The Cognitive Science Program presents:

The Third Annual UConn Language Fest

Monday, April 16
1:00 – 5:30pm
UConn Rome Ballroom,
Lewis B. Rome Commons

For more information go to: http://www.cogsci.uconn.edu/languagefest/
Bilingualism in Print, Sign, Sound, and Brain

1:00pm-1:15pm Introduction

Co-Organizers and MCs:
Marie Coppola, Departments of Psychology and Linguistics, Cognitive Science Program
Emily Myers, Departments of Communication Sciences and Psychology, Cognitive Science Program, Haskins Laboratories

1:15pm-2:30pm Invited Speakers & Discussion

“The Neurocircuitry of Literacy Acquisition”
Ken Pugh, Department of Psychology, Cognitive Science Program, Haskins Laboratories, Yale University Department of Linguistics, Yale University School of Medicine Diagnostic Radiology

“The Development of Bimodal Bilingualism”
Diane Lillo-Martin, Department of Linguistics, Cognitive Science Program, Haskins Laboratories

"Phonological Processes in Foreign Accent"
Carol Fowler, Department of Psychology, Cognitive Science Program, Haskins Laboratories

Discussant:
Jay Rueckl, Department of Psychology, Cognitive Science Program, Haskins Laboratories

2:30pm-4:30pm Poster sessions

First Session (Odd Numbered Posters) 2:30pm-3:30pm
Second Session (Even Numbered Posters) 3:30pm-4:30pm

Hors d’oeuvres will be served

This event is sponsored by the UConn Cognitive Science Program with generous support from the Psychology Department, the Philosophy Department, the Linguistics Department, the Communication Disorders Department, and the Neag School of Education, and the College of Liberal Arts and Sciences.

Language Fest is designed to allow a broad cross-section of language researchers at UConn to acquaint one another and the general community with their work. It is intended to support constructive feedback and new collaboration. The event is free and open to the public.

Contacts: emily.myers@uconn.edu & marie.coppola@uconn.edu

See www.cogsci.uconn.edu for more info
Poster Program

1. Student Perceptions of Humor in Foreign Language Middle School Classrooms
   Manuela Wagner², Mary Yakimowski³, Eduardo Urios-Aparisi⁷

2. Gender Agreement with Disagreeable Noun Phrases
   Ana Bastos-Gee² ⁷

3. The ORCA Project: Online Research and Comprehension Assessment
   Cheryl Burlingame³ ⁵, Don Leu¹ ³, Elena Forzani³ ³, Clint Kennedy¹ ³

4. Promoting Effective Questioning in Classrooms: A Study of Teacher Questioning and Follow-Up Behaviors
   Ashley Ruegg³, Cindy Massicotte³, Catherine Little³

5. The Role of Cognates in the Vocabulary Development of Spanish-English Bilingual Kindergarteners
   Sharon Ware⁴

6. Project EVI: Investigating the Effects of Early Vocabulary Intervention for At-Risk Kindergarteners
   Ashley Oldham³, Mari Cuticelli³, Sharon Ware³, Michael Coyne³

7. Identifying Classes of Learners: What Can Mastery Tests Tell Us About Different Types of Word Learners?
   Glen Davenport³, Sabina Neugebauer³, Ashley Oldham³, Michael Coyne³

8. It’s Elementary, My Dear Watson!
   Beata Moskal²

9. Frozen at the Edge of the English TNP
   Aida Talic²

10. So Perfect(ive): On distribution of Perfect Aspect in Serbian
    Neda Todorovic²

11. Asymmetries Between Both and All
    Shen Zheng²

12. Bridging Theory and Practice: Italian and English Articles in L2 Classroom
    Jelena Runic², Marija Runic¹⁵

13. How Children Acquire Meanings for Natural Number Words: Learning to Count is Not Enough for a Semantic Induction
    Kathryn Davidson²

14. Synthetic Compounding and Inflectional Morphology
    Gisli Hardarson²
15. A Pilot Study on Acquisition of a Pro-Dop Language and Parameter Setting in Language Acquisition: Noun-Noun Compounds and Verb-Particle Constructions
   *Vanessa Petroj*

16. A Parametric Dependency-Based Grammar Predicts Syllable Type Acquisition
   *Alex Vaxman*

17. Does D Give Children the Correct Semantics of Possessives?
   *Safet Berisa*

18. Effects of Local and Global Speech Planning Factors on Children’s Production of Grammatical Morphemes
   *Rachel Theodore*

19. Discriminant Analysis of Narrative Discourse Measures in Traumatic Brain Injury
   *Karen Le*, Carl Coelho*, Jennifer Mozeiko*

20. A Comparison of Intensity Dosage for Constraint Induced Language Therapy in Aphasia: A Reanalysis
   *Jennifer Mozeiko*, Emily Myers*, Carl Coelho*

21. An fMRI Study of Lexically-Induced Perceptual Learning for Speech
   *Laura Mesite*, Emily Myers*, Carl Coelho*

   *Stephen Tobin*

23. Further Explorations of Talker-Specific Learning Effects: The First Steps
   *Alexis Johns*, Emily Myers*, James Magnuson*

24. The Influence of Word Form on the Acquisition of Meaning: An Adult Word Learning Study
   *Karen Aicher*, Jay Rueckl*

25. Not Capacity but Quality: A Speed-Accuracy Tradeoff Study of Poor Readers’ Memory Mechanisms
   *Clinton Johns*, Julie Van Dyke*

26. Mirror Recursion Learning in the Box Prediction Artificial Grammar Paradigm
   *Emily Szudlarek*, Pyeong Whan Cho*, Whitney Tabor*

27. Investigating Statistical Learning of Non-Adjacent Dependencies in Children with Autism Spectrum Disorders and Typically Developing Children
   *Anthony Goodwin*, Letitia Naigles*

28. Mothers Do Not Drive Structure in Adult Homesign Systems: Evidence From Comprehension
   *Emily Carrigan*, Marie Coppola*

29. Do Children with ASD Use Imitation to Acquire Negation Markers?
   *Christian Navarro-Torres*, Andrea Tovar*, Deborah Fein*, Letitia Naigles*
30. Vocabulary Composition in Toddlers with ASD: The Longitudinal Development of a Productive Verb Lexicon  
   Letitia Naigles\textsuperscript{1,6}, Carley Gilman\textsuperscript{14}, Julia Parish-Morris\textsuperscript{14}, Deborah Fein\textsuperscript{1}

31. Emergence of Lexicons in Family-Based Homesign Systems in Nicaragua  
   Russell Richie\textsuperscript{1}, Julia Fanghella\textsuperscript{12}, Marie Coppola\textsuperscript{12,6}

32. Dense Recordings of Naturalistic Interactions Reveal Both Typical and Atypical Speech in One Child with ASD  
   Iris Chin\textsuperscript{1}, Devin Rubin\textsuperscript{1}, Andrea Tovar\textsuperscript{1}, Soroush Vosoughi\textsuperscript{17}, Michelle Cheng\textsuperscript{1}, Emily Portzeba\textsuperscript{1}, Matthew S. Goodwin\textsuperscript{17}, Deb Roy\textsuperscript{17}, Letitia Naigles\textsuperscript{1,6}

33. A First Look at Growth Trajectories in Language of Children with ASD  
   Emma Kelty\textsuperscript{1}, Letitia Naigles\textsuperscript{1,6}

34. Early Joint Attention Predicts Children’s Subsequent Performance on Preferential Looking Tasks  
   Jinhee Park\textsuperscript{1}, Saime Tek\textsuperscript{18}, Deborah Fein\textsuperscript{1}, Letitia Naigles\textsuperscript{1,6}

35. Baseline Measures of Joint Attention and Parental Input in Pre-Implantation Deaf Children  
   Nicole Depowski\textsuperscript{1}, Heather Bortfeld\textsuperscript{1,8}, John Oghalai\textsuperscript{13}

36. Developmental Changes in Joint Attention in Typically Developing Children and Children with Autism Spectrum Disorders  
   Kimberly Ellison\textsuperscript{1}

37. \textit{WHO} Chased the Bird? Narrative Cohesion in an Emerging Language  
   Deanna Gagne\textsuperscript{1}, Marie Coppola\textsuperscript{1,2,6}, Ann Senghas\textsuperscript{19}

38. Longitudinal Changes in Pronoun Reversal in Children with Autism Spectrum Disorder and Typically Developing Children  
   Michelle Cheng\textsuperscript{1}, Neha Khetrapal\textsuperscript{20}, Katherine Demuth\textsuperscript{20}, Letitia Naigles\textsuperscript{1,6}, Deborah Fein\textsuperscript{1}

39. The Behavioral Effects of Knockdown of Kiaa0319, A Candidate Dyslexia Susceptibility Gene: Differential Effects on Rapid Auditory Processing and Working Memory in Rodents  
   Caitlin Szalkowski\textsuperscript{1}, Christopher Fiondella\textsuperscript{1}, Ashley Norris\textsuperscript{1}, Donghu Truong\textsuperscript{1}, Joseph LoTurco\textsuperscript{5}, Glen Rosen\textsuperscript{21}, Holly Fitch\textsuperscript{1}

40. Reversible MCAO in Mice as a Potential Model for “Aphasia-like” Deficits: Understanding the Human Stroke Phenotype  
   Donghu Truong\textsuperscript{1}, Venugopal Venna\textsuperscript{11}, Louise McCullough\textsuperscript{11}, Roslyn Holly Fitch\textsuperscript{1}

41. Language-Specific Tuning of Audiovisual Integration in Early Development  
   Barbara Gruenbaum\textsuperscript{1}, Kathleen E. Shaw\textsuperscript{1}, Nicole Depowski\textsuperscript{1}, Heather Bortfeld\textsuperscript{1,8}

42. General and Specific Predictors of Understanding Tense/Aspect in Young Children with ASD  
   Andrea Tovar\textsuperscript{1}, Deborah Fein\textsuperscript{1}, Letitia Naigles\textsuperscript{1,6}

43. Animal, Aminal, Animal: The Phoneme Transposition Effect  
   Anish Kurian\textsuperscript{1,8}, Jingjing Zhao\textsuperscript{1,8}, James Magnuson\textsuperscript{1,6,8}, Jay Rueckl\textsuperscript{1,6,8}
44. The Development of Idiosyncratic Patterns of Allomorphy in the Italian Preterite: Linguistic Changes as a Window on the Form of Linguistic Competence
   Andrea Calabrese²

45. Speech Production and Perception in Children with Velopharyngeal and Palatal Defects
   Stephen Tobin¹,⁸

46. Auditory Event-Related Potentials in Children with Language Impairment
   Sergey Kornilov¹,⁸,¹², Nicole Landi⁸,¹², Shin-Yi Fang¹, Natalia Rakhlin¹², Elena L. Grigorenko⁸,¹², James S. Magnuson¹,⁶,⁸

47. Language Interaction between Parents of Children with Down Syndrome and Parents of Typically Developing Children
   Katherine Berlepsch³

48. Relationships between Metamemory and Executive Function in TBI Survivors
   Deborah Lanza Brom⁴, Pradeep Ramanathan⁴, Mary R. T. Kennedy¹⁰

**Affiliation List**

¹ University of Connecticut Psychology
² University of Connecticut Linguistics
³ University of Connecticut Neag School of Education
⁴ University of Connecticut Communication Disorders
⁵ University of Connecticut Physiology and Neurobiology
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¹⁰ University of Minnesota
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¹² Yale Child Study Center
¹³ Stanford University
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¹⁵ University of Padua, Padua, Italy
¹⁶ New York University
¹⁷ MIT Media Lab
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