

Sixteenth Annual Meeting Program and Abstracts

**The Society for Text and Discourse
Millenium Hotel
Minneapolis, MN
July 13-15, 2006**

Co-sponsored by Lawrence Erlbaum Associates, Inc., Carleton College, Macalester College, and the Colleges of Liberal Arts and of Education and Human Development, University of Minnesota, Twin Cities

Welcome to the Sixteenth Annual Meeting of the Society for Text and Discourse in Minneapolis, Minnesota. This year, the conference features two plenary speakers, one symposium, one special session, 38 spoken presentations, and 62 posters. We are grateful to Lawrence Erlbaum Associates, who publishes the society's journal Discourse Processes, for funding that made this conference possible. We are also grateful to the generosity of our home institutions: Carleton College; Macalester College, and the Colleges of Liberal Arts and of Education and Human Development, University of Minnesota, Twin Cities.

Thanks to the members of the Award Committee, the Review Board, and the Conference Assistants whose help made this conference possible.

We would like to dedicate the conference to the memory of Tom Trabasso, whose work has been so vital for many of us in this field.

Welcome to Minneapolis!

Andrew Elfenbein, Charles R. Fletcher,
Brooke Lea, David Rapp,
Paul van den Broek, Mija Van Der Wege
Program Committee

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Anne Britt	Panayiota	Linda Moxey	Sandra Virtue
Kate Cain	Kendeou	Gary Raney	Rita Watson
Herbert Colston	Kibum Kim	David Rapp	Jenny Wiley
Anne Cook	Celia Klin	Tobias Richter	Yi-Chen Wu
Roberta Corrigan	Roger Kreuz	Ted Sanders	Susan Zimny
Sidney D'Mello	Christopher	Alison Sanford	
Frances Daniel	Kurby	Anthony Sanford	
Emily Durbin	Brooke Lea	Leslie Setlock	
Andrew Elfenbein	José León	Kathleen Sheehan	
Randy Fletcher	William Levine	Deborah Tatar	
Susan Goldman	Jordan Lippman	Robert Till	

Society for Text and Discourse: Schedule

Thursday, July 13

1:00	ST&D Registration Opens	<i>Forum Foyer</i>
3:00	Board Meeting	<i>Office</i>
5:00-6:00	ST&D Business Meeting	<i>North Forum</i>
6:00-8:00	Poster Session 1 and Reception	<i>Center Forum</i>

P1-1 More on the Impact of Fictional Narratives: Persuasion Persistence and Priming-to-Behavior Effects

Markus Appel

P1-2 Variations in Language Use across Gender: Biological versus Sociological Theories

Courtney M. Bell, Philip M. McCarthy, & Danielle S. McNamara

P1-3 Event-Indexing in Middle School Students

Catherine M. Bohn & David N. Rapp

P1-4 Chinese Children's Development of Reading Ability for Expository Prose and Narratives: Evidence from Eye Movements

Minglei Chen & Hwawei Ko

P1-5 The Role of Emotion in the Recall of Script-based Text

Denise Davidson, Christopher T. Stanley, Trisha M. Dunkel, & Mariah Graca Ugarte

P1-6 Funding Opportunities in Reading, Writing, and Cognitive Science at the Institute of Education Sciences

Elizabeth Albro

P1-7 It's About Time: Discriminating Differences in Temporality between Genres

Nicholas D. Duran & Danielle S. McNamara

P1-8 Influence of Human-Computer Interaction Control on Recall of Verbal and Visual Information

H. Ezidine & D. Martins

P1-9 Role of Contextual Information on the Strength of Predictive Inferences.

Sonia Galletti & Isabelle Tapiero

- P1-10 Character Profiles During Reading
Sabine Guéraud, Jennifer J. Stiegler, & Edward J. O'Brien
- P1-11 Visuo-spatial Working Memory During Strategic Text Comprehension
Natalia Irrazabal, Débora Burin, & Verónica C. Ramenzoni
- P1-12 The Effects of Handheld Network Service, “LOOK”, on the Acquisition of Common Ground
Kibum Kim & Deborah Tatar
- P1-13 Readers’ Affective Responses to Characters in Narrative Comprehension
Hidetsugu Komeda, Tomohiro Taira, Kohei Tsunemi, & Takashi Kusumi
- P1-14 Assessing Short Summaries With Human Judgments Procedure and Latent Semantic Analysis in Cifferent Academic Levels
José A. León, Ricardo Olmos, José Juan Cañas, Inmaculada Escudero, & Lalo Salmerón
- P1-15 Distinguishing Genre Using Coh-Metrix Indices of Cohesion.
Philip M. McCarthy, Arthur C. Graesser, & Danielle S. McNamara
- P1-16 Text Comprehension and *Addizionario*: In Between Cognition and Metacognition
Daniela Miazza, Roberto Pazzaglia, Maria Assunta Zanetti, & Giovanna Turrini
- P1-17 Functional Comprehension Assessment: Measuring Multiple Components of Reading Comprehension from Written Essays
Elizabeth J. Mulligan & Walter Kintsch
- P1-18 Cognitive Aspects of the Use of Classifier Phrases in Complex NPs
Ming-Ming Pu
- P1-19 External and Internal Sources of Attention Control: Findings with Text Change Detection
Anthony J. Sanford, Eugene J Dawydiak, & Catherine Emmott
- P1-20 Measuring the Prevalence of Spoken Language Structures in Printed Text: An Approach for Improving Automated Predictions of Text Difficulty
Kathleen M. Sheehan, Irene Kostin, Yoko Futagi, & John Sabatini
- P1-21 Intersemiotic Complementarity of a Multimodal Text and Experiment to Prove the Metafunction of Visual Materials
Haruki Takeuchi
- P1-22 Interest in the Domain of Science: Impact on Expository Science Text Self-Explanation Quality
Roger S. Taylor & Danielle S. McNamara

P1-23 A Whorfian Reading of Lakhóta
Brian J. Twenter

P1-24 Predicting Text Difficulty with Basic Level Object Categories
Matthew Ventura & John Sabatini

P1-25 Lifting Text out of Context: Lexicalizing Location, Person and Time in a Mesopotamian
Astronomical Text.
Rita Watson & Wayne Horowitz

P1-26 Extrinsic Motivation on Text Recall
Yasmine L. Konheim-Kalkstein & Victor Rogachevsky

P1-27 Computers verse Human Mind: How Humans Evaluate Linguistic Dimensions Identified
by Computational Methods
Fang Yang & Lun Mo

P1-28 Action Schema: A Long-Term Memory Structure Accessed in Semantic Tasks on Words
Nicolas Campion, Jean-Pierre Rossi, Jean-François Le Ny, & Christelle Declercq

P1-29 The Effects of Repeated Reading and Text Difficulty on Main Ideas Recalled
Yi-Chen Wu, Wan-Zu Chuang, Yi-Feng Lin, & Yi-Ching Huang

P1-30 Link Literacy: How Blog Linking Practices Create Discourse and Community
Smiljana Antonijevic

P1-31 Processing Text Visual Properties: Do Readers Distinguish between Constraints due to
the Layout and Cues of Authorial Intentions?
Julie Lemarié, Hélène Eyrolle, & Jean-Marie Cellier

Friday, July 14

7:30 Continental Breakfast

Center Forum

8:30-10:00 Plenary Address:

North Forum

The Construction of Meaning

Walter Kintsch, Univ. of Colorado, Boulder

Introduction by Herbert H. Clark

10:00-10:15 Break

Center Forum

10:15-12:20 Concurrent Paper Session 1

Concurrent Paper Session 1a

Perspectives on Inferencing

North Forum

Chair: Arthur C. Graesser

10:15 Both the Protagonist and Reader's Perspective Intervene during Emotional Inference Generation
Nathalie Blanc, Panayiota Kendeou, & Paul van den Broek

10:40 Hypothetical and Certain Inferences from Conditional Arguments in Narratives
Nicolas Campion

11:05 Blissful Ignorance: Reliance on Local Text during Moment-by-Moment Comprehension
David N. Rapp

11:30 Where are Predictive Inferences Generated and Represented?
William H. Levine & Dorthie S. Ortigo

11:55 Does Relevance Guide Access to Backgrounded Information? Some Arguments in Favor of a Convergence between Memory Based-View and the Scenario-Based Theory
Isabelle Tapiero

Concurrent Paper Session 1b

Individual Differences in Conversation and Reading

South Forum

Chair: Murray Singer

10:15 Conversational Grounding in Dialogues between an Expert and Multiple Novices
Jeffrey Wong, Lui Min Oh, Jiazhi Ou, Jie Yang, & Susan R. Fussell

10:40 Activation and Persistence of Thematic Inferences in More and Less Skilled Readers
Robert E. Till & Sherman M. Normandin

11:05 How Clinicians Help their Clients with Mental Retardation Comprehend Better
Lisa Testa & Michael F. Schober

11:30 Textual Cohesion in Writing by Depressed, Formerly-Depressed, and Never-Depressed Students
Aliza K. Phillips-Stoll & Michael F. Schober

11:55 Representing Argument Claims: Availability and Accessibility of the Stance and Implications on Argument Evaluation
Christopher A. Kurby, M. Anne Britt, & Srikanth Dandekar

12:20-1:30 Lunch Break (on your own; food at hotel buffet is available for purchase).

1:30-3:30 Symposium in Memory of Tom Trabasso

North Forum

1:30 Introduction
Paul van den Broek, Chair

1:40 Comments about Tom and his Legacy
Nancy Stein

1:50 Children and Adults Learning about Science
Nancy Stein

2:15 Mothers' and Children's Understanding and Memory for Arguments
Marc Hernandez and Nancy Stein

2:40 Decision Making and the Causal Representation of Events
Jennifer Wiley

3:05 Developing Visual Data Literacy: Intertextual, Multimodal Meaning-Making in Comprehension and Learning
Susan Goldman, Joshua Radinsky, & Melissa Singer

3:30-3:45 Break

Center Forum

3:45-5:25: Concurrent Paper Session 2:

Concurrent Paper Session 2a
Processing/Knowledge Representation
North Forum
Chair: Joseph P. Magliano

Concurrent Paper Session 2b
Pragmatics
South Forum
Chair: Anthony Sanford

3:45 Using Coh-Metrix to Assess the Structural Organization of Narratives
Erin J. Lightman, Philip M. McCarthy, David F. Dufty, & Danielle S. McNamara

3:45 Long and Short Filled Pauses in Spoken Discourse: Change Detection and Attention Capture
Jo Molle & Alison J.S. Sanford

4:10 When Embodied Cognition is (Also) Symbolic
Max Louwerse & Patrick Jeuniaux

4:10 Unheralded Pronouns and Theories of Pronoun Resolution
Richard Gerrig, William S. Horton, & Amanda Stent

4:35 When does Form become Prominent to Viewers' Perception of Film?
Frank Hakemulder

4:35 Effects of Culture, Language, and Communication Medium on Conversational Grounding
Leslie D. Setlock, Susan R. Fussell, & Ying-Ying Shih

5:00 Do Visual Signals Extend the Vertical Visual Span in Processing of Expository Text? A Gaze-Contingent Window Study.
Fabrice Cauchard, H el ene Eyrolle, & Jean-Marie Cellier

5:00 Grammar-Cued Verbal-Aspect Processing: Activation Patterns and the Pragmatic Impact of Experimental Tasks
Andreas Schramm

STUDENT AWARD WINNER

5:45-7:45 Poster Session 2 and Reception

Center Forum

P2-1 On University Students' Incorporation of Authorial Stance in Summaries of Argumentative Texts

Anna-Maria Hatzitheodorou

P2-2 Using Fuzzy Logic to Reproduce Self-Explanation Human Rates in iSTART

Cédrick Bellissens & Danielle S. McNamara

P2-3 Longer Reading Times but Poorer Recognition Rates for Romantic Sentences

Gina M. Caucci, Allison D. Fusini, & Timothy Jay

P2-4 Register Violations as a Form of Verbal Irony

Jessica M. Kwapil, Victoria A. Brey, & Herbert L. Colston

P2-5 Effects of Preservice Teachers' Vocabulary Size, Diversity, and Sophistication on Book Reading in the Primary Grades

Roberta Corrigan

P2-6 Predicting Learner's Affective States from a Dialogue with AutoTutor

Sidney D'Mello, Scotty Craig, Bethany McDaniel, & Arthur C. Graesser

P2-7 An Algorithm for Detecting Spatial Cohesion in Text

David F. Dufty, Arthur C. Graesser, Erin Lightman, Scott Crossley, & Danielle S. McNamara

P2-8 Readers' Cognitive Processing of Expository Prose

Andrew Elfenbein, Sarah Carlson, Panayiota Kendeou, & Paul van den Broek

P2-9 Causality and Verbal Aspect

Estelle Fiévé & Jean Pierre Rossi

P2-10 Comparing Computerized Reading Strategy Assessment Procedures

Sara Gilliam, Keith K. Millis, Joseph P. Magliano, Danielle Mull, & Siva Sai Kancherla

P2-11 Metaphoric Analogy and Projections: Linguistic vs. Computational Models

Presley A. Ifukor

P2-12 Independent Contribution of Reader and Text Characteristics during Reading: Evidence from Eye-Tracking

Panayiota Kendeou, Paul van den Broek, David N. Rapp, Kristen McMaster, Mary Jane White, & Catherine Bohn

P2-13 A Subject of Interpretation: Does Divergent Thinking Improve Memory for Scientific Texts?

Shannon N. Whitten & Arthur C. Grasser

- P2-14 The Effects of Musical Tempo & Familiarity Upon Reading Comprehension
Lorrayne Mallott, Hyun-Jeong Joyce Kim, Megan Benson, & Lori Holyfield
- P2-15 Garden Path Sentence Comprehension Differences between Native and Nonnative English Speakers.
Bethany McDaniel & Max Louwerse
- P2-16 Medical Prescription Comprehension in the Elderly: Evaluation and Assistance
Emmanuel Monfort, Philippe Allain, & Didier Le Gall
- P2-17 University Students' Argument Writing: Measurement with Essay-Evaluation Method
Junko Nishigaki
- P2-18 Are Coherence Relations Computed during Reading? Evidence from a Priming Experiment
Eyal Sagi
- P2-19 Discourse Priming and Structure Priming in the Interpretation of Conceptual Combination
Randy E. Sappington & Heather Bortfeld
- P2-20 Factors that Influence Young Children's Recall of Stories: A Test of the Landscape Model
Leif M. Stennes
- P2-21 Communications Media and Dyadic Conflict
Deborah G. Tatar & Jamika D. Burge
- P2-22 The Impact of Reading Skill on the Content and Form of Verbal Protocols
Stacey Todaro, Christopher K. Kurby, Joseph P. Magliano, & Keith K. Millis
- P2-23 Chinese Readers' Comprehension of Narratives with Causal but without Anaphoric Coherence
Yuhtsuen Tzeng, Peilan Chen, & Minglei Chen
- P2-24 The Effects of Task Difficulty on the Hemispheric Processing of Inferences
Sandra Virtue, Brian Sundermeier, & Laura Motyka
- P2-25 Examining Genre in the On-line Reading Processes of 4th, 7th & 9th Graders
Mary Jane White, Panayiota Kendeou, Paul van den Broek, Kristen M. McMaster, & David N. Rapp
- P2-26 Comprehension and Validation of Information: Two Different Stages of Processing?
Britta Wöhrmann, Inga Hoever, & Tobias Richter
- P2-27 Texts with Attitude
Susan T. Zimny, Janetta Ratay, & Cole McCracken

P2-28 The Effects of Story Difficulty and Task Presentation on Recall
Yi-Chen Wu, Wan-Zu Chuang, & Chuan-Hui Lee

P2-29 Memory for Advertising Benefits from Inference Generation
Nathalie Blanc, Julien Vidal, Leslie Cervello, & Tony Issa

P2-30 Emotion and Comprehension: Effects of the “Emotional Power” of Concepts on the Temporal Course of the Representation
Angélique Ducreux-Fournier & Isabelle Tapiero

P2-31 Preserving the Text Visual Structure in the Rapid Serial Visual Presentation: Effects on Text Processing
Julie Lemarié, Hélène Eyrolle, & Jean-Marie Cellier

Saturday, July 15

7:30 Continental Breakfast *Center Forum*

8:00-9:30 Plenary Address: *North Forum*
Why Do People Talk?
Herb Clark, Stanford University
Introduction by Walter Kintsch

9:30-9:45 Break *Center Forum*

9:45-11:50 Concurrent Paper Session 3

Concurrent Paper Session 3a
Linguistic and Textual Features
North Forum
Chair: Celia Klin

Concurrent Paper Session 3b
Education and Applications
South Forum
Chair: Danielle McNamara

9:45 Empirical Study of the Form and Function of Linguistic Elements
Jerry Ball

9:45 Multidimensional Situation Model Construction Among School-Aged Readers: An Experimental Test of the Event-Indexing Model
Gina Biancarosa, Nonie Lesaux, Catherine Snow, & Paul Harris

10:10 Knowledge and Reasoning for Classifying Theories of Causality
Amal Guha

10:10 Beyond the Science Domain: The Transfer of Reading Strategies To Non-Expository Text.
Tenaha O'Reilly, Roger S. Taylor, Nicholas D. Duran, & Danielle S. McNamara

10:35 Shortfall and the Discourse Function of Quantifiers

Linda M. Moxey & Anthony J. Sanford

10:35 Validating the Reading Strategy Assessment Tool (R-SAT)

Joseph P. Magliano, Keith K. Millis, Irwin Levinstein, & Chutima Boonthum

11:00 The Fore-warning Effect of Coherence Markers in Persuasion: Off- and On-line Evidence

Judith Kamalski, Leo Lentz, Ted Sanders, & Rolf Zwaan

11:00 Notetaking Gets in the Way of Deeper Processing

Jason Braasch & Susan Goldman

11:25 Effects of Familiarity and Changes in Task Properties on Search Strategies.

Jordan P. Lippman & Susan Goldman

11:25 Prediction of Reading Comprehension Skill: From 8 to 16 Years

Kate Cain & Jane Oakhill

11:50-1:00 Lunch Break (on your own; food at hotel buffet is available for purchase).

1:00-2:15: Special Session on Text Processing and the Humanities

North Forum

Chair: Andrew Elfenbein

1:00 The Historical Study of Literacy

Tom Augst

1:25 Transliterations: A Multi-Disciplinary Approach to Online Reading

Alan Liu

1:50 Cyber-Literacy and the Computer-Mediated Reader and Writer

Laura Gurak

2:15-2:30 **North Forum**

Center Forum

2:30-4:35: Concurrent Paper Session 4

**Concurrent Paper Session 4a
On-Line Processing**

North Forum

Chair: Gary Raney

**Concurrent Paper Session 4b
Figurative Language**

South Forum

Chair: Keith K. Millis

2:30 Repeating Phrases Across Unrelated Narratives: Evidence of Text Repetition Effects

Celia M. Klin, Angela S. Ralano, & Kristin M. Weingartner

2:30 Regional Differences in the Spontaneous Use of Sarcasm

Roger J. Kreuz, Megan Dress, & Kristen E. Link

2:55 Tacit Verification of Sentences in Text
Comprehension.
Murray Singer

3:20 Knowing What's Going On: The
Influence of Contextual Knowledge on the On-
line Resolution of Structural Ambiguity.
Nina Versteeg, Ted Sanders, & Frank Wijnen

3:45 Reading Strategy Differences and
Predicting Comprehension Across Text Genres
*Brenton D. Muñoz, Joseph P. Magliano, &
Keith K. Millis*

4:10 The Effect of Rereading and Situational
Development on Online Processing of Text
Frances Daniel & Gary Raney

2:55 Interpretation and Processing of Direct
and Indirect Ironic Remarks
Juanita Whalen, Penny Pexman, & Jill Green

3:20 The Time Course of Comprehending
Jokes
*Heather H. Mitchell, Arthur C. Graesser, &
Max M. Louwerse*
ALBRECHT AWARD WINNER

3:45 The Language of Emotion in Computer-
Mediated Communication
*Jeffrey T Hancock, Christopher Landrigan, &
Courtney Silver*

4:10 Lying to Yourself and Lying to Others:
Social Desirability and Language Features
*Alastair J. Gill, Jeffrey T. Hancock, Jon
Oberlander, & Elizabeth Austin*

ABSTRACTS

Thursday, July 13

Poster Session I
Center Forum, 6:00-8:00 PM

P1-1 More on the Impact of Fictional Narratives: Persuasion Persistence and Priming-to-Behavior Effects

Markus Appel (Johannes Kepler University of Linz, Austria)

One study on fictional persuasion and one work in progress on priming-to-behavior are presented. Long-term persuasive effects of fictional narratives turned out to be stronger than short-term effects in two different ways: The belief change induced by false information was more pronounced, and the changed beliefs were held with a higher certainty after a two-week delay. Furthermore, it is predicted that fictional narratives provoke priming-to-behavior effects with experiential transportation as a moderating variable.

P1-2 Variations in Language Use across Gender: Biological versus Sociological Theories

Courtney M. Bell, Philip M. McCarthy, & Danielle S. McNamara (University of Memphis)

From the stand point of the biological and social construction theories of gender, we used the computational tool, Coh-Metrix, to investigate gender differences in language use within a context of marital disputes. We used nine indices of complexity and cohesion to analyze a corpus of 52 male/female texts. We report significant differences for greater male use of syntactic complexity, and marginally significant differences in greater female values of global cohesion.

P1-3 Event-Indexing in Middle School Students

Catherine M. Bohn & David N. Rapp (University of Minnesota)

The Event-Indexing Model proposes that adults monitor time, causality, goals, characters, and space during reading (Zwaan et al., 1995). We used the model to assess whether middle school students similarly monitor these dimensions. Reading times from 48 seventh-grade students were recorded. Spatial and causal discontinuities predicted increases in reading times, similar to adults. However, other dimensions revealed patterns that were less consistent than those observed with adults. Additional analyses examine working memory and reading ability.

P1-4 Chinese Children's Development of Reading Ability for Expository and Narrative Texts: Evidence from Eye Movements

Minglei Chen & Hwawei Ko (National Central University)

The purpose of the present study was to investigate elementary school students' development of reading comprehension for expository and narrative texts. Participants included 2nd-, 4th-, and 6th-grade students. Students were instructed to read each text silently for comprehension on an eye tracker. The findings showed that higher grade students performed better than lower grade students, not only since they can recognize words more quickly, but also since they can comprehend text meaning more deeply.

P1-5 The Role of Emotion in the Recall of Script-based Text

Denise Davidson, Christopher T. Stanley, Trisha M. Dunkel, & Mariah Graca Ugarte (Loyola University, Chicago)

Of interest was whether adding an emotional component to script actions would aid their recall. Emotion aided recall of script actions at the 1-week delay, but not at the 1-hour and 48-hour delays. Additionally, while emotion aided recall of script actions at the longer delay, script emotion actions were not as well recalled as script-interruptive actions. These results are discussed in terms of the role of emotion in the recall of text.

P1-6 Funding Opportunities in Reading, Writing, and Cognitive Science at the Institute of Education Sciences

Elizabeth Albro (Institute of Education Sciences)

Liz Albro will present information on open research competitions in the areas of reading and writing and cognitive science. IES has funded multiple projects being presented at the Society for Text and Discourse meeting, and we are seeking high quality proposals.

P1-7 It's About Time: Discriminating Differences in Temporality between Genres

Nicholas D. Duran & Danielle S. McNamara (University of Memphis)

According to theories of text comprehension, linguistic temporal features are important for representing events described in a text within a mental representation or situation model. Using Coh-Metrix, a computational tool that measures textual cohesion, we further explored temporality by examining differences between text genres (e.g., narrative, history, science). A discriminate function analysis indicated that Coh-Metrix temporal indices successfully differentiated between genres. The results also indicated that history texts are more similar to narrative texts than they are to science texts.

P1-8 Influence of Human-Computer Interaction Control on Recall of Verbal and Visual Information

H. Ezidine & D. Martins (Université Paris X – Nanterre)

The influence of computer-user interaction control was studied in this research. Participants had to move furniture pictures or furniture words from left to right on a computer screen, at different action control degrees. Results showed that the increase of control facilitates picture and word recall. Pictures and their spatial context are better recalled than words. Future research should examine more complicated computer-user interaction tasks.

P1-9 Role of Contextual Information on the Strength of Predictive Inferences

Sonia Galletti & Isabelle Tapiero (University Lumière Lyon 2)

In two experiments, we explored the impact of multidimensional contextual information on the strength of predictive inference generation. Subjects had to study passages with either causal or emotional contextual information. Then, they had to read a focal event high or low in sufficiency and to answer probe questions on causal and emotional information. Our main result indicated that contextual emotional information weakens the sufficiency strength.

P1-10 Character Profiles During Reading

Sabine Guéraud (Universite Paris 8), Jennifer J. Stiegler & Edward J. O'Brien (University of New Hampshire)

Two experiments are presented that assess whether the order of introduction of current and outdated information concerning the protagonist affects subsequent accessibility of that information. The present results suggest that when both current and outdated information have been recently introduced, only the more recent information influences comprehension. This contrasts with previous results that showed that when both the current information (updated) and outdated information had been backgrounded, order of mention has no effect.

P1-11 Visuo-Spatial Working Memory during Strategic Text Comprehension

Natalia Irrazabal & Débora Burin (Universidad de Buenos Aires), & Verónica C. Ramenzoni (University of Cincinnati)

Two experiments explored the mental models derived from strategic comprehension of narrative texts involving spatial changes. We compared the effects of selective interferences (verbal, spatial and visual) on spatial inferences. In both experiments, reading times for the spatial and visual interference conditions were significantly longer than for the No interference condition. These results show that visuo-spatial working memory resources are required for the reader to build an image of the story.

P1-12 The Effects of Handheld Network Service, “LOOK”, on the Acquisition of Common Ground

Kibum Kim & Deborah Tatar (Virginia Tech)

Constructing common ground is critical to cooperative work and learning. Many handheld-computer mediated classroom activities aim to move easily between public and private use of the device. Whether the primary use is public or private, teachers and students need to engage in *ad hoc* interaction. A handheld network service, “Look”, provides a snapshot view of another person’s screen. We test empirically the value of this shared physical/virtual context by examining task performance and conversation quality.

P1-13 Readers’ Affective Responses to Characters in Narrative Comprehension

Hidetsugu Komeda, Tomohiro Taira, Kohei Tsunemi, & Takashi Kusumi (Kyoto University)

This study examined the effect of re-reading on readers’ affective and emotional responses to characters. The results of Experiment 1 suggested that while re-reading decreased the readers’ sense of strangeness, it increased their empathy for the characters. In Experiment 2, the participants took longer to read the protagonist sentences than they did those of the heroine during the second reading; this was because the readers’ sense of sadness had been stimulated.

P1-14 Assessing Short Summaries with Human Judgments Procedure and Latent Semantic Analysis in Different Academic Levels

José A. León (Universidad Autónoma de Madrid), Ricardo Olmos (Universidad Autónoma de Madrid), José Juan Cañas (Universidad de Granada), Inmaculada Escudero (Universidad Autónoma de Madrid), & Lalo Salmerón (Universidad de Granada)

In this paper we tested a computer-based procedure for assessing very concise summaries (50 words) using Latent Semantic Analysis (LSA) combined with four expert human judgments and two types of text (narrative and expository) into four academic levels. LSA was used to estimate semantic similarity using two different methods: summary-expert summaries and pre-graded - ungraded summary. A total of 786 Spanish students (from 12 years old to university students) and six experts read a narrative or expository text and later summarized it. In overall terms, this data supports the reliability of LSA as a tool for comparing semantic similarity to human judgment in summarization. Furthermore, LSA is able to make similar evaluations of summaries, even though we used summaries as concise as 50 words maximum.

P1-15 Distinguishing Genre Using Coh-Metrix Indices of Cohesion

Philip M. McCarthy, Arthur C. Graesser, & Danielle S. McNamara (University of Memphis)

We used Coh-Metrix generated indices of cohesion to distinguish a corpus of expository (science) texts from narratives (literary) texts. Our model produced approximately 85% accuracy for the expository/ narrative dimension, suggesting a significant difference between the structural organization of these genres. We also used the model to ascertain the structural consistency of a variety of other registers (including social science). The results suggested that non-narrative/non-science texts more closely resemble an expository structure than a narrative structure.

P1-16 Text Comprehension and *Addizionario*: In Between Cognition and Metacognition

Daniela Miazza, Roberto Pazzaglia, Maria Assunta Zanetti (University of Pavia, Italy), & Giovanna Turrini (C.N.R., Pisa, Italy)

Our project aimed to support reading comprehension and learning by the use of conceptual maps and a specific software tool (*Addizionario*). The project involved a group of 23 ten-year-old children of the Italian primary school. The learning matter was a scientific subject viewed under multidisciplinary perspective. Each pupil started to create conceptual maps from pen-and-paper format to the software supported ones. Qualitative and quantitative analysis between the two outputs showed development in learning processes and in reasoning abilities.

P1-17 Functional Comprehension Assessment: Measuring Multiple Components of Reading Comprehension from Written Essays

Elizabeth J. Mulligan & Walter Kintsch (University of Colorado at Boulder)

We propose a new model for the assessment of reading comprehension. Our test is theoretically motivated, capturing multiple components of comprehension that have been established by research, and employs naturalistic tasks and materials. Our previous research demonstrated the ability of this method to differentiate memory for a text from inferential reasoning about a text. The present work investigates the ability of this method to capture relationships between background knowledge, interests, and inferential reasoning.

P1-18 Cognitive Aspects of the Use of Classifier Phrases in Complex NPs

Ming-Ming Pu (University of Maine at Farmington)

This study investigates the distribution and use of classifier phrases (Cf) modifying complex noun phrases that take relative clauses (CNP) in Chinese discourse from a cognitive-functional perspective. Theoretically, a CNP may or may not take a Cf, which may be placed in one of the two positions in the CNP. The study demonstrates that the use of a Cf is not merely optional, but is motivated by cognitive strategies to fulfill specific discourse functions.

P1-19 External and Internal Sources of Attention Control: Findings with Text Change Detection

Anthony J. Sanford, Eugene J Dawydiak, & Catherine Emmott (University of Glasgow)

Various text-external devices can be used to emphasise different parts of a text, for instance linguistic and discourse focus, positioning information in main clauses, italicisation, and the use of short sentences. These enhance the attention paid to critical wording, as evidenced by their causing increased detections of changes to successive presentations of a text. In contrast, text-internal devices, such as "I was surprised that...", have no such effect. We discuss the implications for discourse processing.

P1-20 Measuring the Prevalence of Spoken Language Structures in Printed Text: An Approach for Improving Automated Predictions of Text Difficulty

Kathleen M. Sheehan, Irene Kostin, Yoko Futagi, & John Sabatini (Educational Testing Service)

This paper introduces a new measure of text difficulty: the prevalence of linguistic structures that are known to be more characteristic of spontaneous spoken language than of printed language. The measure is evaluated by modeling variation in passage grade-level classifications assigned by professional test developers. Results confirm that the measure accounts for incremental validity when included in a model that also includes measures of syntactic complexity and vocabulary difficulty.

P1-21 Intersemiotic Complementarity of a Multimodal Text and Experiment to Prove the Metafunction of Visual Materials

Haruki Takeuchi (Kinki University Technical College)

Often textbooks consist of written text and visual materials. The relationship between the two modes is regarded as representing intersemiotic complementarity. The analysis of the relationship used in this paper is based on systemic functional linguistics. The metafunction of a multimodal text focused on its ideational meanings. After the contrastive analysis of the multimodal text was done theoretically, an experiment was done by analyzing a learner's composition based on visual materials in order to prove what kind of metafunction visual materials are achieving. The learner's composition showed that he recognized the ideational meanings drawn from the perspectives of visual representational structures.

P1-22 Interest in the Domain of Science: Impact on Expository Science Text Self-Explanation Quality

Roger S. Taylor & Danielle S. McNamara (University of Memphis)

Topic interest may induce students to more actively engage in productive learning strategies. This research demonstrated that the self-explanation quality of students with little background science knowledge or lower reading ability were significantly influenced by their general interest in the domain of science.

P1-23 A Whorfian Reading of Lakhóta

Brian J. Twenter (The University of South Dakota)

Benjamin Lee Whorf believed, “The structure of a human being’s language influences the manner in which he [she] understands reality and behaves with respect to it.” If scientific, unbiased research into languages, such as Lakhóta, is begun, it is possible to learn new principles and concepts, which may be foreign to our societal structures, but could be beneficial to a formation of a new theory of language and societal structures.

P1-24 Predicting Text Difficulty with Basic Level Object Categories

Matthew Ventura & John Sabatini (Educational Testing Service)

This study investigates the usefulness of basic level object categories (BLOC) in predicting text difficulty. BLOC word sets were created from concrete words from the MRC database and counted for occurrence in a set of passages ranging from grades 3-12. Results indicate BLOC nouns predict significant variance of grade level.

P1-25 Lifting Text out of Context: Lexicalizing Location, Person and Time in a Mesopotamian Astronomical Text

Rita Watson & Wayne Horowitz (The Hebrew University of Jerusalem)

The emergence of scientific discourse in Ancient Greece did not spring forth *de novo* after the rise of alphabetic literacy but was rather the culmination of a series of prior developments in earlier cultures, specifically the uses of cuneiform texts in Mesopotamian scribal culture. An analysis of a Mesopotamian astronomical text is presented to illustrate how the explicitness and completeness of expression associated with modern scientific texts emerged from more fragmented written forms that retain the characteristics of oral discourse.

P1-26 Extrinsic Motivation on Text Recall

Yasmine L. Konheim-Kalkstein & Victor Rogachevsky (University of Minnesota)

Extrinsic motivation was manipulated through the use of monetary incentives to assess its effect on information processing in reading. One group was paid for what they remembered from several passages, whereas another group was not offered an incentive. Motivated participants had longer reading times and better recall performance than participants who were not extrinsically motivated. When reading was constrained at a fixed-pace (within subjects), motivated participants still performed better, with no interaction effect of pacing by motivation group. Therefore, enhanced memory performance of motivated readers is not attributable to additional time spent on reading.

P1-27 Computers verse Human Mind: How Humans Evaluate Linguistic Dimensions Identified by Computational Methods

Fang Yang & Lun Mo (University of Memphis)

The multidimensional model of register variation presented by Biber has identified five dimensions in various texts: informational versus involved production, narrative versus non-narrative concerns, elaborated versus situation-dependent reference, overt expression of persuasion versus overt argumentation and persuasion, and abstract versus non-abstract style. A large body of study has confirmed the existence of the five dimensions. The present study provides experimental evidence to show that humans can identify some textual dimensions resulted from computational methods. The study tries to build a bridge between psycholinguistic and computational areas.

P1-28 Action Schema: A Long-Term Memory Structure Accessed in Semantic Tasks on Words *Nicolas Campion, Jean-Pierre Rossi, Jean-François Le Ny (Limsi, University Paris XI), & Christelle Declercq (Accolade, University of Reims)*

Action-schemas would be spontaneously activated to represent known patterns of semantic relations between input words. According to an experiment, it is easier to signal that two words share meaning relations (fewer errors, faster responses) when these words denote the Agent and Action of a action-schema, and that the Agent and Patient of that schema were denoted by a word pair previously signalled. This durable effect resisted while thirty schema-unrelated pairs were presented in between.

P1-29 The Effects of Repeated Reading and Text Difficulty on Main Ideas Recalled

Yi-Chen Wu, Wan-Zu Chuang, Yi-Feng Lin, & Yi-Ching Huang (National Sun Yat-Sen University)

This study used 3 (once vs. twice vs. three times) × 2 (easy vs. hard) experimental design to investigate the effects of repeated reading and text difficulty on main ideas and detailed ideas recalled. Students were randomly assigned to six experimental conditions by class. The interaction between repeated reading and text difficulty was non-significant. With regard to main effect, two-reading and three-reading groups had significantly higher main idea recall than one-reading group; and the easy text group had significantly higher main idea recall than the hard text group.

P1-30 Link Literacy: How Blog Linking Practices Create Discourse and Community

Smiljana Antonijevic (University of Minnesota)

Links on homepages have been examined as indicators of community and identity for a number of years now. However, blogging conventions have raised linking practices to a new level. Heavy linking is a hallmark of the genre: multiple explanatory links are standard within central blog posts, as well as in ancillary textual elements such as comments, trackbacks, and blogrolls. These links represent emerging literacies that new users must become proficient in before entering into community discourse. This study relies on Gerard Genette's poetics of transtextuality, situating each of these elements in his categories of intertextuality, paratextuality, metatextuality, hypertextuality, and architextuality. This structure provides insight into the varied ways that these hypertexts foster digital discourse and contribute to the rhizomatic formation of virtual communities. Additionally, it points toward new conceptions of authorship and radical collaboration in bidirectional hypertext environments.

P1-31 Processing Text Visual Properties: Do Readers Distinguish between Constraints due to the Layout and Cues of Authorial Intentions?

Julie Lemarié, Hélène Eyrolle, & Jean-Marie Cellier (University of Toulouse le Mirail, France)

How do readers decide to attribute a text visual property to an authorial intention? One possible criterion is to decide whether the visual property is author- or machine-generated. In an experiment, we investigated how readers interpret a line break in a list as a function of the layout spatial limits. Results demonstrate that interpreting a line break as resulting from an authorial intention or as a layout constrain entails differences in the constructed semantic representation.

Friday, July 14, 8:30-10:00

Plenary Address:

North Forum

The Construction of Meaning

Walter Kintsch, Univ. of Colorado, Boulder

Introduction by Herbert H. Clark, Stanford University

Words are polysemous; they usually have many senses and frequently several different meanings. A generative model of meaning is described where the different meanings and senses of a word are not pre-stored in long-term memory. Instead, LTM stores a record of all contexts in which a word has been experienced. When a word is used, its appropriate meaning is constructed in working memory from this decontextualized record and the context of use. A number of models, including Latent Semantic Analysis, are reviewed that describe storage in LTM. How meaning is constructed in working memory is modeled by the Predication algorithm. Approaches are discussed that store in LTM not only semantic information, like LSA, but also information about the syntactic role of a word and use syntax for the construction of its meaning in working memory.

Paper Session 1a
Perspectives on Inferencing
North Forum, Friday, July 14, 10:15-12:20
Session Chair: Arthur C. Graesser

Both the Protagonist and Reader's Perspective Intervene during Emotional Inference Generation

Nathalie Blanc (University Montpellier 3), Panayiota Kendeou (University of Minnesota), & Paul van den Broek (University of Minnesota)

In this study, we explored whether readers' privileged knowledge of a situation can lead them to activate two contradictory emotional states simultaneously: the one they attributed to the protagonist and the one they activated based on their privileged knowledge of the situation. We provided empirical and simulations data that all confirmed that, in the presence of a dissociation between the protagonist and the reader, the emotional states of these two agents were both activated.

Hypothetical and Certain Inferences from Conditional Arguments in Narratives

Nicolas Campion (University of Paris XI - LIMSI-CNRS)

According to three experiments, readers process conditional premises: "If event-1 then event-2", like formal and asymmetric instructions that given event-1, event-2 certainly occurs. However, contradictory causal knowledge raises doubts about these MP inferences. Moreover, the reciprocal AC inferences were exclusively constrained by causal knowledge and represented as hypothetical or certain. Thus, readers draw formal deduction, according to natural logic, but also reason causally. This provides further evidence that the readers' inferences can be hypotheses.

Blissful Ignorance: Reliance on Local Text during Moment-by-Moment Comprehension

David N. Rapp (University of Minnesota)

Minimalist theories contend that readers encode inferences under a restricted set of circumstances. Is the general activation of prior knowledge similarly constrained? This study examined the degree to which immediate text can modify or discount the influence of prior knowledge during comprehension. Participants read stories describing well-known historical events. Some stories included suspense that called into question the inevitability of those events. Results suggest that unfolding text descriptions influence readers' encoding of outcomes despite the obvious utility of prior knowledge.

Where are Predictive Inferences Generated and Represented?

William H. Levine & Dorthie S. Ortigo (University of Arkansas)

A number of findings suggest that the generation of predictive inferences is related to working memory capacity. Other findings suggest that these inferences are visual in nature. We examined the presence of predictive inferences while readers held onto either a visual or verbal memory load. We also measured participants' general and visual working memory capacity. We found the visual memory load interfered with predictive inferencing, but that working memory did not moderate this effect.

Does Relevance Guide Access to Backgrounded Information? Some Arguments in Favor of a Convergence between Memory Based-View and the Scenario-Based Theory

Isabelle Tapiero (University Lumière Lyon 2 - Institute of Psychology)

In two experiments, predictions from the memory-based view were compared with the scenario-based theory. In particular, I investigated how readers retrieved backgrounded information and whether discourse pointers on emotional dimension guide the reactivation process. Using the same procedure as Cook & al. (1998), the experimental materials were issued (with main revisions) from Gernsbacher & al. (1992). The main results confirmed the existence of the resonance process but also showed that the strength in inconsistency effects is a function of scenario relevant information.

Paper Session 1b
Individual Differences in Conversation and Reading

South Forum, Friday, July 14, 10:15-12:20

Session Chair: Murray Singer

Conversational Grounding in Dialogues between an Expert and Multiple Novices

Jeffrey Wong (Carnegie Mellon University), Lui Min Oh (DSO National Laboratories, Singapore), Jiazhi Ou (Carnegie Mellon University), Jie Yang (Carnegie Mellon University), & Susan R. Fussell (Carnegie Mellon University)

Remote expertise for complex technology can sometimes be scarce or far from where it is needed. One solution is to design systems that enable remote experts to help multiple novices in parallel, rather than sequentially. To understand this type of conversational interaction, we performed a qualitative analysis of conversations of experts assisting two novices as they individually constructed sections of a large toy robot. Specifically, we examined conversational grounding and the structure of joint projects.

Activation and Persistence of Thematic Inferences in More and Less Skilled Readers

Robert E. Till (Northern Arizona University) & Sherman M. Normandin (Idaho State University)

Participants read and comprehended stories presented via RSVP. Lexical decision latencies measured priming of a thematic-inference target presented at timely locus (story end) or at late locus (following neutral story continuation). More and less skilled readers were those above or below median performance on comprehension checks occurring during story presentations. Skilled readers drew inferences at timely and late locus points. Less skilled sometimes drew inferences at the timely locus but never at late locus.

How Clinicians Help their Clients with Mental Retardation Comprehend Better

Lisa Testa & Michael F. Schober (New School for Social Research)

To what extent can extreme comprehension deficits in individuals with MR be overcome by high ability partners? Using a referential communication task, this study examines how clinicians adapt to their MR partners differently than MR-MR and clinician-clinician pairs do, and it investigates what leads some clinicians to be particularly effective at improving MR individuals' comprehension: greater familiarity with their partner, greater experience as clinicians, their partner's IQ, and their age and gender.

Textual Cohesion in Writing by Depressed, Formerly-Depressed, and Never-Depressed Students

Aliza K. Phillips-Stoll & Michael F. Schober (New School for Social Research)

The link between coherence and depression was studied by analyzing 124 essays by currently-depressed, formerly-depressed, and never-depressed students for textual cohesion using Coh-Metrix (Graesser, McNamara, Louwerse, & Cai 2004). Gauged by several measures, formerly-depressed students wrote more cohesively than their otherwise diagnosed peers. This finding adds complexity to results from other psychology subfields, which hold that currently-depressed people express themselves relatively incoherently, and paints a very different picture than analyses using dictionary-based word counts (LIWC).

Representing Argument Claims: Availability and Accessibility of the Stance and Implications on Argument Evaluation.

Christopher A. Kurby, M. Anne Britt, & Srikanth Dandekar (Northern Illinois University)

Successfully comprehending an argument requires precisely representing the claim's predicate. In two experiments we found that both skilled and less-skilled readers showed imprecision in their recall of the claim's predicate. This is important because readers that recalled more precisely also performed better on argument evaluation. In addition, readers with less reasoning skill lose accessibility and availability of the predicate during comprehension, whereas high skill reasoners do not. High skill reasoners may draw upon predicate schemas to maintain a verbatim trace of the predicate.

Friday, July 14, 1:30-3:30

Symposium in Memory of Tom Trabasso

North Forum

Introduction

Paul van den Broek (University of Minnesota)

Comments about Tom and his Legacy

Nancy Stein (University of Chicago)

Children and Adults Learning about Science

Nancy Stein

Nancy Stein will focus on the ways in which her collaborative work with Tom led to ongoing research on children's and adults' understanding of science and their capacity to learn fundamental principles in domains such as physics. At the heart of this work is an effort to combine theories of physical causality and concept learning, as well theories that describe the content and structure of how domain knowledge is organized. Further, data will be presented that show just how well elementary school children learn physical concepts germane to their understanding of topics, such as thermodynamics. The importance of describing and modeling physical events, making the "invisible" highly visible and concrete, and using oral discourse strategies will be discussed.

Mothers' and Children's Understanding and Memory for Arguments

Marc Hernandez & Nancy Stein (University of Chicago)

Data from two mother-child negotiation studies show that both mothers and children are strongly biased in favor of their own position. They each have more knowledge about their own position than the other's position. The amount of knowledge each has about the other's position, however, varies and predicts the outcome of the negotiation. The more knowledge an arguer has about the other's position, the more likely the negotiation ends in a compromise. The less knowledge, the more likely the argument ends in a win. Those arguers who have little or no knowledge of the other's position end in a loss or standoff. Outcomes are also directly related to the type of memory and strategic attention during negotiation.

Decision Making and the Causal Representation of Events

Jennifer Wiley (University of Illinois, Chicago)

Decision making requires event or discourse representation followed by judgment or choice among alternatives. Although the Tversky and Kahneman tradition has described much of decision-making behavior in terms of heuristics and biases, it can also be seen as the end result of a representation process, especially when decision scenarios are presented via text. In this presentation, Jennifer Wiley will discuss collaborative work with Tom in which a causality-based model of comprehension is used to explain when the simulation heuristic and hindsight bias may be observed.

Developing Visual Data Literacy: Intertextual, Multimodal Meaning-Making in Comprehension and Learning

Susan Goldman, Joshua Radinsky, & Melissa Singer (University of Illinois, Chicago)

An often overlooked but critical element of learning science involves developing the skills and habits for reasoning with visual data: observing patterns, linking data points with real world referents, and developing domain-relevant explanations that connect data to key science concepts. These skills and habits are critical to the doing of science and to becoming scientifically literate. We present two cases of sixth-grade students working in small groups using a GIS data visualization tool to investigate two different complex data patterns: earthquake activity in the Mediterranean and volcanic activity around Japan. In each case, a shared visual and verbal "language" for reasoning about the data emerged over several sessions of investigation. These "languages" were multimodal and intertextual, encompassing verbal, gestural, written, and drawn inscriptions of science concepts and data patterns. Our analyses of these languages trace the emergence of canonical as well as noncanonical understandings of the science concepts.

Paper Session 2a
Multimedia Processing/Knowledge Representation

North Forum, Friday, July 14, 3:45-5:25

Session Chair: Joseph P. Magliano

Using Coh-Metrix to Assess the Structural Organization of Narratives

Erin J. Lightman, Philip M. McCarthy, David F. Dufty, & Danielle S. McNamara (University of Memphis)

This research employs the computational tool, Coh-Metrix, to assess distributions of cohesion and difficulty within chapters in narrative texts. We sampled 400-word sections from the beginning, the middle, and the end of each chapter in six commonly used high-school narrative texts. The results showed that both readability and argument overlap decreased from the beginning to the end of narrative chapters. Differences between these results and those found previously for expository texts are discussed.

When Embodied Cognition is (Also) Symbolic

Max Louwerse & Patrick Jeuniaux (University of Memphis)

Two reaction time experiments examined to what extent processing is affected by three factors: semanticity, embodiment, and iconicity. Differences for iconicity were found between a high-level processing task (semantic judgment) and a low-level task (lexical decision). Findings provide evidence that iconicity is activated when language is processed deeply. In two additional experiments a symbolic account is given for findings supporting embodiment theories showing that embodied relations are embedded in structures of language use.

When does Form become Prominent to Viewers' Perception of Film?

Frank Hakemulder (Utrecht University)

Spectators' attention for the style of a representation (e.g., camera perspective) rather than what is represented (e.g., actions) can be considered conditional upon aesthetic experiences. As results of two separate experiments seem to indicate, two theories help to predict such responses: (i) Information processing theory; familiarity with content allows spectators to focus on other aspects, that is, form or style; (ii) Foregrounding theory: deviation from (perceived) normal representations will draw spectators' attention.

Do Visual Signals extend the Vertical Visual Span in Processing of Expository Text? A Gaze-Contingent Window Study

Fabrice Cauchard, H el ene Eyrolle, & Jean-Marie Cellier (University of Toulouse le Mirail, France)

This study examines whether readers can extract useful information from beyond the currently fixated line in processing of an expository text. A gaze-contingent window technique was used to manipulate texts' display. Reading rates and memory results show that when visual signals emphasize the topic structure of the text, readers do extract useful information beyond the fixated and the contiguous lines of the text. The extracted information seems to facilitate the processing of the text's topic structure.

STUDENT AWARD WINNER

Paper Session 2b
Pragmatics

South Forum, Friday, July 14, 3:45-5:25

Session Chair: Anthony Sanford

Long and Short Filled Pauses in Spoken Discourse: Change Detection and Attention Capture

Jo Molle & Alison J. S. Sanford (University of Strathclyde)

We report the results of three change detection experiments which examined the use of disfluencies (uh and um), to determine whether they served any communicative functions and influence comprehension. Detection rates increased if the target word was preceded by either type of disfluency, and when the target word changed to a semantically unrelated word. We conclude that both uh and um appear to boost the processing resources allocated to the word following the disfluency.

Unheralded Pronouns and Theories of Pronoun Resolution

Richard Gerrig (Stony Brook University), William S. Horton (Northwestern University), & Amanda Stent (Stony Brook University)

Most theories of pronoun resolution assume that pronouns' referents will be present in the immediate linguistic environment. However, speakers produce *unheralded pronouns* that violate this assumption: Speakers might, for example, use *she* to refer to a reservation agent who was previously unmentioned. To document the general occurrence of unheralded pronouns, we carried out analyses of conversations drawn from the CALLHOME corpus. Our analyses suggest that theories of pronoun resolution must incorporate concepts of common ground.

Effects of Culture, Language and Communication Medium on Conversational Grounding

Leslie D. Setlock, Susan R. Fussell, & Ying-Ying Shih (Carnegie Mellon University)

We present two studies exploring explanations for our earlier findings of interactions between culture and medium on conversational grounding. First, we find that Chinese pairs take longer to perform a negotiation task in both audio- and video-conferencing than do American pairs, but we found no culture by medium interaction. Second, we find that Chinese pairs are more efficient in Instant Messaging than face-to-face both in English, and when our initial study is replicated in Chinese.

Grammar-Cued Verbal-Aspect Processing: Activation Patterns and the Pragmatic Impact of Experimental Tasks

Andreas Schramm (Hamline University)

Four studies of grammar-cued processing patterns are compared. The studies investigate memory activation of readers processing aspectual forms in narratives. The short-term memory patterns in the four studies differ depending on the task (lexical-decision, word recognition, verbal-protocol, word completion): sometimes imperfectives showed higher or the same activation as perfectives. Sometimes neither was activated. Long-term memory effects were equal: imperfectives were more available. The question is raised whether tasks' pragmatic contexts impact the use of limited attention resources.

Friday, July 14

Poster Session II
Center Forum, 5:45-7:45

P2-1 On University Students' Incorporation of Authorial Stance in Summaries of Argumentative Texts

Anna-Maria Hatzitheodorou (Aristotle University of Thessaloniki, Greece)

This paper presents how the technique of polyphony or multivoicedness functions in written argumentative discourse. This rhetorical scheme is connected with the interpersonal level of a text. The paper then focuses on how university students interpret authorial stance when writing summaries of argumentative texts. In particular, emphasis is placed on issues of misinterpretation. Examples drawn from a corpus of students' summaries are discussed and some tentative pedagogical suggestions related to adequate reading comprehension are presented.

P2-2 Using Fuzzy Logic to Reproduce Self-Explanation Human Rates in iSTART

Cédrick Bellissens & Danielle S. McNamara (University of Memphis)

McNamara, Levinstein, and Boonthum (2004) developed Interactive Strategy Trainer for Active Reading and Thinking (iSTART). The purpose of iSTART is to train students to self-explain. iSTART is made of three sections: Introduction, Demonstration, and Practice. The practice incorporates feedback system guided by the comparison between self-explanation and text to explain. The goal of this study was to improve the algorithm used to guide feedback.

P2-3 Longer Reading Times but Poorer Recognition Rates for Romantic Sentences

Gina M. Caucci (University of Memphis), Allison D. Fusini & Timothy Jay (Massachusetts College of Liberal Arts)

In this study, we attempted to elucidate the specific factors that influence recognition memory for erotica. Participants read a narrative with erotic, romantic, and neutral sentences, followed by a series of surveys designed to assess gender-related personality traits. After completing the surveys, participants were presented with a surprise recognition task. As expected, neutral sentences were read fastest. However, participants had more difficulty in correctly identifying the romantic and erotic sentences.

P2-4 Register Violations as a Form of Verbal Irony

Jessica M. Kwapil, Victoria A. Brey, & Herbert L. Colston (University of Wisconsin-Parkside)

A potential new mechanism for achieving verbal irony was investigated—register violations. Speakers who use exclamations out of their stereotypical age register can achieve verbal irony. The mechanism is possible because it leverages off of the two primary constructs of the Pretense account of verbal irony, mimicry and mockery (Clark & Gerrig, 1984). The present research establishes the mechanism and evaluates its functional capacity.

P2-5 Effects of Preservice Teachers' Vocabulary Size, Diversity, and Sophistication on Book Reading in the Primary Grades

Roberta Corrigan (University of Wisconsin-Milwaukee)

This study examines whether differences in preservice teachers' vocabulary skills produce differences in their classroom language during an interactive read-aloud with a first or second-grade student. Teachers with larger vocabularies tended to choose books with greater vocabulary diversity. The diversity and sophistication of the language in the books they chose was related to the diversity and sophistication of the language they produced in the surrounding discourse.

P2-6 Predicting Learner's Affective States from a Dialogue with AutoTutor

Sidney D'Mello (University of Memphis), Scotty Craig (University of Pittsburgh), Bethany McDaniel (University of Memphis), Arthur C. Graesser (University of Memphis)

This research attempts to validate the hypothesis that learner's affective states can be predicted from relevant features of a natural language dialogue with AutoTutor. After a learning session with AutoTutor, the affective states of the learner

were classified by the learner, a peer, and two trained judges. Multiple regression analyses revealed that conversational features significantly predicted boredom, confusion, flow, and frustration, but not delight and surprise.

P2-7 An Algorithm for Detecting Spatial Cohesion in Text

David F. Dufty, Arthur C. Graesser, Erin Lightman, Scott Crossley, & Danielle S. McNamara (University of Memphis)

We present an algorithm for measuring spatial information in text. We first propose that spatial information can be considered along two dimensions: motion and location. We then describe how those dimensions can be captured computationally, and present the results of an implementation of the algorithm. We analyze 60 texts that are judged to vary along the two dimensions, and present results that show that the algorithm captures differences in spatial information in the text.

P2-8 Readers' Cognitive Processing of Expository Prose

Andrew Elfenbein, Sarah Carlson, Panayiota Kendeou, & Paul van den Broek (University of Minnesota)

The purpose of this study was to investigate the effects of text structure on readers' online comprehension of expository prose. Four expository structures were examined: compare/contrast, spatial description, problem/response, and chronology. Readers' processes inferred from think-aloud protocols demonstrated differential effects of text structure.

P2-9 Causality and Verbal Aspect

Estelle Fiévé & Jean Pierre Rossi (Université Paris-Sud)

The aim of this research is to study the impact of grammatical and lexical aspects on comprehension of causal relation, through two experiences which measure the evaluation of plausibility of a consequence according to a cause event. The results show that grammatical aspect acts on the number of texts which are estimated as causal. Imperfective aspect has a positive effect contrary to perfective aspect. Grammatical aspect interacts with lexical aspect which influences the decision time.

P2-10 Comparing Computerized Reading Strategy Assessment Procedures

Sara Gilliam, Keith K. Millis, Joseph P. Magliano, Danielle Mull, & Siva Sai Kancherla (Northern Illinois University)

The goal of the present study was to explore the relationships between reading strategies exposed when producing verbal protocols and measures of comprehension, which relevant to the development of the Reading-Strategies Assessment Tool (R-SAT). Participant produced verbal protocols while reading a variety of texts. The protocols were hand coded for reading strategies. Two different approaches for scoring the protocols via a computer were explored. The results are discussed in terms of their implications for R-SAT.

P2-11 Metaphoric Analogy and Projections: Linguistic vs. Computational Models

Presley A. Ifukor (University of Osnabrueck, Germany)

Metaphor as a basic cognitive mechanism underlies human reasoning. This paper is a methodological inquiry into theoretical issues in the syntax and semantics of linguistic and computational models of metaphoric projections. Conventional linguistic theories of metaphoric alignment, the structure-mapping theory of metaphoric processing, and an anti-unification algorithm for tracking several kinds of metaphors are explored. We conclude that the structuring of metaphor is akin to analogical processes and projections in metaphors have the intrinsic function of knowledge creation.

P2-12 Independent Contribution of Reader and Text Characteristics during Reading: Evidence from Eye-Tracking

Panayiota Kendeou, Paul van den Broek, David N. Rapp, Kristen McMaster, Mary Jane White, & Catherine Bohn (University of Minnesota)

The present study investigates the relation between reader characteristics (i.e., working memory capacity) and text properties (i.e., text genre) in readers' adjustment of cognitive activities during reading comprehension using eyetracking

technology. The findings suggest that differences in working memory capacity and text genre exert independent effects on readers' processing of texts.

P2-13 A Subject of Interpretation: Does Divergent Thinking Improve Memory for Scientific Texts?

Shannon N. Whitten (University of Central Florida) & Arthur C. Graesser (University of Memphis)

The purpose of the current study is to investigate the role of a divergent thinking exercise on memory for science texts. Our hypothesis is that when students are given a divergent thinking task, specifically to generate many interpretations of the text, their memory for those texts will improve. Results show that asking students to generate many of their own different interpretations of a difficult science text improves memory on some tasks.

P2-14 The Effects of Musical Tempo & Familiarity Upon Reading Comprehension

Lorrayne Mallott, Hyun-Jeong Joyce Kim, Megan Benson, & Lori Holyfield (Rhodes College)

We investigated the effects of listening to classical music differing in tempo and familiarity upon reading comprehension. Previous research indicated positive relationships between both familiar music and fast tempo with increased cognitive functioning. In accordance with the Yerkes-Dodson Law of Arousal, results indicated familiar music produced optimum levels of arousal only when it was slow, while fast tempo created heightened levels of arousal detrimental to reading comprehension.

P2-15 Garden Path Sentence Comprehension Differences between Native and Nonnative English Speakers

Bethany McDaniel & Max Louwerse (University of Memphis)

Many psycholinguistic studies have investigated garden path sentences and their effects on comprehension for native English speakers. However, little research has focused on nonnative speakers. This study investigated differences between native and nonnative speakers in how garden path sentences were perceived grammatically and semantically. There were significant differences in how speakers perceived the garden path sentences semantically, but not grammatically. There was also a significant difference in reading comprehension and comfort level of using garden path sentences.

P2-16 Medical Prescription Comprehension in the Elderly: Evaluation and Assistance

Emmanuel Monfort (University Paris 8), Philippe Allain, & Didier Le Gall (University of Angers)

Elderly people present a deficit of comprehension of the medical prescriptions, and of the planned organization of the treatments when using a daily organizer. The deficit is significantly higher among patients with Alzheimer's disease. Comprehension is facilitated by the combined presentation of the medical prescription information in a pictorial format as well as in a verbal format, suggesting that the pictorial format permits patients to accede more directly to the medical prescriptions' situation models.

P2-17 University Students' Argument Writing: Measurement with Essay-Evaluation Method

Junko Nishigaki (University of Shinshu)

Essay-evaluation method is a technique for assessing argument writing skills of students. Argument writing skills of participants in this study were assessed according to how they evaluated the essays of four levels of perfection. Results indicated that Japanese university freshmen usually understand that an argument must have a conclusion, but they do not recognize the need for rationales to support the conclusion of the argument. The effect of writing instructions is also discussed.

P2-18 Are Coherence Relations Computed during Reading? Evidence from a Priming Experiment.

Eyal Sagi (Northwestern University)

Many theories of discourse structure rely on the idea that the segments comprising the discourse are linked through specific relations such as causality and temporal contiguity. Nevertheless, there is little empirical evidence supporting the claim that such relations are computed during the process of discourse comprehension. This research attempts to provide such evidence through a priming experiment that demonstrates that the process of reading distinguishes between two types of coherence relations.

P2-19 Discourse Priming and Structure Priming in the Interpretation of Conceptual Combination

Randy E. Sappington & Heather Bortfeld (Texas A&M University)

In the current study, we demonstrate that discourse context has a greater influence on how people interpret conceptual combinations than does a structural level manipulation by examining the strength of this contextually based-effect over a series of time delays. The findings from this study indicate that, while structural features of a given conceptual combination influence how that combination is interpreted, the discourse surrounding the novel combination plays a more influential role in the resulting interpretation.

P2-20 Factors that Influence Young Children's Recall of Stories: A Test of the Landscape Model

Leif M. Stennes (University of Minnesota)

In this longitudinal study twenty-five children were read stories at the ages of 4 and 5. Their recall of the stories was tested immediately. The Landscape model of comprehension was used to create theoretical models of the likelihood of recall of concepts given certain circumstances including developmental changes in children's sensitivity to causal structure. The behavioral data was compared to the computational models to assess how comprehension processes changed over the period of a year.

P2-21 Communications Media and Dyadic Conflict

Deborah G. Tatar & Jamika D. Burge (Virginia Polytechnic Institute & State University)

Although media properties and conflict have been explored in both naturalistic and experimental settings, the psycholinguistic processes and social effects of communication via different media under conditions of high-stakes conflict have not. Couples come into the lab to argue about a topic important to them in one of three conditions: face-to-face, telephone or Instant Messaging. Initial analysis shows surprising results including many fewer words in the phone and Instant Messaging conditions than in the face-to-face.

P2-22 The Impact of Reading Skill on the Content and Form of Verbal Protocols

Stacey Todaro, Christopher K. Kurby, Joseph P. Magliano, & Keith K. Millis (Northern Illinois University)

This study assessed the extent to which skilled and less-skilled readers use information from the current sentence, prior text, and general world knowledge when describing their understanding over the course of a verbal protocol. Participants read scientific texts and typed verbal protocols that were one and four sentences in length. The data suggest that skilled readers are more likely to use prior text information than less-skilled readers regardless of protocol length.

P2-23 Chinese Readers' Comprehension of Narratives with Causal but without Anaphoric Coherence

Yuhtsuen Tzeng, Peilan Chen (National Chung Cheng University), & Minglei Chen (National Central University)

The Chinese language has a topic chain structure and hence allows zero anaphors across sentences. We created texts that are causally related both at the inter-episode and intra-episode levels with minimum anaphoric connections and examined their effects on comprehension. The results indicated that more mature readers' comprehension was generally not affected by the lack of anaphors but they were able to detect the differences between when were asked to. Younger readers benefit from anaphoric devices in text.

P2-24 The Effects of Task Difficulty on the Hemispheric Processing of Inferences

Sandra Virtue (DePaul University), Brian Sundermeier (Williams College), & Laura Motyka (DePaul University)

In a divided visual field study, we investigated the role of task difficulty on the hemispheric processing of inferences during reading. Consistent with previous findings, the left hemisphere showed high levels of facilitation for strongly constrained inferences. In contrast, when subjects performed a highly demanding additional task during reading, the right

hemisphere showed greater facilitation than the left hemisphere. Thus, the difficulty of the task seems to modulate the hemispheric asymmetries during inference generation.

P2-25 Examining Genre in the On-line Reading Processes of 4th, 7th & 9th graders

Mary Jane White, Panayiota Kendeou, Paul van den Broek, Kristen M. McMaster, & David N. Rapp (University of Minnesota)

We investigated the inferential and non-inferential processes made by students in grades 4, 7, & 9. We used narrative and expository texts via a think-aloud procedure. Across all grades, students made more non-inferential processes in expository texts than in narratives. However, older students incorporated more prior knowledge during their reading of expository texts than narratives. In contrast, during narratives, students in all grades made more predictive inferences compared to expository texts.

P2-26 Comprehension and Validation of Information: Two Different Stages of Processing?

Britta Wöhrmann, Inga Hoever, & Tobias Richter (University of Cologne, Germany)

According to Gilbert (1991), comprehension initially entails the acceptance of communicated information as being true. Only at a later stage of processing false information may eventually and effortfully be rejected. The results from two experiments demonstrate that in contrast to this view, individuals are able to reject false information quickly and efficiently when they have validity-relevant beliefs. Comprehending and validating of information seem to be closely related types of processes rather than distinct stages of processing.

P2-27 Texts with Attitude

Susan T. Zimny, Janetta Ratay, & Cole McCracken (Indiana University of Pennsylvania)

The role of attitudes in memory has proceeded largely independently of an analysis of the discourse that conveys the attitudinal message. This research presented texts that contain both attitude and scriptal information. Analyses of reading times and recognition responses indicate that attitudes enhance text memory overall but the impact depends on available resources as well as congeniality of the message or strength of the attitude. These results challenge current explanations of the congeniality effect.

P2-28 The Effects of Story Difficulty and Task Presentation on Recall

Yi-Chen Wu, Wan-Zu Chuang, & Chuan-Hui Lee (National Sun Yat-Sen University)

This study used a 2 (story difficulty) X 2 (task presentation) experimental design to investigate recall information on narrative stories, under both reading and listening conditions. Participants were 142 fifth graders who are native Chinese speakers. The MANOVA results showed that the significant interaction between story difficulty and task presentation were found on the different aspects of recall—the sequential recall by sentence order, the elaboration recall, and the dead-end recall.

P2-29 Memory for Advertising Benefits from Inference Generation

Nathalie Blanc, Julien Vidal, Leslie Cervello, & Tony Issa (University of Montpellier 3)

In this study, we examined whether the memory for advertisements can be a function of the complexity of the comprehension process they involve to be fully understood. We used two sets of advertisements. In one set, participants had to generate inferences to connect the product on sale with the picture and the slogan, whereas it was no use generating inferences to understand the other set of advertisements. Results on a completion task performed on some of the slogans previously processed confirmed that advertisements that led to inference generation were the best remembered.

P2-30 Emotion and Comprehension: Effects of the “Emotional Power” of Concepts on the Temporal Course of the Representation

Angélique Ducreux-Fournier & Isabelle Tapiero (University Lumière Lyon2)

We investigated the effects of the emotional strength of concepts on readers' mental representation. Subjects read a “natural text” with positive and negative macrostructural information and performed an inference verification task. Text information contained concepts either with a low or with a high emotional strength. Prior to the reading, subjects were induced with positive, negative or neutral pictures. Our results showed the “emotional power” of concepts on readers' mental representation.

P2-31 Preserving the Text Visual Structure in the Rapid Serial Visual Presentation: Effects on Text Processing

Julie Lemarié, Hélène Eyrolle, & Jean-Marie Cellier (University of Toulouse le Mirail, France)

The effects of preserving the text visual structure in a rapid serial visual presentation (RSVP) were examined. Participants were asked to read a text with different RSVP formats and to perform memory and comprehension tasks. This research shows that small segmentation units favor memory but damage comprehension if they don't match the text semantic structure. Moreover, the preservation of the visual structure helps the reader to elaborate an appropriate semantic representation of the text.

Saturday, July 14, 8:00-9:30

North Forum

Plenary Address:

Why Do People Talk?

Herbert H. Clark, Stanford University

Introduction by Walter Kintsch, Univ. of Colorado, Boulder

Why do people talk to each other? One reason is to do things together—to engage in joint activities. In conversation, people establish common goals, such as buying a car, planning a party, or exchanging gossip, and they talk in order to reach those goals. When two people assemble an Ikea TV stand, for example, their basic joint activity is to assemble the whole from the parts. To succeed, they need to coordinate their joint actions as they go along—who is to do what, when, and how—and that requires communicative acts. That is, *basic* joint activities (such as the TV stand assembly proper) cannot succeed without *coordinating* joint actions (the talk used to coordinate it). Talk is therefore not an end in itself but a means to an end, and that holds for other forms of discourse, too.

Paper Session 3a
Linguistic and Textual Features
North Forum, Saturday, July 15, 9:45-12
Session Chair: Celia Klin

Empirical Study of the Form and Function of Linguistic Elements

Jerry Ball (Air Force Research Laboratory)

A three-part empirical study will use human subjects to identify the form and function of linguistic elements. In Part 1, subjects will identify meaningful groups of words within sentences and expressions. In Part 2, subjects will identify the single word that contributes most to the overall meaning of a sentence or expression. In Part 3, subjects will identify the part of speech of a circled word. Preliminary results will be presented at the conference.

Knowledge and Reasoning for Classifying Theories of Causality

Amal Guha (LIMSI)

It is suggested that approaches of causality in text comprehension can be classified according to their use (or not) of two basic cognitive skills: reasoning and knowledge. Four combinations are possible, and have theories instantiating them. This organization allows relating specific theories about text processing to more general psychological approaches, like assumptions on the nature or the format of mental representations, or the ways devoted to measure them.

Shortfall and the Discourse Function of Quantifiers

Linda M. Moxey & Anthony J. Sanford (University of Glasgow)

Natural language quantifiers not only denote amounts, but also serve a wide range of discourse perspective functions. These will be illustrated. An account (the supposition-denial account) is then put forward that integrates the discourse functions under a single explanation for negative quantifiers. A new experiment is described supporting the account. In four further studies, the account is expanded to include direct expectation and positive quantifiers. Implications for discourse functions and for formal semantics are discussed.

The Fore-warning Effect of Coherence Markers in Persuasion: Off- and On-line Evidence

Judith Kamalski, Leo Lentz, Ted Sanders (Utrecht Institute of Linguistics-OTS), & Rolf Zwaan (Florida State University)

Several studies have found cognitive effects of coherence markers like connectives and signaling phrases. Although it is assumed that these markers have an argumentative function, there is no direct empirical research on persuasion. We report two experiments investigating the persuasive effects of coherence marking, both off- and on-line. The results provide evidence for the fore-warning effect of coherence marking. Subjective markers seem to cause resistance to persuasion, whereas objective markers improve integration of information.

Effects of Familiarity and Changes in Task Properties on Search Strategies

Jordan P. Lippman & Susan Goldman (University of Illinois at Chicago)

A search task was used to investigate differences in the ability to adapt strategies to changes (addition or removal of headings) in task demands. Analyses of search time and Think Aloud data showed that search was more selective with increased familiarity, headings were most important when the text was unfamiliar, it was most difficult for participants to adapt to the removal of headings, and detection of task changes was associated with use of different strategies.

Paper Session 3b
Education and Applications
South Forum, Saturday, July 15, 9:45-12
Session Chair: Danielle McNamara

Multidimensional Situation Model Construction Among School-Aged Readers: An Experimental Test of the Event-Indexing Model

Gina Biancarosa, Nonie Lesaux, Catherine Snow, & Paul Harris (Harvard Graduate School of Education)

The current research tested the event-indexing model of situation model development with a sample of fifth- and sixth-grade children in addition to adults. Because this model has been independently confirmed only with adult readers the current study acts as an additional independent test of the event-indexing model itself. In addition, the current study extended the event-indexing model by experimentally testing whether stories involving false beliefs were additionally taxing to situation model construction and whether changes in emotional state might act as a sixth event index.

Beyond the Science Domain: The Transfer of Reading Strategies To Non-Expository Text

Tenaha O'Reilly, Roger S. Taylor, Nicholas D. Duran, & Danielle S. McNamara (University of Memphis)

We investigated the effectiveness of iSTART in facilitating understanding of non-expository text. Students self-explained text from three genres: science, history, and literature. Students then completed iSTART training (which includes practice with science texts) and were tested on their ability to self-explain a different set of science, history, and literature texts. Students' ability to self-explain improved in all three genres, but there were differences in SE quality as a function of genre.

Validating the Reading Strategy Assessment Tool (R-SAT)

Joseph P. Magliano, Keith K. Millis (Northern Illinois University), Irwin Levinstein, & Chutima Boonthum (Old Dominion University)

We are constructing a new test of reading comprehension called the Reading Strategy Assessment Tool (R-SAT). R-SAT elicits and analyzes verbal protocols that readers generate as they read texts. R-SAT is administered on the computer and employs latent semantic analysis (LSA) and word matching algorithms to assess the quality of the protocols. In the current study, we assessed the correlation between performance on R-SAT and outcome measures of comprehension. Our results show that R-SAT has promise.

Notetaking Gets in the Way of Deeper Processing

Jason Braasch & Susan Goldman (University of Illinois at Chicago)

College undergraduates took notes and thought aloud while researching the causes of volcanoes using a multiple-text sheltered web environment. Post-research essays were written with notes present. Then participants completed a True/False assessment of volcano knowledge without access to their notes. Notes primarily involved borrowing verbatim from the texts and the think-aloud protocols indicated shallow (paraphrasing) processing of the material. Self-explaining was relatively infrequent. The predominance of paraphrasing contrasts with prior work with these materials in which learners did not take notes. We conclude that notetaking may short-circuit deeper processing of texts, and negatively impact learning.

Prediction of Reading Comprehension Skill: From 8 to 16 Years

Kate Cain (Lancaster University) & Jane Oakhill (University of Sussex)

We investigated the relations between basic language skills (phonological awareness, word recognition, vocabulary, grammar) and comprehension-fostering skills (inference making, comprehension monitoring, story structure knowledge) at 8, 9, & 11 years and the degree to which these skills predicted reading comprehension at 11, 14, & 16 years. Reading comprehension and comprehension-fostering skills were relatively independent of concurrent measures of basic language skills. Importantly, early comprehension-fostering skills predicted later reading comprehension over and above basic language skills.

Special Session
Text Processing and the Humanities
North Forum, Saturday, 1-2:15
Chair: Andrew Elfenbein

The Historical Study of Literacy

Tom Augst (University of Minnesota/New York University)

Work in the cognitive study of reading has tended to focus on the reading habits of contemporary populations, since they are available for empirical study and experiment. In the humanities, there has been an explosion of work in the historical study of literacy, which is interested not only in what people read but also in how they read, especially in historical situations in which access to writing was not necessarily as plentiful as it is now. This talk will examine a particular archive, the diaries and letters of nineteenth-century clerks, to understand the context of their literate practice.

Transliterations: A Multi-Disciplinary Approach to Online Reading

Alan Liu (Univ. of California, Santa Barbara)

Launched initially by the organizers of the UC Digital Cultures Project and UCSB Transcriptions Project, Transliterations is designed to bring together teams of researchers from the humanities and arts, the social sciences, the sciences and engineering, education, and the library and information science. The premise of Transliterations is that a multi-disciplinary approach to online reading of the sort afforded by an integral university system like the University of California (in collaboration with other research centers) is the most fruitful way to invent new understandings and practices of digital literacy.

Cyber-Literacy And The Computer-Mediated Reader And Writer

Laura Gurak (University of Minnesota)

This talk will examine the alterations in reading and writing habits brought about by the ever-increasing presence of computer-mediated literacy in everyday life. It will focus especially on the effects of speed, reach, anonymity, and interactivity, and their effects on contemporary readers in terms of their evaluation of ethos, their metacritical awareness of the assumptions behind information, and their sense of the potential results of any given piece of communication.

Paper Session 4a
On-Line Processing
North Forum, Saturday, July 15, 2:30-4:35
Session Chair: Gary Raney

Repeating Phrases Across Unrelated Narratives: Evidence of Text Repetition Effects

Celia M. Klin (SUNY Binghamton), Angela S. Ralano (SUNY Binghamton), & Kristin M. Weingartner (University of Massachusetts, Amherst)

Text repetition effects tend to be limited to conditions in which the context remains consistent across the two processing episodes, particularly when readers are focused on comprehension. Despite this, we found evidence of transfer effects across unrelated narratives. In a Repeated condition, a critical, ambiguous, phrase appeared in two consecutive stories. In Story A the critical phrase was presented in a sarcasm-biasing context and in Story B the phrase was presented in a neutral context. The pattern of findings from an off-line measure and a reading time measure indicated that participants were more likely to interpret the phrase in Story B as sarcastic in the Repeated version than in a Not Repeated version, where the critical phrase was absent from Story A. We conclude that during the reading of Story B, the phrase and its interpretation were reactivated from memory, even though the two stories were unrelated. Finally, the transfer effects were found even when there was an additional intervening passage between Story A and Story B but not when there were two intervening passages.

Tacit Verification of Sentences in Text Comprehension

Murray Singer (University of Manitoba)

It seemed plausible that, after understanding “The customer ate pancakes”, the processes of understanding “The waiter thought that the customer ate eggs” might resemble those of intentionally verifying “The customer ate eggs” (“false”). The data of two experiments suggested that verification processes influence reading times. Furthermore, discourse pragmatics interacted with verification processes in ordinary reading but not when the readers were instructed to monitor the accuracy of discourse constituents.

Knowing What’s Going On: The Influence of Contextual Knowledge on the On-line Resolution of Structural Ambiguity

Nina Versteeg, Ted Sanders, & Frank Wijnen (Utrecht University)

Can world knowledge modulate on-line parsing preferences? This was investigated in two off-line experiments and an on-line reading study. World knowledge was manipulated by means of discourse context. The results showed that this “contextual knowledge” immediately influenced the initial analysis of the critical sentence. Contextual knowledge also appeared to overrule the influence of pragmatic principles. These results provide evidence for an interactive parser that deals with different sorts of information at the same time.

Reading Strategy Differences and Predicting Comprehension Across Text Genres

Brenton D. Muñoz, Joseph P. Magliano, & Keith K. Millis (Northern Illinois University)

The current study explores whether readers adopt different comprehension strategies for different text genres. Participants read and produced verbal protocols for two expository text genres. Analyses of the protocols revealed that readers rely on elaborative strategies to a greater extent when reading historical narratives than science texts. However, we found that quality of protocols were equally predictive of comprehension across text genre as they were within. These results have implications for computer based assessment tools.

The Effect of Rereading and Situational Development on Online Processing of Text

Frances Daniel & Gary Raney (University of Illinois at Chicago)

Millis et al. (1998) suggest that cognitive resources switch from emphasizing lower-level to higher-level processing when a text is read twice. We compared comprehension and resource allocation during the first and second readings of texts that manipulated situational development. Situational development enhanced comprehension, whereas resource allocation did not change as a function of situational development. We conclude that Millis et al.’s (1998) resource allocation measure does not accurately capture processing demands associated with comprehension.

Paper Session 4b
Figurative Language
South Forum, Saturday, July 15, 2:30-4:35
Session Chair: Keith K. Millis

Regional Differences in the Spontaneous Use of Sarcasm

Roger J. Kreuz (University of Memphis), Megan Dress (University of Memphis), & Kristen E. Link (SUNY Oswego)

American regional dialects have been shown to vary greatly in terms of their phonology, lexicon, and syntax. Differences at the pragmatic level, however, have been almost entirely unexplored. We hypothesized that the spontaneous use of sarcasm would differ between Northern and Southern speakers, with Southern speakers using sarcasm less because of pragmatic norms emphasizing greater politeness and deference. A significant difference was found when participants from New York and Tennessee provided completions to scenarios.

Interpretation and Processing of Direct and Indirect Ironic Remarks

Juanita Whalen (University of Calgary), Penny Pexman (University of Calgary), & Jill Green (University of Alberta)

Conflicting theories of verbal irony have suggested that factors such as contrast (Colston, 2002), and indirectness (Utsumi, 2000) are essential to irony interpretation. The present study assessed interpretation and processing for ironic remarks, as a function of these two variables. Results of two experiments suggested that direct ironic remarks are interpreted as more ironic and are processed more readily than indirect ironic remarks. Results are discussed in relation to existing theories.

The Time Course of Comprehending Jokes

Heather H. Mitchell (Lebanon Valley College), Arthur C. Graesser, & Max M. Louwerse (University of Memphis)

This research investigated the timing of humor detection. A signal-response methodology was used to measure the online processing of humorous and control texts. Signals were given during the presentation of the texts, and participants provided a humor detection judgment within .5 second. Truth discrimination scores were calculated and fit to an exponential function to create trajectories representing the humor detection process. The results suggest that humor detection in verbal jokes begins with the onset of an incongruity.

ALBRECHT AWARD WINNER

The Language of Emotion in Computer-Mediated Communication

Jeffrey T. Hancock, Christopher Landrigan, & Courtney Silver (Cornell University)

Our ability to express and accurately assess emotional states is central to human life. The present study examined how people express and detect emotions in text-based communication, which eliminates the nonverbal cues typically associated with emotion. The results from 40 dyadic interactions suggest that sad people use fewer words, more affect terms, more negations and fewer assents than happy people, and that communication partners can detect happy versus sad partners in text-based contexts.

Lying to Yourself and Lying to Others: Social Desirability and Language Features

Alastair J. Gill (Université de Bourgogne), Jeffrey T. Hancock (Cornell University), Jon Oberlander, & Elizabeth Austin (University of Edinburgh)

We investigate influence on language use of an individual's propensity to deceive (as measured by EPQ-R Lie Scale), rather than deception by assignment to condition. Using previously collected e-mail data and author information, we analysed High and Low sub-groups using corpus comparison methods which allowed identification of higher-level information. We discuss our findings in relation to the deception literature. Generally there are consistencies in strategies (namely, shifting focus from self); however we note additional features.

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Overview

Wednesday, July 12

1:00-7:30 Pre-Conference Workshop.

Thursday, July 13

7:30-1:00 2nd day of Pre-Conference
Workshop

Society for Text and Discourse Conference

Thursday, July 13

1:00 ST& D Registration Opens

3:00 Board Meeting

**5:00-6:00 Presidential Welcome and
General Business Meeting**

6:00-8:00 Poster Session 1 and Reception

Friday, July 14

7:30 Continental Breakfast

8:30-10:00 Plenary Session 1

10:00-10:15 Break

10:15-12:20 Concurrent Paper Session 1

12:20-1:30 Lunch Break

1:30-3:30 Trabasso Symposium

3:30- 3:45 Break

3:45-5:25 Concurrent Paper Session 2

5:25-5:45 Break

5:45-7:45 Poster Session 2 and Reception

Saturday, July 15

7:30 Continental Breakfast

8:00-9:30 Plenary Session 2

9:30-9:45 Break

9:45-11:50 Concurrent Paper Session 3

11:50-1:00 Lunch Break

**1:00-2:15 Special Session on Text
Processing and the Humanities**

2:15-2:30 Break

2:30-4:35 Concurrent Paper Session 4

Conference ends