



Society for Text & Discourse 29th Conference Program and Abstracts

**July 9th - July 11th, 2019
New York City, United States**

THE NEW SCHOOL

Online Program: <https://easychair.org/smart-program/STD2019/index.html>

Website: <http://www.societyfortextanddiscourse.org/>

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29th Annual Meeting of the Society for Text & Discourse

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New Fellows

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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.

2019 Distinguished Scientific Contribution Award

Jane Oakhill, *University of Sussex*



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.

2019 ST&D Keynote Address

Eve V. Clark, *Stanford University*



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 Ontogenesis 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 homophonous 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.”

2019 Tom Trabasso Young Investigator Award

Jason L. G. Braasch, *University of Memphis*

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

2013: Tobias Richter

2017: Catherine Bohn-Gettler

2012: Panayiota Kendeou

2016: Raymond Mar

2011: Chantel Prat

2015: Scott Crossley

2010: David N. Rapp

2014: Katherine Rawson

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.

2018 Tom Trabasso Young Investigator Award Address

Sidney D'Mello, *University of Colorado Boulder*



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 leadership 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	2007: Heather Ferguson
2017: Karyn Higgs	2006: Heather H. Mitchell
2016: Juliane Richter	2005: not awarded
2015: Angela Nyhout	2004: Amelie Teisserenc
2014: Stephen Briner	2003: Sabine Gueraud
2013: Emily R. Smith	2002: David N. Rapp
2012: Jesse R. Sparks	2001: Max Louwerse
2011: Mike Mensink	2000: Steve Frisson
2010 Jennifer J. Stiegler	1999: David Robertson
2009: Michele Levine	1998: Herb Colston
2008: Patrick Jeuniaux	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	Steffen Gottschling, University of Tübingen
Britta Bresina, University of Minnesota	Minkyung Kim, Georgia State University
Amy de Bruïne, Leiden University	Imikan Nkopuruk, Tai Solarin University of Education
Amalia Donovan, Northwestern University	Nikita Salovich, Northwestern University
Sarah Dygert, Mississippi State University	Blaine Tomkins, DePaul University
Gillian Francey, Lancaster 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.

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

Mentorship Program Committee

Kate Bohn-Gettler (chair), Joe Magliano, Danielle McNamara, & Mike Mensink

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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®)



Editor: David N. Rapp,
Northwestern University

Full editorial board can be found at
tandfonline.com/hdsp

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



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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/>

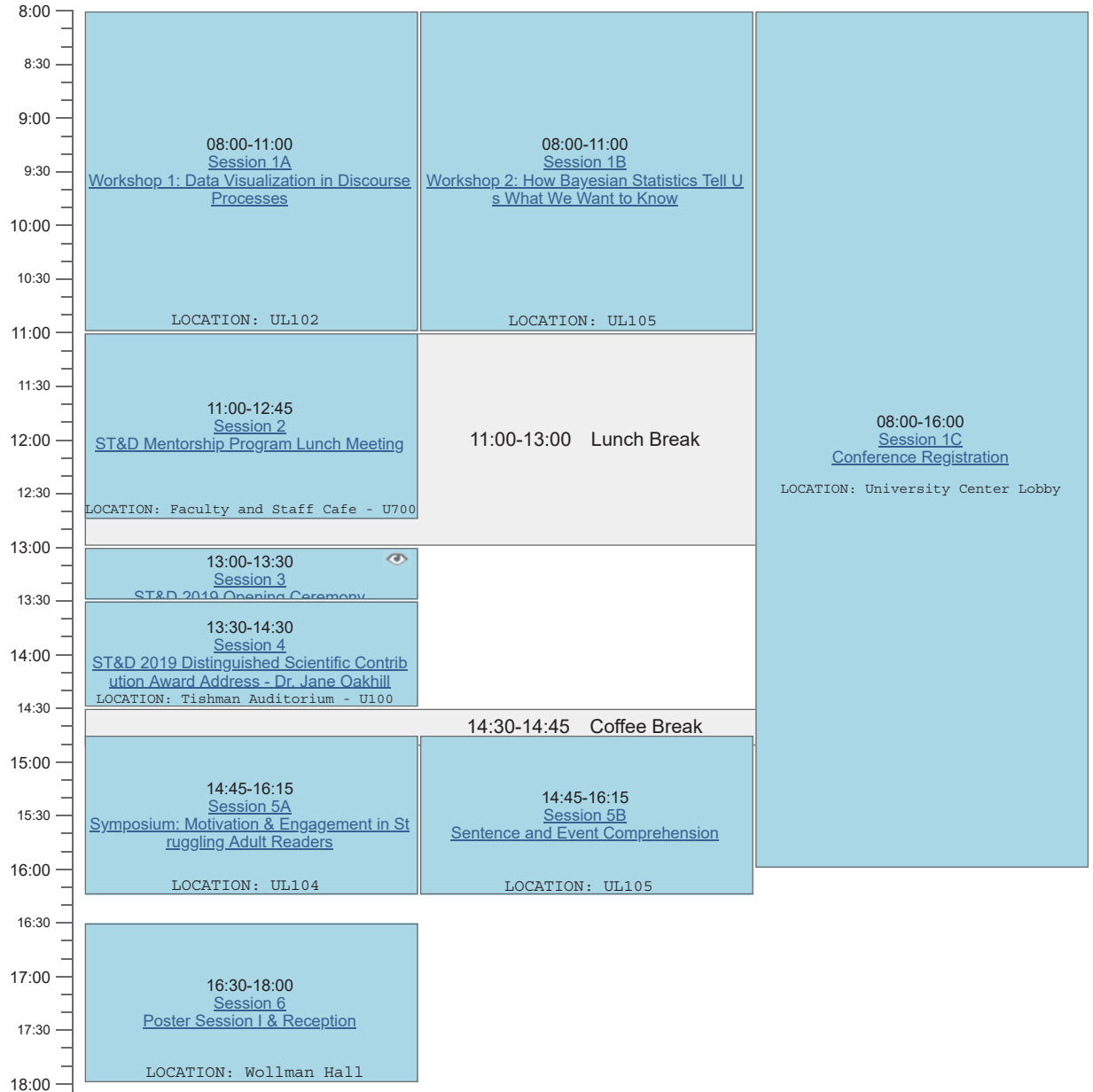
ST&D 2019: 2019 ANNUAL MEETING OF THE SOCIETY FOR TEXT & DISCOURSE

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

PROGRAM FOR TUESDAY, JULY 9TH: SESSION VIEW

Days: [next day ↗](#) [all days ↕](#)

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



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

INTRODUCTION	AWARDS & KEYNOTES	SPONSORS	PRESENTER
INFO	PROGRAM	AUTHORS	KEYWORDS

PROGRAM FOR WEDNESDAY, JULY 10TH: SESSION VIEW

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

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

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

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

INTRODUCTION	AWARDS & KEYNOTES	SPONSORS	PRESENTER
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PROGRAM FOR THURSDAY, JULY 11TH: SESSION VIEW

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

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

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

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

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Presenter Instructions

INSTRUCTIONS FOR SPOKEN PRESENTATIONS

- 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

INSTRUCTIONS FOR POSTER PRESENTATIONS

Poster Dimensions and Board Assignments

Posters should be designed in **landscape format and sized to fit a 48" x 36" foam poster board (121 cm x 91 cm)**. Tacks will be provided to affix posters to the foam boards during the poster sessions. Poster numbers and instructions for locating your foam board during each poster session are below.

Poster Printing

Authors are responsible for printing their own posters, however the following businesses are available as local printing options near The New School:

- [Village Copier Union Square](#) - 20 East 13th Street, digital13@villagecopier.com
- [Staples Union Square West](#) - 5 Union Square West, <https://design.staples.com/custom-posters>

[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 labelled with the same number during their poster session.

POSTER #	AUTHORS	TITLE	SESSION
1	Micah Watanabe and Danielle McNamara	Combating Misconceptions about Natural Selection with Self-Explanation	Poster Session I
2	Chin-Ya Fang and Shin-Feng Chen	The Analysis of Chinese characters size in Taiwan elementary school in Taitung	Poster Session I

3	Karyn P. Higgs, Daniel Feller, Ryan D. Kopatich and Laura K. Allen	Using Machine Learning to Analyze English Learners' Think-aloud Protocols	Poster Session I
4	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	Poster Session I
5	Kenneth Houghton, Rachel Poirier and Celia Klin	Unreliable Narrators and Misinformed Readers	Poster Session I
6	Alexandra List, Hye Yeon Lee and Hongcui Du	The Test of Time: Examining the Durability of Students' Learning from Multiple Texts	Poster Session I
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11	Chi-Shun Lien, Yuhtsuen Tzeng, Wan-Shin Chang, Jane Oakhill and Carsten Elbro	Exploring the relationship among vocabulary depth, inference ability and reading comprehension	Poster Session I
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13	Mo Zhang, Paul Deane, Gary Feng and Hongwen Guo	Investigating an Approach to Evaluating Keyboarding Fluency in Writing Assessment	Poster Session I
14	Kathryn McCarthy and Danielle McNamara	Multidimensional Knowledge (MDK): A Prior Knowledge Framework	Poster Session I
15	Macarena Silva and Elvira Jéldrez	The Contribution of Memory and Vocabulary to Listening Comprehension of Narrative and Expository texts	Poster Session I
16	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.	Poster Session I
17	Haiying Li, Janice Gobert and Rachel Dickler	Scientific Explanations: Does Practice Make Perfect?	Poster Session I
18	Janelle Gagnon and Richard Gerrig	Shifts from Third- to First-Person Narration	Poster Session I
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20	Ottillie Tilston, Adrian Bangerter and Kristian Tylén	Teaching, Storytelling and Innovation in Cultural Transmission	Poster Session I
21	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?	Poster Session I
22	Scott Hinze, Mi'Kayla Newell and Kathryn McCarthy	Combining Self-Explanation and Elaborative Retrieval Practice to Facilitate Comprehension	Poster Session I
23	Yukino Kimura and Shingo Nahatame	Effects of Relevance Instructions on Text Memory in EFL Reading	Poster Session I
24	Rachel Librizzi, Candice Burkett, Alyssa Blair and Susan Goldman	The Effects of Text Complexity and Prompt Specificity on Text/Graph Contradiction Detection	Poster Session I
25	Richard Alterman and Maria Altebarmakian	Venue and Local Knowledge	Poster Session I
26	Catharina Tibken, Nicole von der Linden, Sandra Schmiedeler, Wolfgang Schneider and Tobias Richter	Monitoring of Text Comprehension in Expository Texts at Secondary School	Poster Session I
27	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	Poster Session I
28	Amalia Donovan and David N. Rapp	You Could Look It Up: Exposures to Inaccurate Information and Online Search	Poster Session I
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31	Romualdo Ibáñez	Signaling of Causal Relations in Spanish: Specificity, Variety, and Functionality in Academic Context	Poster Session I
32	Kun Sun	Approaching Discourse Structure Through Discourse Distance and Discourse Network: A Computational Model of Text Comprehension and Complexity	Poster Session I
33	Tenaha O'Reilly, Zuowei Wang and John Sabatini	Is Background Knowledge Just General Ability? A Test of the Knowledge-Specificity Hypothesis.	Poster Session I

34	Donna Caccamise and Eileen Kintsch	Problematising Text to Improve Reading Comprehension and Learning	Poster Session I
35	Vasile Rus	The Nature of Self-Explanations During Source Code Comprehension Tasks	Poster Session I
36	Jill Allor, Devin Kearns, Carlin Conner and Stephanie Al Otaiba	Improving the "Text-Diet" for Early and Struggling Readers: Selecting and Adapting Text	Poster Session I
37	Marcus Friedrich and Elke Heise	Does Text Comprehensibility Influence Students' Interest in the Text's Topic?	Poster Session I
38	Keith Millis and Christian Stuciuch	Predicting aesthetic responses to paintings and stories from trans-symbolic processes	Poster Session I
39	Shingo Nahatame	Predicting the Text Difficulty of Graded Readers for Young Language Learners: A Computational Analysis of Linguistic Features	Poster Session I
40	Ahlam Alharbi	Towards a Performative Theory of Solidarity Discourse	Poster Session I
41	Casey M. Riedmann, William S. Horton and Gregory Ward	Do Comprehenders Distinguish What-Is-Said from What-Is-Meant? Recognition Memory for Generalized Conversational Implicatures	Poster Session I

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.

POSTER #	AUTHORS	TITLE	SESSION
1	Rachel Jansen and Anna Rafferty	Comparing the Discourse of Math and Science Attitudes	Poster Session II
2	Suzanne Bogaerds-Hazenberg, Jacqueline Evers-Vermeul and Huub van den Bergh	Teachers and Researchers as Co-designers? A Design-based Research on Text-structure Instruction	Poster Session II
3	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	Poster Session II
4	Sana Alnajjar, Alyssa Blair and Susan Goldman	Who believes fake news? Partisan Effects on Recall and Recognition	Poster Session II
5	Matt McCrudden	The effects of relevance instructions and seductive details on online processing and recall	Poster Session II
6	Andrew Butler and Nathaniel Woodward	Mining the Language Used in Syllabi for Large College Courses	Poster Session II
7	Johanna Kaakinen	Emotional engagement and transportation during listening and reading of Stephen King short stories: Evidence from eye movements	Poster Session II
8	Emily Sanford, Olivia Shaffer, Jane Acierno, Eva Harmon and R. Brooke Lea	Meaning on the Fence: Do Idioms Activate Figurative and Literal Meanings Equally?	Poster Session II
9	Stephen Briner and Paul Basel	Reading Fiction and Theory of Mind: Impact of Individual Stories and Reader Characteristics	Poster Session II
10	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	Poster Session II
11	Joanne Kiriya, Paul van den Broek and Maartje Raijmakers	Inference and Vocabulary in a Reading Comprehension Assessment.	Poster Session II
12	Kathryn McCarthy, Danielle McNamara, Marina Solnyshkina, Fanuza Tarasova and Roman Kupriyanov	The Russian Language Test: Towards Assessing Comprehension in Russian	Poster Session II
13	Ju-Ling Chen, Pei-Chen Tsai and Chi-Shun Lien	Construct a literacy framework of text analysis from the literature and culture perspective	Poster Session II
14	Min Kyu Kim, Kathryn McCarthy and Joseph Magliano	Get SMART: Improving Comprehension with the Student Mental Model Analyzer for Research and Teaching	Poster Session II
15	Allison N. Sonia, Edward J. O'Brien and Caitlin S. Mills	Text-Based Manipulation of the Coherence Threshold	Poster Session II
16	Julia Mertens and Jan P. de Ruiter	Predicting the Timing of Other-Initiated Repair	Poster Session II

17	Haiying Li, Yile Zhou and Becky Bobek	Automated Identification of Open-Ended Survey Response Themes in Education Research: A Summer Melt Study	Poster Session II
18	Allison J. Jaeger, Alexandra Devatzes and Thomas Shipley	Towards an analysis of analogies in geoscience textbooks	Poster Session II
19	Evan Anderson, William S. Horton and David N. Rapp	Hungry for the Truth: Evaluating the Utility of "Truth Sandwiches" as Refutations	Poster Session II
20	Rina Harsch and Panayiota Kendeou	Analogical Reasoning as a Catalyst for Knowledge Revision	Poster Session II
21	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	Poster Session II
22	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	Poster Session II
23	Joseph Aubele, Reese Butterfuss, Rina Harsch and Panayiota Kendeou	Epistemic Dimensions of Language and Their Influence on Trust and Belief of Information	Poster Session II
24	John Sabatini, Jonathan Weeks and Tenaha O'Reilly	Construct Shift in the Reading Rope Model: When many become one?	Poster Session II
25	Andrew Elfenbein and Ethan Brown	Are Authors Recognized as Categories?	Poster Session II
26	Joerg Jost, Michael Becker-Mrotzek and Joachim Grabowski	Adapting Analytical Rating Categories to Writing Tasks for Assessing Text Quality	Poster Session II
27	Alexander M Colby and Emily R Smith	Effect of Music Tempo on Reading Speed and Inferential Comprehension Questions	Poster Session II
28	Jessica Bradshaw and Meghan Davidson	Assessing the text socialness of children's fiction and nonfiction books	Poster Session II
29	Sarah D. Creer, Malaa A. Sultan and Edward J. O'Brien	Contextual Elaboration Supports Fantasy Text Comprehension	Poster Session II
30	Zared Shawver and Richard Gerrig	Products of Metaphor Comprehension are More Extreme than Literal Language	Poster Session II
31	Debora I. Burin, Gaston Saux, Irene Injoque-Ricle, Natalia Irrazabal and Juan Pablo Barreyro	Metacognitive Regulation Contributes to Digital Text Comprehension in E-Learning	Poster Session II
32	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	Poster Session II
33	Jessica Rodrigues and Ian Thacker	Mathematics Refutation Text: Remediating a Common Fraction Misconception	Poster Session II
34	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	Poster Session II
35	Lars König and Regina Jucks	A World of (Mis)Information: How Do We Decide Whether Online Information Is Accurate?	Poster Session II
36	Carlin Conner, Kristi Baker, Evangeline Chiang, Jennifer Stewart and Sumei Wu	2. Using Qualitative Methods to Analyze the Function of Speeches and Social Media in Communicating Current Education Policy	Poster Session II
37	Elisabeth Mayweg-Paus, Miriam Lampe, Maria Zimmermann and Regina Jucks	Collaborative online discourses promote critical thinking	Poster Session II
38	Jennifer Wiley, Tricia Guerrero, Marta Mielicki and Thomas Griffin	Generating examples is not as effective as generating explanations for comprehension and metacomprehension	Poster Session II
39	Ayo Osisanwo	Newspaper Construction of Agitation for the Sovereign State of Biafra in Nigeria	Poster Session II
40	Cole Arluck, Janelle Gagnon and Richard Gerrig	Causal Attribution in First- and Third-Person Narration	Poster Session II
41	Dylan Blaum and M. Anne Britt	Limits of the Belief-Consistency Effect	Poster Session II
42	Minkyung Kim and Scott Crossley	Expanding a Model of Second Language Reading and Listening Comprehension: The Roles of Language and Cognition	Poster Session II

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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](#) for information about local restaurant options.

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

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

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

LOCATION: [Tishman Auditorium - U100](#)

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

LOCATION: [Tishman Auditorium - U100](#)

13:30 [Jane Oakhill](#)

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

14:30-14:45 Coffee Break

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

CHAIR: [Arthur Graesser](#)

LOCATION: [UL104](#)

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

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

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

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

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

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

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

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

15:57 [Dolores Perin](#)

Discussant: Motivation & Engagement in Struggling Adult Readers ([abstract](#))

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

CHAIR: [Joe Magliano](#)

LOCATION: [UL105](#)

14:45 [Sarah K. C. Dygert](#) and [Andrew F. Jarosz](#)

Re-Solving the Garden Path: Creative Problem Solving and Ambiguity Resolution ([abstract](#))

15:03 [Gillian Francey](#) and [Kate Cain](#)

Lexical and Grammatical Aspect Influences on Adults' and Children's Pronoun Resolution
([abstract](#))

- 15:21 [Joe Magliano](#), [Christopher Kurby](#) and [Tom Ackerman](#)
The Role of Cinematics on Understanding and Remembering Events ([abstract](#))
- 15:39 [Benedikt Thomas Seger](#), [Juliane Elisabeth Katharina Hauf](#) and [Gerhild Nieding](#)
Perceptual Simulation of Vertical Object Movements in Children Aged between 5 and 11 and Adults: A Comparison between Auditory and Audiovisual Narrative Text ([abstract](#))
- 15:57 [Blaine Tomkins](#) and [Sandra Virtue](#)
Hemispheric Asymmetry for Strongly and Weakly-Constrained Bridging Inferences: An ERP Study ([abstract](#))

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

LOCATION: [Wollman Hall](#)

- 16:30 [Micah Watanabe](#) and [Danielle McNamara](#)
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- 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](#)
Do Comprehenders Distinguish What-Is-Said from What-Is-Meant? Recognition Memory for Generalized Conversational Implicatures ([abstract](#))

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

[Hannes Münchow](#), [Tobias Richter](#) and [Sebastian Schmid](#)

Fostering University Students Skills in Decoding the Functional Structure of Informal Arguments ([abstract](#))

09:24 [Brianna L. Yamasaki](#) and [Chantel S. Prat](#)
Modeling Individual Differences in Second-Language Reading Skill using Language Experience, Executive Attention, and Cross-Linguistic Interactions ([abstract](#))

09:42 [Evelien Mulder](#), [Marco van de Ven](#), [Eliane Segers](#) and [Ludo Verhoeven](#)
Word-to-Text Integration in Novice Second Language Learners ([abstract](#))

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

CHAIR: [Jacqueline Evers-Vermeul](#)

LOCATION: [UL105](#)

08:30 [Jacqueline Evers-Vermeul](#) and [José van der Hoeven](#)
Trained by a Researcher or a Teacher? On Teacher Modeling in the Domain of Reading ([abstract](#))

08:48 [Yiwen Lin](#), [Andrew Godfrey](#) and [Nia Dowell](#)
Does Gender Really Matter?: Exploring Differences in Emerging Discourse Styles during Digitally-Mediated Collaborative Interactions ([abstract](#))

09:06 [Rachel Dickler](#), [Janice Gobert](#) and [Michael Sao Pedro](#)
Using Epistemic Network Analysis to Characterize Teacher Discourse in Response to an Alerting Dashboard ([abstract](#))

09:24 [Carlin Conner](#), [Devin Kearns](#), [Victoria Whaley](#), [Jennifer Stewart](#) and [Britta Cook Bresina](#)
Morphological Instruction in Programs Used in Schools: A (Mostly) Comprehensive Survey ([abstract](#))

09:42 [Steffen Gottschling](#) and [Yvonne Kammerer](#)
Reducing Reliance on Misinformation through Psychoeducation in Combination with an Error-Marking Task ([abstract](#))

10:00-10:30 Coffee Break

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

CHAIR: [Keith Millis](#)

LOCATION: [UL104](#)

10:30 [Tricia Guerrero](#) and [Jennifer Wiley](#)
Learning by Expecting-to-Teach with Complex Science Texts ([abstract](#))

- 10:48 [Kathryn Rupp](#), [M. Anne Britt](#) and [Keith Millis](#)
Processing Causal Explanations in Science Texts ([abstract](#))
- 11:06 [Arantxa García](#), [Tomás Martínez](#) and [Eduardo Vidal-Abarca](#)
What Type of Elaborated Feedback Message is More Efficient for Learning Complex Texts? ([abstract](#))
- 11:24 [Daniel Darles](#), [Christine Ros](#), [Jean-François Rouet](#) and [Nicolas Vibert](#)
Differential impact of perceptual and semantic induction tasks on visual search for verbal information within a text ([abstract](#))
- 11:42 [Shelby Smith](#) and [Caitlin Mills](#)
Positive Connections: Dissociable Effects of Mood on Mind-wandering during Reading ([abstract](#))

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

CHAIR: [Gregory Mills](#)

LOCATION: [UL105](#)

- 10:30 [Gregory Mills](#)
The Emergence of Procedural Coordination: No Evidence Is Better Than Negative Evidence ([abstract](#))
- 10:48 [Alexia Galati](#), [Angela Symeonidou](#) and [Marios Avraamides](#)
The Body Alignment of Conversational Partners in Direction Giving Influences Spatial Language ([abstract](#))
- 11:06 [Heather Bortfeld](#) and [Allison Gabouer](#)
Hearing Parents' Use of Multimodal Cues to Establish Joint Attention as a Function of Children's Hearing Status ([abstract](#))
- 11:24 [Delphine Dahan](#)
Individual Differences in Coordinating Meaning and Understanding during Reference Making ([abstract](#))
- 11:42 [Hajin Lim](#) and [Susan R. Fussell](#)
'That sounds FINE.': Predicting the Discrepancy in Politeness Perceptions of Online Messages between Native and Non-Native English Speakers ([abstract](#))

12:00-13:30 Lunch Break

Please reference the [ST&D 2019 NYC Dining and Drinks Guide](#) for information about local restaurant options.

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

Ribalta Restaurant NYC
 - <http://www.ribaltapizzarestaurant.com/nyc> - 48 E 12th St.,

New York, NY 10003

LOCATION: [Ribalta Resturant](#)

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

LOCATION: [Tishman Auditorium - U100](#)

13:30 [Eve V. Clark](#)

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

14:30-14:45 Coffee Break

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

CHAIR: [Patrick Healey](#)

LOCATION: [UL104](#)

14:45 [Neta Spiro](#), [Katie Rose Sanfilippo](#) and [Michael Schober](#)

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

15:03 [Patrick Healey](#), [Lida Theodorou](#) and [Hamed Haddadi](#)

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

15:21 [Judith Holler](#)

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

15:39 [Jean E. Fox Tree](#), [J. Trevor D'arcey](#), [Alicia A. Hammond](#) and [Alina S. Larson](#)

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

15:57 [Adrian 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 Bogaerds-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
Francey](#), [Shelley Gray](#), [Laida Restrepo](#), [Marilyn
Thompson](#) and [Mindy Bridges](#)

**How Text and Reader Characteristics Influence
Sixth Graders' Ability to Monitor Their
Comprehension ([abstract](#))**

08:48 [Sarah D. Creer](#) and [Edward J. O'Brien](#)

Mechanisms of Perspective-Taking ([abstract](#))

- 09:06 [Wienke Wannagat](#) and [Gerhild Nieding](#)
Protagonist Goals and Coherence Formation during Narrative Text Processing ([abstract](#))
- 09:24 [Nikita Salovich](#) and [David Rapp](#)
Reader Preferences Influence Memory and Comprehension of Narrative Events ([abstract](#))
- 09:42 [Peter Dixon](#), [Sara Saadat](#) and [Marisa Bortolussi](#)
The Construction of Psychological Perspective ([abstract](#))

08:30-10:00 Session 13B: Validation, Inconsistencies and Misconceptions

CHAIR: [Panayiota Kendeou](#)

LOCATION: [UL105](#)

- 08:30 [Amy de Bruïne](#), [Dietsje Jolles](#) and [Paul van den Broek](#)
Minding the Load or Loading the Mind: Manipulating Working Memory in Coherence Monitoring ([abstract](#))
- 08:48 [Marloes van Moort](#), [Arnout Koornneef](#) and [Paul van den Broek](#)
Tracking the Time Course of Validation: Effects of Text-based and Knowledge-based Monitoring Processes on Eye Movements during Reading. ([abstract](#))
- 09:06 [Jasmine Kim](#), [Reese Butterfuss](#), [Rina Harsch](#), [Joseph Aubele](#) and [Panayiota Kendeou](#)
When Misconceptions Strike Back: The Durability of the Refutation Text Effect ([abstract](#))
- 09:24 [Andreas Wertgen](#) and [Tobias Richter](#)
Source Information and Plausibility Interact in the Validation of Textual Information ([abstract](#))
- 09:42 [Alyssa Blair](#) and [Susan Goldman](#)
"Online" Text Validation: Viewing Social Media as a Context for Misinformation ([abstract](#))

10:00-10:30 Coffee Break

10:30-12:00 Session 14A: Symposium: The Influence of Emotion on the Processing of Varying Text Sources

CHAIR: [Johanna Kaakinen](#)

LOCATION: [UL104](#)

- 10:30 [Marie-Luise Schmidt](#), [Julia Winkler](#), [Markus Appel](#) and [Tobias Richter](#)
Examining Emotional Shifts in Narratives: A Multi-method Approach ([abstract](#))
- 10:45 [Michael C. Mensink](#)
Seductive Detail Effects on Emotional and Physiological Responses during Scientific Text Comprehension ([abstract](#))
- 11:00 [Sonia Zaccoletti](#), [Sara Scrimin](#) and [Lucia Mason](#)

Effects of Reading Goals on Learning from Science Text: The Role of Dispositional Emotion Regulation and Executive Functions ([abstract](#))

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

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

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

10:30-12:00 Session 14B: Argumentative and Fiction Writing

CHAIR: [Alexandra List](#)

LOCATION: [UL105](#)

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

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

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

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

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

12:00-13:30 Lunch Break

Please reference the [ST&D 2019 NYC Dining and Drinks Guide](#) for information about local restaurant options.

12:00-13:30 Session 15: Discourse Processes Editorial Board Meeting

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

LOCATION: [Le Midi Restaurant](#)

13:30-14:30 Session 16: ST&D 2018 Tom Trabasso Young Investigator Award Address - Dr. Sidney D'Mello

LOCATION: [Tishman Auditorium - U100](#)

13:30 [Sidney D'Mello](#)

The Necessity, Opportunity, and Promise of Multimodal Computational Analyses of Discourse ([abstract](#))

14:30-14:45 Coffee Break

14:45-16:15 Session 17A: Symposium: Large Scale Assessments for Reading Research

CHAIR: [Kathrin Thums](#)

LOCATION: [UL104](#)

14:45 [Joanne Kiniry](#), [Paul van den Broek](#) and [Maartje Raijmakers](#)

The Study of Cognitive Reading Skill Using Data Collected by a Large-Scale Assessment of English Reading ([abstract](#))

15:03 [Franziska Schwabe](#) and [Matthias Trendtel](#)

Reading Competence in Open or Closed Tasks and Different Text Genres of Students from Different Socioeconomic Backgrounds: Analyses of PIRLS Data ([abstract](#))

15:21 [Kathrin Thums](#), [Ilka Wolter](#) and [Cordula Artelt](#)

When Do Gender Differences in Reading Competence Diminish? A Longitudinal Study of Reading Competence of Women and Men From Adolescence to Young Adulthood. ([abstract](#))

15:39 [Carolyn Hahnel](#) and [Frank Goldhammer](#)

The Role of Literacy and Source Evaluation in the Selection of Web Information of Adults ([abstract](#))

14:45-16:15 Session 17B: Multiple Text Comprehension and Integration

CHAIR: [Michael Wolfe](#)

LOCATION: [UL105](#)

14:45 [Michael Wolfe](#), [Todd Williams](#) and [Alexander Denison](#)

Association Between Awareness of Belief Change and Information Seeking ([abstract](#))

15:03 [Hye Yeon Lee](#) and [Alexandra List](#)

Examining Self-Efficacy and Perceptions of Task Difficulty in the Context of Multiple Text Use ([abstract](#))

15:21 [Kole Norberg](#), [Byeong-Young Cho](#), [Scott Fraundorf](#) and [Hyeju Han](#)

Can Online Search Strategies Predict Learning from Internet Sources? A Correlational Analysis ([abstract](#))

15:39 [Zuowei Wang](#), [Tenaha O'Reilly](#) and [John Sabatini](#)

A Tale of Two Reading Comprehension Tests: Different Roles Of Reading Skills, General and

Topical Knowledge ([abstract](#))

15:57 [Cecile Perret](#), [Aaron Likens](#) and [Danielle S. McNamara](#)

Integrating across Texts: Availability Matters
([abstract](#))

16:30-17:30 Session 18: 2019 ST&D Business Meeting

LOCATION: [Wollman Hall](#)

17:30-19:00 Closing Reception

LOCATION: [Wollman Hall](#)

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Ackerman, Tom	<i>The Role of Cinematics on Understanding and Remembering Events</i>
Al Otaiba, Stephanie	<i>Improving the "Text-Diet" for Early and Struggling Readers: Selecting and Adapting Text</i>
Alharbi, Ahlam	<i>Towards a Performative Theory of Solidarity Discourse</i>
Allen, Laura	<i>Argue Me Sophisticated; Describe Me Coherently: A Computational Linguistic Analysis of Prompt Differences in Source-based Writing: Linguistic Signatures of Cognitive Processes during Source-Based Writing</i>
	<i>Using Machine Learning to Analyze English Learners' Think-aloud Protocols</i>
Allor, Jill	<i>Improving the "Text-Diet" for Early and Struggling Readers: Selecting and Adapting Text</i>
Alnajjar, Sana	<i>Who Believes Fake News? Partisan Effects on Recall and Recognition</i>
Altebarmakian, Maria	<i>Venue and Local Knowledge</i>
Alterman, Richard	<i>Venue and Local Knowledge</i>
Anderson, Evan	<i>Hungry for the Truth: Evaluating the Utility of "Truth Sandwiches" as Refutations</i>
Ankney, Rachel L.	<i>Stability of Accurate and Inaccurate Vaccine Beliefs After Exposure to Belief-Consistent and Inconsistent Texts</i>
Appel, Colleen	<i>Measuring Processes and Products of Multiple-Source Inquiry</i>
Appel, Markus	<i>Examining Emotional Shifts in Narratives: A Multi-method Approach</i>
Arluck, Cole	<i>Causal Attribution in First- and Third-Person Narration</i>
Artelt, Cordula	<i>When Do Gender Differences in Reading Competence Diminish? A Longitudinal Study of Reading Competence of Women and Men From Adolescence to Young Adulthood</i>
Aubele, Joseph	<i>When Misconceptions Strike Back: The Durability of the Refutation Text Effect</i>
	<i>How Do Source Credibility and Justification for Knowing Influence Knowledge Revision on Social Media?</i>
	<i>The Promise of a Technology-Based Early Language Comprehension Intervention (TELCI) for Students with Comprehension Difficulties</i>
	<i>Epistemic Dimensions of Language and Their Influence on Trust and Belief of Information</i>
Avraamides, Marios	<i>The Body Alignment of Conversational Partners in Direction Giving Influences Spatial Language</i>

B

Bajpayee, Surja	<i>Item-Writing Methodology for MOCCA-C Reading Comprehension Assessment</i>
Baker, Kristi	<i>Using Qualitative Methods to Analyze the Function of Speeches and Social Media in Communicating Current Education Policy</i>
Bangerter, Adrian	<i>Laughter and Coordination of Transitions in Job Interviews</i>
Barreiro, Juan Pablo	<i>Teaching, Storytelling and Innovation in Cultural Transmission</i>
Basel, Paul	<i>Metacognitive Regulation Contributes to Digital Text Comprehension in E-Learning</i>
Becker, Mrozek, Michael	<i>Reading Fiction and Theory of Mind: Impact of Individual Stories and Reader Characteristics</i>
Biancarosa, Gina	<i>Adapting Analytical Rating Categories to Writing Tasks for Assessing Text Quality</i>
Blair, Alyssa	<i>Item-Writing Methodology for MOCCA-C Reading Comprehension Assessment</i>
	<i>"Online" Text Validation: Viewing Social Media as a Context for Misinformation</i>
	<i>The Effects of Text Complexity and Prompt Specificity on Text/Graph Contradiction Detection</i>
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Blaum, Dylan	<i>Limits of the Belief-Consistency Effect</i>
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	Rajmakers, Maartje	<u>The Study of Cognitive Reading Skill Using Data Collected by a Large-Scale Assessment of English Reading Inference and Vocabulary in a Reading Comprehension Assessment.</u>
	Rapp, David	<u>Reader Preferences Influence Memory and Comprehension of Narrative Events</u> <u>You Could Look It Up: Exposures to Inaccurate Information and Online Search</u> <u>Hungry for the Truth: Evaluating the Utility of "Truth Sandwiches" as Refutations</u>
	Restrepo, Laida	<u>How Text and Reader Characteristics Influence Sixth Graders' Ability to Monitor Their Comprehension</u>
	Richter, Tobias	<u>Fostering University Students Skills in Decoding the Functional Structure of Informal Arguments</u> <u>Source Information and Plausibility Interact in the Validation of Textual Information</u> <u>Examining Emotional Shifts in Narratives: A Multi-method Approach</u> <u>Monitoring of Text Comprehension in Expository Texts at Secondary School</u>
	Riedmann, Casey M.	<u>Do Comprehenders Distinguish What-Is-Said from What-Is-Meant? Recognition Memory for Generalized Conversational Implicatures</u>
	Ritchey, Kristin	<u>Is a Lobster an Insect?: An Electrophysiological Investigation of Generalizations Inferred from Expository Text</u>
	Rizzella, Michelle L.	<u>When Prospective Information Conflicts with Current Information</u>
	Robinson, Caleb	<u>Is a Lobster an Insect?: An Electrophysiological Investigation of Generalizations Inferred from Expository Text</u>
	Rodrigues, Jessica	<u>Mathematics Refutation Text: Remediating a Common Fraction Misconception</u>
	Ros, Christine	<u>Differential impact of perceptual and semantic induction tasks on visual search for verbal information within a text</u>
	Rose, Carolyn	<u>Ron the Death Eater: Plotting Shifts in Characterization from Canon to Fanfiction</u>
	Roselli, Nestor	<u>The Representation of Story Characters as Information Sources: Evidence from Verbal Reports Support Prior Eye-Tracking Evidence</u>
	Rouet, Jean-François	<u>Differential impact of perceptual and semantic induction tasks on visual search for verbal information within a text</u> <u>The Representation of Story Characters as Information Sources: Evidence from Verbal Reports Support Prior Eye-Tracking Evidence</u>
	Rouet, Jean-François	<u>Measuring Adolescents' Reading Comprehension skills in the Digital Age: contribution of memory-based and text-available assessment tasks.</u>
	Rubio, Alba	<u>Open Ended and Multiple Choice Questions: Is There Agreement Between Answers?</u>
	Rupp, Kathryn	<u>Processing Causal Explanations in Science Texts</u>
	Rus, Vasile	<u>The Nature of Self-Explanations During Source Code Comprehension Tasks</u>
S	Saadat, Sara	<u>The Construction of Psychological Perspective</u>
	Sabatini, John	<u>Relations between Component Reading Skills, Inferences, and Comprehension Performance in Community College Readers</u> <u>A Tale of Two Reading Comprehension Tests: Different Roles Of Reading Skills, General and Topical Knowledge</u> <u>Is Background Knowledge Just General Ability? A Test of the Knowledge-Specificity Hypothesis.</u> <u>Construct Shift in the Reading Rope Model: When many become one?</u> <u>Multiple Dimensions of Background Knowledge in a Scenario-based Assessment</u>
	Salovich, Nikita	<u>Reader Preferences Influence Memory and Comprehension of Narrative Events</u>
	Sanchiz, Mylene	<u>Measuring Adolescents' Reading Comprehension skills in the Digital Age: contribution of memory-based and text-available assessment tasks.</u>
	Sanfilippo, Katie Rose	<u>Where Music and Language Meet: Shared Understanding in Music Therapy Improvisation</u>
	Sanford, Emily	<u>Meaning on the Fence: Do Idioms Activate Figurative and Literal Meanings Equally?</u>
	Santuzzi, Alecia	<u>Development and Validation of the Situated Metacognitive Awareness of Reading Task Strategies Scale (SMARTS)</u>
	Sao Pedro, Michael	<u>Using Epistemic Network Analysis to Characterize Teacher Discourse in Response to an Alerting Dashboard</u>
	Sasaki, Yamato	<u>Coherence Monitoring of Protagonist, Temporal, and Spatial Dimensions in Second Language Reading: A Preliminary Study Employing Eye Tracking</u>
	Saux, Gaston	<u>The Representation of Story Characters as Information Sources: Evidence from Verbal Reports Support Prior Eye-Tracking Evidence</u> <u>Metacognitive Regulation Contributes to Digital Text Comprehension in E-Learning</u>
	Schmid, Sebastian	<u>Fostering University Students Skills in Decoding the Functional Structure of Informal Arguments</u>
	Schmidt, Marie-Luise	<u>Examining Emotional Shifts in Narratives: A Multi-method Approach</u>
	Schmiedeler, Sandra	<u>Monitoring of Text Comprehension in Expository Texts at Secondary School</u>
	Schneider, Wolfgang	<u>Monitoring of Text Comprehension in Expository Texts at Secondary School</u>
	Schober, Michael	<u>Where Music and Language Meet: Shared Understanding in Music Therapy Improvisation</u>

	Schwabe, Franziska	Reading Competence in Open or Closed Tasks and Different Text Genres of Students from Different Socioeconomic Backgrounds: Analyses of PIRLS Data
	Scrimin, Sara	Effects of Reading Goals on Learning from Science Text: The Role of Dispositional Emotion Regulation and Executive Functions
	Segér, Benedikt	Perceptual Simulation of Vertical Object Movements in Children Aged between 5 and 11 and Adults: A Comparison between Auditory and Audiovisual Narrative Text
	Thomas	
	Segers, Eliane	Word-to-Text Integration in Novice Second Language Learners
	Seipel, Ben	Item-Writing Methodology for MOCCA-C Reading Comprehension Assessment
	Shaffer, Olivia	Meaning on the Fence: Do Idioms Activate Figurative and Literal Meanings Equally?
	Shawver, Zared	Products of Metaphor Comprehension are More Extreme than Literal Language
	Shen, Qinnan	Ron the Death Eater: Plotting Shifts in Characterization from Canon to Fanfiction
	Shipley, Thomas	Towards an Analysis of Analogies in Geoscience Textbooks
	Sieber, Joaquim	Laughter and Coordination of Transitions in Job Interviews
	Silva, Macarena	The Contribution of Memory and Vocabulary to Listening Comprehension of Narrative and Expository texts
	Simon-Dack, Stephanie	Is a Lobster an Insect?: An Electrophysiological Investigation of Generalizations Inferred from Expository Text
	Sinatra, Gale	How Refutation Texts Affect Meta-Cognitive and Behavioral Variables
	Sinatra, Gale	Here's Hoping It's Not Just Text Structure: The Importance of Emotions in Mediating the Backfire Effect of Refutation Text
	Smith, Emily R	Effect of Music Tempo on Reading Speed and Inferential Comprehension Questions
	Smith, Shelby	Is a Lobster an Insect?: An Electrophysiological Investigation of Generalizations Inferred from Expository Text
	Smith, Shelby	Positive Connections: Dissociable Effects of Mood on Mind-wandering during Reading
	Solnyshkina, Marina	The Russian Language Test: Towards Assessing Comprehension in Russian
	Sonia, Allison N.	Text-Based Manipulation of the Coherence Threshold
	Sparks, Jesse R.	Measuring Processes and Products of Multiple-Source Inquiry
	Spiro, Neta	Where Music and Language Meet: Shared Understanding in Music Therapy Improvisation
	Steinberg, Jonathan	Multiple Dimensions of Background Knowledge in a Scenario-based Assessment
	Stewart, Jennifer	Morphological Instruction in Programs Used in Schools: A (Mostly) Comprehensive Survey
	Stuciuch, Christian	Using Qualitative Methods to Analyze the Function of Speeches and Social Media in Communicating Current Education Policy
	Sultan, Malaa A.	Predicting Aesthetic Responses to Paintings and Stories From Trans-Symbolic Processes
	Sun, Kun	Contextual Elaboration Supports Fantasy Text Comprehension
	Symeonidou, Angela	Approaching Discourse Structure Through Discourse Distance and Discourse Network: A Computational Model of Text Comprehension and Complexity
T		The Body Alignment of Conversational Partners in Direction Giving Influences Spatial Language
	Talwar, Amani	Struggling Adult Readers: Scheduling, Learning Approaches and Self-Efficacy
	Tarasova, Fanuza	The Russian Language Test: Towards Assessing Comprehension in Russian
	Taylor, Terrill	Item-Writing Methodology for MOCCA-C Reading Comprehension Assessment
	Thacker, Ian	Here's Hoping It's Not Just Text Structure: The Importance of Emotions in Mediating the Backfire Effect of Refutation Text
		Mathematics Refutation Text: Remediating a Common Fraction Misconception
	Theodorou, Lida	The Dynamics of Hand Movements in Dialogue
	Thompson, Marilyn	How Text and Reader Characteristics Influence Sixth Graders' Ability to Monitor Their Comprehension
	Thums, Kathrin	When Do Gender Differences in Reading Competence Diminish? A Longitudinal Study of Reading Competence of Women and Men From Adolescence to Young Adulthood
	Tibken, Catharina	Monitoring of Text Comprehension in Expository Texts at Secondary School
	Tilston, Ottillie	Teaching, Storytelling and Innovation in Cultural Transmission
	Tomkins, Blaine	Hemispheric Asymmetry for Strongly and Weakly-Constrained Bridging Inferences: An ERP Study
	Trendtel, Matthias	Reading Competence in Open or Closed Tasks and Different Text Genres of Students from Different Socioeconomic Backgrounds: Analyses of PIRLS Data
	Trevors, Greg	Naturally Occurring Negative Emotions Negatively Predict Learning From Refutation Texts
	Tsai, Pei-Chen	Construct a Literacy Framework of Text Analysis From the Literature and Culture Perspective
	Tylén, Kristian	Teaching, Storytelling and Innovation in Cultural Transmission
	Tzeng, Yuhtsuen	Exploring the Relationship Among Vocabulary Depth, Inference Ability and Reading Comprehension
		Investigating the Relation Between Comprehension and Inference: Cross-Sectional and Comprehension-Age Match Analysis
U		
	Ushiro, Yuji	Coherence Monitoring of Protagonist, Temporal, and Spatial Dimensions in Second Language Reading: A Preliminary Study Employing Eye Tracking
V		
	van de Ven, Marco	Word-to-Text Integration in Novice Second Language Learners
	van den Bergh, Huub	Teachers and Researchers as Co-designers? A Design-based Research on Text-structure Instruction
	van den Broek, Paul	Minding the Load or Loading the Mind: Manipulating Working Memory in Coherence Monitoring
	van den Broek, Paul	Tracking the Time Course of Validation: Effects of Text-based and Knowledge-based Monitoring Processes on Eye Movements during Reading.
		The Study of Cognitive Reading Skill Using Data Collected by a Large-Scale Assessment of English Reading Inference and Vocabulary in a Reading Comprehension Assessment.
	van der Hoeven, José	Trained by a Researcher or a Teacher? On Teacher Modeling in the Domain of Reading
	van Moort, Marloes	Tracking the Time Course of Validation: Effects of Text-based and Knowledge-based Monitoring Processes on Eye Movements during Reading.
	Verhoeven, Ludo	Word-to-Text Integration in Novice Second Language Learners
	Vibert, Nicolas	Differential impact of perceptual and semantic induction tasks on visual search for verbal information within a text
		Measuring Adolescents' Reading Comprehension skills in the Digital Age: contribution of memory-based and text-available assessment tasks.
		The Representation of Story Characters as Information Sources: Evidence from Verbal Reports Support Prior Eye-Tracking Evidence
	Vidal-Abarca, Eduardo	What Type of Elaborated Feedback Message is More Efficient for Learning Complex Texts?
	Virtue, Sandra	Hemispheric Asymmetry for Strongly and Weakly-Constrained Bridging Inferences: An ERP Study
	von der Linden, Nicole	Monitoring of Text Comprehension in Expository Texts at Secondary School
W		
	Wang, Zuowei	A Tale of Two Reading Comprehension Tests: Different Roles Of Reading Skills, General and Topical Knowledge
		Is Background Knowledge Just General Ability? A Test of the Knowledge-Specificity Hypothesis.
	Wannagat, Wienke	Protagonist Goals and Coherence Formation during Narrative Text Processing
	Ward, Gregory	Do Comprehenders Distinguish What-Is-Said from What-Is-Meant? Recognition Memory for Generalized Conversational Implicatures
	Watanabe,	Combating Misconceptions about Natural Selection with Self-Explanation

Micah	<i>Multiple Dimensions of Background Knowledge in a Scenario-based Assessment</i>
Watanabe, Micah	
Weeks, Jonathan	<i>Construct Shift in the Reading Rope Model: When many become one?</i>
Wertgen, Andreas	<i>Source Information and Plausibility Interact in the Validation of Textual Information</i>
Whaley, Victoria	<i>Morphological Instruction in Programs Used in Schools: A (Mostly) Comprehensive Survey</i>
Wiley, Jennifer	<i>Learning by Expecting-to-Teach with Complex Science Texts</i> <i>Generating Examples Is Not As Effective as Generating Explanations for Comprehension and Metacomprehension</i>
Williams, Todd	<i>Association Between Awareness of Belief Change and Information Seeking</i>
Winkler, Julia	<i>Examining Emotional Shifts in Narratives: A Multi-method Approach</i>
Wolfe, Michael	<i>Association Between Awareness of Belief Change and Information Seeking</i>
Wolter, Ilka	<i>When Do Gender Differences in Reading Competence Diminish? A Longitudinal Study of Reading Competence of Women and Men From Adolescence to Young Adulthood</i>
Woodward, Nathaniel	<i>Mining the Language Used in Syllabi for Large College Courses</i>
Wu, Sumei	<i>Using Qualitative Methods to Analyze the Function of Speeches and Social Media in Communicating Current Education Policy</i>
Y	
Yamasaki, Brianna L.	<i>Modeling Individual Differences in Second-Language Reading Skill using Language Experience, Executive Attention, and Cross-Linguistic Interactions</i>
Yoder, Michael	<i>Ron the Death Eater: Plotting Shifts in Characterization from Canon to Fanfiction</i>
Z	
Zaccoletti, Sonia	<i>Effects of Reading Goals on Learning from Science Text: The Role of Dispositional Emotion Regulation and Executive Functions</i> <i>How Do Source Credibility and Justification for Knowing Influence Knowledge Revision on Social Media?</i>
Zachary, Lacey	<i>Linguistic Signatures of Cognitive Processes during Source-Based Writing</i>
Zhang, Mo	<i>Investigating an Approach to Evaluating Keyboarding Fluency in Writing Assessment</i>
Zhou, Yile	<i>Automated Identification of Open-Ended Survey Response Themes in Education Research: A Summer Melt Study</i>
Zimmermann, Maria	<i>Collaborative Online Discourses Promote Critical Thinking</i>

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:

<https://ny.eater.com/maps/best-new-york-restaurants-38-map>

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.taboonette.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 though 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://maialinonyc.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.lilliesnyc.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.holidaycocktailounge.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/>