchell Nathan & Chelsea Johnson

Two studies investigated the relationship between two spatially organized constructs, situation models (SMs) and gestures, when students described material they learned from a scientific text. The first (N=22) examined the correlation between gesture use and students' SMs and text-based knowledge. The second (N=48) examined the effect of text illustrations on both SM formation and gesture production. The results suggest a link between gesture use and the spatial nature of SMs when learning from text.

Poster Session Abstracts

Poster Session I

1. **Children's comprehension of causal relations: Evidence from eye-tracking**

Rosie van Veen, Pim Mak, & Ted Sanders

Understanding causality is a crucial aspect of human cognition. Language acquisition research has shown that children produce objective causal relations before subjective causals. However, it is unknown when children start comprehending various causal relations. We investigated the understanding of causal relations by conducting an eye-tracking experiment in the preferential looking paradigm. Results provide new insights into children's comprehension of causal relations; furthermore they show the method is an innovative way of exploring young children's comprehension skills.

2. **Causal connectives as processing instructions: Usage patterns are reflected in on-line processing**

Anneloes Canestrelli, Pim Mak, & Ted Sanders

We investigated the difference between English and Dutch causal connectives with respect to their online processing instructions. Starting out from the processing difference between subjective and objective causal relations, as observed in English (Traxler et al., 1997), we performed two eye-tracking experiments in which we tested these different types of causal relations in Dutch. The results revealed that the usage pattern of the Dutch causal connectives *want* and *omdat* immediately affects online processing.

3. **Causality by default in discourse processing; Linguistic arguments and experimental evidence from eye-tracking**

Ted J.M. Sanders, Fang Li, & Pim Mak

Causality plays a crucial role in human cognition. People have a basic tendency to interpret a sequence of events causally whenever they get the chance. We present linguistic arguments in favor of this causality by default hypothesis and provide evidence for it from two eye-tracking experiments, indicating that readers process identical information faster when the discourse allows for a causal interpretation. Furthermore, we clarify the role of causal and temporal connectives as on-line processing instructions

4. **Forward and backward causal relations in narrative text**

Stephen Briner, Sandra Virtue, & Christopher Kurby

To successfully comprehend text, readers must make inferences about different causes and effects that occur in a text. In the current study, participants read texts in which a cause occurred before an effect (i.e., forward cause condition) and texts in which an effect occurred before the cause (i.e., backward cause condition). Lexical decision responses to inference-related target words demonstrate that forward and backward causal relations are processed differently during narrative text comprehension.

5. **Semantic and contextual dimensions of situation models**

Sashank Varma & Amanda Janssen

The current research takes a memory-based approach to understanding the semantic and contextual dimensions of situation models. In Experiment 1 (in progress), adults read texts which vary on the spatial distance and temporal duration between an early-occurring antecedent and a late-occurring anaphor. The results thus far indicate a strong effect of temporal duration on anaphor resolution times, but no effect of spatial distance. Experiment 2 (forthcoming) will investigate the semantic dimensions of situation models, varying the semantic overlap between the anaphor and the antecedent, and semantic interference from distracters. The results will be interpreted within a memory-based framework.

6. Text availability, segmentation, and the construction of mental representations during reading

Ana Cristina Llorens, Ladislao Salmerón, & Eduardo Vidal-Abarca

If students know they will have the text available when answering text questions they may construct not only a mental representation of the situation described in the text, but also a representation of the location of information in it (structure map). Text segmentation may play a significant role in the construction of this representation. Our study reveals that highlighting paragraph segmentations benefits mostly the construction of a structure map, and it facilitates students' information search.

7. withdrawn

8. The effects of images on comprehension and metacomprehension of science texts

Allison Jaeger & Jennifer Wiley

Students tend to have poor comprehension and metacomprehension when learning from science texts. Illustrations alongside expository text have been used to increase motivation, interest, or understanding, but do not always have beneficial effects. In part, seductive images have been found to decrease comprehension. The present study suggests they may also affect metacomprehension accuracy and exacerbate poor monitoring by providing a false sense of fluency.

9. Student discourse about scientific inquiry as a function of simulated and remote learning experiences

Julia Skolnik, Ricarose, Roque, Megan Sauter, Kemi Jona, David Uttal, & David N. Rapp

Novel technologies are regularly employed in K-12 science classrooms. Most analyses of the scientific discourses these technologies engender focus on content-based learning outcomes. We investigated how interactions with remote laboratories and lab simulations encourage differential beliefs about scientific inquiry. Qualitative analyses of interview data indicated that student beliefs about the nature and value of data differed based on technology. Students' descriptions about the process of 'doing science' reflect considerations that emerge from novel learning experiences.

10. Age differences in source memory for scientific web-texts

Ryuta Iseki & Takashi Kusumi

The present study investigated the influence of aging on source memory for scientific texts. Participants read two texts about the common scientific topic. These texts were adopted from webpage produced by an expert and a layperson, respectively. After reading the texts, source memory for the author information was tested. We compared 20s, 30s, 40s, 50s, 60s adults for some abilities such as recognition detection, source discrimination, and response biases. We found that 60s were inferior to discriminate the correct sources of texts and had stronger tendency to attribute the sources to the experts compared to the other groups

11. Testing alternative explanations for the belief basis effect on text comprehension

Carlos Salas & Thomas Griffin

Science text comprehension is predicted by whether readers' prior beliefs were formed via reasoning processes or deference to emotional preferences (Griffin, 2003). The proposed mechanism has been the greater coherence of a reader's conceptual framework that results from reasoning processes. The present study replicates this earlier finding and tests several alternative explanations for this effect, including accuracy of prior knowledge, general science text comprehension skills, surface memory for the text, and effortful reading strategies.

12. Processes and products of reading comprehension as a function of mood

Catherine Bohn-Gettler & David Rapp

Goals can change the processes readers engage in during comprehension, and what readers remember after reading is completed. To what degree can mood exert an analogous influence? Participants in neutral, happy, or sad-induced groups thought aloud while reading texts. Mood influenced memory and the degree to which readers engaged in coherence-building processes. Importantly, working memory interacted with these effects. These findings exemplify how non-strategic influences can affect the processes and products of comprehension experiences.

13. Does the 1st vs. 3rd person perspective difference affect emotion inferences during narrative reading?

Yasunori Morishima, Keisuke Inohara, Kohei Tsunemi, & Yuki Fukada

We hypothesized that readers would take a more subjective perspective toward narratives using first-person pronouns, which would reinforce emotion inferences. The priming experiment showed emotion inference but did not show the effect of the first-person vs. third-person distinction. However, we found a longer reading time for the third-person narratives than the first-person narratives. This difference suggests more processing for the former, which resulted in the indistinguishable degree of emotion inference in both narrative conditions.

14. The role of reader empathy on rereading in narrative comprehension

Hidetsugu Komeda, David Rapp, Tomohiro Taira, Kohei Tsunemi, & Takashi Kusumi

We examined the effect of rereading on reader empathy for narrative descriptions. Participants read a story and rated their emotions after reading the first and second halves of the story as well as after rereading the entire story. The results showed that greater empathy was associated with faster reading times during first reading, but with slower reading times during the second reading. These patterns suggest some of the ways that empathy can influence reading activity.

15. Simulation, empathy, working memory and emotion inferences during reading comprehension

Christelle Gillioz, Pascal Gygax, & Isabelle Tapiero

Two experiments investigated several factors that may have an influence on the complexity of emotion representations during reading: simulation, empathy and processing limitations. Results showed that readers are in general more likely to infer behavioral elements than emotions per se, and even more so during simulation for high span and high empathy participants. This research suggests that the superficial nature of emotional inferences when reading is not a result of processing or empathy limitations.

16. Accessibility of emotional and spatial information: the role of narrative point of view

Sarah-Lise Farhat & Isabelle Tapiero

We investigated how narrative perspective (Cohn, 1978) may influence the accessibility of emotional and spatial information. We contrasted three types of narrative points of view (internal, external and omniscient). We assumed that an internal perspective should strongly implicate the readers in the text and allowed a more specific representation of spatial and emotional information, leading to longer reading times for inconsistent information compared to the two other perspectives. Our results confirmed our main hypothesis: different narrative points of view have an effect on accessibility of information.

17. The distributions of emotions in seven conversational contexts

John Nichols, Hal Flowers, Erika Reckert, & Natalie Person

The purpose of this research was to document the distribution of emotions in a variety of conversational contexts. Trained judges coded specific emotions, valence, and intensity for the two main speakers in 175 conversational excerpts. Of the 12 emotions that were reliably coded, Anger, Happiness, and Neutral were the most frequently occurring emotions. Most of the emotions were classified as low intensity and were evenly distributed across the positive and negative valence categories.

18. Exploring modal transfer in dialogue

Dominique Knutsen & Ludovic Le Bigot

This study explored the transfer of grounding while changing from one mode of communication to another. The participants performed a matching task in two sessions, during which they built shared knowledge. For half the participants, the communication mode was different from one session to the other: they could perform the first session using speech and the second session using writing, and vice versa. The results are currently being analyzed.

19. Marking goal relevant information in multi-party dialogues

Martin Groen & Jan Noyes

Being regarded as an active member of an online virtual community is characterised by asking and replying to questions from other community members. To inform other community members why a question was asked, we suggest that people use particular conventions to highlight locations where this goal relevant information is exchanged. A data-mining exercise in 2 different virtual communities revealed that the words 'so', 'well', 'but' and 'and' were most frequently used in a contribution-initial location. Twenty-six participants were asked to read three conversation logs of online community members. Results showed that participants oriented systematically on the conventional markers.

20. Joint projects: Intentions, sequences, negotiation

Gregory Mills & Eleni Gregoromichelaki

Communication in everyday conversation requires both co-ordination of content and of process. While the former has been studied extensively, there has been a paucity of studies on the latter. This paper addresses how the sequential organization of interlocutors' contributions becomes established and subsequently sustained. We present evidence from a series of maze game experiments that raise fundamental questions concerning the basic co-ordination devices that are involved in this process.

21. "You just don't get it": Partner familiarity, communication efficiency, and error attributions in interactive dialogue

Meredith Krych-Appelbaum, Franco Amati, Christine Kilgallen, & Christopher Pingor

This research investigates how efficiently people communicate in interactive dialogue depending on partner familiarity. Pairs of friends, couples, or strangers worked together on two referential communication tasks: an analytical Lego task and a more abstract tangram task. The three groups were equivalent in terms of time per trial and errors. Interestingly, the length of time partners knew each other did not correlate with performance. However, groups differed markedly in their attributions for errors in communication.

22. Managing the boundaries of multi-participant meetings: Interruptions in nursing care units

Eric Mayor & Adrian Bangerter

We study interruptions during multi-participant meetings in hospitals. Teams have developed varied strategies to manage meeting boundaries. A first strategy is to prevent interruptions. In settings that do not have resources to implement this strategy, multimodal strategies are used to integrate or exclude participants (orienting or not towards the source, interacting or not with the source, dismissing the source's remarks). Non-participants also exploit physical proximity to the meeting to interrupt or attend silently before interrupting. Meeting boundaries in hospital are continuously managed as an ongoing activity parallel to the main business of the meeting.

23. Analyzing free associations based on the co-occurrence of words in brand knowledge corpora

Hyun-Jeong Joyce Kim & Hyesun Claire Kim

We explored methods of free association to assess the unconscious meanings of people's attitude toward brand concepts. One hundred and twenty native speakers of Korean free-associated in writing for 1 minute to brand and product concepts. The weighted scores were calculated based on frequency and mean position. The findings indicated the method of free associative responses contributed to the identification and interpretation of brand awareness and liking and to the comparisons between brands and product concepts. This study offers a means for indexing associative networks of lexical knowledge and estimating the strength of associative relations among words.

24. Can LSA-based models explain predictive inferences?

Keisuke Inohara, Ryoko Honma, Takayuki Goto, & Takashi Kusumi

Predictive inference is important skills for discourse comprehension. Although Kintsch (2001) suggested that LSA-based models may explain the predictive inference, no studies have explored this idea. We created new semantic spaces of LSA from Japanese text bodies and conducted an experiment that participants generated predictive events. As a result, LSA-based models can distinguish generated events by participants from non-generated events. This result suggested that people depend on knowledge like LSA to generate predictive inferences.

25. Using latent semantic analysis to assess Chinese essays: A preliminary study

Ming-Lei Chen & Hwa-Wei Ko

The current study applies Chinese Latent Semantic Analysis to assess junior high school student's essays. The long-term goal is to test whether LSA can be a possible way to develop an automated essay scoring interface for Chinese students to learn how to write a good essay. This paper presents analyses of 70 essays to illustrate Chinese LSA can reflect the pattern of human scoring.

26. Word recurrence distributions modulate the on-line predictability of repeated words in extended texts

Jordana Heller, Janet Pierrehumbert, & David Rapp

At short time scales, effects of syntax and local discourse coherence on lexical expectation are well known. To examine longer-distance effects, we investigated expectation for repeated words in long texts using eye-tracking. Repeated topical words display reduction in first-fixation and gaze durations, as well as increased skip probability. Non-topical controls do not. These findings reveal a direct processing consequence for the "burstiness" (change in likelihood across contexts) of topical words, as documented in computational linguistics.

27. Analyzing semantic features of English articles for EFL Korean learners: Specificity and partitivity

Jung-Yun Choi & Moongee Jeon

We investigated whether EFL Korean learners used English articles systematically while learning them. More specifically, we examined whether the pattern of article use was influenced by students' English proficiency level. Our findings showed that high knowledge EFL students overused the in the specific and partitive indefinite contexts, whereas low knowledge EFL students significantly overused the only in the partitive indefinite context.

28. Shallow semantic processing by Japanese EFL readers

Akari Kai

Barton and Sanford's (1993) anomaly detection task was used to investigate differences in the text processing styles of L1 and L2 readers. Readers failed to detect anomalies such as "bury the surviving dead" significantly more often in their L2 (English) than in their L1 (Japanese). The results suggest that it may be costly to keep track of local inconsistencies, especially in a language for which reading is not as automatic.

29. Tacitations and implications: Definitions and empirical distinction

Jean-Philippe Maitre, Christian Dépret, & Baillé Jacques

We will call to semiotic contributions to outline the interactional aspects of teaching situations that can be approached with both words “tacit” and “implicit”. After suggesting how they are respectively related to obvious or reasoned communicational exchanges, we will propose definitions of communicational and epistemic processes occurring in classrooms we suggest to call implicitations and tacitations. Finally, we will present and discuss our empirical approach to distinguish them.

30. The role of lexical cohesion in elaboration structures

Ildikó Berzlánovich & Gisela Redeker

In this study, we show that the number and kind of lexical cohesion relations in Elaboration structures differ in expository and persuasive genres. Expository texts have high lexical cohesive density. Systematic lexical semantic relations and Collocations are very frequent in Elaboration structures, especially at the local level. Persuasive texts have no Elaborations at the global level. At lower levels of these texts, Elaboration structures contain very few systematic semantic relations and a moderate number of repetitions and collocations. In both genres, lexical repetition is more frequent in Elaborations than elsewhere and may thus be a valid cue for Elaboration.

31. Lexical differentiation and lexical entrainment in cohort competition

Chris Schmader, William Horton, & Mija Van Der Wege

Previous research has shown that speakers refer to previously seen objects with previously used referring expressions, and to new objects of the same type with new expressions. This study uses eyetracking to examine listeners’ moment-by-moment interpretations of such expressions. By looking at cohort competition effects, we expect to find that listeners’ eye movements during word onsets reflect their expectations that speakers will consistently apply old expressions to old objects and new expressions to new objects.

32. Analyzing cloze items as comprehension measures

Rogier Kraf & Henk Pander Maat

This study focuses on finding a comprehension criterion for building a new readability prediction tool. We focus on the well known cloze test, as it is a measure that is able to examine comprehension problems at specific text locations. However, cloze items may vary in difficulty. We analyze the influence of several cloze item characteristics on cloze test performance. Features such as the frequency of the deleted word in the text and the size of the context needed to infer the missing word are shown to affect cloze performance. This calls for an explicit procedure for designing cloze tests.

33. Effects of reading time components and verbal resources on students’ performance on multiple-choice reading comprehension tests

Sascha Schroeder

This study investigated the cognitive processes of 15-year old students while they read the text of a reading comprehension test and answered multiple choice items afterwards. Reading time components were extracted from students’ word reading times by means of mixed-model analysis. The results show that students differed substantially in their text processing. Moreover, students’ text processing was influenced by their available verbal resources (lexical access speed, vocabulary knowledge, reading span, verbal intelligence) and was systematically related to final comprehension performance. This contradicts the view that performance on multiple-choice comprehension tests is unrelated to students’ online text processing skills.

34. MOCCA: Multiple-choice, open-ended, cloze comprehension assessment

Sarah Carlson, Ben Seipel, & Kristen McMaster

MOCCA (Multiple-choice, Open-ended, Cloze Comprehension Assessment) is a new assessment tool that measures reading comprehension. MOCCA is designed to measure cognitive processes at the

discourse level during reading, rather than at a word integration level (i.e., CBM Maze). This new assessment is also diagnostic in nature and may help determine profiles for readers with different reading comprehension abilities. This study reports the results of one completed and one ongoing pilot study.

35. Reading comprehension assessment: How prior knowledge and metacognitive skill can improve inferences about test takers' reading ability

Tenaha O'Reilly, John Sabatini, & Kelly Bruce

Previous investigations have documented the impact of prior knowledge and metacognitive skill on students' ability to comprehend text. However, few assessments of reading comprehension consider these variables as sources of construct relevant variance. The current study proposes a reading assessment that measures prior knowledge and metacognitive ability directly, and uses this evidence as alternate explanations of test performance. Preliminary data suggest the framework is feasible and useful for instruction.

36. Assessing reading in the 21st century: Aligning and applying advances in the reading and measurement sciences

John Sabatini & Elizabeth R. Albro

This poster will be based upon the proceedings of a meeting of reading, measurement, and policy specialists held in Philadelphia, PA in April 2008. The science of reading has been continuously advancing through interdisciplinary research. Analogous advances in the measurement sciences are taking place, but to date little cross-fertilization between the two has occurred. The goal of the poster is to generate discussion regarding the conference topics and to share ideas and abstracts from the participants.

37. withdrawn

Poster Session II

38. Representing and evaluating qualifiers in arguments

Srikanth Dandotkar, Jasmine Menser, Kristopher Kopp, & M. Anne Britt

Accurately representing hedges is crucial to evaluating everyday-arguments. We examined students' memory for qualifiers on claims and then tested the effectiveness of a web-based tutorial to teach qualifier-usage in arguments. In experiment1, participants read simple 2-clause-arguments and recalled immediately. Participants' reading-skill was determined by their performance on Nelson-Denny-test. Participants recalled hedges less than predicates and themes. Skilled-readers recalled hedges and predicates more than less-skilled readers. Students' lack of argument-evaluation skill may be attributed to their imprecise-recall of hedges and predicates. Experiment2 tested the effect of the tutorial and sting on students' accurate hedge-usage. Experiment2 is in the process of data-collection.

39. Readers' construction of document models: Evidence from eye movements

Jason Braasch, Jean Francois Rouet, & M. Anne Britt

This experiment examined the role of story consistency on readers' text processing and memory for information in brief news reports. It was predicted that discrepant stories would promote a "deeper" processing and better memory for the sources conveying the messages, compared to consistent stories. As predicted, participants recalled more sources from discrepant than consistent stories. Eye movement data indicated that participants also made more fixations in source areas of interest when reading discrepant compared to consistent stories. Findings were interpreted with reference to the Documents Model framework of text comprehension.

40. Predicting JOL and calibration from on-line inferences

Michelle Ide & Keith Millis

The present study explored the relations among strategic inferencing, judgments of learning (JOLs), comprehension, and calibration. Participants gave think aloud protocols as they read six texts. Immediately after reading each text, they provided a JOL before answering comprehension questions. Regression analyses showed that the amount of bridging and elaboration significantly predicted comprehension and JOL scores. However, bridging and elaboration did not predict calibration of comprehension, as might be expected from the cue utilization framework.

41. Effect of changes in genre on repetition effects

April Drumm, Danielle Gunraj, & Celia Klin

Research has shown repetition effects across unrelated narratives (Klin, Ralano, & Weingartner, 2007). We hypothesized that changes in genre would reduce these effects. In a Matched condition, a repeated line appeared in two consecutive narratives. In a Mismatched condition, the line appeared in an expository text and a narrative. In two experiments, there was a repetition effect in the Matched but not the Mismatched condition. We conclude that genre is encoded and used at retrieval.

42. Evaluating inference production and retention through eye movements

Frances Daniel & Gary Raney

We had participants read and reread passages that either required an inference (implicit) to maintain coherence or did not (explicit). Participants showed longer fixation durations and made more fixations in the implicit conditions than explicit during a first reading. Those that generated inferences during the first reading had larger repetition effects than those that did not and there were no differences in eye movement measures as a function of condition during the second reading.

43. Working memory differences in remember/know judgments for falsely recognized words

Michael Bixter, Nesina Kritikos, Nicole Peterson, & Frances Daniel

We explored the influence of working memory on the susceptibility to recognize false words. Participants completed working memory and false memory tasks. Then, they made remember/know judgments on words they recognized. Results showed that participants with low working memories selected more false words and were more likely to report vividly remembering the words whereas those with high working memory selected fewer false words and were less committed to their word memories.

44. Learning from text in subtitles and soundtracks: The role of modality, distraction, and redundancy

Richard Harris, Michael Hinkin, Tyrel Willimon, & Andrew Miranda

Three studies investigated effects of subtitles on memory for movie content. Short clips were presented, followed by multiple-choice questions about material in subtitles or soundtrack. Memory for information in participants' native language was better in conditions with only subtitles than those with only soundtrack. Later experiments tested French, Portuguese, and Thai with the same design. Results indicated a distraction from a foreign language in any modality, though less so with subtitles in non-Latin script (Thai).

45. Rhyme as memory cue: Do poets resonate?

Brooke Lea, Chelsea Voskuilen, & Andrew Elfenbein

Previous research has shown that poetic devices such as alliteration serve as effective memory cues during the comprehension of poetry (Lea, et al. 2008). This research uses predictable rhyme patterns in poems and expert rhymers (poets; English professors; rap artists) to test whether rhymes are heard before they are read. This research tests existing theories of memory-reactivation processes that occur during reading, and has the potential to revise how "memory cue" is defined psychologically.

46. Engagement and point of view narrative comprehension

Andrew Elfenbein

The effect of point of view on reader engagement was investigated by creating versions of a story told from three different points of view. Participants were asked to rate their engagement during the reading process. Main effects were found for time of rating and a significant interaction was found for time of rating and story version.

47. Out of sight, out of mind: Participatory effect on the construction of a situation model

Greta Chan

When people are directed to retell a narrative from the perspective of a particular character, they will construct a situation model in which events irrelevant to this character or unknown to this character are excluded (hypothesis 1). Due to the lack of situational representations of these excluded (or out-of-sight) events in the process of retelling, these events will soon be out of mind (hypothesis 2). Findings of two experiments suggest that readers not only have poorer memory for the out-of-sight events, but they also sacrifice global coherence to local coherence when they are instructed to read from a narrowed perspective.

48. Effects of authorial 'presence' on literary response

Marisa Grippo & William Levine

This experiment explored the effect an author's 'presence' has on a reader's experience of a text. Subjects read one short story, presented in first- or third-person, before which they were given either the author's name only; the name and a short biography; or no author information. After reading, subjects answered questions about their sense of transportation while reading (how into the story they felt) and the perceived realism of the narrative. The results revealed that authorial presence has a complex influence on narrative experience, and will be discussed within the context of authorial intentions and readers as side-participants.

49. Effects of task instruction on the interpretation of literary text

Kathryn S. McCarthy & Susan R. Goldman

Literature is considered point-driven text in that readers comprehend the semantic structure of a story as well as interpret the allegorical meaning (Vipond & Hunt, 1984; Graesser, Millis, & Zwaan, 1997). This study manipulated task instructions to bias interpretation of a literary short story. Predicted effects were observed: response prompts for literal interpretations elicited plot summaries; interpretive prompts produced nonliteral responses; and ambiguous prompts elicited a majority of nonliteral interpretations, suggesting a spontaneous generation of nonliteral interpretive responses.

50. Whose line is it anyway: Creativity and creating punchlines

Heather Mitchell

Individual differences in reader characteristics related to humor production and appreciation were investigated. Participant's verbal ability and creativity were obtained. All participants were asked to generate punchlines by completing the final lines of verbal jokes, while some participants also evaluated the humor of additional jokes. Relationships among participant's verbal ability, creativity, humor appreciation, and humor production were assessed. Specifically, five exploratory predictions were made and will be discussed. For example, as predicted the results suggest verbal ability appears systematically related to humor production.

51. Second language readers' memory for narrative texts: Effect of interest and causal reasoning

Yukie Horiba & Keiko Fukaya

This study investigates the effect of topic interest on the comprehension and recall of narrative texts for English-as-FL students. Nursing and non-nursing majors (N=145) processed stories about a patient's medical case and recalled under three different conditions in which encoding and retrieval instructions were manipulated. Recalls were analyzed for events (i.e., causal chain status and causal connectivity) and for propositions (i.e., health-care vs. general content). Incidental vocabulary learning was also assessed.

52. Changes in interest as a consequence of reading and an analysis of text characteristics

Amanda Durik, Ryan Liebman, Kristina Matarazzo, Dan Knewitz, Janet Holt, & Joseph Magliano

This research examined whether interest changes during reading (Study 1) and whether text-based variables across an array of texts covary with changes in interest (Study 2). The results from Study 1 showed that interest does change as a consequence of reading and that the direction of change varied by text. Study 2 revealed that texts that are easier to read were more likely to raise interest as an outcome of reading.

53. The impact of sentence and text-focused processes on the ability to detect contradictions in text

James Woehrle, Srikanth Dandotkar, Sara Gilliam, Joseph Magliano, & Keith Millis

Current study explored individual differences in the ability to detect contradictions in discourse. We were particularly interested in the extent that individual differences in generating bridging inferences and paraphrases were a source of individual difference in contradiction-detection. Participants read texts with target sentences that were either contradicting or not to the information about character's goal presented earlier in the text. Results indicate that high-bridgers read contradiction-targets slower than non-contradiction-targets, but only when contradictions were closer to the goal. This suggests that the ability to detect contradictions is contingent on the construction of coherent mental-models of texts.

54. Inconsistency detection in discourse comprehension: Evidence from ERPs

Ben Seipel, Virginia Clinton, Paul van den Broek, Edward O'Brien, & Nicole Landi

ERP experiments have revealed an increased N400 for semantically inconsistent target words in short texts. We investigated whether inconsistencies across a longer span of text would produce N400 effects as well. Our results revealed an N400 effect for longer range inconsistency detection. This effect was observed for both the target word and words following the target word. These results indicate that in longer texts, inconsistency detection may not be completely immediate.

55. Assessing stereotypes using the contradiction paradigm

Karla Lassonde

In a series of experiments, Lassonde (2008) demonstrated that information for stereotypes is activated under the same basic processes that govern activation of general knowledge using the contradiction paradigm (e.g., O'Brien & Albrecht, 1992). Thus, reading comprehension proves to be a useful method for assessing the implicit activation of stereotypes. In the current study, categories of stereotypes were examined (i.e., positive, negative, age-related) to determine if information for these stereotypes could be activated using the contradiction paradigm.

56. Causality in the service of updating

Emily R. Smith, Kristina L. Steiner, Panayiota Kendeou, & Edward O'Brien

In Experiment 1 we investigated whether a causal explanation would eliminate the disruption of comprehension caused by outdated information. In Experiment 2 we investigated whether the outdated information was available to the reader. In combination the results of Experiments 1 and 2 demonstrate that a causal explanation, even if only one sentence, is sufficient to eliminate the comprehension difficulty produced by outdated information; however, the outdated information remains available to the reader.

57. The effects of immediate versus delayed refutations of memory updating

Jesse R. Sparks, Lizzy Kosak, & David N. Rapp

Two experiments investigated the impact of text distance between character information and a refutation statement on the likelihood of memory updating. Results suggest that distance reduces the effects of explanatory refutations in an explicit judgment task; however, distance had little impact on the utility of refutations during moment-by-moment processing. These findings have implications for understanding the reactivation and application of concepts during situation model updating.

58. Do individual differences mediate the benefits of embodied representations?

Sterling Hutchinson, Christopher Kurby, & David Rapp

The current project examined whether individual differences in sensory modality preferences mediate the potential benefits of perceptual representations. Participants viewed images followed by sentences implying object orientations that matched or mismatched the images. Sensibility judgments of the sentences were collected. Participants' learning preferences differentiated responses to the sensibility judgments. While individuals are traditionally fast for tasks in which orientations of described objects match their depicted primes, this pattern failed to obtain across all participants.

59. Coordination across domains: The influence of motor coordination on spatial perspective-taking

Katya Otis & William S. Horton

In conversation, speakers coordinate at multiple levels. While much research describes only one level, Pickering and Garrod's interactive alignment account suggests that "alignment at one level leads to alignment at other levels" across a pair. The experiment we describe explores the interactive alignment of motor behavior with spatial perspective-taking in language. We primed different degrees of motor coordination within a pair, and observed whether speakers used egocentric or other-centered spatial perspectives. Our results suggest that speakers in better motor-coordinated pairs expect their partner's perspective to be similar to their own, while motor-'uncoordinated' speakers put more effort into spatial perspective-taking.

60. withdrawn

61. Gestures and language in children's referential communication: the role of iconic gestures

Sergio Di Sano

The contribution of gestures and speech in children's referential communication has been investigated using the building blocks task of Clark and Krych (2004). Third-grade and fifth-grade children participated to the experiment and were assigned to one of two conditions: "Gesture-Only" (GO), in which participants can communicate only by gestures, and "Gesture and Speech" (GS), in which they can also use language. Results show a higher rate of iconic gestures in the GS condition than in the GO condition suggesting, that while deictic and conventional gestures can be easily replaced by the language this is not true for iconic gestures.

62. Improving reading to improve math

Jonathan Willford, Arthur Glenberg, Bryan Gibson, & Andrew Goldberg

Around the fourth grade, children are expected to transition from learning to read to reading to learn (and do). If so, then improving reading comprehension at this age should have effects across the curriculum. We taught children a two-part embodied reading comprehension strategy. First, children manipulated images on a computer screen to simulate actions in the texts being read. Second, children imagined how they could manipulate the objects. Some of the texts were math story problems. This two-part strategy significantly enhanced story-problem solving by helping the children to discriminate between relevant and irrelevant numerical information.

63. Literacy rehabilitation through auditory processing

Lévy Arik, Pascal Zesiger, & Stephan Eliez

Specific Reading Disability (SRD) is the most prevalent learning disability, and children with SRD frequently have a Central Auditory Processing Deficit (CAPD). The aim of this study is to address a remediation program on auditory processing to SRD children. We hoped to provide children with specific progress in auditory processing, a transfer to literacy skills, and to get no test – re-test effect. Results are discussed with regard to literature.

64. Relationships between orthographic processes and reading comprehension in Spanish

Carmen Lopez-Escribano, Elena Perez-Hernandez, Isabel Orjales, Isabel Gomez-Viega, & Rosa Elosua

Second- and Fifth-grade Spanish children completed a battery of tasks that measured reading comprehension and word recognition. Correlation analysis showed that (1) reading comprehension is related to word recognition in Spanish at the early stage of reading; (2) reading comprehension test format does not affect the relationship between word recognition and reading comprehension; and (3) age seems to be an important variable to explain the relationship between reading comprehension and word recognition in Spanish.

65. The effects of three reading strategy instructions on college students with low reading abilities: Evidence from think aloud data

Ju-Ling Chen & Yi-Fen Su

The purposes of present studies were to investigate the difference of reading strategy utilization between college good and poor readers, and to develop reading strategy instructions for the college poor readers. Participants were 83 college students with low reading abilities. Strategy training was provided for four hours and included three modes of instruction: elaboration, organization, and monitor. The think aloud data were analyzed by MANCOVAs. The results suggested that college students with low reading ability can learn and get master on reading strategy after instruction, students in monitoring training group made more progress on strategy utilization than other two groups.

66. Understanding (and addressing) the mismatch between struggling adolescent learners and discipline specific text demands

Frances Ihle

Adolescents with learning or language differences frequently struggle with reading comprehension. Many of these students have not acquired the oral language skills necessary to understand academic discourse, which contains complex vocabulary terms, morphosyntactic structures, and organizational sequences. A mismatch exists between the reading skills of poor comprehenders and the texts they encounter. By designing a reading intervention that teaches struggling readers how to decipher content area language structures, this researcher attempts to narrow the gap between text and reader.

67. The importance of genre knowledge for text comprehension: Insights from a training study

Carsten Elbro & Line Knudsen

Text genres are conventional structures that serve particular purposes of communication. Knowing the genre may support reading comprehension of the text and perhaps of texts from neighbouring genres. An experimental training study is reported with a total of 326 14 year-old students, half of whom were taught two non-fiction genres, while the other half were controls. Outcomes were positive for comprehension of new texts of the two taught genres and for neighbouring genres.

68. Visual scaffolds for understanding spoken lectures

Eljirou Tsuchiya, Hajime Shirouzu, & Naomi Miyake

To understand the scientific lecture well, we provided visualized structural cue of the scientific lecture for college to graduate level novices. Participants were guided to use the cues to take notes while listening to lectures, which led them to (1) understand the lecture contents better, and (2) be more active in generating research-related inquiries, than those who took notes without the cues.

69. Effects of visual stimuli on idea generation and discourse coherence in conversational brainstorming

Hao-Chuan Wang, Susan Fussell, & Dan Cosley

In a laboratory experiment, we examined the effects of conversationally driven visual stimuli on ideation and discourse coherence in group brainstorming. Two types of visual stimuli were automatically selected, one emphasized congruence with the ongoing conversations for coherence, while the other emphasized being thought-provoking for productivity. Results refined our understanding on how visual stimulation, conversations and idea generation interact. Different types of visual stimuli led to different conversational brainstorming processes.

70. Analyzing collaborative learning in game-based scenarios

Matthew Sharritt, Daniel Suthers, & Michel Sharritt

A qualitative case study is presented that examines learning through video games in educational contexts. An analysis of player interaction (using Transana, a qualitative video analysis software) reveals patterns of collaborative learning in student game play. Student game play (from the games Civilization IV, RollerCoaster Tycoon 3, and Making History: The Calm & the Storm) describes several properties of learning within games, and how collaborative play can encourage instances of learning through cooperative and competitive behavior.

71. Analysis of leaders' language and discourse

Vasile Rus, Lubna Shala, Arthur Graesser, Zhiqiang Cai, & John Kaltner

A leader's discourse may change over time due to historical events, age or years on the job. In this paper, we present an extensive analysis of one leader's discourse over more than a decade and observe changes in its language during that period. Our analysis of Egyptian President Hosni Mubarak revealed that between 1996 and 2009, he became a more honest leader, less angry, willing to repeat ideas and words to make his speeches more cohesive, thus willing to make his speeches palatable to a larger percent of the population.

72. Linguistic and discourse variation in Chairman Mao Zedong's speeches

Nia Dowell, Hang Liu, Zhiqiang Cai, Xiangen Hu, Max Louwerse, & Arthur Graesser

In the present research, we used a computational linguistic tool, Coh-Metrix, to explore the changes in linguistic complexity dimensions of speeches Chairman Mao delivered throughout his life. An analysis of variance indicated Chairman Mao demonstrated consistent changes in narrativity, ease of syntax, referential cohesion, situation cohesion, and word concreteness as a function of time. The present findings suggest that linguistic complexity could play an important role in representing individual change in political leaders.

73. withdrawn

Author Index

- Albro, 40
Alibali, 20
Amati, 37
Anderson, 15, 16, 24
Arik, 45
Armstrong, 19, 30
Austin, 16, 26
Avila, 20, 32
Bangerter, 37
Barros, 15, 25
Barsalou, 20, 33
Berzlánovich, 39
Bixter, 41
Blackwell, 13, 22
Blunt, 15, 23
Bohn-Gettler, 20, 32, 36
Braasch, 13, 16, 21, 26, 40
Briner, 34
Britt, 10, 40
Britton, 16
Brockmann, 19, 31
Bromme, 16, 26
Bruce, 40
Brummernhenrich, 16, 26
Cai, 46
Cain, 15, 24
Canestrelli, 34
Carlson, 39
Chan, 42
Chen, 38, 45
Choi, 38
Clark, 13, 16, 22, 44
Clinton, 17, 28, 43
Conrad, 19, 31
Copeland, 17, 28
Corrigan, 15
Cosley, 46
D'Mello, 16, 27
Dandotkar, 40, 43
Daniel, 41
Dépret, 39
Di Sano, 44
Dowell, 46
Drescher, 13, 22
Drumm, 41
Durik, 43
Elbro, 45
Elfenbein, 41, 42
Eliez, 45
Farhat, 36
Fazaluddin, 19, 30
Ferrer, 20, 32
Flowers, 37
Forsyth, 15, 23
Fox Tree, 13, 22
Fukada, 36
Fukaya, 43
Fulton Bath, 35
Fussell, 46
Garnham, 19, 30
Gentner, 17, 29
Gergle, 13, 16, 22
Gernsbacher, 16, 17, 18
Gibson, 44
Gill, 19, 31
Gilliam, 43
Gillioz, 36
Glenberg, 20, 44
Goldberg, 44
Goldman, 12, 13, 16, 21, 26, 42
Gomez, 13, 21, 45
Goto, 38
Graesser, 12, 15, 16, 18, 23, 27, 42, 46
Gregoromichelaki, 37
Griffin, 15, 23, 35
Grippio, 42
Groen, 37
Gunawan, 17, 28
Gunraj, 41
Gygax, 36
Haria, 15, 24
Harris, 15, 25, 41
Havas, 20, 33
Healey, 16, 27
Heller, 38
Hinds, 15, 25
Hinkin, 41
Hinze, 15, 23
Holt, 43
Honma, 38
Horiba, 43
Horton, 10, 13, 39, 44
Howes, 16, 27
Hu, 46
Hutchinson, 44
Hyönä, 17, 29
Ide, 41
Ihle, 45
Inohara, 36, 38
Iseki, 35

Jacques, 39
 Jaeger, 35
 Jamrozik, 17, 29
 Janssen, 34
 Jenvey, 20, 33
 Jeon, 38
 Johnson, 20, 33
 Jona, 35
 Kaakinen, 10, 17, 29
 Kai, 38
 Kaiser, 20, 33
 Kaltner, 46
 Karpicke, 15, 23
 Kaschak, 17
 Keenan, 15, 25
 Kendeou, 10, 20, 32, 43
 Kilgallen, 37
 Kim, H.J. 38
 Kim, H.C. 38
 Kim, S. 15, 25
 Kinnari, 17, 29
 Kintsch, 13, 16, 38
 Kirsch, 13
 Klin, 41
 Knewitz, 43
 Knudsen, 45
 Knutsen, 37
 Ko, 38
 Komeda, 36
 Kopp, 40
 Kosak, 44
 Kraf, 39
 Kritikos, 41
 Kroll, 14
 Krych-Appelbaum, 37
 Kurby, 16, 34, 44
 Kusumi, 35, 36, 38
 Lacivita, 13, 22
 Landi, 43
 Lassonde, 43
 Latawiec, 15, 24
 Lawless, 13, 21
 Le Bigot, 37
 Lea, 12, 41
 Lee, 19, 31
 Lehman, 16, 27
 Levine, 42
 Lewis, 16, 26
 Li, 34
 Liebman, 43
 Lin, 13, 22
 Liu, H. 46
 Liu, K. 13, 22
 Llorens, 20, 32, 35
 Lopez-Escribano, 45
 Loschky, 15, 25
 Louwerse, 13, 22, 46
 Love, 19, 30
 MacArthur, 15, 24
 Magliano, 10, 15, 19, 20, 23, 32, 43
 Maitre, 39
 Mak, 34
 Mana, 20, 32
 Manning, 13, 21
 Matarazzo, 43
 Mayor, 37
 McCarthy, 42
 McKoon, 19, 30
 McMaster, 39
 McNamara, 12
 Menser, 40
 Mensink, 16, 26
 Miller, 15, 25
 Millis, 15, 17, 20, 23, 32, 41, 42, 43
 Mills, 37
 Miranda, 41
 Mitchell, 42
 Miyake, 46
 Morishima, 36
 Morrison, 13, 22
 Motyka Joss, 17, 29
 Nathan, 15, 20, 25, 33
 Nichols, 37
 Noice, H. 20
 Noyes, 37
 Nudo, 17, 29
 O'Brien, 10, 12, 17, 28, 43
 O'Reilly, 40
 Oakhill, 19, 30
 Oberlander, 19, 31
 Olkonieniemi, 17, 29
 Olney, 16, 27
 Oostendorp, 16
 Orjales, 45
 Otis, 44
 Ozuru, 13, 21
 Pander Maat, 39
 Parker, 20, 32
 Pearson, 13, 21
 Pellegrino, 15, 23
 Pepera, 20, 33
 Perez-Hernandez, 45

Perry, 20, 32
Person, 16, 27, 37
Peterson, 41
Pierrehumbert, 38
Pingor, 37
Purver, 16, 27
Pyc, 15, 23
Rai, 15, 25
Raney, 14, 41
Rapp, 10, 35, 36, 38, 44
Ratcliff, 19, 30
Rawson, 15, 23
Reckert, 37
Redeker, 39
Richards, 13, 21
Roque, 35
Rosen, 19, 31
Rouet, 13, 21, 40
Rus, 46
Russ, 19, 31
Sabatini, 13, 40
Salas, 35
Salmerón, 35
Sanders, 16, 34
Sanford, 38
Sauter, 35
Scharrer, 16, 26
Schmader, 39
Schober, 19, 31
Schroeder, 17, 28, 39
Seipel, 17, 28, 39, 43
Shala, 46
Sharritt, Ma. 46
Sharritt, Mi. 46
Sherin, 19, 31
Shilling, 20
Shirouzu, 46
Silva, 15, 24
Singer, 12, 19, 30
Skolnik, 35
Smith, 43
Sparks, 44
Stadtler, 16, 26
Steiner, 43
Stiegler, 17, 28
Su, 45
Surber, 20
Suthers, 46
Taira, 36
Tanner, 16, 26
Tapiero, 20, 33, 36
Taylor, 16, 26, 4
Todaro, 20, 32
Tsuchiya, 46
Tsunemi, 36
Uttal, 35
van den Broek, 13, 17, 21, 28, 43
Van Der Wege, 39
van Veen, 34
Varma, 34
Vidal-Abarca, 13, 20, 32, 35
Virtue, 17, 29, 34
Voskuilen, 41
Wallace, 15, 23
Wang, 46
Wiley, 12, 15, 16, 23, 26, 35
Willford, 44
Willimon, 41
Wissman, 15, 23
Woehrle, 43
Wolfe, 16, 26
Zesiger, 45
Zwaan, 42

Author Affiliations

Albro, Elizabeth, Institute of Educational Sciences, elizabeth.albro@ed.gov
Alibali, Martha, University of Wisconsin – Madison, mwalibali@wisc.edu
Amati, Franco, Montclair State University, franco730@gmail.com
Anderson, Richard, University of Illinois Urbana Champaign, csrrca@illinois.edu
Arik, Lévy, University of Fribourg, arik.levy@unifr.ch
Armstrong, Anna-Marie, University of Sussex, Aa293@sussex.ac.uk
Austin, Gabrielle, Grand Valley State University, sunshinevallie21@aol.com
Avila, Vicenta, University of Valencia, vicenta.avila@uv.es
Bangerter, Adrian, University of Neuchâtel, adrian.bangerter@unine.ch
Barros, Patricia, Kansas State University, pbarros@ksu.edu
Barsalou, Lawrence, Emory University, barsalou@emory.edu
Berzlánovich, Ildikó, University of Groningen, i.berzlanovich@rug.nl
Bixter, Michael, Elmhurst College, bixterm@net.elmhurst.edu
Blackwell, Natalia, UC Santa Cruz, nblackwe@ucsc.edu
Blunt, Janell, Purdue University, jrblunt@purdue.edu
Bohn-Gettler, Catherine, Wichita State University, kate.bohn@wichita.edu
Braasch, Jason, Université de Poitiers, jason.braasch@univ-poitiers.fr
Briner, Stephen, DePaul University, sbriner@depaul.edu
Britt, M. Anne, Northern Illinois University, britt@niu.edu
Britton, Bruce, University of Georgia
Brockmann, Carsten, University of Edinburgh, carsten.brockmann@gmx.net
Bromme, Rainer, WWU, bromme@uni-muenster.de
Bruce, Kelly, ETS, kbruce@ets.org
Brummernhenrich, Benjamin, WWU, brummernhenrich@uni-muenster.de
Cai, Zhiqiang, University of Memphis, zcai@memphis.edu
Cain, Kate, Lancaster University, k.cain@lancaster.ac.uk
Canestrelli, Anneloes, Uil-OTS, a.r.canestrelli@uu.nl
Carlson, Sarah, University of Minnesota, carl2251@umn.edu
Chan, Greta, University of Regina, cigchan@telus.net
Chen, Ju-Ling, Natl. Taiwan Normal University, juling.chen@gmail.com
Chen, Ming-Lei, National Central University, mingleichen@gmail.com
Choi, Jung-Yun, Konkuk University, bereft@konkuk.ac.kr
Clark, Alan, Northwestern University, alan-clark@northwestern.edu
Clinton, Virginia, University of Minnesota, clintove@umn.edu
Conrad, Fredrick, University of Michigan, fconrad@isr.umich.edu
Copeland, David, University of Nevada Las Vegas, david.copeland@unlv.edu
Corrigan, Roberta, University of Wisconsin – Milwaukee, corrigan@uwm.edu
Cosley, Dan, Cornell University, Drc44@cornell.edu
D'Mello, Sidney, University of Memphis, sdmello@memphis.edu
Dandotkar, Srikanth, Northern Illinois University, sri.niu@gmail.com
Daniel, Frances, Elmhurst College, daniel@elmhurst.edu
Dépret, Christian, Université Pierre-Mendès, christian.depret@upmf-grenoble.fr
Di Sano, Sergio, University of Chieti-Pescara, sergio.disano.@unich.it
Dowell, Nia, University of Memphis, niadowell@gmail.com
Drescher, Amanda, University of Memphis, adreschr@memphis.edu

Drumm, April, SUNY Binghamton, adrumml@binghamton.edu
Durik, Amanda, Northern Illinois University, adurik@niu.edu
Elbro, Carsten, University of Copenhagen, ce@hum.ku.dk
Elfenbein, Andrew, University of Minnesota, elfen001@umn.edu
Eliez, Stephan, University of Geneva, stephan.eliez@unige.ch
Elosua, Rosa, Universidad Nacional de Educación a Distancia, melosua@psi.uned.es
Farhat, Sarah-Lise, Universite de Lyon 2, sarah.farhat@hotmail.fr
Fazaluddin, Anjum, University of Manitoba, umfazalu@cc.umanitoba.ca
Ferrer, Antonio, University of Valencia, antonio.ferrer@uv.es
Flowers, Hal, Rhodes College, florh@rhodes.edu
Forsyth, Carol, University of Memphis, carol_forsyth@yahoo.com
Fox Tree, Jean, UC Santa Cruz, foxtree@ucsc.edu
Fukaya, Keiko, St. Luke's Nursing College, keiko-fukaya@slcn.ac.jp
Fukuda, Yuki, Hosei University, yfukada@hosei.ac.jp
Fussell, Susan, Cornell University, sfussell@cornell.edu
Garnham, Alan, University of Sussex, alang@sussex.ac.uk
Gentner, Dedre, Northwestern University, gentner@northwestern.edu
Gergle, Darren, Northwestern University, dgergle@northwestern.edu
Gernsbacher, Morton Ann, University of Wisconsin – Madison, gernsbacherlab@gmail.com
Gibson, Bryan, University of Wisconsin - Madison, bgibson@wisc.edu
Gill, Alastair, University of Surrey, a.gill@ed.ac.uk
Gilliam, Sara, US Army, gilliam.sara@gmail.com
Gillioz, Christelle, University of Fribourg, christelle.gillioz@unifr.ch
Glenberg, Arthur, Arizona State University, glenberga@asu.edu
Goldberg, Andrew, University of Wisconsin - Madison, goldberg@cs.wisc.edu
Goldman, Susan, University of Illinois at Chicago, sgoldman@uic.edu
Gomez-Veiga, Isabel, Universidad Nacional de Educación a Distancia, igveiga@psi.uned.es
Goto, Takayuki, Kyoto University
Graesser, Arthur, University of Memphis, a-graesser@memphis.edu
Gregoromichelaki, Elini, King's College London, elenigregor@kcl.ac.uk
Griffin, Thomas, University of Illinois at Chicago, tgriffin@uic.edu
Grippo, Marisa, University of Arkansas, mgrippo@uark.edu
Groen, Martin, University of Bristol, martin.groen@bristol.ac.uk
Gunawan, Kris, University of Nevada Las Vegas, krisgunawan@gmail.com
Gunraj, Danielle, SUNY Binghamton, dgunraj1@binghamton.edu
Gygax, Pascal, University of Fribourg, pascal.gygax@unifr.ch
Haria, Priti, University of Delaware, priti143@yahoo.com
Harris, Richard, Kansas State University, rjharris@ksu.edu
Havas, David, University of Wisconsin - Madison, dahavas@wisc.edu
Healey, Patrick, Queen Mary University, ph@dcs.qmul.ac.uk
Heller, Jordana, Northwestern University, jordana@u.northwestern.edu
Hinds, Ryan, Kansas State University, rhm07840@k-state.edu
Hinkin, Michael, Washburn University, mph3553@ksu.edu
Hinze, Scott, University of Illinois at Chicago, shinze2@uic.edu
Holleman, Bregje, Utrecht University, B.Holleman@uu.nl
Holt, Janet, Northern Illinois University, jholt@niu.edu
Honman, Ryoko, Kyoto University

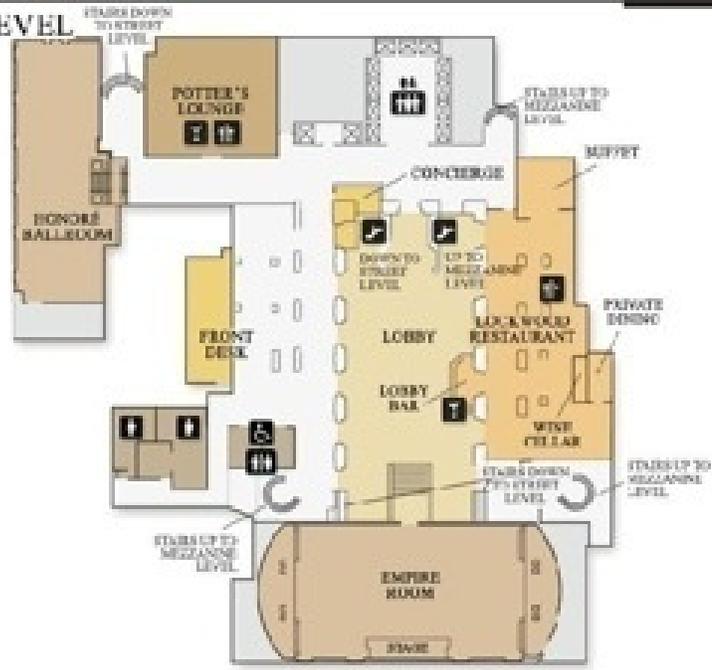
Horiba, Yukie, Kanda University of International Studies, zvc07051@nifty.com
Horton, William, Northwestern University, whorton@northwestern.edu
Howes, Christine, Queen Mary University, chrizba@dcs.qmul.ac.uk
Hu, Xiangen, University of Memphis, xhu@memphis.edu
Hutchinson, Sterling, Northwestern University, sterlingh@mac.com
Hyönä, Jukka, University of Turku, hyona@utu.fi
Ide, Michelle, Northern Illinois University, mide@niu.edu
Ihle, Frances, University of Kansas, fihle@ku.edu
Inohara, Keisuke, Kyoto University, k.inohara@at2.ecs.kyoto-u.ac.jp
Iseki, Ryuta, Kyoto University, riseki@educ.kyoto-u.ac.jp
Jacques, Baillé, Université Pierre-Mendès, jacques.baille@upmf-grenoble.fr
Jaeger, Allison, University of Illinois at Chicago, ajaege1@uic.edu
Jamrozik, Anja, Northwestern University, a.jamrozik@u.northwestern.edu
Janssen, Amanda, University of Minnesota, jans0078@umn.edu
Jenvey, Julia, University of Wisconsin - Madison, julia.jenvey@gmail.com
Jeon, Moongee, Konkuk University, mjeon1@konkuk.ac.kr
Johnson, Chelsea, University of Wisconsin - Madison, cvjohnson@wisc.edu
Jona, Kemi, Northwestern University, kjona@northwestern.edu
Kaakinen, Johanna, University of Turku, johanna.kaakinen@utu.fi
Kai, Akari, University of Tsukuba, Japan, akari.kai@gmail.com
Kaiser, Elsi, University of Southern California, emkaiser@usc.edu
Kaltner, John, Rhodes College, kaltner@rhodes.edu
Kamoen, Naomi, Utrecht University, N.Kamoen@uu.nl
Karpicke, Jeffrey D., Purdue University, karpicke@purdue.edu
Kaschak, Michael, Florida State University, kaschak@psy.fsu.edu
Keenan, Janice, University of Denver, jkeenan@psy.du.edu
Kendeou, Panayiota, Neapolis University Pafos, panayiota.kendeou@mcgill.ca
Kilgallen, Christine, Montclair State University, chrisk5186@gmail.com
Kim, Hyesun Claire, Woongjin Coway, hsckim@coway.co.kr
Kim, Hyun-Jeong Joyce, Woongjin Coway, cogsci@coway.co.kr
Kim, Suyeon, University of Wisconsin - Madison, kim14@wisc.edu
Kinnari, Taina, University of Turku, taina.kinnari@gmail.com
Kinstch, Walter, University of Colorado, wkintsch@psych.colorado.edu
Kirsch, Irwin, Educational Testing Service, ikirsch@ets.org
Klin, Celia, SUNY Binghamton, cklin@binghamton.edu
Knewitz, Dan, Northern Illinois University, daknewitz@yahoo.com
Knudsen, Line, State Education Grant & Loan Scheme Agency, likn@su.dk
Knutsen, Dominique, Université de Poitiers, dom.knutsen@gmail.com
Ko, Hwa-Wei, National Central University, hwawei@ncu.edu.tw
Komeda, Hidetsugu, Northwestern University, h-komeda@northwestern.edu
Kopp, Kristopher, Northern Illinois University, kkopp1@niu.edu
Kozak, Lizzy, Northwestern University, erkozak@gmail.com
Kraf, Rogier, Utrecht University, r.kraf@uu.nl
Kritikos, Nesina, Elmhurst College, kritikosn@net.elmhurst.edu
Kroll, Judith, Penn State University, jfk7@psu.edu
Krych-Appelbaum, Meredyth, Montclair State University, krychm@mail.montclair.edu
Kurby, Christopher, Washington University, ckurby@artsci.wustl.edu

Kusumi, Takashi, Kyoto University, kusumi@educ.kyoto-u.ac.jp
Lacivita, Eve, Northeastern Illinois University and Motorola, mebills@yahoo.com
Landi, Nichole, Haskins Laboratories, Yale University, nicole.landi@yale.edu
Lassonde, Karla, Minnesota State University, karla.lassonde@mnsu.edu
Latawiec, Beata, University of Illinois Urbana Champaign, blatawi2@illinois.edu
Lawless, Kimberly, University of Illinois at Chicago, klawless@uic.edu
Le Bigot, Ludovic, Universite de Poitiers, ludovic.le.bigot@univ-poitiers.fr
Lea, Brooke, Macalester College, lea@macalester.edu
Lee, Victor, Utah State University, victor.lee@usu.edu
Lehman, Blair, University of Memphis, balehman@memphis.edu
Levine, William, University of Arkansas, whlevine@uark.edu
Lewis, Mark, University of Minnesota, lewis505@umn.edu
Li, Fang, Utrecht University
Liebman, Ryan, Northern Illinois University, ryanniura@gmail.com
Lin, David, University of Memphis, davidlin@memphis.edu
Liu, Hang, University of Memphis, hang.liu09@gmail.com
Liu, Kris, UC Santa Cruz, kyliu@ucsc.edu
Llorens, Ana Cristina, University of Valencia, A.Cristina.Llorens@uv.es
Lopez-Escribano, Carmen, University Complutense de Madrid, carmenle@edu.ucm.es
Loschky, Lester, Kansas State University, loschky@ksu.edu
Louwerse, Max, University of Memphis, mlouwers@memphis.edu
Love, Jessica, The Ohio State University, love.131.@osu.edu
MacArthur, Charles, University of Delaware, macarthu@udel.edu
Magliano, Joseph, Northern Illinois University, jmagliano@niu.edu
Maitre, Jean-Philippe, Universite Pierre-Mendès, jean-philippe.aitre@upmf-grenoble.fr
Mak, Pim, Utrecht University, w.m.mak@uu.nl
Mana, Amelia, University of Valencia, Amelia.mana@uv.es
Manning, Flori, University of Illinois at Chicago, fhung2@uic.edu
Matarazzo, Kristina, Northern Illinois University, kmataraz@gmail.com
Mayor, Eric, University of Neuchâtel, eric.mayor@unine.ch
McCarthy, Kathryn, University of Illinois at Chicago, kmccart5@uic.edu
McKoon, Gail, The Ohio State University, mckoon.1@osu.edu
McMaster, Kristen, University of Minnesota, mcmas004@umn.edu
McNamara, Danielle S., University of Memphis, dsmcnamara1@gmail.com
Menser, Jasmine, Northern Illinois University, jmenser05@aol.com
Mensink, Mike, University of Minnesota, mens0058@umn.edu
Miller, Amanda, University of Denver, miller23@gmail.com
Millis, Keith, Northern Illinois University, kmillis@niu.edu
Mills, Gregory, Stanford University, gjmills@stanford.edu
Miranda, Andrew, Wichita State University, amiranda06@gmail.com
Mitchell, Heather, Webster University, hmitchell33@webster.edu
Miyake, Naomi, University of Tokyo, nmiyake@p.u-tokyo.ac.jp
Morishima, Yasunori, International Christian University, morishima@icu.ac.jp
Morrison, Linda, Southern Illinois University, lmorrison@siumed.edu
Motyka Joss, Laura, DePaul University, lmotyka2@depaul.edu
Nathan, Mitchell, University of Wisconsin - Madison, mnathan@wisc.edu
Nichols, John, Rhodes College, nicjt@rhodes.edu
Nielsen, Daniel, University of Michigan, nielsendan@gmail.com

Noice, Helga, Elmhurst College, helgan@elmhurst.edu
Noyes, Jan, University of Bristol, j.noyes@bristol.ac.uk
Nudo, Alyssa, DePaul University, alyssanudo@yahoo.com
O'Brien, Edward, University of New Hampshire, edward.obrien@unh.edu
O'Reilly, Tenaha, ETS, toreilly@ets.org
Oakhill, Jane, University of Sussex, janeo@sussex.ac.uk
Oberlander, Jon, University of Edinburgh, j.oberlander@ed.ac.uk
Olkoniemi, Henri, University of Turku, hoolko@utu.fi
Olney, Andrew, University of Memphis, aolney@memphis.edu
Oostendorp, Herre van, University of Utrecht, herre@cs.uu.nl
Orjales, Isabel, University Nacional de Educación a Distancia, iorjales@psi.uned.es
Oruzu, Yasuhiro, University of Alaska, afyo1@uaa.alaska.edu
Otis, Katya, Northwestern University, kotis@northwestern.edu
Pander Maat, Henk, Utrecht University, h.l.w.pandermaat@uu.nl
Parker, Christopher, Northern Illinois University, cparker@niu.edu
Pearson, P. David, University of California – Berkeley, ppearson@berkeley.edu
Pellegriño, James, University of Illinois at Chicago, pellegjw@uic.edu
Pepera, Kwan Yin, Université de Lyon 2, Kwan-Yin.Pepera@univ-lyon2.fr
Perez-Hernandez, Elena, University Complutense de Madrid, elenaperezhernandez@psi.ucm.es
Perry, Paul, Northern Illinois University, pperry@niu.edu
Person, Natalie, Rhodes College, peson@rhodes.edu
Peterson, Nicole, Elmhurst College, petersonn@net.elmhurst.edu
Pierrehumbert, Janet, Northwestern University, jbp@northwestern.edu
Pingor, Christopher, Montclair State University, cpingor@gmail.com
Purver, Matthew, Queen Mary University, mpurver@dcs.qmul.ac.uk
Pyc, Mary A., Kent State University, mpyc@kent.edu
Rai, Manpreet, Kansas State University, mkrai@ksu.edu
Raney, Gary, University of Illinois at Chicago, geraney@uic.edu
Rapp, David, Northwestern University, rapp@northwestern.edu
Ratcliff, Roger, The Ohio State University, ratcliff.22@osu.edu
Rawson, Katherine, Kent State University, krawson1@kent.edu
Reckert, Erika, Rhodes College, recek@rhodes.edu
Redeker, Gisela, Universitat Groningen
Richards, Kim, University of Illinois at Chicago, kricha4@uic.edu
Roque, Ricarose, Northwestern University, r-roque@northwestern.edu
Rosen, Rebecca, New School for Social Research, roser694@newschool.edu
Rouet, Jean Francois, Université de Poitiers, jean-francois.rouet@univ-poitiers.fr
Rus, Vasile, University of Memphis, vrus@memphis.edu
Russ, Rosemary, Northwestern University, r-russ@northwestern.edu
Sabatini, John, ETS, jsabatini@ets.org
Salas, Carlos, University of Illinois at Chicago, salas5@uic.edu
Salmerón, Ladislao, University of Valencia, ladislao.salmeron@valencia.edu
Sanders, Ted, Utrecht University, T.J.M.Sanders@uu.nl
Sanford, Anthony, Glasgow University, tony@psy.gla.ac.uk
Sauter, Megan, Northwestern University, megan.sauter@gmail.com
Scharrer, Lisa, WWU, lisa.scharrer@uni-muenster.de
Schmader, Chris, Northwestern, christopherschmader2008@northwestern.edu
Schober, Michael, New School for Social Research, schober@newschool.edu
Schroeder, Paul, University of Nevada Las Vegas, schroed9@unlv.nevada.edu

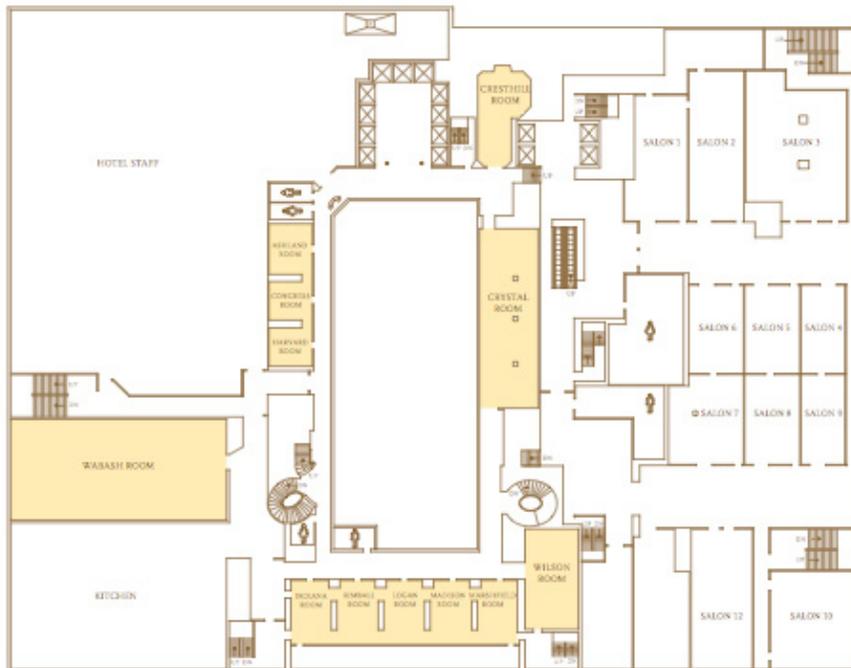
Schroeder, Sascha, Max Planck Institute, sascha.schroeder@mpib-berlin.mpg.de
Seipel, Ben, University of Minnesota, seip0019@umn.edu
Shala, Lubna, University of Memphis, lshala@memphis.edu
Sharritt, Matthew, Situated Research, LLC, matt@situatedresearch.com
Sharritt, Michel, Situated Research, LLC, michel@situatedresearch.com
Sherin, Bruce, Northwestern University, bsherin@northwestern.edu
Shilling, Hayley, University of Wisconsin - Madison, hshilling@wisc.edu
Shirouzu, Hajime, Chukyo University, cyf06070@nifty.ne.jp
Silva, Macarena, Lancaster University, m.silvatrujillo@lancaster.ac.uk
Singer, Murray, University of Manitoba, m_singer@umanitoba.ca
Skolnik, Julia, Northwestern University, j-skolnik@northwestern.edu
Smith, Emily, University of New Hampshire, ersmith@unh.edu
Sparks, Jesse, Northwestern University, sparks@u.northwestern.edu
Stadtler, Marc, WWU, marc.stadtler@uni-muenster.de
Steiner, Kristina, University of New Hampshire, kqr4@cisunix.unh.edu
Stiegler, Jennifer, University of New Hampshire, jj.stiegler@unh.edu
Su, Yi-Fen, National Taiwan Normal University, yifensu@ntnu.edu.tw
Surber, John, University of Wisconsin – Milwaukee, surber@csd.uwm.edu
Suthers, Daniel, Univeristy of Hawaii at Manoa, suthers@hawaii.edu
Taira, Tomohiro, Kyoto University, sakuusha@syd.odn.ne.jp
Tanner, Shawna, Grand Valley State University, shawna.tanner@comcast.net
Tapiero, Isabelle, Universite de Lyon 2, isabelle.tapiero@univ-lyon2.fr
Taylor, Andrew, Grand Valley State University, art7734@gmail.com
Todaro, Stacey, Adrian College, stodaro@adrian.edu
Tsuchiya, Eljirou, Chukyo University, h10502d@st.chukyo-u.ac.jp
Tsunemi, Kohei, Kyoto University
Uttal, David, Northwestern University, duttal@northwestern.edu
van den Broek, Paul, Leiden Universitat, broekpwwanden@FSW.leidentuniv.nl
Van DerWege, Mija, Carleton College, mvanderw@carleton.edu
Van Dijk, Teun, Universitat Pompeu Fabra, vandijk@discourses.org
vanVeen, Rosie, Utrecht University, r.vanveen@uu.nl
Varma, Sashank, University of Minnesota, sashank@umn.edu
Vidal-Abarca, Eduardo, University of Valencia, vidala@un.es
Virtue, Sandra, DePaul University, svirtue@depaul.edu
Voskuilen, Chelsea, Macalester College, cvoskuilen@cacalester.edu
Wallace, Patricia, Northern Illinois University, pwallace@niu.edu
Wang, Hao-Chuan, Cornell University, haochuan@cs.cornell.edu
Wiley, Jennifer, University of Illinois at Chicago, jwiley@uic.edu
Willford, Jonathan, Arizona State University, jwillfor@asu.edu
Willimon, Tyrel, Kansas State University, tyrelw@ksu.edu
Wissman, Kathryn, Kent State University, kwissman@kent.edu
Woehrle, James, Northern Illinois University, jim.woehrle@gmail.com
Wolfe, Michael, Grand Valley State University, wolfem@gvsu.edu
Zesiger, Pascal, University of Geneva, pascal.zesiger@unige.ch
Zwaan, Rolf, Erasmus University Rotterdam, zwaan@fsw.eur.nl

LOBBY LEVEL



LEGEND

THIRD floor



2010 ST&D Annual Meeting Schedule At-a-Glance

Monday
August 16, 2010

Tuesday
August 17, 2010

Wednesday
August 18, 2010

	8:00 Breakfast, Empire	8:00 Breakfast, Empire
8:30 Breakfast, Crystal	8:30-10:00 <i>Kroll Plenary</i> Empire	8:30-10:00 <i>Gernsbacher Plenary</i> Empire
<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">9:00-1:00 <i>Pre-conference Workshop</i> Crystal</div>	<div style="border: 1px solid black; padding: 5px; display: inline-block; width: 45%;">10:15-12:20 <i>Testing Effects</i> Crystal</div>	<div style="border: 1px solid black; padding: 5px; display: inline-block; width: 45%;">10:15-11:15 <i>Young Reader</i> Wabash</div>
	<div style="border: 1px solid black; padding: 5px; display: inline-block; width: 45%;">11:15-12:15 L1/L2 Wabash</div>	<div style="border: 1px solid black; padding: 5px; display: inline-block; width: 45%;">10:20-12 <i>Interviews & Surveys</i> Crystal</div>
		<div style="border: 1px solid black; padding: 5px; display: inline-block; width: 45%;">10:20-12 <i>Inferences</i> Wabash</div>
	12:20- 1:50 <i>Twentieth Anniversary Panel and Luncheon</i> Empire	12 - 1 Lunch on your own
		1 - 1:30 Society Meeting, Empire
<div style="border: 1px solid black; padding: 5px;">2:30 - 4: 15 <i>Opening Ceremony and Distinguished Scientific Contribution Address</i> Empire Room</div>	<div style="border: 1px solid black; padding: 5px; display: inline-block; width: 45%;">2:00-3:40 <i>Science Text</i> Crystal</div>	<div style="border: 1px solid black; padding: 5px; display: inline-block; width: 45%;">2:00-3:40 <i>Interactions & Discourse</i> Wabash</div>
	3:40-3:55 Afternoon Break	3:30-3:45 Afternoon Break
<div style="border: 1px solid black; padding: 5px; display: inline-block; width: 45%;">4:30-6:30 <i>Linguistic Features</i> Crystal</div>	<div style="border: 1px solid black; padding: 5px; display: inline-block; width: 45%;">3:55-5 <i>Models</i> Crystal</div>	<div style="border: 1px solid black; padding: 5px; display: inline-block; width: 45%;">3:15-4:55 <i>Embodiment</i> Crystal</div>
	<div style="border: 1px solid black; padding: 5px; display: inline-block; width: 45%;">3:55-5 <i>Figurative</i> Wabash</div>	<div style="border: 1px solid black; padding: 5px; display: inline-block; width: 45%;">3:15-4:55 <i>Reader Skills</i> Wabash</div>
<div style="border: 1px solid black; padding: 5px;">4:30-6:30 <i>Assessing Reading</i> Empire</div>	5:00 - 6:00 <i>Kaschak Award Address</i> Wabash	
<div style="border: 1px solid black; padding: 5px;">6:30-8:00 <i>Poster Session I & Reception</i> Honore</div>	6:00-7:30 <i>Poster Session II & Reception</i> Honore	