

## **JOHN C. TRUESWELL**

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### **DATE AND PLACE OF BIRTH**

February 20, 1966; Northampton, Massachusetts, 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  
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  
2003 - Present    Professor of Psychology, University of Pennsylvania  
2007 - 2011      Director, Institute for Research in Cognitive Science, University of Pennsylvania  
2008 - Present    Vice President, Society for Language Development  
2011 - 2015      Director of Graduate Studies, Psychology, University of Pennsylvania

### **HONORS AND AWARDS**

Graduate, Magna Cum Laude in Cognitive Science, 1988  
Graduate Student Fellow, McDonnell Summer Institute in Cognitive Neuroscience, 1990  
David Marr Prize, 14<sup>th</sup> Annual Conference of the Cognitive Science Society, 1992  
Frontiers of Science Symposium, National Academy of Sciences, "Best Session", 2000  
Elected Fellow, Association for Psychological Science (APS), 2011  
Elected Fellow, American Association for the Advancement of Science (AAAS), 2011

### **SUMMARY OF RESEARCH INTERESTS**

My research is about language and thought, and the relation between the two. My students and I take a cognitive science approach to these topics by asking which sorts of mental computations and representations support human understanding of the world and human linguistic communication. Some of the questions I am interested in include: How do humans so effortlessly interpret utterances in real-time, using incoming speech to

compute a speaker's intended meaning? How do young children learn the meanings of words, and interpret syntactic structure? How do the processing demands of real-time interpretation influence grammar acquisition, and possibly shape the languages of the world? And conversely, does the language we speak change how we see and think about the world? I have explored these questions using a variety of methods, including behavioral experimentation, eye tracking, computational modeling, and functional magnetic resonance imaging (fMRI). Advances have come from comparing individuals with different language backgrounds (cross-linguistic comparison), different cognitive abilities (individual differences within normal and impaired populations) and different levels of experience/maturation (developmental psycholinguistics).

## **TEACHING EXPERIENCE AND INTERESTS**

I love to teach courses related to cognitive science, including cognitive psychology, psycholinguistics, and experimental research methods in language acquisition, language processing, perception and cognition.

At the undergraduate level, I have over the years taught two large lecture courses: Introduction to Cognitive Psychology, and Introduction to Language and Thought. I have also taught small research experience seminars in language, perception and cognition; these seminars permit undergraduates to use eyetracking systems in their research.

At the graduate level, I have taught the Proseminar in the Psychology of Language, and offered seminars in language acquisition, language processing, and eye movements. From 2005 to 2010, I was Director and P.I. of the NSF-IGERT graduate training program in the Dynamics of Communication. And from 2011 to 2015, I was Director of Graduate Studies for the Ph.D. Program in Psychology.

I was the creator and Co-Director of the Annual Undergraduate Summer Workshop in Cognitive Science and Cognitive Neuroscience (1998 – 2012, U. of Penn.) funded by Penn's Institute for Research in Cognitive Science, Center for Cognitive Neuroscience, and occasionally the National Science Foundation. This workshop gathered a select group of undergraduates from the U.S. and abroad interested in cognitive science.

I developed and taught courses on psycholinguistics in the Summer Linguistic Institute of the Linguistic Society of America (LSA), first in 2007 (Stanford) and then in 2011 (U. of Colorado, Boulder).

## **FUNDING**

### **National Institutes of Health (1-R01-HD 37507), 01/01/1999 – 09/23/2018**

Title: Development of On-line Sentence Processing in Children

PIs: John C. Trueswell and Lila R. Gleitman

### **National Institutes of Health (1-R21-HD 078072), 07/01/2014 – 06/30/2016**

Title: Spontaneous Code-Switching

PIs: Sharon Thompson-Schill and John C. Trueswell

**National Institutes of Health (1-R01 1R01HD 055498), 03/05/08 – 03/04/13**

Title: The Interface Between Event Cognition and Language

PI: Anna Papafragou (U.Del) (Trueswell, Co-PI)

**National Institutes of Health (1-R01-MH-67008), 07/01/2007-06/30/2012**

Title: Linguistic and Nonlinguistic Functions of Frontal Cortex

PI: Thompson-Schill. (Trueswell, co-PI)

**National Science Foundation (BCS-0641105), 05/01/07- 05/01/10**

Title: Mapping Events onto Language

PI: Anna Papafragou (U.Del.). (Trueswell, Co-PI)

**National Science Foundation Conference Grant (BCS-0096377) 12/01/00 - 11/01/01**

Title: Approaches to Studying World-Situated Language Use: CUNY Conference

PI: Trueswell

**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

PI: John C. Trueswell (L. Gleitman, M. Liberman, D. Cheney, F. Pereira are Co-PIs)

**National Institutes of Health Postdoctoral Research awarded to Edward Kako**

National Research Service Award, Title: The Online Use of Verb Meanings in Children, HD 085070-01 (Postdoctoral Supervisor: Trueswell).

**National Science Foundation Research Grant (SBR-9616833) 05/01/97 - 04/31/01**

Title: Mid-Level Language Processing. PI: Trueswell

**PROFESSIONAL ACTIVITIES**

Editorial Board, *Journal of Memory and Language* (2006-2011)

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: *Cognition*, *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**

2013-present	SAS Personnel Committee (with Sabbatical 2015-2016)
2013-2015	SAS Committee on Academic Freedom and Responsibility
2010-2015	Director of Graduate Studies (DGS), Psychology
2010-2015	Advisory Committee to the Chair, Department of Psychology
2008-2012	Co-Director of Annual Summer Workshop in Cognitive Science
2008-2011	Planning and Priorities Committee, Advisory Panel to the SAS Dean
2008	Advisory Committee to Chair of Psychology
2007-2008	Graduate Admissions Committee, Psychology
2007-2008	Perception Search Committee, Psychology
2006-2012	Human Research Advisory Committee (HRAC), Advisory board to Vice Provost for Research
2004-2007	IRB #8, Human Subjects Review Board
2004	SAS Curriculum Committee
2003-2005	Positive Psychology Search Committee
2003-2005	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	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
1998-2012	Co-Director of 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

**RESEARCH AND EDUCATIONAL ADVISING ACTIVITIES**

***Postdoctoral researchers, with current position listed:***

- Jennifer Arnold, now a Professor of Psychology, UNC Chapel Hill
- Irina Sekerina, now a Professor of Psychology, CUNY: Staten Island
- Edward Kako, now Director of Operations at Mission Analytics Group
- Julien Musolino, now Associate Professor of Psychology, Rutgers University
- Jesse Snedeker, now Associate Professor of Psychology, Harvard University
- Youngon Choi, now Assistant Professor of Psychology, Chung-Ang University
- Tamara Nicol Medina, now Assistant Teaching Professor, University of Delaware
- Judith Köhne, now Postdoctoral Fellow, Bamberg University, Germany
- Ann Bunger, now Lecturer, Indiana University
- Jorge Valdes Kroff, Assistant Professor at University of Florida
- Lucia Pozzan, Amazon, Inc.

Masha Fedzechkina, now Assistant Professor of Linguistics, University of Arizona, Tucson

Hao (Felix) Wang (current) Postdoctoral Researcher, Univ. of Penn.

***Graduate Students, with current position listed:***

Albert Kim; Ph.D. in Psychology, 2000, now Associate Professor, Univ. of Colorado

Elsi Kaiser (2000-2003); Ph.D. in Linguistics, 2003 (co-advisor Ellen Prince), now Associate Professor of Linguistics, Univ. of Southern California

Karen Mims; Ph.D. in Psychology, 2004, now in Foreign Service

Jared Novick; Ph.D. in Psychology, 2005 (co-advised with Sharon Thompson-Schill), now Assistant Professor, Univ. of Maryland

Sudha Arunachalam; Ph.D. in Linguistics, 2007 (co-advised with David Embick), now Assistant Professor of Psychology, Boston University.

Rebecca Nappa; Ph.D. in Psychology, 2007 (co-advised with Lila Gleitman), now Post-Doc., MIT.

David January; Ph.D. in Psychology 2008 (co-advised Sharon Thompson-Schill), now medical writer at Evidera.

Christine Boylan, PhD in Psychology, 2015 (co-advised with Sharon Thompson-Schill).

Alon Hafri, current graduate student in Psychology, University of Pennsylvania (co-advised with Russell Epstein)

***Ph.D. Committee Member (past and present)***

Lisa Musz (Psychology)

Adrienne Scutellaro (Psychology)

Dimka Atanassov (Linguistics)

Elika Bergelson (Psychology)

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 kindergartenpath 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. 109135.
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. & 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.
28. Nappa, R., January, D., Gleitman, L.R. & Trueswell, J.C. (2004). Paying attention to attention: Perceptual priming effects on word order. *Proceedings of the 26<sup>th</sup> Annual Conference of the Cognitive Science Society*.
29. \*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
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. \*Novick, J.M., Trueswell, J.C., & 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.
32. 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
33. \* 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.
34. \* 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.
35. 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.
36. 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.



37. \* 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.
38. \* 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.
39. \* Papafragou, A., Hulbert, J. & Trueswell, J.C. (2008). Does language guide event perception? Evidence from eye movements. *Cognition*, 108(1), 155-184.
40. \* 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.
41. \* Nappa, R., Wessell, A., McEldoon, 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.
42. \* Novick, J.M., Kan, I.P., Trueswell, J.C. & Thompson-Schill, S. (2009). A case for conflict across multiple domains: Memory and language impairments following damage to ventrolateral prefrontal cortex. *Cognitive Neuropsychology*, 26(6), 527-567.
43. \* Choi, Y. & Trueswell, J.C. (2010). Children's (in)ability to recover from gardenpaths in a verb-final language: Evidence for developing control in sentence processing. *Journal of Experimental Child Psychology*, 106, 41-61.
44. \* Trueswell, J.C. & Papafragou, A. (2010). Perceiving and remembering events cross-linguistically: Evidence from dual-task paradigms. *Journal of Memory and Language*, 63(1), 64-82.
45. \* Novick, J.M., Trueswell, J.C. & Thompson-Schill, S.L. (2010). Broca's Area and Language Processing: Evidence for the Cognitive Control Connection. *Language and Linguistic Compass*, 4/10, 906-924.
46. \* Chrysikou, EG, Novick, JM, Trueswell, JC, & Thompson-Schill, SL (2011). The other side of cognitive control: Can a lack of cognitive control benefit language and cognition? *Topics in Cognitive Science*, 3, 253-256.
47. Trueswell, J.C., Papafragou, A. & Choi, Y., (2011). Syntactic and referential processes: What develops? In E. Gibson and N. Pearlmuter (eds.), *The Processing and Acquisition of Reference*. Cambridge, MA: MIT Press.
48. Kaiser, E. & Trueswell, J.C. (2011). Investigating the interpretation of pronouns and demonstratives in Finnish: Going beyond salience. In E. Gibson & N. Pearlmuter (eds.), *The processing and acquisition of reference*. Cambridge, Mass.: MIT Press.
49. \* Medina, T.N., Snedeker, J., Trueswell, J.C., & Gleitman, L.R. (2011). How words can and cannot be learned by observation. *Proceedings of the National Academy of Sciences*, 108, 9014-9019.

50. \* Sekerina, I.A. & Trueswell, J.C. (2011). Processing Contrastiveness by heritage Russian bilinguals. *Bilingualism: Language and Cognition*, 1-21.
51. \* Sekerina, I.A. & Trueswell, J.C. (2012). Interactive processing of contrastive expressions by Russian children. *First Language*, 32(1-2), 63-87.
52. \* Bungler, A., Papafragou, A. & Trueswell, J.C. (2012). The relation between event apprehension and utterance formulation in children: Evidence from linguistic omissions. *Cognition*, 122(2), 135-149.
53. \* Thothathiri, M., Kim, A., Trueswell, J.C. & Thompson-Schill, S.L. (2012). Parametric effects of syntactic-semantic conflict in Broca's area during sentence processing. *Brain and Language*, 120, 259-264.
54. Trueswell, J.C., Kaufman, D., Hafri, A., & Lidz, J. (2012). Development of parsing abilities interacts with grammar learning: Evidence from Tagalog and Kannada. In A.K. Biller et al. (Eds.) *Proceedings of the 36th Annual Boston University Conference on Language Development* (pp. 620-632). Somerville, MA: Cascadilla Press.
55. \* Andreu, L., Sanz-Torrent, M. & Trueswell, J.C. (2013). Anticipatory Sentence Processing in children with Specific Language Impairment (SLI): Evidence from eye movements during listening. *Applied Psycholinguistics*, 34(1), 5-44.
56. \* Trueswell, J. C., Medina, T. N., Hafri, A., & Gleitman, L. R. (2013). Propose but verify: Fast mapping meets cross-situational word learning. *Cognitive Psychology*, 66(1), 126-156.
57. \* Hafri, A., Papafragou, A., & Trueswell, J.C. (2013). Getting the Gist of Events: Recognition of Two-Participant Actions from Brief Displays. *Journal of Experimental Psychology: General*, 142(3), 880-905.
58. \* Bungler, A., Papafragou, A., & Trueswell, J.C. (2013). Event structure influences language production: Evidence from structural priming in motion event description. *Journal of Memory and Language*, 69(3), 299-323.
59. \* Cartmill, E. A., Armstrong, B. F., Gleitman, L. R., Goldin-Meadow, S., Medina, T. N., & Trueswell, J. C. (2013). Quality of early parent input predicts child vocabulary three years later. *Proceedings of the National Academy of Sciences*, 110(28), 11278-11283.
60. Köhne, J., Trueswell, J. C., & Gleitman, L. R. (2013). Multiple Proposal Memory in Observational Word Learning. In M. Knauff, M. Pauen, N. Sebanz, & I. Wachsmuth (Eds.), *Proceedings of the 35th annual meeting of the Cognitive Science Society* (pp. 805-810). Austin, TX: Cognitive Science Society.
61. \* Boylan, C., Trueswell, J.C., Thompson-Schill, S.L. (2014). Multi-voxel pattern analysis of noun and verb differences in ventral temporal cortex, *Brain and Language*, 137, 40-49.
62. \* Pozzan, L., & Trueswell, J.C. (2015). Revise and resubmit: How real-time parsing limitations influence grammar acquisition. *Cognitive Psychology*, 80, 73-108.

63. Fedzechkina, M., Jaeger, T. F., Trueswell, J.C. (2015). Production is biased to provide informative cues early: Evidence from miniature artificial languages. *Proceedings of the 37th Annual Conference of the Cognitive Science Society*.
64. \* Pozzan, L. & Trueswell, J.C. (2015). Syntactic processing and acquisition: Commentary on Phillips and Ehrenhofer (2015), "The Role of Language Processing in Language Acquisition", *Linguistic Approaches to Bilingualism*, 5, 516-521.
65. \* Boylan, C., Trueswell, J.C., Thompson-Schill, S.L. (2015). Compositionality and the angular gyrus: A multi-voxel similarity analysis of the semantic composition of nouns and verbs. *Neuropsychologia*, 78, 130-141.
66. \* Teubner-Rhodes SE, Mishler A, Corbett R, Andreu L, Sanz-Torrent M, Trueswell JC, & Novick JM (2016). The effects of bilingualism on conflict monitoring, cognitive control, and garden-path recovery. *Cognition*, 150, 213-231.
67. \* Trueswell, J. C., Lin, Y., Armstrong, B., Cartmill, E. A., Goldin-Meadow, S., & Gleitman, L. R. (2016). Perceiving referential intent: Dynamics of reference in natural parent-child interactions. *Cognition*, 148, 117-135.
68. \* Woodard, K, Pozzan, L., Trueswell, J., (2016). Taking your own path: Individual differences in Executive Function and Language Processing Skills in Child Learners. *Journal of Experimental Child Psychology*, 141, 187-209.
69. \* Pozzan, L., Gleitman, L.R. & Trueswell, J.C. (2016). Semantic ambiguity and syntactic bootstrapping: The case of conjoined-subject intransitive sentences. *Language Learning and Development*, 12(1), 14-41.
70. \* Woodard, K, Gleitman L.R. & Trueswell, J.C. (2016). Two- and three-year-olds also propose-but-verify. *Language Learning and Development*, 12(3), 252-261.
71. \* Bungler, A., Skordos, D., Trueswell, J.C., Papafragou, A. (in press). How children and adults encode causative events cross-linguistically: Implications for language production and attention. *Language, Cognition and Neuroscience*.
72. Hafri, A.A., Trueswell, J.C., Strickland, B. (2016). Extraction of Event Roles From Visual Scenes is Rapid, Automatic, and Interacts with Higher-Level Visual Processing. *Proceedings of the 38th Annual Conference of the Cognitive Science Society*.
73. \* Stevens, J.S., Trueswell, J.C., Yang, C. & Gleitman, L.R. (in press). The pursuit of word meanings. *Cognition*.
74. \* Nozari, N., Trueswell, J.C., & Thompson-Schill, S.L. (in press). The interplay of local attraction, context and domain-general cognitive control in activation and suppression of semantic distractors during sentence comprehension. *Psychonomic Bulletin & Review*.

#### MANUSCRIPTS SUBMITTED OR IN PREPARATION

1. Hafri, A.A., Trueswell, J.C. & Epstein, R.A. (submitted). Abstract representations of interactive events in human inferior parietal and occipitotemporal cortex.

2. Pozzan, L. & Trueswell, J.C. (submitted). Second language processing and revision of garden-path sentences: A visual world study.
3. Köhne, J., Gleitman, L.R. & Trueswell, J.C. (under revision). Learning multiple meanings for a single word.
4. Wilson, F., Papafragou, A., Bungler, A. & Trueswell, J.C. (in prep.). Rapid extraction of event participants in caused motion events.
5. Valdes Kroff, J., Trueswell, J.C. & Thompson-Schill, S.L. (in prep). The role of cognitive control in bilingual code-switching.

### 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' 12<sup>th</sup> 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 16<sup>th</sup> 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. Copresented with Irina Sekerina at the 22<sup>nd</sup> 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.
33. Keynote address for the TABU DAG 2010 International Conference of Linguistics, Groningen, Netherlands, June 3-4, 2010.
34. Invited talk given at 6th International Conference on Language Acquisition, Barcelona, Spain, September, 8-10, 2010.
35. A cross-linguistic investigation of event perception and event description: Evidence from Greek and English. Invited talk, Universitat Oberta de Catalunya, Barcelona, Spain. March 11, 2011.
36. Using Eye Movements to Study Language Processing in Children and Adults. Fivepart course offered at the LOT Linguistics Summer School 2012, July2-13, 2012, Utrecht, Netherlands.
37. Propose-but-verify: Learning word meaning across multiple observations. Linguistics colloquium, University of Maryland, October 25, 2013.
38. Word learning from observation. Invited talk presented at the Annual Symposium of the Society for Language Development., November, 2013.
39. Using eye movements to study spoken language processing in children and adults. Invited talk at Tobii Eyetracking Conference, Swedish Embassy, Washington, D.C. September 12, 2014.
40. Revise and Resubmit: How real-time parsing preferences influence grammar acquisition. Invited Speaker, Princeton, Cognitive Science / Linguistics, Princeton, NJ, October 11, 2014.

41. How real-time sentence interpretation influences grammar acquisition: Studies of natural and artificial languages. Invited talk, Harvard Dept of Psychology, Cambridge, MA, October 11, 2014.
42. How real-time sentence interpretation influences grammar acquisition. Colloquium, Department of Cognitive Science, University of California, San Diego (UCSD), San Diego CA. May 13, 2015.
43. The role of cognitive flexibility in language processing and language acquisition. Colloquium, Department D'Etudes Cognitiv, École Normale Supérieure, Paris, France. September 8, 2015.
44. The dynamics of reference in the home: Finding the gems among the junk. Invited talk, Department D'Etudes Cognitiv, École Normale Supérieure, Paris, France. September 15, 2015.
45. The role of cognitive flexibility in language processing and language acquisition. The 24<sup>th</sup> Interdisciplinary Seminar in the School of Philosophy, Psychology and Language Sciences (PPLS), University of Edinburgh, Edinburgh, Scotland. September 29, 2015.
46. March 18, 2016: The Role of Cognitive Flexibility in Language Processing and Language Acquisition. Institute for Cognitive Science Spring Colloquium Series. University of Colorado, Boulder.