

Lila R. Gleitman

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CONTACT INFORMATION

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EDUCATION

1967 Ph.D. Linguistics, University of Pennsylvania
1965 M.A. Linguistics, University of Pennsylvania
1952 B.A. Literature, Antioch College

POSITIONS HELD

2000 – 2010 Visiting Faculty, Cognitive Science Institute (RUCCS), Rutgers
University, New Brunswick, NJ
2002 Professor Emeritus of Psychology, University of Pennsylvania,
Philadelphia, PA
1992 – 2001 Professor of Linguistics (Secondary appointment), University of
Pennsylvania, Philadelphia, PA
1991 – 2001 Co-Director, Institute for Research in Cognitive Science (IRCS),
University of Pennsylvania, Philadelphia, PA
1981 – 2001 Professor of Psychology, University of Pennsylvania, Philadelphia
1989 – 1994 Marcia and Steven Roth Professor of Psychology, University of
Pennsylvania, Philadelphia, PA
1972 – 1979 William P. Carter Professor of Education, University of Pennsylvania,
Philadelphia, PA
1968 – 1971 Assistant Professor of Linguistics, Swarthmore College, Swarthmore, PA
1965 – 1968 Senior Scientist, Eastern Pennsylvania Psychiatric Institute, Philadelphia,
PA

VISITING FELLOW

2001 – 2008 Visiting Scientist, SISSA, Trieste, Italy
1985 Vera T. Brittain Fellow, Somerville College, Oxford University, Oxford,
England

- 1979 A. Sloan Fellow, Cognitive Science, School of Social Science, University of California at Irvine
- 1978 A.P. Sloan Fellow, Cognitive Science, Dept of Linguistics and Philosophy, MIT

PRESIDENT OF LEARNED SOCIETIES

- 2006 – Language Development Society
- 2007 Society for Philosophy and Psychology
- 1993 Linguistic Society of America

HONORS

- 2008 Doctor of Science (*honoris causa*), University of Pennsylvania
- 2006 Fellow, Linguistic Society of America
- 2005 Graduate Mentor Award, University of Pennsylvania
- 2005 Doctor of Science (*honoris causa*), University of Chicago
- 2004 Lenore Williams Award, AWFA, University of Pennsylvania
- 2003 Distinguished Scientific Contribution Award, American Psychological Association
- 2003 John McGovern Award in the Behavioral Sciences, American Association for the Advancement of Science (AAAS)
- 2002 Fellow, Cognitive Science Society
- 2002 Women in Science Award, NY Academy of Sciences
- 1991 – 2001 NSF Pioneer Award
- 2000 Fellow, National Academy of Sciences
- 1999 Fellow, American Academy of Arts and Sciences
- 1996 Fellow, American Association for the Advancement of Science
- 1995 Prix Internationale, Fondation Fyssen
- 1990 Fellow, Society of Experimental Psychologists
- 1939 Blue Dragons
- 1972 Festschrift, Napoli, D. J. (Ed.). *Linguistics at Swarthmore: Essays in honor of Lila Gleitman*. Erlbaum.
- 2000 Festschrift, Landau, B., Newport, E., Jonides, J., & Sabini, J. (Eds.). *Perception, cognition, and language: Essays for Henry & Lila Gleitman*. Cambridge, MA: MIT Press.

KEYNOTE, PLENARY, AND DISTINGUISHED LECTURES

- 2012 Keynote, Budapest Conference on Cognitive Development, Budapest, Hungary, January
- 2011 Ingemann Lecture, University of Kansas, Lawrence, KS, April
- 2010 Invited Address, ASHA, Philadelphia, PA, November
- 2010 Master Lecture, McGill University, Montreal, Canada, March

- 2009 Master Lectures (3 lectures), Universita di Milano - Bicotta, Providence of Milan, Italy, April
- 2008 Presidential Address, Society for Psychology and Philosophy, Philadelphia, PA, June 20
- 2008 UCSD Distinguished Lecture in Cogsci, University of California at San Diego, La Jolla, CA, April
- 2007 Invited Address, 20th Anniversary of Cognitive Science, Brown University, Providence, RI, March
- 2006 Invited Address, Society for Psychology and Philosophy, St. Louis, LA, June
- 2006 Keynote, UNC Spring Linguistics Colloquium, Chapel Hill, NC, April
- 2004 Grimes Lecture, LaSalle University, Philadelphia, PA, March
- 2003 Keynote, Michigan Linguistic Society, Ann Arbor, MI, October
- 2003 Distinguished Scientific Contribution Address, American Psychological Association, Toronto, CA, August
- 2003 Horizons of Knowledge Lecture, Indiana University, Bloomington, IN, March
- 2003 John McGovern Prize Lecture in the Behavioral Sciences, AAAS, Boston, MA
- 2003 Master lecture, Society for Research in Cognitive Development, Tampa, FL
- 2002 Distinguished Lecture Series (3 lectures) University of Maryland, College Park, MD, November
- 2002 Plenary Address, American Association for the Advancement of Science (AAAS), Boston, MA, February
- 2002 Chancellor's Distinguished Lecture, LSU, Baton Rouge, LA
- 2001 Distinguished Lecture Series, Michigan State University, Ann Arbor, MI, March
- 2001 New Years Lecture, University of Groningen, Groningen, Netherlands, January
- 2000 Leiden University, Leiden, Netherlands, December
- 2000 Distinguished Lecture Series, Calgary University, Calgary, CA, October
- 2000 Harry T. Stanton Lecture, MIT Press, Cambridge, MA, September
- 2000 Plenary address, International Linguistics Association, Georgetown, Washington D.C., May
- 2000 Plenary address, Chicago Linguistic Society, Chicago, IL, May
- 1999 Distinguished Lecture Series (3 lectures), Linguistics, Computer Science and Psychology, Stanford University, Stanford, CA, January
- 1998 Keynote, SKIL, Northwestern University, Evanston, IL
- 1998 Keynote, NECSS, Cornell University, Ithaca, NY
- 1998 Distinguished Lecture Series (4 lectures), Linguistics, UCLA, Los Angeles, CA
- 1997 Distinguished Lecture Series (3 lectures), University of Maryland, College Park, MD
- 1995 Allocution Fondation Fyssen Prix International, Paris, France

- 1995 The Nijmegen Lecture, Max Planck Institute, Nijmegen, Netherlands
 1995 Distinguished Lecture, Potsdam University, Berlin, Germany
 1995 Keynote, Boston Child Language Conference, Boston University, Boston, MA
 1994 Presidential Address, Linguistic Society of America
 1994 Plenary Lecture, Summer Institute for Cognitive Science, University of Buffalo, Buffalo, NY
 1994 Plenary Lecture, Cognitive Science Institute, University of Georgia, Athens, GA
 1993 Plenary Lecture, XVth World Congress of Linguists, Laval University, Quebec, Canada
 1992 Distinguished Lecture Series, Cognitive Science, University of Arizona
 1991 Distinguished Lecture Series, Psychology and Audiology, University of British Columbia, Vancouver, Canada
 1990 Plenary Lecture, Association for Computational Linguistics, xxx, xx
 1987 Keynote, Stanford Child Language Conference, xxx, xx
 1984 Plenary Lecture, Association for Computational Linguistics, xxx, xx
 1982 Distinguished Lecture Series, Psychology and Linguistics, University of British Columbia, Vancouver, Canada
 1980 Keynote, Boston Child Language Conference, Boston University, Boston, MA
 1978 Phillips Lecture, Haverford College, Haverford, PA

SYMPOSIUM AND CONFERENCE CHAIR/HOST

- 2008 Host, Society for Philosophy and Psychology, Annual Meeting, University of Pennsylvania, Philadelphia, PA, June
 2007 Co-Host/Chair with Pat Kuhl, NSF SLC conference, Opportunities and challenges for language acquisition and education, NSF, Arlington, VA, September
 2000 Co-Host/Chair with A. Joshi, Cognitive Science Society, Annual Meeting, University of Pennsylvania, Philadelphia, PA, July
 1978 Co-Host with Eric Wanner, Language acquisition, The State of the Art, conference, University of Pennsylvania, Philadelphia, PA, September

CURRENT EDITORIAL

- Co-Editor MIT Press Series, Language, Development and Conceptual Change
 Editorial Board Cognition
 Advisory Board Language Learning & Development; Journal of Semantics
 Ad hoc reviewer PNAS, Language Learning & Development, Cognitive Psychology, Cognitive Science

ADMINISTRATIVE (from 1990)

2011 – Member, Steering Committee, Psychology, NAS
2007 – Co-Chair, External Advisory Board, Spatial Intelligence Learning Center, NSF
2006 – Visiting Committee, Linguistics, MIT
2002 – Language Development Society, Executive Committee
2002 – Visiting Committee, Linguistics and Philosophy, MIT, Cambridge, MA
2008 – 2010 Waterman Prize Committee, NSF
2007 – 2009 Executive Committee, Society for Philosophy and Psychology
2006 – 2009 NSF Advisory Committee, NSF/SBE
2004 – 2009 Advisory Committee, Center for Early Childhood Research, University of Chicago
2001 – 2009 Advisory Committee, NAS, Social, Behavioral and Economic Sciences (SBE)
2009 Sub-Chair, Committee of Visitors, NSF/SBE
2008 Chair, Section J Psychology, AAAS
2008 McGovern Selection Committee, AAAS
2007 Co-Chair, NSF Conference on Language Acquisition, Washington D. C., September
2006 Chair of Committee of Visitors, NSF/SBE
2006 Cognitive Science Academic Review Committee, University of Maryland
2004 Academic Review Committee, Linguistics, USC
2002 – 2004 Nominating Committee, AAAS, Psychology
2002 Council Delegate, AAAS
2002 Chair of Nominating Committee, AAAS, Psychology
1999 – 2002 Committee on the Decade of Behavior, American Psychological Association
1990 – 2001 Co-Director, Institute for Research in Cognitive Science
2000 Co-Director, Annual Meeting, Cognitive Science Society, Philadelphia, PA, August
1998 – 1999 Chair Section Z (Linguistics), AAAS
1994 – 1998 Brain and Cognitive Sciences Advisory Board, MIT
1994 – 1997 Departmental Advisory Committee, Linguistic Society of America
1994 – 1996 Linguistics Advisory Board, Yale University
1993 – 1995 Executive Board, Linguistic Society of America

CURRENT GRANTS

1999 – 2002 (renewed Jun. 2003 – May. 2008 and Dec. 2008 – Dec. 2013)
NIH R01, Development of on-line sentence processing in children (co-PI, with J. Trueswell)
Sep. 2010 – Sep. 2011 (extended)
NIH/ARRA supplement (CO-PI with J. Trueswell)

POSTDOCTORAL ADVISEES (CHAIR or CO-CHAIR)

Sharon Armstrong, Amy Pierce, Adele Abrahamsen, John Kim, Jeff Lidz, Julien Musolino, Toben Mintz, Fei Xu, Martha McGinnis, Sandeep Prasada, Angeliek von Hout, Sergey Avrutin, Misha Becker, Anna Papafragou, Jesse Snedeker, Felicia Hurewitz, Tamara Medina, Lucia Pozzan., Judith Koehne

PH.D ADVISEES (CHAIR or CO-CHAIR)

Elissa Newport, Susan Goldin-Meadow, Barbara Landau, Letty Naigles, Cynthia Fisher, Kathy Hirsh-Pasek, Carol Miller, Lloyd Komatsu, Ruth Ostrin, Howard Geyer, Ann Fowler, Barbara Freed, Pamela Freyd, George Meck, Julia Dutton, Ed Kako, Annie Lederer Duke, Jane Gillette, Andrew Connolly, Peggy Li, Jesse Snedeker, Felicia Hurewitz, Laura Wagner, Becky Nappa, Sudha Arunachalam

PUBLICATIONS

Books

- Gleitman, L., & Gleitman H. (1970). *Phrase and paraphrase*. NY: Norton.
- Rozin, P., & Gleitman, L. (1974). *Syllabary: An introductory reading curriculum*. Washington DC: Curriculum Development Associates.
- Landau, B., & Gleitman, L. (1985). *Language and experience: Evidence from the blind child*. Cambridge: Harvard University Press. (Paperback published 1987)
- Gleitman, L. (in preparation). *Language origins in human mind: Collected papers*. Oxford: Oxford University Press.

Edited Books

- Wanner, E., & Gleitman, L. (1982). *Language acquisition: The state of the art*. NY: Cambridge University Press. (Paperback published 1983)
- Gleitman, L., & Landau, B. (1994). Acquisition of the lexicon. *Lingua Special Issue*, 92(1-4).
- Gleitman, L., & Landau, B. (1995). *Acquisition of the lexicon*. Cambridge, MA: MIT Press. (Original work published 1994)
- Gleitman, L., & Liberman, M. (1996). *Language* (Vol. 1; 2nd ed.). Cambridge MA: MIT Press.
- Gleitman, L., & Joshi, A. K. (2000). *Proceedings of the 21st Annual Conference of the Cognitive Science Society*. NJ: Erlbaum.

Journal Articles and Chapters

- Gleitman, L. (1960). The isolation of elements for a grammatical description of language. *Advances in documentation and library sciences* (Vol. 3). NY: Interscience Publishers.
- Gleitman, L. (1961). Pronominals and stress in English conjunction. *Language Learning*, 11(3-4), 157-169.
- Gleitman, L. (1965). Coordinating conjunctions in English. *Language*, 41(2), 260-93.
- Gleitman, L. (1969). Coordinating conjunctions in English. In D. A. Reibel & S. A. Shane (Eds.),

- Modern studies in English: Readings in transformational grammar.* Englewood, NJ: Prentice Hall. (Original work published 1965)
- Shipley, E., Smith, C., & Gleitman, L. (1969). A study in the acquisition of language: Free responses to commands. *Language*, 45(2), 322-342.
- Geer, S., Gleitman, H., & Gleitman, L. (1972). Paraphrasing and remembering compound words. *Journal of verbal learning and verbal behavior*, 11(3), 348-355.
- Gleitman, L., Gleitman, H., & Shipley, E. (1973). The emergence of the child as grammarian. *Cognition*, 1(2), 137-164.
- Gleitman, L. & Rozin, P. (1973). Teaching reading by use of a syllabary. *Reading Research Quarterly*, 8(4), 447-93.
- Gleitman, L., & Rozin, P. (1973). Phoenician go home? *Reading Research Quarterly*, 8(4), 494-501.
- Gleitman, L., Gleitman, H., & Shipley, E. (1977). The emergence of the child as grammarian. In M. Appel & L. Goldberg (Eds.), *Topics in cognitive development*, NY: Plenum. (Original work published 1973)
- Gleitman, L. & Rozin P. (1977). The structure and acquisition of reading I: Relations between orthographies and the structure of language. In A. Reber & D. Scarborough (Eds.), *Toward a psychology of reading*. Hillsdale, NJ: Erlbaum.
- Newport, E., Gleitman, H., & Gleitman, L. (1977). Mother, I'd rather do it myself: Some effects and non-effects of maternal speech style. In C. Snow & C. Ferguson (Eds.), *Talking to children: Language input and acquisition*. NY: Cambridge University Press.
- Rozin P., & Gleitman, L. (1977). The structure and acquisition of reading II: The reading process and the acquisition of the alphabetic principle. In A. Reber & D. Scarborough (Eds.), *Toward a psychology of reading*. Hillsdale, NJ: Erlbaum.
- Feldman, H., Goldin-Meadow, S., & Gleitman, L. (1978). Beyond Herodotus: The creation of language by linguistically deprived deaf children. In A. Lock (Ed.), *Action, gesture, and symbol: The emergence of language*. London: Academic Press.
- Hirsh-Pasek, K., Gleitman, L., & Gleitman, H. (1978). What did the brain say to the mind? A study of the detection and report of ambiguity by young children. In A. Sinclair, R. Jaravella & W. Levelt (Eds), *The child's conception of language*. NY: Springer-Verlag.
- Shipley, E., Smith, C., & Gleitman, L. (1978). A study in the acquisition of language: Free responses to commands. In L. Bloom (Ed.), *Readings in language development*. NY: Wiley. (Original work published 1969)
- Gleitman, H., & Gleitman, L. (1979). Language use and language judgment. In C. Fillmore, D. Kemler & W. Wang (Eds.), *Individual differences in language ability and language behavior*. NY: Academic Press.
- Gleitman, L., Shipley, E., & Smith, C. (1979). Old and new ways not to study comprehension. *Journal of Child Language*, 5(2), 501-519.
- Gleitman, L., & Gleitman, H. (1981). Language learning. In H. Gleitman, *Psychology*. NY: WW Norton.
- revised for H. Gleitman, *Basic Psychology* (1982; 1991)
- Gleitman, L. (1981). Maturation determinants of language learning. *Cognition*, 10(1), 103-114.
- Gleitman, L., & Wanner, E. (1982). Language acquisition: The state of the state of the art. In E. Wanner & L. Gleitman (Eds.), *Language acquisition: The state of the art*. NY: Cambridge University Press.

- Armstrong, S., Gleitman, L., & Gleitman, H. (1983). What some concepts might not be. *Cognition*, 13(3), 263 - 308.
- Gleitman, L., Armstrong, S., & Gleitman, H. (1984). On doubting the concept 'concept'. In E. Scholnick (Ed.), *New perspectives in cognitive development*. Hillsdale, NJ: Erlbaum.
- Landau, B., & Gleitman, L.R. (1984). The meaning of vision-related terms to a blind child. *Proceedings of the Annual Meeting of the Cognitive Science Society*. NJ: Erlbaum.
- Gleitman, L., & Wanner, E. (1984). Richly specified input to language learning. In O. Selfridge, E. Rissland, & M. Arbib (Eds.), *Adaptive control of ill-defined systems*. NY: Plenum Press.
- Gleitman, L., Newport, E., & Gleitman, H. (1984). The current status of the Motherese hypothesis. *Journal of Child Language*, 11(2), 43-79.
- Gleitman, L. (1984). Biological dispositions to learn language. In A. Marras & W. Demopoulos (Eds.), *Language learnability and concept acquisition*. NY: Ablex. (Original work published 1984)
- Gleitman, L. (1984). Biological dispositions to learn language. In P. Marler & H. Terrace (Eds.), *The biology of learning*. NY: Springer-Verlag. (Original work published 1984)
- Gleitman, L., Gleitman, H., & Shipley, E. (1984). The emergence of the child as grammarian. In P. Soto & E. Sebastian (Eds.), *Lectures sobre adquisicion del lenguaje*. Madrid: Alianza. (Original work published 1973)
- Gleitman, L. (1985). Orthographic resources affect reading acquisition -- when they are used. *Reading Acquisition and Special Education*, 6(6), 24-36.
- Landau, B., & Gleitman, L. R. (1985). *Language and experience: Evidence from the blind child*. Cambridge MA: Harvard University Press.
- Gleitman, L. (1986). Biological preprogramming for language learning. In S. Friedman, K. Klivington, & R. Peterson (Eds.), *The brain, cognition, and education*. NY: Academic Press.
- Gleitman, L. (1986). Language. In H. Gleitman, *Psychology*. NY: Norton.
-- revised for H. Gleitman, D. Reisberg, & J. Gross, *Psychology* (1990; 1994; 1999; 2003; & 2011).
- Gleitman, L., & Wanner, E. (1987). Language development. In M. Bornstein & M. Lamb (Eds.), *Developmental psychology: An Advanced textbook*. Hillsdale, NJ: Erlbaum.
- Gleitman, L. (1988). Biological dispositions to learn language. In M. Franklin & S. Barten (Eds.), *Child language: a reader*. Oxford: Oxford University Press.
- Gleitman, L., Gleitman, H., Landau, B., & Wanner, E. (1988). Where learning begins: Initial representations for language learning. In F. Newmeyer (Ed.), *Linguistics: The Cambridge Survey (Vol. 3)*. NY: Cambridge University Press.
- Gleitman, L., Gleitman, H., Landau, B., & Wanner, E. (1988). Great expectations. In A. Galaburda (Ed.), *From neurons to reading*. Cambridge, MA: MIT Press.
- Gleitman, L., & Wanner, E. (1988). Language development. In M. Bornstein & M. Lamb (Eds.), *Developmental psychology: An Advanced textbook* (2nd ed.). Hillsdale, NJ: Erlbaum.
- Gleitman, L. (1990). Structural sources of verb learning. *Language Acquisition*, 1(1), 1 - 63.
- Fisher, C., Gleitman, L., & Gleitman, H. (1991). On the semantic content of subcategorization frames. *Cognitive Psychology*, 23, 331-392.
- Gleitman, H., & Gleitman, L. (1992). Language use and language judgment. In *Festschrift for George Mandler*. (Original work published 1979)

- Gleitman, L. & Gleitman, H. (1992). A picture is worth a thousand words -- but that's the trouble: Conceptual and structural factors in vocabulary acquisition. *Current Directions in Psychological Science*, 1(1).
- Gleitman, L. (1993). Language: a human universal. *Journal of Modern Philology*, 90, S13-S33.
- Gleitman, L. (1993). Structural sources of verb learning. In P. Bloom (Ed.), *Readings in language development*. Cambridge, MA: MIT Press. (Original work published 1990)
- Naigles, L., Gleitman, H., & Gleitman, L. (1993). Syntactic bootstrapping in verb acquisition. In E. Dromi (Ed.), *Language and cognition: A developmental perspective*. NJ: Ablex.
- Fisher, C., Hall, G., Rakowitz, S., & Gleitman, L. (1994). When it is better to receive than to give: Structural and cognitive factors in acquiring a first vocabulary. *Lingua*, 92(1 - 4), 333-376.
- Fowler, A., Gelman, R., & Gleitman, L. (1994) Language learning in children with Down Syndrome. In H. Flager-Flusberg (ed), *Constraints on language aquisition: Studies of atypical children*. Hillsdale, NJ: Erlbaum.
- Gleitman, L. (1994). Words, words, words... In B. Butterworth, J. Morton, M. Snowling & E. Warrington (Eds.), *Philosophical transactions of the Royal Society of London B*, 346(1315), 71-77.
- Gleitman, L., & Gleitman, H. (1994). A picture is worth a thousand words -- but that's the trouble: Conceptual and structural factors in vocabulary acquisition. In B. Lust (Ed.), *Cornell Symposium on language learning*. Hillsdale, NJ: Erlbaum. (Original work published 1992)
- Fisher, C., Hall, G., Rakowitz, S., & Gleitman, L. (1995). When it is better to receive than to give: Structural and cognitive factors in acquiring a first vocabulary. In L. Gleitman & B. Landau (Eds.), *Acquisition of the verb lexicon*. Cambridge, MA: MIT Press. (Original work published 1994)
- Lederer, A., Gleitman, L., & Gleitman, H. (1995). Verbs of a feather flock together I: Structural properties of maternal speech. In M. Tomasello & E. Merriam (Eds.), *Beyond words for things: acquisition of the verb lexicon*. NY: Academic Press.
- Gleitman, L., & Newport, E. (1996). Universals of Language learning. In L. Gleitman & M. Liberman (Eds.), *Invitation to cognitive science* (Vol. 1). Cambridge, MA: MIT Press.
- Gleitman, L., & Liberman, M. (1996). The cognitive science of language. In L. Gleitman & M. Liberman (Eds.), *Invitation to cognitive science* (Vol. 1). Cambridge, MA: MIT Press.
- Gleitman, L., & Gillette, J. (1997). The role of syntax in verb learning. In P. Fletcher & B. MacWhinney (Eds.), *The encyclopedia of language learning*. NY: Blackwell.
- Gleitman, L., Gleitman, H., Miller, C., & Ostrin, R. (1996). 'Similar' and similar concepts. *Cognition*, 58, 321-376.
- Gleitman, L., & Gleitman, H. (1997). What is a language made out of? *Lingua*, 100, 29-55.
- Li, P., Gleitman, H., Gleitman, L., & Landau, B. (1997). Spatial language in Korean and English. *Proceedings of the 19th Annual Boston University conference on language development*.
- Bloom, P., & Gleitman, L. (1998). Word learning. In R. Wilson & F. Keil (Eds.), *MIT encyclopedia of cognitive science*. Cambridge MA: MIT Press.
- Gleitman, L., & Bloom, P. (1998). Language acquisition. In R. Wilson & F. Keil (Eds.), *MIT encyclopedia of cognitive science*. Cambridge MA: MIT Press.
- Gleitman, L., & Gillette, J. (1999). The role of syntax in verb learning. In W. C. Ritchie & T. K. Bhatia (Eds.), *Handbook of Child Language Acquisition*. NY: Academic Press. (Original

work published 1997)

- Armstrong, S., Gleitman, L., & Gleitman, H. (1999). What some concepts might not be. In E. Margolis & S. Lawrence (Eds.), *Concepts*. Cambridge, MA: MIT Press.
- Snedeker, J., Brent, M., & Gleitman, L. (1999). Noun scaffolding for verb learning. *Proceedings of the 20th Annual Language Acquisition conference*, November 1998.
- Mintz, T., & Gleitman, L. (1998). Incremental language learning: two and three year olds= acquisition of adjectives. *Proceedings of the Twentieth Annual Conference of the Cognitive Science Society*. Mahwah NJ: Erlbaum.
- Gillette, J., Gleitman, L., Gleitman, H., & Lederer, A. (1999). Human simulations of vocabulary learning. *Cognition*, 1, 153 – 90.
- Snedeker, J., Gleitman, L., & Brent, M. (1999). The successes and failures of word-to-world mapping. In A. Greenhill, M. Hughs, H. Littlefield & H. Walsch (Eds.), *Proceedings of the 23rd Boston University Conference on Language Development*. Somerville, MA: Cascadilla Press.
- Hurewitz, F., Brown-Schmidt, S., Thorpe, K., Gleitman, L., & Trueswell, J. (2000). One frog, two frog, red frog, blue frog: Factors affecting children's syntactic choices in production and comprehension. *Journal of Psycholinguistic Research*, 1(29).
- Snedeker, J., Gleitman, L., Felberbaum, L., Placa, N., & Trueswell, J. (2000). Prosodic choice: Effects of speaker awareness and referential context. *Proceedings of the 21st Annual Conference of the Cognitive Science Society*. Mahwah NJ: Erlbaum.
- Li, P., Gleitman, L., Landau, B., & Gleitman, L.R. (2001). A crosslinguistic study of spatial Categorization. *Proceedings of the 25th Boston University Conference on Language Development*. Somerville, MA: Cascadilla Press.
- Papafragou, A., Massey, C., & Gleitman, L. (2000). Motion verb representation in Greek, English, and Spanish. *Proceedings of the 21st Boston University Conference on Language Acquisition*. Mahwah NJ: Erlbaum.
- Gleitman, L.R., & Gleitman, H. (2001). Bootstrapping the lexicon. In J. Weissenborn & B. Hohle (Eds.), *Approaches to bootstrapping*. Amsterdam: John Benjamins.
- Li, P., & Gleitman, L. R. (2002). Turning the tables: spatial language and spatial reasoning. *Cognition*, 83(3), 265-294.
- Fisher, C., & Gleitman, L.R. (2002). Breaking the linguistic code: Current issues in early language learning. In C. R. Gallistel (Ed.), *Stevens' handbook of experimental psychology* (Vol. 3). New York: John Wiley & Sons.
- Mintz, T., & Gleitman, L. R. (2002). Adjectives really do modify nouns. *Cognition*, 84, 267-93.
- Papafragou, A., Massey, C., & Gleitman, L. R. (2002). Shake, rattle, and roll: Motion verbs and action classification. *Cognition*, 84(2), 189-219.
- Gleitman, L.R. (2003). For Zellig Harris: Verbs of a feather flock together II. In B. Nevin, H. Hoenigswald & H. Hiz (Eds.), *The Legacy of Zellig Harris*. Amsterdam: John Benjamin.
- Lidz, J., Gleitman, L., & Gleitman, H. (2003). Understanding how input matters: Verb learning and the footprint of universal grammar. *Cognition*, 87(3), 151-178.
- Snedeker, J., & Gleitman, L. (2003). Why it is hard to label our concepts. In S. Waxman & G. Hall (Eds.), *Weaving a lexicon*. NY: Cambridge University Press.
- Lidz, J., Gleitman, L. R., & Gleitman, H. (2003). Kidz in the >hood: The origins of syntactic bootstrapping. In S. Waxman & G. Hall (Eds.), *Weaving a lexicon*. NY: Cambridge University Press.

- Trueswell, J., & Gleitman, L. R. (2003). Children's eye movements during listening: evidence for a constraint-based theory of parsing and word learning. In J. M. Henderson & F. Ferreira (Eds.), *Interface of vision, language, and action*. NY: Psychology Press.
- Gleitman, L., & Gillette, J. (2004). The role of syntax in verb learning. In K. Trott, S. Dobbinson & P. Griffiths (Eds.), *The Child Language Reader* (147-164). London: Routledge. (Original work published 1997)
- Gleitman, L. R., & Papafragou, A. (2004). Language and thought. In R. Morrison & K. Holyoak (Eds.), *Cambridge handbook of thinking and reasoning*. NY: Cambridge University Press.
- Gleitman, L. R., & Papafragou, A. (2004). Language and thought. In I. Bermudez & B. Towl (Eds.), *The philosophy of psychology: Critical concepts in psychology*. London: Routledge.
- Landau, B., & Gleitman, L. R. (2004). Language and experience. In B. Lust & C. Foley (Eds.), *First language acquisition: the essential readings* (208-224). Oxford: Blackwell. (Original work published 1985)
- Lidz, J., & Gleitman, L. R. (2004). Argument structure and the child's contribution to language learning. *Trends in Cognitive Science*, 8(4), 157-161.
- Lidz, J., & Gleitman, L. R. (2004). Yes, we still need universal grammar (Reply to Adele Goldberg, 2004). *Cognition*, 94(1), 85-93.
- Nappa, R., January, D., Gleitman, L., & Trueswell, J. (2004). Paying attention to attention: Perceptual priming effects on word order. *Proceedings of the 26th Annual Conference of the Cognitive Science Society*. Mahwah, NJ: Erlbaum.
- Gleitman, L. R., & Reisberg, D. (2004). Language. In H. Gleitman, D. Reisberg & M. Gross (Eds.), *Psychology* (6th ed.).
- Gleitman, L. R., Cassidy, K., Papafragou, A., Nappa, R., & Trueswell, J. T. (2005). Hard words. *Journal of Language Learning and Development*, 1(1), 23-64.
- Gleitman, L. R. & Fisher, C. (2005). Universal aspects of word learning. In J. McGilvray (Ed.), *The Cambridge Companion to Chomsky*. Cambridge: Cambridge University Press.
- Papafragou, A., Massey, C., & Gleitman, L. (2005). Motion event conflation and clause structure. *Proceedings of the 39th Annual Meeting of the Chicago Linguistics Society*. Chicago Linguistic Society.
- Connolly, A., Fodor, J., Gleitman, L.R. & Gleitman, H. (2006). Why stereotypes aren't even good defaults. *Cognition*, 103(1), 1-22.
- Gleitman, L. (2006). Language: a human universal. In H. Luria, D. Seymour & T. Smoke (Eds.), *Language and linguistics in context*. Mahwah, NJ: Lawrence Erlbaum Associates. (Original work published 1993)
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- Gleitman, L. R., & Reisberg, D. (2011). Language. Revised In H. Gleitman, D. Reisberg & M. Gross (Eds.), *Psychology* (8th ed.).
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- Gleitman, L., & Papafragou, A. (2013). Relations between language and thought. In D. Reisberg (Ed.), *Handbook of Cognitive Psychology* (504-523). New York: Oxford University Press.
- Trueswell, J., Medina, T., Hafri, A., & Gleitman, L. (2013). Propose but verify: Fast mapping meets cross-situational word learning. *Cognitive Psychology*, *66*(1), 126-156.
- Gleitman, L. R., & Papafragou, A. (in press). New perspectives in language and thought. In R. Holyoak (Ed.), *Oxford handbook of thinking and reasoning* (2nd ed.). NY: Oxford University Press.

In progress

- Cartmill, E., Armstrong, B., Gleitman, L., Goldin-Meadow, S., Medina, T., & Trueswell, J. (under review). Quality of input predicts child vocabulary three years later.
- Lin, Y., Armstrong, B., Cartmill, E., Goldin-Meadow, S., Gleitman, L., Trueswell, J. (in

progress). Temporal parameters of relevance in word learning.

COLLOQUIUM AND CONFERENCE PRESENTATIONS (1990 to Present)

- 1990 Cognitive Science, Georgia Institute of Technology
Neuroscience, Dartmouth Cognitive Neuroscience Institute
Linguistics, MIT, Cambridge, MA
Cognitive Science, Princeton University, Princeton, NJ
Cognitive Science, Rutgers University, New Brunswick, NJ
Psychology, Purdue University, West Lafayette
MRC Psychology, University of London
Symposium on Sign Languages, NIDCD, Bethesda
- 1991 AAAS, Washington DC
Cognitive Science, UCLA
Linguistics, UCLA
Humanities, University of Chicago
Symposium on Child Language Disorders, SISSA Cognitive Science, University
of Wisconsin, Trieste, Italy
Linguistics, University of Maryland
Brown University (Cognitive Science)
Boston Child Language Conference
- 1992 Cornell University, Conference on Syntax
CUNY (Linguistics)
Carleton College (Psychology, Linguistics)
NY Academy of Sciences
- 1993 Univ. of Rochester (cognitive science)
Brown Univ. conference on Prosody
Univ. of Maryland, Conference on semantics (philosophy)
Chicago Linguistics Institute
Northwestern University (psychology)
Kennedy Center
- 1994 Royal Society, London (cognitive neuroscience)
Medical Research Council, London
Bryn Mawr College (psychology)
- 1995 University of Mass at Amherst (Linguistics)
MIT (Brain and Cognitive Science)
CUNY graduate center (Linguistics)
George Washington Univ. (Linguistics)
George Washington University (Psychology)
UCLA (Linguistics)
- 1996 University of Delaware (psychology)
Union College (psychology)
MW Linguistics Society, University of Chicago
Conference on bootstrapping. Potsdam University, Germany.
- 1997 CUNY graduate center (cognitive science)

University of Arizona (psychology)
 University of Arizona (cognitive science)
 Trieste Encounters in Cognitive Science, Trieste, Italy.
 Johns Hopkins (cognitive science)
 Boston Univ. Conference on Lang. Learning, Boston MA.
 1998 Symposium, AAAS (Philadelphia)
 University Of Barcelona, Spain (linguistics)
 CNRS, Paris, France (Cognitive science)
 Rutgers University (cognitive science)
 Trieste Encounters in Cognitive Science, Trieste, Italy
 Boston University Conference in Language Learning, Boston
 Dartmouth University (psychology)
 1999 Gleitman and Lucy Debate: Can language affect thought? Northwestern
 University (cognitive science)
 University of Tokyo, Japan (Linguistics)
 Keio University, Tokyo, Japan (Psychology)
 University Of Pennsylvania Club of Japan, Tokyo, Japan
 Sackler Planning conference on Language and the brain, Venice, Italy, August
 Eunice Shriver Center (Brain and Language)
 2000 USC (Linguistics), January
 USC (cognitive science), January
 University of Connecticut (Psychology), February
 Max Planck Institute, Nijmegen, Holland (conference on scope), March
 NWU (Psychology), April
 Max Planck Institute, Nijmegen, Holland (psychology), May
 University of Chicago, (psychology), June
 University of Maryland (Linguistics; DIGS conference), June
 MIT (Linguistics), September
 Univ. of Richmond (computer science), October
 Max Planck Institute, Nijmegen, Netherlands, December
 2001 University of Connecticut (Psychology), February
 Symposium, National Academy of Sciences regional meeting, NYC, February
 Peer Presentation, National Academy of Sciences, April
 Conference in honor of Jacques Mehler, Paris, May
 Harvard/MIT graduate student conference, September
 2002 Symposium on language and thought, AAAS, Boston, February
 University of Illinois (psychology), February
 CUNY sentence processing conference, March
 Conference on Innateness, Sheffield, UK, April
 Symposium, Society for Philosophy and Psychology, Edmonton, CA, June
 University of Arizona (Cognitive Science), September
 2003 Symposium for Zellig Harris, Penn (Cognitive Science), January
 Montclair State (Cognitive Science), February
 Columbia University (Psychology), February
 Indiana University (Psychology), March

- SISSA, Trieste, Italy (Neuroscience), May
Center for Cognitive Science, Technical University Budapest, Hungary, May
Centre for Developmental Disorders, London, UK, June
Conference on Space and Language, Johns Hopkins University, September
Symposium on Language and Thought, Boston University Language Acquisition
Conference, November
- 2004
Symposium, AAAS, Seattle, February
University of Deusseldorf, February
Cornell University, Cognitive Science, May
University of Rochester, Cognitive Science, May
Trieste, Italy, Neuroscience, June
International Congress of Psychology, Beijing, China, August
Johns Hopkins, Cognitive Science, October
CNRS conference, Paris, November
- 2005
Princeton University, Psychology, March
University of Michigan, Cognitive Science, March
Cognitive Science Society (symposium on language and thought), Stresa, Italy,
July
Linguistic Society of America, workshop on lexical representation, MIT,
Cambridge MA, July
SISSA, Trieste, Italy, September
Budapest University, workshop on language origins and evolution, Budapest,
September
University of Arizona, workshop on child language processing, Tucson, AZ,
October
Tubingen University, workshop on semantics and logic, Tubingen, Germany,
November
- 2006
University of California at Irvine, Cognitive Science, April
Ohio State University, Linguistics, May
University of North Carolina, Linguistics, May
Encounters with Noam Chomsky, San Sebastian, Spain, June
SISSA, Trieste, Italy, September
CUNY Graduate Center, Linguistics, October
- 2007
Summer Institute of Cognitive Science and Cognitive Neuroscience, University of
Pennsylvania, Philadelphia, PA, June
Conference on language and linguistics, NSF, September
MIT conference on statistical learning, October
University of Pennsylvania, IRCS workshop, November
Temple University, Psychology, December
- 2008
ICIS symposium on continuity in language learning, Vancouver, Canada, March
University of California at San Diego, Cognitive Science, April
SISSA, Trieste, Italy, May
Summer Institute of Cognitive Science & Neuroscience, University of
Pennsylvania, June
Stanford University, workshop on language and mind, October

- 2009 University of Connecticut, Cognitive Science, November
 Tubingen University, Tubingen, Germany, Conference on semantics
 University of Milan Bicotta, Milan, Italy, 3 lectures “Words and the world”, April
 “Life in linguistics”, University of Chicago, Linguistics, May
 Summer Institute of Cognitive Science & Neuroscience, University of
 Pennsylvania, June
- 2010 MIT, conference in honor of Carol Chomsky, December
 Rutgers University, NJ, Cognitive Science, Spring
 Linguistic Phenotype Conference, Cold Springs Harbor, May
 Summer Institute in Cognitive Science, University of Pennsylvania, Philadelphia,
 PA, June
- 2011 University of Quebec & Montreal, Canada, September
 UWA, University of Pennsylvania, February
 Rutgers University, Cognitive Science, March
 Northwestern, Debates on language and thought, April
 Summer Institute in Cognitive Science, University of Pennsylvania, Philadelphia,
 PA, June
 Frontiers in Linguistics, Acquisition and Multilingualism, Rolduc, Netherlands
 Max Planck Institute, student lectures, Netherlands, May
 Symposium, Society for Philosophy & Psychology, Montreal, Canada, July
- 2012 CNRS, Paris, France, July
 SISSA, Trieste, Italy, September
- 2013 SILC workshop, LaJolla, January
- 2014 Symposium on history of Linguistics, LSA, Minneapolis, January