



Society for *t*ext & *d*iscourse

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**24<sup>th</sup> Annual Meeting Program and Abstracts**  
**August 4-6, 2014**  
**Chicago, Illinois**



**The Palmer House Hilton**  
**Chicago, Illinois**

# The Society for Text & Discourse thanks the Sponsors of the 24th Annual Meeting

*We express our appreciation to the following sponsors for their support of the  
24th Annual Meeting of the Society.*



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## *Welcome to Chicago!*

Welcome to Chicago! We are very excited and proud to be able to host the 24<sup>th</sup> annual meeting of the Society for Text & Discourse! This year we have an especially stimulating program, with posters and spoken presentations that cover the full range of scientific research on issues related to text and discourse processing, ranging from inferences to reading acquisition to figurative language to conversation to multiple document integration, just to name a few. We are also excited to present several plenary addresses from exceptional researchers in our field, highlighted by Chuck Perfetti (University of Pittsburgh), recipient of the 2014 Distinguished Scientific Contribution Award. On Wednesday, Tobias Richter will be giving a talk in his role as the 2013 Tom Trabasso Young Investigator Award recipient, and of course we also recognize Katherine Rawson as the recipient of the 2014 Tom Trabasso Young Investigator Award. And last but not least, we are especially pleased to present, on Tuesday afternoon, a special invited panel that will discuss current challenges confronting research on text and discourse, and the exciting directions our field may take into the future. We hope that you can contribute to discussion of this important topic.

The organizing committee wishes to thank the many reviewers who provided invaluable input on more than 140 submissions, and the many colleagues who pitched in and offered suggestions or assistance when needed. We also have a great group of student volunteers who have already helped us in many ways, both big and small. One reason that we are happy to host the conference is that this is a foundation for our professional lives. We are scholars, colleagues, friends, students, faculty, researchers, and educators. ST&D is an organization that has grown over the years – and is still growing. With great satisfaction, we have seen students join the Society and flourish, and observed partnerships and collaborations emerge. This is our professional home where we should all feel safe sharing ideas. So, feel free to go up to a person that you don't know, and introduce yourself. Chances are that you have something in common.

All work and no play may be the rule for some of us, but there is no better place to work and play than Chicago. The Palmer House Hilton is just steps away from world class museums, shopping, dining, and Lake Michigan. When you are here, take a few moments and discover the city. We think you will be happy.

Anne Britt, Sid Horton, & Keith Millis  
Program Chairs, Society for Text & Discourse, 2014

### **2014 Program Committee**

Richard Anderson, Jason Braasch, Stephen Briner, Roberta Corrigan, Frances Daniel, Sidney D'Mello, Reva Freedman, Darren Gergle, Susan Goldman, Thomas Griffin, Scott Hinze, Kris Kopp, Christopher Kurby, Joseph Magliano, Mike Mensink, Helga Noice, Tony Noice, Chantel Prat, Gary Raney, David Rapp, Melissa Ray, Stacey Todaro, Sandra Virtue, Patricia Wallace, Katja Wiemer, Jenny Wiley & Michael Wolfe

### **Student support**

Lillian Asiala, Dave Boveri, Candice Burkett, Spencer Campbell, Carlos Salas, Patrick Chambers, Allison Jaeger, Anja Jamrozik, Andrew Jarosz, Kathryn McCarthy, Krista Miller, Chris Schmader, Meghan Solomon, Brent Steffens & Elias Theodosis

Thanks to Carlos Salas for the cover photograph.

## **Future Meeting of the Society for Text & Discourse**

The 25th Annual Meeting will be held in  
Minneapolis, Minnesota  
**Chairs: Panayiota Kendeou & Sashank Varma**

*The Society is deeply indebted to  
Ted Sanders  
for his tireless and excellent service as  
Chair of the Governing Board  
2010-2013*

*Welcome and Congratulations to our new  
Chair  
Danielle McNamara*

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# Fellows of the Society for Text & Discourse

## 2014 Fellows

M. Anne Britt (Northern Illinois University)  
R. Brooke Lea (Macalester College)  
Joseph P. Magliano (Northern Illinois University)  
Keith Millis (Northern Illinois University)  
Charles A. Perfetti (University of Pittsburgh)  
Jean-François Rouet (Université de Poitiers)  
Isabelle Tapiero (Université Lyon 2)  
Jennifer Wiley (University of Illinois at Chicago)

## Fellows Selection Committee

*Ed O'Brien (chair), Jane Oakhill, & Ted Sanders*

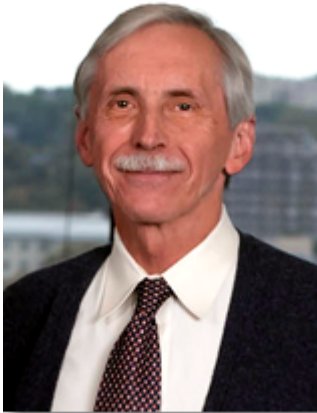
Fellow status is awarded to Society for Text & Discourse members who have made sustained outstanding contributions to the science of their field in the areas of research, teaching, service, and/or application. Fellows' contributions have enriched or advanced an area encompassed by the Society for Text & 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.

## Inaugural Fellows

<b>Patricia A. Alexander</b> (University of Maryland)	<b>Jerome L. Myers</b> (University of Massachusetts)
<b>Richard C. Anderson</b> (University of Illinois)	<b>Leo G. M. Noordman</b> (Tilburg University)
<b>Herbert H. Clark</b> (Stanford University)	<b>Jane V. Oakhill</b> (University of Sussex)
<b>Manuel de Vega</b> (Universidad de La Laguna)	<b>Edward J. O'Brien</b> (University of New Hampshire)
<b>Alan Garnham</b> (University of Sussex)	<b>Herre van Oostendorp</b> (University of Utrecht)
<b>Simon Garrod</b> (University of Glasgow)	<b>Ted J.M. Sanders</b> (University of Utrecht)
<b>Morton A. Gernsbacher</b> (University of Wisconsin-Madison)	<b>Anthony J. Sanford</b> (University of Glasgow)
<b>Richard J. Gerrig</b> (State University of New York at Stony Brook)	<b>Emanuel Schegloff</b> (UCLA)
<b>Arthur M. Glenberg</b> (Arizona State University)	<b>Michael F. Schober</b> (New School for Social Research)
<b>Susan R. Goldman</b> (University of Illinois-Chicago)	<b>Murray Singer</b> (University of Manitoba)
<b>Arthur C. Graesser</b> (University of Memphis)	<b>Paul van den Broek</b> (Leiden University)
<b>Walter Kintsch</b> (University of Colorado)	<b>Teun A. van Dijk</b> (Universitat Pompeu Fabra)
<b>Debra L. Long</b> (UC-Davis)	<b>Eduardo Vidal-Abarca</b> (Universitat de Valencia)
<b>Gail McKoon</b> (Ohio State University)	<b>Wietske Vonk</b> (Max Planck Institute for Psycholinguistics-Nijmegen)
<b>Danielle S. McNamara</b> (Arizona State University)	<b>James F. Voss</b> (University of Pittsburgh)
	<b>Rolf A. Zwaan</b> (Erasmus University Rotterdam)

## **2014 Distinguished Scientific Contribution Award**

### **Dr. Charles A. Perfetti**



Charles Perfetti has made important and unique contributions to the fields of reading, cognition, and language over the past 4 decades. Few researchers have made so great an impact on our understanding of reading at such a range of levels. His seminal book, *Reading Ability*, showed the importance of low-level linguistic knowledge on reading.

More recently, his Verbal Efficiency hypothesis and Lexical Quality hypothesis have been influential in shaping our understanding of the importance of reader's knowledge of and access to information about a word's orthographic, phonological, grammatical properties and its meaning. His work on individual differences in reading skill has been important to understanding both skilled performance and to identifying malleable trigger points for interventions. Charles was highly active in our Society's formative years and his past students and post-docs have been very active in the society including a past president and several past board members.

#### **Previous Recipients of the Distinguished Scientific Contribution Award**

2013: Morton Ann Gernsbacher

2010: Arthur Graesser

2012: Marcel Adam Just

2009: Herbert Clark

2011: Simon Garrod /Anthony Sanford

2008: Walter Kintsch

#### **Distinguished Scientific Contributions Award Committee**

*Jane Oakhill (chair), Morton Ann Gernsbacher, Arthur Graesser,  
Leo Noordman, & Jean-François Rouet*



## **2014 Tom Trabasso Young Investigator Award**

### **Katherine Rawson**

This award goes to an outstanding student who embodies Tom Trabasso's spirit of mentoring young scholars and creating a supportive context in our Society. Recipients have shown exceptional and innovative contributions to discourse research and demonstrated superior promise as leaders in the field.



Katherine Rawson is an Associate Professor at Kent State University. Her research focuses on text comprehension, learning and memory. One line of her research has advanced our understanding of how to optimize learning in educationally relevant domains, with an emphasis on instructional measures that promote the durability and efficiency of student learning, and the self-regulatory processes that support such learning. A second line sheds light on the cognitive processes involved in skill acquisition, with a particular focus on mechanisms underlying the automatization of reading processes. Dr. Rawson has accumulated an impressive record of scholarly publications on these topics that have had (and continue to have) a considerable impact on the field. Her over 50 peer-reviewed articles have appeared in a diverse set of outlets including: *Discourse Processes*; *Journal of Experimental Psychology*; *Journal of Memory and Language*; *Learning and Instruction*; *Psychological Science*; *Psychonomic Bulletin & Review*; and *Science*.

#### **Young Investigator Award Committee**

*Brooke Lea (chair), Susan Brennan, David Rapp, & Tobias Richter*



# **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 2014 award is:

## **Hemispheric Processing of High and Low Ambiguity Idioms**

**Stephen Briner**  
**University of Illinois at Chicago**

We investigated how the plausibility (i.e., the level of ambiguity) of an idiom influenced processing in the hemispheres. Participants read high or low ambiguity idioms and completed lexical decisions to related words in each visual field hemisphere. We observed greater facilitation for high than low ambiguity idioms in the right hemisphere, and greater facilitation for low than high ambiguity idioms in the left hemisphere. Thus, the right hemisphere shows involvement in connecting distantly related semantic information.

**Note. The talk is in the Monday 3:00-4:30 session entitled “Figurative and Emotional Language”**

**Jason Albrecht Award Committee**

*Brooke Lea (chair), Sid Horton, Johanna Kaakinen, & Chantel Prat*

# **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 2014 award is:

## **Linguistic Patterns in Fraudulent Science Writing Style**

**David Markowitz**  
**Cornell University**

When a scientist fakes data, does their deception change the pattern of their writing? To examine this question we analyzed 323 articles retracted for fraud and compared them to matched controls. An automated linguistic analysis using Linguistic Inquiry and Word Count software revealed that fraudulent publications have lower readability scores and less concrete language (e.g., fewer articles) than genuine publications. We discuss the implications of this research in terms of the obfuscation hypothesis.

**Note. The talk is in the Wednesday 2:45-4:30 session entitled “Computational, Corpus, Activity, and Computational Methods Essay Analyses”**

### **Outstanding Student Paper Award Committee**

*Brooke Lea (chair), Sid Horton, Johanna Kaakinen, & Chantel Prat*

# Monday, August 4<sup>th</sup>

## Pre-Conference Workshops

<b>9:00-12:00: Conference Registration</b>	<b>Honore ballroom foyer</b>
<b>9:00-12:00: Workshop</b> (must be pre-registered)  <b>Mixed-Effect Models for Multi-Level Data: An Introduction for Text Comprehension Researchers</b> <i>Tobias Richter, Julia Knoepke, &amp; Scott R. Hinze</i>	<b>Wabash Room</b>
<b>12:30-1:30: Break</b>	

# Monday, August 4<sup>th</sup> Conference Program

<b>12:00-5:00: Conference Registration</b>	<b>Honore ballroom foyer</b>
<p><b>1:30-3:00: Opening Ceremony</b></p> <p><b>Welcome, Awards, &amp; Special Recognitions</b>  <b>Presidential Remarks: Danielle McNamara</b>  <b>Program Chairs: Anne Britt, Sid Horton, Keith Millis</b>  <b>Student and Young Investigator Award Presentations: Brooke Lea</b>  <b>Fellow Presentations: Danielle McNamara</b></p> <p style="text-align: center;"><b>Distinguished Scientific Contribution Award Address</b>  <b>Charles Perfetti, University of Pittsburgh</b>  <b>Reading Comprehension: From words to multiple texts</b>  <b>and back again</b></p> <p style="text-align: center;"><i>Introductory Remarks: Jane Oakhill &amp; Anne Britt</i></p> <p>How people comprehend written language has been a central question in the reading and language sciences and an important topic during the 24-year history of the Society for Text and Discourse. Much progress has occurred in theoretical descriptions of comprehension processes and experimental demonstration of comprehension phenomena, especially at the higher levels of processing that distinguish real text understanding from simpler sentence and word processes. However, readers achieve real text understanding on a word-by-word basis. I demonstrate how experiments with fine-grain measures (e.g. ERPs) can reveal intimate interactions between word processes and text processes, leading to insights into how readers use words to build mental models of texts. Finally, I discuss exploratory studies of authentic literature using EEG recordings, which have the potential to reveal patterns of neural oscillation related to text and reader factors in comprehension.</p> <p style="text-align: right;"><b>Empire Room</b></p>	

<p><b>3:00-4:30: Symposium: Developing Instructional Approaches to Improve Discourse Comprehension in Struggling Adult Readers</b></p> <p style="text-align: right;"><b>Wabash Room</b></p> <p style="text-align: right;"><i>Chair: Arthur C. Graesser</i></p> <p>Overview of the Center for the Study of Adult Literacy  <i>Daphne Greenberg</i></p>	<p><b>3:00-4:30: Figurative and Emotional Language</b></p> <p style="text-align: right;"><b>Crystal Room</b></p> <p style="text-align: right;"><i>Chair: Gary Raney</i></p> <p>Title Influences Both Literal and Interpretive Representations of Literary Text  <i>Kathryn McCarthy, Candice Burkett, Stephen W. Briner, &amp; Susan R. Goldman</i></p>
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<p>Adult PACES: Adapting an Evidence-based Intervention to Deepen Reading Comprehension in Struggling Adult Readers <i>Maureen W. Lovett, Devi Rodgerson, Anthony Pedace, Jan C. Frijters, Glen McLeod, &amp; Léa Lacerenza</i></p> <p>Developing Reading Comprehension Lessons for Adults in AutoTutor <i>Arthur C. Graesser, Whitney Baer, Zhiqiang Cai, Patrick Hayes, Xiangen Hu, &amp; Andrew Olney</i></p> <p>Examples and Usability of the AutoTutor Reading Strategy Tutor <i>Haiying Li, Shi Feng, Lisa Mintz, Danielle N. Clewley, Brea Walker, Rachel Ankney, Qinyu Cheng, Sinchan Roychowdhury, Qiping Bao, Jordan Li Delong, Zhiqiang Cai, &amp; Arthur C. Graesser</i></p> <p>Survey of Adult Literacy Teachers' Instructional Practices Associated with Various Texts, Tasks and Social Conditions <i>Mark Conley &amp; Daphne Greenberg</i></p> <p>Elements of Motivation among Adult Struggling Readers: Interfaces with Intervention Architectures, Construct Coverage, and Factorial Validity <i>Jan C. Frijters, Kimberley Tsujimoto, Ayda Tekok-Kilic, Anthony Pedace, Devi Rodgerson, &amp; Daphne Greenberg</i></p> <p>Final thoughts and Discussion <i>Daphne Greenberg</i></p>	<p>A Metaphor Then is a Metaphor Now <i>Spencer Campbell &amp; Gary Raney</i></p> <p>Hemispheric Processing of High and Low Ambiguity Idioms <i>Stephen W. Briner, Sandra M. Virtue, &amp; Michael C. Schutzenhofer</i></p> <p>Identifying Valence and Arousal of Protagonists' and Readers' Own Emotional States <i>Jolien M. Mouw, Nadira Saab, Linda van Leijenhorst, &amp; Paul van den Broek</i></p> <p>Electrophysiological Evidence for a Causal Role of Facial Feedback in Online Emotional Language Comprehension <i>David Havas &amp; Thomas Haasl</i></p>
<p><b>4:30-6:00: Poster Session I and Reception</b></p> <p style="text-align: right;"><b>Honore ballroom foyer</b></p>	

# Tuesday, August 5<sup>th</sup>

<b>8:30-9:00: Continental Breakfast</b> <b>8:00-5:00 Conference Registration</b>	
<b>Outside of the crystal room</b>	
<b>9:00-10:30: Sourcing and Disciplinary Reading</b>  <p style="text-align: right;"><b>Wabash Room</b> <i>Chair: Jason Braasch</i></p> <p>Task-Oriented, Scenario-Based Assessment for Middle Grades Students: What Can We Learn From Timing Data? <i>John Sabatini, Tenaha O'Reilly, Laura Halderman, &amp; Kelly Bruce</i></p> <p>Building a Cognitively based Assessment of Reading for High School Students: Evidence of Disciplinary Reading? <i>Tenaha O'Reilly, John Sabatini, Jonathan Weeks, Laura Halderman, Kelly Bruce, &amp; Jonathan Steinberg</i></p> <p>Do Teenage Readers Use Source Information When Faced with Discrepant Information? <i>Guillaume de Pereyra, Sandrine Belkadi, Laurène Marbach, &amp; Jean-François Rouet</i></p> <p>Sourcing While Reading: When Spontaneous Sourcing Behaviour Does Not Reflect Individual Capabilities <i>Marc Stadtler, Stephanie Babel, Jean-Francois Rouet, &amp; Rainer Bromme</i></p> <p>Conflicting but Close: Contradiction Enhances Source Integration in Readers' Memory for Short Texts <i>Gaston Saux, M. Anne Britt, Ludovic Le Bigot, &amp; Jean-François Rouet</i></p>	<b>9:00-10:30: Engagement, Memory, and Moment-to-Moment Processing</b>  <p style="text-align: right;"><b>Crystal Room</b> <i>Chair: Chris Kurby</i></p> <p>The Role of Expository Text Structure in Moment-to-Moment Processing <i>Melissa Ray &amp; Joseph P. Magliano</i></p> <p>Language Features of Event Descriptions: The Relationship of Narrativity to Episodic Memory Strength and Referential Activity <i>Kristin L. Nelson, Sean M. Murphy, Bernard Maskit, &amp; Wilma Bucci</i></p> <p>Mind Wandering, Non-Contingent Processing, and Recall in Reading <i>Peter Dixon, Marisa Bortolussi, &amp; Milandeep Khangura</i></p> <p>Decoupling as a Measure of Engagement during Reading <i>Caitlin Mills, Evan F. Risko, Arthur C. Graesser, &amp; Sidney D'Mello</i></p> <p>Short Evaluative, Back Channel, and Short Emotional Feedback in the AutoTutor Trialogues for Struggling Adult Readers <i>Shi Feng, Lisa Mintz, Sinchan Roychowdhury, Zhiqiang Cai, &amp; Arthur C. Graesser</i></p>
<b>10:30-11:00: Coffee Break</b>	

<p><b>11:00-12:30: Symposium: Cracking the Creative Code: Investigating the Link between Creativity and Literacy Skills</b>  <b>Wabash Room</b>  <i>Chair: Erica Snow &amp; Laura Allen</i></p> <p>Narrative Mysteries Prompt Creative Participation  <i>William Wenzel &amp; Richard Gerrig</i></p> <p>When Reading Skill and Creativity Converge: Predicting Solution of Duncker's Problems  <i>Jennifer Wiley &amp; Patrick J. Cushen</i></p> <p>Relations among Interest, Engagement, and Question Asking as Precursors to Creative Problem Solving  <i>Amanda Durik &amp; Joe Magliano</i></p> <p>You've Got Style: Examining the Links between Writing Flexibility and Creativity  <i>Danielle McNamara, Laura K. Allen, &amp; Erica Snow</i></p> <p>Discussant: <i>Danielle McNamara</i></p>	<p><b>11:00-12:30: Inconsistencies and Misinformation</b>  <b>Crystal Room</b>  <i>Chair: Mike Mensink</i></p> <p>Adolescents' Detection of Contradictions Between Multiple Representations in Science  <i>Candice Burkett, Susan R. Goldman, &amp; M. Anne Britt</i></p> <p>The Collaborative Consequences of Spontaneously Produced Inaccuracies on Individual Memory  <i>Jessica Andrews, Bruce L. Sherin, &amp; David N. Rapp</i></p> <p>Context and Misinformation  <i>Meghan Salomon &amp; David Rapp</i></p> <p>Confronting Historical Misconceptions with Refutation Texts  <i>Amalia Donovan, Jennifer Siedjak, &amp; David N. Rapp</i></p> <p>The KReC Framework: Evidence from Reading Times, ThinkAloud, and EyeTracking  <i>Panayiota Kendeou &amp; Edward J. O'Brien</i></p>
<p><b>12:30-2:00: Lunch (on own)</b></p>	
<p><b>2:00-3:00: Invited panel: Perspectives on Current Challenges or Visions for the Future of Text and Discourse</b>  <b>Empire Room</b>  <i>Chair: Anne Britt</i></p> <p>Senior members of the Society for Text and Discourse will each give a brief presentation of some current challenges or visions for important future directions as they see it. These formal presentations will end at 2:40. We will then have a 20 to 30 minute open session for questions, comments and discussion.</p> <p><b>Arthur Graesser</b> (University of Memphis): Past Chair of and member of Governing Board; Distinguished Scientific Contribution Awardee, Inaugural Fellow, Co-Chair of 2008 meeting</p> <p><b>Michael Schober</b> (New School for Social Research): Inaugural Fellow, Editor-in-Chief of Discourse Processes; Governing Board member</p> <p><b>Eduardo Vidal-Abarca</b> (Universitat de Valencia): Fellow, Co-Chair of 2013 meeting</p> <p><b>Jennifer Wiley</b> (University of Illinois at Chicago): Fellow; Co-Chair of 2004 and 2010 meetings; Ex-Treasurer, Governing Board Member</p>	



<b>3:15-4:30: Symposium: Text Complexity in Literature</b>	<b>3:15-4:30: Supporting Strategic and Self-Regulated Reading</b>
<p style="text-align: right;"><b>Wabash Room</b> <i>Chair: Carol D. Lee</i></p>	<p style="text-align: right;"><b>Crystal Room</b> <i>Chair: Thomas Griffin</i></p>
<p>A Multi-dimensional Model of Literary Text Complexity <i>Carol D. Lee</i></p> <p>Instructional Supports for Managing Complexity in Comprehension and Interpretation of Literary Texts <i>Sarah Levine, Susan R. Goldman, Teresa Sosa, &amp; Allison Hall</i></p> <p>Understanding the Complexity of Epistemological Beliefs in Literary Interpretation <i>Mariya A. Yukhymenko, Stephen Briner, Sarah Levine, Joseph P. Magliano, Carol D. Lee, &amp; Susan R. Goldman</i></p>	<p>Cognitive Reflection as a Predictor of Reading Strategy Acquisition <i>Matthew Jacovina, Erica L. Snow, &amp; Danielle S. McNamara</i></p> <p>Effects of Feedback to Self-Regulate Strategic Decisions in Task-Oriented Reading <i>Eduardo Vidal-Abarca, Ana C. Llorens, Raquel Cerdan, &amp; Maria A. Serrano</i></p> <p>Analogies and Meta-comprehension of Expository Texts <i>Andrew Taylor &amp; Jennifer Wiley</i></p> <p>Who's in Control?: Self-Regulated Behaviors and Self-Explanation Quality <i>Erica Snow, Laura K. Allen, &amp; Danielle S. McNamara</i></p>
<p><b>4:30-6:00: Poster Session II and Reception</b></p> <p style="text-align: right;"><b>Honore ballroom foyer</b></p>	
<p><b>Architectural boat tour for those who had paid (Arrive at dock at 7:30; boat leaves at 8:00, see handout map)</b></p>	

# Wednesday, August 6<sup>th</sup>

<b>8:30-9:00: Breakfast</b>	
<b>Outside of the crystal room</b>	
<b>9:00-10:30: Learning from Multiple Texts</b> <b>Wabash Room</b> <i>Chair: Kristopher Kopp</i>	<b>9:00-10:30: Early Readers</b> <b>Crystal Room</b> <i>Chair: Sandra Virtue</i>
<p>Relating Relational Reasoning in Graphic, Verbal, and Multiple Text Tasks  <i>Alexandra List, Sophie Jablansky, Courtney Hattan, &amp; Patricia A. Alexander</i></p> <p>Learning from Multiple Documents: More than Just Reading Between the Lines  <i>Allison J. Jaeger &amp; Jennifer Wiley</i></p> <p>Assessing Multiple Aspects of Multiple Document Comprehension  <i>Jesse R. Sparks, Tenaha O'Reilly, John P. Sabatini, &amp; Paul Deane</i></p> <p>The Impact of Epistemological Beliefs about Information Integration on Learning from Multiple Documents  <i>Thomas Griffin, Carlos Salas, Jennifer Wiley, &amp; M. Anne Britt</i></p> <p>Emergence of Critical Reading in L2 Literature Seminar—Application of Discourse Analysis in Pedagogy  <i>Nobuko Koyama</i></p>	<p>Children's Comprehension Monitoring of Inconsistencies in Text: a Reading Time and Eye-Tracking Study  <i>Sabrina Ammi &amp; Kate Cain</i></p> <p>The Role of Executive Functions in Reading Comprehension: A Developmental Study in Less-Skilled Comprehenders From 3rd To 9th Grades  <i>Anna Potocki, Monique Sanchez, Jean Ecalle, &amp; Annie Magnan</i></p> <p>Influence of a Reading Task on Text Processing Strategies of Elementary School Children: An Eye Movement Study  <i>Johanna Kaakinen, Annika Lehtola, &amp; Satu Paattilammi</i></p> <p>A Large-Scale Reading Comprehension Intervention Study Aimed At the Formation of an Embodied Situation Model: Effects of the Inference Making Training  <i>Lisanne Bos, Bjorn de Koning, &amp; Menno van der Schoot</i></p> <p>Reading Comprehension and Vocabulary: Is Vocabulary More Important for Some Aspects of Comprehension?  <i>Kate Cain &amp; Jane Oakhill</i></p>
<b>10:30-11:00: Coffee Break</b>	

<p><b>11:00-12:30: Inferences and Comprehension Processes</b></p> <p style="text-align: right;"><b>Wabash Room</b> <i>Chair: Melissa Ray</i></p> <p>Base Rate Neglect During Schema-Based Comprehension <i>Sashank Varma &amp; Stacey Braaten</i></p> <p>Phantom Recollection of Bridging and Elaborative Inferences <i>Murray Singer &amp; Jackie Spear</i></p> <p>Performance Feedback as a Strategy for Overcoming Gender Stereotyping During Reading <i>Jane Oakhill, Eimear Finnegan, &amp; Alan Garnham</i></p> <p>Fostering Semantic Processing of Words During Visual Search for Verbal Material <i>Nicolas Vibert, Christine Ros, Jason L. G. Braasch, Sandrine Belkadi, &amp; Jean-François Rouet</i></p> <p>Tracking Multilink Reasoning in a Knowledge Transfer Task <i>Shufeng Ma &amp; Richard C. Anderson</i></p>	<p><b>11:00-12:30: Conversation and Adaptation</b> <b>Crystal Room</b> <i>Chair: Helga Noice</i></p> <p>Audience Tuning and Audience Design: A specific adaptation? <i>Franziska M. Thon &amp; Regina Jucks</i></p> <p>“As the question, so the answer?” Exploring the Adaptive Mechanism of Communication: Insights from HCI <i>Gesa Linnemann &amp; Regina Jucks</i></p> <p>Addressee Backchannels in Collaborative Narration <i>Jackson Tolins &amp; Jean E. Fox Tree</i></p> <p>Understanding the Perspectives of Interacting Characters: Detecting Theory of Mind Inferences from Eye Movements <i>Franco Amati &amp; Susan Brennan</i></p> <p>When Worlds Collide: Resonance and Compartmentalized Common Ground <i>Mija Van Der Wege, Brooke Lea, &amp; Shaina Davis</i></p>
<p><b>12:30-2:00: Lunch (on own)</b></p>	
<p><b>2:00-2:40 Young Investigator Award Address: Tobias Richter</b></p> <p><b>Comprehension and validation of text information: Two sides of the same coin</b></p> <p>In psychological research, the comprehension of linguistic information and the knowledge-based assessment of its validity or plausibility are often regarded as two separate stages of information processing. Recent findings in psycholinguistics and text comprehension research call this two-stage model into question, suggesting that the comprehension and validation of information are more closely interwoven than traditionally assumed. In my talk, I will review research from our own lab and by others indicating that the comprehension of sentences and texts involves a routine and early validation of the communicated information. Moreover, the concept of validation can contribute to a better theoretical understanding of many comprehension situations when readers are confronted with conflicting or implausible information, from the comprehension of single sentences that convey false information to multiple texts on controversial scientific topics.</p> <p style="text-align: right;"><b>Wabash Room</b></p>	

<p><b>2:45-4:30: Symposium: The Role of Reader Beliefs in Text Comprehension</b>  <b>Wabash Room</b>  <i>Chair: Johanna K. Kaakinen</i></p> <p>Adolescents' Reasoning About Belief-Relevant Arguments: A Mixed Methods Study  <i>Matt McCrudden &amp; Erin M. McTigue</i></p> <p>The Effect of Attitudes on Reading Immigration-Related Arguments: An Eye-Movement Study  <i>Suvi Peltoniemi &amp; Johanna K. Kaakinen</i></p> <p>The Interplay of Plausibility and Information Certainty in Text Comprehension  <i>Maj-Britt Isberner, Tobias Richter, &amp; Johanna K. Kaakinen</i></p> <p>The Role of Topic-Specific Epistemic Beliefs in Students' Sourcing on the Internet  <i>Yvonne Kammerer, Ladislao Salmerón, &amp; Laura Gil</i></p> <p>How Source Credibility and Text Comprehensibility Influence Readers' Evaluation of Scientific Claims  <i>Lisa Scharrer, Marc Stadtler, &amp; Rainer Bromme</i></p> <p>Belief Change and Memory for Previous Beliefs After Comprehension of Contentious Scientific Information  <i>Michael B. Wolfe, Todd J. Williams, Carli Geers, John Hessler, &amp; Isaac Simon</i></p>	<p><b>2:45-4:30: Computational, Corpus, Activity, and Computational Methods Essay Analyses</b>  <b>Crystal Room</b>  <i>Chair: Roberta Corrigan</i></p> <p>In Other Words: Investigating the Role of Lower and Higher-Level Cognitive Skills in the Properties of Written Essays  <i>Laura K. Allen, Erica Snow, &amp; Danielle McNamara</i></p> <p>Effects of Rewriting Essays on Linguistic Measures of Complexity  <i>Reva Freedman &amp; Douglas Krieghbaum</i></p> <p>Assessment of Episodic Memory Using Computerized Measures of Referential Activity  <i>Bernard Maskit &amp; Wilma Bucci</i></p> <p>Generative Topic Modeling for Concept Understanding  <i>Alastair Gill &amp; Francisco Iacobelli</i></p> <p>Linguistic Patterns in Fraudulent Science Writing Style  <i>David Markowitz &amp; Jeffrey T. Hancock</i></p> <p>Online Reading of a Political Blog by Lurkers, Posters, and Non-Interactive Readers  <i>Kamala Sankaram &amp; Michael F. Schober</i></p>
<p><b>4:30-5:15pm</b> – Closing Session and Open business meeting (All encouraged to attend)  <b>Wabash Room</b></p>	

# Spoken Session Abstracts

## Monday August 4th

### **Symposium: Developing Instructional Approaches to Improve Discourse Comprehension in Struggling Adult Readers Monday August 4<sup>th</sup>, 3:00-4:30, Wabash Room**

#### **Overview of the Center for the Study of Adult Literacy**

*Daphne Greenberg*

The Center for the Study of Adult Literacy is a national research center (supported by the Institute of Education Sciences, US Department of Education) and focuses on adults who read at the 3<sup>rd</sup>-8<sup>th</sup> grade levels. My presentation will focus on a brief overview of adult literacy and an overview of all our Center's mission, goals, and activities. In addition, I will share the Center's website, and explain our web-based text repository.

#### **Adult PACES: Adapting an Evidence-based Intervention to Deepen Reading Comprehension in Struggling Adult Readers**

*Maureen W. Lovett, Devi Rodgers, Anthony Pedace, Jan C. Frijters, Glen McLeod, & Léa Lacerenza*

Adult literacy learners reading between a 3<sup>rd</sup> and 8<sup>th</sup> grade level often struggle with many aspects of reading proficiency. We describe the theoretical principles and evidence base guiding iterative development of a research-based intervention for struggling adult readers. Five text comprehension strategies are taught as well as the prerequisite skills and knowledge to use and monitor the strategies effectively. Preliminary results from pilot teaching of Adult PACES and focus group feedback from participants are described.

#### **Developing Reading Comprehension Lessons for Adults in AutoTutor**

*Arthur C. Graesser, Whitney Baer, Zhiqiang Cai, Patrick Hayes, Xiangen Hu, & Andrew Olney*

We describe the iterative process for developing lessons in reading comprehension with an AutoTutor program that holds a conversation between two computer agents and a human (called a "dialog"). The lessons incorporate teaching strategies from the PACES curriculum. Content is delivered through a combination of dialogs, interactive media, questioning, and motivational game features. There will be examples of the PACES intervention with conversational patterns of AutoTutor dialogs.

#### **Examples and Usability of the AutoTutor Reading Strategy Tutor**

*Haiying Li, Shi Feng, Lisa Mintz, Danielle N. Clewley, Brea Walker, Rachel Ankney, Qinyu Cheng, Sinchan Roychowdhury, Qiping Bao, Jordan Li DeLong, Zhiqiang Cai, & Arthur C. Graesser*

CSAL has been developing the AutoTutor intelligent reading tutor to help low-ability adult readers read better through the conversations with dialogs that include a tutor agent, a peer agent, and the human learner. Examples of dialogs are presented along with a study of the usability of the system with two pedagogical environments: competitive learning and vicarious learning.

Results showed college students viewed the vicarious learning as more engaging than the competitive game with agents.

### **Survey of Adult Literacy Teachers' Instructional Practices Associated with Various Texts, Tasks and Social Conditions**

*Mark Conley & Daphne Greenberg*

This paper reports on a recent survey of adult literacy teachers with respect to their choices of text, tasks and social conditions for instruction. The survey comes in the context of massive changes in digital and print texts and contexts over the last decade. Findings indicated that while some traditional texts still are emphasized, adult literacy teachers overwhelmingly are using the Internet to research and find texts for adult learners.

### **Elements of Motivation among Adult Struggling Readers: Interfaces with Intervention Architectures, Construct Coverage, and Factorial Validity**

*Jan C. Frijters, Kimberley Tsujimoto, Ayda Tekok-Kilic, Anthony Pedace, Devi Rodgers, & Daphne Greenberg*

This paper describes a comprehensive assessment of motivation for struggling adult readers. Construct coverage includes aspects of intrinsic motivation, competence, avoidance motivation, and anxiety. Interfaces between motivation constructs and the early iterations of program architecture are made, emphasizing motivational elements that past research has shown to influence motivation and intervention effectiveness. In vivo examples of motivational turns during pilot implementations are also offered.

## **Figurative and Emotional Language Monday August 4<sup>th</sup>, 3:00-4:30, Crystal room**

### **Title Influences Both Literal and Interpretive Representations of Literary Text**

*Kathryn McCarthy, Candice Burkett, Stephen W. Briner, & Susan R. Goldman*

Reading literature involves interpreting the author's message (Langer, 2010). This interpretation is built upon literal understanding of the text; however, there is little empirical work on this relationship. In this study, eighth graders read a short story presented with one of two titles. Analysis of their summaries of the text and interpretations of the story's message indicated that the title systematically altered the way the text was comprehended both at the literal and interpretative levels.

### **A Metaphor Then is a Metaphor Now**

*Spencer Campbell & Gary Raney*

Research in metaphor processing has made use of the normed metaphor database created by Katz et al. (1988) for over 25 years. Because of the plasticity of figurative language, a renorming of selected metaphors from the database was conducted on a new population. Correlations between the data sets show that the pattern of responses has remained consistent across time and populations. This consistency allows us to be confident in future research that uses the collection.

### **Hemispheric Processing of High and Low Ambiguity Idioms**

*Stephen W. Briner, Sandra M. Virtue, & Michael C. Schutzenhofer*

We investigated how the plausibility (i.e., the level of ambiguity) of an idiom influenced processing in the hemispheres. Participants read high or low ambiguity idioms and completed lexical decisions to related words in each visual field hemisphere. We observed greater facilitation for high than low ambiguity idioms in the right hemisphere, and greater facilitation for low than high ambiguity idioms in the left hemisphere. Thus, the right hemisphere shows involvement in connecting distantly related semantic information.

### **Identifying Valence and Arousal of Protagonists' and Readers' Own Emotional States**

*Jolien M. Mouw, Nadira Saab, Linda van Leijenhorst, & Paul van den Broek*

We investigated whether adult readers distinguish between the direction (valence) and specificity (arousal) of their own emotional states and those of protagonists while reading narratives with neutral and emotional target sentences. In both conditions, readers distinguished between their own emotional states and those of the protagonist. In addition, similar to readers' own emotional states, both valence and arousal ratings of protagonists' emotional states were rated more neutral in the control condition.

### **Electrophysiological Evidence for a Causal Role of Facial Feedback in Online Emotional Language Comprehension**

*David Havas & Thomas Haasl*

Prior research suggests a causal role for facial feedback in comprehending emotionally congruent sentences, but are the effects of peripheral feedback in online comprehension mediated by secondary central changes? We investigated the physiological mechanism of emotion language interactions using a facial fatigue manipulation and electromyography. As predicted by embodied theories, fatiguing muscles of facial expression hindered subsequent processing of emotionally congruent sentences. The physiological antecedents of this effect were consistent with a peripheral mechanism.

## **Tuesday August 5th**

### **Sourcing and Disciplinary Reading**

**Tuesday August 5<sup>th</sup>, 9:00-10:30, Wabash Room**

### **Task-Oriented, Scenario-Based Assessment for Middle Grades Students: What Can We Learn From Timing Data?**

*John Sabatini, Tenaha O'Reilly, Laura Halderman, & Kelly Bruce*

This paper presents a task-oriented reading assessment derived from the theory in text and discourse literature. The assessment had the goal of broadening the construct coverage and enhancing the instructional relevance of comprehension assessments. The scenario-based assessment gave examinees a broader purpose to motivate their reading, and included simulated peers to carry this scenario across the test session. In this study, we investigate how various forms of timing data is related to examinee test performance.



### **Building a Cognitively based Assessment of Reading for High school Students: Evidence of disciplinary reading?**

*Tenaha O'Reilly, John Sabatini, Jonathan Weeks, Laura Halderman, Kelly Bruce & Jonathan Steinberg*

Recent research and the common core standards have proposed content area and disciplinary reading, but there are no formal assessments. Data from 5,568 students indicated the disciplinary assessment was scalable and displayed adequate psychometric properties. About 18% of the variance in comprehension scores was explained by background knowledge. Although items that required students to apply what they read in disciplinary ways were more difficult than general comprehension questions, the unidimensional model provided the best fit.

### **Do Teenage Readers Use Source Information When Faced with Discrepant Information?**

*Guillaume de Pereyra, Sandrine Belkadi, Laurene Marbach, & Jean-François Rouet*

Teenage and adult readers were asked to read short stories introducing two sources, whose statements were either consistent or discrepant. Online reading processes were recorded with eye-tracking. We also measured references to sources in readers reports of the described events, and their delayed recall of who said what. Source use and source memory increased with age, suggesting that teenage readers do not spontaneously integrate source information in their representation of conflicting texts.

### **Sourcing While Reading: When Spontaneous Sourcing Behaviour Does Not Reflect Individual Capabilities**

*Marc Stadtler, Stephanie Babel, Jean- Francois Rouet, & Rainer Bromme*

This study acquired adolescent readers' spontaneous use of source information when reading about a socioscientific controversy. We additionally examined readers' mastery of sourcing skills using the Source Knowledge Inventory (Rouet et al., 2013). Data from two German classes suggest that ninth graders possess good sourcing skills, yet do not show them spontaneously while reading. Future research needs to examine how adolescents can be motivated to use source information to enhance their understanding of a scientific controversy.

### **Conflicting but Close: Contradiction Enhances Source Integration in Readers Memory for Short Texts**

*Gaston Saux, M. Anne Britt, Ludovic Le Bigot, & Jean-François Rouet*

The recognition and recall of sources embedded in short stories was examined as a function of whether sources provided Consistent or Discrepant information, and whether one of the sources was reinstated at the end of the story (Control vs. Reinstatement). Source Reinstatement increased recognition accuracy in the Discrepant but not in the Consistent condition. Additionally, sources were better recalled in Discrepant than in Consistent conditions. Implications for the documents model framework of comprehension are discussed.

## **Engagement, Memory, and Moment-to-Moment Processing**

### **Tuesday August 5<sup>th</sup>, 9:00-10:30, Crystal Room**

#### **The Role of Expository Text Structure in Moment To Moment Processing**

*Melissa Ray & Joseph P. Magliano*

Text structure can provide helpful information about how readers create a mental representation during reading. This study examined the relationship between inferential processes and various structures contained in expository texts. Utilizing written think-aloud protocols, we examined the association between the number of structural relationships that sentences within a text possessed and inferences made when reading. Regression analysis indicated that structural relationships were predictive of integrative processes.

#### **Language Features of Event Descriptions: The Relationship of Narrativity to Episodic Memory Strength and Referential Activity**

*Kristin L. Nelson, Sean M. Murphy, Bernard Maskit, & Wilma Bucci*

Narrativity was compared to episodic memory strength, and Referential Activity (RA) in event narratives provided by Schacter (2008). Correlations between narrativity and episodic memory strength were:  $\rho=.49$ ,  $p=.028$ ; and between narrativity and RA,  $\rho=.54$ ,  $p=.014$ , in a pilot sample ( $n=20$ ). Maskit et al. (2014) report a high effect size correlation between RA and episodic memory strength. A further study will include 128 narratives and consider convergence and divergence of these measures within and across texts.

#### **Mind Wandering, Non-Contingent Processing, and Recall in Reading**

*Peter Dixon, Marisa Bortolussi, & Milandeep Khangura*

Subjects read stories sentence by sentence, and, in some conditions, a 2s blank interval was interleaved between sentences. Periodically, subjects were interrupted and asked to rate whether they were on task. The delay increased the tendency to mind wander for some subjects. However, for those who remained on task, the added delay increased their story recall. We conclude that the delay increased noncontingent processes that proceed independently of the perceptual input.

#### **Decoupling as a Measure of Engagement during Reading**

*Caitlin Mills, Evan F. Risko, Arthur C. Graesser, & Sidney D'Mello*

We developed a measure of engagement during reading based on the discrepancy (decoupling) between reading times and text complexity. Decoupling was computed via the absolute difference between reading times and the text's FleschKincaid Grade Level (text complexity measure). We provide initial evidence for the validity of this measure, as decoupling was positively related to mind wandering and negatively related to reading comprehension. Results suggest that decoupling scores may be a viable measure of engagement.

#### **Short Evaluative, Back Channel, and Short Emotional Feedback in the AutoTutor Trialogues for Struggling Adult Readers**

*Shi Feng, Lisa Mintz, Sinchan Roychowdhury, Zhiqiang Cai, & Arthur C. Graesser*

The present study investigates different types of feedback in the AutoTutor conversational agents that help struggling adult readers. We examined the relationship between different categories of feedback, response time, and impressions of the system. College students were assigned to three different feedback conditions for the same interactive lesson. The response times of the learner

were longest when agents gave back channel feedback. Participants in a short evaluative feedback condition had the strongest perceived engagement.

**Symposium: Cracking the Creative Code: Investigating the Link between  
Creativity and Literacy Skills  
Tuesday August 5<sup>th</sup>, 11:00-12:30, Wabash Room**

**Narrative Mysteries Prompt Creative Participation**

*William Wenzel & Richard Gerrig*

This project addressed ways in which narrative mysteries prompt people to think creatively. Using phases of the creative process as a template, we wrote stories that presented mysteries. Our experiments examined how convergent and divergent outcomes affected people's reading times and speak-aloud responses. Our results suggest that the different types of outcomes prime convergent and divergent mindsets with substantial consequences for readers' participation in narrative worlds. We discuss, more generally, how mysteries might enhance creativity.

**When Reading Skill and Creativity Converge: Predicting Solution of Duncker's Problems**

*Jennifer Wiley & Patrick J. Cushen*

Although Duncker's radiation problem and its derivatives are inherently text-based, no work to date has focused on the importance of text processing in their solutions. The experiments reported in this presentation examined the influence of different types of similarity (surface level and situation-model) between stories. The results demonstrate an important role for reading ability via its effects on the representation of both the source and target problems, which in turn affects the creative solution process.

**Relations among Interest, Engagement, and Question Asking as Precursors to Creative Problem Solving**

*Amanda Durik & Joe Magliano*

Problem solving in the context of open-ended academic tasks can be complex and require a great level of flexibility in thinking, goal setting, and strategy application. Some learners exhibit cognitive flexibility within learning contexts by freely generating questions about the content. We explore the extent to which learners ask questions during knowledge acquisition while reading text, and how this relates to interest and exploration.

**You've Got Style: Examining the Links between Writing Flexibility and Creativity**

*Danielle McNamara, Laura K. Allen, & Erica Snow*

We propose that creativity, particularly for writing, may be intrinsically linked to the ability to be flexible. In the current work, we use natural language processing and dynamics methodologies to track the flexibility of students' writing styles. Additionally, we investigate links between essay quality, essay properties, and human ratings of creativity. Results suggest that better writers are more creative and flexible in their writing. Implications of these results along with future research will be discussed.

## **Inconsistencies and Misinformation**

### **Tuesday August 5<sup>th</sup>, 11:00-12:30, Crystal Room**

#### **The Collaborative Consequences of Spontaneously Produced Inaccuracies on Individual Memory**

*Jessica Andrews, Bruce L. Sherin, & David N. Rapp*

Collaboration is associated with many learning benefits. However, it can prove detrimental when inaccuracies from partners are relied upon for subsequent tasks. In the current study, we examined whether such effects would emerge when pairs discussed information for which they should hold prior knowledge. Partners collaborated to name U.S. states and capitals, with misinformation sometimes spontaneously provided. The way in which a participant responded to the inaccuracy predicted whether it was reported at test.

#### **Context and Misinformation**

*Meghan Salomon & David Rapp*

People rely on what they read, even when information is false and they should know better. This phenomenon is termed the misinformation effect. We tested whether such reliance is driven by task demands. After reading stories containing misinformation, participants were moved to and tested in a different location. Changing the encoding and retrieval settings failed to eliminate the misinformation effect. These results indicate the misinformation effect is unlikely to be a consequence of task demands.

#### **Adolescents' Detection of Contradictions Between Multiple Representations in Science**

*Candice Burkett, Susan R. Goldman & M. Anne Britt*

Critical evaluation of multiple representations in science is vital. Research indicates that students sometimes notice inconsistencies within written text, but it is unclear whether they do so between representations. This study investigated adolescents' (8<sup>th</sup>-12<sup>th</sup> graders) consistency judgments between texts and graphs. Only 12<sup>th</sup> graders showed better discrimination between consistent and contradictory pairs, especially if the relationship was explicit in the text. Results have implications for design of supports to increase contradiction detection between multiple representations.

#### **Confronting Historical Misconceptions with Refutation Texts**

*Amalia Donovan, Jennifer Siedjak, & David N. Rapp*

Readers depend on prior knowledge to successfully comprehend text. However, their prior knowledge can include misconceptions, inaccurate, and incomplete beliefs, which can interfere with comprehension and learning. This study investigated how confronting historical misconceptions with refutation materials might promote the acquisition of accurate understandings. Refutation texts were found to lead to greater learning gains than non-refutation texts, suggesting that refutation texts, traditionally used to address scientific misconceptions, may also be useful for addressing historical misconceptions.

#### **The KReC Framework: Evidence from Reading Times, Think-Aloud, and Eye-Tracking**

*Panayiota Kendeou & Edward J. O'Brien*

Kendeou and O'Brien (in press) proposed the Knowledge Revision Components (KReC) framework that encompasses five key principles that guide the knowledge revision during

reading. The present set of experiments provided further evidence for the revision mechanism proposed by KReC using three different paradigms: reading times, eye-tracking, and think-alouds. The combining of these methodologies provided a deeper understanding of the basic components proposed in KReC.

## **Text Complexity in Literature** **Tuesday August 5<sup>th</sup>, 3:15-4:30, Wabash Room**

### **A Multi-dimensional Model of Literary Text Complexity**

*Carol D. Lee*

This paper articulates a multi-dimensional model of literary text complexity, including epistemologies, ways of using language, types of texts, key constructs, and particular reading strategies, synthesizing studies of literary theory, empirical studies of literary reasoning, cognitive studies of metaphor and figuration, story grammar and psychological functions of narrative. The paper further examines implications of the model for addressing issues of text complexity in designing instruction for adolescent novice readers.

### **Instructional Supports for Managing Complexity in Comprehension and Interpretation of Literary Texts**

*Sarah Levine, Susan R. Goldman, Teresa Sosa, & Allison Hall*

Building on the multi-dimensional model of text complexity, this study examines heuristics designed to support oral and written literary interpretation of a range of literary texts. Instructional interventions were conducted in two urban, diverse high schools. Students were explicitly introduced to practices of experienced literary readers, both in identifying and interpreting language, events, characters, and patterns in texts. Analyses of class discussions and pre/post essays show both qualitative and quantitative gains in interpretive sense-making.

### **Understanding the Complexity of Epistemological Beliefs in Literary Interpretation**

*Mariya A. Yukhymenko, Stephen Briner, Sarah Levine, Joseph P. Magliano, Carol D. Lee, & Susan R. Goldman*

This presentation reports on epistemological beliefs about reading literature. Students completed the *Literature Epistemology Scale*, designed to measure beliefs about multiple meanings of literature, benefits of multiple readings of literature, and what literature has to say about the human condition. Consistent with other work on epistemic cognition, readers whose responses indicated more complex and nuanced beliefs in these areas reported liking reading more and reported spending more time reading outside of class.

## **Supporting Strategic and Self-Regulated Reading** **Tuesday August 5<sup>th</sup>, 3:15-4:30, Crystal Room**

### **Cognitive Reflection as a Predictor of Reading Strategy Acquisition**

*Matthew Jacovina, Erica L. Snow, & Danielle S. McNamara*

In the current study, we examined the degree to which reflectiveness (Cognitive Reflection Test; Frederick, 2005) predicts students' reading strategy acquisition after interacting with iSTART2,

a tutoring system designed to teach self explanation and comprehension strategies. Results indicated that reflective students performed better on a posttest measure of strategy acquisition. These results are particularly relevant to providing rapid assessments which can aid in the individualization of instruction within automated tutoring systems.

### **Effects of Feedback to Self-Regulate Strategic Decisions in Task-Oriented Reading**

*Eduardo Vidal-Abarca, Ana C. Llorens, Raquel Cerdan, & Maria A. Serrano*

We conducted two experiments to test the effect of training students to read and answer questions with the text available while receiving feedback about both search processes and response accuracy over a transfer situation where students read and answer questions from a different text without feedback. Results showed that forcing students to select relevant information to answer the questions was critical to transfer appropriate strategic decisions, whereas feedback was beneficial to improve text understanding.

### **Analogies and Meta-comprehension of Expository Texts**

*Andrew Taylor & Jennifer Wiley*

Students read and predicted future test performance on multiple science texts and then took inference tests on each text. Metacomprehension accuracy was computed via correlations between predicted and actual test scores. Across two studies, results indicated that for plain texts there were no differences in metacomprehension accuracy between those who used comprehension vs. heuristic-based prediction cues. For the analogical texts, students who used comprehension-based cues had higher metacomprehension accuracy than those who used heuristic-based cues.

### **Who's in Control? Self-Regulated Behaviors and Self-Explanation Quality**

*Erica Snow, Laura K. Allen, & Danielle S. McNamara*

Self-regulation is a critical skill for students' academic success. The current examined how self-regulative behaviors within the game-based system, iSTARTME, related to students' self-explanation quality. Using Hurst exponents, we classified students' pattern of choices within the system as either random or controlled. Analyses revealed that when students interacted with the system in a more controlled and regulated fashion, they generated high quality self-explanations. These results held true even after factoring out students' prior literacy skills.

## **Wednesday August 6th**

### **Learning from Multiple Texts**

**Wednesday August 6<sup>th</sup>, 9:00-10:30, Wabash Room**

### **Relating Relational Reasoning in Graphic, Verbal, and Multiple Text Tasks**

*Alexandra List, Sophie Jablansky, Courtney Hattan, & Patricia A. Alexander*

This study examines the extent to which students' domain general relational reasoning capacities support higher level comprehension of multiple texts. Students' relational reasoning was assessed using two relational reasoning tests, one graphic and one verbal. Participants were then asked to perform a Relational Text Task, identifying similarities and difference between two texts on the topic of environmental preservation. Relational reasoning ability was found to

support the identification of both surface level and inference based relations between the two texts.

### **Learning from Multiple Documents: More than Just Reading Between the Lines**

*Allison J. Jaeger & Jennifer Wiley*

In many cases, learning from multiple documents requires more than simply reading text, but also requires comprehending accompanying visualizations. This study examined the role of reading and graph comprehension skills in learning from a multiple document multimedia inquiry task. Results indicated that both types of skills predicted unique variance in learning about a scientific topic. This suggests the need for better integration of models of multimedia and multiple document comprehension to inform theory and instruction.

### **Assessing Multiple Aspects of Multiple Document Comprehension**

*Jesse R. Sparks, Tenaha O'Reilly, John P. Sabatini, & Paul Deane*

Successful learning from multiple documents requires coordination of various skills; this coordination poses challenges for students learning to read, evaluate, and synthesize multiple sources. Middle school students' relative proficiency with four key multiple document comprehension skills was evaluated with a scenario-based assessment of reading from multiple sources. While evaluating relevance was easier than reliability, students demonstrated even greater skill in perspective taking and corroboration than relevance. Such relationships might be leveraged to support instruction and assessment.

### **The Impact of Epistemological Beliefs about Information Integration on Learning from Multiple Documents**

*Thomas Griffin, Carlos Salas, Jennifer Wiley, & M. Anne Britt*

This study explored the independent contributions of individual differences in two dimensions of epistemology in history, and of reading skill on learning from a multiple document inquiry task. Students were tasked with understanding why the famous Scopes trial happened where and when it did. The results suggest that a previously unexamined dimension of epistemology, information integration, may be especially important for learning from these types of tasks.

### **Emergence of Critical Reading in L2 Literature Seminar-Application of Discourse Analysis in Pedagogy**

*Nobuko Koyama*

This study examined how L2 students critical reading of literature emerged by adopting four taskloaded roles to approach literary texts. In literature seminars, 'read between the lines' is construed equivalent to critical reading, which requires assumptions such as schemata. In this study, it was revealed that the roles served as discourse analysis tools which students were actively applying to delve into a story construal with or without any assumptions facilitating critical reading.



**Early Readers**  
**Wednesday August 6<sup>th</sup>, 9:00-10:30, Crystal Room**

**Children's Comprehension Monitoring of Inconsistencies in Text: a Reading Time and Eye-Tracking Study**

*Sabrina Ammi & Kate Cain*

We investigated 7 to 10 year olds' comprehension monitoring by recording reading times and eye movements as they read passages, some of which contained inconsistencies. Inconsistent information was adjacent or separated by filler sentences (near and far). Both age groups took longer to read inconsistent compared to consistent sentences in the adjacent and near conditions. Only older children took longer to read inconsistent sentences in the far condition. Working memory and reading comprehension were related to inconsistency detection.

**The Role of Executive Functions in Reading Comprehension: A Developmental Study in Less-Skilled Comprehenders From 3rd To 9th Grades**

*Anna Potocki, Monique Sanchez, Jean Ecalle, & Annie Magnan*

Two studies examined the implication of executive functioning in reading comprehension in both typical readers in 5th grade, and in less skilled comprehenders (LSC) from 3rd to 9th grades. First, the results confirmed a significant implication of executive functioning in reading comprehension for typical readers. Second, we observed that the underlying deficits of LSC children evolved over time but, that their weaknesses in executive processing remained stable throughout the development.

**Influence of a Reading Task on Text Processing Strategies of Elementary School Children: An Eye Movement Study**

*Johanna Kaakinen, Annika Lehtola, & Satu Paattilampi*

Second (n=23), 4th (n=15), and 6th graders (n=24) and adults (n=20) read science texts adopted from textbooks for comprehension and in order to answer a why question. Participants' eye movements were recorded during reading and after reading they answered a text memory and a comprehension question. The results showed that already 2nd graders adjust their eye movements to meet the task demands without showing poorer comprehension. The results indicate that already young readers can utilize comprehension strategies.

**A Large-Scale Reading Comprehension Intervention Study Aimed At the Formation of an Embodied Situation Model: Effects of the Inference Making Training**

*Lisanne Bos, Bjorn de Koning, & Menno van der Schoot*

The study's goal was to develop and test a computer-based inference making training. This training was part of a large-scale reading comprehension intervention aimed at improving children's ability to form an embodied situation model of a text. The focus of the inference making training was on building coherent situation models. Results showed that the training resulted in more effective use of the trained inference making skills, increased general reading comprehension levels, and higher reading motivation.

## **Reading Comprehension and Vocabulary: Is Vocabulary More Important for Some Aspects of Comprehension?**

*Kate Cain & Jane Oakhill*

The influence of vocabulary depth (number of words known) and vocabulary breadth (what is known about those words) on text comprehension was examined in 10 year olds. Vocabulary in general predicted inference making, but not memory for explicit details. In particular, vocabulary depth but not breadth predicted unique variance in global coherence inferences. These findings extend previous research and critically identify that some aspects of vocabulary knowledge may be more important for comprehension than others.

## **Inferences and Comprehension Processes** **Wednesday August 6<sup>th</sup>, 11:00-12:30, Wabash Room**

### **Base Rate Neglect During Schema-Based Comprehension**

*Sashank Varma & Stacey Braaten*

During comprehension, readers continuously determine which schemas are relevant, and retrieve and apply them. This study investigates whether the base rates of schemas impacts their likelihood of retrieval. A common finding in the memory literature is that people neglect base rates when retrieving prior knowledge to make decisions. Two experiments show that readers are sensitive to the base rates of schemas during learning. However, they sometimes neglect and sometimes consider this information during comprehension.

### **Phantom Recollection of Bridging and Elaborative Inferences**

*Murray Singer & Jackie Spear*

People read brief passages and then made judgments about explicit, bridging inference, elaborative inference, and false test items applying either verbatim, gist, or relatedness criteria. Multinomial processing tree analysis indicated that the illusory or phantom recollection of vivid discourse details influenced judgments about the bridging but not elaborative inferences, the latter constituting a new finding. This dissociation converges with many bridging elaborative comparisons and clarifies the representational distribution inferences across surface, text base, and situational representations.

### **Performance Feedback as a Strategy for Overcoming Gender Stereotyping During Reading**

*Jane Oakhill, Eimear Finnegan & Alan Garnham*

Conflicts with stereotyped gender expectations (e.g. female surgeon) are known to result in processing costs during reading. Three studies explored whether stereotyped gender attributions can be attenuated. In Experiment 1, feedback based on the participants' actual performance had a positive effect on errors and judgment times, compared with those from a second, control, experiment (no feedback). In Experiment 3 the positive effects of feedback were generalized to new materials and over a longer time period.

### **Fostering Semantic Processing of Words During Visual Search for Verbal Material**

*Nicolas Vibert, Christine Ros, Jason L. G. Braasch, Sandrine Belkadi, & Jean-François Rouet*

This experiment tested whether performing a presearch task involving either the visual form or the meaning of target words modified the way children and adults subsequently searched for

them within word clouds. All participants needed more time to locate target words after performing the semantically-oriented task. More distractor words were fixated, and they were fixated for longer durations. The data suggest that the semantically-oriented presearch task fosters access to word meanings during the search phase.

### **Tracking Multilink Reasoning in a Knowledge Transfer Task**

*Shufeng Ma & Richard C. Anderson*

This study examines 257 Spanish speaking fifth-grade ELLs' ability to transfer multilink reasoning skill. Students received a 6week unit on wolf management and reintroduction via two types of instruction, collaborative group work (CG) or direct instruction (DI). At the end of the unit, students were individually interviewed about whether whaling should be allowed. The oral interviews of CG students contained more high-order relational concepts and longer chains of reasoning than DI and uninstructed control students.

## **Conversation and Adaptation Wednesday August 6<sup>th</sup>, 11:00-12:30, Crystal Room**

### **Audience Tuning and Audience Design: A Specific Adaptation?**

*Franziska M. Thon & Regina Jucks*

Combining psycholinguistic and social psychological research, the current study contributes to the debate on audience adaptation during language production. By varying the valence and source of information available to a speaker, a critical test for audience specific adaptation was conducted. Results indicate that participants (N = 88) used any information available when describing a target, whether it stemmed from the interlocutor or not. Implications for theory and language use will be discussed.

### **“As the question, so the answer?” Exploring the Adaptive Mechanism of Communication: Insights from HCI**

*Gesa Linnemann & Regina Jucks*

People align their words to humans and computers. We examined how the amount of alignment depends on both conversational partner (human vs. computer or rather spoken dialogue system) and the language style. A 2 (language style: elaborated vs. restricted) x 2 (conversational partner: human vs. spoken dialogue system) between-subject design employing a Wizard of Oz scenario revealed more alignment to a computer with restricted language than to an elaborated human.

### **Addressee Backchannels in Collaborative Narration**

*Jackson Tolins & Jean E. Fox Tree*

Listener backchannels such as mhm and oh are typically considered reactive in nature. Through backchannels, however, addressees actively shape dialogue. We contrasted generic and specific backchannels. Microanalysis demonstrates that storytellers respond differently to these backchannels. After generic backchannels, they provided discourse new events. After specific, they provided elaborations on previously presented events. In an experiment, participants predicted a similar pattern when asked to complete a story. Thus, backchannels are not only reactive, but proactively collaborative.

### **Understanding the Perspectives of Interacting Characters: Detecting Theory of Mind Inferences from Eye Movements**

*Franco Amati & Susan Brennan*

Forty people viewed photographs and heard stories about pairs of interacting characters from the perspective of Character A, Character B, or a neutral perspective (within photographs). Critical stories required either first order Theory of Mind (ToM) inferences about the main characters mental state, or second order ToM inferences about the others reaction. Peoples' eyegaze to characters differed by whose perspective was taken, as well as by ToM type, reflecting ToM inferences they made about the minds of the characters.

### **When Worlds Collide: Resonance and Compartmentalized Common Ground**

*Mija Van Der Wege, Brooke Lea, & Shaina Davis*

Reference diaries are a proposed method of maintaining common ground between speakers and addressees in a conversation. Speakers and addressees could share multiple reference diaries for different contexts (e.g., a student athlete who has a high school history teacher who is also his football coach), only activating them when relevant. This top down process competes with low level processes, such as resonance. In this study, resonance was substantially reduced by altering the context of the resonating words.

## **The Role of Reader Beliefs in Text Comprehension** **Wednesday August 6<sup>th</sup>, 2:45-4:30, Wabash Room**

### **Adolescents' Reasoning about Belief-Relevant Arguments: A Mixed Methods Study**

*Matt McCrudden & Erin M. McTigue*

Adolescents (n = 62) evaluated belief-consistent and belief-inconsistent arguments that were structurally-equivalent. Quantitative results indicated that participants evaluated belief-consistent arguments more favorably. However, some students rated both arguments as equally strong, whereas other students rated belief-consistent arguments as stronger. Qualitative results indicated why some students were more-objective, whereas other students were less objective. The more-objective students evaluated belief-consistent and belief-inconsistent arguments at the same, deep level of processing.

### **The Effect of Attitudes on Reading Immigration-Related Arguments: An Eye-Movement Study**

*Suvi Peltoniemi & Johanna K. Kaakinen*

Forty-five participants (who were pretested for attitudes towards immigration) read immigration-related arguments (negative, positive, or neutral) while their eye movements were recorded. After reading each argument, participants were asked to think-aloud, and to rate the argument for credibility, valence, and arousal induced by the argument. The results showed that prior attitude influences reading of attitude-consistent and -inconsistent arguments. Attitude also influences the ratings of emotional valence and credibility of the arguments.

### **The Interplay of Plausibility and Information Certainty in Text Comprehension**

*Maj-Britt Isberner, Tobias Richter & Johanna K. Kaakinen*

Research indicates that the plausibility of information with regard to people's knowledge and beliefs about the world immediately affects language comprehension. The present study used eye movements to investigate the interplay of plausibility and the presence of epistemic adverbs that signal the uncertainty of information during text comprehension. Linear Mixed Model analyses revealed both main and interactive effects of plausibility and the presence of uncertainty markers on indicators of early and late comprehension processes.

### **The Role of Topic-Specific Epistemic Beliefs in Students' Sourcing on the Internet**

*Yvonne Kammerer, Ladislao Salmerón & Laura Gil*

The present study examined the role of topic-specific epistemic beliefs in university students' sourcing behavior when reading multiple websites about climate change. Results indicate that both beliefs in the justification of knowledge and beliefs that knowledge is constructed by the self-predicted explicit source references in students' essays. However, the two beliefs differently predicted students' trust in commercial and institutional websites. Furthermore, only justification beliefs predicted students' attention to the websites' source logos during reading.

### **How Source Credibility and Text Comprehensibility Influence Readers' Evaluation of Scientific Claims**

*Lisa Scharrer, Marc Stadler & Rainer Bromme*

Individuals who read text information to form a personal opinion about consumer products or moral issues consider information about source credibility more when the text contents are difficult to comprehend. The present study shows that there is no such moderating influence of comprehensibility when laypeople read information to make up their minds about scientific issues. Apparently, readers are aware that their own lay status towards an issue renders source information invariantly important for content evaluation.

### **Belief Change and Memory for Previous Beliefs after Comprehension of Contentious Scientific Information**

*Michael B. Wolfe, Todd J. Williams, Carli Geers, John Hessler, & Isaac Simon*

We explore the relationship between belief change and recollection of previous beliefs. Subjects reported beliefs about TV violence. Later, subjects read a one-sided, belief inconsistent text. We manipulated whether subjects reported beliefs after reading first, or recollected previous beliefs first. A third group were told their previous beliefs before reporting current beliefs. Recollections were not improved when subjects recollected beliefs first. When told previous beliefs, belief change was reduced, suggesting a desire to appear consistent.

**Computational, Corpus, Activity, and Computational Methods Essay  
Analyses  
Wednesday August 6<sup>th</sup>, 2:45-4:30, Crystal Room**

**In Other Words: Investigating the Role of Lower and Higher-Level Cognitive Skills in the Properties of Written Essays**

*Laura K. Allen, Erica Snow, & Danielle McNamara*

We investigated the extent to which individual differences in working memory scores were associated with the linguistic properties of students' essay writing. Additionally, we examined whether the relations between working memory scores and essay properties varied as a function of students' text-based inference skills. Results indicated that approximately one-fifth of the variance in working memory scores was accounted for by essay properties. However, this relationship varied according to students' text-based inference skills.

**Effects of Rewriting Essays on Linguistic Measures of Complexity**

*Reva Freedman & Douglas Kriegbaum*

In this paper we examine essays written by students to answer physics word problems. We compare students' initial essay with their final essay, written after several rounds of tutoring and revision. The goal of this paper is to study differences in linguistic complexity that can be identified by examining the parse trees for these essays created by the Stanford parser.

**Assessment of Episodic Memory Using Computerized Measures of Referential Activity**

*Bernard Maskit & Wilma Bucci*

The Discourse Attributes Analysis Program (DAAP) is designed to track variation within texts of measures defined by weighted or unweighted dictionaries. The Weighted Referential Activity Dictionary (WRAD) of 597 primarily function words is designed as a measure of verbal connection to nonverbal experience organized as memories of events. In a dataset of 16 responses from each of 32 participants, the High WRAD Proportion (HWP) is highly correlated with a measure of episodic memory.

**Generative Topic Modeling for Concept Understanding**

*Alastair Gill & Francisco Iacobelli*

We apply an unsupervised statistical approach topic modeling to a collection of blogs, and use research perceptions of quality as a lens to interpret these topics. We report an initial evaluation of the different topics that frame the most frequent concerns and domains. At a general level, in blogs quality is conceptualised in both an absolute sense (as 'excellence') and also in a result based sense ('value'), and how these notions vary by contexts and communities.

**Linguistic Patterns in Fraudulent Science Writing Style**

*David Markowitz & Jeffrey T. Hancock*

When a scientist fakes data, does their deception change the pattern of their writing? To examine this question we analyzed 323 articles retracted for fraud and compared them to matched controls. An automated linguistic analysis using Linguistic Inquiry and Word Count software revealed that fraudulent publications have lower readability scores and less concrete language (e.g., fewer articles) than genuine publications. We discuss the implications of this research in terms of the obfuscation hypothesis.

## **Online Reading of a Political Blog by Lurkers, Posters, and Non-Interactive Readers**

*Kamala Sankaram & Michael F. Schober*

This study examined whether readers who participate by posting in an online comments section read differently than lurkers (who can participate and don't) and readers who can't post. Seventy online participants, randomly assigned to being interactive or noninteractive readers, visited a specially designed political blog about the 2012 presidential election. Overall, the interactive participants navigated differently and performed better on an inference task than noninteractive readers. Lurkers scored between posters and noninteractive readers.



# Poster Session Abstracts

## Poster Session I

### **1. Politeness Strategies in Expert Tutoring**

*Natalie Person, Aubrey Schonhoff, & Swati Pandita*

The politeness strategies used by expert human tutors and students were annotated in tutoring transcripts using Brown and Levinson's (1984) politeness categories. The analyses of super strategies indicated that tutors tended to rely mostly on Positive Politeness strategies; whereas students were more balanced in their use of Positive and Negative Politeness. Surprisingly, neither tutors nor students used Off Record strategies. Other analyses revealed that participants used politeness strategies to establish common ground and be cooperative.

### **2. Students' Dialogues Can Tell How Much Scaffolding is Appropriate**

*Vasile Rus & Dan Stefanescu*

We present an analysis of the dialogue between students and a computer tutor along a number of dimensions and use these dimensions to predict students' post-training performance. Furthermore, we show through a comparative analysis that effective computer tutors keep the level of scaffolding at a constant level during across tasks in a training session. The level is not too low and not too high but just right, resonating with Vygotsky's zone of proximal development.

### **3. Assessing the Cohesion of Causal-Based Essays**

*Keith Millis, Katja Wiemer, David Boveri, John Sabatini, Tenaha O'Reilly, & Carol Forsyth*

Prior research has indicated that essays written from multiple documents reflect deeper comprehension than essays written from a single document equated on content. In the current study, we assessed the cohesion of explanation-based essays written by students who read documents that differed in number, order, and task framing. The essays were analyzed using Coh-Metrix. The document factors predicted indices of the situation model, referential cohesion, concreteness, and narrativity, but not syntax.

### **4. Peer-tutored Reading Improvement: Interpersonal and Individual Effects of a Reading Strategy Intervention in Primary School**

*Bettina Mueller, Tobias Richter, Ana Krizan, Teresa Hecht, & Marco Ennemoser*

Peer-tutored reading interventions are based on the assumption that tutees benefit from the superior reading skills of their tutors. However, this interpersonal effect has not yet been tested explicitly. This study investigated interpersonal and individual effects of a peer-tutored reading strategy intervention in Grades 2 and 4 using dyads as units of analysis. Results indicated that only tutees in Grade 4 could benefit from their tutors and the strategy intervention to improve their reading comprehension.

## **5. Evaluating the Pervasiveness of “50 Great Myths of Popular Psychology” in Psychology Students**

*Karla Lassonde, Panayiota Kendeou, & Edward J. O'Brien*

Experiments were designed to assess psychology misconceptions and the potential for knowledge revision. A survey identified commonly held psychology misconceptions among participants who were then asked to read a series of refutation texts. Reading time data evidenced that exposure to refutation texts, explaining why the misconceptions were untrue, demonstrated knowledge revision. A significant change in the number of misconceptions answered incorrectly after exposure to the refutation texts also validates the benefit of these texts.

## **6. Learning by Invention: Small Group Discussions That Support Learning in Statistics**

*Andrew Jarosz, Olga Goldenberg, & Jennifer Wiley*

Learning by invention activities reverse the normal approach of teaching a formula and then having students practice applying it. Instead, small groups of students discuss how to solve a problem prior to being taught a formula for how to solve it. In this study, a learning by invention activity on standardized scores led to better mastery of that statistical concept. Process analyses suggested that students with weaker math skills particularly benefited from clear explanations during the activity.

## **7. Prior Knowledge Activation and Teacher Talk**

*Courtney Hattan & Sandra Loughlin*

The role of prior knowledge in reading comprehension is among the best established findings in contemporary education research, yet research has not systematically examined the extent to which teachers facilitate students' knowledge activation. The current study observed prior knowledge activation during 3rd grade reading lessons. In teachers' utterances (N=1,797), prior knowledge activation infrequently occurred and focused primarily on activating knowledge from previous lessons.

## **8. The Differential Impact of Inferential Comprehension Instruction and Content Knowledge Instruction on the Comprehension and Knowledge Acquisition of Skilled and Less Skilled Readers**

*Summer Talbert, Amy M. Elleman, Zachary Barnes, Esther T. Clark, Holly B. Marshall, Weon Kim, & Katie Schrodt*

Is well developed content knowledge adequate for improving inferential comprehension or do children need to be explicitly taught to generate inferences for improvement of comprehension? In this study, 95 fifth graders were randomly assigned to one of three groups: inferential instruction, literal content knowledge instruction, or a business as usual control. Students in the inferential condition were instructed to use multiple inferential strategies.

### **9. Effect of Causal Connectives on the Perceived Quality of Scientific Explanations**

*Katja Wiemer, Asiala, Lillian K., Bowker, Nicole, & Sanroman, Giselle*

Three experiments examined the extent to which evaluations of scientific explanations are affected by the use of the causal connective “because”. Students read scientific texts, then evaluated short answers to causal questions with respect to their explanatory quality. We observed a consistent effect of causal connectives on perceived explanation quality. The results from these experiments suggest that this effect is independent of explanation quality, and most likely results from “because” validating subsequent phrases as reasons.

### **10. Know Before You Judge: Tasks That Promote Learning About History**

*Brent Steffens, M. Anne Britt, & Michael L. Manderino*

The current study examined how different reading prompts impact learning from multiple historical sources. Participants given a judgment prompt (was an action justified) showed better memory for text-based information than a causes prompt (understand and explain causes), at least when not focused on what each document contributes to the task. In contrast, the causes prompt produced more causes of the event than the judgment prompt, suggesting deeper processing of the information.

### **11. Thinking About Solutions: The Effect of Policy Questions and Answers on Learning About Causes From Science Texts**

*Dylan Blaum, M. Anne Britt, Thomas Griffin, & Jennifer Wiley*

In this study, we test whether a joint focus on reading to understand causal explanations and to create solutions is beneficial to learning from science texts. We also manipulated the presence of an additional policy document in the set. We found that the additional policy lead to less complete explanations. In contrast, adding a policy prompt was beneficial to learning especially when no there was no document available to answer that part of the prompt.

### **12. Markers of Tentativeness as a Hint to Fragile and Conflicting Evidence: A Study on Argumentation about Computer Use in Childhood**

*Monja Thiebach, Elisabeth Paus, & Regina Jucks*

We experimentally manipulated the use of two types of linguistic markers of tentativeness in scientific texts on the use of computers in childhood. Dependent measures were readers’ comprehension and evaluation of arguments. Our results indicate that arguments including references to the source of information were perceived to be significantly more credible and stronger than arguments without these references. Based on our results, we discuss possibilities to foster an elaborated processing of science-related information and arguments.

### **13. Procedural Text Comprehension: Multimedia in an Assembly Task**

*Natalia Irrazabal, Gaston Saux, & Debora Burin*

This study examined the comprehension of instructions as a function of modality of presentation (verbal, pictorial, multimedia) during an assembly task. Sixty-three participants were asked to understand and execute instructions on assembling LEGO objects, while performing a secondary verbal or spatial concurrent task. Results indicated faster times for processing instructions in pictorial and multimedia instructions, but fewer errors in the multimedia condition. Overall, instructions were particularly facilitated in the multimedia presentation.

#### **14. The Effects of Source Reliability on Reading Events in Narratives**

*Jeffrey Foy*

Prior research has often found that people do not attend to source reliability. I had participants read narratives with unusual events described by reliable or unreliable narrators. Later, the narrative either provided information that was consistent or inconsistent with the narrators' assertion. For reliable narrators, people were faster to read consistent information than inconsistent information. The opposite pattern held for unreliable narrators. I will discuss the conditions under which people may attend to narratorial reliability.

#### **15. The Impact of Grammatical Aspect on Evaluating Legal Discourse**

*Andrew Sherrill, Anita Eerland, Rolf A. Zwaan, & Joseph P. Magliano*

Recent research has shown that grammatical aspect can affect perceived intentionality of a violent offender. In a series of three experiments, participants made first-degree vs. second-degree murder judgments for scenarios that contained a violent provocation followed by a violent murder. We varied the aspect in which the provocation actions and murder actions were described. The results indicate that the aspect of the provocation and not the murder had an impact on conviction judgments.

#### **16. The Effect of Prior Exposure on the Meaning Preference of Ambiguous Words**

*Jane Neal & Jennifer Rodd*

The current study investigated the effect of prior exposure on the meaning preference of ambiguous words presented in isolation. Using a long-term priming design, we found that exposure to ambiguous words biased towards one of their meanings led to a greater proportion of responses consistent with that meaning later. This suggests that a single encounter with an ambiguous word is sufficient to temporarily bias participants' meaning preference after an average delay of 20 minutes.

#### **17. The Relation Between Reading Motivation and Reading Skills in Second Grade Students in Elementary School**

*Astrid Kraal, Nadira Saab, Jaap Schuitema, & Paul van den Broek*

The relations between reading motivation and reading comprehension, and between reading motivation and technical reading skills have been studied pairwise, but not in conjunction. We investigated them in conjunction and hypothesized that word reading ability mediates the relation between reading motivation and reading comprehension for beginning readers. Three hundred eighty five second graders participated. We conducted structural equation modeling and found that word reading ability mediates the relation between reading motivation and reading comprehension.

**18. A Large-Scale Reading Comprehension Intervention Study Aimed at the Formation of an Embodied Situation Model: Effects of the Comprehension Monitoring Training**

*Menno van der Schoot, Lisanne Bos, Stephanie Wassenburg, & Bjorn de Koning*

The goal of this study was to develop and test a computer-based comprehension monitoring training. This training was part of a large-scale reading comprehension intervention aimed at improving children's ability to form an embodied situation model of a text. The focus of the monitoring training was on situation model updating. Results showed that the training resulted in more effective use of the trained monitoring skills, increased general reading comprehension levels, and higher reading motivation.

**19. A Large-scale Reading Comprehension Intervention Study Aimed at the Formation of an Embodied Situation Model: Effects of the Mental Simulation Training**

*Bjorn de Koning, L.T. Bos, Stephanie Wassenburg, & Menno van der Schoot*

In this study we developed and tested a computer-based mental simulation training. The training was part of a large-scale reading comprehension intervention aimed at improving children's ability to form an embodied situation model of text. The mental simulation training focused on stimulating (re)enactment of perceptual and motor experiences. Results showed that the training increased reading motivation, but did not result in more effective use of trained mental simulation skills or higher general reading comprehension levels.

**20. Applying the Simple View of Reading to German Primary School Children:  $R = D \times C$ ?**

*Julia Knoepke, Tobias Richter, MajBritt Isberner, Johannes Naumann, & Yvonne Neeb*

A cross sectional study investigated the validity of the simple view of reading (SVR) in German 3rd and 4<sup>th</sup> graders. In contrast to previous studies, strictly parallel measures of listening and reading comprehension skills were used as well as an optimized measure of decoding skills (all based on accuracy as well as response times). Results suggest that the SVR in its original form does not hold in German primary school children.

**21. An Exploration of Electrodermal Activity During Comprehension of a Seductive Scientific Text**

*Mike Mensink, Jake Achtemeier, & Paige Lysne*

We investigated how electrodermal activity (EDA) might be leveraged as an online indicator of emotional interest during the comprehension of a seductive scientific text. In the current experiment, we measured participant reading times, arousal levels, and proportional recall for a seductive scientific text. Participants demonstrated longer reading times and higher proportional recall of seductive details, compared to important content, but we were unable to successfully use EDA as a reliable online measure of emotional interest.

## **22. Judging the Plausibility of Argumentative Statements in Scientific Texts: An Expert-Novice Comparison**

*Sarah von der Muehlen, Tobias Richter, Sebastian Schmid, Kirsten Berthold, Katherine Bruns, & Elisabeth-Marie Schmidt*

Readers spontaneously validate presented information against their knowledge and beliefs but differ in their ability to strategically evaluate the soundness of arguments. This study compared the performance of university students and scientists in the field of psychology regarding plausibility ratings of statements and identification of argumentation fallacies. Results indicate that students base plausibility judgments on intuition and opinion rather than internal consistency of arguments. Moreover, they have deficits in detecting and classifying argumentation fallacies.

## **23. Task Model Enhancement as a Means for Improving Representations of Scientific Explanations**

*Patricia Wallace, Dylan Blaum, Katy Rupp, & M. Anne Britt*

We are investigating how students engage in the complex processes involved in learning subject matter from sets of documents. Our study examines whether we can enhance students' understanding of scientific explanations taught through various documents by providing a brief task model tutorial. Providing modified tutorials for both single and multiple document tasks resulted in modest support for the use of brief task model training for learning scientific explanations.

## **24. The Dynamic Use of Narrative in Writing: Assessing Writing Flexibility using Entropy**

*Erica Snow, Laura K. Allen, & Danielle S. McNamara*

One characteristic of successful writers is their ability to assess the goals of writing tasks and adapt their style accordingly. However, there are no existing assessments that measure writer's flexibility. To this end, the current work employed a novel technique, Entropy analysis, to capture the relation between students' writing flexibility, essay quality, and individual differences in literacy skills. Results revealed a positive relation between students' writing flexibility and their prior world knowledge.

## **25. Let's Take a Walk: An Investigation into the Role of Flexibility in the Relation between Cohesion and Essay Quality**

*Laura K. Allen, Erica Snow, & Danielle McNamara*

We investigated whether better writers were more flexible in their use of cohesion and whether this flexibility related to components of students' writing. The cohesion of students' practice essays (16 essays per student) was calculated using CohMetrix. Dynamical methodologies were then used to determine students' flexibility in cohesion across these essays. Results suggest that skilled writers were more flexible in their use of cohesion. Additionally, this cohesive flexibility was most strongly related to essay unity.

## **26. Revising Visuals Based on Instructional Design Principles: Effects of Difficulty and Learning**

*Virginia Clinton, Jennifer L. Cooper, Martha W. Alibali, & Mitchell J. Nathan*

This study examined the effects of revisions based on instructional design principles to improve visuals in a mathematics lesson. Middle-school students ( $N = 57$ ) read a math lesson while their eye movements were recorded, and then took a post lesson test. Revisions reduced the processing difficulty for students with low levels of prior knowledge, as indicated by their average fixation lengths. However, the revisions did not appear to reduce difficulty for other students.

## **27. Neural Correlates of Individual Differences in Coherence Monitoring During Reading**

*Anne Helder, Josefine Karlsson, Paul van den Broek, & Linda Van Leijenhorst*

The ability to notice when coherence is disrupted is crucial for successful comprehension. This study examines the neural correlates of individual differences in coherence monitoring during reading by identifying a network of semantic memory related and cognitive control related brain regions that contribute to inconsistency detection. Results show that individual differences in reading comprehension ability are related to activation of regions in the cognitive control network whereas individual differences in working memory span were not.

## **28. Situating Language Processing in Gameplay Modulates Event-related Potentials of Morphosyntactic Violations**

*James Clinton & Robert V. Reichle*

We examined the neural processes of language processing within the context of gameplay. We hypothesized that presenting images of gameplay alongside sentences would increase participant motivation and attention resulting in modulated EEG amplitudes. Participants read sentences describing chess moves that contained either grammatical or morphosyntax violations then viewed chess images, unrelated images, or no images. Our findings suggest that language processing tasks situated within the presentation of images elicited more robust ERP responses to morphosyntactic violations.

## **29. Temporal Macrostructure and Global Coherence in Emerging Life Narratives Across the Lifespan**

*Christin Köber & Tilmann Habermas*

The ability to narrate stories develops in the grade school years, but a coherent life story emerges only in adolescence. This longitudinal study examined the development of temporal macrostructure and global coherence in life narratives of 6 cohorts ranging from 8 to 69 years ( $N=145$ ). Textual aspects of temporal macrostructure and global coherence were measured. Indicators of time and coherence increased across adolescence up to early adulthood, whereas thematic coherence developed until middle adulthood.

### **30. What Words Are for Inference Making Mediates the Influence of Vocabulary on Children's Reading Comprehension**

*Hanne Trebbien Daugaard, Kate Cain, & Carsten Elbro*

We investigated 12-year-olds' reading comprehension and how vocabulary, inference and working memory predict variation in comprehension, while word reading is controlled. Each predictor was associated with significant variance in reading comprehension when considered individually. However, only inference predicted unique variance when in competition with the other predictors. Critically, the influence of vocabulary on reading comprehension was fully mediated by inference making. We conclude that vocabulary supports inference making which, in turn, supports successful reading comprehension.

### **31. The Effect of Genre Expectation on EFL Brazilian Students Inference Generation and Reading Comprehension**

*Deise Caldart Roscioli & Maria Braga Tomitch*

This study investigated the influence of genre expectation on EFL Brazilian undergraduate students' inference generation and reading comprehension. The instruments used for data collection were two texts (used as stimuli), a Pause Protocol, reading comprehension questions, a retrospective questionnaire, and a reader's profile. Results indicated, in sum, that genre expectation may have played a role on readers' inference generation, but what seems to have actually influenced their reading strategies and behavior was the text types.

## **Poster Session Abstracts**

### **Poster Session II**

#### **1. Digital Immigrants Evaluate Text Messages Differently Than Digital Natives**

*Roger J. Kreuz, Alyssa N. Blair, & Monica A. Riordan*

Participants rated the affective valence of ostensibly positive text messages that differed with regard to the presence of terminal punctuation and line breaks. Confidence ratings for these judgments were also elicited. No differences were found between conditions, but participants younger than thirty evaluated the messages as being more neutral, and provided lower confidence ratings than older participants. These results are consistent with proposed differences between digital immigrants and natives, and suggest messaging conventions are evolving.

#### **2. Text-Based Negotiation of Referents in Friends and Strangers Over Time**

*Kris Liu & Jean E. Fox Tree*

Friends' and strangers' collaborative and communicative behaviors are often examined during a single time-point rather than over time. We examined the performance of pairs of friends and strangers communicating through text-based chat during three iterations of an online tangram task and novel puzzles over the course of three weeks. Interim observations suggest that friends initially underperformed compared to strangers, but that they grew to perform as well as or better than strangers over time.



### **3. Formality: A Case Study of Four Chinese Political Leaders**

*Haiying Li, Ying Fang, & Arthur C. Graesser*

This paper examines to what extent formality varies among impromptu print, well prepared speeches, and printed texts among four Chinese political leaders across three stages of their lifespans. Formality was measured at a multilevel textual level including the linguistic and psychological features. Results of mixed modeling analyses showed no significant interaction between preparedness of texts and stages of lifespan, but significance in main effects. Formality declined with less preparation in printed texts and aging.

### **4. When I Move, You Move: Coordination in Conversation**

*Gina Caucci, Rick Dale, & Roger J. Kreuz*

It has been suggested that understanding the timing of turn-taking is necessary for explaining conversational coordination (Wilson & Wilson, 2005). We tested Wilson & Wilson's (2005) oscillator model of turn-taking to determine if synchrony of movement emerged as a function of the rate of turn-taking. A windowed cross-correlation analysis of the data revealed coordination of movement, which varied with turn-taking when window size was adjusted for turn taking rate.

### **5. Assumptions of Language Understanding and Partner familiarity**

*Meredyth Krych Appelbaum, Nathan Kemper, & Nancy Greene*

Pairs of undergraduates participated in a word guessing task. Friends and couples were no better than strangers at communicating in the task. However, a pretest and posttest questionnaire measured participants' language assumptions—degree of agreement with statements such as “Someone who is listening to me should understand me.” The results suggest interacting on the task altered speakers' assumptions about communication, in this initial attempt to develop an innovative measure of assumptions of ordinary language use.

### **6. Linguistic Features of Lectures: Compensating for Challenge**

*Srdan Medimorec, Philip Pavlik Jr., Andrew M. Olney, Arthur C. Graesser, & Evan F. Risko*

Recent studies have used the CohMetrix text analyzer to assess differences in language use in texts across different genres/academic disciplines. Results suggested that authors compensate for text difficulty on one dimension (e.g., word abstractness) by reducing difficulty on other dimension(s) (e.g., syntax). We investigate this compensation behavior in the context of lectures. Results provide new and more direct evidence for compensation in this context. Discussion focuses on the potential mechanisms of this putative compensation behavior.

### **7. The Role of Context and Empathizing Skills in the Processing of Written Sarcasm: An Eye-Movement Study.**

*Henri Olkonien & Johanna K. Kaakinen*

According to the Constraint-Satisfaction view, contextual cues should facilitate processing sarcasm. Also the ability to use emotional information plays a role in sarcasm comprehension. In present experiment we examined how the location of the context effects to processing of sarcastic utterances and does the level of empathy have an effect in resolving the sarcastic meaning. The results have implications for current theories of figurative language comprehension.

## **8. Understanding Parody: The Influence of Situation-level and Surface-level Overlap**

*Stephen Briner, Susan R. Goldman, & Joseph P. Magliano*

This study investigated how overlap between a parody text and the work being parodied (the target) influences readers' detection of parody. Participants read a parody and either its target or a text which matched the target on surface-level features, situation-level features, or neither, and then indicated whether they thought either text was a parody and explained their reasoning. Results suggest that both surface-level and situation-level overlap may serve as retrieval cues when comprehending parody texts.

## **9. Inferring Intimacy From Metaphor Use: Does Metaphor Type Matter?**

*Chris Schmader, Anja Jamrozik, Brock Ferguson, & William S. Horton*

Readers use metaphors as cues to the intimacy between interlocutors. We asked whether use of metaphors with a higher processing cost (referential metaphors) might suggest more intimate relationships than other types (nominal, verb). Participants read two-character stories in which we manipulated the metaphoricity (metaphor, literal) and type (referential, nominal, verb) of one utterance. Attentive readers rated characters using metaphors as more intimate, regardless of metaphor type, suggesting that processing costs are not driving readers' inferences.

## **10. Forgetting the Literal: Reduced Memory for Metaphor-Irrelevant Information Following Metaphor Comprehension**

*Tim George, Rebecca Koppel, & Jennifer Wiley*

Many theories of discourse processing have suggested that figurative language requires different processing than literal. Findings from sentence-verification paradigms suggest that literal associates are inhibited following metaphorical expressions. This experiment developed a novel metaphor-induced forgetting paradigm to test more directly for evidence of inhibition of literal meanings. Participants learned word pairs where the cues were metaphoric vehicles and the targets were literal associates. Subsequent forgetting of the targets was greater when vehicles appeared in metaphorical sentences.

## **11. Social Movie Quotes as a Form of Figurative Language: a Vehicle for Accomplishing Discourse Goals**

*John Smyers*

What are the main discourse goals accomplished through Social Movie Quoting (SMQ)? What factors influence the production and interpretation of a social movie quote? How is social movie quoting similar to, and different from, more traditional types of figurative language? These are the types of questions this poster will address using, among other methods, Roberts and Kreuz' (1994) taxonomy of discourse goals for figurative language.

## **12. Examining Idiom Familiarity and Predictability in Context**

*Krista Miller & Gary E. Raney*

Familiarity and predictability are measures that influence idiom processing (Schweigert, 1985; Tabossi et al., 2005). These measures have been obtained in isolation (Libben and Titone, 2008), but not within context. The current study measured familiarity and predictability for 62 idioms presented in and out of context. Among other findings, the results confirmed the prediction that idioms presented in context would receive higher familiarity ratings compared to idioms presented in isolation.

### **13. Automated scoring of Short-Answers in a Reading Literacy Intelligent Tutoring System**

*Laura Gil, Ana C. Llorens, Ramiro Gilabert, Tomás Martínez, & Eduardo Vidal-Abarca*

The current study aim to test the effectiveness of an automated scoring system to assess automatically open-ended comprehension questions to be incorporated into TuinLEC; an ITS directed to improve students' reading literacy skills. Results showed a high agreement between human ratings and the system scores, regardless the questions' difficulty and the length of the students' responses. Implications for the design of automated feedback on the completeness and correctness of students' responses are discussed.

### **14. The Intelligent Reading Strategy Tutor for Adult Learners in the Game-based Competitive Environment**

*Haiying Li, Lisa Mintz, Danielle N. Clewley, Qinyu Cheng, Zhiqiang Cai, & Arthur C. Graesser*

An AutoTutor reading strategy tutor was designed to help low ability adult learners read better in the game-based environment through the conversations of trialogs among a tutor agent, peer agent, and human learner. We investigated a game-based competitive learning environment with trialogs in a sample of college students. Student impressions were significantly related to the interaction between a scoreboard and prior game-based learning experience.

### **15. Effectiveness of Cold and Warm Feedback in Task-Oriented Reading**

*Amelia Mañá, Vicenta Ávila, Raquel De Sixte, & Emilio Sánchez*

We tested two different feedback types: cold and warm feedback, which attend to only cognitive and to cognitive plus motivational-emotional processes respectively. We investigate to what extent their effect holds on a transfer situation. The study was carried out in January 2014. Results will be presented at the conference. Nevertheless, we predicted that warm feedback would be more effective than cold feedback and it would make students transfer the strategies learnt during training to the transfer session.

### **16. Do Proactive Interference Warnings Help or Hurt Multiple Document Comprehension?**

*Rebecca M. McCabe, Jason L. G. Braasch, & Frances Daniel*

We examined whether participants receiving a warning about the existence of proactive interference (PI) displayed better or poorer multiple document comprehension relative to those who did not receive a warning. After reading eight brief texts, we assessed memory for the documents' main claims, evidence, and information sources (authors, publication venues and types). Analyses suggest that PI exists in multiple document comprehension contexts, and that warnings increase its detrimental effects for remembering content information.

### **17. The Effects of Document Order and Scenario on Writing Summaries**

*David Boveri, Anthony Corbo, Chase Wessman, Keith Millis, Katja Wiemer, John Sabatini, & Tenaha O'Reilly*

The current study was concerned with what readers deem relevant to include in summaries about history. Participants read passages about an uprising in India that differed in the number of authors, order, and the use of a fictional scenario presenting the task prompts. The results suggest that document order and fictional scenarios may affect whether students emphasize information relevant to their task goal more than information that is only important to individual documents.

## **18. Factors that Affect Crossover between Multiple Worlds Within a Narrative**

*Greta C. Chan, Jeffrey E. Foy, & Joseph P. Magliano*

Narratives often contain multiple worlds. We tried to understand what we called recursive transfer, which occurs when events from an embedded world affects events occurring in the main world of the narrative (i.e., the base world). We found that people were more likely to transfer events across world boundaries as the degree of feature overlap between the inner and outer stories increased, and when the base story was fantastic in nature.

## **19. Self-Conscious Emotions and Inference Generation**

*Jill Heisler, Catherine M. BohnGettler, & Brady A. Marzolf*

Emotions play a role in comprehension, but research primarily focuses on basic emotions (i.e., happiness and sadness). However, self-conscious emotions require additional processing resources compared to basic emotions. This study examines the effects of self-conscious emotions on inference generation. Response times and accuracy rates for inference and knowledge tasks were examined. Pride induced participants demonstrated higher accuracy when accessing inference relevant knowledge. The results are discussed in the context of emotion and discourse comprehension theories.

## **20. Tracking Space and Time**

*Emily Smith, Anne E. Cook, Karla A. Lassonde, & Edward J. O'Brien*

We investigated the extent to which activation of past information is influenced by different sizes of spatial and temporal shifts, specifically the underlying assumption that activation of past locations can change directly as a function of shift size. The results of 4 experiments demonstrated that for both spatial and temporal shifts there appears to be an all-or-nothing decrease in activation, which is inconsistent with a “gradient hypothesis.”

## **21. Influencing the Occurrence of Mind Wandering During Reading**

*Kristopher Kopp, Caitlin Mills, Blair Lehman, Arthur C. Graesser, & Sidney K. D'Mello*

Research suggests that mind wandering often consists of prospective thoughts. We assessed the extent to which the occurrence of mind wandering during a reading task could be influenced by asking participants to think about their immediate future plans prior to reading. Our results confirm the idea that directing attention towards prospective thought increased self-reports of mind wandering compared to a control condition. These results have implications for learning environments that intend to optimize learner engagement.

## **22. The Role of Pictures, Dialogue, and Subtitles in Memory for Affective Content from Entertainment Film**

*Richard Jackson Harris, Sawyer Borrer, Kelsey R. Koblit, & Tanner C. Rohrer*

This study examined how affect of film characters is communicated through pictures, dialogue, and subtitles in a 25min film clip under nine presentation conditions (3x3: English/foreign/no sound and captions). Positive, but not negative, affect was remembered better in conditions with English than in conditions with no English. However, affect memory in conditions with foreign or no sound/captions was surprisingly good and did not differ from each other. Thus, incomprehensible language neither hindered nor communicated emotion.

### **23. Motivation matters: The Contributions of Basic Reading Skills and Motivation to Comprehension**

*Laura Halderman, Colleen Foley, John Sabatini, & Tenaha O'Reilly*

This study examines the contributions of basic reading skills (e.g. word recognition/decoding, vocabulary and efficiency of comprehension) and motivation for reading to a measure of comprehension requiring multiple-text integration. Data from 150 students in grades 4-8 was analyzed. The results show that motivation for reading accounts for approximately 5% of variance in comprehension performance after accounting for basic reading skill. Implications for assessment design and score interpretation will be discussed.

### **24. Associative Memory for Story Information Is Modulated By the Perception of Event Boundaries**

*Christopher Kurby, Joel R. Quamme, & Linnéa Marks*

Readers form mental models of story events and segment them as events change. By what mechanism does event segmentation organize story information? Event segmentation may serve to bind within-event information, or serve to separate collections of story information. Participants read stories about characters engaged in a series of events, and completed an associative recognition task. False alarm rates were higher for within-event recombined lures than between-event recombinations, supporting the separation account of event organization.

### **25. Noticing Changes to Texts: Does Mood Influence Change Detection?**

*Elias Theodosios & David N. Rapp*

To what degree does mood influence readers' detection of changes to text? After a mood induction, participants read through texts twice with the goal of identifying whether or not the second presentation of each text included a word change. Participants exhibited no influence of mood on their ability to detect changes between texts. Although influential in many domains, mood failed to elicit an influence on attentional deployment during text processing.

### **26. Emotional Tone and Text Processing**

*Andrew Elfenbein & Catherine Bohn-Gettler*

The current experiment investigated whether overall story emotion affected reading processes by comparing happy, sad, and neutral versions of a similar story outline. Sad stories were read significantly faster than happy and neutral stories. However, story emotion interacted with story part, such that sad stories were read significantly faster than happy and neutral stories only in the first third of the stories. The results are discussed in terms of comprehension and emotion processing theories.

## **27. The Role of Topic Familiarity and General Knowledge in Predicting Passage Comprehension**

*Esther Lindstrom, Amanda Miller, Laura Steacy, Amy Elleman, & Donald Compton*

Effective comprehension requires reader coordination of complex processes that vary by text and purpose. This study investigates potential contributors to reading comprehension in fifth graders (N=254), oversampled for reading difficulty. Item crossed random effects models allowed simultaneous partitioning of variance across reader, text, and question characteristics. Acknowledging substantial literature linking background knowledge and comprehension, all analyses controlled for passage specific content knowledge. Results indicate significance of knowledge (passage specific and general) and vocabulary as predictors of comprehension.

## **28. Reading texts in a dual task: The influence of individual differences in reading skill and working memory on reading with cognitive load**

*Marja Oudega & Paul van den Broek*

Our goal was to study how individual differences in reading, in adults, affect text processing under added cognitive load. In a dual-task experiment (memory/reading) we found that an increased cognitive load caused slower reading in less skilled but not in skilled readers. Possible explanations are higher flexibility in the allocation of cognitive resources or the use of more effective reading strategies in skilled readers. We propose that these two explanations can be examined further using eye-tracking.

## **29. Understanding the Role of the Episodic Buffer of Working Memory in Inferential Reading Comprehension for L1 and L2 Readers Under Conditions of Cognitive Load**

*Manpreet Rai & Richard Jackson Harris*

Domain knowledge in baseball (study 1) and English proficiency levels (study 2) were used as a proxy for difficulty level to understand how inference processing under different conditions of varying cognitive demands in L1 and L2 readers contribute to understanding the episodic buffer. Participants read stories with and without cognitive load and answered comprehension questions of varying degrees of inferential difficulty. Difficulty level was differentially affected by working memory, cognitive load and inferential complexity.

## **30. The Effects of Prior Domain Knowledge and Cognitive Flexibility on Memory and Comprehension for Expository Text**

*Kari Stouffer, Shahram Ghiasinejad, & Richard M. Golden*

Cognitive flexibility is the ability to restructure ones situation model while reading. Eighty-two low and high prior knowledge participants whose cognitive flexibility was assessed using the computerized Wisconsin Card Sorting Test (WCST), read a scientific expository text, and then recalled and answered questions. Preliminary data analysis showed high knowledge participants included statements which had more causal connections than low knowledge participants in their responses but no effect of cognitive flexibility was observed.

### **31. Associations Between Cohmetrix Measures of Readability and Story Problem-Solving Accuracy**

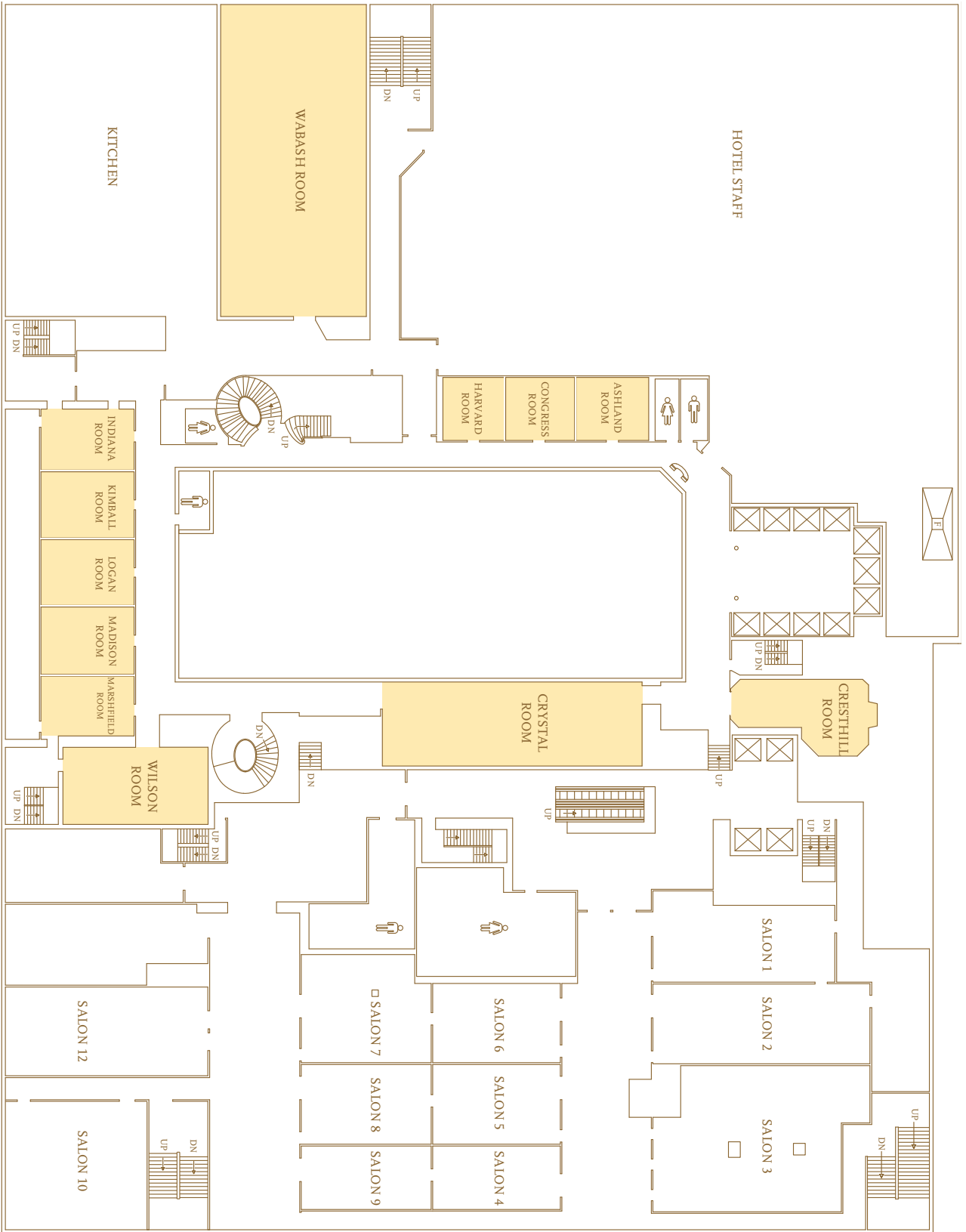
*Candace Walkington, Virginia Clinton, Steve Ritter, & Mitchell J. Nathan*

Solving mathematics story problems requires text comprehension skills. However, previous studies have found few connections between traditional measures of readability and performance on story problems. We hypothesized that measures of readability using the computerized text analysis tool CohMetrix may illuminate associations between text difficulty and problem solving. We used data from 3,394 students solving algebra story problems in Cognitive Tutor Algebra. We found that several indicators of readability were associated with problem solving measures.

### **32. Online Interpretation of “Might” in Japanese**

*Yuko Hijikata & Joanne Ingram*

We examined whether the processing of “might” by Japanese learners of English was similar to that of native speakers of English or to that of native speakers of Japanese. Participants read 36 sentences that could be True, False or infelicitous. The results were similar to those of native speakers of English rather than Japanese learners of English. Therefore, we claim that the processing of “might” in L2 is different from that in L1.



Note: The conference registration table will be located in the hotel lobby.



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## 2014 ST&D Annual Meeting At-a-Glance

Monday, August 4th	Tuesday, August 5th		Wednesday, August 6th	
<b>Conference Workshop</b> (must be pre-registered)  <b>Conference Registration</b> <b>9am-12pm</b>	<b>9am-10:30am</b>		<b>9am-10:30am</b>	
	Spoken Session 2	Spoken Session 3	Spoken Session 6	Spoken Session 7
	10:30-11 Coffee Break		10:30am-11am Coffee Break	
	<b>11am-12:30pm</b>		<b>11am-12:30pm</b>	
	Symposium 2	Spoken Session 4	Spoken Session 8	Spoken Session 9
<b>12pm-1:30pm</b>				
Conference Registration Break	<b>12:30pm-2pm</b>		<b>12:30pm-2pm</b>	
	Lunch		Lunch	
<b>1:30pm-3pm</b>				
Opening Ceremony 2014 Distinguished Scientific Contribution Award	<b>2pm-3pm</b>		<b>2pm-2:40</b>	
	Invited Panel		Young Investigator Award Address	
<b>3pm-4:30pm</b>	<b>3:15pm-4:30pm</b>		<b>2:45pm-4:30pm</b>	
Symposium 1	Spoken Session 1	Symposium 3	Spoken Session 5	Spoken Session 10
				Spoken Session 11
<b>4:30pm-6pm</b>	<b>4:30pm-6pm</b>		<b>4:30pm-5:15pm</b>	
Poster Session 1 and Reception	Poster Session 2		Closing session and open business meeting	