25th Annual Meeting Program and Abstracts
July 6-8, 2015

Hyatt Regency of Minneapolis
Minneapolis, Minnesota, USA

Online Program
http://easychair.org/smart-program/STD2015/

Discourse Processes

Official Journal of the
Society for Text & Discourse

Discourse Processes DP

A Multidisciplinary Journal

The Official Journal
of The Society for
Text and Discourse

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

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

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

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Manuscript Submission

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

Welcome to Minneapolis!

Welcome to Minneapolis! We are very excited and proud to be able to host the 25th 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. We are also excited to present several plenary addresses from exceptional researchers in our field: **Jerome Myers** (University of Massachusetts – Amherst) and **Edward J. O'Brien** (University of New Hampshire), recipients of the 2015 Distinguished Scientific Contribution Award; **Katherine Rawson** (Kent State University), recipient of the 2014 Tom Trabasso Young Investigator Award recipient; and **Scott Crossley**, the recipient of the 2015 Tom Trabasso Young Investigator Award. Our keynote speaker will be **Mark McDaniel** (Washington University). Last but not least, a number of highlighted sessions on important and emerging topics such as *aesthetics, the neural basis of reading comprehension*, *source credibility*, *assessment*, and *learning from multiple representations.*

The **organizing committee** wishes to thank the many reviewers who provided invaluable input on more than 130 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. 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.

Minneapolis and St. Paul are lovingly referred to as the *Twin Cities* and are conveniently connected by the Green Line train. We invite you to explore the Twin Cities and experience "Minnesota Nice" for yourself. Catch a Minnesota Twins baseball game, take in a play at the Guthrie Theater, grab a craft beer at Surly Brewery, shop at the Mall of America, or just enjoy a quiet stroll along the Mississippi river.

Panayiota Kendeou & Sashank Varma
Program Chairs
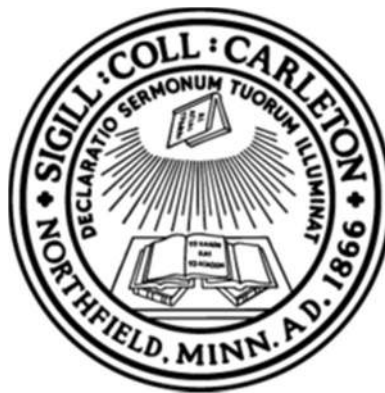25th Annual Meeting of the Society for Text & Discourse, 2015

The Society for Text & Discourse
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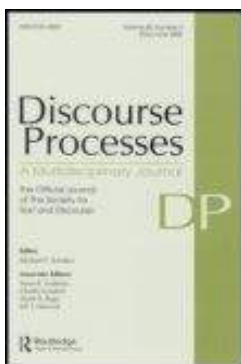# for their Support

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Discourse Processes Call for Papers
Special Conference Themed Issue

Discourse Processes publishes an annual special issue focused on presentations (both spoken and poster) at the annual Society for Text & Discourse conference. We are very pleased to present the 2015 issue, which represents the excellent work presented at the 2014 annual conference.

We are also very happy to continue this tradition and announce that a 2016 special issue will be published representing our finest work at this 2015 Society for Text & Discourse meeting in Minneapolis. Papers submitted for consideration to the special issue will go through the regular review process, with the goal of accelerating that process given the intended publication timeline. This is an excellent opportunity to publish your cutting-edge research in a timely fashion!

Submissions should be prepared according to the guidelines found here:

http://www.tandfonline.com/action/authorSubmission?journalCode=hdsp20&page=instructions#.VYNJx2BHDC4

All manuscripts should be submitted through the Discourse Processes submission portal as per those guidelines. In any such submission, indicate in your cover letter that the manuscript is being offered for consideration in the "ST&D 2015 Special issue." The firm deadline for submissions is **September 25, 2015.**

Please consider submitting your exciting conference presentations to Discourse Processes. Remember: Discourse Processes is the official journal of the Society for Text & Discourse. If you have any questions about the suitability of a conference presentation for the issue, e-mail the special issue editors *Panayiota Kendeou* (kend0040@umn.edu) or *David N. Rapp* (rapp@northwestern.edu).

We look forward to your submissions!

25ᵗʰ Annual Meeting
of the Society for Text & Discourse

2015 Local Organizing Committee
Catherine Bohn-Gettler, Andrew Elfenbein, Randy Fletcher, Karla Lassonde,
Brooke Lea, Mike Mensink, Andreas Schramm, Julia Strand, Mija van der Wege

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Mike Mensink

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2015 Student Support
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Van Boekel

Cover photo Courtesy of Meet Minneapolis (www.minneapolis.org).

Future Meeting
of the Society for Text & Discourse

The 26th Annual Meeting
will be held in Germany
Universität Kassel
July 18-20, 2016
Chair: Tobias Richter
www.uni-kassel.de/go/std

International Society for the Empirical Study of Literature

Save the date for the biannual meeting of the International Society for the Empirical Study of Literature and Media (IGEL), which will be held at Palmer House in Chicago, July 6-9, 2016.

Joe Magliano is the conference chair. The organizing committee invites submissions in all areas of the empirical study of literature and media, including but not limited to, cognitive processing of literature, literature/media and culture, neuroscience and literature, literary reception, reading and emotion, historical studies of literature and corpus analysis of literature. Submissions may be accepted either as spoken presentations or as poster presentations.

The call for proposals will be released in Fall of 2015.
http://www.igel.uni-goettingen.de/

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Mike Mensink, U. of Wisconsin-Stout	Conference Webmaster
Michael F. Schober, New School	Outgoing Editor-in-Chief, *Discourse Processes*
David N. Rapp, Northwestern U.	Incoming Editor-in-Chief, *Discourse Processes*

The Society is deeply indebted to
Michael Schober
for his tireless and excellent service as Editor-in-Chief of **Discourse Processes**
2005-2015

Welcome and congratulations
to our new Editor-in-Chief
David N. Rapp

Discourse Processes **Search Committee**
Danielle McNamara (Chair), Herbert H. Clark, Morton Ann Gernsbacher, Joseph Magliano, Michael F. Schober, Jennifer Wiley

Congratulations to
Danielle McNamara
for her election
to a second term
as Chair of the Society!

Fellows of the Society for Text & Discourse

New Fellows

Robert Jr. Lorch (University of Kentucky)

Paul Drew (University of York)

Current Fellows

Patricia A. Alexander (University of Maryland)
Richard C. Anderson (University of Illinois)
M. Anne Britt (Northern Illinois University)
Herbert H. Clark (Stanford University)
Manuel de Vega (Universidad de La Laguna)
Alan Garnham (University of Sussex)
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Walter Kintsch (University of Colorado)
R. Brooke Lea (Macalester College)
Debra L. Long (UC-Davis)
Joseph P. Magliano (Northern Illinois University)
Gail McKoon (Ohio State University)
Danielle S. McNamara (Arizona State University)
Keith Millis (Northern Illinois University)

Jerome L. Myers (University of Massachusetts)
Leo G. M. Noordman (Tilburg University)
Jane V. Oakhill (University of Sussex)
Edward J. O'Brien (University of New Hampshire)
Herre van Oostendorp (University of Utrecht)
Charles A. Perfetti (University of Pittsburgh)
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Ted J.M. Sanders (University of Utrecht)
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Emanuel Schegloff (UCLA)
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Wietske Vonk (Max Planck Institute for Psycholinguistics-Nijmegen)
James F. Voss (University of Pittsburgh)
Jennifer Wiley (University of Illinois at Chicago)
Rolf A. Zwaan (Erasmus University Rotterdam)

Fellows Selection Committee
Ed O'Brien (chair), Jane Oakhill, Joe Magliano, Jennifer Wiley

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.

2015 Student Travel Contributors

At ST&D we have always had a goal of supporting and mentoring young scientists as they begin their research careers. To further this goal, in 2015 ST&D established the **Student Travel Fund** to make our conference accessible to students who need to travel but have difficulty obtaining funding. We are pleased to be able to thank the donors to the Fund for their generous support.

Platinum
Institute for Intelligent Systems (IIS)
Danielle McNamara

Gold
Edward J. O'Brien

Silver
Arthur Glenberg, Walter & Eileen Kintsch, Brooke Lea, Keith Millis

Bronze
Catherine Bohn-Gettler, Scott Crossley, Jeffrey Foy, Susan R. Goldman, Celia Klin, Mike Mensink, David N. Rapp, Tomoko Sakita, Gaston Saux, Gale Sinatra, Sidney D'Mello

2015 Distinguished Scientific Contribution Award
Dr. Jerome L. Myers, *University of Massachusetts, Amherst*
Dr. Edward J. O'Brien, *University of New Hampshire*

Jerome L. Myers and **Edward J. O'Brien** have, individually, made important contributions to our field. Working together, however, they made one of the signature contributions to our current understanding of text processing. Their ***Resonance Model*** of how basic memory processes guide comprehension is both theoretically elegant and empirically well-validated. At least as important have been the generations of researchers who learned how to think scientifically and to conduct rigorous research from these two prolific mentors. Jerry and Ed share an emphasis on the values of: (a) understanding psychological processes over generating descriptions; (b) rigorous and careful experimentation; and (c) theoretical parsimony. The resonance model is a reflection of these values: if passive, memory-based processes can account for fancy-looking feats of text comprehension, they should be favored over higher-level structures. Ed and Jerry's development of the resonance model ushered in an era in which the role of memory-based text processing is now a fundamental assumption.

Previous Recipients of the Distinguished Scientific Contribution Award

2014: Charles A. Perfetti

2013: Morton Ann Gernsbacher

2012: Marcel Adam Just

2011: Simon Garrod /Anthony Sanford

2010: Arthur Graesser

2009: Herbert Clark

2008: Walter Kintsch

Distinguished Scientific Contributions Award Committee

Jane Oakhill (chair), Jean-Francois Rouet, Morton Gernsbacher, Charles Perfetti, Joe Magliano

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

2015 Tom Trabasso
Young Investigator Award
Dr. Scott Crossley
Georgia State University

Dr. Scott Crossley is an Associate Professor of Applied Linguistics at Georgia State University. Professor Crossley's primary research focus is on natural language processing and the application of computational tools and machine learning algorithms in language learning, writing, and text comprehensibility. His main interest area is the development and use of natural language processing tools in assessing writing quality and text difficulty. He is also interested in the development of second language learner lexicons and the potential to examine lexical growth and lexical proficiency using computational algorithms. Professor Crossley works as a senior researcher on Writing Pal, an intelligent tutoring system under development at Arizona State University. His research has appeared in many prestigious journals in the field of second language acquisition, composition studies, and reading including Discourse Processes, Studies in Second Language Acquisition, TESOL Quarterly, Language Learning, The Modern Language Journal, Second Language Research, Language Testing, Written Communication, and the Journal of Reading Research.

Previous Recipients of the Young Investigator Award

2014: Katherine Rawson	2011: Chantel Prat
2013: Tobias Richter	2010: David N. Rapp
2012: Panayiota Kendeou	2009: Michael Kaschak

Young Investigator Award Committee
David N. Rapp (chair), Tobias Richter, Johanna Kaakinen, Panayiota Kendeou

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

2015 Jason Albrecht
Outstanding Young Scholar Award
Angela Nyhout
University of Waterloo

Stepping Into Narrative Worlds: Children's Construction of Spatial Situation Models of Narratives (with Daniela O'Neill)

Across 4 studies, we investigated children's ability to deliberately and spontaneously construct spatial situation models. Under deliberate instruction, children were more accurate at recalling spatial details from narratives than from non-narrative descriptions. On two different tasks measuring children's spontaneous spatial representations during narrative processing, we found that children were able to detect spatial inconsistencies in narrative and that the ability to spontaneously infer character movements through space was predictive of narrative comprehension abilities.

This talk is in the *Developing Readers* session, Wednesday, July 8, 8:30 – 10 AM.

Previous Recipients of the Outstanding Young Scholar Award

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

Outstanding Young Scholar Award Committee
Sid Horton (chair), Johanna Kaakinen, Catherine Bohn-Gettler, David N. Rapp

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

2015 Outstanding Student Paper Award
Laura K. Allen
Arizona State University

Change Your Mind: Investigating the Effects of Self-Explanation in the Resolution of Misconceptions (with Danielle McNamara and Matthew McCrudden)

We investigated the differential effects of self-explaining a refutational text, over thinking aloud or rereading. Students who self-explained the text subsequently outperformed their peers on a test of natural selection knowledge. Additionally, both instructional and performance differences were significantly linked to the degree of causal cohesion present within students' responses to the text. We interpret these results to indicate that self-explanation promotes specific coherence-building processes that are more conducive to conceptual change than other processes.

This talk is in the *Misconceptions and Misinformation* session, Wednesday, July 8, 10:30 AM – Noon.

Previous Recipients of the Outstanding Student Paper Award

2014: David Markowitz	2004: David Havas
2013: Johanna Maier	2003: Carol Madden
2012: Alexandra List	2002: Heather Hite Mitchell
2011: Emily Smith	2001: Tobias Richter
2010: Kris Liu	2000: Johanna Kaakinen
2009: Mike Mensink	2000: Rob Stanfield
2008: Nick Duran	1999: Michelle L. Gregory
2007: not awarded	1998: Ken Samuel
2006: Fabrice Cauchard	1997: Andreas Schramm
2005: Johann Ari Larusson	

Outstanding Student Paper Award Committee
Sid Horton (chair), Johanna Kaakinen, Catherine Bohn-Gettler, David N. Rapp

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.

Pre-Conference Workshops

Monday, July 6th

7:30-12:30: Conference Registration **Open Great Lakes Meeting Area**	
7:30-8:30: Continental Breakfast **Great Lakes B**	
8:00-11:00: Workshop 1 (must be pre-registered) **Assessment System for Research and Practice: Learn About FAST** *Theodore J. Christ* **Minnetonka Lake**	**8:00-11:00: Workshop 2** (must be pre-registered) **Eye Tracking in the 21st Century** *Johanna Kaakinen* **Calhoun Lake**
11:00-12:30: Lunch Break (on your own)	

Conference Program

Monday, July 6th

12:00-5:00: Conference Registration

Open Great Lakes Meeting Area

12:30-2:00: Opening Ceremony & Distinguished Scientific Contribution Award Address

Presidential Remarks: Danielle McNamara

Program Chairs' Welcome: Panayiota Kendeou and Sashank Varma

Awards & Special Recognitions
  Recognitions: Danielle McNamara
  FABBS Award Presentation: Arthur C. Graesser
  Outstanding Student Paper Award Presentation: Johanna Kaakinen
  Jason Albrecht Outstanding Young Scientist Award Presentation: Johanna Kaakinen
  Tom Trabasso Young Investigator Award Presentation: David N. Rapp

Distinguished Scientific Contribution Award Address

Mapping Validation Processes onto Memory-Based Text Processing
Edward J. O'Brien, University of New Hampshire
Jerome L. Myers, University of Massachusetts – Amherst

Introductory Remarks: Jane Oakhill

Over the last thirty years, the combined research from our labs has focused on the extent to which passive activation processes (i.e., resonance) play a role in the process of comprehending text. Most current models of reading now take as a basic assumption that the initial activation of information that contributes to comprehension occurs through this passive resonance process. This information is then used during integration. However, recent findings have shown that integration is not the end-stage of processing; readers must validate the linkages formed during integration against information in memory. The goal of this talk is to give an overview of resonance and its assumptions; explore the role of validation from a memory-based perspective; further establish how the role of standards of coherence can be mapped onto a memory-based view of text processing; and outline future steps for research in this area.

Great Lakes A

2:00-3:15: Symposium: Aesthetics   **Great Lakes A**
Chair: Andrew Elfenbein

After Reading
Andrew Elfenbein

Comprehension and Aesthetic Responses
Keith Millis and Joseph P. Magliano

Learning Literary Characters
Elaine Auyoung

A Participatory Perspective on Narrative Experiences
Richard J. Gerrig

3:15-3:30: Coffee Break   **Open Great Lakes Area**

3:30-5:00: Multiple Texts & Sources	**3:30-5:00: Comprehension Processes**
Minnetonka Lake	**Calhoun Lake**
Chair: Jason Braasch	*Chair: Brooke Lea*
The Role of Prior Beliefs in the Processing of Multiple Texts: An Eye Movement Study *Johanna Maier, Tobias Richter and M. Anne Britt*	This Means What? Understanding Multi-Functional Pronouns and What This Does for Text Comprehension *Jane Oakhill, Hakima Megherbi, Alix Seigneuric, Steve Bueno and Carsten Elbro*
Validation of New Epistemological Scales Related To Inquiry Learning *Carlos Salas, Thomas D. Griffin, Jennifer Wiley, M. Anne Britt, Dylan Blaum and Patricia Wallace*	That Noun Phrase is Beneficial, But This is Not: Discourse Cohesion and Text Processing *Scott Crossley, Dani Francuz Rose and Danielle McNamara*
When Popularity Trumps Relevance: The Role of Citation Figures in Students' Selection of Scholarly References Online *Jean-Francois Rouet, Ole Skov, Guillaume De Pereyra, Pierre-Alexandre Albanese, Ludovic Le Bigot and Nicolas Vibert*	Processing Local Coherence Relations in Dependence of Polarity and Position of the Connective in German *Julia Knoepke, Tobias Richter and Peter Diener*
Students' Accessing of Document Information Across Source Types *Alexandra List and Patricia A. Alexander*	Time to Throw in the Towel: No Evidence of Conceptual Metaphor Activation in Idiom Processing *Krista Miller and Gary Raney*
Critical Evaluation of Sources in Argument Analysis Tasks *Jesse R. Sparks, Beata Beigman Klebanov and Hillary Molloy*	Boundedness and Grammatical Aspect *Meghan Salomon, G.A. Radvansky and Sarah Anderson*

5:00-6:30: Poster Session I and Reception

Open Great Lakes Meeting Area

Tuesday, July 7th

8:00-5:00: Conference Registration **Open Great Lakes Meeting Area**	
7:30-8:30: Continental Breakfast **Great Lakes B**	
8:30-10:00: Computational Applications **Minnetonka Lake** *Chair: Andreas Schramm* Identifying Computable Measures for User Input Evaluation in Virtual Internships *Zhiqiang Cai, Zachari Swiecki, David Shaffer and Arthur Graesser* The Partisan Divide: A Computational Linguistic Analysis of Bias in the Senate *Nia Dowell, Leah Windsor, Mae-Lynn Germany, Francisco Iacobelli and Arthur C. Graesser* The Effect of Reading Ability on Learning a Summarizing Strategy with AutoTutor *Haiying Li, Jon-Mikeal Rhodes, Morgan C. Douglass, Tiffany Hunter and Arthur Graesser* Capturing the Writing Process: Keystroke Logging in a Writing Tutor *Matthew Jacovina, Laura Allen, Erica Snow and Danielle McNamara* Effects of Headings on Processing of Audio Texts *Hung-Tao Chen and Robert Lorch*	**8:30-10:00: Symposium: The Neural Correlates of Reading** **Calhoun Lake** *Chair: Sashank Varma* Reading What Has Been Inferred: Electrophysiological Evidence for Dissociable Processes *Vaughn Steele, Edward Bernat, Paul van den Broek, Paul Collins, Christopher Patrick and Chad Marsolek* Cortical Dynamics and Individual Differences in Reading: Relating Beta Oscillations with Reading Skill *Brianna L. Yamasaki and Chantel S. Prat* Centrality Effects on Word-to-Text Integration During Reading: An ERP Study *Anne Helder, Joseph Stafura, Regina Calloway, Paul van den Broek and Charles Perfetti* Hemispheric Processing of Puns during Reading *Brian Sundermeier, Michael Schutzenhofer, Sandra Virtue, Deena Kishawi and Emily Mosher* A Brain Imaging Approach to Investigating Learning With Text and Diagrams *Robert Mason and Marcel Just*
10:00-10:30: Coffee Break **Open Great Lakes Area**	

10:30-12:00: Learning Processes Minnetonka Lake *Chair: Karla Lassonde*	10:30-12:00: Symposium: Integrating Multiple Representations Calhoun Lake *Chair: Gale Sinatra*
How and When Struggling Readers Struggle *Ben Seipel, Sarah E. Carlson and Virginia Clinton* Facilitating Inferences or Fighting Misconceptions? Feedback Messages to Aid Question-Answering and Learning From Text *Eduardo Vidal-Abarca, Raquel Cerdan, Tomas Martinez, Antonio Ferrer and Carmen Candel* Exploring the Relationship Between College Readiness and Comprehension Processing *Melissa Ray, Greta Chan and Joseph P. Magliano* Mind Wandering During Re-reading of Instructional Texts *Caitlin Mills, Natalie Phillips, Sidney D'Mello and Evan Risko* Rewriting Essays Increases Causal Language *David Boveri and Reva Freedman*	Interactions Between Self-Concept and Refutational Texts on Emotions and Learning *Gregory Trevors, Krista Muis, Reinhard Pekrun, Gale Sinatra and Philip H. Winne* Causal Science Explanations: The Role of Annotations of Texts and Graphics *Candice Burkett, Katie M. James, Susan R. Goldman and Project Readi Science Team* Improving Learning from Refutation-Texts with Analogies and Graphs *Robert Danielson, Gale Sinatra, Allison Jaeger and Jennifer Wiley* Making Connections: Improving Student Learning about Climate Change *Allison Jaeger, Thomas D. Griffin, M. Anne Britt and Jennifer Wiley* Learning From Texts: Do Refutations Texts Enhance Transfer of Knowledge? *Katinka Beker, Panayiota Kendeou, Martin van Boekel and Paul van den Broek*

12:00-1:30: Lunch (on your own)

12:00-1:30: Governing Board Meeting (Lake Harriet)

1:30-2:30 Young Investigator Award Address:

Defining and Investigating Automaticity in Text Comprehension
Katherine A. Rawson, Kent State University

Introductory Remarks: Jennifer Wiley

In the literature on text comprehension, automaticity has traditionally been defined in terms of properties of performance (e.g., speed, effort). A more powerful approach based on contemporary theories of automaticity involves conceptualizing automaticity in terms of underlying cognitive mechanisms that give rise to properties of interest. To illustrate the utility of automaticity theories for understanding text comprehension, the bulk of my talk will focus

on one particular kind of automaticity theory, which states that practice leads to decreasing involvement of algorithmic processing and increasing involvement of memory-based processing. I will present evidence from studies specifically designed to diagnose the involvement of memory-based automaticity in syntactic and semantic processes during text comprehension, and I will also review findings from earlier studies that provide indirect evidence for this account. Finally, I will consider directions for future research and theory development to address outstanding issues concerning the nature of automaticity in text comprehension.

Great Lakes A

2:30-2:45: Coffee Break

Open Great Lakes Area

2:45-4:15: STEM Reasoning **Minnetonka Lake** *Chair: Scott Hinze*	**2:45-4:15: Symposium: Reading Assessments** **Calhoun Lake** *Chair: Gina Biancarosa* *Discussant: Arthur C. Graesser*
Is the Moon a Satellite? "No, it is a Big Piece of Rock. It's a Moon!" Examining Scientific Reasoning in Elementary Students' Performance on Scenario-Based Assessments *John Sabatini and Tenaha O'Reilly*	Exploitation of Theory for Applied Problems: Let's Throw it at the Wall and See What Sticks *Theodore J. Christ, Mary Jane White and Danielle R. Becker*
The Influence of Causal Markers on the Evaluation of Self-Produced Explanations *Jane Neal, Katja Wiemer and Lillian Asiala*	The MOCCA Measurement Model: Challenges and Possible Solutions *Mark Davison, Bowen Liu, Benjamin Seipel, Sarah Carlson and Gina Biancarosa*
Readability and Mathematical Word Problem Solving *Candace Walkington, Virginia Clinton, Steve Ritter and Mitchell Nathan*	Implementing Cognitive Theory into 3rd through 12 Grade Reading Assessments: Opportunities and Challenges *Tenaha O'Reilly and John Sabatini*
Repetition in Mathematics Discussions: Bridging Education and Cognitive Science Perspectives *Susan Staats*	The Reading Strategy Assessment Tool: A Computer-Based Approach for Evaluation Comprehension Processes During Reading *Joseph P. Magliano, Melissa Ray and Keith Millis*
Using a Deductive Reasoning Task to Improve Readers' Construction of Generalization Inferences *Kristin Ritchey and Aditi Suryanarayan*	Discussant Remarks: Reading Assessment *Arthur C. Graesser*

4:15-6:00: Poster Session II and Reception

Open Great Lakes Meeting Area

6:15: Depart for the Twins vs. Orioles Baseball Game at Target Field, starting at 7:10 (only for those who have paid)

Hotel Lobby

Wednesday, July 8th

7:30-8:30: Breakfast	
	Great Lakes B
8:30-10:00: Developing Readers **Minnetonka Lake** *Chair: Catherine Bohn-Gettler*	**8:30-10:00: Symposium: Sourcing while Reading** **Calhoun Lake** *Chair: Lisa Scharrer* *Discussant: Susan R. Goldman*
2015 Jason Albrecht Outstanding Young Scholar Award Stepping into Narrative Worlds: Children's Construction of Spatial Situation Models of Narratives *Angela Nyhout and Daniela O'Neill*	Encountering Contradictions between Webpages Stimulates the Consideration of Source Information: Evidence from Online and Offline Measures *Yvonne Kammerer, Eva Kalbfell and Peter Gerjets*
Children's Productive Use of Academic Vocabulary *Shufeng Ma and Richard C. Anderson*	From Distinct to Mush: Identifying Discrepant Sources during a Recognition Task *Gaston Saux, M. Anne Britt, Nicolas Vibert and Jean-François Rouet*
Inference Making in Developing Readers: Profiles in Good and Poor Comprehenders *Josefine Karlsson, Linda Van Leijenhorst, Anne Helder, and Paul van den Broek*	A Scientist Through and Through? How the Source's Commitment to Science Affects Readers' Evaluation of Source and Content in the Domain of Medicine *Rainer Bromme, Marc Stadtler, Lisa Scharrer and Eva Thomm*
The Effects of Social-Cognitive Processing Demands and Structural Importance on Narrative Recall: Differences between Children, Adolescents, and Adults *Marcella Pavias, Paul van den Broek, Marian Hickendorff, Katinka Beker and Linda Van Leijenhorst*	What's Source Got To Do With It? Examining the Role of Source Credibility in the Processing of Refutation Texts *Martin Van Boekel, Panayiota Kendeou, Karla Lassonde and Edward J. O'Brien*
The Impact of Higher Level Talk and Writing about Text on Elementary Students' Reading Performance *Debra Peterson*	Discussant Remarks: Sourcing while Reading *Susan R. Goldman*
10:00-10:30: Coffee Break	
	Open Great Lakes Area

10:30-12:00: Applied Discourse Minnetonka Lake *Chair: Mija van der Wege*	10:30-12:00: Misconceptions and Misinformation Calhoun Lake *Chair: Panayiota Kendeou*
Is this Funny or Strange? Gender and Task Effects on the Comprehension of Verbal Jokes *Evelyn Ferstl, Lisa Putzar and Laura Israel* Lying and Telling the Truth: Machiavellianism as a Moderator of the Influence of Lying on Later Memory *Isaac Simon, Michael Wolfe, Todd Williams, John Hessler and Marisa Simoni* Disfluencies in Answering Job Interview Questions *Adrian Bangerter, Julie Brosy and Eric Mayor* Variability in Performers' and Listeners' Shared Understanding of Jazz Improvisations *Michael Schober and Neta Spiro* Undergraduate Students' Text Search Strategies: Do Reading-Related Skills Mediate the Role of Text Organizers? *Anna Potocki, Christine Ros, Nicolas Vibert and Jean-François Rouet*	Narrative Persuasion: Online and Offline Measures of Processing Inaccurate Information Embedded in a Story *Maj-Britt Isberner, Tobias Richter, Constanze Schreiner and Markus Appel* ***2015 Outstanding Student Paper Award*** Change Your Mind: Investigating the Effects of Self-Explanation in the Resolution of Misconceptions *Laura Allen, Danielle McNamara and Matthew McCrudden* Processing of Semantic Inconsistencies in Canonical and Non-Canonical Sentences: An Interindividual Difference Study *Sascha Schroeder, Sarah Eilers and Tobias Richter* Reader, Interrupted: Do Disruptions During Reading Influence Misinformation Effects? *Amalia Donovan, Elias Theodosis and David N. Rapp* The Processing of White Lies: Evidence From Eye-Movements *Henri Olkoniemi and Johanna Kaakinen*

12:00-1:30: Lunch Break (on your own)

12:00-1:30: *Discourse Processes* **Editorial Board Meeting**

1:30-2:30: Keynote Address:

Making Learning Stick: Equipping Students to Learn Smarter and Forget Less
Mark McDaniel, Washington University

Introductory Remarks: Brooke Lea

Many students' typical study activities such as rereading text and lecture notes may heavily engage repetitive recycling of target information. One implication for education from basic

memory research is that typical student study activities just mentioned may not be effective for learning and retention. I present results supporting this implication. Memory and comprehension research favor study activities that promote elaborative processing and enhance construction of mental models. I present experiments that illuminate a relatively new technique for effectively promoting such processing. I also discuss concrete techniques to stimulate elaborative learning in the classroom. Another learning principle is that retention and transfer are promoted by spacing study. I present evidence showing gains in learning produced by spaced (practice) relative to massed instruction. Finally, I present classroom experiments revealing test-enhanced learning: Quizzing results in improvement on exam performances relative to target content that is not quizzed or that is presented for restudy.

Great Lakes A

2:30-2:45: Coffee Break

Open Great Lakes Area

2:45-4:15: Affect and Emotion	**2:45-4:15: Memory**
Minnetonka Lake	**Calhoun Lake**
Chair: Mike Mensink	*Chair: Randy Fletcher*
Effects of Emotionality on Memory and Comprehension for Texts	The Role of Semantic Content Integration in Forgetting Multiple Information Sources
Deborah Tan, Alvina Brueggemann, Eric Lundgren, David N. Rapp and Chad J. Marsolek	*Jason L. G. Braasch, Rebecca M. McCabe and Frances Daniel*
Does the Timing of Spoilers Affect Readers' Enjoyment?	Effects of Focus and Purpose Instruction on Reading Processes and Products
Michelle Betzner and William H. Levine	*Catherine Bohn-Gettler and Matthew McCrudden*
Mind Wandering during Film Comprehension	Why Smoke Doesn't Always Lead to Fire: Investigating the Neural Basis of Individual Differences in Predictive Inference Making
Kristopher Kopp, Caitlin Mills and Sidney D'Mello	*Chantel Prat, Robert Mason, Jose León, Inmaculada Escudero and Marcel Just*
The Effect of Mood On Readers' Reliance on Text Misinformation	
Meghan Salomon and David N. Rapp	The Role of Working Memory in Inference Generation During Reading Comprehension: Retention, Activation or Suppression of Verbal Information?
	Meni Yeari and Rachel Schiff
Valence, Arousal, and Credibility of an Argument Influence Eye Movements during Sentence Reading	
Johanna Kaakinen and Suvi Peltoniemi	Phantom Recollection of Text Paraphrases
	Murray Singer and Jackie Spear

4:15-5:00: Closing Meeting (all are encouraged to attend)   **Great Lakes A**

5:00-7:00: Closing Reception with Live Music   **Regency Room & Patio**

Pre-Conference Workshops

Monday, July 6th

Workshop 1 (must be pre-registered)
Monday July 6th, 8:00-11:00, Minnetonka Lake

Assessment System for Research and Practice: Learn About FAST
Theodore J. Christ
This workshop will review FAST as a cloud-based assessment and data system that was developed at the University of Minnesota with funding from IES (2009 to present). Those who attend will learn about FAST and its potential to support a variety of basic and applied research and development. This includes the use of current measures and the development of new measures, which might be shared and distributed widely. A variety of performance data are recorded in the database, which includes accuracy, response choices, and response times (in milliseconds) on an item-by-item basis. Much of the reporting is automated, immediate and exportable in csv files. As an applied research team, we are interested to support basic science, theory development, and their implications for practice. The current domains of assessment span reading, mathematics, and social-emotional behavior. This workshop will be of interest to those who might (a) use FAST to support data collection, (b) explore extant data from large multi-state samples, or (c) use FAST to develop and refine new measures.

Workshop 2 (must be pre-registered)
Monday July 6th, 8:00-11:00, Calhoun Lake

Eye Tracking in the 21st Century
Johanna Kaakinen
This workshop will be a three hour tutorial on the powers and perils of using eye tracking methodologies to study language processing. The advent of inexpensive and easy-to-use trackers had led to a rapid expansion of users, some of whom may not have the requisite training in the appropriate experimental and data-analytic techniques. After a brief review of the history eye tracking research, Dr. Kaakinen will provide an overview of eye tracking best practices, common pitfalls, along with the latest techniques to help users get the most out of this powerful instrument. The workshop will be hands-off, though we will consider and compare the latest trackers along with their strengths and weaknesses. This workshop will be of interest to those relatively new to eye tracking, those who have been tracking for years, as well as scholars who would like to consume and appreciate eye-tracking research at a deeper level of sophistication.

Symposium and Spoken Session Abstracts

Monday, July 6th

SYMPOSIUM: Aesthetics
Monday July 6th, 2:00-3:15, Great Lakes A

After Reading
Andrew Elfenbein
The goal of this talk is less to present new empirical evidence than to locate and define an under investigated area for research in reading. The empirical study of reading has long distinguished between online processes (those that occur as a reader is actively inputting textual information) and offline product (the situation model that serves as a reader's mental representation of a text). Different experimental methodologies have developed to examine both facets of reading, with online processes being measured in reading times, eye tracking, responses to probes, and think-aloud protocols, while offline products are measured in memory protocols, comprehension questions, and transfer tasks. Although researchers would probably agree that the offline situation model resulting after a reader has finished reading is not static, research has tended to treat it as a memory subject largely to variations in degree of accessibility. Yet within the history of reading, especially of literary reading, a widespread assumption has been that books provide their greatest catalyst to new thought after readers have finished them, because after they have finished, readers can create a global meaning and attempt to integrate it into their existing knowledge structures. This talk will argue for the value of taking seriously the online processes of readers after reading to capture a critical moment in comprehension.

Comprehension and Aesthetic Responses
Keith Millis and Joseph P. Magliano
Aesthetic responses occur when we encounter and comprehend language (e.g., literary texts) and the visual arts (e.g., artwork, film). In our talk, we ask the question of whether and how comprehension is linked to aesthetic responses. Using published and archival data, we suggest that models of discourse comprehension models predict aesthetic responses to paintings. We will also discuss the nature of this relationship and the utility of studying aesthetic responses to discourse.

Learning Literary Characters
Elaine Auyoung
How does the text of Jane Austen's *Pride and Prejudice* cue readers to construct, retrieve, and run mental models of fictional characters over the course of the narrative? This study offers an account of how literary scholars can draw on models from text comprehension and social reasoning to specify the narrative strategies that particular novelists tend to employ. It proposes that Jane Austen is particularly effective at getting readers to learn the dispositions of her literary characters.

A Participatory Perspective on Narrative Experiences
Richard J. Gerrig
As people experience narratives, they often have the experience of being deeply drawn into the worlds of those narratives. The participatory perspective on narrative experiences suggests that people encode cognitive and emotional responses as if they were side-participants in the narrative's events. For example, narrators often generate suspense by providing information to readers that is unknown to characters. Thus, readers may find themselves offering urgent mental advice to characters who are unaware of the bomb that is quickly ticking down to "zero." The mental contents people encode (e.g., "Run!") are participatory responses. The participatory responses help explain the depth of narrative experiences: They make people's experiences more personally engaging. This talk will review research evidence that supports the perspective that readers and viewers function as side-participants in their narrative experience. The talk will begin with a discussion of suspense, and how participation functions to increase the intensity of suspense. It will then turn to a consideration of how readers' knowledge and desires structure their narrative experiences. The talk will review evidence that narrators often prompt readers and viewers to prefer actions and outcomes that they know to be unlikely, unnecessary, or ethically suspect.

Multiple Texts & Sources
Monday July 6th, 3:30-5:00, Minnetonka Lake

The Role of Prior Beliefs in the Processing of Multiple Texts: An Eye Movement Study
Johanna Maier, Tobias Richter and M. Anne Britt
We propose that readers studying multiple controversial texts use their prior beliefs to monitor the validity of incoming information. In the present experiment, we used the eye tracking method to study non-strategic and strategic validation processes during processing of belief-consistent and –inconsistent claims and reasons. First-pass reading times were longer for belief-inconsistent reasons (indicator of non-strategic validation). For look-backs as indicators of strategic reading, we found a preference for belief-consistent information.

Validation of New Epistemological Scales Related to Inquiry Learning
Carlos Salas, Thomas D. Griffin, Jennifer Wiley, M. Anne Britt, Dylan Blaum and Patricia Wallace
Data is presented showing the validity of 2 subscales that can be used to assess epistemological beliefs of particular importance for multiple-document-inquiry tasks. The subscales show similar psychometric properties across grade-levels and for parallel versions worded for science and history. The subscales provided unique predictive utility for the quality of explanations that students constructed for two science topics that differed in difficulty. In particular, the integration subscale reflects a novel dimension of epistemological beliefs.

When Popularity Trumps Relevance: The Role of Citation Figures in Students' Selection of Scholarly References Online
Jean-Francois Rouet, Ole Skov, Guillaume De Pereyra, Pierre-Alexandre Albanese, Ludovic Le Bigot and Nicolas Vibert

We examined the effect of popularity figures on psychology students' selection of bibliographical references. We assumed that high citation figures could "trump" the intrinsic relevance of the reference given a specific search phrase. Psychology students were asked to choose which of two references would seem the most relevant for various psychology topics. As expected, less relevant references were 3 times as likely to be selected when they were presented together with high citation figures.

Students' Accessing of Document Information Across Source Types
Alexandra List and Patricia A. Alexander
Sourcing was examined as students used both traditional (e.g., newspaper) and digital (e.g., Wikipedia) source types to research a current events topic. Students were found to access document information less frequently when using digital rather than traditional source types. Further, accessing document information was found to increase ratings of traditional source types' trustworthiness, while having no or the inverse effect for digital source types. Sourcing and ratings of text trustworthiness predicted response quality.

Critical Evaluation of Sources in Argument Analysis Tasks
Jesse R. Sparks, Beata Beigman Klebanov and Hillary Molloy
Attending to and evaluating source credibility is an important academic and professional competency, with important consequences for comprehension and learning. However, studies of sourcing suggest that most students tend to overlook source information. We examined instances of sourcing behavior in the context of a high-stakes argument evaluation task that included an embedded source. In contrast to prior work, most examinees engaged in a range of critical sourcing behaviors, and a majority elaborated specific expertise-related critiques.

Comprehension Processes
Monday July 6th, 3:30-5:00, Calhoun Lake

This Means What? Understanding Multi-Functional Pronouns and What _this_ Does for Text Comprehension
Jane Oakhill, Hakima Megherbi, Alix Seigneuric, Steve Bueno and Carsten Elbro
In two studies of children's understanding of multi-functional pronouns, it was shown that 8-year-old French children had greater problems understanding multi-functional pronouns (y and en) than subject pronouns (il/elle, le/la) when they were asked to specify what such pronouns meant or "stood for" in the text. The ability to understand multifunctional pronouns was predictive of reading comprehension over and above the contributions of word reading, syntax, vocabulary, non-literal understanding and competence with subject pronouns.

That Noun Phrase is Beneficial, but _this_ is not: Discourse Cohesion and Text Processing
Scott Crossley, Dani Francuz Rose and Danielle McNamara
This study examines the effects of cohesion on text processing and comprehension. Participants read 64 three-clause sentences and identified the main referent in the clauses. The sentences varied in the type of demonstratives contained in the sentences and whether the referent was followed by a demonstrative determiner and noun or a demonstrative pronoun. Demonstrative pronouns led to significantly slower reading times and lower recall of the previous antecedent compared to nouns preceded by demonstrative determiners.

Processing Local Coherence Relations in Dependence of Polarity and Position of the Connective in German

Julia Knoepke, Tobias Richter and Peter Diener

Processing negative-causal coherence relations is cognitively more demanding than processing positive-causal relations. A self-paced reading experiment examined whether increased processing costs are due to an immediate validation of the inconsistent information. The results indicate that the comprehension of negative-causal coherence relations involve the detection and later integration of inconsistent information into the mental model of the text. Furthermore, establishing coherence was facilitated when the connective occurred between sentences rather than initiated the first sentence.

Time to Throw in the Towel: No Evidence of Conceptual Metaphor Activation in Idiom Processing

Krista Miller and Gary Raney

We attempted to replicate the results of Gibbs, Bogdanovich, Sykes and Barr (1997) in a study exploring the role of conceptual metaphors in idiom processing. Participants read idioms and responded to target words in one of two lexical decision tasks: a 250 ms delay or no delay. Results showed no evidence supporting conceptual metaphor activation during idiom processing, but suggest that a conceptual theme facilitates faster reading time of a related target word.

Boundedness and Grammatical Aspect

Meghan Salomon, G.A. Radvansky and Sarah Anderson

Boundedness determines the durative nature of verb actions, such as being long (e.g., slept) or short (e.g., hit). Moreover, a verb also takes on a grammatical aspect when used. In our study of verb memory we showed a bias for people to misremember a verb's aspect based on assuming that a described event was completed (and hence perfective). This was further influenced by the boundedness of the action conveyed by the verb.

Tuesday, July 7th

Computational Applications
Tuesday July 7th, 8:30-10:00, Minnetonka Lake

Identifying Computable Measures for User Input Evaluation in Virtual Internships
Zhiqiang Cai, Zachari Swiecki, David Shaffer and Arthur Graesser
Virtual Internships are simulations that allow learners to engage in the complex problem solving of professional domains. One challenge in developing such simulations is the evaluation of various types of user inputs. To set up evaluation models, we investigated different types of computable measures, including Basic count, Epistemic Network Analysis, Linguistic Inquiry and Word Count, and Latent Semantic Analysis. Our study shows that these measures can provide evaluation models for automatic evaluation.

The Partisan Divide: A Computational Linguistic Analysis of Bias in the Senate
Nia Dowell, Leah Windsor, Mae-Lynn Germany, Francisco Iacobelli and Arthur C. Graesser
We explored patterns of linguistic intergroup bias (LIB) in Republican and Democratic speeches (N = 229,526), delivered between 1989-2006, using two automated linguistic tools, Coh-Metrix and Linguistic Inquiry Word Count. The results indicated that overall, Democrats exhibited more linguistic bias compared to Republicans. However, the results show different temporal trends. Specifically, we found that while Democrats exhibit overall more bias, they have been significantly decreasing in bias language, while Republicans are on the increase.

The Effect of Reading Ability on Learning a Summarizing Strategy with AutoTutor
Haiying Li, Jon-Mikeal Rhodes, Morgan C. Douglass, Tiffany Hunter and Arthur Graesser
This study investigated whether the reading ability of human learners and the ability of a peer computer agent could predict the learning of a summarizing strategy in an intelligent tutoring system, called AutoTutor. Participants were 47 adult learners of English as Foreign Language (EFL). Results revealed significant differences in the learner's ability, with learning positively related to ability. However, the ability of the agent did not significantly predict performance.

Capturing the Writing Process: Keystroke Logging in a Writing Tutor
Matthew Jacovina, Laura Allen, Erica Snow and Danielle McNamara
Writing research traditionally analyzes finished products (e.g., complete essays) instead of the moment-by-moment writing process. Although product-based analyses have successfully characterized writers and writing quality, they cannot capture nuances during writing. In this project, we analyzed keystrokes logged in a web-based writing tutor to compare product measures (e.g., word count) with process measures (e.g., varying productivity). We generally found high correlations between the two. However, they were not redundant, suggesting the utility of keystroke data.

Effects of Headings on Processing of Audio Texts
Hung-Tao Chen and Robert Lorch
Text-to-speech devices often have difficulties in translating signals such as headings from visual into audio mode. Previous research studies have attempted to address this problem (Lorch, Chen

& Lemarié, 2012; Lorch, Chen, Jawahil & Lemarié, 2015 unpublished) but these studies have focused mainly on the audio perception of headings. The current study seeks to investigate different signal rendering strategies' effect on actual learning tasks, including note-taking, recall, and knowledge transfer. Results from this study reveal that listeners find a rendering strategy which varies the pitch, tempo, and volume of the headings most useful in note-taking and recall tasks.

SYMPOSIUM: The Neural Correlates of Reading
Tuesday July 7th, 8:30-10:00, Calhoun Lake

Reading What Has Been Inferred: Electrophysiological Evidence for Dissociable Processes
Vaughn Steele, Edward Bernat, Paul van den Broek, Paul Collins, Christopher Patrick and Chad Marsolek
After readers make a bridging inference to maintain causal coherence between events in a text, the N400 component of event-related potentials differs between processing the previously inferred information versus processing neutral information. Does this difference reflect detection of incoherence when processing the neutral information, ease of integration of the incoming information with the text representation, or both? Time-frequency analyses of the N400 indicated both early detection of incoherence and later integration of the incoming information.

Cortical Dynamics and Individual Differences in Reading: Relating Beta Oscillations with Reading Skill
Brianna L. Yamasaki and Chantel S. Prat
Large individual differences exist among college-level readers. Previous neuroimaging research has shown that cortical dynamics underpin such differences. The goal of this study was to investigate these dynamics using electrophysiological recordings of oscillatory rhythms during rest. Our results demonstrated that power in the beta frequency (13-30Hz), known to correlate with memory encoding and maintenance, was reliably negatively correlated with subsequent performance on standardized comprehension tests as well as on lower-level lexical access/semantic priming tasks.

Centrality Effects on Word-to-Text Integration During Reading: An ERP Study
Anne Helder, Joseph Stafura, Regina Calloway, Paul van den Broek and Charles Perfetti
This study examined the influence of centrality on word-to-text integration. Scalp potentials were recorded as participants read short texts. Critical words at the beginning and end of final sentences were thematically-related, not-thematically-related, or neutral. Findings indicate lexical-semantic binding processes at initial words, revealed by reduced N400 responses for thematically-related and not-thematically-related words relative to neutral words. Centrality effects reflected memory-based integration processes at text-final words, indicated by greater P600 responses to not-thematically-related than thematically-related words.

Hemispheric Processing of Puns during Reading
Brian Sundermeier, Michael Schutzenhofer, Sandra Virtue, Deena Kishawi and Emily Mosher
In this study, we investigated how the cerebral hemispheres process puns during reading. Participants read puns and completed a lexical decision to word or nonword targets—in each visual field-hemisphere—that either matched the literal or the figurative interpretation. Greater

facilitation was evident for targets related to the figurative interpretation in the right hemisphere than in the left hemisphere. Thus, the right hemisphere seems to play a unique role when individuals process puns during reading.

A Brain Imaging Approach to Investigating Learning with Text and Diagrams
Robert Mason and Marcel Just
Learning how mechanical systems work was examined in the brains of 16 healthy undergraduates as they read about 4 common systems (e.g., a bathroom scale, fire extinguisher, car brakes, and a trumpet). The learning period (measured while reading a series of pictures, diagrams and text) activated causal inference, imagery and embodied cognition networks. Furthermore, within network functional connectivity was a function of the text characteristics, consistent with a changed neural representation.

Learning Processes
Tuesday July 7th, 10:30-12:00, Minnetonka Lake

How and When Struggling Readers Struggle
Ben Seipel, Sarah Carlson and Virginia Clinton
We examined think-aloud protocols moment-by-moment from struggling and good readers to determine how and when they differ in comprehension processing. Both groups used a variety of processing strategies when reading text, however, good readers were more strategic in which processes were used than were struggling readers. Also, good readers were more likely to explain a current line of text than were struggling readers, and did so consistently throughout a text whereas struggling readers did not.

Facilitating Inferences or Fighting Misconceptions? Feedback Messages to Aid Question-Answering and Learning from Text
Eduardo Vidal-Abarca, Raquel Cerdan, Tomas Martinez, Antonio Ferrer and Carmen Candel
We analyze the effects of feedback on question-answering and learning from text. Seventy-three 8th grade students read a text, answered multiple-choice questions and completed a learning test. Four types of feedback were provided. First, elaborative inference feedback including hints to infer the answer; second, refutation feedback discussing misconceptions; third, inference refutation feedback, with facilitative hints and discussing misconceptions; fourth, a control with corrective information. Elaborative inference feedback favored learning from text, especially for skilled learners.

Exploring the Relationship between College Readiness and Comprehension Processing
Melissa Ray, Greta Chan and Joseph Magliano
This study explored the relationship between college readiness and comprehension processes revealed by the Reading Strategy Assessment Tool (RSAT). Written verbal protocols of students enrolled in a developmental education program were compared to matched peers who were admitted through traditional criteria in order to explore the needs of underprepared college readers. Comparisons of different types of moment to moment processes indicated that students in developmental education may have difficulties engaging in knowledge-based inferences.

Mind Wandering during Re-Reading of Instructional Texts

Caitlin Mills, Natalie Phillips, Sidney D'Mello and Evan Risko
This research explored the effect of re-reading, a common study technique, on mind wandering. In Study 1, participants responded to intermittent mind wandering probes while reading two texts: one text was read once and another text twice. Participants reported increased mind wandering during re-reading and there was no benefit of re-reading on comprehension. Experiment 2 replicated these results with the additional finding that type of mind wandering (unintentional versus intentional) displayed differential patterns during re-reading.

Rewriting Essays Increases Causal Language
David Boveri and Reva Freedman
This study examines how rewriting essays after receiving feedback affects the use of causal language by students who solved physics problems. Students rewrote essays each essay until it correctly answered the given problem. The results show that students' final, correct essays used more causal language than their first, incorrect essays and that increased causal language was related to the number of times the essay had to be rewritten.

SYMPOSIUM: Integrating Multiple Representations
Tuesday July 7th, 10:30-12:00, Calhoun Lake

Interactions between Self-Concept and Refutational Texts on Emotions and Learning
Gregory Trevors, Krista Muis, Reinhard Pekrun, Gale Sinatra and Philip H. Winne
Self-concept may be an important individual factor that affects how refutational texts are processed. Data on 120 undergraduates' dietary self-concept and epistemic emotions while reading an expository or refutational text on the topic of genetically modified foods were collected. Results showed an interaction on emotions between self-concept and text type; self-concept predicted negative activating emotions while reading a refutational text that subsequently affected learning. Implications for educational design and future research are discussed.

Causal Science Explanations: The Role of Annotations of Texts and Graphics
Candice Burkett, Katie M. James, Susan R. Goldman and Project Readi Science Team
Learners often fail to comprehend and synthesize across texts and graphics despite the important role multiple representations play in understanding and explaining scientific phenomena. The current study investigates the outcomes from a classroom with supports to encourage engagement with multiple representations to create evidence-based explanations of scientific phenomena. Results indicate number of annotations and connections between representations increased from pre to post-assessment and suggest a relationship between annotations and causal explanations. Instructional implications are discussed.

Improving Learning from Refutation Texts with Analogies and Graphs
Robert Danielson, Gale Sinatra, Allison Jaeger and Jennifer Wiley
Previous research indicates that texts that include refutations (Sinatra & Broughton, 2011), analogies (Calik, Ayas, & Coll, 2008), and graphics (Mayer, 2001), have been effective in promoting learning and conceptual change. In the present investigation, we sought to explore how augmenting a traditional refutation text with an analogy and a graphic would enhance

learning. Preliminary results indicate that adding both an analogy and a graphic increase learning and preserve it over time.

Making Connections: Improving Student Learning about Climate Change
Allison Jaeger, Thomas D. Griffin, M. Anne Britt and Jennifer Wiley
This study manipulated whether students received a brief lesson about the complex and often indirect causal relationships that comprise scientific explanations before completing a multiple document inquiry task. Students who received the lesson made more selective and useful annotations during reading, were more responsive to the writing prompt, and included more causal concepts and connections in their essays. They also did better on inference verification task and gave more sophisticated answers on an epistemology scale.

Learning from Texts: Do Refutation Texts Enhance Transfer of Knowledge?
Katinka Beker, Panayiota Kendeou, Martin van Boekel and Paul van den Broek
Often times, students have inaccurate knowledge representations. Research has demonstrated that refutation texts are effective in revising such inaccurate knowledge, as assessed by processing and long-term memory measures. However, meaningful learning requires transfer of the revised knowledge in new contexts. The question addressed in this study is whether refutation texts are also effective in enhancing transfer of the revised knowledge to different texts. The results suggest effects of refutation texts on transfer.

STEM Reasoning
Tuesday July 7th, 2:45-4:15, Minnetonka Lake

Is the Moon a Satellite? "No, it is a Big Piece of Rock. It's a Moon!" Examining Scientific Reasoning in Elementary Students' Performance on Scenario-Based Assessments
John Sabatini and Tenaha O'Reilly
The study examines scientific reasoning of elementary students. Students were administered a scenario-based assessment on science topics. Questions were designed to direct their attention and probe understanding of key text content. A culminating question asked them to apply what they learned and explain their reasoning. While many students scored highly on the test, only a subgroup of top scoring students provided adequate explanations. Results are interpreted with respect to quality of causal/situation model formation.

The Influence of Causal Markers on the Evaluation of Self-Produced Explanations
Jane Neal, Katja Wiemer and Lillian Asiala
We investigated the effect of causal markers on the perceived quality of self-produced explanations. Across two studies, participants wrote answers to scientific why-questions, and then evaluated these responses. In Study 1, answers containing causal markers were rated significantly higher, and were more likely accepted as explanations. In Study 2, there was a trending effect of causal marker on perceived quality, but participants' confidence in answering these questions may have confounded quality ratings.

Readability and Mathematical Word Problem Solving
Candace Walkington, Virginia Clinton, Steve Ritter and Mitchell Nathan

Solving mathematics story problems requires text comprehension skills. However, previous studies have found few connections between traditional measures of text readability and performance on story problems. We hypothesized that measures of readability and topic incidence measured by text-mining tools may illuminate associations between text difficulty and problem-solving measures. Using problems solved through an online algebra program, we found that several indicators of story problem readability and topic of story problems were associated problem-solving performance.

Repetition in Mathematics Discussions: Bridging Education and Cognitive Science perspectives
Susan Staats
Repetition, a common characteristic of speech, involves reuse of a syntactic structure, with or without repeated lexical elements. Discourse analysis of mathematics classroom conversations highlights the significance of repetition as a shared linguistic resource for emergent argumentation. The presentation summarizes related experimental findings from psycholinguistics and cognitive science in order to argue that syntactic repetition is a potential bridging theme between the fields of education and cognitive science.

Using a Deductive Reasoning Task to Improve Readers' Construction of Generalization Inferences
Kristin Ritchey and Aditi Suryanarayan
Readers draw generalization inferences to combine several facts into one superordinate theme. College students who received training on deductive reasoning prior to reading expository texts drew a higher number of accurate generalization inferences than a control group receiving no training. This suggests a theoretical link between inferences and reasoning as well as provided a novel approach to reading intervention.

SYMPOSIUM: Reading Assessments
Tuesday July 7th, 2:45-4:15, Calhoun Lake

Exploitation of Theory for Applied Problems: Let's Throw it at the Wall and See What Sticks
Theodore J. Christ, Mary Jane White and Danielle R. Becker
We will present third year outcomes of an IES Goal 5 (measurement) project explore innovative solutions for K to 8th reading development. The preferred outcome is a fully-automated technology-based measure that yields profiles for skills analysis and narrow band measures for repeated measurement and monitoring. The team will present some combination of four solutions they developed and field tested. Kane's (2006, 2011) validation framework and instructional implications will frame the presentation.

The MOCCA Measurement Model: Challenges and Possible Solutions
Mark Davison, Bowen Liu, Benjamin Seipel, Sarah Carlson and Gina Biancarosa
The Multiple-choice Online Cloze Comprehension reading comprehension test for 3rd – 5th grades has a unique structure in which each incorrect alternative corresponds to a type of inference error. This structure requires revised thinking about measurement issues: reliability, an appropriate item response model, and interpretation of error responses for diagnostic purposes.

The presentation will cover scoring of error responses, selecting an appropriate item response theory, and developing a decision rule for diagnosing error tendencies.

Implementing Cognitive Theory into 3ʳᵈ through 12ᵗʰ Grade Reading Assessments: Opportunities and Challenges
Tenaha O'Reilly and John Sabatini
Over 11,000 students in grades 3-12 completed two scenario-based reading comprehension tests. The computer-based tests required students to read a collection of sources for a specific purpose. Analyses revealed the tests had adequate properties and were feasible to implement in a real school setting. A vertical scale was created to examine how performance on the assessment changes over grades. Despite the complexity, even some younger students can engage in complex reading in a structured environment.

The Reading Strategy Assessment Tool: A Computer-Based Approach for Evaluation of Comprehension Processes during Reading
Joseph Magliano, Melissa Ray and Keith Millis
Our presentation summarizes a reading assessment called R-SAT (Reading Strategy Assessment Tool). R-SAT has students answer questions as they read narrative and expository text. The answers are analyzed using word-based algorithms which provide indices of overall comprehension and particular strategies used to create meaning (bridging and elaborative inferences, and paraphrasing). We present two studies which assess the tool's ability to identify the presence of comprehension processes. We conclude with a discussion on RSAT's potential use in formative assessment, its limitations, and our future plans.

Wednesday, July 8th

Developing Readers
Wednesday July 8th, 8:30-10:00, Minnetonka Lake

Stepping into Narrative Worlds: Children's Construction of Spatial Situation Models of Narratives
Angela Nyhout and Daniela O'Neill
Across 4 studies, we investigated children's ability to deliberately and spontaneously construct spatial situation models. Under deliberate instruction, children were more accurate at recalling spatial details from narratives than from non-narrative descriptions. On two different tasks measuring children's spontaneous spatial representations during narrative processing, we found that children were able to detect spatial inconsistencies in narrative and that the ability to spontaneously infer character movements through space was predictive of narrative comprehension abilities.

Children's Productive Use of Academic Vocabulary
Shufeng Ma and Richard C. Anderson
Instructional influences on productive use of academic vocabulary were investigated among 460 fifth graders. Participants received a 6-week unit on wolf management involving collaborative groups (CG) or direct instruction (DI). In an individual oral transfer problem, whether whaling should be allowed, both CG and DI students used significantly more general and domain-specific academic vocabulary from the Wolf Unit than uninstructed control students. CG students used more domain-specific vocabulary than DI students.

Inference Making in Developing Readers: Profiles in Good and Poor Comprehenders
Josefine Karlsson, Linda Van Leijenhorst, Anne Helder, and Paul van den Broek
We examined reader profiles of good and poor comprehending developing readers using Think-Aloud. In both comprehension groups we found two subgroups of readers: Paraphrasers and Elaborators. Within each Subgroup, the quality of elaborative inferences differentiated between good and poor comprehenders. Good comprehenders produced more valid and fewer invalid elaborative inferences than poor comprehenders. These findings support the existence of subgroups of readers, and emphasize the importance of the correct use of background knowledge during reading.

The Effects of Social-Cognitive Processing Demands and Structural Importance on Narrative Recall: Differences between Children, Adolescents, and Adults
Marcella Pavias, Paul van den Broek, Marian Hickendorff, Katinka Beker and Linda Van Leijenhorst
Social cognition shows significant developmental change throughout adolescence, and is likely to influence the way readers of different ages process narratives. We examined the effects of social-cognitive processing demands and importance in narratives on their recall in children, adolescents, and adults. We found age-related increases in correct recall of social story-elements, independent from sensitivity to structural centrality. These findings support the relevance of social-cognitive development in understanding age-related change in narrative comprehension.

**The Impact of Higher Level Talk and Writing about Text on Elementary Students'
Reading Performance**
Debra Peterson
This research documents the impact of higher level talk and writing about text on students'
growth in reading. Participants included all second and third grade teachers, specialists, and
students in twenty-three schools across three years. Students were assessed twice each year using
multiple reading measures. Teachers were observed three times each year during reading
instruction. Data were analyzed using hierarchical linear modeling to identify instructional
practices that were positively related to students' growth in reading.

SYMPOSIUM: Source Credibility
Wednesday July 8th, 8:30-10:00, Calhoun Lake

**Encountering Contradictions between Webpages Stimulates the Consideration of Source
Information: Evidence from Online and Offline Measures**
Yvonne Kammerer, Eva Kalbfell and Peter Gerjets
This study investigated how contradictions between two webpages (from seemingly reliable
sources) stimulate university students' source evaluations. "About us" information on the
webpages indicated that one of the two pages actually had commercial interests. Study results
show that when having encountered contradicting information across pages, students spent more
time reading the "about us" information and more frequently mentioned evaluative judgments
about the two sources in a written summary than when having encountered consistent
information.

From Distinct to Mush: Identifying Discrepant Sources During a Recognition Task
Gaston Saux, M. Anne Britt, Nicolas Vibert and Jean-François Rouet
This study examined the encoding and later recognition of "sources" (characters holding claims
about an event) as a function of the consistency or discrepancy of their statements. Embedded
characters that made no claims (non-sources) were also included in the experimental materials.
Discrepancies influenced primarily source rather than non-source information (by increasing
fixation times on source areas during reading and accuracy and recall confidence during
recognition), whereas consistent statements tended to promote an untagged representation.

**A Scientist Through and Through? How the Source's Commitment to Science Affects
Readers' Evaluation of Source and Content in the Domain of Medicine**
Rainer Bromme, Marc Stadtler, Lisa Scharrer and Eva Thomm
We investigated whether laypeople consider a source's "commitment to science" when making
of their minds about medical online information. Readers evaluated information from conflicting
text documents. The scientific commitment of one source was manipulated through variation of
their social role (Study 1) and their scientific integrity (Study 2). The results show that readers
consider a source's commitment to science a positive indicator of source credibility and claim
validity.

**What's Source Got to do with it? Examining the Role of Source Credibility in the
Processing of Refutation Texts**

Martin Van Boekel, Panayiota Kendeou, Karla Lassonde and Edward J. O'Brien
The purpose of the present set of experiments was to investigate the extent to which source credibility influences the process of knowledge revision over the course of reading refutation texts addressing common misconceptions. Reading time and post-test findings suggest that readers may not naturally attend to or use source credibility information when reading refutation texts, unless being instructed to do otherwise.

Applied Discourse
Wednesday July 8th, 10:30-12:00, Minnetonka Lake

Is this Funny or Strange? Gender and Task Effects on the Comprehension of Verbal Jokes
Evelyn Ferstl, Lisa Putzar and Laura Israel
Using eye-tracking during reading we compared the comprehension of jokes to that of similarly constructed control stories. Contrary to predictions of the incongruency theory, verbal jokes were read faster than non-funny stories that also involved a linguistic reinterpretation. Effects of instruction (funniness ratings vs. a meta-linguistic revision judgment), gender of the reader (female vs. male), and text type (funny vs. non-funny) suggest a complex interaction between cognitive and social-affective processes.

Lying and Telling the Truth: Machiavellianism as a Moderator of the Influence of Lying on Later Memory
Isaac Simon, Michael Wolfe, Todd Williams, John Hessler and Marisa Simoni
We examined the extent that individual differences in Machiavellianism moderated the effect of lying on event recollection. Subjects watched a video, then either lied or told a truthful recounting to a confederate. One week later, subjects recalled the actual events of the video. After lying, high Machiavellian subjects recalled fewer incorrect details, but more incorrect inferences, compared to low Machiavellians. Results suggest Machiavellianism moderates the influence of lying or telling the truth on later memory.

Disfluencies in Answering Job Interview Questions
Adrian Bangerter, Julie Brosy and Eric Mayor
Answers to questions in conversations are often delayed. In job interviews, candidates respond to recruiters' questions. In doing so, they trade off between (1) delaying responding to search for an appropriate response at the risk of appearing inept and (2) responding quicker but less appropriately. In a corpus of job interviews, response delays increased the probability of inappropriate responses and decreased hireability ratings, illustrating how response delays can entail social consequences beyond the conversation itself.

Variability in Performers' and Listeners' Shared Understanding of Jazz Improvisations
Michael Schober and Neta Spiro
This study explores the extent to which a large set of listeners (n=239) share understanding with a performing duo, and with each other, of what happened in three improvisations on a jazz standard. Although listeners endorsed statements the performers had agreed upon much more than statements the performers had disagreed upon, almost no listeners' judgment patterns overlapped with performers' at a level greater than chance. Listeners with similar musical backgrounds could interpret improvisations radically differently.

Undergraduate Students' Text Search Strategies: Do Reading-Related Skills Mediate the Role of Text Organizers?
Anna Potocki, Christine Ros, Nicolas Vibert and Jean-François Rouet
We investigated the role of different textual, contextual and individual factors in adult readers in a situation in which they have to read a document in order to answer a specific question. More specifically, we expect the inclusion of headers to trigger top-down selective strategies, as opposed to linear scanning strategies. Header effects may be stronger for more demanding tasks such as questions requiring the location and comparison of several pieces of information. Finally, reading skills and executive control were expected to affect the flexibility of readers' strategies.

Misconceptions and Misinformation
Wednesday July 8th, 10:30-12:00, Calhoun Lake

Narrative Persuasion: Online and Offline Measures of Processing Inaccurate Information Embedded in a Story
Maj-Britt Isberner, Tobias Richter, Constanze Schreiner and Markus Appel
The present study was aimed at reconciling the seemingly contradictory findings that readers routinely reject false information (epistemic validation) yet are susceptible to inaccurate information embedded in stories (misinformation effect). We investigated the online processing of clearly inaccurate information in a story via eyetracking while also testing for potential misinformation effects in a subsequent verification task. The findings suggest that when the inaccurate information contradicts commonly held knowledge, readers successfully detect and reject this information.

Change Your Mind: Investigating the Effects of Self-Explanation in the Resolution of Misconceptions
Laura Allen, Danielle McNamara and Matthew McCrudden
We investigated the differential effects of self-explaining a refutational text, over thinking aloud or rereading. Students who self-explained the text subsequently outperformed their peers on a test of natural selection knowledge. Additionally, both instructional and performance differences were significantly linked to the degree of causal cohesion present within students' responses to the text. We interpret these results to indicate that self-explanation promotes specific coherence-building processes that are more conducive to conceptual change than other processes.

Processing of Semantic Inconsistencies in Canonical and Non-Canonical Sentences: An Interindividual difference Study
Sascha Schroeder, Sarah Eilers and Tobias Richter
In this study, we investigated how early semantic anomalies induced by inconsistent connectors are detected using eye-tracking and whether there are interindividual differences in the repair of such inconsistencies. Results show that inconsistencies are detected early in canonical but not in non-canonical structures. Late repair processes were observed in both types of sentences, but were moderated by cognitive resources. Together, results support the distinction between the detection and repair of semantic inconsistencies during comprehension monitoring.

Reader, Interrupted: Do Disruptions During Reading Influence Misinformation Effects?

Amalia Donovan, Elias Theodosis and David N. Rapp
People frequently rely on inaccurate information, but what happens when their processing of that information is interrupted? Participants were repeatedly probed while reading a narrative text containing potentially inaccurate assertions about general knowledge topics. Subsequent use of that misinformation was assessed with a questionnaire. Participants produced more incorrect responses after reading inaccurate than accurate information. While interruptions might disrupt encoding of text contents, the disruptions here were insufficient to reduce participants' reliance on misinformation.

The Processing of White Lies: Evidence from Eye-Movements
Henri Olkoniemi and Johanna Kaakinen
There are no previous studies on how readers resolve white lies presented in text context. In the present experiment, 60 participants read white lies and true utterances embedded in short texts while their eye-movements were recorded. The role of individual differences and context in resolving the meaning of the lie were examined. Results showed that white lies were slower to process and more difficult to comprehend than true utterances.

Affect and Emotion
Wednesday July 8th, 2:45-4:15, Minnetonka Lake

Effects of Emotionality on Memory and Comprehension for Texts
Deborah Tan, Alvina Brueggemann, Eric Lundgren, David N. Rapp and Chad Marsolek
Emotion-provoking information can have negative effects on visual perception and cognition, but little is known about how emotion affects memory for what we read. Memory was measured for short narrative texts, some of which included emotion-provoking sentences. Implicit memory for the neutral sentences was poorer when they followed emotional sentences than when they preceded them. In contrast, explicit memory for the neutral sentences was poorer when they preceded emotional sentences than when they followed them.

Does the Timing of Spoilers Affect Readers' Enjoyment?
Michelle Betzner and William H. Levine
Spoilers have been shown to enhance enjoyment of stories (Leavitt & Christenfeld, 2011, *Psychological Science*). However, this effect has been established only for stories that readers had no prior interest in. To test the beneficial-spoiler effect's generality, we spoiled stories either before reading or in the middle of reading. Before-spoiled stories were enjoyed less than unspoiled stories, and middle-spoiled stories were enjoyed slightly more. Findings are discussed with respect to a fluency-based explanation and reader characteristics.

Mind Wandering during Film Comprehension
Kristopher Kopp, Caitlin Mills and Sidney D'Mello
We assessed mind wandering (MW) during film comprehension. We tested the possibility that having prior-knowledge of the plot of the film would either increase or decrease MW. A prior-knowledge condition read a text rendition of the film prior to viewing and MW less than a control condition. Prior-knowledge also suppressed MW throughout the duration of the film. Interest moderated the effect of condition: higher interest resulted in less MW when the plot was known.

The Effect of Mood on Readers' Reliance on Text Misinformation
Meghan Salomon and David N. Rapp
Mood can influence attention to and comprehension of text content. We examined whether particular moods encourage or discourage readers' encoding of and reliance upon information contained in narrative stories. Participants in happy and neutral moods utilized information presented in previously presented texts, including obviously inaccurate statements, to answer subsequent questions. This is consistent with a variety of projects documenting the general effects of misinformation exposure. But participants in anxious moods showed substantially reduced misinformation use.

Valence, Arousal and Credibility of an Argument Influence Eye Movements during Sentence Reading
Johanna Kaakinen and Suvi Peltoniemi
Forty-five participants read immigration-related arguments while their eye movements were recorded. After reading each argument, participants rated the credibility of the argument and the valence and arousal induced by the sentence. First fixation duration was not influenced by these factors. Valence and arousal had significant effects on gaze duration. Credibility only affected regression path duration. The results demonstrate that the reader's subjective emotional experience plays a crucial role in eye movement guidance during reading.

Memory
Wednesday July 8th, 2:45-4:15, Calhoun Lake

The Role of Semantic Content Integration in Forgetting Multiple Information Sources
Jason L. G. Braasch, Rebecca M. McCabe and Frances Daniel
Three experiments manipulated the degree of semantic overlap amongst messages provided by various information sources. Readers' source recognition was consistently poorer when texts' sources presented semantically-congruent compared to semantically-distinct messages. Participants did, however, display longer reading times and better recall memory for the claims and evidence statements from the semantically-congruent compared to distinct texts. We discuss implications for contemporary accounts of multiple text comprehension and implications for future research.

Effects of Focus and Purpose Instruction on Reading Processes and Products
Catherine Bohn-Gettler and Matthew McCrudden
Task instructions can affect reading processes and products. We investigated readers' comprehension processes when they were asked to focus on particular types of information (i.e., standards of relevance), but for different purposes (i.e., standards of coherence) while reading a dual-position text. The results suggest that standards of coherence and relevance uniquely and interactively affect reading, but that pre-existing attitudes play an important role in both processing and memory.

Why Smoke Doesn't Always Lead To Fire: Investigating the Neural Basis of Individual Differences in Predictive Inference Making
Chantel Prat, Robert Mason, Jose León, Inmaculada Escudero and Marcel Just

Inference generation is central to reading skill, and the ability to do so has been linked to characteristics of brain functioning. The current experiment used fMRI to investigate neural differences during optional (predictive) or required (bridging) inferences. Results suggested that higher-working-memory-capacity readers generated inferences in all conditions, recruiting highly overlapping brain areas under varying text constraints. Lower-capacity readers only reliably generated inferences under required conditions and showed smaller inference-related neural changes across conditions.

The Role of Working Memory in Inference Generation during Reading Comprehension: Retention, Activation or Suppression of Verbal Information?
Meni Yeari and Rachel Schiff
This research studied the manner that working memory supports inference generation. Specifically, we tested whether working memory contributes to predictive and bridging inferencing by enhancing retention, (re)activation, and/or suppression of textual and/or inferential information. Naming latencies of inferential and textual probes by high- and low-span readers were compared. Findings suggest that high-span readers activate and suppress predictive inferences faster than low-span readers, and activate more bridging inferences due to enhanced retention of prior text.

Phantom Recollection of Text Paraphrases
Murray Singer and Jackie Spear
Subjects read passages and then applied either verbatim, gist, or relatedness criteria to judgments about explicit, paraphrased, inference, or lure test items. Multinomial tree processing analysis revealed that readers phantomly remembered the gist and even perceptual details of previously unencountered paraphrases. Bridging but not elaborative probes were also phantomly recollected, replicating prior findings. The results support theoretical claims that discourse paraphrases are consistent with both the textbase representation of a message and its situation model.

Poster Session I
Monday, July 6th

1. Antipriming Accompanies Priming in Auditory Word Identification
Katie L. Broadwell, Anna Steffan, Katrina Schleisman, Benjamin Munson and Chad J. Marsolek
Facilitated processing in the form of priming effects is common in language processing. Recent work indicates that when some information is repetition primed (facilitating processing), other information is antiprimed (impairing processing). We tested whether antipriming accompanies repetition priming in auditory word identification. In one experiment, antiprimed words were identified significantly slower than baseline, while primed words were identified significantly faster than baseline. A control experiment showed that antipriming does not occur without repetition priming.

2. Novice Literary Interpretations: Prompting and Processing Matter
Candice Burkett and Susan R. Goldman
Research suggests literary novices are inept at interpreting literary works (Graves & Frederiksen, 1991; Zeitz, 1994). The current study investigated novices' literary interpretations for a short story. Results indicated more interpretations when prompted than during initial reading despite evidence of elaborative processing, attention to literary devices, and adequate story comprehension. Furthermore, elaborative processing was positively related to interpretations. These results implicate differences between experts and novices in what is entailed in "reading" a literary work.

3. Trends of Gender in French: Data from the MPF Corpus
Amal Guha and Françoise Gadet
The grammatical phenomenon of gender is studied, through the MPF corpus of oral French, spoken by young suburban people. Possible evolution of the gender system in various idioms is presented, then the MPF corpus. Finally, the corpus' observations regarding gender in French are presented and discussed, in particular the fact that no improper gender agreement was observed for inanimate nouns. It is remarkable that the gender system shows weaknesses only when it depends on sex.

4. Stance Management and Self-Positioning in Oral Narrative
Tomoko Sakita
This study investigated how actively the speaker engages in taking stances (Du Bois 2007) in oral narrative. By surveying narrative transcripts of approximately 74,000 words, it shows that the discourse marker well marks two central modes of stance taking in local- and broad-spectrum scope as a meta-stance marker, managing stance relations in the course of narrative development where the stances of narrator, characters, and speaker are negotiated and dynamically interwoven.

5. Shifting the Lens: A Critical Examination of Diversity Discourses in College Recruiting
Leah Hakkola

This study focuses on distinctive ways diversity is framed in U.S. higher education admissions processes. Based on an extensive review of literature, the discourses of student demography, neoliberalism, globalization, equity, academic excellence and pluralistic democratic education emerged as salient ways that diversity is constructed through recruitment practices. The study uses Critical Discourse Analysis, within a comparative case study, to demonstrate how specific discourses produce representations of diversity and create meanings about this term in college.

6. Egocentric Biases in Partner-Adaptation during Collaborative Dialogue
Dominique Knutsen and Ludovic Le Bigot
The purpose of this study is to examine potential biases in partner-adaptation during dialogue. Pairs of participants performed a matching task during which some of the pictures to describe had been mentioned during a previous interaction. The results revealed that the participants were biased toward producing initially self-presented words to describe these pictures. This is in line with the idea that speakers have difficulty accessing part of the memory representations necessary for partner-adaptation during dialogue.

7. The Influence of Expository Text Dimensions on Comprehension
Megan McDonald Van Deventer and Kristi Bergeson
The purpose of our study is to examine expository texts used in an elementary science classroom and high school social studies classrooms to analyze structural complexity. In two separate studies, researchers examined students' cognitive processing with these texts and identified that students with secure comprehension linked prior knowledge to new knowledge, creating a coherent mental representation of texts, but students with developing comprehension found it difficult to create even a text based understanding when reading.

8. Causal Connectives and Integration Between Speakers
Keith Millis, David Boveri, Katja Wiemer, Lillian Asiala and August Raack
We present experiments that examined the impact of because on integration. In one study, we examined the role of because on the integration of ideas either uttered by one speaker or by two different speakers. In another, we compared integration across statements, when the antecedent appeared in either the same sentence as the connective or in an earlier sentence. The results suggest that because may decrease integration if other processing elicits a cognitive load.

9. Presidents, Personality, and Language
Leah Windsor and Jeremy Luno
Recent research links the role of presidential personality to leaders' choices in foreign policy options. This paper extends this previous work in two ways: by lengthening the timeline of analysis from the previous work, and by incorporating the link between presidential language and personality. Using computational linguistic measures such as Coh-Metrix and LIWC, we evaluate the language used by US presidents in State of the Union speeches between the years 1789-2000 alongside their personality ratings.

10. The Long-Term Benefit of Refutation Text on Knowledge Revision: Not Just a Testing Effect
Erinn K. Walsh, Panayiota Kendeou and Edward J. O'Brien

Kendeou, Walsh, et al. (2014) demonstrated a persistent memory benefit of refutation text in the knowledge revision process after a one-month delay. Our design did not allow us to rule out any contribution of the testing effect. The present research varied test time and frequency in order to examine any impact of the testing effect. Results indicated no significant testing effect; we argue that the enhanced LTM benefit is the result of the refutation text.

11. Comprehending Fictional Narratives: Overcoming the Interference of General World Knowledge

Sarah C. Dean, Christopher R. Williams, Anne E. Cook and Edward J. O'Brien

Although general world knowledge is always passively activated, readers are not always disrupted upon encountering information that can occur in a fictional narrative but not in the real world. The results of three experiments demonstrated that enhancing the representation of the text mitigated the interfering effects of real-world expectations from general world knowledge when reading fictional narratives. These results are discussed within the framework of the RI-Val Model (Cook & O'Brien, 2014) of text comprehension.

12. Prevalence and Organization of Conversations in a Hospital Clinic Corridor

Adrian Bangerter, Esther Gonzalez-Martinez, Kim Le Van and Cécile Navarro

The prevalence and organization of corridor conversations were studied in a hospital clinic. Based on 59 hours of video recordings on five weekdays, conversations were found to occur at a rate of every 3.89 min on average. Conversations were brief, mobile (staff rarely stopped while talking), and overwhelmingly focused on professional topics. The qualitative analysis of two cases of brief and longer conversations illustrates how they are organized and their potential role in coordinating clinical work.

13. Semantic Size and Contextual Congruency Effects during Reading: Evidence from Eye Movements

Wei Wei and Anne Cook

Recent studies have produced conflicting evidence about whether an object's semantic size influences word recognition. We monitored participants' eye movements as they read target words representing small and large objects embedded in sentence contexts. Results indicated that semantic size does not impact word recognition processes; rather, information about semantic size is validated against the preceding discourse context at a later stage of processing. This is consistent with predictions made by the RI-Val model of comprehension.

14. On the Role of Language in Context-Dependent Examination Questions

Jacqueline Evers-Vermeul

The readability of context-dependent test items is frequently criticized. Using Cognitive Load Theory, we applied three principles for designing instructional material to tests for secondary education: reduce irrelevant information, avoid split attention, and provide just-in-time information. Experiment 1 showed that leaving out irrelevant information in context-dependent items results in higher scores. The eye-tracking results in experiment 2 showed that reading is facilitated when supportive information is provided before rather than after the contextual information.

15. Do Readers Forget What Story Characters Forget? Using the Directed-Forgetting Paradigm to Investigate Narrative Representation
Sri Siddhi N. Upadhyay, Danielle N. Gunraj and Celia M. Klin
Is information that is irrelevant to story characters less accessible? Using a directed-forgetting paradigm, a "Forget" group read about a character who decided to forget List 1 - items she didn't need to purchase - but remember List 2. The "Remember" group needed them all. As with traditional directed forgetting, the Forget group recalled fewer List 1 words but more List 2 words than the Remember group. We conclude that a character's memory influences processing.

16. A Little Birdy Tweeted: Belief Formation During Reading in New Media Technologies
Bader Mohsen, Isabella Albright, Martin Van Boekel and Panayiota Kendeou
Twitter is a popular micro-blogging service that allows users to post 140-character text messages known as tweets. It is a powerful tool for influencing opinions. The current project aims to determine the actual cognitive processes users engage in when they consume tweets, as predictors of opinion change. In this paper, we describe the findings of the first phase of the study in which we norm the tweet-arguments and questionnaires.

17. The Impact of Stimulus Similarity on Interleaving Effects
Katrina B. Schleisman, Kristina Rohloff and Chad J. Marsolek
We examined the benefit of interleaving the study of two different kinds of materials over massing them during study. The similarity of the materials is important for the magnitude of the effect. We found that the interleaving advantage was greater when the stimuli were highly similar (e.g., interleaving different bird categories) than when they were dissimilar (e.g., interleaving bird and painting categories).

18. "Will You Say that I am Mad?": Event Plausibility, Social Cues, and Selective Trust of Unreliable Sources
Jeffrey Foy, Paul Locasto and Samantha Dyar
We tested how textual cues affected participants' assessment of information from unreliable sources. Participants read versions of The Telltale Heart that had been modified to manipulate the plausibility of events and the presence of character cues verifying the narrator's claims about events. We asked participants to write their interpretation of the story and rate how much they believed information from the story. We found that our manipulations affected whether people believed information from unreliable sources.

19. Toward a Real-Time Measure of Text-Based Lexical Entrainment
Noah Liebman and Darren Gergle
When people communicate they coordinate their language in a variety of ways, including lexically. This coordination is crucial to establishing mutual understanding, yet the development of automated tools to assess language coordination has lagged. We introduce an automated metric that tracks the lexical similarity between two interlocutors as it evolves over the course of a conversation. We then apply this metric to a corpus of instant messaging data and find evidence for historical lexical entrainment.

20. The Transformation of Interpretive Frameworks in Narrative
Beth Cardier

How can a reader anticipate the end of a story he or she cannot predict? I frame the phenomenon of evolving interpretation using two disciplines: creative writing practice and knowledge representation. A story integrates inferences from multiple contexts, changing the relationships between them as its text progresses. This research explored how incompatibilities between such contextual inferences can drive a story, extracting three key characteristics, and extending methods of knowledge representation to illustrate them.

21. The Role of Causal, Additive and Adversative Connectives and Causal Connectivity in the Recall of Written and Spoken Discourse

Jazmín Cevasco and Paul van den Broek

This study examined the role of causal, additive and adversative connectives and causal connectivity in spoken and written discourse comprehension. Participants listened to or read a radio interview, with or without connectives. Readers recalled more statements than listeners. Statements that had many causal connections were recalled more often than those with fewer connections, especially when they were read. There was an interaction between connective presence, type of connection and modality of presentation.

22. The Impact of Modality on Mind Wandering during Comprehension

Kristopher Kopp and Sidney D'Mello

The executive resource hypothesis assumes a positive relationship between resource availability and mind wandering (MW). We compared MW across different modalities of information delivery under the assumption that these modalities would differentially tax executive resources. An Audio only condition produced the most MW. Two conditions that presumably consumed more resources (i.e., Audio + Text and Self-paced reading) only differed when considering certain types of materials in conjunction with the pace of self-paced readers.

23. The Effects of Verbal Working Memory Span and Verbal Cognitive Flexibility on Recall of Differently Structured Expository Texts

Kari Stouffer, Shahram Ghiasinejad and Richard Golden

High and low Verbal Working Memory Span (VWMS) subjects participated in a novel verbal analogue of the WCST. Each participant read one control text, one text with widely separated coherence breaks, and one text with local coherence breaks on different topics. Recall for the low VWMS participants was more disrupted by the texts with local coherence breaks while recall for the low VWCST participants was more disrupted by the texts with widely separated coherence breaks.

24. Do Teenage Readers' Epistemic Position Towards Claim Conflicts Explain their Sourcing Skills?

Guillaume de Pereyra, Anna Potocki and Jean-François Rouet

The present research was aimed at investigating whether students' epistemic beliefs (i.e., representations about knowledge) and reading skills (i.e., reading speed and vocabulary range) would predict students' use of sources when dealing with texts featuring conflicting claims about a situation. Previous research has linked students' sourcing and their beliefs towards knowledge (Bråten, Britt, Strømsø, & Rouet, 2011).

25. How Struggling Readers Process Narrative and Informational Texts: Insights from Think-Alouds

Bonita Janda, Kristen McMaster, Pyung-Gang Jung, Jaehyun Shin, Paul van den Broek, and Christine Espin

The purpose of this study was to examine online processes used during reading that may contribute to comprehension. One hundred twenty-four fourth-grade students with proficient decoding but poor reading comprehension skills responded to narrative and informational texts using a think-aloud procedure. Analysis of think-aloud transcripts revealed that readers made significantly more text-based connections while reading narratives and more knowledge-based connections while reading informational texts. Findings have implications for further research on reading comprehension processes.

26. Using Essays to Evaluate Learning: Results from Human and Computerized Scoring Approaches

Michelle Hudson, Sarah Davies, Kirsten Butcher and Anne Cook

Prior research demonstrated that using concept maps to search within an online scientific database decreases cognitive effort over more common keyword-based searches; our purpose was to determine whether there were also learning advantages, as measured by pretest and posttest essays. Gains in number of correct and incorrect ideas, as well as overall scores were analyzed. In addition, overall scores generated by human raters were compared to metrics generated by automated scoring systems – LSA and Coh-Metrix.

27. The Role of Affective-Motivational Factors in Writing Among Chinese Elementary Grade Students

Pui-Sze Yeung, Connie Suk-Han Ho, David Wai-Ock Chan, Kevin Kien Hoa Chung, Simpson Wai-Lap Wong and Rebecca Wing-Yi Cheng

The importance of affective-motivational factors (self efficacy, value of writing, writing apprehension, external motivation and internal motivation) in Chinese writing was investigated among 132 Chinese students in Grade 3 and Grade 5. Multiple regression analysis results showed that only value of writing and identified regulation contributed unique variance to Chinese written composition after controlling for the contribution of cognitive-linguistic measures. These underscore the affective-motivational characteristics of Chinese learners and help inform Chinese writing instruction.

28. Respiratory Sinus Arrhythmia as an Indicator of Interest While Reading a Seductive and Non-Seductive Scientific Text

Mike Mensink, Jacob Achtemeier and Paige Lysne

The current experiment investigated how respiratory sinus arrhythmia (RSA) could be leveraged as an online indicator of emotional interest during the comprehension of seductive and non-seductive scientific texts. Participants read a seductive and non-seductive science text on related topics, while reading times, proportional recalls, and RSA signals were collected. We predict that participants will demonstrated longer reading times and higher proportional recall for seductive details and that RSA will significantly predict comprehension.

Poster Session II
Tuesday, July 7th

1. **Are Hybrid Cars the Answer? Thinking about Solutions when Learning about Climate Change**
Dylan Blaum, M. Anne Britt, Michelle Platt, Alexis Clark, Thomas D. Griffin and Jennifer Wiley
This study examined whether solution-based prompts improve learning from document sets in science, by increasing the perceived utility of constructing causal explanations. Solution-based reading prompts led to better recall of information and better responses on a solution generation task, however no differences were seen on an inference-verification task. Future work is needed to identify when solution-based prompts might be more likely to help readers to refine their task models and improve understanding from science texts.

2. **Differential Processing of Aspectual Meanings by Higher- and Lower-Skilled Readers during Narrative Comprehension**
Andreas Schramm and Michael Mensink
The role of grammatical aspect in establishing causal relationships across sentences in narratives was examined in this study. Lower and higher-skilled comprehenders read short narratives that included causes and effects. Unexpectedly, lower-skilled readers seem to have better recall during processing if the cause was in the imperfective (was passing) rather than the perfective (passed) aspect. It appears lower-skilled readers encode aspect moment-to-moment, and higher-skilled readers create representations that are 'good enough.'

3. **Assessing Skill in Task-Based Relevance Judgments in a Multiple Documents Situation**
Karyn Higgs, Joseph P. Magliano and M. Anne Britt
Multiple document readers may have difficulty disengaging from familiar reading strategies based on text importance and engaging task-based relevance strategies. To investigate, we had participants read texts about different topics and rate sentences for text-based importance or relevance to an across-documents reading goal. Comparisons of within-group agreement suggested comparable skill, with a non-significant trend towards greater agreement for relevance raters. Additionally, interest in the across-documents topic was positively correlated with agreement for both groups.

4. **Did I Hear it or Did I Read it? Memory for Source Modality and Content**
Dominique Knutsen, Jean-François Rouet and Ludovic Le Bigot
How does the source modality (oral vs. written) of an information affect its memorization? After having been exposed to short stories in one of these two modalities, participants performed a surprise recognition test during which they also recalled the modality in which the story had been presented. Content memory was greater for stories presented in the written modality, whereas source modality memory was greater for stories presented orally. Implications for conversational memory are discussed.

5. **Development and Evaluation of a Computer-Based Reading Span Task**

Michael Herriges and Theodore J. Christ
Working memory is the cognitive system that performs maintenance and manipulation of information for brief periods of time. Reading span tasks are commonly used to measure individual differences in working memory, but are inefficient to administer. This presentation addresses the creation and evaluation of an automated, computerized reading span task intended for use in applied settings. This innovative tool may help school psychologists and educators determine an underlying source of reading comprehension difficulties.

6. Detecting Differences in Narrative Adaptations
James Clinton, Joseph P. Magliano, Edward J. O'Brien and David N. Rapp
We explored the types of information people tend to notice as different across narrative adaptations. Participants either read or watched a story, and then were presented with the other version of the story (i.e., Read/View or View/Read). In the view/read condition, participants emphasized noticing differences in the novel's verbal content, whereas in the read/view condition, participants emphasized noticing differences in the film's narrative events. These patterns reflect differences in people's processing of film and text.

7. Examining Expository Text Recall and Comprehension Using Factor Analysis
Esther Lindstrom, Donald Compton and Laura Steacy
In this study, 255 fifth graders read and listened to two expository passages, provided oral retells, and answered comprehension questions. Confirmatory factor analyses and item-level crossed random effects modeling were used to predict question performance using retell elements. Findings suggest retell factors and prior knowledge significantly predict passage comprehension. Findings also support the use of factor analysis in examining retell data, specifically pertaining to text representation.

8. Did Writing Help the Winner of Nobel Prize in Literature? A Case Study of Mo Yan's Language Style and Childhood Trauma
Ying Fang, Haiying Li and Arthur Graesser
This paper examined the changes of Moyan's linguistic style with automated linguistic analyses methods to see whether this writer suffered from childhood trauma and overcame it through expressive writing. The results did not prove significant evidence of childhood trauma and subsequent healing. It could be related to the cultural difference between Chinese and English. The same linguistic feature might reflect different psychological states in different language.

9. Effect of Local and Global Reading Skills on Argumentation Skill
Tenaha O'Reilly and John Sabatini
Over 1,300 students in grades 5-6 completed a scenario-based reading comprehension test that measured local and global comprehension as well as select argumentation skills. The assessment structured and sequenced tasks to build up students understanding as they integrated multiple sources. The results indicated the assessment displayed adequate properties and younger students were able to show evidence of higher-level thinking. However, lower level comprehension processes did predict a large amount variance in students' argumentation skill.

10. Updating During Reading for Skilled and Less-Skilled Readers
Emily R. Smith, Kristina Steiner, Panayiota Kendeou and Edward J. O'Brien

The current experiments examined whether less-skilled readers would be able to encode and integrate causal updating information to the same extent as skilled readers. The results of Experiment 1 and 2 demonstrated that one sentence of causal updating information was encoded and did aid less-skilled readers in updating, as evidenced by the recall results, however the reading times indicated that skilled and less-skilled readers may have a different timetable for integration.

11. The Role of Phonological and Semantic Storage and Processing in Children's Reading Comprehension
Suzan Nouwens, Margriet Groen and Ludo Verhoeven
In this study we investigated whether individual differences in children's reading comprehension is best explained by variation in general processing aspects or storage aspects tapped by working memory span tasks. The role of storage has possibly been underestimated by focusing on storage measures that mainly tap into phonological processing, and not into semantic processing. We addressed this issue in 117 Dutch 5th graders. Storage aspects played a more significant role than indicated by previous studies.

12. Divergent Memory and Metacognitive Effects of Expository and Narrative Texts
Scott Hinze
This study demonstrates differences in readers' memory and metacognitive judgments for expository and narrative texts. Participants read and rated 16 short expository or narrative descriptions of psychological phenomena, with critical content held consistent, and completed an immediate or delayed test. Readers demonstrated higher interest and metacognitive appraisals for narratives, but greater retention for content from expository texts. Narratives may inflate metacognitive judgments for psychological content. Differences across experiments, and implications will be discussed.

13. Establishing Discourse Coherence: An Experimental Investigation of the Influence of Evidential Marking, Recency and Particularity of Asserted Knowledge
Sümeyra Tosun and Jyotsna Vaid
The present experiment sought to expand the scope of investigation into the epistemic implications of evidential markers by examining in adults how different combinations of evidential markers may influence the establishment of discourse cohesion. The study compared evidential marking of first hand source with that of two different types of non-first hand sources - hearsay and inference - in two different groups: speakers of Turkish and speakers of English.

14. The Use of Source-related Strategies in Reading Multiple Psychology Texts: An Expert-Novice Comparison
Sarah von der Muehlen, Tobias Richter, Sebastian Schmid, Kirsten Berthold and Elisabeth Marie Schmidt
Multiple text processing can benefit from paying attention to sources. This study compared first-year students (novices) and scientists in psychology (experts) regarding their use of source-related information for evaluating the credibility of multiple texts, using a think-aloud procedure. Experts' credibility judgments were more accurate than novices' judgments and their superior performance was explained by their use of source-related strategies. This suggests that source-related strategies are acquired as part of the disciplinary expertise during academic training.

15. College Writers' Revision Processes: Potential Influences of Experience, Knowledge and Task Representations
Julie Lynch, Lauren Meck, Chelsea Szostak and Carmen Pionk
We examined text revision processes in beginning and advanced college writers, focusing on the relation between writers' initial mental representation of the writing task and their revisions processes. Participants thought aloud while planning, writing and revising an essay. The number of verbalizations related to task representations was moderately correlated with the number of revisions. Advanced writers made more content and organization revisions, although beginning writers knew these aspects of an essay were important.

16. Effect of Feedback and Comprehension Level on Task-Oriented Reading: A Think-Aloud Study
Eduardo Vidal-Abarca, Ignacio Manez and Joseph P. Magliano
We evaluated how good and poor comprehenders engaged in relevancy processing in a task oriented situation and responded to feedback. Students did the task while thinking aloud on one of the texts and reading silently on the other text. Surprisingly, the ability to identify relevant information in the text and answer the questions was negatively affected by thinking aloud. Analyses of the think-aloud protocols yielded insights into why this was the case.

17. Factors that Impact the Integration of Multiple Texts
Brent Steffens, M. Anne Britt, Keith K. Millis, David J. Boveri and August Raack
The current study examined how the coherence of a first text and causal chain completeness influenced the integration of information across texts. Contrary to expectations, increased cohesiveness did not improve integration. However, participants given an integrated causal model demonstrated better integration of the chain information than participants given a chain divided across two texts. A second experiment addressed limitations of the first experiment by examining the effect of text boundaries and organization on integration.

18. Detection of Temporal Shifts Involving Same and Different Locations in Narrative Comprehension
Hidetsugu Komeda, Hidekazu Osanai, Yoko Mano and Takashi Kusumi
Readers track temporal information when reading stories. Previous studies show that situation models are updated when readers encounter temporal shifts. However, the precise mechanisms underlying these temporal shifts remain unclear. By measuring reading times of target sentences and the accuracy rates and reaction times of judgments of (im)possible events, we determined that readers monitored temporal information. Importantly, readers' subjective time estimates predicted temporal shift detection, consistent with the notion that temporal concepts are embodied.

19. The Effect of Natural Gender Cues on the Acquisition of Grammatical Gender
Stacey Todaro and Seth Knox
For students attempting to acquire a second language with grammatical gender, learning the gender of each new noun can prove to be a daunting and frustrating task. This study investigates whether the presentation of biological sex cues during the acquisition of L2 nouns can enhance memory of the associated grammatical gender. Preliminary data analyses suggest that

participants may not automatically encode and use biological gender cues during the acquisition of L2 nouns.

20. Am I Wrong or Am I Right? Gains in Monitoring Accuracy in an Intelligent Tutoring System for Writing

Laura Allen, Scott Crossley, Erica Snow, Matthew Jacovina, Cecile Perret and Danielle McNamara

We investigated whether students increased their self-assessment accuracy and essay scores over the course of an intervention with a writing strategy intelligent tutoring system, W-Pal. Results indicate that students were able to learn from W-Pal, and that the combination of strategy instruction, game-based practice, and holistic essay-based practice led to equivalent gains in self-assessment accuracy compared to heavier doses of deliberate writing practice (offering twice the amount of system feedback).

21. Construction and Validation of a Scale to Measure Cognitive Load in Multiple Document Reading Situations

Raquel Cerdan and Carmen Candel

The main purpose of this study was to design and analyze the psychometric properties of a test for measuring cognitive load in multiple documents reading situations. A first 24 item-pilot test consisting of a three factor structure was administered to a sample of 66 university students of Education. The questionnaire has proved to be reliable at least in a two-factor solution, Perceived Difficulty (IL – EL) and Germaine Load (GL); nevertheless its potential adaptation into a three factor structure and future applications will be further discussed.

22. Individual Differences in Standards of Coherence for Short and Long-Distance Causal Inferences

Marja Oudega, Annelore Koster, Arnout Koornneef and Paul van den Broek

In a dual-task eye-tracking experiment (reading/memory-load task), we studied the relation between causal inferences, standards of coherence, and reading skill. An increased cognitive load induced slower reading and poorer comprehension. Longer processing did not improve performance of less-skilled readers. For skilled readers, longer first-pass processing lead to better performance on long- but not short-distance causal inferences. This indicates that flexibility in standards of coherence depends on reading skill and is elicited by high cognitively demand.

23. "This one over there?": Children's Reference to Near and Far Objects

Jordan Davison and Darren Gergle

Many skills required for successful reference continue to develop well into childhood. In this study we investigate whether children modify their deictic language to accommodate differences in visual perspective and spatial dynamics between themselves and their listener. We found that speakers use a higher proportion of proximal reference forms for physically proximal referents, though they're more likely to use proximal forms for distant referents when their visual perspective differed substantially from their interlocutor's.

24. Prediction of Word Reading and Morphological Awareness in Chinese Reading Comprehension from Kindergarten to Grade 5

Chung-Hui Hsuan and Yi-Ling Huang

A cross-sequential design (Cohort I: 5-6 to 7-8-year-olds; Cohort II: 7-9 to 9-11-year-olds) was investigated for the relationship between Chinese morphological awareness, character reading and reading comprehension. Character reading predicts reading comprehension mainly for younger children. Morphological abilities predict comprehension mainly at macrostructure and situational model. The results imply that the ability of operating morphemes flexibly supports higher levels of reading comprehension.

25. Identifying and Processing Internet Sources in a Critical Reading Task

Byeong-Young Cho, Dan Li, Lindsay Woodward and Wendy Barlow

This study was to examine how adolescent readers explore, evaluate, and learn from multiple Internet sources to generate critical questions about a controversial issue. Multiple data sources were used to infer a linkage between readers' epistemic beliefs (Internet-Specific Epistemological Questionnaire), reading strategy use (verbal reports and screen captures), and learning from multiple sources (pre/post knowledge measures). Findings and implications are discussed in relation to the complexities of strategic patterns for Internet reading.

26. The Function of Repetition in Discourse Community Initiation: A Case Study of Peer Tutoring in a WAC Writing Center

Rachel Holtz

This study examines whether discourse community initiation actually occurs in a writing center session when a student meets with a discipline-specific writing tutor, and if it does, how it manifests in that interaction. The analysis focuses on a single student who is enrolled in two writing-intensive courses in two un-related fields: English and Psychology. Transcripts and video clips from two video recorded tutoring sessions provide the data for an ethnomethodological, pragmatic, and discourse analysis.

27. What's in a Response? An Investigation of How Two Think-aloud Worlds Collide

Sarah E. Carlson, Ben Seipel, Gina Biancarosa and Mark Davison

Responses from two think-aloud tasks (traditional; closed forced-choice) were used to identify whether good and poor comprehenders utilize similar comprehension processes across the two methods. Results from 3rd-5th grade readers' responses provide initial support for validating the types of processes used during comprehension of narratives. Additional analyses will be conducted to determine if these findings replicate across diverse demographic groups. Results could inform the development of new instructional methods for improving struggling readers' comprehension skills.

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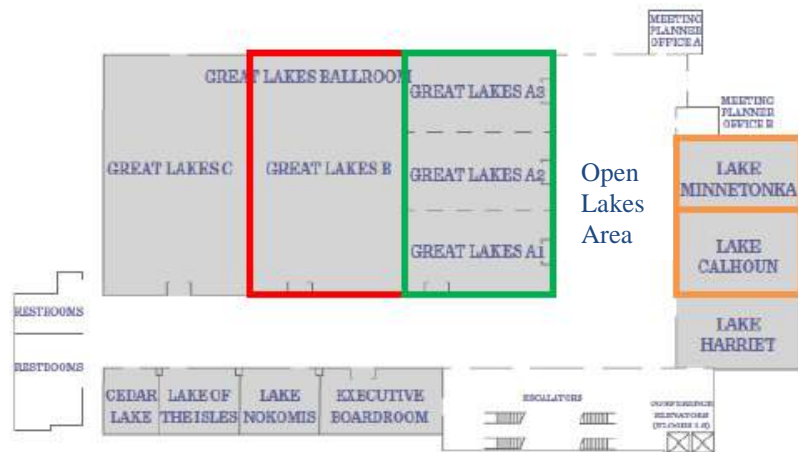
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Hotel Map

FLOOR PLAN
Fourth Floor Meeting Rooms

GREAT LAKES BALLROOM

GREAT LAKES C

GREAT LAKES B

GREAT LAKES A3

GREAT LAKES A2

GREAT LAKES A1

MEETING PLANNER OFFICE A

MEETING PLANNER OFFICE B

Open Lakes Area

LAKE MINNETONKA

LAKE CALHOUN

LAKE HARRIET

RESTROOMS

RESTROOMS

CEDAR LAKE

LAKE OF THE ISLES

LAKE NOKOMIS

EXECUTIVE BOARDROOM

ESCALATORS

CONFERENCE ELEVATORS (FLOORS 1-6)

FLOOR PLAN
Second Level Meeting Rooms

F

G

NWAY ROOM

H

I

J

F-J CORRIDOR

SKYWAY A

SKYWAY B

ELEVATORS

MIRAGE

REGENCY ROOM

BALCONY

ESCALATORS

CONFERENCE ELEVATORS (FLOORS 1-6)

STAIRS

SKYWAY ACCESS
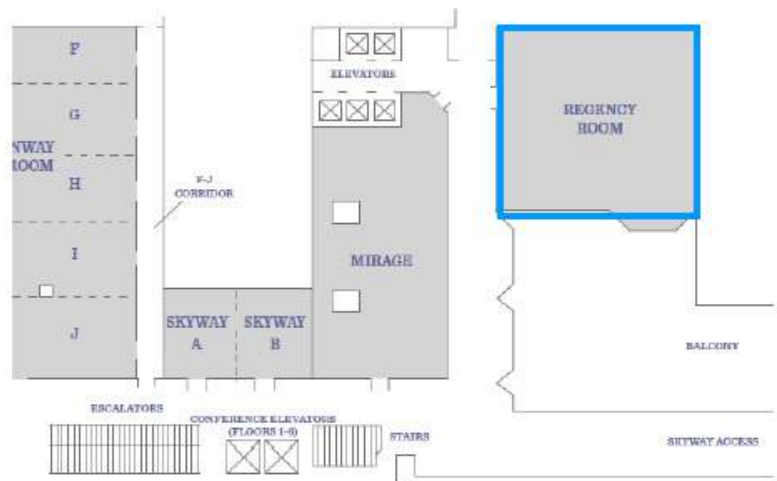
2015 ST&D Annual Meeting At-a-Glance

Monday, July 6th	Tuesday, July 7th	Wednesday July 8th
7:30 – 8:30 am Breakfast	7:30 – 8:30 am Breakfast	7:30 – 8:30 am Breakfast

Monday, July 6th

8:00 – 11 am
Conference Workshop
Conference Registration

Workshop 1 **Assessment System for Research and Practice: Learn About FAST**	Workshop 2 **Eye-Tracking in the 21st Century**

11:00-12:30 pm
Lunch Break & Conference Registration

12:30 – 2:00 pm
Opening Ceremony
Disting. Sci Contrib. Award Address

2:00-3:15 pm
Symposium 1
Aesthetics

3:15-3:30 pm Coffee Break

3:30-5:00 pm

Spoken Session 1 **Multiple Texts & Sources**	Spoken Session 2 **Comprehension Processes**

5:00-6:30 pm
Poster Session I & Reception

Tuesday, July 7th

8:30-10:00 am

Spoken Session 3 **Computational Applications**	Symposium 2 **The Neural Correlates of Reading**

10:00-10:30 am - Coffee Break

10:30-12:00 pm

Spoken Session 4 **Learning Processes**	Symposium 3 **Integrating Multiple Repres.**

12:00-1:30 pm
Lunch Break
[Governing Board Meeting]

1:30-2:30 pm
Young Investigator Award Address

2:30-2:45 pm – Coffee Break

2:45 – 4:15 pm

Spoken Session 5 **STEM Reasoning**	Symposium 4 **Reading Assessment**

4:15 – 6:00 pm
Poster Session II & Reception

6:15 pm
Meet in Hotel Lobby for Baseball Game

Wednesday July 8th

8:30-10:00 am

Spoken Session 6 **Developing Readers**	Symposium 5 **Source Credibility**

10:00-10:30 am - Coffee Break

10:30-12:00 pm

Spoken Session 7 **Applied Discourse**	Spoken Session 8 **Misconceptions & Misinformation**

12:00-1:30 pm
Lunch Break
[*Discourse Processes* Ed. Board Meeting]

1:30-2:30 pm
Keynote Address

2:30-2:45 pm – Coffee Break

2:45 – 4:15 pm

Spoken Session 9 **Affect and Emotion**	Spoken Session 10 **Memory**

4:15 – 5:00 pm
Closing Meeting

5:00-7:00 pm
Closing Reception w/ Live Music