

SCOTT H. FRAUNDORF

Curriculum Vitae – February 12, 2018

608 Learning Research and Development Center E-mail: scottfraundorf@gmail.com
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PROFESSIONAL POSITIONS

2014-present Assistant professor, Department of Psychology
Research scientist, Learning Research and Development Center
University of Pittsburgh

2013-2014 Postdoctoral research associate
University of Rochester

2012-2013 Cognitive scientist
Carnegie Learning, Inc.

2006–2012 Research assistant
University of Illinois at Urbana-Champaign

2004–2006 Research coordinator
University of Oregon

EDUCATION

2012 Ph.D. in cognitive psychology
Minor in quantitative psychology
University of Illinois at Urbana-Champaign

2009 M.A. in cognitive psychology
University of Illinois at Urbana-Champaign

2006 B.A. in psychology, *summa cum laude*, departmental honors
Clark Honors College at the University of Oregon

PROFESSIONAL INTERESTS

Research (broad) Psycholinguistics, memory, cognitive aging, metacognition, statistical modeling, cognitive development, attention, decision making, educational technology

Research (specific) Prosody, experience in language processing, disfluency, cognitive aging of language and memory, metamemory, mixed effects models, executive attention, language acquisition, decision making, intelligent tutoring systems

Teaching Psycholinguistics, learning and memory, cognition, cognitive aging, cognitive development, attention, language acquisition, introductory statistics, graduate statistics, introductory psychology, research programming

RESEARCH FUNDING

2016-2018	“Uniting cognitive and motivation science: an opportunity-cost model of self-regulated learning” (\$102,950; PIs: Scott Fraundorf and Brian Galla) University of Pittsburgh Learning Research and Development Center
2015	“Adaptation to dialectal variation in online syntactic processing” (\$528) University of Pittsburgh Dietrich School of Arts and Sciences
2011-2012	Traineeship in National Institutes of Health Language Processing Training Program (\$23,880) University of Illinois at Urbana-Champaign
2007-2011	National Science Foundation Graduate Research Fellowship (\$90,000)
2011	Graduate College Travel Award (\$300; competitive grant award at the college level) University of Illinois at Urbana-Champaign
2006-2007	Illinois Distinguished Fellowship (\$51,000) Awarded at the university level to “exceptional” graduate students University of Illinois at Urbana-Champaign
2005	Alice C. Thompson Award for undergraduate research in psychology (\$200) University of Oregon

PUBLICATIONS

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- Fraundorf, S. H., Arnold, J. E., & Langlois, V. (in press). Disfluency. In M. Aronoff (Ed.), *Oxford Bibliographies in Linguistics*. New York: Oxford University Press.
- Lee, E.-K., & Fraundorf, S. H. (2017). Effects of contrastive accents in memory for L2 discourse. *Bilingualism: Language and Cognition*, *20*, 1063-1079.
- Tullis, J. G., & Fraundorf, S. H. (2017). Predicting others’ memory performance: The accuracy and bases of social metacognition. *Journal of Memory and Language*, *95*, 124-137.
- Hourihan, K. L., Fraundorf, S. H., & Benjamin, A. S. (2017). The influences of valence and arousal on judgments of learning and on recall. *Memory & Cognition*, *45*, 121-136.
- Fraundorf, S. H., & Jaeger, T. F. (2016). Readers generalize priming of newly-encountered dialectal structures to other unfamiliar structures. *Journal of Memory and Language*, *91*, 28-58.
- Fraundorf, S. H., & Benjamin, A. S. (2016). Conflict and metacognitive control: The *mismatch-monitoring* hypothesis of how others’ knowledge states affect recall. *Memory*, *24*, 1108-1122.
- Brown-Schmidt, S., & Fraundorf, S. H. (2015). Interpretation of informational questions modulated by joint knowledge and intonational contours. *Journal of Memory and Language*, *84*, 49-74.
- Fraundorf, S. H., Watson D. G., & Benjamin, A. S. (2015). Reduction in prosodic prominence predicts speakers’ recall: Implications for theories of prosody. *Language, Cognition and Neuroscience*, *30*, 606-619.

- Fraundorf, S. H., & Watson, D. G. (2014). Alice's adventures in *um*-derland: Psycholinguistic sources of variation in disfluency production. *Language, Cognition and Neuroscience*, 29, 1083-1096.
- Fraundorf, S. H., & Arnold, J. E. (2014). Disfluency. In M. Aronoff (Ed.), *Oxford Bibliographies in Linguistics*. New York: Oxford University Press.
- Fraundorf, S. H., & Benjamin, A. S. (2014). Knowing the crowd within: Metacognitive limits on combining multiple judgments. *Journal of Memory and Language*, 71, 17-38.
- Fraundorf, S. H., Benjamin, A. S., & Watson, D. G. (2013). What happened (and what did not): Discourse constraints on encoding of plausible alternatives. *Journal of Memory and Language*, 69, 196-227.
- Hourihan, K. L., Fraundorf, S. H., & Benjamin, A. S. (2013). Same faces, different labels: Generating the cross-race effect in face memory with social category information. *Memory & Cognition*, 41, 1021-1031.
- Hausmann, R. G., Vuong, A., Towle, B., Fraundorf, S. H., Murray, R. C., & Connelly, J. (2013). An evaluation of the effectiveness of just in time hints. In K. Yacef, H. C. Lane, & J. Mostow (Eds.), *Proceedings of the 16th International Conference on Artificial Intelligence in Education (AIED 2013)* (pp. 791-794). Memphis, TN.
- Fraundorf, S. H., Watson, D. G., & Benjamin, A. S. (2012). The effects of age on the strategic use of pitch accents in memory for discourse: A processing-resource account. *Psychology and Aging*, 27, 88-98.
- Fraundorf, S. H., & Watson, D. G. (2011). The disfluent discourse: Effects of filled pauses on recall. *Journal of Memory and Language*, 65, 161-175.
- Fraundorf, S. H., Watson, D. G., & Benjamin, A. S. (2010). Recognition memory reveals just how *contrastive* contrastive accenting really is. *Journal of Memory and Language*, 63, 367-386.
- Fraundorf, S. H., & Watson, D. G. (2008). Dimensions of variation in disfluency production in discourse. In J. Ginzburg, P. Healey, & Y. Sato (Eds.), *Proceedings of LONDLAL 2008, the 12th Workshop on the Semantics and Pragmatics of Dialogue* (pp. 131-138). London: King's College London.
- Sheese, B. E., Rothbart, M. K., Posner, M. I., White, L. K., & Fraundorf, S. H. (2008). Executive attention and self-regulation in infancy. *Infant Behavior and Development*, 31, 501-510.

MANUSCRIPTS (*: ADVISEE; †: OTHER PITT GRADUATE COLLABORATOR)

- *Morett, L. M., & Fraundorf, S. H. (under review). Listeners consider alternative speaker productions in discourse comprehension and memory: Evidence from beat gesture and pitch accenting.
- †Bhide, A. R., Ortega-Llebaria, M., Fraundorf, S. H., & Perfetti, C. (under review). The contribution of individual differences and orthographic support to the learning of non-native phonemic contrasts.

- †Chang, L.-Y., Perfetti, C.A., Fraundorf, S. H., †Fang, X., & Chen, H.-C. (under review). Does graphic complexity prompt visual perceptual skills via learning to read across writing systems?
- †Rice, C. A., Tokowicz, N., Fraundorf, S. H., & Liburd, T. L. (under review). The polysemy advantage in lexical access: The role of context availability and orthographic neighborhood variables.
- Fraundorf, S. H., Hourihan, K. L., & Benjamin, A. S. (under review). Age differences in item recognition memory sensitivity and criteria: A meta-analysis.
- James, A. N., Fraundorf, S. H., Lee, E.-K., & Watson, D. G. (under review). Individual differences in syntactic processing: Is there evidence for reader-text interactions?
- Lee, E.-K., & Fraundorf, S. H. (under review). Native-like processing of focus in L2 written discourse: Evidence from font emphasis.
- Fraundorf, S. H., Hubbard, R., & Federmeier, K.D. (in preparation). The impact of prosody on on-line comprehension and memory processes as revealed by electrophysiology.

PATENTS

- Fraundorf, S. H., Wasson, M., Huettner, A., & Schwiebert, R. (2015). Adaptive grammar instruction for prepositions. *U.S. Patent No. 20,150,106,703*. Washington, DC: U.S. Patent and Trademark Office.
- Vuong, A., Huettner, A., Fraundorf, S. H., & Keiser, V. (2015). Adaptive grammar instruction—verb tense. *U.S. Patent No. 20,150,106,705*. Washington, DC: U.S. Patent and Trademark Office.
- Murray, R. C., Schmandt, L., Schwiebert, R., Hinton, S., Fraundorf, S. H., Huettner, A., & Shell, P. (2015). Adaptive grammar instruction for commas. *U.S. Patent No. 20,150,104,764*. Washington, DC: U.S. Patent and Trademark Office.

SOFTWARE

- Fraundorf, S. H. (2015). psycholing: R Functions for Common Psycholinguistic and Cognitive Designs. R package version 0.5.2. Available from <http://github.com/sfraundorf>
- Fraundorf, S. H., Diaz, M. I., Finley, J. R., Lewis, M. L., Tooley, K. M., Isaacs, A. M., Lam, T. Q., Trude, A. M., Brown-Schmidt, S., & Brehm, L. (2014). CogToolbox for MATLAB [computer software]. Available from <http://github.com/sfraundorf>

PRESENTATIONS (*: ADVISEE; †: OTHER PITT GRADUATE COLLABORATOR)

- *Kirk-Johnson, A.R., Galla, B. M., & Fraundorf, S.H. (2018, May). Direct evidence that judgments of learning mediate the relationship between perceived difficulty and study strategy choice. Poster presented at the 300th Annual Convention of the Association for Psychological Science, San Francisco, CA.

- Morett, L.M., & Fraundorf, S.H. (2018, March). Multimodal cue integration affects referent prediction in real-time sentence comprehension: Evidence from pitch accent and beat gesture. Poster presented at CUNY 208 Conference on Human Sentence Processing, Davis, CA.
- *Kirk-Johnson, A.R., Fraundorf, S.H., & Galla, B. M. (2017, November). Cognitive and motivational appraisals of study strategies: The importance of experienced effort within self-regulated learning. Poster presented at the 58th Annual Meeting of the Psychonomic Society, Vancouver, BC.
- Fraundorf, S.H., & Lee, E.-K. (2017, October). The encoding of salient alternatives in L2 discourse. Poster presented at Second Language Research Forum, Columbus, OH.
- †Bhide, A., Ortega-Llebaria, M., Fraundorf, S., & Perfetti, C. (2017, July). The effect of orthographic support, rise time discrimination, and phonological skills on second language learners' abilities to learn Marathi pronunciations. Paper presented at the Society for the Scientific of Reading Conference, Halifax, Canada.
- *Morett, L.M., & Fraundorf, S.H. (2017, March). Top-down expectations affect integration of multiple cues to emphasis in discourse. Poster presented at CUNY 2017 Conference on Human Sentence Processing, Boston, MA.
- Lee, E.-K., & Fraundorf, S.H. (2017, March). How font emphasis influences the encoding of salient alternatives in L2 discourse. Poster presented at CUNY 2017 Conference on Human Sentence Processing, Boston, MA.
- *Morett, L.M., & Fraundorf, S.H. (2016, November). Beat gesture alters how pitch accenting affects discourse memory: Evidence for top-down use of talker expectations. Paper presented at the 57th Annual Meeting of the Psychonomic Society, Boston, MA. **[received Member Select-Speaker Award; 1 of 9 awarded among 1,514 submissions]**
- Fraundorf, S.H. (2016, November). Predicting the memory performance of others. Paper presented at the 9th Bi-Annual Meeting of the International Association for Metacognition, Boston, MA.
- Lee, E.-K., & Fraundorf, S.H. (2016, September). L2 learners' sensitivity to contrastive accents in memory for discourse. Poster presented at Architectures and Mechanisms for Language Processing 2016, Bilbao, Spain.
- Fraundorf, S. H., Jaeger, T. F., & Tanenhaus, M.K. (2016, March). Dialectal adaptation suggests rapid implicit learning of unfamiliar syntactic structures. Poster presented at CUNY 2016 Conference on Human Sentence Processing, Gainesville, FL.
- Tullis, J. G., & Fraundorf, S. H. (2015, November). Predicting the memory performance of others. Poster presented at the 56th Annual Meeting of the Psychonomic Society, Chicago, IL, and at the Arizona Cognitive Science Conclave, Tucson, AZ.
- †Rice, C. A., Tokowicz, N., Fraundorf, S. H., & Liburd, T. (2015, November). The polysemy advantage in lexical access: The role of context availability and orthographic neighborhood variables. Poster presented at the 56th Annual Meeting of the Psychonomic Society, Chicago, IL.

- †Chang, L.-Y., Perfetti, C., Chen, H.-C., Fraundorf, S. H., & †Fang, X. (2015, November). How do people speaking different languages approach graphemes differently? Evidence from eight language groups. Poster presented at the 56th Annual Meeting of the Psychonomic Society, Chicago, IL.
- Fraundorf, S. H., & Jaeger, T. F. (2015, March). The influence of experience on processing of dialectal and conventional structures. Poster presented at CUNY 2015 Conference on Human Sentence Processing, Los Angeles, CA.
- James, A. N., Fraundorf, S. H., Lee, E.-K., & Watson, D. G. (2015, March). Individual differences in syntactic processing: Evidence from verb bias, relative clause extraction, and attachment preferences. Poster presented at CUNY 2015 Conference on Human Sentence Processing, Los Angeles, CA.
- Fraundorf, S. H. (2014, November). Knowing the crowd within: Metacognitive limits on combining multiple judgments. Paper presented at the 8th Bi-Annual Meeting of the International Association for Metacognition, Long Beach, CA.
- Fraundorf, S. H., Hourihan, K. L., & Benjamin, A. S. (2014, November). Age differences in item recognition memory discrimination and criteria: A meta-analysis. Poster presented at the 55th Annual Meeting of the Psychonomic Society, Long Beach, CA.
- Hourihan, K. L., Fraundorf, S. H., & Benjamin, A. S. (2014, November). Valence and arousal effects in judgments of learning and recall. Poster presented at the 55th Annual Meeting of the Psychonomic Society, Long Beach, CA.
- Fraundorf, S. H., & Jaeger, T. F. (2014, March). Experience with dialectal variants modulates online syntactic comprehension. Poster presented at CUNY 2014 Conference on Human Sentence Processing, Columbus, OH.
- Fraundorf, S. H., Hourihan, K. L., & Benjamin, A. S. (2013, November). Age differences in recognizing affective stimuli: A meta-analysis. Poster presented at the 54th Annual Meeting of the Psychonomic Society, Toronto, ON.
- Fraundorf, S. H., Benjamin, A. S., & Watson D. G. (2013, March). What happened (and what didn't): Discourse constraints on alternative sets. Poster presented at CUNY 2013 Conference on Human Sentence Processing, Columbia, SC.
- Fraundorf, S. H., & Benjamin, A. S. (2012, November). Knowing the crowd within: Combining theory and experience in metacognitive judgments. Poster presented at the 53rd Annual Meeting of the Psychonomic Society, Minneapolis, MN.
- Fraundorf, S. H., & Watson D. G. (2012, March). The accent by the adjunct: Pitch accenting interacts with argument structure and previous reference in online reference resolution. Poster presented at CUNY 2012: Conference on Human Sentence Processing, New York, NY.
- Fraundorf, S. H., Lee, E.-K., & Watson D. G. (2012, March). Language experience accounts for individual differences in syntactic processing: Evidence from multi-level modeling. Poster presented at CUNY 2012: Conference on Human Sentence Processing, New York, NY.
- Brown-Schmidt, S., & Fraundorf, S. H. (2012, March). Common ground and interactive feedback in online language understanding: The role of attentional and executive networks. Poster presented at CUNY 2012: Conference on Human Sentence Processing, New York, NY.

- Fraundorf, S. H., & Benjamin, A. S. (2011, November). Effects of others' knowledge states on metacognitive control of recall. Poster presented at the 52nd Annual Meeting of the Psychonomic Society, Seattle, WA.
- Hourihaan, K. L., Fraundorf, S. H., & Benjamin, A. S. (2011, November). Same faces, different labels: Generating the cross-race effect in face memory with social category information. Poster presented at the 52nd Annual Meeting of the Psychonomic Society, Seattle, WA.
- Fraundorf, S. H., Watson, D. G., & Benjamin, A. S. (2011, March). Are older adults less strategic in discourse processing?: Evidence from pitch accents. Poster presented at CUNY 2011: Conference on Human Sentence Processing, Stanford, CA and at Education for a Lifetime: Minds, Brains and New Literacies, Urbana, IL.
- Fraundorf, S. H., & Watson, D. G. (2010, September). Who cares about prosody?: Predicting individual differences in sensitivity to pitch accent in online reference resolution. Poster presented at Architectures and Mechanisms for Language Processing 2010, York, England.
- Fraundorf, S. H., & Watson, D. G. (2010, September). The disfluent discourse: Effects of filled pauses on recall. Poster presented at Architectures and Mechanisms for Language Processing 2010, York, England.
- Fraundorf, S. H., Watson, D. G., & Benjamin, A. S. (2010, March). Recall predicted by reduction in intensity but not duration: Implications for theories of prominence. Poster presented at CUNY 2010: Conference on Human Sentence Processing, New York, NY.
- Fraundorf, S. H., Watson, D. G., & Benjamin, A. S. (2009, March). Is contrastive accenting really CONTRASTIVE?: Effects of contrastive accenting on processing in a discourse. Poster presented at CUNY 2009: Conference on Human Sentence Processing, Davis, CA.
- Fraundorf, S. H., Watson, D. G., & Benjamin, A. S. (2008, November). Effects of prosodic stress on memory in language comprehension. Poster presented at the 49th Annual Meeting of the Psychonomic Society, Chicago, IL.
- Fraundorf, S. H., Sheese, B. E., White, L. K., Rothbart, M. K., & Posner, M. I. (2008, May). Dissociable effects of attention and parent-child interaction on language acquisition. Poster presented at the 2008 meeting of the Association for Psychological Science, Chicago, IL.
- Fraundorf, S. H., Watson, D. G., & Benjamin, A. S. (2008, April). Effect of pitch accents on memory in language comprehension. Poster presented at Experimental and Theoretical Advances in Prosody, Ithaca, NY and at CUNY 2008: Conference on Human Sentence Processing, Chapel Hill, NC.
- Fraundorf, S. H., & Watson, D. G. (2008, March). Alice's adventures in um-derland: Dimensions of variation in disfluency production. Poster presented at CUNY 2008: Conference on Human Sentence Processing, Chapel Hill, NC.
- Fraundorf, S. H., Sheese, B. E., White, L. K., Rothbart, M. K., & Posner, M. I. (2007, May). Brain derived neurotrophic factor gene polymorphism associated with language acquisition. Poster presented at the 2007 meeting of the Midwestern Psychological Association, Chicago, IL.

- Sheese, B. E., Fraundorf, S. H., White, L. K., Rothbart, M. K., & Posner, M. I. (2007, April). Language development and executive attention in infancy. Poster presented at the biennial meeting of the Society for Research in Child Development, Boston, MA.
- Sheese, B., Rothbart, M. K., White, L. K., Fraundorf, S., & Posner, M. I. (2006, August). The origin of executive attention during infant development. American Psychological Association Symposium, New Orleans, LA.
- Sheese, B. E., Rothbart, M. K., White, L. K., Fraundorf, S. H., & Posner, M. I. (2006, August). Executive attention, emotion, and emotion regulation in infancy. Poster presented at the annual conference of the International Society for Research in Emotions, Atlanta, GA.
- Fraundorf, S. H. (2005, May). Betrayal trauma and attention: Emotional processing systems affect response to trauma related information. Poster presented at the Fifth Annual Stanford Undergraduate Psychology Conference, Stanford, CA.

INVITED TALKS

- Fraundorf, S. H. (2018, January). Finding what you're looking for: The what, why, where, and how of statistical power. Cognitive psychology talk series, Department of Psychology, University of Pittsburgh.
- Fraundorf, S. H. (2017, May). What's parsed is prologue: The ties between text comprehension and long-term learning. Department of Psychology, University of Alberta.
- Fraundorf, S. H. (2017, April). Knowing the crowd within: Metacognitive limits on combining multiple judgments. Department of Psychology, Carnegie Mellon University.
- Fraundorf, S. H. (2017, March). What happened (and what didn't): Prosody, gesture, and salient alternatives in discourse memory. Center for Language Sciences, Pennsylvania State University.
- Fraundorf, S. H. (2016, May). What happened (and what didn't): Prosody and salient alternatives in discourse memory. Department of Linguistics, University of Oregon.
- Fraundorf, S. H. (2016, May). Knowing the crowd within: Metacognitive limits on combining multiple judgments. Department of Psychology, Kent State University.
- Fraundorf, S. H. (2014, October). Analyzing experimental data with mixed effects models. Department of Communication Sciences and Disorders, University of Pittsburgh.
- Fraundorf, S. H. (2014, September). Knowing the crowd within: Metacognitive judgments on using multiple judgments. Cognitive psychology talk series, Department of Psychology, University of Pittsburgh.
- Fraundorf, S. H. (2013, December). What's parsed is prologue: The ties between language processing and long-term learning. Learning Research and Development Center, University of Pittsburgh.

- Fraundorf, S. H. (2013, November). What's parsed is prologue: Learning in syntactic and discourse processing. Center for the Language Sciences, University of Rochester.
- Fraundorf, S. H. (2013, May). What's parsed is prologue: The ties between language processing and long-term memory. Department of Psychology, University of Wisconsin—Madison.
- Fraundorf, S. H. (2012, March). What's parsed is prologue: The ties between language processing and long-term memory. Center for the Language Sciences, University of Rochester.
- Fraundorf, S. H. (2012, February). Knowing the crowd within: Multiple estimations reveal contributions of theory and experience to metacognitive judgments. Cognitive psychology talk series, Department of Psychology, University of Illinois at Urbana-Champaign.
- Fraundorf, S. H. (2012, January). Modeling comprehension of text: The roles of contrast and online processing. Remote talk for the School of Psychology, University of Kent.
- Fraundorf, S. H. (2011, March). Keeping up with the Joneses: Effects on others' knowledge states on metacognitive control of recall. Cognitive psychology talk series, Department of Psychology, University of Illinois at Urbana-Champaign.
- Fraundorf, S. H. (2009, December). What happened (and what didn't): Effects of pitch accenting on memory for discourse. Cognitive psychology talk series, Department of Psychology, University of Illinois at Urbana-Champaign.
- Fraundorf, S. H. (2009, March). Are contrastive accents *contrastive?*: Effects of pitch accenting on memory for discourse. Language processing talk series, Beckman Institute, University of Illinois at Urbana-Champaign.
- Fraundorf, S. H. (2008, February). Through thee, uh, looking glass: Dimensions of variation in disfluency production. Language processing talk series, Beckman Institute, University of Illinois at Urbana-Champaign.
- Fraundorf, S. H. (2007, August). Alice's adventures in um-derland: Dimensions of variation in disfluency production. Cognitive psychology talk series, Department of Psychology, University of Illinois at Urbana-Champaign.

PROFESSIONAL SERVICE

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| 2017-present | Principal panel member, Basic Processes Education Research, Institute of Educational Sciences |
| 2017-present | Co-chair, Tim Post Award committee, University of Pittsburgh Department of Psychology |
| 2017-present | Quantitative minor committee, University of Pittsburgh Department of Psychology |
| 2017 | Reviewer, Aging Institute Pilot Funding Program, University of Pittsburgh |
| 2017 | Cognitive division representative, Institutional Review Board committee, University of Pittsburgh Department of Psychology |

- 2016-2017 Panel member, Basic Processes Education Research, Institute of Educational Sciences
- 2016-2017 Reviewer, Competitive Medical Research Fund, University of Pittsburgh
- 2016 Reviewer, Tim Post Award, University of Pittsburgh Department of Psychology
- 2016 Reviewer, Diversity Committee Mini-Grant Award, University of Pittsburgh Department of Psychology
- 2015-2016 Colloquium committee, University of Pittsburgh Department of Psychology
- 2014-2017 Graduate admissions committee, University of Pittsburgh Department of Psychology, Cognitive Division
- 2011, 2015 Program committee, *Experimental and Theoretical Advances in Prosody*
- 2010–present Ad hoc reviewer
Aging, Neuropsychology, and Cognition
Applied Psycholinguistics
Cognition
Cognitive Processing
Discourse Processes
Educational Review and Evaluation
Journal of Experimental Psychology: General
Journal of Experimental Psychology: Learning, Memory, and Cognition
Journal of Memory and Language
Laboratory Phonology
Language and Speech
Language, Cognition and Neuroscience
Management Science
Memory & Cognition
PLOS ONE
Psychology and Aging
Psychonomic Bulletin & Review
The Quarterly Journal of Experimental Psychology
 Cognitive Science Society Annual Conference
 CUNY Conference on Human Sentence Processing
- 2010–2011 Organizer, University of Illinois reading group on multilevel models
 Researched, lectured, and led discussion on multilevel models and signal detection theory for graduate students and faculty from multiple departments

TEACHING EXPERIENCE AND CERTIFICATIONS

At University of Pittsburgh

- PSY 1054 Memory & Metacognition
 Spring 2018 (in progress)
 Spring 2017 (course evaluation: 4.8 out of 5.0)

- PSY 2005 Statistical Analysis I—ANOVA
 Fall 2017
 Fall 2016 (course evaluation: 4.9 out of 5.0)
 Fall 2015 (course evaluation: 4.7 out of 5.0)
- PSY 2575 Using Mixed Effects Models in Psychology
 Spring 2017 (course evaluation: 4.9 out of 5.0)
 Fall 2014 (course evaluation: 4.6 out of 5.0)

At University of Illinois

- PSYC 100 Introduction to Psychology (primary instructor)
 Spring 2009 (course evaluation: 4.7 out of 5.0)
 List of Teachers Ranked as Excellent by their Students
 “Outstanding” rating (top 10% of student evaluations on campus)
 Fall 2008 (course evaluation: 4.6 out of 5.0)
 List of Teachers Ranked as Excellent by their Students
- Guest lectures Fall 2011, “Basic Multilevel Modeling” (instructor: Sarah Brown-Schmidt)
 Fall 2010, “Language: A User’s Guide” (instructor: Duane Watson)
 Fall 2007, “Language Comprehension” (instructor: Duane Watson)
- Spring 2009 Graduate Teaching Certificate, University of Illinois at Urbana-Champaign
 Awarded to graduate instructors who achieve high student ratings and attend workshops on pedagogy

MENTORING

- 2016-present Undergraduate honors thesis advisor
- Rodica Constantine (in progress), “Syntactic adaptation to native versus non-native speech”
 - Brenna Mauro (2017), “How we, uh, perceive disfluencies: The effect of linguistic disfluencies on judgments of learning, attention-orientation and academic materials”
- 2015-present Dissertation committee member
- Joseph Stafura (in progress), “Impact of discourse on incremental comprehension processes: Event-related potential studies of word-by-word reading” (chair: Chuck Perfetti)
 - Cristina Zepeda (in progress), “Self-regulated learning: Focusing the lens on grit and metacognitive strategies” (chair: Timothy Nokes-Malach)
 - Midhu Balasubramanian (in progress), “Some directors are more equal than others: Board social structure as a moderator of elite director bias in acquisition premium decisions” (chair: Ravindranath Madhavan)
 - David Eargle (2017), “Security messages or: How I learned to stop disregarding and heed the warning” (chair: Dennis Galletta)

- 2015-present Master's committee member
- Nabila Jamal Orozco (in progress), "The effects of a brief mindfulness induction on stress, emotion regulation, and learning" (chair: Timothy Nokes-Malach)
 - Michelle Colvin (2017), "Lexical and syntactic prediction within a noisy channel model of language comprehension" (chair: Tessa Warren)
 - Caitlin Rice (2017), "The role of cross-language similarity and instructional methods in morphosyntactic processing in beginning Arabic learners" (chair: Natasha Tokowicz)
 - Regina Calloway (2015), "Integrative and predictive processes in text reading: The N400 across a sentence boundary" (chair: Chuck Perfetti)
 - Xiaoping Fang (2015), "The role of familiarity during the learning of new meanings for known words" (chair: Chuck Perfetti)
- 2015-present Undergraduate honors thesis committee member
- Nikita Karulkar (in progress), "Gender and metacognitive beliefs about worry" (chair: Lauren Hallion)
 - Bailey Lien (2017), "Applying the self-teaching hypothesis to adults: The effects of reading condition and syllable length on orthographic learning" (chair: Julie Fiez)
 - Kara Narzikul (2015), "Investigating second language learning and musical ability: An ERP study" (chair: Natasha Tokowicz)
- 2014-present Comprehensive exams committee member
- Evelyn Milburn (2015), "Decomposability and event context in idiom representation: The Expanded Hybrid Model" (chair: Tessa Warren)
- 2014-present Graduate mentoring committee member
- Gabriela Terrazas Duarte (as chair)
 - Lin (Zoe) Zhou (as chair)
 - Michelle Colvin
 - Kole Norberg
 - Caitlin Rice
- 2010 Career adviser, Champaign Unit #4 School District Education to Careers Program
Supervised a high school student in conducting a research project in psychology
Led discussions on psychology research & careers
- 2009 Advised 4 honors research projects in introductory psychology
- 2005-present Supervised approximately 35 undergraduate research assistants
Trained research assistants on stimulus creation, data collection, and data coding
Organized and led discussion group meetings for research assistants

PROFESSIONAL AFFILIATIONS

- 2013–present Member, Psychonomic Society
- 2010–present Member, Cognitive Science Society
- 2008–present Member, Association for Psychological Science

SKILLS

- Computer R Project for Statistical Computing (11 years), MATLAB (11 years), Psychophysics Toolbox 2 and 3 (11 years), Praat (10 years), EyeLink (9 years), Python (6 years), Amazon Mechanical Turk (6 years)
- Languages English (native), Japanese (beginning proficiency)

OTHER EXPERIENCE

- 2010–2012 Research programmer, Infant Cognition Lab (director: Renée Baillargeon)
Programmed MATLAB software to record and analyze infants' video viewing preferences. Consulted on development of novel experimental paradigm.

MEDIA COVERAGE

Some of my research has received coverage in the media. Below is a partial listing of where it has appeared.

Baral, S. (2016). Can't quit saying "um" and "ah"? Just learn how to use them better. *Quartz*.

Sedivy, J. (2015). Your speech is packed with misunderstood, unconscious messages. *Nautilus*.

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