Society for Text & Discourse
30th Conference Program and Abstracts

July 21th - July 22th, 2020
Online Meeting

Online Program: https://easychair.org/smart-program/STD2020/index.html
Flipgrid: https://flipgrid.com/textdiscourse2020
Flipgrid code: ST&D2020!

Website: http://www.societyfortextanddiscourse.org/
Membership: https://societyfortextanddiscourse.wildapricot.org/Membership
Twitter / Facebook: @TextDiscourse

Downloadable Program: http://www.societyfortextanddiscourse.org/2020-std-full-program/

30th Annual Meeting of the Society for Text & Discourse

Conference Chairs

Kate Bohn-Gettler, College of St. Benedict-St. John's University
Joe Magliano, Georgia State University
Mike Mensink, University of Wisconsin-Stout
Emily Smith, Siena College

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Jennifer Wiley, University of Illinois Chicago
Michael Wolfe, Grand Valley State University
Marloes van Moort, Leiden University

Celebrating 30 years - A Message from the Chair

Dear ST&D Members and Attendees,

It is my distinct honor to be the Chair of the Governing Board for the 30th anniversary of the Society for Text and Discourse. One of my more vivid memories of graduate school occurred during a weekly mentoring meeting with Art Graesser, in which he excitedly conveyed that a new society was to be formed that would be dedicated to the study of discourse.

I was at that first meeting on August 7, 1991 at the University of Chicago. As you can see on the next page, some of the people who presented at that first conference were John Bransford, Bruce Britton, Ray Gibbs, Susan Goldman, Art Graesser, Tom Trabasso, and Jim Voss. These and other scholars laid the foundations of the field for which the Society was built. The 30th anniversary is a testament of their contributions to our field.

However, it is also a testament to their mentorship of the next generations of discourse processing researchers. Their students became the next generation of leaders of the Society, and in 2020, Danielle McNamara became the first of that generation to win the Distinguished Scientific Contribution Award. And this leads me to something that I've been reflecting upon about the Society over the past year. We have thrived as a community and Society because we serve as mentors, role models, constructive critics, and always lifelong friends to one another. I can honestly say that my career would not be the same without my involvement in the Society and I know I am not alone.

As we transition into the next 30 years, I see the next generations of researchers leading our future. These are the individuals who are shaping the current debates we hold in our annual meetings and in the journal pages of *Discourse Processes*. These are the individuals who are working to help realize the positive impact our research can have on society. These are the individuals who will help us realize the promise of being a diverse community who do both excellent science and work towards social justice.

I want to personally thank all of you for your contributions to our success as a Society. You have made the first 30 years possible.

Joe Magliano

Chair of the Governing Board of the Society for Text and Discourse.

SOCIETY FOR TEXT AND DISCOURSE
First Meeting: August 7, 1991
UNIVERSITY OF CHICAGO

8:30-9:30 Registration and coffee

9:00-9:30 Introduction and Description of the New Society

Welcome and proclamation of the Society for Text and Discourse
Tom Trabasso and *Nancy Stein, University of Chicago.*
Announcement of Discourse Processes as the official journal of the STD
Roy Freedle, Educational Testing Service
Why do we want this new society?
Art Graesser, Memphis State University
Comments from additional members of the acting governing board
Richard Alterman, Brandeis University
Bruce Britton, University of Georgia
Kathleen Dahlgren, Intelligent Text Processing Inc.
Herre van Oostendorp, University of Utrecht
Additional announcements
Bruce Britton, Nancy Stein, and Tom Trabasso

9:30-11:00 Panel 1: Expository Text and Domain-based Learning

Organizer *Nancy Stein*
Panel Speakers
John Bransford, Vanderbilt University
Bruce Britton, University of Georgia
Kathleen Dahlgren, Intelligent Text Processing Inc.
Susan Goldman, Vanderbilt University
Andrea diSessa, University of Californiia, Berkeley
James Voss, University of Pittsburgh

11:00-1:00 lunch break

1:00-3:00 Panel 2: Conversation and Interaction

Organizers *Richard Alterman* and *Art Graesser*
Panel Speakers
Richard Alterman, Brandeis University
Larry Birnbaum, Institute for the Learning Sciences
Ray Gibbs, University of California, Santa Cruz
Art Graesser, Memphis State University
Elliot Soloway, University of Michigan
Nancy Stein, University of Chicago

3:00-3:30 Coffee break

3:30-5:30 Panel 3: Narrative and Episodic Structure

Organizer *Tom Trabasso*
Panel Speakers
Michael Bamberg, Clark University
Talmy Givon, University of Oregon
Wendy Lehnert, University of Massachusetts
Paul Thagard, Princeton University
Tom Trabasso, University of Chicago

5:30 Business Meeting (everyone invited!!!)

Organizers *Bruce Britton and Art Graesser*

Please stop by the tables with material from the major publishers of books and journals in our field.

Photos from Past ST&D Annual Meetings*

https://bit.ly/textdiscourse-photos

*Please email Mike Mensink (ST&D Secretary, mensinkm@uwstout.edu) if you have photos from past meetings to share with us!

A Message from the Conference Chairs

Suffice to say, the 2020 annual conference did not go as we had initially planned - we all hoped to be seeing our friends and colleagues in person in Atlanta this July. Covid-19 and the recent social unrest within the United States have had obvious and profound impacts on the conference. We again want to thank the Atlanta conference committee for their hard work on organizing the face-to-face conference and we look forward to the conference in Atlanta to be held in 2022.

We thank all our members and authors for agreeing to participate in the virtual conference. Many of you may have had the opportunity to participate in virtual conferences already. Various societies have adopted different models. As you know, we have chosen to have a mixed conference with asynchronous dissemination for spoken papers and posters and some synchronous content. Our original intent was to have synchronous discussions, but as you know we decided to simplify the conference in response to current events. We strongly encourage you to read preprints, view the flipgrid summaries, and leave feedback or questions to authors of the many excellent research submissions. We recognize that the feedback we get on the research reported at this conference is a primary reason for the success of our annual meeting, and flipgrid provides a great resource to this end. While we'd all rather be in Atlanta, this format is an opportunity to read and reflect upon the many excellent papers presented at this conference.

We want to thank Danielle McNamara and Jason Braasch for agreeing to give their keynote addresses honoring the Distinguished Scientific Contribution Award and Tom Trabasso Young Investigator Award. We also ask you to please join us in a special discussion of representation and social justice on July 21 from 2:15-3:15 EST. As always, we will have a Business Meeting at the conclusion of the conference (with fabulous prizes) and will also be voting on some important issues. The Business meeting will conclude with a toast to the 30th anniversary of the Society. Finally, we invite you all to join us in virtual fellowship during two online social hours on July 21 and 22 from 3:15-5:00 PM EST.

Finally, we sincerely thank our Conference Advisory Committee (Jenny Wiley, Pani Kendeou, Keith Millis, and Mike Wolfe) for their helpful organizing feedback, our Technology Committee (Sri Dandotkar, Scott Hinze, and Katie McCarthy) who will be providing tech support during the online sessions, our outstanding Program Review Committee members who provided such fantastic feedback to submitters, and our conference sponsors: Taylor & Francis and the College of St. Benedict – St. John's University.

Sincerely

Kate Bohn-Gettler, Joe Magliano, Mike Mensink, and Emily Smith
Chairs of the 2020 Virtual Conference of the Society for Text and Discourse

Officers of the Society for Text & Discourse

Chair

Joseph P. Magliano, Georgia State University	2019-2022

Governing Board

Joseph P. Magliano, Georgia State University	2014-2020
Jennifer Wiley, University of Illinois at Chicago	2014-2020
Keith Millis, Northern Illinois University	2015-2021
Paul van den Broek, Leiden University	2015-2021
Jason L. G. Braasch, Georgia State University	2016-2022
Chantel Prat, University of Washington	2016-2022
Jane Oakhill, University of Sussex	2017-2023
Gale Sinatra, University of Southern California	2017-2023
M. Anne Britt, Northern Illinois University	2018-2024
Panayiota Kendeou, University of Minnesota	2018-2024
Kate Cain, Lancaster University	2019-2025
Mike Wolfe, Grand Valley State University	2019-2025
Catherine (Kate) Bohn-Gettler, College of St. Benedict-St. John's U.	2020-2026
Matthew McCrudden, The Pennsylvania State University	2020-2026

Ex Officio

Catherine (Kate) Bohn-Gettler, College of St. Benedict-St. John's U.	Treasurer (2014-2020)
Emily Smith, Siena College	Treasurer-Elect (2020-2023)
Michael (Mike) Mensink, University of Wisconsin-Stout	Secretary (2017-2020)
David N. Rapp, Northwestern University	Editor-in-Chief, *Discourse Processes*

Fellows of the Society for Text & Discourse

New Fellows

Panayiota Kendeou, University of Minnesota
Roger J. Kreuz, University of Memphis
Natalie Person, Rhodes College

Current Fellows

Patricia A. Alexander, University of Maryland
Richard C. Anderson, University of Illinois
Adrian Bangerter, University of Neuchâtel
Ivar Bråten, University of Oslo
Susan E. Brennan, State University of New York at Stony Brook
M. Anne Britt, Northern Illinois University
Kate Cain, Lancaster University
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Manuel de Vega, Universidad de La Laguna
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Jean E. Fox Tree, University of California Santa Cruz
Alan Garnham, University of Sussex
Simon Garrod, University of Glasgow
Morton A. Gernsbacher, University of Wisconsin-Madison
Richard J. Gerrig, State University of New York at Stony Brook
Arthur M. Glenberg, Arizona State University
Susan R. Goldman, University of Illinois at Chicago
Charles Goodwin, University of California, Los Angeles
Arthur C. Graesser, University of Memphis
Jeffrey T. Hancock, Stanford University
Patrick Healey, Queen Mary University London
Walter Kintsch, University of Colorado
R. Brooke Lea, Macalester College
José Antonio León, Autónoma University of Madrid
Debra L. Long, University of California-Davis
Robert Jr. Lorch, University of Kentucky
Joseph P. Magliano, Georgia State University
Gail McKoon, Ohio State University
Danielle S. McNamara, Arizona State University
Bonnie J.F. Meyer, The Pennsylvania State University
Keith Millis, Northern Illinois University
Jerome L. Myers, University of Massachusetts
Leo G. M. Noordman, Tilburg University
Jane V. Oakhill, University of Sussex
Edward J. O'Brien, University of New Hampshire
Herre van Oostendorp, University of Utrecht
Charles A. Perfetti, University of Pittsburgh
David N. Rapp, Northwestern University
Jean-François Rouet, Université de Poitiers
Ted J.M. Sanders, University of Utrecht
Anthony J. Sanford, University of Glasgow
Emanuel Schegloff, University of California, Los Angeles
Michael F. Schober, New School for Social Research
Gale Sinatra, University of Southern California
Murray Singer, University of Manitoba
Tanya Stivers, University of California, Los Angeles
Isabelle Tapiero, Université Lyon 2
Paul van den Broek, Leiden University
Teun A. van Dijk, Universitat Pompeu Fabra
Eduardo Vidal-Abarca, Universitat de Valencia
Wietske Vonk, Max Planck Institute for Psycholinguistics-Nijmegen
James F. Voss, University of Pittsburgh
Jennifer Wiley, University of Illinois at Chicago
Rolf A. Zwaan, Erasmus University Rotterdam

Fellows Selection Committee

M. Anne Britt (Chair), Jane Oakhill, Paul van den Broek, & Jennifer Wiley

Fellow status is awarded to Society for Text & Discourse members who have made sustained outstanding contributions to the science of their field in the areas of research, teaching, service, and/or application. Fellows' contributions have enriched or advanced an area encompassed by the Society for Text & Discourse on a scale well beyond that of being a good researcher, practitioner, teacher, or supervisor. Their contributions and performance have had a significant impact that is recognized broadly in the U.S.

2020 Distinguished Scientific Contribution Award

Danielle S. McNamara, *Arizona State University*

Danielle S. McNamara is a Professor of Psychology in the Psychology Department at Arizona State University. Much of Dr. McNamara's research examines issues relevant to text and discourse processing, most notably reading comprehension and writing. Her research has explored factors that impact comprehension and writing quality (e.g., cohesion, prior knowledge, literacy, strategies). As an extension of this research, she has developed two intelligent tutoring systems, iSTART and Writing Pal, to provide students with adaptive comprehension and writing strategy instruction and practice. Research on these technologies has explored methods for improving student engagement via game-based practice, enhanced adaptability functions, and assessed the feasibility and usability of these systems in real world settings (see adaptiveliteracy.com). Her research also involves the development natural language processing (NLP) techniques as a means of providing students with adaptive feedback during strategy instruction as well as analyzing text and discourse. The use of these techniques has prompted the development of specialized tools (e.g., Coh-Metrix; see soletlab.asu.edu) allowing for quick, efficient, and reliable analyses of large corpora of text. Such tools have been used in various research projects involving reading comprehension, essay writing, intelligent tutoring systems, collaborative learning environments, physician secure messaging systems, and online courses. Dr. McNamara has served as an associate editor of five journals, and currently serves as the founding editor of APA's Technology, Mind, and Behavior (tmb.apaopen.org). She has published over 450 scholarly works (books, journal articles, chapters, proceedings) and received over 30 federal grants. Dr. McNamara's dedication to issues related to text and discourse is evidenced by her scholarship as well as her service to ST&D as past president as well as two terms on the governing board. Dr. McNamara's innovative and ground-breaking scholarship continues to revolutionize how we understand text and discourse processing in formal and informal settings, seeking to move us toward enhanced and sustainable literacy for all.

2020 Distinguished Scientific Contribution Award Keynote

Chasing Theory with Technology: A Quest to Understand Understanding

Danielle S. McNamara, *Arizona State University*

An overarching motivation driving my research has been to further our theoretical understanding of how readers successfully comprehend challenging text. This presentation will describe the theoretical origins of this research program, and my quest to understand comprehension processes through the use of technology. One approach that I have taken to better understand comprehension is to attempt to change it. For example, iSTART was developed to provide students with instruction and practice on how to explain text and more effectively make use of limited prior knowledge. Coh-Metrix was developed to measure, and in turn facilitate manipulations of text cohesion and text ease. In addition, we have developed technologies to measure and change writing quality, relations between ideas, and emerging text comprehension. More recently, our attention has turned to comprehension of multiple documents. Understanding relations between documents and how comprehension emerges when reading multiple sources is important educationally, and socially, where the internet provides a continuous stream of reliable and unreliable sources. Across these topics, my collaborators and I have conducted numerous experimental studies, but a central theme to my work has been the use of technology. This presentation will describe these technologies, including game-based tutoring systems, natural language processing, and computational simulations and how they have informed my theoretical and practical understandings of language, comprehension, social interactions, and cognition.

The ***2020 Distinguished Scientific Contribution Award Keynote*** will take place on Tuesday, July 21, at 1:00-2:00 PM EST via emailed Zoom link to registered attendees of ST&D 2020.

Previous Recipients of the Distinguished Scientific Contribution Award

2019: Jane Oakhill
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

2020 Distinguished Scientific Contributions Award Committee

Paul van den Broek (Chair), Jane Oakhill, Gale Sinatra, Murray Singer, & Mike Wolfe

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 Tom Trabasso Young Investigator Award

Jason L. G. Braasch, *Georgia State University*

Jason L. G. Braasch is an Associate Professor in the Department of Learning Sciences at Georgia State University. He is also an affiliate of the Adult Literacy Research Center. He 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 cognitive processes that underlie the evaluation of content and source information when reading texts found on the Internet, and the ways individual differences like reading skill promote (or undermine) successful learning. He has also developed and implemented classroom-based interventions to improve strategies for thinking critically about information found within text(s). Dr. Braasch is on the editorial boards of Contemporary Educational Psychology, Discourse Processes, and the Journal of Educational Psychology. He is also on the governing board for the Society for Text and Discourse. Dr. Braasch recently served as co-editor of the Handbook of Multiple Source Use, which was published by Routledge in 2018.

2020 Tom Trabasso Young Investigator Award Address

Establishing a Theoretical Model of Source Comprehension in Everyday Discourse

Jason L. G. Braasch, *Georgia State University*

Comprehension in the 21st century substantially benefits from attending to, thinking about, and positioning the sources of any presented information. Doing so requires mental effort, and unfortunately people do not always engage in such activities. In this talk I describe a nascent, evolving model of discourse comprehension that formalizes mechanisms to predict and explain people's strategic use of source information. The discrepancy-induced source comprehension (D-ISC) model and its assumptions help explicate the moment-by-moment cognitive processes readers engage in when they interact with potentially contradictory or controversial messages presented by varied information sources. The utility of the model is supported by evidence from a growing research base examining single and multiple text comprehension experiences. The model is also useful for suggesting future directions by way of testable hypotheses that could help build more nuanced understandings with respect to people's understandings of materials presented from diverse sources and outlets.

The ***2020 Keynote*** **for the** ***2019 Tom Trabasso Young Investigator Award*** will take place on Wednesday, July 22, at 1:00-2:00 PM EST via emailed Zoom link to registered attendees of ST&D 2020.

Previous Recipients of the Young Investigator Award

2020: Doug Lombardi
2019: Jason L. G. Braasch
2018: Sidney D'Mello
2017: Catherine Bohn-Gettler
2016: Raymond Mar
2015: Scott Crossley
2014: Katherine Rawson
2013: Tobias Richter
2012: Panayiota Kendeou
2011: Chantel Prat
2010: David N. Rapp
2009: Michael Kaschak

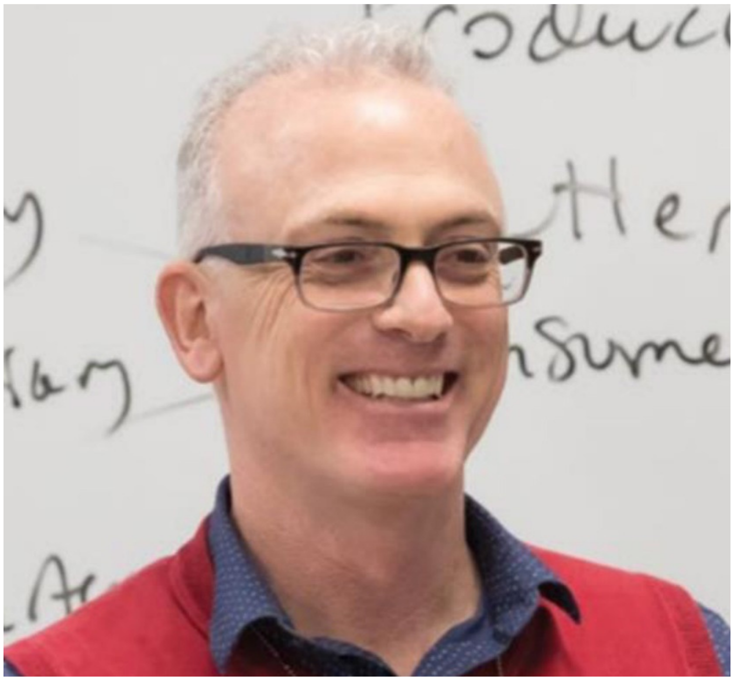
2020 Tom Trabasso Young Investigator Award Committee

Panayiota Kendeou (chair), M. Anne Britt, Keith Millis, & Chantel Prat

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.

2020 Tom Trabasso Young Investigator Award

Doug Lombardi, *University of Maryland*



Doug Lombardi holds a PhD in Educational Psychology from the University of Nevada, Las Vegas, and is an Associate Professor in the Department of Human Development and Quantitative Methodology at the University of Maryland. As the head of the Science Learning Research Group (http://sciencelearning.net), he conducts research examining discourse and reasoning about knowledge claims. Much of this research is situated within the context of formal classroom settings and focuses on effective teaching tools and strategies to support deep learning and understanding, particularly about socio-scientific topics that pose local, regional, and global challenges (e.g., causes of current climate change, availability of freshwater resources). Doug's empirical research and theoretical positions have been published in journals such as *Educational Psychologist*, *Discourse Processes*, *Learning & Instruction, Science Education*, and *Contemporary Educational Psychology*.

Dr. Lombardi will give the ***2021 Award Address*** **for the** ***2020 Tom Trabasso Young Investigator Award*** at the 2021 annual meeting of the Society for Text & Discourse in Olso, Norway, June 23-25, 2021.

2020 Jason Albrecht Outstanding Young Scientist Award

Reese Butterfuss, *University of Minnesota*

Revising Misconceptions with Multiple Documents (with Panayiota Kendeou)
The Knowledge Revision Components Framework (KReC) describes how a refutation text facilitates revision of misconceptions. However, readers frequently engage with multiple documents, but we lack understanding of knowledge revision in multiple-document contexts. Thus, we propose a new framework, KReC-Multiple Documents, to predict how factors such as source credibility and multiple-document integration influence revision with multiple refutation texts. Results indicate that high-credibility sources and greater multiple-document integration facilitate better knowledge revision, illustrating initial viability of KReC-MD.

Jason Albrecht Outstanding Young Scientist Award Committee

Jason Braasch (Chair), Kate Cain, Chantel Prat, & Mike Wolfe

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. A list of previous winners of the Jason Albrecht Outstanding Young Scientist Award may be viewed at http://www.societyfortextanddiscourse.org/about/awards/jaoysa-award-winners/

2020 Graduate Student Research Award

Malayka Mottarella, *University of Washington*

Skilled Readers Engage More Proactive Attentional Control Processes During a Working Memory Task (with Brianna Yamasaki and Chantel Prat)
This experiment employed an fMRI working-memory task to examine the hypothesis that differences in proactive control underpin the relation between working memory and reading skill. Results suggested that skilled readers deploy more prefrontal resources when cued proactively about task-relevant features than do less-skilled readers. In contrast, reading skill was not related to activation associated with attention-filtering or successful disengagement.

Graduate Student Research Award Committee

Jason Braasch (Chair), Kate Cain, Chantel Prat (recused), & Mike Wolfe

The Graduate Student Research Award (formally called the Outstanding Student Paper Award) recognizes quality in predissertation work that is predominantly that of a graduate student. A list of previous winners of the Graduate Student Research Award may be viewed at
http://www.societyfortextanddiscourse.org/about/awards/ospa-award-winners/

2020 Undergraduate Student Research Awards

Amanda Juarez

Middle Georgia State University

Angel Long

Middle Georgia State University

The Role of Reading Strategies in the Screen Inferiority Effect (with Scott R. Hinze)
We explored whether self-explanation strategies influence the "screen inferiority effect" (superior comprehension after reading on paper compared to digital media). Participants read a text on paper or on a computer monitor, and received instructions to self-explain or to read for comprehension. On a subsequent comprehension test we observed a screen inferiority effect, but only in the self-explanation condition. Analyses of processing times, metacognitive judgments, and constructed responses will be presented to help explain these results.

Undergraduate Student Research Award Committee

Jason Braasch (Chair), Kate Cain, Chantel Prat, & Mike Wolfe

Newly established for 2020, the Undergraduate Student Research Award recognizes quality in work that is predominantly that of an undergraduate graduate student, or research to which the undergraduate student contributed a significant amount of effort and support.

2020 ST&D Mentorship Program

The Society for Text and Discourse is proud to announce our second 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
Sarah Dygert, Mississippi State University	Chantel Prat, University of Washington
Steffen Gottschling, University of Tübingen	M. Anne Britt, Northern Illinois University
Seif Sekalala, Fort Hayes State University	Roger Kreuz, University of Memphis

2020 Mentorship Program Committee

Mike Wolfe (Chair), Kate Bohn-Gettler, & Kate Cain

The Society for Text & Discourse thanks the Sponsors of the 30th Annual Meeting:

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30th Anniversary of the Society for Text & Discourse

Stainless Steel Tumbler

For a limited time, we are pleased to offer a special 15 oz (.44 l) stainless steel tumbler for the 30th anniversary of the Society for Text & Discourse! Fill it with your favorite beverage, hot or cold - this stainless steel mug will keep drinks at the right temperature for hours on the go.

Proceeds from our sales will go to support the ST&D Student Travel Awards. **$30.00 Price includes free US / International shipping.**

Orders can be placed at

https://societyfortextanddiscourse.wildapricot.org/Sys/Store/Products/73393

Discourse Processes Call for Papers:

Special ST&D 2020 Conference Issue

Discourse Processes (https://www.tandfonline.com/toc/hdsp20/current)publishes an annual special issue focused on presentations (both spoken and poster) at the annual Society for Text & Discourse conference.

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Discourse
Processes

A Multidisciplinary Journal

The Official Journal
of The Society for
Text and Discourse

DP

Editor
David N. Rapp

Associate Editors
Rick Dale
Sidney D'Mello
Johanna Kaakinen
Debra L. Long

Special Issue
2019 Society for Text and Discourse
Conference Special Issue

Guest Editors
Michael Schober and Adrian Bangerter

Routledge
Taylor & Francis Group

We invite members to view the 2019 Society for Text and Discourse Conference Special Issue, which was recently published based on work that appeared at the 2019 annual meeting in New York City.

We are extremely pleased to announce that a special issue, to appear in 2021, will be published representing work from the 2020 Society for Text & Discourse online meeting. 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 2020 Special Issue."

The firm deadline for submissions is **September 7, 2020**.
https://www.editorialmanager.com/dp/default.aspx

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:

- Joe Magliano (jmagliano@gsu.edu)
- Keith Millis (kmillis@niu.edu)
- Emily Smith (esmith@siena.edu)

We look forward to your submissions!

31st Annual Meeting of the Society for Text & Discourse

June 23-25, 2021; Oslo, Norway

Chairs: Ivar Bråten & Helge Strømsø

32th Annual Meeting of the Society for Text & Discourse

July, 2022; Atlanta, USA

http://www.societyfortextanddiscourse.org/conferences/

ST&D 2020: 2020 ANNUAL MEETING OF THE SOCIETY FOR TEXT AND DISCOURSE

PROGRAM FOR TUESDAY, JULY 21ST: SESSION VIEW

Days: next day ↦ all days

View: with abstracts talk overview

12:00	12:00-12:45 Session 1 ST&D 2020 Opening Ceremonies - Synchronous Zoom Meeting
12:30	
	12:45-13:00 Coffee Break
13:00	13:00-14:00 Session 2 ST&D 2020 Distinguished Scientific Contribution Award Keynote - Synchronous Zoom Meeting
13:30	
14:00	14:00-14:15 Coffee Break
	14:15-15:15 Session 3 ST&D Special Discussion Session: Diversity, Equity, and Justice in the Society - Synchronous Zoom Meeting
14:30	
15:00	
	15:15-17:00 Session ST&D Online Social Hour - Synchronous Zoom Meeting
15:30	
16:00	
16:30	
17:00	

ST&D 2020: 2020 ANNUAL MEETING OF THE SOCIETY FOR TEXT AND DISCOURSE

PROGRAM FOR WEDNESDAY, JULY 22ND: SESSION VIEW

Days: ↤ previous day next day ↦ all days

View: with abstracts talk overview

Time	Session
13:00-14:00	Session 4 Tom Trabasso Young Investigator Award Keynote - Synchronous Zoom Meeting
14:00-14:15	Coffee Break
14:15-15:15	Session 5 ST&D Business Meeting - Synchronous Zoom Meeting
15:15-17:00	Session 30th Anniversary Toast & ST&D Online Social Hour - Synchronous Zoom Meeting

ST&D 2020: 2020 ANNUAL MEETING OF THE SOCIETY FOR TEXT AND DISCOURSE

PROGRAM FOR THURSDAY, JULY 23RD: SESSION VIEW

Days: ↤ previous day next day ↦ all days

View: with abstracts talk overview

7:00	07:00-08:00 Session 6 IMPORTANT INFORMATION ABOUT ASYNCHRONOUS PRESENTATIONS ON JULY 23
7:30	
8:00	08:00-09:00 Session 7 Flipgrid 1: Application of Technology to Study Discourse Processes
8:30	
9:00	09:00-10:00 Session 8 Flipgrid 2: Explorations of Media on Comprehension and Learning
9:30	
10:00	10:00-11:00 Session 9 Flipgrid 3: Processing in the Moment: What Eye Movements, Reading Times, Judgement Latencies Can Tell Us About Comprehension
10:30	
11:00	11:00-12:00 Session 10 Flipgrid 4: Prior Knowledge and Beliefs
11:30	
12:00	12:00-13:00 Session 11 Flipgrid 5: Symposium I: Advanced Language and Literacy Skills of (Bilingual) Deaf and Hard of Hearing Students: Advancing the Research Base
12:30	
13:00	13:00-14:00 Session 12 Flipgrid 6: Individual Differences and Interventions
13:30	
14:00	14:00-15:00 Session 13 Flipgrid 7: Symposium II: Adult Literacy
14:30	
15:00	15:00-16:00 Session 14 Flipgrid 8: Informational Texts
15:30	
16:00	16:00-17:00 Session 15 Flipgrid 9: Task Features and Literacy Outcomes
16:30	
17:00	

ST&D 2020: 2020 ANNUAL MEETING OF THE SOCIETY FOR TEXT AND DISCOURSE

PROGRAM FOR FRIDAY, JULY 24TH: SESSION VIEW

Days: ↤ previous day all days ⮁

View: with abstracts talk overview

Time	Session	Title
07:00-08:00	Session 16	IMPORTANT INFORMATION ABOUT ASYNCHRONOUS POSTER PRESENTATIONS ON JULY 24
08:00-09:00	Session 17	Flipgrid 10: Posters: Cognitive and Psychological Processes
09:00-10:00	Session 18	Flipgrid 11: Poster Session: Individual Differences
10:00-11:00	Session 19	Flipgrid 12: Posters: Interventions
11:00-12:00	Session 20	Flipgrid 13: Posters: Knowledge, Beliefs, and Misconceptions
12:00-13:00	Session 21	Flipgrid 14: Posters: Learning from Texts
13:00-14:00	Session 22	Flipgrid 15: Second Language Learners
14:00-15:00	Session 23	Flipgrid 16: Posters: Text and Genre Effects

ST&D 2020: 2020 ANNUAL MEETING OF THE SOCIETY FOR TEXT AND DISCOURSE

PROGRAM FOR TUESDAY, JULY 21ST

Days: next day ↦ all days

View: session overview talk overview

12:00-12:45 Session 1: ST&D 2020 Opening Ceremonies - Synchronous Zoom Meeting

LOCATION: ST&D 2020 Live Zoom Session

12:45-13:00 Coffee Break

13:00-14:00 Session 2: ST&D 2020 Distinguished Scientific Contribution Award Keynote - Synchronous Zoom Meeting

LOCATION: ST&D 2020 Live Zoom Session

13:00 *Danielle McNamara*

Chasing Theory with Technology: A Quest to Understand Understanding

ABSTRACT. An overarching motivation driving my research has been to further our theoretical understanding of how readers successfully comprehend challenging text. This presentation will describe the theoretical origins of this research program, and my quest to understand comprehension processes through the use of technology. One approach that I have taken to better understand comprehension is to attempt to change it. For example, iSTART was developed to provide students with instruction and practice on how to explain text and more effectively make use of limited prior knowledge. Coh-Metrix was developed to measure, and in turn facilitate manipulations of text cohesion and text ease. In addition, we have developed technologies to measure and change writing quality, relations between ideas, and emerging text comprehension. More recently, our attention has turned to comprehension of multiple documents. Understanding relations between documents and how comprehension emerges when reading multiple sources is important educationally, and socially, where the internet provides a continuous stream of reliable and unreliable sources. Across these topics, my collaborators and I have conducted numerous experimental studies, but a central theme to my work has been the use of technology. This presentation will describe these technologies, including game-based tutoring systems, natural language processing, and computational simulations and how they have informed my theoretical and practical understandings of language, comprehension, social interactions, and cognition.

14:00-14:15 Coffee Break

14:15-15:15 Session 3: ST&D Special Discussion Session: Diversity, Equity, and Justice in the Society - Synchronous Zoom Meeting

LOCATION: ST&D 2020 Live Zoom Session

15:15-17:00 ST&D Online Social Hour - Synchronous Zoom Meeting

LOCATION: ST&D 2020 Live Zoom Session

ST&D 2020: 2020 ANNUAL MEETING OF THE SOCIETY FOR TEXT AND DISCOURSE

PROGRAM FOR WEDNESDAY, JULY 22ND

Days: ↤ previous day next day ↦ all days

View: session overview talk overview

13:00-14:00 Session 4: Tom Trabasso Young Investigator Award Keynote - Synchronous Zoom Meeting

LOCATION: ST&D 2020 Live Zoom Session

13:00 *Jason L. G. Braasch*

Establishing a Theoretical Model of Source Comprehension in Everyday Discourse

ABSTRACT. Comprehension in the 21st century substantially benefits from attending to, thinking about, and positioning the sources of any presented information. Doing so requires mental effort, and unfortunately people do not always engage in such activities. In this talk I describe a nascent, evolving model of discourse comprehension that formalizes mechanisms to predict and explain people’s strategic use of source information. The discrepancy-induced source comprehension (D-ISC) model and its assumptions help explicate the moment-by-moment cognitive processes readers engage in when they interact with potentially contradictory or controversial messages presented by varied information sources. The utility of the model is supported by evidence from a growing research base examining single and multiple text comprehension experiences. The model is also useful for suggesting future directions by way of testable hypotheses that could help build more nuanced understandings with respect to people’s understandings of materials presented from diverse sources and outlets.

14:00-14:15 Coffee Break

14:15-15:15 Session 5: ST&D Business Meeting - Synchronous Zoom Meeting

LOCATION: ST&D 2020 Live Zoom Session

15:15-17:00 30th Anniversary Toast & ST&D Online Social Hour - Synchronous Zoom Meeting

LOCATION: ST&D 2020 Live Zoom Session

ST&D 2020: 2020 ANNUAL MEETING OF THE SOCIETY FOR TEXT AND DISCOURSE

PROGRAM INTRODUCTION | AWARDS & KEYNOTES | SPONSORS | REGISTRATION | FLIPGRID INSTRUCTIONS | PREPRINT INSTRUCTIONS | PROGRAM | AUTHORS | KEYWORDS | SLIDES

PROGRAM FOR THURSDAY, JULY 23RD

Days: ↤ previous day next day ↦ all days

View: session overview talk overview

07:00-08:00 Session 6: IMPORTANT INFORMATION ABOUT ASYNCHRONOUS PRESENTATIONS ON JULY 23

July 23 is simply a placeholder for our online program: **There are no synchronous presentations on this date**. Please view the ST&D flipgrid page at https://flipgrid.com/textdiscourse2020 to view the asynchronous Flipgrid presentations using the code: **ST&D2020!**

08:00-09:00 Session 7: Flipgrid 1: Application of Technology to Study Discourse Processes

LOCATION: ST&D 2020 Flipgrid Page

08:00 *Brianna L. Yamasaki*, *Karla K. McGregor* and *James R. Booth*

Exploring the Role of Language-Related Neural Specialization in Early Reading Skill Development

PRESENTER: *Brianna L. Yamasaki*

ABSTRACT. Reading skill is foundational to academic and occupational success and therefore understanding the factors that support successful reading development is critical. The current study investigated whether neural specialization for phonological and semantic processing at 5-to-6.5 years old predicts growth in reading skills at 7-to-8.5 years old. Results from this preregistered study provide important preliminary evidence in favor of the role of early phonological neural specialization in the development of word reading skills.

08:07 *Sarah D. Creer*, *Kathryn S. McCarthy*, *Joseph P. Magliano*, *Danielle S. McNamara* and *Laura K. Allen*

Self-Explanation vs. Think Aloud: What Natural Language Processing Can Tell Us

PRESENTER: *Sarah D. Creer*

ABSTRACT. Self-explanation is designed to increase coherence by encouraging students to activate prior knowledge, generate inferences, and make casual connections (McNamara, 2004). The current study used natural language processing to examine how readers' responses differ when instructed to self-explain or think aloud. Self-explanations were found to contain more cohesion, semantic overlap, and causal, active, and positive emotion words than think-alouds. The results provide evidence that instructional differences significantly predicted linguistic differences reader's responses to texts.

08:14 *Rurik Tywoniw* and *Scott Crossley*

Using Automatic Measurements of Morphological Features to Distinguish Spoken and Written Discourse.

PRESENTER: *Rurik Tywoniw*

ABSTRACT. Morphological accuracy, complexity, and awareness are often considered important benchmarks in language acquisition and performance. Though morphology is underexplored in natural language processing, automatic measurement of morphological complexity in English can lend insights into various aspects of text and discourse processing. This study introduces a tool to automatically process morphological complexity in texts. Spoken and written English-learner corpora were analyzed using the tool to explore the relationship between morphological complexity and discourse types.

08:21 *Joon Suh Choi* and *Scott A. Crossley*

Assessing Readability Formulas: A Comparison of Readability Formula Performance on the Classification of Simplified Texts

PRESENTER: *Joon Suh Choi*

ABSTRACT. This study compares the performance of five different traditional and new readability formulas in the task of classifying simple Wikipedia and authentic Wikipedia articles (N = 4,000). Results indicated that a new formula, the Crowdsourced Algorithm of Reading Comprehension (CAREC) performed the best. The traditional readability formula, Flesch-Kincaid Grade Level, also showed reliable performance. The results suggest the linguistic features used in newer readability formulas are capable of reliably representing the difficulty of a text.

08:28 *Min Kyu Kim*, *Kathryn McCarthy* and *Ali Heidari*

Assessing Student Understanding of the Text: Comparing Model-Based and Text-Based Approaches to Summary Evaluation

PRESENTER: *Min Kyu Kim*

ABSTRACT. In this study, we proposed two approaches to summary analysis (model-based and text-based) along three dimensions: surface, structure, and semantic. We investigated the power of the two approaches to assess changes in students' summaries. Results demonstrated the theoretical overlap of model-based and the text-based approaches and the potential for a more nuanced account of how students understand text.

08:35 *Fritz Breithaupt*, *Binyan Li* and *John Kruschke*
Emotions are Preserved Across Multiple Retellings while Coherence Deteriorates
PRESENTER: *Fritz Breithaupt*

ABSTRACT. Based on serial reproduction experiments, Frederic Bartlett (1932) suggested that the stereotypical form of narratives consists in rationalization, meaning causal connections. We conducted the largest retelling experiment to date (18,738 retellings) that suggest that affects, and especially the precise preservation of the story's degree of happiness and sadness, survive retelling with few changes, while many aspects related to fact preservation, coherence, and rationalization of the story deteriorate. We speculate about the function of narrative communication.

09:00-10:00 Session 8: Flipgrid 2: Explorations of Media on Comprehension and Learning

LOCATION: ST&D 2020 Flipgrid Page

09:00 *Martha Sidury Christiansen*
What Online Social Media Can Teach Us about Digital Multimodality for Academic Settings

ABSTRACT. Recent research on digital literacy has examined how multimodal projects can enhance multilingual students' academic writing (Bloch, 2018; Spina-Caza & Booth, 2011). However, little documentation exists on how students' informal use of digital multimodality, as in social media, may affect their academic writing. This presentation will give an overview of digital multimodality as informally used by second language writers and share how rhetorical abilities L2 writers already have can be harnessed to bolster academic writing.

09:09 *Angel Long*, *Amanda Juarez* and *Scott Hinze*
The Role of Reading Strategies in the Screen Inferiority Effect 📄
PRESENTER: *Scott Hinze*

ABSTRACT. We explored whether self-explanation strategies influence the "screen inferiority effect" (superior comprehension after reading on paper compared to digital media). Participants read a text on paper or on a computer monitor, and received instructions to self-explain or to read for comprehension. On a subsequent comprehension test we observed a screen inferiority effect, but only in the self-explanation condition. Analyses of processing times, metacognitive judgments, and constructed responses are presented to help explain these results.

09:16 *Gale Sinatra*, *Imogen Herrick*, *Alana Kennedy*, *Benjamin Nye*, *William Swartout* and *Emily Lindsey*
Tar AR: Bringing the past to life in place-based augmented reality science learning
PRESENTER: *Gale Sinatra*

ABSTRACT. Museums have been exploring the potential of augmented reality (AR) as a means to promote science engagement. This proposal reports on the design and initial test of an AR exhibit at an active paleontological dig site. Results from analysis of participants' discourse in response to the experience show that AR increased visitor interest and positive emotions around science content. Significant learning gains and decreases in science misconceptions also occurred for participants.

09:23 *Virginia Clinton*
Reading Medium and Interest: Effects and Interactions 📄

ABSTRACT. This study's purposes are to examine whether reading medium and interest, both individual and situational, interact to predict performance on a reading assessment and whether medium affects situational interest. College students (N = 206) reported their individual interest, were randomly assigned to read a textbook excerpt from paper or screen, and then reported their situational interest. Situational interest was more predictive of performance from screens than from paper. Medium did not influence situational interest.

09:30 *Sarah Cox*
Politicking Through Parody: How We Learn About Politics from Comedy News Shows

ABSTRACT. As politics takes over more and more of the public discourse, what information influences citizen's voting choices has become increasingly relevant. Comedic news shows are one such source of knowledge. This experiment endeavored to determine whether humor in these shows enhanced or inhibited memory of their factual contents. Participants remembered more when shown a segment with jokes than the same segment without them, with liberals out-learning this liberally-leaning content compared to their conservative peers.

09:37 *John Hutson*, *Lester Loschky*, *Tim Smith* and *Joseph Magliano*
Comprehension Processes in Touch of Evil: Predictive Inference and Working Memory in Film 📄
PRESENTER: *John Hutson*

ABSTRACT. People enjoy the affective response engendered by filmmakers through narrative. In two experiments, we tested the role of film audio and working memory on a predictive inference important for narrative suspense. Participants watched three minutes of Touch of Evil. We manipulated knowledge of a time-bomb when the scene starts. Audio increased the likelihood of generating a bomb related inference (Experiment 1). Participants higher in working memory were more likely to generate bomb inferences (Experiment 2).

09:44 Reese Butterfuss, Jasmine Kim, Kristen McMaster and Panayiota Kendeou
The Influence of Question Timing and Executive Function on Inferencing Instruction
PRESENTER: Reese Butterfuss

ABSTRACT. The Early Language Comprehension Individualized Instruction (ELCII) program uses video-based inferential questions and scaffolding to train inferencing in kindergarten. We predicted that posing questions during comprehension of videos (online condition) would lead to better performance than posing questions afterwards (offline condition). Moreover, we predicted that higher executive function (EF) would facilitate greater growth in inferencing skill. Results revealed that students made greater gains in inferencing in the online condition, with high-EF students demonstrating greater gains.

10:00-11:00 Session 9: Flipgrid 3: Processing in the Moment: What Eye Movements, Reading Times, Judgement Latencies Can Tell Us About Comprehension

LOCATION: ST&D 2020 Flipgrid Page

10:00 Rosy Southwell, Caitlin Mills and Sidney D'Mello
Eye Movements During Reading Can Predict Deep Comprehension
PRESENTER: Sidney D'Mello

ABSTRACT. It is known that eye movements during reading reflect various reading processes as well as reader skill and attentiveness, but there is little work relating eye movements to reading comprehension outcomes. This work represents a novel step by showing that deep comprehension assessed by open-ended self-explanations during reading ($r=0.32$, $p<0.001$) can be predicted from eye movements in a person-independent manner. Our results have implications for theories of reading and for the design of real-time interventions.

10:07 Monika Tschense and Sebastian Wallot
Nonlinear dynamics of text reading: Recurrence quantification analysis of eye movements
PRESENTER: Monika Tschense

ABSTRACT. This study is concerned with the question how endogenous eye movement dynamics change as they become contingent on external (linguistic) information. It is hypothesized that external information lead to increased sequential order of eye movement measures, compared to conditions that contain little or no information. To test this hypothesis, eye movements of 26 German native speakers were recorded during reading-unrelated and reading-related tasks. To analyze the data, we used recurrence quantification analysis (RQA), which quantifies the degree of temporal structure in time series. Recurrence measures of eye movements convincingly distinguish between conditions. Findings suggest that qualitatively different tasks can be measured on a continuum of temporal structure and provide new perspectives for further studies investigating natural reading as complex, dynamical process.

10:14 Shingo Nahatame
Causal and Semantic Relations in Second Language Discourse Processing: An Eye-Tracking Study

ABSTRACT. This study investigated how causal and semantic relatedness between sentences affects second language discourse processing as reflected by eye movements. Japanese learners of English read two-sentence texts varying in causal and semantic relatedness and their eye movements were recorded. Linear mixed-effects models of eye movement measures revealed that causal relatedness has a robust impact on both fixation durations and lookback frequency, whereas the effects of semantic relatedness are modulated by causal relatedness and reading skill.

10:21 Steffen Gottschling and Yvonne Kammerer
Eyes on the Source! - The Role of Differences in Source Trustworthiness on Lay Persons' Attention to Source Information during the Resolution of Scientific Conflicts
PRESENTER: Steffen Gottschling

ABSTRACT. This eye-tracking study examined how differences in sources' trustworthiness affect readers' attentional processing when confronted with a scientific conflict. 144 participants were presented with two conflicting scientific claims from two sources. Results show that differences in trustworthiness between the two sources led to increased attention to source information compared to when both sources were of high trustworthiness or of low trustworthiness, which we interpret as an indication for conflict resolution via sourcing.

10:28 Lee Branum-Martin and Joseph Magliano
Reading Times across Sentences, Texts, and Persons: An Integrated Methodological Approach
PRESENTER: Lee Branum-Martin

ABSTRACT. We present an integrated model of individual growth (multilevel SEM) to examine 10,701 reading times from 20 to 24 sentences each in four texts read by 123 college students. We evaluate the extent to which reading times indicate a single cognitive process, common across texts, versus distinct trends which suggest texts invoke different, distinctive cognitive processes. Findings suggest interesting commonalities as well as distinct features of sentence, text, and person-level features.

10:35 *Emily R Smith* and *Edward J O'Brien*
Exploring the Spatial Gradient Effect
PRESENTER: *Emily R Smith*

ABSTRACT. We examined the limitations of the spatial gradient effect, or decrease in availability of objects/locations as a function of distance traveled. Across three experiments we used naming time probes to measure availability of an initial spatial location after varying the distance a protagonist traveled. The findings will be discussed in terms of the limit they place on memory-based explanations, and the need for dimensional information that is a part of situation-based explanations of comprehension.

11:00-12:00 Session 10: Flipgrid 4: Prior Knowledge and Beliefs

LOCATION: ST&D 2020 Flipgrid Page

11:00 *Sarah K. C. Dygert*, *Sarah D. Creer*, *Andrew F. Jarosz* and *Laura K. Allen*
The Competing Role of Knowledge and Working Memory in Reading Comprehension
PRESENTER: *Sarah K. C. Dygert*

ABSTRACT. Though the roles of working memory (WM) and prior knowledge (PK) in reading comprehension have been studied extensively, their effects are rarely studied concurrently. Much of this work has struggled to adequately assess WM or has used insufficient measures of comprehension. The present study simultaneously tested the impact of WM, vocabulary, and domain-specific PK on reading comprehension. Only domain-specific PK predicted unique variance in reading comprehension, emphasizing the importance of PK for building understanding.

11:07 *Kathryn McCarthy*, *Jonathan Steinberg*, *Kelsey Dreier*, *Tenaha O'Reilly*, *John Sabatini* and *Danielle McNamara*
Revisiting the Reverse Cohesion Effect: Influences of Text Cohesion, Prior Knowledge, and Foundational Reading Skill on Scenario-Based Comprehension Assessment Performance
PRESENTER: *Kathryn McCarthy*

ABSTRACT. This study revisits the effects of text complexity and individual differences on comprehension in the context of the Globally-Integrated Scenario-based Assessment (GISA). High school students (n = 511) completed prior knowledge and foundational reading skill assessments followed by either a high or low cohesion version of a scenario-based comprehension assessment. Preliminary analyses indicate robust effects of prior knowledge, little effects of foundational reading skills, and no overall effects of the cohesion manipulations on comprehension performance.

11:14 *Jean-François Rouet*, *Mylène Sanchiz*, *Benjamin Bordas*, *Gaston Saux*, *Tobias Richter* and *M. Anne Britt*
When does source information help? Content vs. source-based validation as a function of readers' prior knowledge
PRESENTER: *Jean-François Rouet*

ABSTRACT. We tested whether readers' attention to source information depends on their prior knowledge. 102 undergraduates read true, false, or uncertain statements attributed to either competent or less competent sources. Participants rated the statements as true or false. Statements attributed to competent sources were more likely to be rated as true, but the effect was much larger when the statement was uncertain than when it was either true or false. Implications for validation processes are discussed.

11:21 *Michael Wolfe*, *Todd Williams*, *Alexander Denison*, *Michael Rose*, *Hanali Gilbert* and *Kegan Olsen*
Does Misinformation About Past Beliefs Influence Current Beliefs?
PRESENTER: *Michael Wolfe*

ABSTRACT. After reporting initial beliefs, subjects read a belief consistent or inconsistent text about gun control effectiveness. Subjects verified initial beliefs about gun control that were either accurate, the opposite of their initial belief (misinformation), or did not verify. 80% of misinformation subjects thusfar verified an incorrect belief as their own. Subjects significantly change beliefs about gun control after reading a belief inconsistent text compared to a belief consistent text. There was not an overall influence of the verification condition on post-reading beliefs.

11:28 *Jasmine Kim*, *Elly Orcutt*, *Liz Weiers* and *Panayiota Kendeou*
Using Refutation Texts to Reduce Interference from Misconceptions in Future Contexts
PRESENTER: *Jasmine Kim*

ABSTRACT. We examined whether readers’ revised knowledge as a result of reading refutation texts can transfer to texts that were designed to (a) re-activate or (b) re-activate and background misconceptions that were addressed in the refutation texts. Reading time results show that reading a refutation text facilitates transfer of readers’ revised knowledge to the next text (Experiment 1). However, as the distance between refutation and transfer texts increases, transfer of revised knowledge is reduced (Experiment 2).

11:35 *Nikita Salovich* and *David Rapp*
Consequences of readers’ negative preferences on text comprehension and memory.
PRESENTER: *Nikita Salovich*

ABSTRACT. Readers' preferences for what happens in a text affect both comprehension and memory of story outcomes. In general, people take longer to read stories in which outcomes are inconsistent with what they wish would happen. But, demonstrated in this project, negative preferences exhibit specific and important effects. After establishing preferences for character failures, participants take longer to read outcomes, and have poorer memories for those outcomes. Readers preferences are routine, exemplifying situation model contents.

12:00-13:00 Session 11: Flipgrid 5: Symposium I: Advanced Language and Literacy Skills of (Bilingual) Deaf and Hard of Hearing Students: Advancing the Research Base

LOCATION: ST&D 2020 Flipgrid Page

12:00 *Patrick Enderle* and *Scott Cohen*

Disciplinary Literacy and Signing Deaf Students

PRESENTER: *Patrick Enderle*

ABSTRACT. Discipline-specific literacy is necessary for all learners to develop a sense of competency and interest in those fields. To develop such proficiency, learners must also have access to appropriate linguistic resources. Considering DHH learners, we have identified a lack of ASL resources that can support them in communicating in ways emphasized for science classrooms. Further work with DHH learners indicates that this creates a sincere barrier to developing affinity and interest in the STEM fields.

12:09 *Hannah Dostal*

Developing Literacy Assessment Approaches for Deaf Students

ABSTRACT. This presentation describes a process for developing a literacy assessment system tailored to the needs of d/hh students in K-12 settings. Over three years, the researcher facilitated a process with teachers that included introducing, evaluating, selecting and using assessments to create individual and class profiles that guide instruction. Reflections on the construction of an assessment system as a capacity-building activity, and results from two years of data collection, analysis and instructional decision-making will be shared.

12:18 *Peter Crume*

Narrative Production of Deaf Signing Students

ABSTRACT. The narrative production abilities of 32 deaf children between third- to sixth-grade from two American Sign Language (ASL) bilingual schools will be presented. The participants were exposed to two narrative conditions of wordless picture books, one was produced in ASL and the other was conducted in Simultaneous Communication. Participants then retold the narrative. The findings will discuss the quality of the narrative structure and whether they followed the same communication modality of the initial exposure.

12:27 *Catherine O'brien*

Standardized Testing and Deaf Students

ABSTRACT. Standardized testing values and purposes continue to be debated (Boaler, 2003; Qi & Mitchell, 2011). The purpose of this paper is to show the importance of the role of the principal in understanding the impact of standardized testing on deaf students. A case study of a school principal and how he/she reviewed the text and questions being asked on a standardized test to demonstrate the need to improve testing for deaf students will be presented.

12:36 *Jessica Scott*

Academic English and language exposure

ABSTRACT. Academic English skills of bilingual d/hh middle and high school students is a profoundly understudied area. Few studies have examined this skill within this population, and have found a relationship between American Sign Language proficiency and both reading and writing in academic English (Scott & Hoffmeister, 2017, 2018). This presentation will share results from a study that expands on these findings by exploring the role of early and late language exposure on academic English skills.

13:00-14:00 Session 12: Flipgrid 6: Individual Differences and Interventions

LOCATION: ST&D 2020 Flipgrid Page

13:00 *Daniel Feller*, *Amani Talwar*, *Daphne Greenberg* and *Joseph Magliano*

Investigating Interactions among Component Reading Skills in Struggling Adult Readers

PRESENTER: *Daniel Feller*

ABSTRACT. A large portion of adults struggle to read at a basic level. While foundational component reading skills (e.g., decoding, vocabulary, morphology, sentence processing) are known to account for a large portion of variance in reading comprehension, this study used the Reading Systems Framework to explore potential interactions between component reading skills. Results suggest that word-level processes interact with lexical knowledge in predicting comprehension among struggling adult readers.

13:07 *Joanne Coggins* and *Laura Briggs*

Readable English: Can Interactive Orthography and Phonetic Cueing Improve Reading Scores of Struggling Adolescent Readers?

PRESENTER: *Joanne Coggins*

ABSTRACT. High school students with significant reading deficits must read to learn course content. A pilot study of Readable English, a phonics intervention providing embedded interactive orthography to scaffold online grade level content, significantly increased both reading accuracy and reading comprehension compared to control group (N=24, mean age = 16.5, >1.5 years below grade). Findings suggest this new learning intervention technology may particularly benefit students struggling to read and pronounce English at the word level.

13:14 *Sarah Wood*, *Fotena Zirps* and *Richard Wagner*
: Using Read-aloud Tools to help identify and Support Struggling Readers with Reading Comprehension
PRESENTER: *Fotena Zirps*

ABSTRACT. To be valid, models of reading disability should predict important real-world criteria. An important real-word criterion for students with reading disability is whether they would profit from text-to-speech. Data collection is currently underway ending after Spring 2020. Then, we will compare alternative models of reading disability by their capacity to predict reading individual differences in reading comprehension performance using TTS, controlling for unassisted reading comprehension.

13:21 *Friederike Seyfried* and *Ping Li*
Comparing sentence-based and word-based semantic space representations to brain responses
PRESENTER: *Friederike Seyfried*

ABSTRACT. Computational semantic space models have now been applied to sentences, but it is unclear whether they capture how the human brain represents sentences. Using fMRI we scanned adult readers reading expository texts and compared their brain responses to 3 semantic space vectors that modeled sentences either as combinations of words or as single units. We observe that computational semantic representations that are specifically designed to capture sentence content share information content with brain responses.

14:00-15:00 Session 13: Flipgrid 7: Symposium II: Adult Literacy

LOCATION: ST&D 2020 Flipgrid Page

14:00 *John Sabatini* and *Tenaha O'Reilly*
Designing Web-based Assessments for Adult Education (Symposium: Understanding and Assessing Adult Reading Skills)
PRESENTER: *John Sabatini*

ABSTRACT. A large percentage of the US adult population struggles with basic reading skills, but there are few valid assessments designed for them, making it difficult to measure learning outcomes or improve instruction. To remedy this, we are developing digital assessments appropriate for adults with below-basic literacy skills. Such assessments will not only help to determine an adult reader's strengths and weaknesses but also inform instruction and improve program and institutional accountability.

14:09 *Laura K. Allen*, *Micah Watanabe* and *Danielle S. McNamara*
Exploring Individual Differences in Adult Discourse Comprehension and Production
PRESENTER: *Laura K. Allen*

ABSTRACT. We examined individual differences that contribute to source-based essay writing in an adult literacy population. Participants (n=143) wrote a source-based essay and completed a battery of individual difference measures related to literacy. Results indicated that the quality of source-based essays was differentially predicted by individual differences related to language knowledge, comprehension ability, and persuasive writing skill. These results suggest that source-based essay writing is a complex task that relies on a host of developed skills.

14:18 *Dolores Perin* and *Mark Lauterbach*
Writing of Academically Underprepared College Students
PRESENTER: *Dolores Perin*

ABSTRACT. The persuasive writing of N=65 college developmental education/ remedial students was compared to that of N=72 typically-performing undergraduates and N=112 Masters students. Twelve variables covering writing quality, vocabulary usage and linguistic aspects of writing were analyzed. There were virtually no statistically significant differences between native and non-native speakers. A series of cluster analyses suggested that the data converged into two clusters. Overlap between cluster and educational placement varied in unexpected ways.

14:27 *Ben Seipel*, *Sarah E. Carlson*, *Virginia Clinton* and *Mark L. Davison*
Year 1 Results from the MOCCA-College Assessment Study
PRESENTER: *Ben Seipel*

ABSTRACT. MOCCA-College is a new version of the MOCCA cognitive diagnostic reading comprehension assessment, which differentiates between 2 subgroups of struggling comprehenders (i.e., paraphrasers and elaborators). Preliminary results from post-secondary students (N=1704) indicated strong internal reliability. Results also indicated weak-to-moderate positive correlations with other reading assessments. Qualitative and qualitative item analyses using IRT, Coh-Metrix, and human coding provided insight to item difficulty and discrimination—guiding item and form revisions for subsequent years of the 3-year study.

14:36 *Joseph Magliano*, *Karyn Higgs*, *Alecia Santuzzi*, *Daniel Feller*, *Tenaha O'Reilly*, *John Sabatini* and *Ryan Kopatich*
Understanding Factors That Predict Early College Success (Symposium on Adult Literacy)
PRESENTER: *Joseph Magliano*

ABSTRACT. An alarming number of first year college students are underprepared, and in particular with respect to being ready to read in college. This study explored the factors that predict success on literacy task and early academic success. Specifically, this study explores the extent that foundational skills associated with reading, strategy use, and motivation for reading account for variance in academic reading and success over and above traditionally measures (i.e., ACT, SAT, GPA).

15:00-16:00 Session 14: Flipgrid 8: Informational Texts

LOCATION: ST&D 2020 Flipgrid Page

15:00 *Jennifer Wiley*, *Thomas D. Griffin* and *Tim George*
Benefits from Sketching when Learning from Geoscience Texts
PRESENTER: *Jennifer Wiley*

ABSTRACT. Although frequently used with expository texts, illustrations can lead to illusions of understanding. When students studied geoscience texts without sketching, both comprehension and monitoring were poor if only some topics in a set were illustrated. However, when students were prompted to generate a sketch while reading, both comprehension and monitoring were improved by sketching.

15:07 *Michael C. Mensink*, *Panayiota Kendeou* and *David N. Rapp*
The Effects of Introduction Type on Comprehension and Memory for Scientific Explanations
PRESENTER: *Michael C. Mensink*

ABSTRACT. The current study examined the effects of introductions on reading times and immediate and delayed recalls for brief scientific texts across two experiments (N = 219). The findings suggest that introductions improved participants' memory for scientific explanations, both immediately and after a delay, without changes to reading times for scientific content. Both narrative and expository genres provided similar memorial benefits for scientific content, with narrative introductions also proving quite memorable for readers.

15:14 *Alba Rubio*, *Eduardo Vidal-Abarca*, *Tomás Martínez* and *Maria-Ángeles Serrano*
Cognitive Processes Associated to Question-Answering and Self-Explanation
PRESENTER: *Eduardo Vidal-Abarca*

ABSTRACT. Answering questions from an available text and self-explaining target sentences while reading expository texts are well-documented learning activities to promote complex conceptual learning. This study compares the cognitive processes promoted by these two activities. We propose and test a moderated mediation model that includes two complementary pathways by which both activities have an impact on students' deep learning. This model has theoretical and practical implications for conceptual learning.

15:21 *Micah Watanabe* and *Danielle McNamara*
Enhancing Students' Ability to Correct Misconceptions in Natural Selection with Refutational Texts and Self-Explanation Training
PRESENTER: *Micah Watanabe*

ABSTRACT. Misconceptions interfere with learning and are difficult to correct. Two studies examined the interactive effects of constructed response prompt (self-explanation, think-aloud) and text type (refutational, non-refutational), and self-explanation training on students' misconceptions regarding natural selection. In Study 1, students (N=240) were randomly assigned to prompt and text condition. In Study 2, students (N=153) were randomly assigned to prompt and training conditions. In both studies, vocabulary was the sole significant predictor of conceptions of natural selection.

15:28 *Young-Suk Kim* and *Yaacov Petscher*
Accounting for Individual, Text, and Item Factors in Discourse Comprehension
PRESENTER: *Young-Suk Kim*

ABSTRACT. We examined the relations of child characteristics (struggling reader status, language and cognitive skills), text features (narrative vs. expository genres), and nature of comprehension questions (literal vs. inferential comprehension questions) to discourse comprehension in oral language (listening comprehension). Data were from 523 English-speaking second graders. Genres and child characteristics explained performance variation in listening comprehension whereas nature of comprehension questions did not. Struggling reader status did not explain variation controlling for language and cognitive skills.

16:00-17:00 Session 15: Flipgrid 9: Task Features and Literacy Outcomes

LOCATION: ST&D 2020 Flipgrid Page

16:00 *Shelby Smith*, *Jacob Gagne*, *Heidi Martin* and *Caitlin Mills*
Examining the Phenomenology of Affect and Task-Unrelated Thought during Reading
PRESENTER: *Shelby Smith*

ABSTRACT. We examined how readers' online affective and attentional experiences influenced comprehension after reading. Participants were periodically interrupted during reading to assess their affective valence (i.e., their feelings) and whether their minds had wandered away from the text. Results revealed that affective valence and mind-wandering influence levels of comprehension differently: wandering thoughts are overall negative for comprehension and positive valence negatively impacts shallow comprehension while increasing readers propensity to interpret emotion in a text.

16:07 Eduardo Vidal-Abarca, Marian Serrano-Mendizábal, Antonio Ferrer Manchón, Noemi Skrobiszewska Klincewicz and Amelia Mañá Lloria
Does question format affect closed- and open-book learning from texts?
PRESENTER: Eduardo Vidal-Abarca

ABSTRACT. Students may read and answer questions with the texts available (open-book) or unavailable (closed-book). No differences between both procedures for long-term retention are apparent, but the impact of question format has not been systematically investigated. We do it by recording online measures while reading and answering questions to provide evidences of processing. Answering open-ended questions produced more learning than answering multiple-choice questions in both procedures. Online data may shed light to explain this result.

16:14 Malayka Mottarella, Brianna Yamasaki and Chantel Prat
Skilled Readers Engage More Proactive Attentional Control During a Working Memory Task
PRESENTER: Malayka Mottarella

ABSTRACT. This experiment employed a functional magnetic resonance imaging (fMRI) working memory task to examine how three sub-component processes: (1) Proactive Control, (2) Filtering, and (3) Disengagement contribute to a mechanistic explanation of the relation between working memory and reading skill. Results suggested that skilled readers deploy more prefrontal resources when cued proactively about task-relevant features than do less-skilled readers. In contrast, reading skill was not related to activation associated with attention-filtering or successful disengagement.

16:21 Karyn Higgs, Alecia Santuzzi, Cody Gibson, Ryan Kopatich, Daniel Feller and Joe Magliano
Relationships between Task Awareness, Strategy Use and Literacy Outcomes
PRESENTER: Karyn Higgs

ABSTRACT. Readers' understanding of a task guides processing decisions during reading, and higher task awareness should correlate with better task performance. Task awareness arises from a reader's task model, but what supports task model construction? Strategies that support comprehension (paraphrasing, bridging and elaborative inferences) may influence performance indirectly by supporting task model construction. The goal of this study was to explore the hypothesis that task awareness partially mediates the relationship between comprehension strategies and literacy outcomes.

16:28 Lisa Hsin
Constructive Reading: Proposing a New Link Between Domain-General Academic Skills and 21st-Century Literacy Tasks

ABSTRACT. Today's expert readers do much more with texts than simply comprehending them: they synthesize multiple texts, critique authors' viewpoints, integrate multimodal documents. Setting off from a meta-analysis of contemporary accounts of such reading tasks, this paper proposes a new 'constructive reading' model to fill the gap between those tasks and the skills that make them possible: the construal of texts into abstract, idealized, purposeful renderings of their contents—as we do across the sciences.

PROGRAM FOR FRIDAY, JULY 24TH

Days: ↤ previous day all days ⮍

View: session overview talk overview

07:00-08:00 Session 16: IMPORTANT INFORMATION ABOUT ASYNCHRONOUS POSTER PRESENTATIONS ON JULY 24

July 24 is simply a placeholder for our online program: **There are no synchronous poster presentations on this date**. Please view the ST&D flipgrid page at https://flipgrid.com/textdiscourse2020 to view the asynchronous Flipgrid poster presentations using the code: **ST&D2020!**

08:00-09:00 Session 17: Flipgrid 10: Posters: Cognitive and Psychological Processes

LOCATION: ST&D 2020 Flipgrid Page

08:00 *Lorene Causse*, *Adil Yakhloufi*, *Arielle Syssau Vaccarella*, *Sara Creissen* and *Nathalie Blanc*
Do kindergarten make similar inferences compared to older children while listening to fictional stories? The relevance of distinguishing elaborative and predictive inferences.
PRESENTER: *Lorene Causse*

ABSTRACT. In this study, we examine whether Kindergarten, Grade 1 and Grade 2 children (N=142) can make elaborative and predictive inferences while listening to fictional stories. Inferential skills were assessed through a drawing decision task. Our result showed that most children were able to produce both types of inferences. But, more precisely Grade 1 and Grade 2 spontaneously focused more on predictive inferences whereas kindergarten were more accurate on elaborative ones.

08:00 *Oliva Olson* and *Catherine Bohn-Gettler*
Integration and Memory: The Facilitative Effects of Positive Emotions
PRESENTER: *Oliva Olson*

ABSTRACT. This project examined how positive versus negative emotions influenced integration and memory for text. This study utilized an emotion induction procedure followed by an experimental reading task from O'Brien and Cook's inconsistency paradigm (2014). The results replicated traditional inconsistency effects. In addition, positive emotions had a delayed facilitative effect on integration during reading. After reading, positively induced participants were more likely to comment on the inconsistency during immediate recall, but less likely during delayed recall.

08:00 *Arielle Elliott* and *William Horton*
Identifying Knowledge Estimation Cues in Online Writing Workspaces
PRESENTER: *Arielle Elliott*

ABSTRACT. The ability to assess another person's understanding is necessary for successful collaboration. In online collaborations we lack access to the traditional cues, such as speech delivery and gesture, we use to inform our perception other's knowledge base. As a first step toward exploring the process of knowledge estimation in online shared workspaces, in this study we examined how typing speed and typing disfluencies shape viewers' perception of the typist.

08:00 *Keith Millis*, *Christian Steciuch* and *Ryan Kopatich*
Cohesion Matters: Exploring the Impact of Accompanying Text on Responses to Art
PRESENTER: *Keith Millis*

ABSTRACT. Previous research has shown that accompanying text to artworks (e.g., titles) increases the preference for artworks. We further examined the influence of the presence and cohesion of artwork descriptions on aesthetic responses. We found that accompanying text increased appreciation and that the effect of cohesion depended on the viewer's interest in art. Less interested viewers were more affected by cohesion than more interested viewers.

08:00 *Yuji Ushiro*, *Tomoko Ogiso*, *Shingo Nahatame*, *Masaya Hosoda*, *Yuko Hijikata*, *Yamato Sasaki*, *Ryuya Komuro* and *Kozo Kamimura*
Monitoring Global Coherence of Protagonist, Causal, and Intentional Dimensions in Second Language Reading: A Preliminary Study on Eye Tracking
PRESENTER: *Yuji Ushiro*

ABSTRACT. This study investigated L2 readers' monitoring of local and global coherence along the protagonist, causal, and intentional dimensions of narratives. Eighteen Japanese university students read English narratives containing context and target sentences separated by one (the local condition) or four filler sentences (the global condition) with their eye movements recorded. The results showed that readers constantly monitored protagonist coherence; however, they had increased difficulty monitoring causal and intentional coherence.

08:00 *Katie Brewer*, *Ai Leen Choo* and *Sarah Smith*
Contribution of Disfluencies to Perception of Speech Quality
PRESENTER: *Katie Brewer*

ABSTRACT. Purpose: To examine the effect of disfluencies on perceptions of speech quality. Method: Audio samples were gathered from 20 bilingual speakers and rated by unsophisticated listeners using subjective fluency and quality measures. Results: Ratings were highest for speakers with a higher number of disfluencies. Analyses indicate a significant difference between the low and average rated groups. Conclusions: Higher disfluencies may contribute to better listener recall and positive listener perceptions of speaker effort for bilingual speakers.

08:00 *Daniel Darles*, *Christine Ros*, *Jean-François Rouet* and *Nicolas Vibert*
Differential Impact of Perceptual and Semantic Induction Tasks on Verbal Information Search within a Text by Young Adolescents
PRESENTER: *Daniel Darles*

ABSTRACT. This experiment tested whether performing a pre-search task involving either the spelling or the meaning of words modified the way 11 years-old children subsequently scanned a text to find a single-word answer to a question. Compared to adults performing the same searches, eye movement recordings revealed that the induction tasks had a stronger influence on young adolescents. In particular, the semantic induction task may facilitate question-answering by adolescents when the text contains semantically-relevant distracting information.

08:00 *Haiying Li* and *Allan Jeong*
Dynamic Reasoning in Online Debates through Epistemic Network Analyses
PRESENTER: *Haiying Li*

ABSTRACT. In this study, students participated in online debates as required by an online course. Each posting was requested to tag into one of four categories: (1) an argument that supports or opposes the main claim, (2) a challenge, (3) an explanation, or (4) supporting evidence. Epistemic network analyses were used to identify reasoning patterns and their dynamic change over a series of online debates. Implications are discussed in terms of collaborative on learning and discussion.

08:00 *Amanda Dahl*, *Sarah Carlson*, *Maggie Renken* and *Erin Reynolds*
Exploring Deep and Referential Cohesion and its Effects on Adolescent Readers' Comprehension Processing
PRESENTER: *Amanda Dahl*

ABSTRACT. Texts vary. Accordingly, do different texts encourage certain types of online comprehension processing? This presentation illuminates how science texts with varying levels of cohesion may contribute to the online comprehension processing of seventh grade readers during a think-aloud task. Our analyses illustrate how students' inferential processing differed in science texts with varying degrees of deep and referential cohesion. Implications are drawn about the effects of text cohesion for online inference generation in adolescents.

08:00 *Allison N. Sonia*, *Emily A. Handy* and *Edward J. O'Brien*
Shifting the Coherence Threshold
PRESENTER: *Allison N. Sonia*

ABSTRACT. Within the RI-Val model of reading comprehension, the coherence threshold marks the point at which the reader has deemed comprehension sufficient to move on in a text. Previous research has demonstrated that the readers' coherence threshold can be manipulated by increasing task-demands (Williams et al., 2018) or including text-based disruption in coherence (Sonia & O'Brien, in prep). The goal of the current research was to investigate the resetting of the coherence threshold to baseline.

08:00 *Ryan Kopatich*, *Christian Steciuch*, *Daniel Feller*, *Keith Millis* and *Richard Siegesmund*
Development and Validation of the Aesthetics Processing Preference Scale (APPS)
PRESENTER: *Ryan Kopatich*

ABSTRACT. Researchers in experimental aesthetics are interested in people interpret and engage in visual discourse, such as artworks. Unsurprisingly, people's willingness to cognitively engage with art may be a key factor, but there are not yet measures that capture this construct. The current research proposes the Aesthetics Processing Preference Scale (APPS) to fill this gap. In two studies, the APPS was found to be a reliable and valid measure of people's willingness to engage with art.

08:00 *Linh Huynh*, *Bailing Lyu* and *Matthew McCrudden*
Bridging Inferences from Examples to Principles Support Near Transfer
PRESENTER: *Linh Huynh*

ABSTRACT. Example-based instruction with text involves introducing readers to domain principles (e.g., principles of natural selection), followed by several examples that illustrate those principles. It is unclear how bridging inferences contribute to example-based learning. Participants did think-aloud while reading four short texts: one about principles and three about examples of those principles. The main finding was that bridging inferences to the principles were predictive of learning, whereas bridging inferences to the examples typically were not.

08:00 *Jean-François Rouet*, *Peter Hastings*, *Mônica Macedo-Rouet*, *Anna Potocki* and *M. Anne Britt*
Online assessment of students' text comprehension: Explorations into the automated scoring of constructed responses
PRESENTER: *Jean-François Rouet*

ABSTRACT. Effective computerized reading comprehension strategy training requires an ability to provided automated an accurate to students as they answer open-ended comprehension question. This study explored different approaches to machine scoring as part of a larger research and development project. Two units involving 4 open-ended questions were used for initial testing. A comparison of simple frequency and deep learning techniques suggest that the latter have more potential to provide accurate feedback on response correctness.

08:00 *Puren Oncel*, *Sarah D. Creer*, *Caleb J. LePoer*, *Catarina A. Santos*, *Caitlin Mills* and *Laura K. Allen*

Catcher in the Mind: An Examination of Visual and Verbal Patterns during Reading

PRESENTER: *Puren Oncel*

ABSTRACT. This study examined the nature of individuals’ thoughts during reading. We examined whether self-reports of thought characteristics (i.e., mind wandering, visual, verbal, valence) varied across time and task. In two sessions, participants (n=58) responded to thought probes across focused meditation and narrative reading tasks. Results showed that participants’ thought patterns were stable across sessions. Further, reports of mind wandering, visual imagery, and valence varied based on task, whereas verbal thinking remained stable across tasks.

08:00 *José Á. Martínez-Huertas*, *Guillermo Jorge-Botana*, *Ricardo Olmos* and *Alejandro Martínez-Mingo*

A computational study on emotional responses via amodal propagation: Dimensional vs. Discrete emotions

PRESENTER: *José Á. Martínez-Huertas*

ABSTRACT. We computationally emulated a link between symbolic and emotional representations of words using computational models and predictive models. We studied dimensional and discrete emotions using two different predictive models: linear regressions and neural networks. More than 13000 words were used to train the models and then they were tested in more than 4000 words. While important differences were observed between linear regressions and neural networks in dimensional emotions, no differences were observed in discrete emotions.

09:00-10:00 Session 18: Flipgrid 11: Poster Session: Individual Differences

LOCATION: ST&D 2020 Flipgrid Page

09:00 *Young-Suk Kim*

Language and Cognitive Skills are Differentially Related to Writing Depending on Measurement of Writing

ABSTRACT. We examined hierarchical relations and dynamic/differential relations of language and cognitive component skills to writing – whether the relations of component skills to writing are direct and mediated, and whether the relations vary as a function of dimensions of written text. Structural equation model results from 350 second graders showed that not all component skills were directly related, and total effects of component skills (e.g., working memory, vocabulary, perspective taking, monitoring) varied largely.

09:00 *Zuowei Wang*, *Tenaha O'Reilly* and *John Sabatini*

Learning in a multiple-text reading environment: roles of reading ability, knowledge, comprehension, and effort

PRESENTER: *Zuowei Wang*

ABSTRACT. High school students (N=389) read multiple texts on the topic of American football in a scenario-based learning environment. Learning was evaluated with a pretest-learning-posttest design. Comprehension questions were asked throughout the learning environment. Topical knowledge and reading ability were also evaluated. Comprehension was the strongest predictor of learning. Those who spent longer time learning learned better. Reading ability and knowledge positively predicted learning. High reading ability compensated for low knowledge in learning.

09:00 *Elena Nightingale* and *Jan Reyes*

An Application and Analysis of a Methodological Framework for Educator-Mediated Collection of Assessment Metacognitive Information from Students with Significant Cognitive Disabilities

PRESENTER: *Elena Nightingale*

ABSTRACT. A methodological framework for collecting metacognitive information from students with significant cognitive disabilities is applied in the evaluation of the Georgia Alternate Assessment 2.0. This methodology blends concurrent and retrospective cognitive interview practices in an evaluation of verbal and nonverbal responses from students and educators. Educator-mediated communication is prioritized, and these results, in conjunction with operational results from over 13,000 K-12 students, validate the intended assessment design and the viability of this blended methodology.

09:00 *Gal Kaldes*, *Elizabeth Tighe*, *Amy Johnson* and *Danielle McNamara*

Mediating effects of inferencing on the relation between component skills and reading comprehension of struggling adult readers: Variations by assessment type

PRESENTER: *Gal Kaldes*

ABSTRACT. This study examined whether inferencing mediated the relations between language-based component skills and reading comprehension controlling for other lower-level skills. Word reading fluency and vocabulary knowledge were predictive of the sentence-level comprehension. Inferencing mediated the relation between vocabulary and the passage-level comprehension. Component skills varied as a function of comprehension measure administered. These findings suggest a need to administer multiple measures of comprehension to understand the underlying component processes involved in adults' reading comprehension skills.

09:00 *Sungyoon Lee*
The Role of Working Memory in Integrative Reading of Text and Picture

ABSTRACT. This study aimed to examine the role of executive control in the integrative reading processes as well as the learning outcomes in illustrated science text reading. Twenty-eight 4th/5th grade elementary students read two illustrated texts while their eye movements were recorded with an eye tracker. Findings were a) integrative transition is associated with their transfer outcomes, b) attention shifting is associated with learning outcomes, and c) no working memory capacity is associated with integrative transition.

09:00 *Joanne Coggins*
Measuring the Morphological Awareness of Elementary Struggling Readers

ABSTRACT. Morphological awareness is a significant factor in reading comprehension; and struggling readers may use it as a compensatory reading strategy. A Morphological Awareness Battery (MAB) was developed and tested to determine whether it could predict reading comprehension of fourth and fifth grade students with significant reading deficits. The MAB significantly predicted between 10% and 53% of the variation in passage reading comprehension and 35% of the variation in passage reading fluency. Intervention implications are discussed.

09:00 *Alexander Colby*, *Ian Gliser*, *Laura Allen* and *Caitlin Mills*
Pay attention to me: Group identity and mind-wandering in text communication
PRESENTER: *Alexander Colby*

ABSTRACT. Task-unrelated thought (TUT) occurs frequently in our daily lives, but we know little about how it influences our communication. The current study explores how frequently our minds wander during text-based computer-mediated communication and how group membership impacts this rate. Participants reported TUT once every two minutes on average, but this rate was lower when participants perceived talking with an ingroup member. More frequent TUT was also related to more frequent topic shifting across all conditions.

10:00-11:00 Session 19: Flipgrid 12: Posters: Interventions

LOCATION: ST&D 2020 Flipgrid Page

10:00 *Amy Crosson*, *Amaya Madden*, *Margaret McKeown*, *Lindsay Clare Matsumura*, *Richard Correnti* and *Karen Morris*
Change Over Time: Discourse Patterns in an Argumentation Intervention for Middle School Students
PRESENTER: *Amy Crosson*

ABSTRACT. We examine changes in discourse patterns over time in an argumentation intervention for adolescents. The intervention was designed to promote text-based classroom discussion via highly-supportive instructional materials including queries to support comprehension of argument texts and analysis of genre features. Over nine weeks, patterns (rather than frequencies) of teacher moves revealed that only in intervention classes, teachers used fewer clusters of discourse moves that suppress dialogic reasoning. Student talk to build reasoning across participants increased.

10:00 *David Quigley*, *Donna Caccamise*, *John Weatherley* and *Peter Foltz*
Usage Pattern Differences in a Digital Reading Tool in Science Classrooms
PRESENTER: *Donna Caccamise*

ABSTRACT. This poster describes a unique web-based program with embedded AI to individualize reading comprehension instruction that helps students learn STEM content. The underlying learning pedagogy is based on the CI model of comprehension. The project seeks to understand student behaviors to build algorithms that predict and deliver only the instruction each student needs when they need it as they learn from text to build their expertise. Relevant students' behavior patterns is discussed.

10:00 *Sarah Hughes-Berheim*, *Laura M. Morett* and *John F. Shelley-Tremblay*
How we teach vocabulary matters: Extending gesture's impact on word learning to reading
PRESENTER: *Sarah Hughes-Berheim*

ABSTRACT. The purpose of this study was to examine how learning words with matching and mismatching representational gesture affects subsequent comprehension of these newly-learned words within read sentential contexts. Results did not support our hypothesis that pseudowords learned via text and co-occurring semantically-congruent representational gestures would enhance subsequent identification and processing when reading them in sentential contexts. Implications are discussed.

10:00 *Josh Medrano*, *Joshua Jaffe* and *Doug Lombardi*
Does The Evidence Support The Model? Examining The Effectiveness Of Two Instructional Scaffolds In Science Classrooms

PRESENTER: *Josh Medrano*

ABSTRACT. Critique and evaluation of scientific evidence and alternative explanations about a phenomenon are essential for students' participation in many scientific practices and can lead to deeper scientific learning. The present study found that instructional scaffolds that afforded students' greater conceptual agency related to higher levels of scientific evaluation, increased plausibility shifts toward the scientific, and deeper understanding of socio-scientific issues, including causes of climate change, availability of water resources, and origins of the universe.

10:00 *Yi Song*, *Patrick Houghton*, *Szu-Fu Chao* and *Beata Beigman Klebanov*
Using Examples to Support Arguments in an English Language Assessment
PRESENTER: *Yi Song*

ABSTRACT. In this project, we evaluated the quality of written arguments through analyzing examples in test takers' essays in an English language assessment. Altogether we identified 168 examples used to support arguments in 99 essays. Raters were able to recognize various characteristics of the examples in a relatively consistent manner. The results indicated that the number of examples and clarity were significant predictors of the essay quality. Here, we present our analysis approach, results, and implications.

10:00 *Ellen Orcutt*, *Reese Butterfuss*, *Panayiota Kendeou*, *Kristen McMaster* and *The Elcii Team*
Scaffolding Inferences in Kindergarten: The Role of Executive Function and Language Comprehension
PRESENTER: *Ellen Orcutt*

ABSTRACT. The Early Language Comprehension Individualized Instruction (ELCII) application uses video-based inferential questions and scaffolding to teach inferencing to kindergarteners. In this study, we investigated the efficacy of ELCII's scaffolding to facilitate inferencing performance, while also accounting for individual differences in language comprehension and executive function. Results show that scaffolding facilitated inferencing for all students, but provided slightly more benefit for students with lower executive function and language comprehension skills.

10:00 *Qian Wan*, *Scott Crossley*, *Laura Allen* and *Danielle McNamara*
Automated Claim Detection in Argumentative Essays and their Relationship with Writing Quality
PRESENTER: *Qian Wan*

ABSTRACT. This study extracted content and structural features to predict human annotations for claims and non-claims in argumentative essays. The evaluation of classification models indicated Gaussian Naive Bayes classifier yielded the most balanced identifications of claims and non-claims. We used the model to make predictions in a validation corpus that included human ratings of writing quality. The number of claims, the percentage of non-claims, and the average position of non-claims were significant indicators of essay quality.

10:00 *Margaret O'Brien*, *Kristen McMaster* and *Panayiota Kendeou*
Response to the Technology-Based Early Language Comprehension Intervention (TeLCI): Race, Language, and SES Factors
PRESENTER: *Margaret O'Brien*

ABSTRACT. We assessed progress-monitoring data from TeLCI, a Technology-Based Early Language Comprehension Intervention, to identify the impact of diverse and marginalized backgrounds due to race, socio-economic status, and home language. Students from Grade 1 and 2 (n = 62) with language comprehension difficulties completed the 24-module program to build inference-making skills without relying on decoding. Two-way ANOVAs and non-parametric tests reveal an achievement gap for English language learners and students of low socio-economic status.

10:00 *Kathryn E. Rupp*, *Brent Steffens*, *M. Anne Britt*, *Steven McGee*, *Randi McGee-Tekula* and *Amanda M. Durik*
Negotiating Multiple Goals in Middle School Science Instruction
PRESENTER: *Kathryn E. Rupp*

ABSTRACT. New U.S. science standards require the negotiation of teaching principles and practices using an anchoring task across a unit. The current studies explored classroom discourse to describe how teachers negotiated these elements. Teachers primarily discussed the anchoring task, with few mentions of the principles and practices. Unsurprisingly, students thought the goal of the unit was the anchoring task. We discuss the importance of framing the anchoring task as support for learning the principles and practices.

11:00-12:00 Session 20: Flipgrid 13: Posters: Knowledge, Beliefs, and Misconceptions

LOCATION: ST&D 2020 Flipgrid Page

11:00 *Nikita Salovich*, *Amalia Donovan*, *Scott Hinze* and *David Rapp*
People rely on inaccurate information, but are they confident doing so?
PRESENTER: *Nikita Salovich*

ABSTRACT. This project examined whether exposure to accurate and inaccurate information in fiction influences readers' confidence in judging the validity of related claims. In Experiment 1, participants made more judgment errors after reading inaccurate versus accurate information, and were less confident in their incorrect than correct judgments. In Experiment 2 we tested whether confidence could be leveraged to reduce incorrect judgments. Allowing people to withhold judgments did not eliminate the consequences of exposure to inaccurate information.

11:00 Davis Whaley and Kathryn McCarthy
Effects of Domain-Specific Knowledge on Literary Text Processing: A Think-Aloud Investigation
PRESENTER: Davis Whaley

ABSTRACT. Students often struggle to make sense of literary works. We used a think-aloud design to examine the effect of four reading instructions (rules of notice, rules of signification, combined, control) on students' processing of a literary short story. Protocols were assessed for evidence of expert-like reading behaviors such as attending to literary features and generating interpretive inferences. We also examine how differences in reading behaviors related to students' appreciation and enjoyment of the work.

11:00 Reese Butterfuss, Rina Harsch and Panayiota Kendeou
Partisan Patterns of Belief in Science and Trust in Sources
PRESENTER: Reese Butterfuss

ABSTRACT. Many sources that report about scientific issues are highly partisan and differ in their treatment of scientific topics. The present study examines how different sources (liberal vs. conservative vs. scientific) and tentative language (hedged vs. certain) influence liberals' and conservatives' belief in scientific information and trust in sources. Results indicate that liberals believed and trusted scientific sources more than partisan sources, whereas conservatives believed and trusted conservative sources as much as they did scientific sources.

11:00 Reese Butterfuss and Panayiota Kendeou
Revising Misconceptions with Multiple Documents
PRESENTER: Reese Butterfuss

ABSTRACT. The Knowledge Revision Components Framework (KReC) describes how a refutation text facilitates revision of misconceptions. However, readers frequently engage with multiple documents, but we lack understanding of knowledge revision in multiple-document contexts. Thus, we propose a new framework, KReC-Multiple Documents, to predict how factors such as source credibility and multiple-document integration influence revision with multiple refutation texts. Results indicate that high-credibility sources and greater multiple-document integration facilitate better knowledge revision, illustrating initial viability of KReC-MD.

11:00 Brent Steffens, Anne Britt, Karyn Higgs and Keith Millis
That makes no sense but that is not a problem: Difficulties detecting inconsistencies within scientific explanations
PRESENTER: Anne Britt

ABSTRACT. The current research examined if readers detect and attempt to resolve coherence breaks within scientific texts. Participants read explanations that did or did not contain an inconsistency. Eye-tracking data showed readers spent more time processing inconsistent sentences than consistent sentences. Participants did not show awareness of the inconsistencies after reading, and infrequently drew inferences to repair the issue. Readers appeared to experience a coherence break, but frequently dismissed or were unable to resolve the issue.

11:00 Rina Harsch, Reese Butterfuss and Panayiota Kendeou
Epistemic Beliefs, Language, and Sources: Interactive Effects on Belief and Trust of Scientific Information
PRESENTER: Rina Harsch

ABSTRACT. Belief in scientific information may be influenced by the source of the information, the language used, and readers' epistemic beliefs (EBs). We examined the influence of tentative language (hedged vs. certain), source (liberal vs. conservative vs. scientific), and three dimensions of EBs (Faith in Intuition, Need for Evidence, and Truth is Political) on belief in climate-change information. We found interactions among epistemic beliefs and source and language on belief in scientific information. Implications are discussed.

11:00 Andreas Wertgen, Tobias Richter and Jean-Francois Rouet
Delayed Effects of Source Credibility in the Validation of Implausible Information
PRESENTER: Andreas Wertgen

ABSTRACT. Validation is an integral part of text comprehension. We used reading times and plausibility judgments to investigate combined effects of source credibility and plausibility on validation. Participants read stories with a high- vs. –low-credible person making knowledge-consistent, implausible, or knowledge-inconsistent assertions. Interactions of source credibility and plausibility were found for plausibility judgments and reading times, indicating that source credibility affects validation but that the pattern of effects depends on the degree of implausibility.

12:00-13:00 Session 21: Flipgrid 14: Posters: Learning from Texts

LOCATION: ST&D 2020 Flipgrid Page

12:00 Keith Millis, Kyung Kim, Mollie Partee, Madison Milburn, Anne Britt and Christian Steciuch
Exploring the Graphical Interface of Knowledge Structure for Science Texts
PRESENTER: Keith Millis

ABSTRACT. The current study explored the utility of a computerized program called the Graphical Interface of Knowledge Structure (GIKS) that generates and compares a network from a student essay and a master text. We compared different structures of master texts on the same content and also compared GIKS-identified nodes and links to those scored by human experts. We found that GIKS was able to improve node identification from essays by using regular expressions.

12:00 *Tricia A. Guerrero*, *Thomas D. Griffin* and *Jennifer Wiley*
How Do Predictions Change Learning from Science Texts?
PRESENTER: *Tricia A. Guerrero*

ABSTRACT. The Predict-Observe-Explain (POE) learning cycle improves understanding of the connection between empirical results and theoretical concepts when students engage in hands-on experimentation. This study explored whether training students to use a POE strategy when learning from social science texts that describe theories and experimental results might be more beneficial than an explanation strategy. The study found that students trained to use an explanation strategy displayed better comprehension on a new set of topics.

12:00 *Justin Barnwell*, *Scott Hinze* and *Michael C. Mensink*
Removing Seductive Details from Science Texts Facilitates Effective Retrieval Practice
PRESENTER: *Justin Barnwell*

ABSTRACT. In previous research, participants engaged in retrieval practice, or simply reread, texts containing seductive (interesting but irrelevant) details. Participants retained more information after retrieval practice, but only for seductive details, not important information. Here, we conducted the same comparison after removing seductive details from the texts. Participants retained significantly more important information after retrieval practice compared to rereading. Seductive details seem to affect processing both during reading and in retrieval practice engaged after reading.

12:00 *Alexander Johnson*, *Jason Braasch* and *Roger Kreuz*
Detrimental Effects of Seductive Details on Multiple Text Inference Generation
PRESENTER: *Alexander Johnson*

ABSTRACT. Seductive details are highly interesting, but irrelevant, elements added to learning materials. The current study examined how the inclusion of these details influences learners' ability to form inferences between texts. Participants were asked to read two texts about El Niño and to judge the validity of inferences from across texts. Results show that seductive details lead to decreased performance, though learner characteristics provided some general benefits on this task.

12:00 *Srikanth Dandotkar* and *M. Anne Britt*
Verbal Reasoning & Justification of Scientific Knowledge Beliefs
PRESENTER: *Srikanth Dandotkar*

ABSTRACT. 1374 undergraduates took a shorter version of the verbal-reasoning section of LSAT test and a justification of scientific knowing questionnaire. A principal component analysis yielded three dimensions: Personal Justification (JP), Justification by Authority (JA), and Justification by Multiple Sources (JMS). Whereas students who relied highly on JMS performed better on verbal-reasoning task than their less-relying counterparts, JP had the opposite effect. Implications of the results and validation of the justification of knowing questionnaire are discussed.

13:00-14:00 Session 22: Flipgrid 15: Second Language Learners

LOCATION: ST&D 2020 Flipgrid Page

13:00 *Yi-Chen Tsai*, *Hwa-Wei Ko* and *Chia-Hsing Chen*
The Words in The Chinese Language Textbooks Might be Too Easy for Those Who Are Learning to Read
PRESENTER: *Yi-Chen Tsai*

ABSTRACT. This paper examined the learning effect of word appeared in the 1st and 2nd graders' Chinese language textbooks. The words were selected by frequency in the textbooks, frequency in corpus and by their categories. It was found that the words shown in the textbooks were not challenging to the urban school students. The results and following study will be discussed in this report.

13:00 *Jisu Ryu* and *Moongee Jeon*
Analyzing the Effect of Repetition on Korean EFL Readers' Mental Representations while Reading Narrative Passages
PRESENTER: *Jisu Ryu*

ABSTRACT. The main purpose of the present study was to investigate the processing changes in constructing three levels of mental representations while reading fully versus partially overlapping narrative passages by Korean EFL learners. This study employed the Resource Allocation Approach (Lorch & Myers, 1990) as a theoretical framework. Results showed that the full repetition significantly facilitated the construction of the surface form and the textbase, whereas the partial repetition promoted the development of the situation model.

13:00 *Katia Monteiro* and *Scott Crossley*

Monolingual and Bilingual Eye-Behavior Norms as Predictors of L2 Reading Comprehension
PRESENTER: *Scott Crossley*

ABSTRACT. Eye movements are a valuable source of lexical processing information. With eye-tracking technology, word reading data can be standardized and used as lexical processing benchmarks for text analysis. This study tests this application by extracting monolingual and bilingual eye-behavior information from an eye-behavior corpus (GECO; Cop, Dirix, Drieghe, & Duyck, 2017) to predict reading comprehension of first (L1) and second language (L2) readers. The eye-behavior norms were successful predictors of both L1 and L2 reading.

13:00 *Yu Tian*, *Minkyung Kim*, *Scott Crossley* and *Qian Wan*
The Use of Cohesive Devices as An Indicator of Writing Fluency for L2 Undergraduate Students
PRESENTER: *Yu Tian*

ABSTRACT. This study investigated how the use of cohesive devices predicts writing fluency for second language (L2) undergraduate students (N = 99). Linear mixed effects models were built to predict writing fluency using cohesion indices. Results showed that the use of semantic overlap between adjacent sentences negatively predicted writing fluency. The use of more unattended demonstratives predicted higher production rate but greater revisions, whereas the use of more attended demonstratives predicted fewer revisions.

13:00 *Tomoko Ogiso*
Reverse Cohesion Effect in Second-Language Reading Comprehension: A Preliminary Study

ABSTRACT. This study investigated the effect of text cohesion on second-language reading comprehension. Twenty Japanese undergraduates read both low- and high-cohesion texts in English and performed free written recall. The results showed that low-proficiency readers recalled more information from high-cohesion texts than from those with low cohesion. However, highly proficient readers had the opposite tendency, indicating that the benefits of high cohesion are restricted to relatively poor readers while proficient readers are assisted by low-cohesion texts.

14:00-15:00 Session 23: Flipgrid 16: Posters: Text and Genre Effects

LOCATION: ST&D 2020 Flipgrid Page

14:00 *Seif Sekalala*
A Critical Discourse Analysis of Right-Wing Anti-Immigration Mass Media Rhetoric From the Eras of Obama to Trump

ABSTRACT. Various scholars have previously examined right-wing rhetoric and mass media in the United States and Europe, particularly in regard to specific issues such as anti-immigration stances. Similarly, this paper uses critical discourse-analytic methods to study a corpus of 27 anti-immigration news and opinion articles from right-wing websites. The articles were published at three particular junctures in the administrations of President Obama, and within the first three years of the Trump administration.

14:00 *Ju-Ling Chen*, *Pei-Chen Tsai* and *Guo-Jung Huang*
Research on the establishment of literary analysis framework for reading texts: an analytic hierarchy process approach
PRESENTER: *Ju-Ling Chen*

ABSTRACT. This study developed a literariness analysis framework and then invited 22 experts to assess the importance of the aspects, criteria, and indicators of this framework. Data were analyzed using the analytic hierarchy process. The results show that the five most important indicators were innovation, emotional genuineness, attitude, life experience, and topic. The importance for text literariness of the indicators in this framework differed, with the global weight being highest for innovation and lowest for substitution.

14:00 *Daheen Choi*, *Reese Butterfuss*, *Jasmine Kim*, *Kristen McMaster* and *Panayiota Kendeou*
Genre Differences in Inference Making
PRESENTER: *Daheen Choi*

ABSTRACT. In this study, we examined the performance of young children making inferences in non-reading contexts across two different genres. First- and second-grade students participated in an intervention that involved comprehension activities using fiction and non-fiction videos in a technology-based environment. There was no genre difference in students’ inferencing performance after scaffolded feedback. This result suggests that knowledge demands in the non-fiction genre were likely minimized as a function of video-based scaffolding.

14:00 *Virginia Clinton*, *Terrill Taylor*, *Surjya Bajpayee*, *Benjamin Seipel*, *Sarah Carlson* and *Mark Davison*
Genre Differences in Comprehension: The Potential Mediating Roles of Causal Content and Intentional Content
PRESENTER: *Virginia Clinton*

ABSTRACT. Expository texts are considered more difficult to comprehend than narrative texts. This study’s purpose was to examine two potential reasons for this genre difference: causality and intentionality. Based on results of mediation analyses, causal content did not mediate the effect of genre on comprehension accuracy perhaps. However, intentional content explained some of the effect of genre on item accuracy. One interpretation is that protagonist goals in intentional content guide readers to better understand narrative texts.

14:00 *Eleanor Fang Yan*, *Kathryn S. McCarthy*, *Tom Ackerman*, *Christopher Kurby*, *Raymond A. Mar* and *Joseph P. Magliano*
The Role of Cinematics on Understanding Filmed Narratives
PRESENTER: *Eleanor Fang Yan*

ABSTRACT. This study explores the impact of editing and shot-scale on film comprehension. Participants (n = 120) viewed a film depicting a man and woman performing a modern dance. Two versions employed editing to focus on either the male or female dancer; a third version was from a single objective camera position. After viewing, participants were asked to recall what they saw. These recalls were analyzed to examine how the editing choices influenced viewers’ sense of narrativity and character.

14:00 *Heather Ness-Maddox*, *Amanda Dahl*, *Erin Reynolds*, *Sarah E. Carlson*, *Ben Seipel*, *Virginia Clinton-Lisell* and *Mark Davison*
Exploring the Differences between College Students’ Online Comprehension Processes for Narrative and Expository Texts
PRESENTER: *Heather Ness-Maddox*

ABSTRACT. Previous think-aloud research with children found differences in online processing between expository and narrative texts (e.g., Karlson et al., 2018). We sought to extend these findings to adult readers. We compared responses generated by college students during think-aloud tasks. Our adult readers showed similar differences between text genre as found by previous studies with children. With expository texts, readers produced more associations, metacognitions, and text connections. With narratives, readers produced more valid elaborations and predictions.

14:00 *Caitlin O'Loughlin-Rosa*
Briggs, Milk, and the Battle for Teacher Privacy: Rethinking Debate Performance through Thematic Transcription

ABSTRACT. This study argues that new metrics for assessing debate performance, including floor control and idea resonance, provide a stronger framework for gauging success than the traditional markers. Using a new technique for thematic transcription of a debate between Supervisor Harvey Milk and Senator John Briggs over a proposed law which would have removed gay teachers, it rethinks debate success and posits how this analysis be used to think through debate performance today.

14:00 *Sri Upadhyay*, *Kenneth Houghton*, *Rachel Poirier* and *Celia Klin*
Natural Language Quantifiers: The Influence of Story Context
PRESENTER: *Sri Upadhyay*

ABSTRACT. Natural language quantifiers — words such as few, a few, and many — play a powerful role in influencing readers’ focus. The polarity of a quantifier, positive (a few) or negative (few), largely determines focus effects. In a series of experiments, we demonstrate that a naturalistic story context can influence the interpretation of positive quantifiers. Although positive quantifiers almost always lead to focus on the reference set, this interacts with the pragmatics of the discourse.

14:00 *Marina Solnyshkina*, *Kathryn McCarthy*, *Artem Zaikin*, *Valeriy Solovyev*, *Maria Andreeva* and *Danielle McNamara*
The Effects of Text Cohesion on Russian Students’ Recall Performance
PRESENTER: *Marina Solnyshkina*

ABSTRACT. Adding cues such as connectives and word overlap to text increases cohesion, and in turn, text ease. In this study, Russian students (ages 11-12; n = 65) read either a low cohesion (i.e., original version) or high cohesion (i.e., modified) informational text. Replicating prior studies conducted in English, the students who read the high cohesion form of the Russian text recalled more propositions from the text than those who had read the low cohesion form.

14:00 *José Á. Martínez-Huertas*, *José D. Moreno* and *José A. León*
Informative narrative texts do not reduce our comprehension: A pilot study on the effects of type and structure of texts.
PRESENTER: *José Á. Martínez-Huertas*

ABSTRACT. In this study, we analyze comprehension and metacomprehension differences between expository (EX) and informative narrative (IN) texts when answering different questions following Kintsch’s comprehension model (textbase/situation model). 100 participants read different expository texts and answered multiple-choice questions. Expository texts were presented in two formats (EX/IN). A mixed-effects model showed no interaction between structure of text and type of text, but a statistically significant effect of text structure. Results are discussed according to previous research.

14:00 *Michael Mensink*
Test Submission

ABSTRACT. This is a test submission. Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Purus gravida quis blandit turpis cursus in hac habitasse. Sit amet mattis vulputate enim nulla aliquet porttitor lacus.

Flipgrid Instructions

INSTRUCTIONS ON USING FLIPGRID FOR AN ASYNCHRONOUS PRESENTATION

All authors who have had submissions accepted to ST&D 2020 are requested to use Flipgrid to record a brief overview of their research. Below we provide links to written instructions as well as a video tutorial on creating research summaries in Fligrid. Please scroll down to also view FORMATING INSTRUCTIONS FOR POSTER PRESENTATIONS and FORMATTING INSTRUCTIONS FOR SPOKEN PRESENTATIONS. Questions or concerns about using Flipgrid should be directed to std2020@easychair.org

ST&D 2020 FLIPGRID PAGE

- https://flipgrid.com/textdiscourse2020
  - Use code: ST&D2020!

TIME LIMITS FOR FLIPGRID RESEARCH PRESENTATIONS

Authors will be limited to the following video lengths in Flipgrid:

- Poster Presentations: 3 minutes
- Spoken Presentations: 5 minutes
- Symposia Presentations: 10 minutes

DUE DATE FOR FLIPGRID RESEARCH PRESENTATIONS

Flipgrid presentations must be completed and uploaded by: **11:59 PM EST on July 13, 2020**

HOW TO CREATE A RESEARCH/POSTER PRESENTATION IN FLIPGRID

We have prepared a full written instructions and video tutorials on how create a research summary or poster presentation using Flipgrid. In order to make our research accessable to as many people as possible, we are strongly encouraging authors review and edit the closed captions in Flipgrid after uploading your presentation.

- **Recording your presentation within Flipgrid (Option 1)**
  - Written Instructions (PDF): Uploading and Viewing Your Virtual Presentation on Flipgrid
  - Video Tutorial (YouTube): Creating Videos in Flipgrid
- **Uploading a video from your computer to Flipgrid (Option 2)**
  - Written Instructions (PDF): Uploading a Video from your Computer to Flipgrid
  - Video Tutorial (YouTube): Upload Premade Video to Flipgrid
- ****IMPORTANT** Reviewing and Editing Video Closed Captions for Accessability**
  - Written Instructions (PDF): Review and Edit Closed Captions in Flipgrid
  - Video Tutorial (YouTube): Flipgrid: Edit Closed Captions

HOW TO LEAVE QUESTIONS FOR A RESEARCH/POSTER PRESENTATION IN FLIPGRID

Once research presentations are entered into Flipgrid, audience members are strongly encouraged to engage in discussion with the authors through **written** questions, comments, and replies.

- Written Instructions (PDF): Leaving Comments and Replies in Flipgrid
- Video Tutorial (YouTube): Flipgrid: Leaving Comments and Replies

SAMPLE FLIPGRID PRESENTATION

- https://flipgrid.com/3901fb71
  - Use code: ST&D2020!

POSTER PRESENTATION FORMATTING GUIDELINES

The following formatting instructions are for participants who were accepted to ST&D 2020 as poster presentations. Poster presentations should be uploaded by **11:59 PM EST on July 13, 2020.**

FORMATTING POSTER PRESENTATIONS IN FLIPGRID

Poster presenters may select one of two presentation format options, listed below:

- **Flash Presentation**: This format is structured as an extremely brief presentation, and should be limited to a 5-slide presentation with spoken audio (similar to the Sample Flipgrid Presentation but shorter) as detailed below:
  1. Title slide
  2. Study Goals slide
  3. Summary of methods slide
  4. Summary of results slide
  5. Conclusion slide
- **Traditional Poster Walkthrough:** This format is structured around a traditional poster file. The author will need to create a PDF of a poster file and then zoom into relevant sections during the 3-minute Flipgrid recording. Given the limitations of this format, we strongly recommend the Flash Presentation option to all authors.

TIME LIMIT FOR FLIPGRID POSTER PRESENTATIONS

- Posters are limited to 3 minutes of recording time in Flipgrid. Recordings will automatically end after 3 minutes.

POSTER PRESENTATION RECOMMENDATIONS

- We strongly recommend the flash presentation format for poster presentations.
- Use a high-quality directional microphone if possible.

- Poster presenters are strongly recommended to 1) write a script of their presentation and 2) practice and time their presentation prior to a final recording.
- Speak slowly and clearly to ensure accurate closed captioning by the system.

RECORD YOUR FLIPGRID PRESENTATION USING TOPIC AREAS

- Locate your Poster Session Topic Area in the online program. All poster sessions are organized in Easychair using the date of July 23, 2020: https://easychair.org/smart-program/STD2020/2020-07-23.html
- Follow this link https://flipgrid.com/textdiscourse2020
  - Enter the code **ST&D2020!**
- Find your Topic Area in Flipgrid (e.g., Posters: Individual Differences)
- Use the Record Your Voice button on the bottom of the page to begin your flipgrid recording.

SPOKEN PRESENTATION FORMATTING GUIDELINES

The following formatting instructions are for participants who were accepted to ST&D 2020 as either regular spoken presentations or symposia presentations. All presentations should be uploaded by **11:59 PM EST on July 13, 2020.**

FORMATTING SPOKEN PRESENTATIONS IN FLIPGRID

Presenters should review the presentation instructions and tutorials provided above.

- **Regular Spoken Presentations**
  - Regular spoken presentations are allocated 5 minutes of recording time in Flipgrid
  - Presenters may make use of a standard research talk structure, but we recommend a 10-slide limit due to the time limitations.

- **Symposia Presentations**
  - Symposia presentations are allocated 10 minutes of recording time in Flipgrid
  - Presenters may us as many slides as appropriate for the time limit.

TIME LIMIT FOR SPOKEN FLIPGRID RESENTATIONS

- Regular presentations recieve 5 minutes of recording time in Flipgrid. Recordings will automatically end after 5 minutes.
- Symposia presentations recieve 10 minutes of recording time in Flipgrid. Recordings will automatically end after 10 minutes.

RECOMMENDATIONS FOR SPOKEN PRESENTATIONS

- We strongly recommend a standard research talk format for clarity:
  - Title
  - Introduction
  - Methods
  - Results
  - Conclusions
- Use a high-quality directional microphone if possible.
- Presenters are strongly recommended to 1) write a script of their presentation and 2) practice and time their presentation prior to a final recording.
- Speak slowly and clearly to ensure accurate closed captioning by the system.

RECORD YOUR FLIPGRID PRESENTATION USING TOPIC AREAS

- Locate your Session/Symposia Topic Area in the online program. Sessions and symposia organized using the dates of July 21 and 22, 2020: https://easychair.org/smart-program/STD2020/
- Follow this link https://flipgrid.com/textdiscourse2020
  - Enter the code **ST&D2020!**
- Find your Topic Area in Flipgrid (e.g., 3: Explorations of Media)
- Use the Record Your Voice button on the bottom of the page to begin your flipgrid recording.

Preprint Instructions

INSTRUCTIONS ON PUBLISHING YOUR ST&D 2020 PREPRINT IN EASYCHAIR

All authors who have had submissions accepted to ST&D 2020 are requested to publish their submission as an online-only preprint in Easychair (including posters and spoken presentations). Authors are asked to revise their proposal to APA 7.0 style, and to also add a title and abstract page to their working preprint manuscript. Proposal content may also be revised up to 2500 words (including references), however this is not required. In order to publish an online preprint using Easychair, authors must agree aceptance of an open access and distribution license under CC BY-NC-ND 4.0 license. Full instructions, templates and a video instruction are linked below.

HOW TO PUBLISH A PREPRINT IN EASYCHAIR FOR ST&D 2020

We have prepared a full written instructions, along with a video tutorial, on how to revise and publish your ST&D submission as a preprint in Easychair.

- **Written Instructions (PDF):** Publishing Preprints in Easychair
- **Video Tutorial (YouTube):** Easychair Preprint Publication Instructions for ST&D 2020

PREPRINT FORMATING

Preprints should use 1-in. (2.54-cm) margins, be double-spaced, and generally adhere to APA 7.0 style for Professional Papers. Preprints should be no longer than 2500 words total, including references. Main sections of the preprint should include the following sections, as appropriate for the manuscript content:

- Title
- Abstract
- Introduction
- Methods
- Results
- Discussion
- References

PREPRINT MS WORD TEMPLATE

We strongly recommend authors use the APA 7.0 style MS Word template we provide below for the final preprint revisions.

- ST&D 2020 - MS Word Preprint Template in APA 7.0 Style

PREPRINT PUBLICATION DEADLINE

We request that all authors publish their preprints **on or before July 12, 2020** so that they are available for access by the ST&D membership.

ABOUT PREPRINTS

Preprints are becoming an essential part of the open science movement in Psychology and other fields. For example, it is very common for authors to post manuscript preprints on their Center for Open Science (COS) Open Science Framework (OSF) webpage. Authors may have concerns about publishing preprints, including if a preprint may cause a researcher's findings to be scooped, or if it is benficial for a researcher's career. We encourage authors to review this helpful OSF Preprint FAQs page which lays out the benefits of preprints https://help.osf.io/hc/en-us/articles/360019930493-Preprint-FAQs

One specific concern for authors is if a preprint will prevent publication of a full manuscript. While some journals will not accept manuscripts that have an existing preprint, we are unaware of any such journals in the field of Psychology. For example, the policy of Taylor and Francis (publisher of *Discourse Processes*) is available here, and states: "The AOM is your original manuscript (sometimes called a “preprint”) before you submitted it to a journal for peer review. You can share this version as much as you like, including via social media, on a scholarly collaboration network, your own personal website, or on a preprint server intended for non-commercial use (for example arXiv, bioRxiv, SocArXiv, etc.). Posting on a preprint server is not considered to be duplicate publication and this will not jeopardize consideration for publication in a Taylor & Francis or Routledge journal." Wiley and the American Psychological Association have similar policies regarding preprints and publications in their scientific journals.

CITATIONS FOR ST&D 2020 PRESENTATIONS & PREPRINTS

Authors may have questions about how to cite their work presented in Flipgrid as part of ST&D 2020, or their published preprint in Easychair. Authors are encouraged to read this blog post regarding how to cite a conference presentation in APA 7.0 style. Although ST&D 2020 was moved online, and not cancelled, authors should still cite their presentation using our original location of Atlanta, Georgia. Our Flipgrid sessions are considered our conference sessions. A preprint would be considered a separate scholarly item, and would recieve an additional citation as shown below, and using the persistant publication link provided by Easychair.

Conference presentation citation: Mensink, M. C., Kendeou, P., & Rapp, D. N. (2020, July). *The effects of introduction type on comprehension and memory for scientific explanations* [Conference session]. Society for Text and Discourse Annual Meeting, Atlanta, GA, United States. https://easychair.org/smart-program/STD2020/2020-07-22.html

Preprint citation: Mensink, M. C., Kendeou, P., & Rapp, D. N. (2020). *The effects of introduction type on comprehension and memory for scientific explanations* (No. 3346). EasyChair. https://easychair.org/publications/preprint/MWcb

QUESTIONS

Questions or concerns about publishing preprints through Easychair should be directed to std2020@easychair.org

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ST&D 2020: 2020 ANNUAL MEETING OF THE SOCIETY FOR TEXT AND DISCOURSE

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(linguistic) information processing	*Nonlinear dynamics of text reading: Recurrence quantification and fractal analysis of eye movements*

2

21st-century literacy	*Constructive Reading: Proposing a New Link Between Domain-General Academic Skills and 21st-Century Literacy Tasks*

A

academic language	*Academic English and language exposure*
Academic success	*Understanding Factors That Predict Early College Success (Symposium on Adult Literacy)*
Adolescent	*Exploring Deep and Referential Cohesion and its Effects on Adolescent Readers' Comprehension Processing*
adolescent literacy	*Academic English and language exposure*
adolescent readers	*Readable English: Can Interactive Orthography and Phonetic Cueing Improve Reading Scores of Struggling Adolescent Readers?*
Adolescents	*Differential Impact of Perceptual and Semantic Induction Tasks on Verbal Information Search within a Text by Young Adolescents*
adult	*Designing Web-based Assessments for Adult Education (Symposium: Understanding and Assessing Adult Reading Skills)*
Adult Literacy	*Exploring Individual Differences in Adult Discourse Comprehension and Production* *Investigating Interactions among Component Reading Skills in Struggling Adult Readers*
Aesthetics	*Development and Validation of the Aesthetics Processing Preference Scale (APPS)*
American Sign Language	*Academic English and language exposure*
analytic hierarchy process	*Research on the establishment of literary analysis framework for reading texts: an analytic hierarchy process approach*
anaphors	*Natural Language Quantifiers: The Influence of Story Context*
Anti-immigration	*A Critical Discourse Analysis of Right-Wing Anti-Immigration Mass Media Rhetoric From the Eras of Obama to Trump*
Argument	*Using Examples to Support Arguments in an English Language Assessment*
argument mining	*Automated Claim Detection in Argumentative Essays and their Relationship with Writing Quality*
Art literacy	*Development and Validation of the Aesthetics Processing Preference Scale (APPS)*
Assessment	*Designing Web-based Assessments for Adult Education (Symposium: Understanding and Assessing Adult Reading Skills)* *Revisiting the Reverse Cohesion Effect: Influences of Text Cohesion, Prior Knowledge, and Foundational Reading Skill on Scenario-Based Comprehension Assessment Performance* *Writing of Academically Underprepared College Students* *Online assessment of students' text comprehension: Explorations into the automated scoring of constructed responses* *An Application and Analysis of a Methodological Framework for Educator-Mediated Collection of Assessment Metacognitive Information from Students with Significant Cognitive Disabilities*
attention	*Pay attention to me: Group identity and mind-wandering in text communication*
automatic scoring	*Exploring the Graphical Interface of Knowledge Structure for Science Texts*

B

Bayesian Methods	*Exploring the Role of Language-Related Neural Specialization in Early Reading Skill Development*
Belief	*Partisan Patterns of Belief in Science and Trust in Sources*
beliefs	*Does Misinformation About Past Beliefs Influence Current Beliefs?*
Bilingualism	*Standardized Testing and Deaf Students* *Disciplinary Literacy and Signing Deaf Students* *Developing Literacy Assessment Approaches for Deaf Students* *Narrative Production of Deaf Signing Students*
Bridging inferences	*Bridging Inferences from Examples to Principles Support Near Transfer*

C

certainty	*Epistemic Beliefs, Language, and Sources: Interactive Effects on Belief and Trust of Scientific Information*
Childhood Vaccinations	*The Contributions of Childhood Vaccination Misconceptions to the Evaluation and Sharing of Information from Multiple Texts*
cinematics	*The Role of Cinematics on Understanding Filmed Narratives*
claim detection	*Automated Claim Detection in Argumentative Essays and their Relationship with Writing Quality*
classroom discourse	*Negotiating Multiple Goals in Middle School Science Instruction*
Climate Change	*Partisan Patterns of Belief in Science and Trust in Sources*
Cognitive engagement	*Development and Validation of the Aesthetics Processing Preference Scale (APPS)*
Cognitive Laboratories	*An Application and Analysis of a Methodological Framework for Educator-Mediated Collection of Assessment Metacognitive Information from Students with Significant Cognitive Disabilities*
cognitive processes	*Year 1 Results from the MOCCA-College Assessment Study*
coherence	*Causal and Semantic Relations in Second Language Discourse Processing: An Eye-Tracking Study* *Cohesion Matters: Exploring the Impact of Accompanying Text on Responses to Art*
coherence monitoring	*Monitoring Global Coherence of Protagonist, Causal, and Intentional Dimensions in Second Language Reading: A Preliminary Study on Eye Tracking*
Cohesion	*Revisiting the Reverse Cohesion Effect: Influences of Text Cohesion, Prior Knowledge, and Foundational Reading Skill on Scenario-Based Comprehension Assessment Performance* *The Use of Cohesive Devices as An Indicator of Writing Fluency for L2 Undergraduate Students* *The Effects of Text Cohesion on Russian Students' Recall Performance* *Cohesion Matters: Exploring the Impact of Accompanying Text on Responses to Art*
Collaborative Writing	*Identifying Knowledge Estimation Cues in Online Writing Workspaces*
college students	*Reading Medium and Interest: Effects and Interactions*
comedy news	*Politicking Through Parody: How We Learn About Politics from Comedy News Shows*
Composition	*Language and Cognitive Skills are Differentially Related to Writing Depending on Measurement of Writing*
comprehension	*When does source information help? Content vs. source-based validation as a function of readers' prior knowledge* *Assessing Readability Formulas: A Comparison of Readability Formula Performance on the Classification of Simplified Texts* *Eye Movements Can Predict Deep Comprehension during Reading* *The Influence of Question Timing and Executive Function on Inferencing Instruction* *Understanding Factors That Predict Early College Success (Symposium on Adult Literacy)* *Reverse Cohesion Effect in Second-Language Reading Comprehension: A Preliminary Study* *The Role of Working Memory in Integrative Reading of Text and Picture* *Natural Language Quantifiers: The Influence of Story Context* *How Do Predictions Change Learning from Science Texts?* *Integration and Memory: The Facilitative Effects of Positive Emotions* *Learning in a multiple-text reading environment: roles of reading ability, knowledge, comprehension, and effort*
Comprehension Processes	*Catcher in the Mind: An Examination of Visual and Verbal Patterns during Reading*
Comprehension Strategies	*Relationships between Task Awareness, Strategy Use and Literacy Outcomes*
computer-mediated communication	*Pay attention to me: Group identity and mind-wandering in text communication*
computerized text analysis	*Genre Differences in Comprehension: The Potential Mediating Roles of Causal Content and Intentional Content*
conceptual change	*Does The Evidence Support The Model? Examining The Effectiveness Of Two Instructional Scaffolds In Science Classrooms*
Confidence	*People rely on inaccurate information, but are they confident doing so?*
Critical discourse analysis	*A Critical Discourse Analysis of Right-Wing Anti-Immigration Mass Media Rhetoric From the Eras of Obama to Trump*
cultural evolution	*Emotions are Preserved Across Multiple Retellings while Coherence Deteriorates*

D

deaf and hard of hearing	*Academic English and language exposure*
Deaf or hard of hearing	*Standardized Testing and Deaf Students* *Disciplinary Literacy and Signing Deaf Students* *Developing Literacy Assessment Approaches for Deaf Students* *Narrative Production of Deaf Signing Students*
Debate	*Briggs, Milk, and the Battle for Teacher Privacy: Rethinking Debate Performance through Thematic Transcription*
Deep cohesion	*Exploring Deep and Referential Cohesion and its Effects on Adolescent Readers' Comprehension Processing*
diagnostic assessment	*Year 1 Results from the MOCCA-College Assessment Study*
Digital Literacy	*What Online Social Media Can Teach Us about Digital Multimodality for Academic Settings*
digital reading	*Reading Medium and Interest: Effects and Interactions*
discourse	*Tar AR: Bringing the past to life in place-based augmented reality science learning*
discourse analysis	*Change Over Time: Discourse Patterns in an Argumentation Intervention for Middle School Students*
discourse processing	*Causal and Semantic Relations in Second Language Discourse Processing: An Eye-Tracking Study*
disfluencies	*Contribution of Disfluencies to Perception of Speech Quality*
Distinguished Scientific	*Chasing Theory with Technology: A Quest to Understand Understanding*
