

Curriculum Vitae

Cynthia L. Fisher
February, 2007

OFFICE ADDRESS:

Department of Psychology
University of Illinois
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PROFESSIONAL HISTORY:

2004-present	Professor, Department of Psychology University of Illinois at Urbana-Champaign
1998-present	Part-time faculty member, Beckman Institute, University of Illinois
1995-2004	Associate Professor, Department of Psychology University of Illinois at Urbana-Champaign
1991-1998	Institute Affiliate, Beckman Institute, University of Illinois
1989-1995	Assistant Professor, Department of Psychology University of Illinois at Urbana-Champaign

EDUCATION:

1989	Ph.D., University of Pennsylvania, Philadelphia, PA, in Psychology. Dissertation "Syntax-semantics links in the verb lexicon."
1985	M.A., University of Pennsylvania, Philadelphia, PA, in Psychology
1984	B.A., Wellesley College, Wellesley, MA <i>summa cum laude</i> , in Psychology and Philosophy

HONORS AND AWARDS:

Visiting Scholar, Institute of Linguistics, Academia Sinica, Taipei, Taiwan, 2006
Visiting Scholar, International School for Advanced Studies, Trieste, Italy, 2003
Arnold O. Beckman Research Award, 2000, 2004
Visiting Scholar, Max Planck Institute for Psycholinguistics, Nijmegen, NL, 1999
Shannon Director's Award, NICHD, 1997
Arnold O. Beckman Research Award, 1996
American Association of University Women Dissertation Fellowship, 1988-1989
National Science Foundation Predoctoral Fellowship, 1985-1988
Phi Beta Kappa, Wellesley College, 1983

RESEARCH SUPPORT:

- 4/07 - 2/12 NICHD grant "Verb learning and the early development of sentence comprehension" (co-PIs: Dan Roth and Yael Gertner). Annual direct and indirect costs ~\$300,000.
- 8/06 - 7/09 NSF grant "Verb learning and the early development of sentence comprehension: Experimental and computational studies" (co-PIs: Dan Roth and Yael Gertner). Direct and indirect costs \$391,357.
- 7/03 – 6/06 NICHD grant "The role of experience in the production and perception of phonological sequences" (co-PIs: Gary Dell and Jennifer Cole). Direct and indirect costs \$594,149.
- 7/03-6/06 sponsor, NRSA postdoctoral Fellowship awarded to Yael Gertner (Ph.D. 2003, University of Pennsylvania), "The early acquisition of verbs"
- 7/02 –6/07 NIMH Training Grant, "Language Processing: A training program" (PI: Kay Bock). \$190,000
- 10/04 - 12/05 UIUC Research Board, "Learning verbs in Mandarin"
- 5/02 – 12/03 UIUC Research Board, "Learning constraints on phonological sequences"
- 9/00 - 8/01 UIUC Research Board, Arnold O. Beckman Research Award, "The development of sentence comprehension."
- 1/99 - 12/01 NSF KDI-LIS grant "The role of experience in language processing" (PI: Gary Dell). Direct and indirect costs \$600,000.
- 8/97 - 7/02 NIMH training grant "Language processing: A training program" (PI: G. L. Murphy)
- 9/97 - 8/00 NICHD grant "Memory support for sentence representation and verb learning." (Co-PI: Barbara Church). Direct and indirect costs \$100,000.
- 9/96 - 8/97 UIUC Research Board, "Pre-syntactic structural cues for verb learning."
- 1/96 - 12/96 UIUC Research Board, Arnold O. Beckman Research Award, "The role of priming in language acquisition."
- 2/92 - 1/95 NSF Research Grant "Linguistic cues for verb meaning." Direct and indirect costs \$193,826.
- 1/94 - 12/94 UIUC Research Board, "Stress and salience in young children's comprehension."
- 8/91 - 6/92 UIUC Research Board, "Infants' perception of clause boundaries."
- 8/91 - 1/92 UIUC Research Board, "Prosodic cues for the acquisition of phrase structure".
- 1/90 - 8/90 UIUC Research Board, "Linguistic supports for the acquisition of verb meanings".

PUBLICATIONS:

- Fisher, C., Gleitman, L. R., & Gleitman, H. (1991). On the semantic content of subcategorization frames. Cognitive Psychology, 23, 331-392.
- Fisher, C., Hall, D. G., Rakowitz, S., & Gleitman, L. R. (1994). When it is better to receive than to give: Syntactic and conceptual constraints on vocabulary growth. Lingua, 92, 333-375. [Reprinted in L. R. Gleitman & B. Landau (Eds.), The Acquisition of the Lexicon. Cambridge, MA: MIT Press.]
- Fisher, C. (1994). Structure and meaning in the verb lexicon: Input for a syntax-aided verb learning procedure. Language and Cognitive Processes, 9, 473-518.
- Fisher, C., & Tokura, H. (1995). The given/new contract in speech to infants. Journal of Memory and Language, 34, 287-310.
- Fisher, C., & Tokura, H. (1996a). Prosody in speech to infants: Direct and indirect acoustic cues to syntactic structure. In J. Morgan & C. Demuth (Eds.), Signal to Syntax: Bootstrapping from speech to grammar in early acquisition. Hillsdale, NJ: Erlbaum.
- Fisher, C. (1996). Structural limits on verb mapping: The role of analogy in children's interpretation of sentences. Cognitive Psychology, 31, 41-81.
- Fisher, C., & Tokura, H. (1996b). Acoustic cues to linguistic structure in speech to infants: Cross-linguistic evidence. Child Development, 67, 3192-3218.
- Church, B. A., & Fisher, C., (1998). Long-term auditory word priming in preschoolers: Implicit memory support for language acquisition. Journal of Memory and Language, 39, 523-542.
- Fisher, C. (2000a). From form to meaning: A role for structural analogy in the acquisition of language. In H. W. Reese (Ed.), Advances in Child Development and Behavior, Vol. 27 (pp. 1-53). New York: Academic Press.
- Fisher, C. (2000b). Partial sentence structure as an early constraint on language acquisition. In B. Landau, J. Sabini, J. Jonides, & E. L. Newport (Eds.), Perception, Cognition, and Language: Essays in honor of Henry and Lila Gleitman (pp. 275-290). Cambridge, MA: MIT Press.
- Fisher, C., & Church, B. A. (2001). Implicit memory support for language acquisition. In J. Weissenborn & B. Hoehle (Eds.), Approaches to bootstrapping: Phonological, lexical, syntactic, and neurophysiological aspects of early language acquisition (pp. 47-69). Philadelphia: John Benjamins.
- Fisher, C., Hunt, C. M., Chambers, K., & Church, B. A. (2001). Abstraction and specificity in preschoolers' representations of novel spoken words. Journal of Memory & Language, 45, 665-687.
- Fisher, C. (2002). The role of abstract syntactic knowledge in language acquisition: A reply to Tomasello (2000). Cognition, 82, 259-278.
- Onishi, K. H., Chambers, K. E., & Fisher, C. (2002). Learning phonotactic constraints from brief auditory experience. Cognition, 83, B13-B23.

- Fisher, C. (2002). Structural limits on verb mapping: The role of abstract structure in 2.5-year-olds' interpretations of novel verbs. Developmental Science, *5*, 56–65.
- Fisher, C., & Gleitman, L. R. (2002). Language acquisition. In H. F. Pashler (Series Ed.) and C. R. Gallistel (Volume Ed.), Stevens' Handbook of Experimental Psychology, Vol 3: Learning and motivation (3rd ed., pp. 445-496). New York: Wiley.
- Fisher, C. (2003). Syntax acquisition. In W. Frawley (Ed.) and E. Clark (Section Ed.) Oxford Encyclopedia of Linguistics, Second Edition. New York: Oxford University Press.
- Chambers, K. E., Onishi, K. H., & Fisher, C. (2003). Infants learn phonotactic regularities from brief auditory experience, Cognition, *87*, B69-B77.
- Fisher, C., Church, B. A., & Chambers, K. (2004). Learning to identify spoken words. In D. G. Hall & S. R. Waxman (Eds.), Weaving a lexicon (pp. 3-40). Cambridge, MA: MIT Press.
- Song, H. & Fisher, C. (2005). Who's "she"? Discourse structure influences preschoolers' pronoun interpretation. Journal of Memory & Language, *52*, 29-57.
- Song, H., Baillargeon, & Fisher, C. (2005). Can infants attribute to an agent a disposition to perform a particular action? Cognition, *98*, B45-B55.
- Gleitman, L. R., & Fisher, C. (2005). Universal aspects of word learning. In J. McGilvray (Ed.), The Cambridge Companion to Chomsky (pp. 123-142), Cambridge University Press.
- Fisher, C., & Song, H. (2006). Who's the subject? Sentence structures as analogs of verb meaning. To appear in K. Hirsh-Pasek & Golinkoff, R. M. (Eds.) Action meets word: How children learn the meanings of verbs. New York: Oxford University Press.
- Fisher, C., Klingler, S. L., & Song, H. (2006). What does syntax say about space? 26-month-olds use sentence structure in learning spatial terms. Cognition, *101*, B19-B29.
- Gertner, Y., Fisher, C., & Eisengart, J. (2006). Learning words and rules: Abstract knowledge of word order in early sentence comprehension. Psychological Science, *17*, 684-691.
- Song, H., & Fisher, C. (in press). Discourse prominence effects on 2.5-year-old children's interpretation of pronouns. *Lingua*. (part of a special issue on discourse processing)
- Song, H., Baillargeon, & Fisher, C. (submitted). From "A dax!" to "A pilk!": 12-month-old infants' use of verbal information in reasoning about others' actions.
- Song, H., Baillargeon, & Fisher, C. (submitted). Do 7.5-month-old infants attend to verbal information when reasoning about others' goals?
- Chambers, K. E., Onishi, K. H., & Fisher, C. (submitted). A vowel is a vowel: Generalizing newly-learned phonotactic constraints to new contexts.
- Song, H., Onishi, K. H., Baillargeon, R., & Fisher, C. (submitted) Can an actor's false belief be corrected through an appropriate communication? Psychological reasoning in 18.5-month-old infants.

PAPERS IN PREPARATION:

Chambers, K. E., Onishi, K. H., & Fisher, C. Infants keep track of vowel contexts in phonotactic learning.

Yuan, S., Fisher, C., & Snedeker, J. Counting the nouns: Simple structural cues to verb learning.

Song, H., & Fisher, C. Syntactic priming in 3-year-old children.

TECHNICAL REPORTS AND CONFERENCE PROCEEDINGS:

Fisher, C. (1988). Experimental evidence for syntax-semantics mappings in the verb lexicon. In J. Powers & K. De Jong (Eds.), Proceedings of the Fifth Eastern States Conference on Linguistics, (pp. 142-150). Ohio State University.

Fisher, C. (1993) Structural limits on verb mapping. Conference Proceedings: Early cognition and the transition to language. Center for Cognitive Science, University of Texas at Austin.

Fisher, C. (1995). Who's the subject? Structural guides for verb learning. In E. V. Clark (Ed.), Proceedings of the Twenty-sixth Annual Child Language Research Forum, Stanford, CA: Stanford University Press.

Fisher, C. (2000). Simple structural guides to sentence interpretation: On starting with next to nothing. In E. V. Clark, (Ed.), Proceedings of the 30th Stanford Child Language Research Forum. Stanford, CA: CSLI Publications.

Budwig, N., Clancy, P. M., & Fisher, C. (2000). Transitivity and verb arguments in acquisition. In E. V. Clark, (Ed.), Proceedings of the 30th Stanford Child Language Research Forum. Stanford, CA: CSLI Publications.

Song, H., & Fisher, C. (2001). Young children's use of discourse cues in language comprehension. Proceedings of the 25th Annual Boston University Conference on Language Development. Boston, MA: Cascadilla Press.

Fisher, C., & Church, B. A. (2001). Learning to identify spoken words. Proceedings of the 25th Annual Boston University Conference on Language Development. Boston, MA: Cascadilla Press.

Song, H., & Fisher, C. (2002). Young children's sensitivity to discourse cues in on-line pronoun interpretation. Proceedings of the 26th Annual Boston University Conference on Language Development. Boston, MA: Cascadilla Press.

Yuan, S., & Fisher, C. (2006). "*Really? He Blicked the Cat?*": Two-year-olds learn distributional facts about verbs in the absence of a referential context. Proceedings of the 30th Annual Boston University Conference on Language Development. Boston, MA: Cascadilla Press.

Scott, R. M. & Fisher, C. (2006). Automatic classification of transitivity alternations in child-directed speech. In Proceeding of the 28th Annual Meeting of the Cognitive Science Society, 2129-2134.

Gahl, S., Garnsey, S. M., Fisher, C., & Matzen, L. (2006). "That sounds unlikely": Syntactic probabilities affect pronunciation. In Proceeding of the 28th Annual Meeting of the Cognitive Science Society.

Scott, R., & Fisher, C. (in press). Combining syntactic frames and semantic roles to acquire verbs. Proceedings of the 31st Annual Boston University Conference on Language Development. Boston, MA: Cascadilla Press.

COLLOQUIA:

Cognitive Science Department, John Hopkins University, November 1992.
Psychology Department, University of Chicago, March 1994.
Institute for Research in Cognitive Science, University of Pennsylvania, February 1997.
Linguistics Department, University of Delaware, March 1997.
Haskins Laboratories, New Haven, CT, April 1997.
Cognitive Science Department, Johns Hopkins University, May 1997.
Psychology Department, University of Pennsylvania, November 1998.
Psychology Department, Indiana University, October 2000.
Cognitive Science Center, Rutgers University, November 2000.
Language, Cognition, and Development Group, SISSA (Scuola Internazionale Superiore di Studi Avanzati), Trieste, Italy, May 2003.
Cognitive Science/ Psychology, University of Arizona, Tucson, April 2004.
Institute of Linguistics, Academia Sinica, Taipei, Taiwan, March 2006.
Department of Psychology, National Taiwan University, Taipei, March 2006.
DeVault Otologic Research Lab, Indiana University School of Medicine, July 2006.
Developmental Psychology, University of Chicago, November 2006.

INVITED ADDRESSES:

Simple sentence structure cues guide verb learning. Invited address to be presented at the annual meeting of the Midwestern Psychological Association, Chicago, May 2003.

From structure to meaning: Simple sentence-structure cues guide sentence comprehension by young children. Invited address at ACL2003, the International Conference of the Association for Computational Linguistics, Sapporo, Japan, July 2003.

Verb learning and the early development of sentence comprehension. Invited address at the Society for Language Development, Boston, MA, November 2006.

INVITED CONFERENCE PRESENTATIONS:

(with H. Tokura) *Syntactic and acoustic markers of given and new information in speech to infants and adults*. Invited paper presented at the International Conference on "Signal to syntax: Bootstrapping from speech to grammar in early acquisition," Department of Cognitive and Linguistic Sciences, Brown University, February 19-20, 1993.

Form-meaning mappings in comprehension and word-learning. Invited paper presented at a conference on "Early cognitive development and the transition to language," the Center for Cognitive Science, University of Texas at Austin, April 22-24, 1993.

Implicit memory support for language acquisition. Invited paper presented at the International Conference on "Approaches to Bootstrapping: Phonological, Syntactic, and Neurophysiological Aspects of Early Language Acquisition," Berlin, September 1996.

Commentary on papers presented at the workshop "Cross-linguistic perspectives on argument structure: Implications for learnability," at the Max Planck Institute for Psycholinguistics, Nijmegen, The Netherlands, June 1998.

Simple structural guides to sentence interpretation: On starting with next to nothing. Invited paper presented at the Stanford Child Language Research Forum, Stanford CA, April 1999.

Simple structural constraints on early sentence interpretation. Invited paper presented at an IGERT Workshop on the Cognitive Science of Language, Johns Hopkins University, January 2003.

What's in a verb? Acquiring verb knowledge from ordinary discourse. Invited talk at a Workshop entitled "The Linguistic Encoding of Three-Participant Events: Crosslinguistic and Developmental Perspectives," at the Max Planck Institute for Psycholinguistics, Nijmegen, The Netherlands, May 2003.

(with Y. Gertner) *How does word order guide sentence comprehension?* Invited talk in a symposium entitled "Learning to Make Sense of Sentences: The Development of Speech Processing Abilities in Children from 18 to 25 months," at the International Association for the Study of Child Language, Berlin, July 2005.

CONFERENCE PRESENTATIONS:

Prosodic cues to phrase structure in infant-directed speech. Paper presented at the Child Language Research Forum, Stanford University, April, 1991.

(with H. Tokura) *Prosodic bracketing in spontaneous infant-directed speech: Cross-linguistic evidence.* Part of a symposium entitled "Language input and infant speech segmentation: Prospects for perceptual bootstrapping in acquisition" at the Biennial International Conference on Infant Studies, Miami Beach, FL, May 1992.

Preschoolers' use of structural cues to verb meaning. Paper presented at the Biennial Meeting of the Society for Research in Child Development, March 1993.

Who's the subject? The meaning of structure in preschoolers' interpretations of novel verbs. Paper presented at the Stanford Child Language Research Forum, Stanford, CA, April 1994.

(with H. Tokura) *The given-new contract in speech to infants.* Paper presented at the Biennial International Conference on Infant Studies, Paris, June 1994.

(with B. Church) *Auditory word priming in young children.* Paper presented at the Biennial International Conference on Infant Studies, Providence, RI, April 1996.

(with B. Church) *Auditory implicit memory as a mechanism for lexical-phonological acquisition.* In a symposium entitled "Early lexical development: From form to meaning", at the Biennial International Conference on Infant Studies, Atlanta, GA, April 1998.

(with C. Hunt & B. Church) *Auditory non-word priming in preschoolers.* Paper presented at the Biennial International Conference on Infant Studies, Atlanta, GA, April 1998.

(with K. Chambers & B. Church) *Context-sensitive long-term auditory word priming in 3-year-old children.* Paper presented at the Annual Meeting of the Cognitive Development Society, Chapel Hill NC, October 1999.

(with H. Song) *Young children's use of syntactic cues in discourse understanding.* Paper presented at the Annual Meeting of the Cognitive Development Society, Chapel Hill NC, October 1999.

Who's blinking whom? Word order influences toddlers' interpretations of novel verbs. Paper presented at the Biennial International Conference on Infant Studies, Brighton, England, July 2000.

(with R. Baillargeon & G. F. DeJong) *Teaching infants about support: What data must they see?* Paper presented at the Biennial International Conference on Infant Studies, Brighton, UK, July 2000.

(with B. Church) *Learning to identify spoken words.* Paper presented at the Boston University Conference on Language Development, Boston, MA, November, 2000.

(with H. Song). *What's in a sentence? Acquiring verb knowledge from ordinary discourse.* Part of a symposium entitled "How diversity in input facilitates language acquisition: Evidence across perspectives, languages, and paradigms" presented at the Biennial Meeting of the Society for Research on Child Development, Minneapolis, MN, April 2001.

(with K. E. Chambers & K. H. Onishi) *The continuity of phonotactic learning.* Paper presented at the Biennial Meeting of the Cognitive Development Society, Virginia Beach, VA, October 2001.

(with K. E. Chambers & K. H. Onishi) *Phonotactic acquisition in infancy.* Paper presented at the Biennial International Conference on Infant Studies, Toronto, April 2002.

(with H. Song & R. Baillargeon) *Infants' sensitivity to verbal information in reasoning about others' goals.* Paper presented at the Biennial International Conference on Infant Studies, Toronto, April 2002.

(with K. E. Chamber & K. H. Onishi) *Generalizing phonotactic regularities from brief auditory experience.* Paper presented at the 8th Conference on Laboratory Phonology (LabPhon8), Haskins Laboratories, New Haven CT, June 2002.

(with K. Chambers & K. Onishi) *Generalizing phonotactic regularities.* Poster presented at the Annual Meeting of the Psychonomic Society, Kansas City, November 2002.

(with J. Snedeker, Harvard University) *Counting the Nouns: Simple sentence-structure cues guide verb learning in 21-month-olds.* Paper presented at the Boston University Conference on Language Development, October 2002.

(with S. Klingler) *What does syntax say about space? Young children use sentence structure in learning spatial terms.* Paper presented at the Boston University Conference on Language Development, October 2002.

(with K. E. Chambers & K. H. Onishi) *Acquisition of complex phonotactic regularities in infancy.* Paper presented at the Biennial Meeting of the Society for Research in Child Development, Tampa FL, April 2003.

(with H. Song) *Who's "he"?* *Young children rely on discourse structure in on-line sentence comprehension.* Part of a symposium entitled *Learning to Make Sense of Sentences: Young Children Integrate Information at Multiple Levels in Interpreting Speech Online*, at the Biennial Meeting of the Society for Research in Child Development, Tampa FL, April 2003.

(with H. Song) *The development of preschoolers' sensitivity to discourse cues in on-line pronoun interpretation.* Paper presented at the Boston University Conference on Language Development, Boston MA, November 2003.

(with K. Chambers & K. Onishi) *Going beyond the input: Extending newly learned phonotactic regularities*. Paper presented at the Boston University Conference on Language Development, Boston MA, November 2003.

(with Y. Gertner) *Who's gorging the duck? Word order guides early comprehension*. Paper presented at the CUNY Sentence Processing Conference, College Park MD, March 2004.

(with T. Ratitamkul & A. Goldberg) *The role of discourse context in determining the argument structure of novel verbs with omitted arguments*. Paper presented at the Stanford Child Language Research Forum, Stanford, April 2004.

(with K. Chambers & K. Onishi) *Distributional learning in phonological development: generalization and constraints*. Paper presented at the International Conference on Infant Studies, Chicago IL, May 2004.

(with H. Song & R. Baillargeon) *Can a particular action be a goal? Reasoning about sliding and lifting actions in 13.5-month-old infants*. Paper presented at the International Conference on Infant Studies, Chicago IL, May 2004.

(with K. Onishi, H. Song, & R. Baillargeon) *Understanding false belief in infancy: Integrating linguistic information*. Paper presented at the International Conference on Infant Studies, Chicago IL, May 2004.

(with H. Song) *Syntactic priming in 3-year-old children*. Paper presented at the Boston University Conference on Language Development, Boston MA, November 2004.

(with Y. Gertner) *How early does word order guide sentence comprehension?* Paper presented at the Boston University Conference on Language Development, Boston MA, November 2004.

(with K. Chambers & K. Onishi) *Rule abstraction and speech sound representation in infancy*. Paper to be presented at the Biennial Meeting of the Society for Research in Child Development, Atlanta GA, April 2005.

(with S. Yuan & R. Baillargeon) *Priming infants to attend to weight information in support events*. Paper to be presented at the Biennial Meeting of the Society for Research in Child Development, Atlanta GA, April 2005.

(with Y. Gertner & R. Baillargeon) *Language facilitates infants' physical reasoning*. Paper to be presented at the Biennial Meeting of the Society for Research in Child Development, Atlanta GA, April 2005.

(with H. Song & R. Baillargeon) *The development of infants' use of linguistic information in reasoning about others' goals*. Part of a symposium entitled *Infants' emerging understanding of agents, actions, and words*, organized by A. Woodward & J. L. Sootsman, presented at the Biennial Meeting of the Society for Research in Child Development, Atlanta GA, April 2005.

(with H. Song) *Discourse structure and pronoun interpretation in young children: The role of grammatical status and order of mention*. Paper presented at the Biennial Meeting of the Society for Research in Child Development, Atlanta GA, April 2005.

(with S. Yuan) *Really? He blicked the cat? 2-year-olds learn distributional facts about verbs in a non-referential context*. Paper presented at the Boston University Conference on Language Development, Boston MA, November 2005.

(with R. Scott) *Combining syntactic frames and semantic roles to acquire verbs*. Paper presented at the 31st Annual Boston University Conference on Language Development, Boston, November 2006.

(with Y. Gertner) *Predicted errors in early sentence comprehension*. Paper presented at the 31st Annual Boston University Conference on Language Development, Boston, November 2006.

(with H. Song, K. Onishi, R. Baillargeon) *Can an Actor's False Belief be Corrected Through an Appropriate Communication? Psychological Reasoning in 18.5-month-old Infants*. Paper to be presented at the Society for Research in Child Development, Boston, March 2007.

(with Y. Gertner, R. Baillargeon, G. Marcus, S. Johnson) *Rule Learning in Infants With Non-Linguistic Stimuli*. Paper to be presented at the Society for Research in Child Development, Boston, March 2007.

(with R. Scott). *Children Learn Verb Alternation Patterns in the Absence of Referential Information*. Paper to be presented at the Society for Research in Child Development, Boston, March 2007.

(with H. Song) *2.5-Year-Olds' On-Line Pronoun Interpretation in A Discourse Context*. Paper to be presented at the Society for Research in Child Development, Boston, March 2007.

(with S. Yuan, Y. Gertner, J. Snedeker) *Participants are More Than Physical Bodies: 21-Month-Olds Assign Relational Meaning to Novel Transitive Verbs*. Paper to be presented at the Society for Research in Child Development, Boston, March 2007.

(with Y. Gertner) *Syntax Guides 2-year-olds' Attention to Different Aspects of Simple Motion Events*. Paper to be presented at the Society for Research in Child Development, Boston, March 2007.

GRANT REVIEWING:

Member, NIH ad hoc grant review panel, spring 1998
Replacement member, NIH grant review panel, summer 2002
Member, NIH ad hoc grant review panel, summer 2004
Member, NSF Linguistics grant review panel, 2003-2007

Ad hoc grant reviewing:

NSF Linguistics
Research Council of Canada
Israel Science Foundation

CONFERENCE SUBMISSION REVIEWING:

Cognitive Science
International Conference on Infant Studies
Society for Research in Child Development
Boston University Conference on Language Development

MANUSCRIPT REVIEWING:

Editorial boards:

Cognition (Editorial Board, 2001-present)
Cognitive Science (Editorial Board, 2004-2005)

Developmental Psychology (Editorial Board, 2004-present)
Journal of Memory and Language (Editorial Board, 2005- present)
Language Learning and Language Development (Editorial Board, 2003-present)

Ad hoc manuscript reviewing:

Child Development
Cognitive Development
Cognitive Linguistics
Cognitive Psychology
Current Directions in Psychological Science
Developmental Science
Infancy
Journal of Child Language
Journal of Neurolinguistics
Journal of Phonetics
Journal of Speech Language and Hearing Research
Language and Cognitive Processes
Language and Speech
Philosophical Psychology
Psychological Science
Science
Trends in Cognitive Sciences

Professional Associations:

Cognitive Science
International Society for Infant Studies
Society for Research on Child Development
Language Development Society

Courses Taught:

University of Illinois: 1989-present	Child Development Language Acquisition (graduate core course) Language Acquisition (undergraduate course) Graduate seminars: Intonation and focus in language comprehension and acquisition Thematic roles in language comprehension, production, and acquisition Words and symbols Language production Exemplar models of categorization and word recognition Theory of mind Learning words and rules
University of Pennsylvania, 1988	Cognitive Psychology