Society for Text & Discourse
29th Conference Program and Abstracts

July 9\textsuperscript{th} - July 11\textsuperscript{th}, 2019
New York City, United States

Online Program: https://easychair.org/smart-program/STD2019/index.html
Website: http://www.societyfortextanddiscourse.org/
Twitter / Facebook: @TextDiscourse
29th Annual Meeting of the Society for Text & Discourse

2019 Conference Chairs
Adrian Bangerter and Michael Schober

2019 Program Review Committee
Officers of the Society for Text & Discourse

Chair
Danielle S. McNamara, Arizona State University 2013-2019

Chair-Elect
Joseph P. Magliano, Northern Illinois University 2019-2022

Governing Board
Catherine Bohn-Gettler, College of St. Benedict-St. John’s University 2013-2019
Johanna Kaakinen, University of Turku 2013-2019
David N. Rapp, Northwestern University 2013-2019
Joseph P. Magliano, Northern Illinois University 2014-2020
Jennifer Wiley, University of Illinois at Chicago 2014-2020
Keith Millis, Northern Illinois University 2015-2021
Paul van den Broek, Leiden University 2015-2021
Jason L. G. Braasch, U. of Memphis 2016-2022
Chantel Prat, University of Washington 2016-2022
Jane Oakhill, University of Sussex 2017-2023
Gale Sinatra, University of Southern California 2017-2023
M. Anne Britt, Northern Illinois University 2018-2024
Panayiota Kendeou, University of Minnesota 2018-2024
Kate Cain, Lancaster University 2019-2025
Mike Wolfe, Golden Valley State University 2019-2025

Ex Officio
Catherine (Kate) Bohn-Gettler, College of St. Benedict-St. John’s University Treasurer
Emily Smith, Siena College Treasurer-Elect
Michael (Mike) Mensink, University of Wisconsin-Stout Secretary
David N. Rapp, Northwestern University Editor-in-Chief, Discourse Processes
Fellows of the Society for Text & Discourse

New Fellows

Adrian Bangerter, University of Neuchâtel
Peter Foltz, University of Colorado Boulder
Jean E. Fox Tree, University of California Santa Cruz
Patrick Healey, Queen Mary University London

Current Fellows

Patricia A. Alexander, University of Maryland
Richard C. Anderson, University of Illinois
Ivar Bråten, University of Oslo
Susan E. Brennan, State University of New York at Stony Brook
M. Anne Britt, Northern Illinois University
Kate Cain, Lancaster University
Herbert H. Clark, Stanford University
Manuel de Vega, Universidad de La Laguna
Paul Drew, University of York
Alan Garnham, University of Sussex
Simon Garrod, University of Glasgow
Morton A. Gernsback, University of Wisconsin-Madison
Richard J. Gerrig, State University of New York at Stony Brook
Arthur M. Glenberg, Arizona State University
Susan R. Goldman, University of Illinois at Chicago
Charles Goodwin, University of California, Los Angeles
Arthur C. Graesser, University of Memphis
Jeffrey T. Hancock, Stanford University
Walter Kintsch, University of Colorado
R. Brooke Lea, Macalester College
José Antonio León, Autónoma University of Madrid
Debra L. Long, University of California-Davis
Robert Jr. Lorch, University of Kentucky
Joseph P. Magliano, Northern Illinois University
Gail McKoon, Ohio State University
Danielle S. McNamara, Arizona State University
Bonnie J.F. Meyer, Pennsylvania 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
David N. Rapp, Northwestern University
Jean-François Rouet, Université de Poitiers
Ted J.M. Sanders, University of Utrecht
Anthony J. Sanford, University of Glasgow
Emanuel Schegloff, University of California, Los Angeles
Michael F. Schober, New School for Social Research
Gale Sinatra, University of Southern California
Murray Singer, University of Manitoba
Tanya Stivers, University of California, Los Angeles
Isabelle Tapiero, Université Lyon 2
Paul van den Broek, Leiden University
Teun A. van Dijk, Universitat Pompeu Fabra
Eduardo Vidal-Abarca, Universitat de Valencia
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

Jennifer Wiley (chair), Anne Britt, Jane Oakhill, Chantel Prat, & Paul van den Broek

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.
Jane Oakhill is a Professor of Experimental Psychology at the University of Sussex, UK. In a research career spanning more than 40 years, she has worked on various research projects in cognitive psychology, but has always maintained a research interest in children’s reading comprehension (in particular, individual differences). Jane has published widely (including more than 100 refereed journal articles and numerous book chapters, and has co-authored or edited nine books). Her books in the area of reading and comprehension include: Becoming a Skilled Reader, with Alan Garnham, Children’s Problems in Text Comprehension, with Nicola Yuill, Reading Comprehension Difficulties: Processes and Remediation, with Cesare Cornoldi, Reading development and the teaching of reading: A psychological perspective, with Roger Beard, Children’s comprehension problems in oral and written language, with Kate Cain and, most recently, Understanding and Teaching Reading Comprehension with Kate Cain and Carsten Elbro. In 1991, she was awarded the British Psychological Society’s Spearman Medal for outstanding published work in the first decade of her career as a psychologist. More recently, Jane has won awards for research impact. Jane is an active member of the Society for Text and Discourse, and is currently a member of the governing board of the society, and of the editorial board of Discourse Processes. The ST&D 2019 Distinguished Scientific Contribution Award Address will take place at 1:30-2:30 PM in Tishman Auditorium (U100).

Children’s Reading Comprehension: Losing the Thread

A substantial amount of research has focused on children’s reading development and reading problems but, in comparison, there has been relatively little research into children’s reading comprehension. A large part of my research career has been dedicated to finding out more about children’s reading comprehension: both development and difficulties. The overarching aim of this research has been to explore the skills and cognitive processes that support children’s understanding of text, with the ultimate aim of providing support for the development of, and remediation of, problems with reading comprehension. In this talk, I will reflect on the various hypotheses I have entertained and tested over time and will consider what avenues of investigation still need further exploration. I will end by considering the implications of these findings for helping children to develop and improve their comprehension skills.

Recipients of the Distinguished Scientific Contribution Award

2018: Murray Singer
2017: Susan R. Goldman
2016: Paul van den Broek
2015: Jerome L. Meyers/Edward J. O’Brien
2014: Charles A. Perfetti
2013: Morton Ann Gernsbacher

2012: Marcel Adam Just
2011: Simon Garrod /Anthony Sanford
2010: Arthur C. Graesser
2009: Herbert Clark
2008: Walter Kintsch

Distinguished Scientific Contributions Award Committee

Joe Magliano (chair), Kate Bohn-Gettler, Susan Goldman, Gale Sinatra, & Murray Singer

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.
Eve V. Clark (PhD, linguistics, Edinburgh) is the Richard. Lyman Professor in Humanities and Professor of Linguistics at Stanford University. She was educated in Britain and France, and from 1969-1971, she worked on Joseph Greenberg’s project on Language Universals, then from 1971-2017 taught at Stanford, with two years leave at University College London (UK) and four years at the MPI for Psycholinguistics (NL). She is a Fellow of the American Association for the Advancement of Science, the Association of Psychological Science, the Cognitive Science Society, and the Linguistic Society of America, as well as a Guggenheim Fellow and Foreign Member of the Royal Netherlands Academy of Sciences (Koninklijke Nederlandse Akademie van Wetenschappen). She has published numerous experimental and observational articles on semantics, pragmatics, and cross-linguistic comparisons in the acquisition of a first language. Her books include *Psychology and Language* (1977, with H. H. Clark), *The Ontogeny of Meaning* (1979), *The Acquisition of Romance, with Special Reference to French* (1985), *The Lexicon in Acquisition* (1993), *First Language Acquisition* (2003; third edition, 2016), and *Language in Children* (2017).

The 2019 ST&D Keynote Address will be Wednesday, July 10, 1:30-2:30 PM in Tishman Auditorium (U100).

**How Conversational Repair Contributes to the Acquisition of Language**

In this talk, I examine how repairs in adult-child conversations guides the children’s acquisition of their first language. Children make self-repairs (repairs to their own utterances) from as early as age one. For instance, they repair their own pronunciations, such as fa to fan, based on their auditory representations in memory of the target words they are attempting (fan). For their part, adults systematically check on whether they have understood the children they are talking with. They do so with requests for clarification that are general (mh?, what?) or specific (you hid what?) and with reformulations of what the child appeared to mean (you want water?). Children typically respond to requests for clarification with self-repairs in the next turn. They also use the reformulations as a source of feedback. The contrast between their utterance and the adult’s reformulation helps them identify the error being targeted (negative feedback), and they use the reformulation itself as a model for the conventional version of their less-than-ideal utterance (positive feedback). I describe the use of reformulations in conversations with children acquiring English and French in repairing their errors in phonology, morphology, lexicon, and syntax. I also present two studies of case studies of how reformulations inform children, one of homophonic French verb forms and the other of early Hebrew verbs. I argue that the process of repair plays an essential role in the acquisition of a first language.
2019 Elected Member of the American Academy of Arts & Sciences

Susan R. Goldman, University of Illinois at Chicago

Susan Goldman is a distinguished professor of psychology and education, and co-director of the Learning Sciences Research Institute at the University of Illinois, Chicago. In a career spanning more than 40 years, Susan has made important theoretical and methodological contributions to the fields of text comprehension, individual differences, and education. She is also one of the founders of the field of learning sciences. Her work spans basic research, applied educational research, and computational modeling. Susan has published over 220 articles and book chapters. She has co-edited five books, including the seminal *Handbook of Discourse Processes*. In addition to her research advancements, Susan has made substantial and impactful contributions through her service and mentorship. Her journal editing activities include service as associate editor for five journals, among them the *Journal of Educational Psychology* and our Society’s journal, *Discourse Processes*. She was a member of the first ST&D Governing Board in 1992, and served as Chair from 2000-2007. She was President of the International Society of the Learning Sciences (2011), is a Fellow of AERA and ST&D, and is a member of the National Academy of Education.

Founded in 1780, the American Academy of Arts and Sciences honors excellence and convenes leaders from every field of human endeavor to examine new ideas, address issues of importance to the nation and the world, and work together “to cultivate every art and science which may tend to advance the interest, honor, dignity, and happiness of a free, independent, and virtuous people.”
Jason L. G. Braasch is an Assistant Professor in the Department of Psychology at the University of Memphis and has been selected to receive the 2019 Tom Trabasso Young Investigator Award, which recognizes exceptional and innovative contributions to discourse research and superior promise as a leader in the field. Dr. Braasch was recognized for his important contributions to our understanding of how individuals reconcile conflicts between their knowledge and new information. His research explores how to make it less likely that such information will be rejected. Dr. Braasch’s work is critical in this current time of science mistrust and skepticism among members of the public. Dr. Braasch joined the Department of Psychology in 2013 from the University of Oslo, Norway. He is on the editorial board of Contemporary Educational Psychology and Discourse Processes. He is also a member of the American Educational Research Association (AERA) and the Society for Text and Discourse (ST&D). Dr. Braasch recently served as co-editor of the Handbook of Multiple Source Use, which was published by Routledge in 2018.

The 2019 Tom Trabasso Young Investigator Award Address will be presented at the 30th annual meeting of the Society for Text & Discourse, in Atlanta, USA in July, 2020.

Recipients of the Young Investigator Award
2018: Sidney D’Mello
2017: Catherine Bohn-Gettler
2016: Raymond Mar
2015: Scott Crossley
2014: Katherine Rawson

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

Young Investigator Award Committee
David N. Rapp (chair), Johanna Kaakinen, Chantel Prat, & M. Anne Britt
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.
Sidney D’Mello (PhD in Computer Science) is an Associate Professor in the Institute of Cognitive Science and Department of Computer Science at the University of Colorado Boulder. He is interested in the dynamic interplay between cognition and emotion while individuals and groups engage in complex real-world tasks. He applies insights gleaned from this basic research program to develop intelligent technologies that help people achieve to their fullest potential by coordinating what they think and feel with what they know and do. D’Mello has co-edited six books and published over 220 journal papers, book chapters, and conference proceedings (13 of these have received awards). His work has been funded by numerous grants and he serves(d) as associate editor for four journals, on the editorial boards for six others, and has played leader-ship roles in three professional organizations.

The Necessity, Opportunity, and Promise of Multimodal Computational Analyses of Discourse

It is generally accepted that computational analyses of discourse can complement other analytical approaches including think-alouds, code and count, and experimental methods. I suggest that their utility extends beyond a mere complementary role. They serve a necessary role when data is too large for manual analysis, an opportunistic role by addressing questions that are beyond the purview of traditional methods, and a promissory role in facilitating change when fully-automated models drive real-time interventions and/or reflective review. Multimodal computational approaches provide further benefits by affording analysis of disparate constructs emerging across multiple types of discourse in diverse contexts. To illustrate, I discuss studies that use linguistic, paralinguistic, behavioral, and physiological signals for the analysis of rhetorical, expository, pedagogical, dialogic, and collaborative discourse collected in individual, small group, multi-party, and human-computer interactions in the lab and in the wild with the goal of understanding and/or facilitating cognitive, noncognitive, socio-affective-cognitive, and life outcomes.

This talk is in the 2018 Tom Trabasso Young Investigator Award Address session Thursday, July 11th from 1:30-2:30 PM in the Tishman Auditorium (U100).
2019 Jason Albrecht Outstanding Young Scientist Award

Brianna L. Yamasaki, Vanderbilt University

Modeling Individual Differences in Second-Language Reading Skill using Language Experience, Executive Attention, and Cross-Linguistic Interactions
(with Chantel S. Prat)

The current study used structural equation modeling to investigate the novel hypothesis that second-language reading is constrained by cross-linguistic interactions, and that such interactions vary as a function of relative experience in one’s languages and executive attention. Consistent with our predictions, the results demonstrated that increased cross-linguistic interactions contributed to poorer second-language reading skill, and that greater relative experience in one’s first-language and poorer executive attention contributed to increased cross-linguistic interactions.

This talk is in Session 7A: Reading Comprehension Processes, Wednesday, July 10th, 8:30-10:00 AM in UL104.

Recipients of the Outstanding Young Scientist Award

2018: Shelley Feuer
2017: Karyn Higgs
2016: Juliane Richter
2015: Angela Nyhout
2014: Stephen Briner
2013: Emily R. Smith
2012: Jesse R. Sparks
2011: Mike Mensink
2010 Jennifer J. Stiegler
2009: Michele Levine
2008: Patrick Jeuniaux
2007: Heather Ferguson
2006: Heather H. Mitchell
2005: not awarded
2004: Amelie Teisserenc
2003: Sabine Gueraud
2002: David N. Rapp
2001: Max Louverse
2000: Steve Frisson
1999: David Robertson
1998: Herb Colston
1997: Marie-Pilar Quintana

Albrecht Outstanding Young Scientist Award Committee
Johanna Kaakinen (Chair), Jason Braasch, Joe Magliano, & Chantel Pratt (Recused)

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.
2019 Outstanding Student Paper Awards

Daniel P. Feller, Georgia State University

Relations between Component Reading Skills, Inferences, and Comprehension Performance in Community College Readers Analysis (with Joe Magliano, Tenaha O’Reilly, and John Sabatini)

College success is, in part, contingent upon the extent that students are prepared to read for college. Many students who are underprepared are referred to supplemental programs to support the reading literacy challenges they face. This study was conducted to better understand these challenges. The study explored the relations between foundational literacy skills (word and sentence processing) and inference generation on reading tasks that vary in the type of comprehension demanded. This talk is in Session 11B: Reading Comprehension Assessment, Wednesday, July 10th, 2:45-4:15PM in UL105.

Kole Norberg, University of Pittsburgh

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

We examined how online search strategies predict learning and in turn are predicted by metacognitive knowledge and skills. We quantified information location strategies used by adolescents when researching a socio-scientific issue. Visiting more relevant sites and fewer irrelevant sites predicted content-knowledge learning and student-authored critical question quality. Meanwhile, the ability to monitor content understanding predicted number of sites visited. These findings suggest assimilation of information across sites and metacognitive monitoring are vital digital literacy skills. This talk is in Session 17B: Multiple Text Comprehension and Integration, Thursday, July 11th, 2:45-4:15PM in UL105.

Recipients of the Outstanding Student Paper Award

2018: Alison Jane Martingano
2017: Reese Butterfuss
2016: Cristopher Ryan Williams
2015: Laura K. Allen
2014: David Markowitz
2013: Johanna Maier
2012: Alexandra List
2011: Emily Smith
2010: Kris Liu
2009: Mike Mensink
2008: Nick Duran
2007: not awarded

2006: Fabrice Cauchard
2005: Johann Ari Larusson
2004: David Havas
2003: Carol Madden
2002: Heather Hite Mitchell
2001: Tobias Richter
2000: Johanna Kaakinen
2000: Rob Stanfield
1999: Michelle L. Gregory
1998: Ken Samuel
1997: Andreas Schramm

Outstanding Student Paper Award Committee

Johanna Kaakinen (Chair), Jason Braasch, Joe Magliano (Recused), & Chantel Pratt

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.
2019 ST&D Student Travel Awards

One goal of the Society for Text and Discourse is to support and mentor young scientists as they begin their research careers. To further this goal, in 2015 the Society for Text & Discourse established the Student Travel Fund to make our conference accessible to students who need to travel but have difficulty obtaining funding. The following student members have received awards to enable their attendance and participation at the 2019 meeting of the Society for Text & Discourse.

Sana Alnajjar, University of Illinois Chicago
Britta Bresina, University of Minnesota
Amy de Bruïne, Leiden University
Amalia Donovan, Northwestern University
Sarah Dygert, Mississippi State University
Gillian Francey, Lancaster University

Steffen Gottschling, University of Tübingen
Minkyung Kim, Georgia State University
Imikan Nkopuruk, Tai Solarin University of Education
Nikita Salovich, Northwestern University
Blaine Tomkins, DePaul University
Andreas Wertgen, University of Würzburg

Student Travel Award Committee
Joe Magliano (chair), Jason Braasch, & Gale Sinatra
2019 ST&D Mentorship Program

The Society for Text and Discourse is proud to announce our first Mentorship Program cohort for advanced graduate students, postdoctoral researchers, and junior faculty. This program is intended to provide career support, development, and networking opportunities for promising early-career members of ST&D. Mentees are paired with a mid-career or senior mentor to discuss scholarship, handling new roles as a faculty member, finding an academic position and/or navigating tenure, funding, teaching, and much more.

<table>
<thead>
<tr>
<th>Mentee</th>
<th>Mentor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reese Butterfuss, University of Minnesota</td>
<td>M. Anne Britt, Northern Illinois University</td>
</tr>
<tr>
<td>Meghan M. Davidson, University of Kansas</td>
<td>Danielle McNamara, Arizona State University</td>
</tr>
<tr>
<td>Rachel Dickler, Rutgers University</td>
<td>Jenny Wiley, University of Illinois Chicago</td>
</tr>
<tr>
<td>Sarah Dygert, Mississippi State University</td>
<td>W. Sid Horton, Northwestern University</td>
</tr>
<tr>
<td>Daniel P. Feller, Georgia State University</td>
<td>David N. Rapp, Northwestern University</td>
</tr>
<tr>
<td>Allison J. Jaeger, St. John’s University (NY)</td>
<td>Catherine Bohn-Gettler, College of St. Benedict-St. John’s University (MN)</td>
</tr>
<tr>
<td>Heather Ness, Georgia State University</td>
<td>Art Graesser, University of Memphis</td>
</tr>
<tr>
<td>Marloes L. van Moort, Leiden University</td>
<td>Panayiota Kendeou, University of Minnesota</td>
</tr>
</tbody>
</table>

Mentorship Program Committee
Kate Bohn-Gettler (chair), Joe Magliano, Danielle McNamara, & Mike Mensink
The Society for Text & Discourse thanks the Sponsors of the 29th Annual Meeting:

Taylor & Francis Group
an informa business

THE NEW SCHOOL

UNIVERSITÉ DE NEUCHÂTEL
Institut de psychologie du travail et des organisations

THE NEW SCHOOL FOR SOCIAL RESEARCH
Discourse Processes
Official Journal of the Society for Text & 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.

2.074 Impact Factor 2.038 5 Year Impact Factor
(Impact Factors ©2017 Clarivate Analytics, 2017 release of the Journal Citation Reports®)

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 information visit www.tandfonline.com/HDSP.
Discourse Processes Call for Papers:
Special ST&D 2019 Conference Issue

Discourse Processes publishes an annual special issue focused on presentations (both spoken and poster) at the annual Society for Text & Discourse conference.

We proudly invite members to view the 2018 Society for Text and Discourse Conference Special Issue, which was recently published based on work that appeared at the 2018 annual meeting in Brighton.

We are pleased to continue this tradition and announce that a special issue, to appear in 2020, will be published representing work from the 2019 Society for Text & Discourse meeting in New York City. 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 Discourse Processes manuscript guidelines found here.

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 submitted for consideration in the “ST&D 2019 Special issue.”

The firm deadline for submissions is September 1, 2019.

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 your conference presentation for the issue, e-mail the special issue editors:

- Adrian Bangerter (adrian.bangerter@unine.ch)
- Michael Schober (schober@newschool.edu)

We look forward to your submissions!
30th Annual Meeting of the Society for Text & Discourse

Atlanta, USA; July 21-23, 2020
Chair: Daphne Greenberg

31st Annual Meeting of the Society for Text & Discourse

Oslo, Norway; July 2021
Chair: Ivar Bråten

http://www.societyfortextanddiscourse.org/conferences/
8:00-11:00 Session 1A
Workshop 1: Data Visualization in Discourse Processes
LOCATION: UL102

8:00-11:00 Session 1B
Workshop 2: How Bayesian Statistics Tell Us What We Want to Know
LOCATION: UL105

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

11:00-13:00 Lunch Break

13:00-13:30 Session 3
ST&D 2019 Opening Ceremony
LOCATION: University Center Lobby

13:00-14:30 Session 4
ST&D 2019 Distinguished Scientific Contribution Award Address - Dr. Jane Oakhill
LOCATION: Tishman Auditorium - U100

14:30-14:45 Coffee Break

14:45-16:15 Session 5A
Symposium: Motivation & Engagement in Struggling Adult Readers
LOCATION: UL104

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

16:30-18:00 Session 6
Poster Session 1 & Reception
LOCATION: Wollman Hall
08:30-10:00  
**Session 7A**  
Reading Comprehension Processes  
LOCATION: UL104

08:30-10:00  
**Session 7B**  
Teaching, Instruction and Learning  
LOCATION: UL105

10:00-10:30  
Coffee Break

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

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

12:00-13:30  
**Session 9**  
ST&D Governing Board Meeting - Ribalta Restaurant

12:00-13:30  
ST&D 2019 Keynote Address - Dr. Eve Clark  
LOCATION: Tishman Auditorium - U100

14:30-14:45  
Coffee Break

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

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

16:30-18:00  
**Session 12**  
Poster Session II & Reception  
LOCATION: Wollman Hall
### Program for Thursday, July 11th: Session View

#### Days:
- Previous Day
- All Days

#### View:
- With Abstracts
- Talk Overview

<table>
<thead>
<tr>
<th>Time</th>
<th>Session 13A</th>
<th>Session 13B</th>
</tr>
</thead>
<tbody>
<tr>
<td>08:30-10:00</td>
<td>Narrative Comprehension</td>
<td>Validation, Inconsistencies and Misconceptions</td>
</tr>
<tr>
<td>Location: UL104</td>
<td>Location: UL105</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time</th>
<th>Session 14A</th>
<th>Session 14B</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:00-10:30</td>
<td>Coffee Break</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time</th>
<th>Session 14A</th>
<th>Session 14B</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:30-12:00</td>
<td>Symposium: The Influence of Emotion on the Processing of Varying Text Sources</td>
<td>Argumentative and Fiction Writing</td>
</tr>
<tr>
<td>Location: UL104</td>
<td>Location: UL105</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time</th>
<th>Session 15</th>
</tr>
</thead>
<tbody>
<tr>
<td>12:00-13:30</td>
<td>Discourse Processes Editorial Board Meeting</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time</th>
<th>Session 16</th>
</tr>
</thead>
<tbody>
<tr>
<td>13:30-14:30</td>
<td>ST&amp;D 2018 Tom Trabasso Young Investigator Award Address - Dr. Sidney D'Mello</td>
</tr>
<tr>
<td>Location: Tishman Auditorium - U100</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time</th>
<th>Session 17A</th>
<th>Session 17B</th>
</tr>
</thead>
<tbody>
<tr>
<td>14:30-14:45</td>
<td>Coffee Break</td>
<td>Multiple Text Comprehension and Integration</td>
</tr>
<tr>
<td>Location: UL104</td>
<td>Location: UL105</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time</th>
<th>Session 18</th>
</tr>
</thead>
<tbody>
<tr>
<td>16:30-17:30</td>
<td>2019 ST&amp;D Business Meeting</td>
</tr>
<tr>
<td>Location: Wollman Hall</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time</th>
<th>Session 19</th>
</tr>
</thead>
<tbody>
<tr>
<td>17:30-19:00</td>
<td>Closing Reception</td>
</tr>
<tr>
<td>Location: Wollman Hall</td>
<td></td>
</tr>
</tbody>
</table>
Presenters may either use their own laptop (suggested) or the venue provided built-in computers (Mini Macs).

Presenters who wish to use the venue provided computers must upload their presentations in a Mac-compatible PowerPoint format or as a PDF to the shared ST&D 2019 Presentations folder located here [LINK WILL BE FORTHCOMING]. Presentations must be loaded by 8:00 AM on Monday 7/8/2019 if they would like their presentation to be tested prior to the conference. Presentation files should be titled as LASTNAME.FIRSTNAME - TITLE.

If you are bringing your own presentation laptop, we ask that during the final minute of questions of the previous presentation, the next presenter get their laptop setup for the next presentation. This should ensure a smooth transition to the next talk. The Chair of each session will be able to assist with this as needed.

LCD projector cables will only have VGA/HDMI connections available. Presenters should provide any other needed adapters for their laptops.

For non-symposia presentations, speakers will be allocated 18 minutes for their presentation and questions. The recommended format is 15 minutes for the presentation and 3 minutes for questions, but each presenter may decide as to how they would like to allocate their 18 minutes. However, in order to remain on schedule, any presentation that uses the full 18 minutes will not be granted any time for questions. Presentations that exceed 18 minutes will be ended by the Chair if necessary.

The Chair of each session will keep exact speaking time and will signal speakers when they have 5, 3, and 1-minute remaining within the 15-minute speaking window. For the questioning portion, the Chair of the session will moderate and will let presenters know when they should take the final question.

If you have any additional requirements, questions, or concerns regarding your spoken presentation, please let us know at std2019@easychair.org.

POSTER SESSION I - 4:30-6:00 PM, 7/9/2019 in Wollman Hall

Please use the table below to locate your poster presentation number. Presenters should mount their poster on the poster board labeled with the same number during their poster session.

<table>
<thead>
<tr>
<th>POSTER #</th>
<th>AUTHORS</th>
<th>TITLE</th>
<th>SESSION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Micah Watanabe and Danielle McNamara</td>
<td>Combating Misconceptions about Natural Selection with Self-Explanation</td>
<td>Poster Session I</td>
</tr>
<tr>
<td>2</td>
<td>Chin-Ya Fang and Shin-Feng Chen</td>
<td>The Analysis of Chinese characters size in Taiwan elementary school in Taitung</td>
<td>Poster Session I</td>
</tr>
<tr>
<td>No.</td>
<td>Authors</td>
<td>Title</td>
<td>Session</td>
</tr>
<tr>
<td>-----</td>
<td>-------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------</td>
<td>---------------</td>
</tr>
<tr>
<td>3</td>
<td>Karyn P. Higgs, Daniel Feller, Ryan D. Kopatich and Laura K. Allen</td>
<td>Using Machine Learning to Analyze English Learners’ Think-aloud Protocols</td>
<td>Poster Session I</td>
</tr>
<tr>
<td>4</td>
<td>Rebecca M. McCabe, Carolanne M. Kardash, Jason L. G. Braasch, Rachael L. Ankney and MeganCoglano</td>
<td>Stability of Accurate and Inaccurate Vaccine Beliefs After Exposure to Belief-Consistent and Inconsistent Texts</td>
<td>Poster Session I</td>
</tr>
<tr>
<td>5</td>
<td>Kenneth Houghton, Rachel Poirier and Celia Klín</td>
<td>Unreliable Narrators and Misinformed Readers</td>
<td>Poster Session I</td>
</tr>
<tr>
<td>6</td>
<td>Alexandra List, Hye Yeon Lee and Hongcui Du</td>
<td>The Test of Time: Examining the Durability of Students’ Learning from Multiple Texts</td>
<td>Poster Session I</td>
</tr>
<tr>
<td>7</td>
<td>Brita Bresina, Jasmine Kim, Kristen Mcmaster and Panayiota Kendou</td>
<td>Learning from Video Texts: The Relation Between Text Cohesion and Reader Comprehension Skill</td>
<td>Poster Session I</td>
</tr>
<tr>
<td>8</td>
<td>Minkyung Kim, Scott Crossley and Lee Bramum-Martin</td>
<td>Gains in Second Language Writing in Relation to Cognitive and Language Resources in Higher Education</td>
<td>Poster Session I</td>
</tr>
<tr>
<td>9</td>
<td>Cameron Conroy and William Levine</td>
<td>Relating Phonemic Dominance to the Emotional Impact of Poetry with a Manipulation of Attention</td>
<td>Poster Session I</td>
</tr>
<tr>
<td>10</td>
<td>Candice Burkett, Niki Chokshi and Susan R. Goldman</td>
<td>What Doesn’t Match? Identification of Contradictions Between Text and Graph</td>
<td>Poster Session I</td>
</tr>
<tr>
<td>11</td>
<td>Chi-Shun Li, Yuhtsuen Tzeng, Wan-Shin Chang, Jane Oakhill and Carsten Ebno</td>
<td>Exploring the relationship among vocabulary depth, inference ability and reading comprehension</td>
<td>Poster Session I</td>
</tr>
<tr>
<td>12</td>
<td>Danny Flemming, Gale Sinatra and Joachim Kimmerle</td>
<td>How Refutation Texts Affect Meta-Cognitive and Behavioral Variables</td>
<td>Poster Session I</td>
</tr>
<tr>
<td>13</td>
<td>Mo Zhang, Paul Deane, Gary Feng and Hongwen Guo</td>
<td>Investigating an Approach to Evaluating Keyboarding Fluency in Writing Assessment</td>
<td>Poster Session I</td>
</tr>
<tr>
<td>14</td>
<td>Kathryn McCarthy and Danielle McNamara</td>
<td>Multidimensional Knowledge (MDK): A Prior Knowledge Framework</td>
<td>Poster Session I</td>
</tr>
<tr>
<td>15</td>
<td>Macarena Silva and Elvira Jeldrez</td>
<td>The Contribution of Memory and Vocabulary to Listening Comprehension of Narrative and Expository texts</td>
<td>Poster Session I</td>
</tr>
<tr>
<td>16</td>
<td>Mylene Sanchez, Anna Potocki, Mónica Macedo-Rouet, Nicolas Vibert and Jean-François Rouet</td>
<td>Measuring Adolescents’ Reading Comprehension skills in the Digital Age: contribution of memory-based and text-available assessment tasks.</td>
<td>Poster Session I</td>
</tr>
<tr>
<td>17</td>
<td>Haiying Li, Janice Gobert and Rachel Dickler</td>
<td>Scientific Explanations: Does Practice Make Perfect?</td>
<td>Poster Session I</td>
</tr>
<tr>
<td>18</td>
<td>Janelle Gagnon and Richard Gerrig</td>
<td>Shifts from Third- to First-Person Narration</td>
<td>Poster Session I</td>
</tr>
<tr>
<td>19</td>
<td>Alba Rubio and Arantxa Garcia</td>
<td>Open Ended and Multiple Choice Questions: Is There Agreement Between Answers?</td>
<td>Poster Session I</td>
</tr>
<tr>
<td>20</td>
<td>Otilie Tiston, Adrian Bangerter and Kristian Tylén</td>
<td>Teaching, Storytelling and Innovation in Cultural Transmission</td>
<td>Poster Session I</td>
</tr>
<tr>
<td>21</td>
<td>Reese Butterfuss, Joseph Aubele, Sonia Zaccoletti, Giovanna Morara, Lucia Mason and Panayiota Kendou</td>
<td>How Do Source Credibility and Justification for Knowing Influence Knowledge Revision on Social Media?</td>
<td>Poster Session I</td>
</tr>
<tr>
<td>22</td>
<td>Scott Hinze, Mi/Kayla Newell and Kathryn McCarthy</td>
<td>Combining Self-Explanation and Elaborative Retrieval Practice to Facilitate Comprehension</td>
<td>Poster Session I</td>
</tr>
<tr>
<td>23</td>
<td>Yukino Kimura and Shingo Nahatame</td>
<td>Effects of Relevance Instructions on Text Memory in EFL Reading</td>
<td>Poster Session I</td>
</tr>
<tr>
<td>24</td>
<td>Rachel Librizzi, Candice Burkett, Alyssa Blair and Susan Goldman</td>
<td>The Effects of Text Complexity and Prompt Specificity on Text/Graph Contradiction Detection</td>
<td>Poster Session I</td>
</tr>
<tr>
<td>25</td>
<td>Richard Alterman and Maria Altebarmakian</td>
<td>Venue and Local Knowledge</td>
<td>Poster Session I</td>
</tr>
<tr>
<td>26</td>
<td>Catharina Tibken, Nicole von der Linden, Sandra Schmiedeler, Wolfgang Schneider and Tobias Richter</td>
<td>Monitoring of Text Comprehension in Expository Texts at Secondary School</td>
<td>Poster Session I</td>
</tr>
<tr>
<td>27</td>
<td>Yuji Ushiro, Tomoko Ogois, Shingo Nahatame, Kozo Kamimura, Yamato Sasaki and Yoshinobu Mori</td>
<td>Coherence Monitoring of Protagonist, Temporal, and Spatial Dimensions in Second Language Reading: A Preliminary Study Employing Eye Tracking</td>
<td>Poster Session I</td>
</tr>
<tr>
<td>28</td>
<td>Amalia Donovan and David N. Rapp</td>
<td>You Could Look It Up: Exposures to Inaccurate Information and Online Search</td>
<td>Poster Session I</td>
</tr>
<tr>
<td>29</td>
<td>Michelle Rizzella and Edward O’Brien</td>
<td>When Prospective Information Conflicts with Current Information</td>
<td>Poster Session I</td>
</tr>
<tr>
<td>30</td>
<td>Sarah D. Creer, Anne E. Cook and Edward J. O’Brien</td>
<td>Passive Activation during Perspective-Taking</td>
<td>Poster Session I</td>
</tr>
<tr>
<td>31</td>
<td>Romualdo Ibáñez</td>
<td>Approaching Discourse Structure Through Discourse Distance and Discourse Network: A Computational Model of Text Comprehension and Complexity</td>
<td>Poster Session I</td>
</tr>
<tr>
<td>32</td>
<td>Kun Sun</td>
<td></td>
<td>Poster Session I</td>
</tr>
<tr>
<td>33</td>
<td>Tenaha O’Reilly, Zuowei Wang and John Sabatini</td>
<td>Is Background Knowledge Just General Ability? A Test of the Knowledge-Specificity Hypothesis.</td>
<td>Poster Session I</td>
</tr>
</tbody>
</table>
POSTER SESSION II: 4:30-6:00 PM, 7/10/2019 in Wollman Hall

Please use the table below to locate your poster presentation number. Presenters should mount their poster on the poster board labelled with the same number during their poster session.

<table>
<thead>
<tr>
<th>POSTER #</th>
<th>AUTHORS</th>
<th>TITLE</th>
<th>SESSION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Rachel Jansen and Anna Rafferty</td>
<td>Comparing the Discourse of Math and Science Attitudes</td>
<td>Poster Session II</td>
</tr>
<tr>
<td>2</td>
<td>Suzanne Bogaards-Hazenberg, Jacqueline Evers-Vermeul and Huub van den Bergh</td>
<td>Teachers and Researchers as Co-designers? A Design-based Research on Text-structure Instruction</td>
<td>Poster Session II</td>
</tr>
<tr>
<td>3</td>
<td>Yuhtsuen Tseng, Chi-Shun Lien, Wan-Shin Chang, Jane Oakhill and Carsten Elbro</td>
<td>Investigating the relation between comprehension and inference: Cross-sectional and comprehension-age match analysis</td>
<td>Poster Session II</td>
</tr>
<tr>
<td>4</td>
<td>Sana Alnajjar, Alyssa Blair and Susan Goldman</td>
<td>Who believes fake news? Partisan Effects on Recall and Recognition</td>
<td>Poster Session II</td>
</tr>
<tr>
<td>5</td>
<td>Matt McCrudden</td>
<td>The effects of relevance instructions and seductive details on online processing and recall</td>
<td>Poster Session II</td>
</tr>
<tr>
<td>6</td>
<td>Andrew Butler and Nathaniel Woodward</td>
<td>Mining the Language Used in Syllabi for Large College Courses</td>
<td>Poster Session II</td>
</tr>
<tr>
<td>7</td>
<td>Johanna Kaakinen</td>
<td>Emotional engagement and transportation during listening and reading of Stephen King short stories: Evidence from eye movements</td>
<td>Poster Session II</td>
</tr>
<tr>
<td>8</td>
<td>Emily Sanford, Olivia Shaffer, Jane Aciero, Eva Harmon and R. Brooke Lea</td>
<td>Meaning on the Fence: Do Idioms Activate Figurative and Literal Meanings Equally?</td>
<td>Poster Session II</td>
</tr>
<tr>
<td>9</td>
<td>Stephen Briner and Paul Basel</td>
<td>Reading Fiction and Theory of Mind: Impact of Individual Stories and Reader Characteristics</td>
<td>Poster Session II</td>
</tr>
<tr>
<td>10</td>
<td>Kristin Ritchey, Stephanie Simon-Dack, Shelby Smith, Charles Jackson and Caleb Robinson</td>
<td>Is a Lobster an Insect?: An Electrophysiological Investigation of Generalizations Inferred from Expository Text</td>
<td>Poster Session II</td>
</tr>
<tr>
<td>11</td>
<td>Joanne Kiniry, Paul van den Broek and Maartje Rajmakers</td>
<td>Inference and Vocabulary in a Reading Comprehension Assessment.</td>
<td>Poster Session II</td>
</tr>
<tr>
<td>12</td>
<td>Kathryn McCarthy, Danielle McNamara, Marina Solnyshkina, Fanuza Tarasova and Roman Kuprivanov</td>
<td>The Russian Language Test: Towards Assessing Comprehension in Russian</td>
<td>Poster Session II</td>
</tr>
<tr>
<td>13</td>
<td>Ju-Ling Chen, Pei-Chen Tsai and Chi-Shun Lien</td>
<td>Construct a literacy framework of text analysis from the literature and culture perspective</td>
<td>Poster Session II</td>
</tr>
<tr>
<td>14</td>
<td>Min Kyu Kim, Kathryn McCarthy and Joseph Magliano</td>
<td>Get SMART: Improving Comprehension with the Student Mental Model Analyzer for Research and Teaching</td>
<td>Poster Session II</td>
</tr>
<tr>
<td>15</td>
<td>Allison N. Sonia, Edward J. O’Brien and Caitlin S. Mills</td>
<td>Text-Based Manipulation of the Coherence Threshold</td>
<td>Poster Session II</td>
</tr>
<tr>
<td>16</td>
<td>Julia Mertens and Jan P. de Ruiter</td>
<td>Predicting the Timing of Other-Initiated Repair</td>
<td>Poster Session II</td>
</tr>
<tr>
<td>No.</td>
<td>Authors</td>
<td>Title</td>
<td></td>
</tr>
<tr>
<td>-----</td>
<td>---------</td>
<td>-------</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>Haiying Li, Yile Zhou and Becky Bobek</td>
<td>Automated Identification of Open-Ended Survey Response Themes in Education Research: A Summer Melt Study</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>Allison J. Jaeger, Alexandra Devatzes and Thomas Shipley</td>
<td>Towards an analysis of analogies in geoscience textbooks</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>Rina Harsch and Panayiota Kendeou</td>
<td>Analogical Reasoning as a Catalyst for Knowledge Revision</td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>Reese Butterfuss, Soo-Hyun Im, Joseph Aubele, Britta Bresina, Rina Harsch, Kristen McMaster and Panayiota Kendeou</td>
<td>The Promise of a Technology-Based Early Language Comprehension Intervention (TELCI) for Students with Comprehension Difficulties</td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>Gaston Saux, Jean-Francois Rouet, Nicolas Vibert, M. Anne Britt, Franco Londra, Nestor Roselli and Debra I. Burin</td>
<td>The Representation of Story Characters as Information Sources: Evidence from Verbal Reports Support Prior Eye-Tracking Evidence</td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>Joseph Aubele, Reese Butterfuss, Rina Harsch and Panayiota Kendeou</td>
<td>Epistemic Dimensions of Language and Their Influence on Trust and Belief of Information</td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>John Sabatini, Jonathan Weeks and Tenaha O'Reilly</td>
<td>Construct Shift in the Reading Rope Model: When many become one?</td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>Andrew Elfenbein and Ethan Brown</td>
<td>Are Authors Recognized as Categories?</td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>Joerg Jost, Michael Becker-Mrotzek and Joachim Grabowski</td>
<td>Adapting Analytical Rating Categories to Writing Tasks for Assessing Text Quality</td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>Alexander M Colby and Emily R Smith</td>
<td>Effect of Music Tempo on Reading Speed and Inferential Comprehension Questions</td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>Jessica Bradshaw and Meghan Davidson</td>
<td>Assessing the text socialness of children’s fiction and nonfiction books</td>
<td></td>
</tr>
<tr>
<td>29</td>
<td>Sarah D. Creer, Malaa A. Sultan and Edward J. O’Brien</td>
<td>Contextual Elaboration Supports Fantasy Text Comprehension</td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>Zared Shawver and Richard Gerrig</td>
<td>Products of Metaphor Comprehension are More Extreme than Literal Language</td>
<td></td>
</tr>
<tr>
<td>31</td>
<td>Debora I. Burin, Gaston Saux, Irene Injoque-Ricle, Natalia Irazabal and Juan Pablo Barreiro</td>
<td>Metacognitive Regulation Contributes to Digital Text Comprehension in E-Learning</td>
<td></td>
</tr>
<tr>
<td>32</td>
<td>Kathryn McCarthy, Micah Watanabe, Cecile Perret, Danielle McNamara, Jonathan Steinberg, Kelsey Dreier, Tenaha O'Reilly and John Sabatini</td>
<td>Multiple Dimensions of Background Knowledge in a Scenario-based Assessment</td>
<td></td>
</tr>
<tr>
<td>33</td>
<td>Jessica Rodrigues and Ian Thacker</td>
<td>Mathematics Refutation Text: Remediating a Common Fraction Misconception</td>
<td></td>
</tr>
<tr>
<td>34</td>
<td>Heather Ness, Sarah Carlson, Ben Seipel, Virginia Clinton, Terrill Taylor, Surja Bajpayee, Gina Biancarosa and Mark Davidson</td>
<td>Item-Writing Methodology for MOCCA-C Reading Comprehension Assessment</td>
<td></td>
</tr>
<tr>
<td>35</td>
<td>Lars König and Regina Jucks</td>
<td>A World of (Mis)information: How Do We Decide Whether Online Information Is Accurate?</td>
<td></td>
</tr>
<tr>
<td>36</td>
<td>Carlin Conner, Kristi Baker, Evangeline Chiang, Jennifer Stewart and Sumei Wu</td>
<td>2. Using Qualitative Methods to Analyze the Function of Speeches and Social Media in Communicating Current Education Policy</td>
<td></td>
</tr>
<tr>
<td>37</td>
<td>Elisabeth Mayweg-Paus, Miriam Lampe, Maria Zimmermann and Regina Jucks</td>
<td>Collaborative online discourses promote critical thinking</td>
<td></td>
</tr>
<tr>
<td>38</td>
<td>Jennifer Wiley, Tricia Guerrero, Marta Mieliicki and Thomas Griffin</td>
<td>Generating examples is not as effective as generating explanations for comprehension and metacomprehension</td>
<td></td>
</tr>
<tr>
<td>39</td>
<td>Ayo Osisanwo</td>
<td>Newspaper Construction of Agitation for the Sovereign State of Biafra in Nigeria</td>
<td></td>
</tr>
<tr>
<td>40</td>
<td>Cole Arluck, Janelle Gagnon and Richard Gerrig</td>
<td>Causal Attribution in First- and Third-Person Narration</td>
<td></td>
</tr>
<tr>
<td>41</td>
<td>Dylan Blaum and M. Anne Britt</td>
<td>Limits of the Belief-Consistency Effect</td>
<td></td>
</tr>
<tr>
<td>42</td>
<td>Minkyung Kim and Scott Crossley</td>
<td>Expanding a Model of Second Language Reading and Listening Comprehension: The Roles of Language and Cognition</td>
<td></td>
</tr>
</tbody>
</table>

Disclaimer | Powered by EasyChair Smart Program
ST&D 2019: 2019
ANNUAL MEETING OF THE SOCIETY FOR TEXT & DISCOURSE

INTRODUCTION | AWARDS & KEYNOTES | SPONSORS | PRESENTER
INFO | PROGRAM | AUTHORS | KEYWORDS

PROGRAM

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

Tuesday, July 9th

View this program:  with abstracts  session overview  talk overview

08:00-11:00  Session 1A: Workshop 1: Data Visualization in Discourse Processes

Data visualization is the graphical display of quantities, qualities, and relationships. As a discipline, it draws heavily from other areas: quantitative methods, the social sciences, computer science, and art and design. This workshop introduces a process for quickly creating effective graphs, with an emphasis on visualizations that support exploratory analysis. It covers various grammars of graphics and software options for rapid generation of both static and interactive graphs. The format is a hands-on lab where you will be creating visualizations using data publicly available in Discourse Processes. Required: a laptop with any operating system (no special software is required; we will be using cloud-based software) and a Google account; the Google Chrome browser is recommended.

CHAIR:  Aaron Hill
LOCATION:  Starr Foundation Hall - UL102

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

To say that our dominant statistical paradigm, “Null Hypothesis Significance Testing” (NHST), is confusing is an understatement. It has been shown that it often befuddles even experts. In this workshop, I will explain the underlying logic of NHST, and why it is so confusing. I will then introduce an alternative approach, the Bayesian framework, which is more consistent, easier to interpret, and above all, answers the questions that empirical scientists (even those who use NHST) really *want* to ask.

CHAIR:  Jan P. de Ruiter
LOCATION:  UL105

08:00-16:00  Session 1C: Conference Registration

LOCATION:  University Center Lobby

11:00-13:00  Lunch Break
Please reference the [ST&D 2019 NYC Dining and Drinks Guide](file:///D:/Dropbox/2019%20ST&D%20Annual%20Meeting-%20NYC/Program/Program.html) for information about local restaurant options.

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>11:00-12:45</td>
<td>Session 2: ST&amp;D Mentorship Program Lunch Meeting</td>
<td><strong>Faculty and Staff Café - U700</strong></td>
</tr>
<tr>
<td>13:00-13:30</td>
<td>Session 3: ST&amp;D 2019 Opening Ceremony</td>
<td><strong>Tishman Auditorium - U100</strong></td>
</tr>
<tr>
<td>13:30-14:30</td>
<td>Session 4: ST&amp;D 2019 Distinguished Scientific Contribution Award Address - Dr. Jane Oakhill</td>
<td><strong>Tishman Auditorium - U100</strong></td>
</tr>
</tbody>
</table>

13:30 [Jane Oakhill](#)  
Children's Reading Comprehension: Losing the Thread [(abstract)](#)

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>14:30-14:45</td>
<td>Coffee Break</td>
<td></td>
</tr>
<tr>
<td>14:45-16:15</td>
<td>Session 5A: Symposium: Motivation &amp; Engagement in Struggling Adult Readers</td>
<td><strong>UL104</strong></td>
</tr>
</tbody>
</table>

**Chair:** [Arthur Graesser](#)  

14:45 [Daphne Greenberg](#) and [Amani Talwar](#)  
Struggling Adult Readers: Scheduling, Learning Approaches and Self-Efficacy [(abstract)](#)

15:03 [Art Graesser](#), [Su Chen](#), [Ying Fang](#) and [Anne Lippert](#)  
Detecting Disengagement in an Intervention with AutoTutor to Improve Comprehension Strategies [(abstract)](#)

15:21 [Jan Frijters](#), [Arthur Graesser](#) and [Daphne Greenberg](#)  
A Performance Analysis of Engaged/Disengaged Behaviors and Individual Motivation [(abstract)](#)

15:39 [Andrew Olney](#), [Jan Frijters](#), [Arthur Graesser](#) and [Daphne Greenberg](#)  
Interest Matching has a Cumulative Effect on Reading Persistence in Adult Learners [(abstract)](#)

15:57 [Dolores Perin](#)  
Discussant: Motivation & Engagement in Struggling Adult Readers [(abstract)](#)

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

**Chair:** [Joe Magliano](#)  

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

15:03 [Gillian Francey](#) and [Kate Cain](#)
Lexical and Grammatical Aspect Influences on Adults’ and Children’s Pronoun Resolution (abstract)
15:21 Joe Magliano, Christopher Kurby and Tom Ackerman

The Role of Cinematics on Understanding and Remembering Events (abstract)
15:39 Benedikt Thomas Seger, Juliane Elisabeth Katharina Hauf and Gerhild Nieding

Perceptual Simulation of Vertical Object Movements in Children Aged between 5 and 11 and Adults: A Comparison between Auditory and Audiovisual Narrative Text (abstract)
15:57 Blaine Tomkins and Sandra Virtue

Hemispheric Asymmetry for Strongly and Weakly-Constrained Bridging Inferences: An ERP Study (abstract)

16:30-18:00 Session 6: Poster Session I & Reception
LOCATION: Wollman Hall

16:30 Micah Watanabe and Danielle McNamara
Combating Misconceptions about Natural Selection with Self-Explanation (abstract)

16:30 Chin-Ya Fang and Shin-Feng Chen
The Analysis of Chinese characters size in Taiwan elementary school in Taitung (abstract)

16:30 Karyn P. Higgs, Daniel Feller, Ryan D. Kopatich and Laura K. Allen
Using Machine Learning to Analyze English Learners’ Think-aloud Protocols (abstract)

16:30 Rebecca M. McCabe, Carolanne M. Kardash, Jason L. G. Braasch, Rachel L. Ankney and Megan Cogliano
Stability of Accurate and Inaccurate Vaccine Beliefs After Exposure to Belief-Consistent and Inconsistent Texts (abstract)

16:30 Kenneth Houghton, Rachel Poirier and Celia Klin
Unreliable Narrators and Misinformed Readers (abstract)

16:30 Alexandra List, Hye Yeon Lee and Hongcui Du
The Test of Time: Examining the Durability of Students’ Learning from Multiple Texts (abstract)

16:30 Britta Bresina, Jasmine Kim, Kristen McMaster and Panayiota Kendeou
Learning from Video Texts: The Relation Between Text Cohesion and Reader Comprehension Skill (abstract)

16:30 Minkyung Kim, Scott Crossley and Lee Branum-Martin
Gains in Second Language Writing in Relation to Cognitive and Language Resources in Higher Education (abstract)
16:30 **Cameron Conroy** and **William Levine**
Relating Phonemic Dominance to the Emotional Impact of Poetry with a Manipulation of Attention  (abstract)

16:30 **Candice Burkett, Niki Chokshi** and **Susan R. Goldman**
What Doesn’t Match? Identification of Contradictions Between Text and Graph (abstract)

16:30 **Chi-Shun Lien, Yuhtsuen Tzeng, Wan-Shin Chang, Jane Oakhill** and **Carsten Elbro**
Exploring the Relationship Among Vocabulary Depth, Inference Ability and Reading Comprehension  (abstract)

16:30 **Danny Flemming, Gale Sinatra** and **Joachim Kimmerle**
How Refutation Texts Affect Meta-Cognitive and Behavioral Variables  (abstract)

16:30 **Mo Zhang, Paul Deane, Gary Feng** and **Hongwen Guo**
Investigating an Approach to Evaluating Keyboarding Fluency in Writing Assessment  (abstract)

16:30 **Kathryn McCarthy** and **Danielle McNamara**
Multidimensional Knowledge (MDK): A Prior Knowledge Framework  (abstract)

16:30 **Macarena Silva** and **Elvira Jéldrez**
The Contribution of Memory and Vocabulary to Listening Comprehension of Narrative and Expository texts (abstract)

16:30 **Mylene Sanchiz, Anna Potocki, Mônica Macedo-Rouet, Nicolas Vibert** and **Jean-François Rouet**
Measuring Adolescents’ Reading Comprehension skills in the Digital Age: contribution of memory-based and text-available assessment tasks. (abstract)

16:30 **Haiying Li, Janice Gobert** and **Rachel Dickler**
Scientific Explanations: Does Practice Make Perfect? (abstract)

16:30 **Janelle Gagnon** and **Richard Gerrig**
Shifts from Third- to First-Person narration (abstract)

16:30 **Alba Rubio** and **Arantxa Garcia**
Open Ended and Multiple Choice Questions: Is There Agreement Between Answers? (abstract)

16:30 **Ottilie Tilston, Adrian Bangerter** and **Kristian Tylén**
Teaching, Storytelling and Innovation in Cultural Transmission (abstract)

16:30 **Reese Butterfuss, Joseph Aubele, Sonia Zaccoletti, Giovanna Morara, Lucia Mason** and **Panayiota Kendeou**
How Do Source Credibility and Justification for Knowing Influence Knowledge Revision on Social Media? (abstract)

16:30 Scott Hinze, Mi'Kayla Newell and Kathryn McCarthy
Combining Self-Explanation and Elaborative Retrieval Practice to Facilitate Comprehension (abstract)

16:30 Yukino Kimura and Shingo Nahatame
Effects of Relevance Instructions on Text Memory in EFL Reading (abstract)

16:30 Rachel Librizzi, Candice Burkett, Alyssa Blair and Susan Goldman
The Effects of Text Complexity and Prompt Specificity on Text/Graph Contradiction Detection (abstract)

16:30 Richard Alterman and Maria Altebarmakian
Venue and Local Knowledge (abstract)

16:30 Catharina Tibken, Nicole von der Linden, Sandra Schmiedeler, Wolfgang Schneider and Tobias Richter
Monitoring of Text Comprehension in Expository Texts at Secondary School (abstract)

16:30 Yuji Ushiro, Tomoko Ogiso, Shingo Nahatame, Kozo Kamimura, Yamato Sasaki and Yoshinobu Mori
Coherence Monitoring of Protagonist, Temporal, and Spatial Dimensions in Second Language Reading: A Preliminary Study Employing Eye Tracking (abstract)

16:30 Amalia Donovan and David N. Rapp
You Could Look It Up: Exposures to Inaccurate Information and Online Search (abstract)

16:30 Michelle L. Rizzella and Edward J. O'Brien
When Prospective Information Conflicts with Current Information (abstract)

16:30 Sarah D. Creer, Anne E. Cook and Edward J. O'Brien
Passive Activation during Perspective-Taking (abstract)

16:30 Romualdo Ibáñez
Signaling of Causal Relations in Spanish: Specificity, Variety, and Functionality in Academic Context (abstract)

16:30 Kun Sun
Approaching Discourse Structure Through Discourse Distance and Discourse Network: A Computational Model of Text Comprehension and Complexity (abstract)

16:30 Tenaha O'Reilly, Zuowei Wang and John Sabatini
Is Background Knowledge Just General Ability? A Test of the Knowledge-Specificity Hypothesis.
16:30 Donna Caccamise and Eileen Kintsch
Problematicizing Text to Improve Reading Comprehension and Learning (abstract)

16:30 Vasile Rus
The Nature of Self-Explanations During Source Code Comprehension Tasks (abstract)

16:30 Jill Allor, Devin Kearns, Carlin Conner and Stephanie Al Otaiba
Improving the “Text-Diet” for Early and Struggling Readers: Selecting and Adapting Text (abstract)

16:30 Marcus Friedrich and Elke Heise
Does Text Comprehensibility Influence Students’ Interest in the Text’s Topic? (abstract)

16:30 Keith Millis and Christian Stuciuch
Predicting Aesthetic Responses to Paintings and Stories From Trans-Symbolic Processes (abstract)

16:30 Shingo Nahatame
Predicting the Text Difficulty of Graded Readers for Young Language Learners: A Computational Analysis of Linguistic Features (abstract)

16:30 Ahlam Alharbi
Towards a Performative Theory of Solidarity Discourse (abstract)

16:30 Casey M. Riedmann, William S. Horton and Gregory Ward

Wednesday, July 10th

View this program: with abstracts  session overview  talk overview

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

08:30 Stelios A. Christodoulou and Irene-Anna Diakidoy
The Contribution of Argument Knowledge to the Comprehension and Critical Evaluation of Argumentative Text (abstract)

08:48 Evelyn C. Ferstl
Is This Really Funny? Comprehension and Appreciation of Verbal Humor Across the lifespan (abstract)

09:06
<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Chair</th>
<th>Location</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>09:42</td>
<td>Evelien Mulder, Marco van de Ven, Eliane Segers and Ludo Verhoeven</td>
<td>Word-to-Text Integration in Novice Second Language Learners</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 08:30-10:00 | Session 7B: Teaching, Instruction and Learning | Chair: Jacqueline Evers-Vermeul
Location: UL105 | | Trained by a Researcher or a Teacher? On Teacher Modeling in the Domain of Reading |
| 08:48    | Yiwen Lin, Andrew Godfrey and Nia Dowell | Does Gender Really Matter?: Exploring Differences in Emerging Discourse Styles during Digitally-Mediated Collaborative Interactions |           |
| 09:06    | Rachel Dickler, Janice Gobert and Michael Sao Pedro | Using Epistemic Network Analysis to Characterize Teacher Discourse in Response to an Alerting Dashboard |           |
| 09:24    | Carlin Conner, Devin Keams, Victoria Whaley, Jennifer Stewart and Britta Cook Bresina | Morphological Instruction in Programs Used in Schools: A (Mostly) Comprehensive Survey |           |
| 09:42    | Steffen Gottschling and Yvonne Kammerer | Reducing Reliance on Misinformation through Psychoeducation in Combination with an Error-Marking Task |           |
| 10:00-10:30 | Coffee Break | | |
| 10:30-12:00 | Session 8A: Reading Task Instructions and Inductions | Chair: Keith Millis
Location: UL104 | | Learning by Expecting-to-Teach with Complex Science Texts |
10:48 *Kathryn Rupp, M. Anne Britt* and *Keith Millis*
Processing Causal Explanations in Science Texts *(abstract)*

11:06 *Arantxa García, Tomás Martínez* and *Eduardo Vidal-Abarca*
What Type of Elaborated Feedback Message is More Efficient for Learning Complex Texts? *(abstract)*

11:24 *Daniel Darles, Christine Ros, Jean-François Rouet* and *Nicolas Vibert*
Differential impact of perceptual and semantic induction tasks on visual search for verbal information within a text *(abstract)*

11:42 *Shelby Smith* and *Caitlin Mills*
Positive Connections: Dissociable Effects of Mood on Mind-wandering during Reading *(abstract)*

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

**CHAIR:** *Gregory Mills*
**LOCATION:** UL105

10:30 *Gregory Mills*
The Emergence of Procedural Coordination: No Evidence Is Better Than Negative Evidence *(abstract)*

10:48 *Alexia Galati, Angela Symeonidou* and *Marios Avraamides*
The Body Alignment of Conversational Partners in Direction Giving Influences Spatial Language *(abstract)*

11:06 *Heather Bortfeld* and *Allison Gabouer*
Hearing Parents’ Use of Multimodal Cues to Establish Joint Attention as a Function of Children’s Hearing Status *(abstract)*

11:24 *Delphine Dahan*
Individual Differences in Coordinating Meaning and Understanding during Reference Making *(abstract)*

11:42 *Hajin Lim* and *Susan R. Fussell*
‘That sounds FINE.’: Predicting the Discrepancy in Politeness Perceptions of Online Messages between Native and Non-Native English Speakers *(abstract)*

12:00-13:30 Lunch Break

Please reference the [ST&D 2019 NYC Dining and Drinks Guide](http://www.ribaltapizzarestaurant.com/nyc) for information about local restaurant options.

12:00-13:30 Session 9: ST&D Governing Board Meeting - Ribalta Restaurant

Ribalta Restaurant NYC
- [http://www.ribaltapizzarestaurant.com/nyc](http://www.ribaltapizzarestaurant.com/nyc) - 48 E 12th St.,
LOCATION: **Ribalta Resturant**

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

**LOCATION:** **Tishman Auditorium - U100**

13:30 *Eve V. Clark*

*How Conversational Repair Contributes to the Acquisition of Language*  
([abstract](#))

14:30-14:45 Coffee Break

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

**CHAIR:** *Patrick Healey*

**LOCATION:** **UL104**

14:45 *Neta Spiro, Katie Rose Sanfilippo* and *Michael Schober*

*Where Music and Language Meet: Shared Understanding in Music Therapy Improvisation*  
([abstract](#))

15:03 *Patrick Healey, Lida Theodorou* and *Hamed Haddadi*

*The Dynamics of Hand Movements in Dialogue*  
([abstract](#))

15:21 *Judith Holler*

*Visual Bodily Signals for Coordination in Conversation*  
([abstract](#))

15:39 *Jean E. Fox Tree, J. Trevor D'arcey, Alicia A. Hammond* and *Alina S. Larson*

*The Sarchasm in Sarcasm*  
([abstract](#))

15:57 *Adrian Bangerter, Julie Brosy* and *Joaquim Sieber*

*Laughter and Coordination of Transitions in Job Interviews*  
([abstract](#))

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

**CHAIR:** *Jesse R. Sparks*

**LOCATION:** **UL105**

14:45 *Jesse R. Sparks, Rafael Quintana, Jie Gao* and *Colleen Appel*

*Measuring Processes and Products of Multiple-Source Inquiry*  
([abstract](#))

15:03 *Reshma Gouravajhala* and *Mark McDaniel*

*Connect the Concepts: Exploring Components Underlying Individual Differences in Structure Building*  
([abstract](#))

15:21 *Paul Deane* and *Tenaha O'Reilly*

*How you Type is almost as Important as What you Type: Exploring the Role of Background Knowledge and Process Data in Predicting Reading Comprehension*  
([abstract](#))
15:39 *Daniel Feller, Joseph Magliano, Tenaha O'Reilly* and *John Sabatini*
Relations between Component Reading Skills, Inferences, and Comprehension Performance in Community College Readers (abstract)

15:57 *Ryan Kopatich, Daniel Feller, Alecia Santuzzi* and *Karyn Higgs*
Development and Validation of the Situated Metacognitive Awareness of Reading Task Strategies Scale (SMARTS) (abstract)

16:30-18:00 Session 12: Poster Session II & Reception

**LOCATION:** Wollman Hall

16:30 *Rachel Jansen* and *Anna Rafferty*
Comparing the Discourse of Math and Science Attitudes (abstract)

16:30 *Suzanne Bogaers-Hazenberg, Jacqueline Evers-Vermeul* and *Huub van den Bergh*
Teachers and Researchers as Co-designers? A Design-based Research on Text-structure Instruction (abstract)

16:30 *Yuhtsuen Tzeng, Chi-Shun Lien, Wan-Shin Chang, Jane Oakhill* and *Carsten Elbro*
Investigating the Relation Between Comprehension and Inference: Cross-Sectional and Comprehension-Age Match Analysis (abstract)

16:30 *Sana Alnajjar, Alyssa Blair* and *Susan Goldman*
Who Believes Fake News? Partisan Effects on Recall and Recognition (abstract)

16:30 *Matt McCrudden*
The Effects of Relevance Instructions and Seductive Details on Online Processing and Recall (abstract)

16:30 *Andrew Butler* and *Nathaniel Woodward*
Mining the Language Used in Syllabi for Large College Courses (abstract)

16:30 *Johanna Kaakinen*
Emotional Engagement and Transportation During Listening and Reading of Stephen King Short Stories: Evidence From Eye Movements (abstract)

16:30 *Emily Sanford, Olivia Shaffer, Jane Acierno, Eva Harmon* and *R. Brooke Lea*
Meaning on the Fence: Do Idioms Activate Figurative and Literal Meanings Equally? (abstract)

16:30 *Stephen Briner* and *Paul Basel*
Reading Fiction and Theory of Mind: Impact of Individual Stories and Reader Characteristics (abstract)

16:30
Kristin Ritchey, Stephanie Simon-Dack, Shelby Smith, Charles Jackson and Caleb Robinson
Is a Lobster an Insect?: An Electrophysiological Investigation of Generalizations Inferred from Expository Text (abstract)

16:30 Joanne Kiniry, Paul van den Broek and Maartje Raijmakers
Inference and Vocabulary in a Reading Comprehension Assessment. (abstract)

16:30 Kathryn McCarthy, Danielle McNamara, Marina Solnyshkina, Fanuza Tarasova and Roman Kuprivanov
The Russian Language Test: Towards Assessing Comprehension in Russian (abstract)

16:30 Ju-Ling Chen, Pei-Chen Tsai and Chi-Shun Lien
Construct a Literacy Framework of Text Analysis From the Literature and Culture Perspective (abstract)

16:30 Min Kyu Kim, Kathryn McCarthy and Joseph Magliano
Get SMART: Improving Comprehension with the Student Mental Model Analyzer for Research and Teaching (abstract)

16:30 Allison N. Sonia, Caitlin S. Mills and Edward J. O’Brien
Text-Based Manipulation of the Coherence Threshold (abstract)

16:30 Julia Mertens and Jan P. de Ruiter
Predicting the Timing of Other-Initiated Repair (abstract)

16:30 Haiying Li, Yile Zhou and Becky Bobek
Automated Identification of Open-Ended Survey Response Themes in Education Research: A Summer Melt Study (abstract)

16:30 Allison J. Jaeger, Alexandra Devatzes and Thomas Shipley
Towards an Analysis of Analogies in Geoscience Textbooks (abstract)

16:30 Evan Anderson, William S. Horton and David N. Rapp
Hungry for the Truth: Evaluating the Utility of “Truth Sandwiches” as Refutations (abstract)

16:30 Rina Harsch and Panayiota Kendeou
Analogical Reasoning as a Catalyst for Knowledge Revision (abstract)

16:30 Reese Butterfuss, Soo-Hyun Im, Joseph Aubele, Britta Bresina, Rina Harsch, Kristen McMaster and Panayiota Kendeou
The Promise of a Technology-Based Early Language Comprehension Intervention (TELCI) for Students with Comprehension Difficulties (abstract)
16:30 Gaston Saux, Jean-François Rouet, Nicolas Vibert, M. Anne Britt, Franco Londra, Nestor Roselli and Debora I. Burin
The Representation of Story Characters as Information Sources: Evidence from Verbal Reports Support Prior Eye-Tracking Evidence (abstract)

16:30 Joseph Aubele, Reese Butterfuss, Rina Harsch and Panayiota Kendeou
Epistemic Dimensions of Language and Their Influence on Trust and Belief of Information (abstract)

16:30 John Sabatini, Jonathan Weeks and Tenaha O'Reilly
Construct Shift in the Reading Rope Model: When many become one? (abstract)

16:30 Andrew Elfenbein and Ethan Brown
Are Authors Recognized as Categories? (abstract)

16:30 Joerg Jost, Michael Becker-Mrotzek and Joachim Grabowski
Adapting Analytical Rating Categories to Writing Tasks for Assessing Text Quality (abstract)

16:30 Alexander M Colby and Emily R Smith
Effect of Music Tempo on Reading Speed and Inferential Comprehension Questions (abstract)

16:30 Jessica Bradshaw and Meghan Davidson
Assessing the Text Socialness of Children’s Fiction and Nonfiction Books (abstract)

16:30 Sarah D. Creer, Malaa A. Sultan and Edward J. O’Brien
Contextual Elaboration Supports Fantasy Text Comprehension (abstract)

16:30 Zared Shawver and Richard Gerrig
Products of Metaphor Comprehension are More Extreme than Literal Language (abstract)

16:30 Debora I. Burin, Gaston Saux, Irene Injoque-Ricle, Natalia Irrazabal and Juan Pablo Barreyro
Metacognitive Regulation Contributes to Digital Text Comprehension in E-Learning (abstract)

16:30 Kathryn McCarthy, Micah Watanabe, Cecile Perret, Danielle McNamara, Jonathan Steinberg, Kelsey Dreier, Tenaha O'Reilly and John Sabatini
Multiple Dimensions of Background Knowledge in a Scenario-based Assessment (abstract)

16:30 Jessica Rodrigues and Ian Thacker
Mathematics Refutation Text: Remediating a Common Fraction Misconception (abstract)

16:30 Heather Ness, Sarah Carlson, Ben Seipel, Virginia Clinton, Terrill Taylor, Surja Bajpayee, Gina
**Biancarosa** and **Mark Davidson**
Item-Writing Methodology for MOCCA-C Reading Comprehension Assessment  (**abstract**)

**16:30 Lars König** and **Regina Jucks**
A World of (Mis)Information: How Do We Decide Whether Online Information Is Accurate?  (**abstract**)

**16:30 Carlin Conner, Kristi Baker, Evangeline Chiang, Jennifer Stewart** and **Sumei Wu**
Using Qualitative Methods to Analyze the Function of Speeches and Social Media in Communicating Current Education Policy  (**abstract**)

**16:30 Elisabeth Mayweg-Paus, Miriam Lampe, Maria Zimmermann** and **Regina Jucks**
Collaborative Online Discourses Promote Critical Thinking  (**abstract**)

**16:30 Jennifer Wiley, Tricia Guerrero, Marta Mielicki** and **Thomas Griffin**
Generating Examples Is Not As Effective as Generating Explanations for Comprehension and Metacomprehension  (**abstract**)

**16:30 Ayo Osisanwo**
Newspaper Construction of Agitation for the Sovereign State of Biafra in Nigeria  (**abstract**)

**16:30 Cole Arluck, Janelle Gagnon** and **Richard Gerrig**
Causal Attribution in First- and Third-Person Narration  (**abstract**)

**16:30 Dylan Blaum** and **M. Anne Britt**
Limits of the Belief-Consistency Effect  (**abstract**)

**16:30 Minkyung Kim** and **Scott Crossley**
Expanding a Model of Second Language Reading and Listening Comprehension: The Roles of Language and Cognition  (**abstract**)

---

**Thursday, July 11th**

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

**08:30-10:00**  Session 13A: Narrative Comprehension

**CHAIR:**  **Peter Dixon**

**LOCATION:**  **UL104**

**08:30 Kate Cain, Robert Davies, Nicola Currie, Gillian Francky, Shelley Gray, Laida Restrepo, Marilyn Thompson** and **Mindy Bridges**
How Text and Reader Characteristics Influence Sixth Graders’ Ability to Monitor Their Comprehension  (**abstract**)

**08:48 Sarah D. Creer** and **Edward J. O’Brien**
Mechanisms of Perspective-Taking  (**abstract**)
09:06 **Wienke Wannagat** and **Gerhild Nieding**  
Protagonist Goals and Coherence Formation during Narrative Text Processing ([abstract](#))

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

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

08:30-10:00 Session 13B: Validation, Inconsistencies and Misconceptions  
**CHAIR:** **Panayiota Kendeou**  
**LOCATION:** UL105

08:30 **Amy de Bruïne**, **Dietsje Jolles** and **Paul van den Broek**  
Minding the Load or Loading the Mind: Manipulating Working Memory in Coherence Monitoring ([abstract](#))

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

When Misconceptions Strike Back: The Durability of the Refutation Text Effect ([abstract](#))

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

09:42 **Alyssa Blair** and **Susan Goldman**  
"Online" Text Validation: Viewing Social Media as a Context for Misinformation ([abstract](#))

10:00-10:30 Coffee Break

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

10:30 **Marie-Luise Schmidt**, **Julia Winkler**, **Markus Appel** and **Tobias Richter**  
Examining Emotional Shifts in Narratives: A Multi-method Approach ([abstract](#))

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

11:00 **Sonia Zaccoletti**, **Sara Scrimin** and **Lucia Mason**
Effects of Reading Goals on Learning from Science Text: The Role of Dispositional Emotion Regulation and Executive Functions (abstract)

11:15 Catherine Bohn-Gettler and Matthew McCrudden
Do Emotions Moderate the Effects of Relevance When Reading Dual Position Text? (abstract)

11:30 Gale Sinatra, Ian Thacker and Neil Jacobson
Here's Hoping It's Not Just Text Structure: The Importance of Emotions in Mediating the Backfire Effect of Refutation Text (abstract)

11:45 Greg Trevors
Naturally Occurring Negative Emotions Negatively Predict Learning From Refutation Texts (abstract)

10:30-12:00 Session 14B: Argumentative and Fiction Writing
CHAIR: Alexandra List
LOCATION: UL105

10:30 Deanna Kuhn and Kalypso Iordanou
Contemplating the Opposition: Does a Personal Touch Matter? (abstract)

10:48 Hongcui Du and Alexandra List
Evidence Use in Argument Writing Based on Multiple Texts (abstract)

11:06 Laura Allen, Kathryn McCarthy, Cecile Perret, Joseph Magliano and Danielle McNamara
Argue Me Sophisticated; Describe Me Coherently: A Computational Linguistic Analysis of Prompt Differences in Source-based Writing: (abstract)

11:24 Michael Yoder, Qinlan Shen, James Fiacco and Carolyn Rose
Ron the Death Eater: Plotting Shifts in Characterization from Canon to Fanfiction (abstract)

11:42 Lacey Zachary, Mary C. Poulos and Laura Allen
Linguistic Signatures of Cognitive Processes during Source-Based Writing (abstract)

12:00-13:30 Lunch Break
Please reference the ST&D 2019 NYC Dining and Drinks Guide for information about local restaurant options.

12:00-13:30 Session 15: Discourse Processes Editorial Board Meeting
LOCATION: Le Midi Resturant

13:30-14:30 Session 16: ST&D 2018 Tom Trabasso Young Investigator Award Address - Dr. Sidney D'Mello
<table>
<thead>
<tr>
<th>Time</th>
<th>Session/Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>13:30</td>
<td>Sidney D'Mello&lt;br&gt;The Necessity, Opportunity, and Promise of Multimodal Computational Analyses of Discourse (<a href="#">abstract</a>)</td>
</tr>
<tr>
<td>14:30-14:45</td>
<td>Coffee Break</td>
</tr>
<tr>
<td>14:45-16:15</td>
<td>Session 17A: Symposium: Large Scale Assessments for Reading Research</td>
</tr>
<tr>
<td>CHAIR: Kathrin Thums</td>
<td></td>
</tr>
<tr>
<td>LOCATION: UL104</td>
<td></td>
</tr>
<tr>
<td>14:45</td>
<td>Joanne Kiniry, Paul van den Broek and Maartje Rajmakers&lt;br&gt;The Study of Cognitive Reading Skill Using Data Collected by a Large-Scale Assessment of English Reading (<a href="#">abstract</a>)</td>
</tr>
<tr>
<td>15:03</td>
<td>Franziska Schwabe and Matthias Trendtel&lt;br&gt;Reading Competence in Open or Closed Tasks and Different Text Genres of Students from Different Socioeconomic Backgrounds: Analyses of PIRLS Data (<a href="#">abstract</a>)</td>
</tr>
<tr>
<td>15:21</td>
<td>Kathrin Thums, Ilka Wolter and Cordula Artelt&lt;br&gt;When Do Gender Differences in Reading Competence Diminish? A Longitudinal Study of Reading Competence of Women and Men From Adolescence to Young Adulthood. (<a href="#">abstract</a>)</td>
</tr>
<tr>
<td>15:39</td>
<td>Carolin Hahnel and Frank Goldhammer&lt;br&gt;The Role of Literacy and Source Evaluation in the Selection of Web Information of Adults (<a href="#">abstract</a>)</td>
</tr>
<tr>
<td>14:45-16:15</td>
<td>Session 17B: Multiple Text Comprehension and Integration</td>
</tr>
<tr>
<td>CHAIR: Michael Wolfe</td>
<td></td>
</tr>
<tr>
<td>LOCATION: UL105</td>
<td></td>
</tr>
<tr>
<td>14:45</td>
<td>Michael Wolfe, Todd Williams and Alexander Denison&lt;br&gt;Association Between Awareness of Belief Change and Information Seeking (<a href="#">abstract</a>)</td>
</tr>
<tr>
<td>15:03</td>
<td>Hye Yeon Lee and Alexandra List&lt;br&gt;Examining Self-Efficacy and Perceptions of Task Difficulty in the Context of Multiple Text Use (<a href="#">abstract</a>)</td>
</tr>
<tr>
<td>15:21</td>
<td>Kole Norberg, Byeong-Young Cho, Scott Fraundorf and Hyeju Han&lt;br&gt;Can Online Search Strategies Predict Learning from Internet Sources? A Correlational Analysis (<a href="#">abstract</a>)</td>
</tr>
<tr>
<td>15:39</td>
<td>Zuowei Wang, Tenaha O'Reilly and John Sabatini&lt;br&gt;A Tale of Two Reading Comprehension Tests: Different Roles Of Reading Skills, General and</td>
</tr>
</tbody>
</table>
Topical Knowledge (abstract)
15:57 Cecile Perret, Aaron Likens and Danielle S. McNamara

Integrating across Texts: Availability Matters (abstract)

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>16:30-17:30</td>
<td>Session 18: 2019 ST&amp;D Business Meeting</td>
<td>Wollman Hall</td>
</tr>
<tr>
<td>17:30-19:00</td>
<td>Closing Reception</td>
<td>Wollman Hall</td>
</tr>
</tbody>
</table>
Meaning on the Fence: Do Idioms Activate Figurative and Literal Meanings Equally?

Item-Writing Methodology for MOCCA-C Reading Comprehension Assessment

Learning from Video Texts: The Relation Between Text Cohesion and Reader Comprehension Skill

Reading Fiction and Theory of Mind: Impact of Individual Stories and Reader Characteristics

Automated Identification of Open-Ended Survey Response Themes

Causal Attribution in First- and Third-Person Narration

Processing Causal Explanations in Science Texts

"Online" Text Validation: Viewing Social Media as a Context for Misinformation

Mining the Language Used in Syllabi for Large College Courses

Are Authors Recognized as Categories?

Examining Emotional Shifts in Narratives: A Multi-method Approach

Stability of Accurate and Inaccurate Vaccine Beliefs After Exposure to Belief-Consistent and Inconsistent Texts

Who Believes Fake News? Partisan Effects on Recall and Recognition

Adaptation of Analytical Rating Categories to Writing Tasks for Assessing Text Quality

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

The Role of Cinematics on Understanding and Remembering Events

Limits of the Belief-Consistency Effect

Venue and Local Knowledge

Improving the "Text-Diet" for Early and Struggling Readers: Selecting and Adapting Text

The Promise of a Technology-Based Early Language Comprehension Intervention (TELCI) for Students with Comprehension Difficulties

Epistemic Dimensions of Language and Their Influence on Trust and Belief of Information

Improving the "Text-Diet" for Early and Struggling Readers: Selecting and Adapting Text

Who Believes Fake News? Partisan Effects on Recall and Recognition

Ventus and Local Knowledge

Argue Me Sophisticated; Describe Me Coherently: A Computational Linguistic Analysis of Prompt Differences in Source-based Writing:

Measuring Processes and Products of Multiple-Source Inquiry

When Do Gender Differences in Reading Comprehension Diminish? A Longitudinal Study of Reading Comprehension of Women and Men From Adolescence to Young Adulthood.

The Body Alignment of Conversational Partners in Direction Giving Influences Spatial Language

"Online" Text Validation: Viewing Social Media as a Context for Misinformation

Who Believes Fake News? Partisan Effects on Recall and Recognition

When Misconceptions Strike Back: The Durability of the Refutation Text Effect

Who Believes Fake News? Partisan Effects on Recall and Recognition

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

The Promise of a Technology-Based Early Language Comprehension Intervention (TELCI) for Students with Comprehension Difficulties
Detecting Disengagement in an Intervention with AutoTutor to Improve Comprehension Strategies

Can Online Search Strategies Predict Learning from Internet Sources? A Correlational Analysis

The Contribution of Argument Knowledge to the Comprehension and Critical Evaluation of Argumentative Text

Stability of Accurate and Inaccurate Vaccine Beliefs After Exposure to Belief-Consistent and Inconsistent Texts

Effect of Music Tempo on Reading Speed and Inferential Comprehension Questions

Assessing the Text Socialness of Children’s Fiction and Nonfiction Books

How Text and Reader Characteristics Influence Sixth Graders’ Ability to Monitor Their Comprehension

Predicting the Timing of Other-Initiated Repair

Association Between Awareness of Belief Changes and Information Seeking

Investigating the Relation Between Comprehension and Inference: Cross-Sectional and Comprehension-Age Match Analysis

Investigating an Approach to Evaluating Keyboarding Fluency in Writing Assessment

The Test of Time: Examining the Durability of Students’ Learning from Multiple Texts

Scientific Explanations: Does Practice Make Perfect?

Individual Differences in Coordinating Meaning and Understanding during Reference Making

The Necessity, Opportunity, and Promise of Multimodal Computational Analyses of Discourse

Causal Attribution in First- and Third-Person Narration

Interest Matching has a Cumulative Effect on Reading Persistence in Adult Learners

Lexical and Grammatical Aspect Influences on Adults’ and Children’s Pronoun Resolution

Targeting by a Researcher or a Teacher? On Teacher Modeling in the Domain of Reading

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

Using Machine Learning to Analyze English Learners’ Think-aloud Protocols

Using Qualitative Methods to Analyze the Function of Speeches and Social Media in Communicating Current Education Policy
Multiple Dimensions of Background Knowledge in a Scenario-based Assessment

Construct Shift in the Reading Rope Model: When many become one?

Source Information and Plausibility Interact in the Validation of Textual Information

Morphological Instruction in Programs Used in Schools: A (Mostly) Comprehensive Survey

Learning by Expecting-to-Teach with Complex Science Texts

Generating Examples Is Not As Effective as Generating Explanations for Comprehension and Metacomprehension

Association Between Awareness of Belief Change and Information Seeking

Association Between Awareness of Belief Change and Information Seeking

When Do Gender Differences in Reading Competence Diminish? A Longitudinal Study of Reading Competence of Women and Men From Adolescence to Young Adulthood.

Mining the Language Used in Syllabi for Large College Courses

Using Qualitative Methods to Analyze the Function of Speeches and Social Media in Communicating Current Education Policy

Modeling Individual Differences in Second-Language Reading Skill using Language Experience, Executive Attention, and Cross-Linguistic Interactions

Ron the Death Eater: Plotting Shifts in Characterization from Canon to Fanfiction

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

Linguistic Signatures of Cognitive Processes during Source-Based Writing

Investigating an Approach to Evaluating Keyboarding Fluency in Writing Assessment

Automated Identification of Open-Ended Survey Response Themes in Education Research: A Summer Melt Study

Collaborative Online Discourses Promote Critical Thinking

Effects of Reading Goals on Learning from Science Text: The Role of Dispositional Emotion Regulation and Executive Functions

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

Linguistic Signatures of Cognitive Processes during Source-Based Writing

Collaborative Online Discourses Promote Critical Thinking
ST&D 2019: NYC Dining and Drinks Guide

New York City has some of the best dining in the world at many different price points. Here’s one site that lists up-to-date great options at a range of price points all over town—many downtown and not very far from the conference sites:

Here’s a quirky list of host and graduate student favorites in walking distance of The New School and hotels:

**Casual lunch nearby**
Beyond the immediately visible bodegas across the street (which are affordable and pretty good), and the New School cafeteria on the second floor of the University Center (also affordable and pretty good)
https://www.dineoncampus.com/newschooldining/our-story

these are close by and all quite good:

Num Pang—28 E. 12th St.
https://www.numpangkitchen.com/
https://www.numpangkitchen.com/union-square/

Taboonette—30 E. 13th St.
https://www.tabonette.com/

Bar Six—502 Sixth Ave. (Avenue of the Americas)
http://www.barsixny.com/

Le Midi—11 E. 13th St.
http://www.lemidinyc.com/

Ribalta Pizza—48 E. 12th St.
http://www.ribaltapizzarestaurant.com/nyc

Dainobu (Japanese grocery store for take-out)—498 Avenue of the Americas (Sixth Ave.) betw. 12th and 13th
https://ja.foursquare.com/v/dainobu/5457e74a498e8f7e222bd422

Boquería—53 W. 19th St.
https://boqueriarestaurant.com/flatiron-menu/

Murrays Bagels—500 Sixth Ave. betw. 12th and 13th
http://www.murraysbagels.com/
Great coffee
Joe—9 E 13th St.
https://joecoffeecompany.com/locations/union-square/

A fun experience if weather is good
Lining up and eating outdoors in beautiful Madison Square Park by the Flatiron building at the original Shake Shack:
https://www.shakeshack.com/location/madison-square-park/
Even if the line is long, you can have beer and wine while you wait (there’s a separate line), and you can check out the online Shack Cam to see how bad the line is.

Cocktails
Beyond all the restaurants on the list below, which will have great cocktails, wines, and beers, here are three nearby that are terrific:

Raines Law Room—48 W. 17th St. (no sign—speakeasy; must knock and wait)
https://www.raineslawroom.com/

Dear Irving—55 Irving Place
https://www.dearirving.com/dearirving-gramercy

The NoMad Bar—10 W. 28th St. (great food too)
https://www.thenomadhotel.com/new-york/dining/spaces/the-nomad-bar
(for views, drinks on rooftop at Freehand Hotel)

Excellent meals in striking distance
Even thought in summer it can be easier to get into good restaurants than at other times of year, it’s not a bad idea to make a reservation (already now—easy to do online) at any of these you’re particularly interested in.

ABC Kitchen
http://www.abchome.com/dine/abc-kitchen/

ABC Cocina
http://www.abchome.com/dine/abc-cocina/

ABC V
http://www.abchome.com/dine/abcv/
(And while you’re there, check out the amazing ABC store they’re in)

I Sodi
http://www.isodinyc.com/
Buvette
https://ilovebuvette.com/about

Via Carota
http://www.viacarota.com/

Bocca (very dramatic cacio e pepe!)
http://www.boccanyc.com/

Cosme
https://www.cosmenyc.com/

The NoMad
https://www.thenomadhotel.com/new-york/dining

Villanelle
http://www.villanellenyc.com/

Union Square Café
https://www.unionsquarecafe.com/

Empellon Taqueria
https://www.empellon.com/location/taqueria/

Maialino
https://maialinony.com/

Boqueria
https://boqueriarestaurant.com/flatiron-menu/

Laut
http://lautnyc.com/

Upland
https://uplandnyc.com/

Junoon
http://junoonnyc.com/

Balaboosta
https://www.balaboostanyc.com/

Café Cluny
https://www.cafecluny.com/

All are vegetarian friendly and will accommodate almost all dietary needs. If you want fully vegetarian and very good, try ABC V or Nix http://www.nixny.com/
Pizza
Ribalta
http://www.ribaltapizzarestaurant.com/nyc

Marta
https://www.martamanhattan.com/

Roberta's—mother ship is in Brooklyn, but there’s also one at 230 Park Ave.  
http://robertaspizza.com/

Pre-theater dining
There are a lot of intended-for-tourist restaurants in the Times Square area, many not so great, but here are a few you might not know about that are each really good in their own way:

Badshah
https://www.badshahny.com/

Ortzi
https://ortzirestaurant.com/

Taboon
http://www.taboononline.com/

Bar Centrale
https://www.barcentralenyc.com/

Brooklyn Dining
Roman's
Marlowe & Sons
Roberta's
Miss Ada
Westlight (unparalleled views of Manhattan!)
Lilia
Misi
Sauvage
The Finch
Graduate Student Recommendations by Location

**Food: The New School**
Num Pang at 28 E 12th Street at University Place
https://www.numpangkitchen.com/

Pret a Manager at 821 Broadway at 12th Street
https://locations.pret.com/ny-new-york-53

Le Maison du Croque Monsieur at 17 E 13th Street
https://www.croquemr.com/

Sweet Green at 101 University Place between 12th and 13th Street
https://www.sweetgreen.com/

Dig Inn at 17 E 17th Street between Broadway and 5th
https://www.diginn.com/locations/

Chopt at 24 E 17th Street
https://www.choptsalad.com/locations

Salam Cafe at 104 W 13 Street
http://www.salamrestaurant.com/

Maison Kayser at 841 Broadway between 13th and 14th Street
http://maison-kayser-usa.com/locations/

**Coffee: The New School**
Birch Coffee at 56 7th Avenue at 14th Street
http://birchcoffee.com/locations/west-village/

Le Maison du Croque Monsieur at 17 E 13th Street
https://www.croquemr.com/

**Food: Washington Square Park**
Pret a Manager at 1 Astor Place
https://www.pret.com/en-us

Sweet Green at 10 Astor Place
https://order.sweetgreen.com/

Digg Inn at 70 Prince Street
https://www.diginn.com/locations/

Chopt at 51 Astor Place
https://www.choptsalad.com/locations
Coffee: Washington Square Park
Stumptown Coffee Roasters at 30 W 8th Street
https://www.stumptowncoffee.com/locations/newyork

For a great slice of cake, Little Cupcake Bakeshop at 30 Prince Street:
www.littlecupcakebakeshop.com/

Bars

Close to The New School:
Lillie's Victorian Establishment
https://www.liliesnyc.com/

East Village:
The Thirsty Scholar
http://thethirstyscholarnyc.com/

d.b.a. (craft beer on tap): 41 1st Avenue between 1st and 2nd Street (the website has issues)
http://nymag.com/listings/bar/d-b-a/

Holiday Cocktail Lounge (former watering hole of Frank Sinatra + his Rat Pack): http://www.holidaycocktaillounge.nyc/

Alphabet City:
ABC Beer Company
https://www.abcbeer.co/

The Wayland
http://www.thewaylandnyc.com/

Pouring Ribbons
www.pouringribbons.com

Lois
http://www.loisbarnyc.com/

Late Night Nibbles:
Artichoke Pizza
https://www.artichokepizza.com/

Diner open 24 hours
https://www.veselka.com/