

JOHN C. TRUESWELL

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DATE AND PLACE OF BIRTH

February 20, 1966, Northampton, MA U.S.A.

EDUCATION

B.A. in Cognitive Science, University of Rochester (1988)
M.A. in Psychology, University of Rochester (1992)
Ph.D. in Psychology, University of Rochester (1993)

PRESENT POSITIONS

Professor, Department of Psychology, University of Pennsylvania
Director, Institute for Research in Cognitive Science, University of Pennsylvania
Director, IGERT Language and Communication Sciences Program, Univ. of Pennsylvania
Member of Linguistics Graduate Group, University of Pennsylvania

PROFESSIONAL EXPERIENCE

1993 – 2000	Assistant Professor of Psychology, University of Pennsylvania
2000 - 2003	Associate Professor of Psychology, University of Pennsylvania
2002	Sabbatical, Max Planck Institute for Psycholinguistics, Nijmegen, The Netherlands
2003-Present	Full Professor of Psychology, University of Pennsylvania

SELECTED HONORS AND AWARDS

Graduate, Magna Cum Laude in Cognitive Science, 1988
Graduate Student Fellow, McDonnell Summer Institute in Cognitive Neuroscience, 1990
David Marr Prize, 14th Annual Conference of the Cognitive Science Society, 1992
University of Pennsylvania Research Foundation Award, 1995, 2007
Frontiers of Science Symposium, National Academy of Sciences, “Best Session”, 2000

SUMMARY OF RESEARCH INTERESTS

Psycholinguistics: the grammatical and referential aspects of sentence processing and the development of these processes in children.

Psycholinguistic models of real-time language comprehension: the representational properties of early processing commitments and the revision of these commitments.

Eye movements during scene perception as it relates to spoken language processing.

TEACHING EXPERIENCE AND INTERESTS

Creator and Co-Director of the *Annual Undergraduate Summer Workshop in Cognitive Science and Cognitive Neuroscience* (June 1998 - present at U. of Penn.) funded by Penn's Institute for Research in Cognitive Science, the Center for Cognitive Neuroscience, and the National Science Foundation. Gathers a select group of undergraduates from the U.S. and abroad who are interested in the cognitive sciences.

Introductory and advanced courses in Psycholinguistics, Cognitive Psychology, Cognitive Science, and Research Methods.

Graduate seminars in sentence processing, reading, eye movements, and discourse.

RESEARCH FUNDING

National Science Foundation Research Grant (SBR-9616833) 05/01/97 to 04/31/01
Title: Mid-Level Language Processing. PI: Trueswell

Sponsor for *National Institutes of Health* Post Doctoral Research grant awarded to Edward Kako. National Research Service Award, Title: The Online Use of Verb Meanings in Children, HD 085070-01.

National Science Foundation Conference Grant (BCS-0096377) 12/01/00 to 11/01/01
Title: Approaches to Studying World-Situated Language Use: CUNY Conference Special Session. PI: Trueswell

National Institutes of Health (1-R01-HD 37507) 01/01/1999 – 12/01/2013
Development of On-line Sentence Processing in Children
Principle Investigator: John C. Trueswell (Gleitman is co-PI)

National Science Foundation (IGERT 0504487) 6/15/05 – 6/15/2010
Title: IGERT: The Dynamics of Communication in Context
Integrative Graduate Education and Research Traineeship
Principle Investigator: John C. Trueswell (L. Gleitman, M. Liberman, D. Cheney, F. Pereira are Co-PIs)

National Institutes of Health (1-R01-MH-67008) 07/01/2007-06/30/2012
Title: Linguistic and Nonlinguistic Functions of Frontal Cortex
Principle Investigator: Thompson-Schill. (Trueswell is a co-investigator.)

National Science Foundation Research Grant (BCS-0641105) 05/01/07- 05/01/10
Title: Mapping Events Onto Language
Principle Investigator: Anna Papafragou (U.Del.). (Trueswell is a Co-PI.)

National Institutes of Health (R01) 03/05/08 – 03/04/13
Title: The Interface Between Event Cognition and Language
Principle Investigator: Anna Papafragou (U.Del) (Trueswell is a Co-PI.)

PROFESSIONAL ACTIVITIES

Editorial Board, *Journal of Memory and Language* (2006-present)

Editorial Board, *Cognition*, 1998 – 2008.

Trueswell, J.C. & Tanenhaus, M.K. (Volume Editors) (2005) *Approaches to Studying World-Situated Language Use: Bridging the Language-as-Product and Language-as-Action Traditions*. Edited Volume, Cambridge, MA: MIT Press.

Ad-Hoc Reviewer: *Cognitive Science; Cognitive Psychology; Developmental Psychology; Language and Cognitive Processes; Journal of Experimental Psychology: Learning, Memory & Cognition; Journal of Memory and Language; Perception*.

External Advisory Board Member, Center for Language Sciences, Pennsylvania State University.

Member, American Association for the Advancement of Science (AAAS).

Member, Association for Psychological Science (APS).

Member, Psychonomic Society.

ADMINISTRATIVE DUTIES AND COMMITTEES

2008-present Planning and Priorities Committee, Advisory Panel to the SAS Dean.
2008 Advisory Board to Chair of Psychology
2007-2008 Graduate Admissions Committee, Psychology
2007-2008 Perception Search Committee, Psychology
2006-present Human Research Advisory Committee (HRAC), Advisory board to Vice Provost for Research
2005 Co-Director of 7th Annual Summer Workshop in Cognitive Science
2004-2007 IRB #8, Human Subjects Review Board
2004 SAS Curriculum Committee
2003 Co-Director of 6th Annual Summer Workshop in Cognitive Science
2003-present Positive Psychology Search Committee
2003-present Graduate Admissions Committee, Psychology
2001-2002 Advisory Committee to the Chair, Psychology
2001-2002 Solomon Renovations Committee, Chair
2001-2002 Psycholinguistics Faculty Search Committee, Psychology, Chair
2001 Co-Director of 4th Annual Summer Workshop in Cognitive Science
2001 Organizer and Host of the 14th Annual CUNY Conference on Human Sentence Processing, March 15-17, University of Pennsylvania
2000-2001 Psycholinguistics Faculty Search Committee
2000 Co-Director of 3rd Annual Summer Workshop in Cognitive Science
1999 Co-Director of 2nd Annual Summer Workshop in Cognitive Science
1998 Co-Director of 1st Annual Summer Workshop in Cognitive Science
1997-1998 Graduate Admissions Committee, Psychology
1994-1996 Freshman Advising, S.A.S.
1994-1995 Graduate Admissions Committee, Psychology

TEACHING ACTIVITIES

Undergraduate Courses

Cognitive Psychology
Advanced Psycholinguistics
Research Experience in Cognition (and Language Processing)

Graduate Courses

ProSeminar in Language
Sentence Processing
Development of Sentence Processing

Graduate Students:

Primary Advisor

Albert Kim; Ph.D. in Psychology, 2000. (Currently Assist. Prof., Univ. of Colorado)
Elsi Kaiser (2000-2003); Ph.D. in Linguistics, 2003 (co-advisor E. Prince) (Currently Assist. Prof., Univ. of Southern California)
Karen Mims; Ph.D. in Psychology, 2004 (Currently, Foreign Service, Peru)
Jared Novick; Ph.D. in Psychology, 2005 (Currently, Research Assistant Professor, Univ. of Maryland)
Sudha Arunachalam; Ph.D. in Linguistics, 2007 (Currently Post-Doc., Northwestern University)
Rebecca Nappa; Ph.D. in Psychology, 2007; (Currently Post-Doc., Harvard Univ.)
David January; Ph.D. in Psychology 2008 (co-advsor Sharon Thompson-Schill)
Hila Katz, Graduate Student in Psychology, University of Pennsylvania

Ph.D. Committee Member (past and present)

Carolyn Quam (Psychology)
Ranjani Prabhakaran (Psychology)
Prin Amorapanth (Neuroscience)
Laura Barde (Psychology)
Marina Bedney (Psychology)
Andrew Connolly (Psychology)
Paul Grant (Psychology)
Felicia Hurewitz (Psychology)
Edward Kako (Psychology)
Peggy Li (Psychology)
Joanna Morris (Psychology)
Jesse Snedeker (Psychology)
Laura Hampel Verreikia (Psychology)
Sonu Chopura (Computer and Information Sciences, CIS)
Bangalore Srinivas (Computer and Information Sciences, CIS)

PUBLICATIONS (* = PEER REVIEWED ARTICLES)

1. * Tanenhaus, M. K., Carlson, G., & Trueswell, J. C. (1990). The role of thematic structures in interpretation and parsing. Language and Cognitive Processes, 4(3-4), 211-234.
2. * Trueswell, J. C. & Tanenhaus, M. K. (1991). Tense, temporal context and syntactic ambiguity resolution. Language and Cognitive Processes, 6(4), 303 - 338.
3. Trueswell, J. C. & Tanenhaus, M.K. (1992). Consulting temporal context during sentence comprehension: Evidence from the monitoring of eye movements in reading. Proceedings of the Fourteenth Annual Conference of the Cognitive Science Society. Lawrence Erlbaum Assoc.: Hillsdale, NJ, pp. 492-497.
4. * Spivey-Knowlton, M. J., Trueswell, J. C., & Tanenhaus, M. K. (1993). Context effects in syntactic ambiguity resolution: Parsing reduced relative clauses. Canadian Journal of Psychology: Special Issue: Reading and Language Processing, 47(2), 276-309.
5. * Trueswell, J. C., Tanenhaus, M. K. & Kello, C. (1993). Verb-specific constraints in sentence processing: Separating effects of lexical preference from garden-paths. Journal of Experimental Psychology: Learning, Memory and Cognition, 19(3), 528-553.
6. * Trueswell, J. C. & Hayhoe, M. M. (1993). Surface segmentation mechanisms and motion perception. Vision Research, 33(3), 313-328.
7. Trueswell, J. C. & Tanenhaus, M. K. (1994). Toward a lexicalist framework for constraint-based syntactic ambiguity resolution. In Clifton, C., Frazier, L. and Rayner, K. (Eds.) Perspectives in Sentence Processing. Lawrence Erlbaum Assoc.: Hillsdale, NJ, pp. 155-179.
8. * Trueswell, J. C., Tanenhaus, M. K., & Garnsey, S. (1994). Semantic influences on parsing: Use of thematic role information in syntactic ambiguity resolution. Journal of Memory and Language, 33, 285 –318.
9. Tanenhaus, M.K. & Trueswell, J.C. (1995). Sentence Comprehension. In Eimas & Miller (Eds.) Handbook in Perception and Cognition, Volume 11: Speech Language and Communication. Academic Press, pp. 217-262.
10. * Trueswell, J.C. (1996). The role of lexical frequency in syntactic ambiguity resolution. Journal of Memory and Language, 35, 566-585.
11. * Trueswell, J.C. & Kim, A.E. (1998). How to prune a garden-path by nipping it in the bud: Fast-priming of verb argument structures. Journal of Memory and Language, 39, 102-123.
12. Trueswell, J.C., Sekerina, I., Hill, N.M. & Logrip, M.L. (1999). The development of on-line language comprehension abilities in children. Language, Minds, & Brains: Studies in Languages, 34, pp. 209-215.
13. * Trueswell, J.C., Sekerina, I., Hill, N.M. & Logrip, M.L. (1999). The kindergarten-path effect: studying on-line sentence processing in young children. Cognition, 73, 89-134.

14. Trueswell, J.C. (2000). The organization and use of the lexicon for language comprehension. In B. Landau, J. Sabini et al. (Eds.), Perception, cognition, and language: Essays in Honor of Henry and Lila Gleitman. MIT Press: Cambridge, MA, pp. 327-345.
15. * Arnold, J.E., Eisenband, J., Brown-Schmidt, S. & Trueswell, J.C. (2000). The rapid use of gender information: Evidence of the time course of pronoun resolution from eyetracking. Cognition, 76, B13-B26.
16. Kako, E. & Trueswell, J.C. (2000). Verb Meanings, Object Affordances, and the Incremental Restriction of Reference. Proceedings of the 22nd Annual Conference of the Cognitive Science Society, Lawrence Erlbaum Assoc.: Hillsdale, NJ, pp. 256–261.
17. Snedeker, J., Gleitman, L.R., Felberbaum, M., Placa, N. & Trueswell, J.C. (2000). Prosodic Choice: Effects of Speaker Awareness and Referential Context. Proceedings of the 22nd Annual Conference of the Cognitive Science Society. Lawrence Erlbaum Assoc.: Hillsdale, NJ, pp. 481 – 486.
18. * Hurewitz, F., Brown-Schmidt, S., Thorpe, K., Gleitman, L.R. & Trueswell, J.C. (2001). One frog, two frog, red frog, blue frog: Factors affecting children’s syntactic choices in production and comprehension. Journal of Psycholinguistic Research, 29(6), 597-626.
19. Snedeker, J., Thorpe, K., & Trueswell, J. (2001). On choosing the parse with the scene: The role of visual context and verb bias in ambiguity resolution. Proceedings of the 23rd Annual Conference of the Cognitive Science Society, pp. 964-969.
20. Saffran, J.R., Senghas, A. & Trueswell, J.C. (2001). The acquisition of language by children. Proceedings of the National Academy of Sciences, 98 (23), 12874-12875.
21. Arnold, J.E., Novick, J.M., Brown-Schmidt, S., Eisenband, J.G. & Trueswell, J. (2001). Knowing the difference between girls and boys: The use of gender during on-line pronoun comprehension in young children. Proceedings of the BU Child Language Conference. Boston, MA, pp 59-69.
22. Kim, A., Srinivas, B. & Trueswell, J.C. (2002). The convergence of lexicalist perspectives in psycholinguistics and computational linguistics. In P. Merlo and S. Stevenson (Eds.). Sentence Processing and the Lexicon: Formal, Computational and Experimental Perspectives, Philadelphia, PA: John Benjamins Publishing, pp. 109-135.
23. * Snedeker, J. & Trueswell, J.C. (2003). Using Prosody to Avoid Ambiguity: Effects of Speaker Awareness and Referential Context, Journal of Memory and Language, 48, 103-130.
24. * Novick, J.M., Kim, A. Trueswell, J.C. (2003). Studying the grammatical aspects of word recognition: Lexical priming, parsing and syntactic ambiguity resolution. Journal of Psycholinguistic Research, 32(1), 57-75.
25. * Hanna, J. Tanenhaus, M.K. & Trueswell, J.C. (2003). The effects of common ground and perspective on domains of referential interpretation. Journal of Memory & Language, 49(1), 43-61.

26. * Snedeker, J. & Trueswell, J.C. (2004). The developing constraints on parsing decisions: The role of lexical-biases and referential scenes in child and adult sentence processing. Cognitive Psychology, 49(3), 238-299.
27. Trueswell, J.C., Papafragou, A. & Choi, Y., (in press). Syntactic and referential processes: What develops? In E. Gibson and N. Pearlmuter (eds.), The Processing and Acquisition of Reference. Cambridge, MA: MIT Press.
28. Trueswell, J. & Gleitman, L.R. (2004). 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 Language, Vision, and Action: Eye Movements and the Visual World. NY: Psychology Press.
29. Nappa, R., January, D., Gleitman, L.R. & Trueswell, J.C. (2004). Paying attention to attention: Perceptual priming effects on word order. Proceedings of the 26th Annual Conference of the Cognitive Science Society.
30. *Gleitman, L.R., Cassidy, K., Nappa, R., Papafragou, A., & Trueswell, J.C. (2005). Hard Words. Language Learning and Development, 1(1), 23-64.
31. *Kaiser, E. & Trueswell, J.C. (2004). The Role of discourse context in the processing of a flexible word-order language. Cognition, 94(2), 113-147
32. * Novick, J.M., Trueswell, J.C., and Thompson-Schill, S.L. (2005). Cognitive control and parsing: Re-examining the role of Broca's area in sentence comprehension. Journal of Cognitive, Affective, and Behavioral Neuroscience, 5(3), 263-281.
33. Tanenhaus, M.K. & Trueswell, J.C. (2006). Eye movements and spoken language comprehension. In M.J. Traxler and M.A. Gernsbacher (ed.) Handbook of Psycholinguistics, 2nd Edition. Elsevier Press
34. * Arnold, J., Brown-Schmidt, S. & Trueswell, J.C. (2007). Children's use of gender and order-of-mention during pronoun comprehension. Language and Cognitive Processes, 22(4), 527-565.
35. * Gleitman, L.R. January, D., Nappa, R. & Trueswell J.C. (2007). On the give and take between event apprehension and utterance formulation. Journal of Memory and Language, 57(4), 544-569.
36. Trueswell, J. C., & Gleitman, L. R. (2007) Learning to parse and its implications for language acquisition, in G. Gaskell (ed.) Oxford Handbook of Psycholing. Oxford: Oxford Univ. Press.
37. Trueswell, J.C. (2008). Using eye movements as a developmental measure within psycholinguistics. In I.A. Sekerina, E.M. Fernández, and H. Clahsen (eds.) Language Processing in Children. John Benjamins.
38. * Kaiser, E. & Trueswell, J.C. (2008). Interpreting pronouns and demonstratives in Finnish: Evidence for a form-specific approach to reference. Language and Cognitive Processes, 23(5), 709-748.
39. * Novick, J.M., Thompson-Schill, S. & Trueswell, J.C. (2008). Putting lexical constraints in context into the visual-world paradigm. Cognition, 107(3), 850-903.

40. * Papafragou, A., Hulbert, J. & Trueswell, J.C. (2008). Does language guide event perception? Evidence from eye movements. *Cognition*, 108(1), 155-184.
41. *January, D., Trueswell, J.C. & Thompson-Schill, S.L. (2009). Co-localization of Stroop and Syntactic Ambiguity Resolution in Broca's Area: Implications for the Neural Basis of Sentence Processing. *Journal of Cognitive Neuroscience*, 21(12), 2434-2444.
42. *Nappa, R., Wessell, A., McEllood, K.L., Gleitman, L.R. & Trueswell, J.C. (2009). Use of Speaker's Gaze and Syntax in Verb Learning. *Language Learning and Development*, 5(4), 203-234.
43. *Sekerina, I.E. & Trueswell, J.C. (in press). Interactive processing of contrastive expressions by Russian children. *First Language*.
44. * Choi, Y. & Trueswell, J.C. (in press). Children's (in)ability to recover from garden-paths in a verb-final language: Evidence for developing control in sentence processing. *Journal of Experimental Child Psychology*.

MANUSCRIPTS SUBMITTED OR IN PREPARATION

1. Trueswell, J.C. & Papagragou, A. (submitted). Perceiving and remembering events cross-linguistically: Evidence from dual-task paradigms.
2. January, D. & Trueswell, J.C. (in prep.). Competition in Syntactic Ambiguity Resolution: Evidence from Modeling and Reading of the Relative Clause Attachment Ambiguity.
3. Medina, T.N., Trueswell, J.C. & Gleitman, L.R. (in prep). When does the shoe fit? How words can (and cannot) be learned by observation.

SELECTED INVITED TALKS AND COLLOQUIA

1. A constraint-based lexicalist approach to sentence processing. Institute for Research in Cognitive Science, University of Pennsylvania, Philadelphia, PA, 1994.
2. Constraint-based lexicalist approach: Empirical results and computational implications. *Workshop on Computational Models of Human Syntactic Processing*, Wassenaar, The Netherlands, 1996.
3. Studying on-line sentence processing in children. Department of Linguistics, University of Delaware, Wilmington, DE, 1999.
4. Studying real-time language processing in children: The monitoring of eye-movements during listening. Invited talk at *National Academy of Sciences' 12th Annual Frontiers of Science Symposium*. Irvine, CA, 2000.
5. A glimpse, a glance and a peek at child language processing. Department of Psychology, Lehigh University, 2000.
6. A glimpse and a glance at child language processing. Department of Psychology, Villanova University, Villanova, PA, 2001.

7. A glimpse and a glance at child language processing. Department of Psychology, Temple University, Philadelphia, PA, 2001
8. Using eye movements to get a glimpse at child sentence processing. Max Planck Institute for Psycholinguistics, Nijmegen, The Netherlands, 2002.
9. Representation and process in language comprehension. F.C. Donders Center for Cognitive Neuroimaging. Nijmegen, The Netherlands, 2002.
10. Studying real-time language processing in children: The monitoring of eye movements during listening. *The Annual Meeting of the Association for the Advancement of Science (AAAS)*. Denver, CO, 2002.
11. Using eye movements to get a glimpse at child sentence processing. Department of Cognitive and Linguistic Sciences, Brown University, Providence, RI, 2003.
12. Using eye movements to get a glimpse at child sentence processing. Department of Cognitive and Linguistic Sciences, Cognitive Science Center, Rutgers University, New Brunswick, NJ, 2003.
13. The development of syntactic and referential processes: A matter of discovery and maturation? Invited talk, *The 16th Annual CUNY Conference on Human Sentence Processing*, MIT, Boston, MA, 2003.
14. Humans do it too: Use of lexical statistics in a probabilistic parsing system. Invited talk, *The Legacy of Zellig Harris: Language and Information into the 21st Century*, University of Pennsylvania, Philadelphia, PA, 2003.
15. Using eye movements to get a glimpse at child sentence processing. *Workshop on the Interface of Language, Vision and Action*. Cognitive Science Program, Michigan State University, East Lansing MI, 2003.
16. Learning to parse and parsing to learn: The development of human sentence processing abilities. Department of Speech and Hearing Sciences, University of Indiana, Bloomington, IN, 2004.
17. Learning to understand. *The American Association for the Advancement of Science (AAAS) Annual Meeting*. Seattle, WA, 2004.
18. The development of referential and syntactic processing: Neural and cognitive considerations. Department of Psychology, Developmental Research Group, Yale University, New Haven, CT, 2005
19. The development of sentence parsing: Neural and cognitive considerations. *Workshop on Studying Language Development: New Methods and Results*, University of Michigan, Ann Arbor, MI, 2005
20. Minding your manners in event perception: What eye movements can tell us about the relation between language and thought. Keynote address at *Architectures and Mechanisms for Language Processing, 2005*, Ghent, Belgium, September 2005.
21. The use of eye movements to study the development of spoken language comprehension. Invited speaker at *On-line Methods in Children's Language Processing*. New York, NY. March 21-22, 2006

22. Languages vary, parsing is universal. Invited talk at NSF Workshop on “Opportunities and Challenges for Language Learning and Education,” Washington, D.C., September 5-7, 2007.
23. Experimental evidence for a constraint-based lexicalist theory. Keynote address at AAAI Fall Symposium “Cognitive Approaches to NLP”. Washington, D.C., November, 2007.
24. Constraint-based Lexicalist Theory of Sentence Processing. Talk given at the University of Athens. November, 2007.
25. Word and Grammar Learning Within a Sentence Processing Framework. Talk at the IRCS Workshop Bridging the Developmental Divide: Sentence Processing Meets Word and Grammar Learning. Philadelphia, PA., November 30-December 1, 2007.
26. The development of sentence processing abilities in children. Address given at opening of Penn State’s Center for Language Sciences. Penn State University. College Park, PA. December 2007.
27. On the give and take between event perception and verb learning. Talk given at the Department of Psychology, Temple University, January 2008.
28. Attention allocation during event perception: Does language matter? Cognitive Science Colloquium given at University of Buffalo, November, 2008.
29. On the give and take between language and thought: Using eye movements to study the dynamics of event perception, event description, and verb learning. Linguistics Department Colloquium, Rutgers University, February, 2009.
30. Developmental Differences in Processing of Contrastiveness in Russian. Co-presented with Irina Sekerina at the 22nd Annual CUNY Conference on Human Sentence Processing, University of California, Davis, March, 2009.
31. On the give and take between perception and language: Using eye movements to study event perception, event description, and verb learning. Psychology Department Colloquium. University of Delaware. September, 2009.
32. The dynamics of event perception and event description: Implications for verb learning. Invited lunchtime symposium entitled “Recent Advances in the Study of Production and Comprehension: Implications for Language Acquisition Research”. Boston University Conference on Language and Development (BUCLD). Boston, MA. November, 7, 2009.