

# SCOTT H. FRAUNDORF

Curriculum Vitae – November 2, 2018

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## PROFESSIONAL POSITIONS

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2014-present Assistant professor, Department of Psychology  
Research scientist, Learning Research and Development Center  
University of Pittsburgh

2013-2014 Postdoctoral research associate  
University of Rochester

2012-2013 Cognitive scientist  
Carnegie Learning, Inc.

2006–2012 Research assistant  
University of Illinois at Urbana-Champaign

2004–2006 Research coordinator  
University of Oregon

## EDUCATION

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2012 Ph.D. in cognitive psychology  
Minor in quantitative psychology  
University of Illinois at Urbana-Champaign

2009 M.A. in cognitive psychology  
University of Illinois at Urbana-Champaign

2006 B.A. in psychology, *summa cum laude*, departmental honors  
Clark Honors College at the University of Oregon

## PROFESSIONAL INTERESTS

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Research (broad) Psycholinguistics, memory, cognitive aging, metacognition, statistical modeling, cognitive development, attention, decision making, educational technology

Research (specific) Prosody, experience in language processing, disfluency, cognitive aging of language and memory, metamemory, mixed effects models, executive attention, language acquisition, decision making, intelligent tutoring systems

Teaching Psycholinguistics, learning and memory, cognition, cognitive aging, cognitive development, attention, language acquisition, introductory statistics, graduate statistics, introductory psychology, research programming

## RESEARCH FUNDING

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2018-2020	“Examining how metacognitive knowledge intervention can facilitate digital literacy: an experimental study of high-school learners” (\$138,531; PIs: Byeong-Young Cho and Scott Fraundorf) University of Pittsburgh Learning Research and Development Center
2016-2018	“Uniting cognitive and motivation science: an opportunity-cost model of self-regulated learning” (\$102,950; PIs: Scott Fraundorf and Brian Galla) University of Pittsburgh Learning Research and Development Center
2015	“Adaptation to dialectal variation in online syntactic processing” (\$528) University of Pittsburgh Dietrich School of Arts and Sciences
2011–2012	Traineeship in National Institutes of Health Language Processing Training Program (\$23,880) University of Illinois at Urbana-Champaign
2007–2011	National Science Foundation Graduate Research Fellowship (\$90,000)
2011	Graduate College Travel Award (\$300; competitive grant award at the college level) University of Illinois at Urbana-Champaign
2006–2007	Illinois Distinguished Fellowship (\$51,000) Awarded at the university level to “exceptional” graduate students University of Illinois at Urbana-Champaign
2005	Alice C. Thompson Award for undergraduate research in psychology (\$200) University of Oregon

## PUBLICATIONS (\*: ADVISEE)

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- Fraundorf, S. H., Hourihan, K. L., \*Peters, R. A., & Benjamin, A. S. (in press). Age differences in item recognition memory sensitivity and criteria: A meta-analysis. *Psychological Bulletin*.
- Lee, E.-K., & Fraundorf, S. H. (in press). Native-like processing of prominence cues in L2 written discourse comprehension: Evidence from font emphasis. *Applied Psycholinguistics*.
- James, A. N., Fraundorf, S. H., Lee, E.-K., & Watson, D. G. (2018). Individual differences in syntactic processing: Is there evidence for reader-text interactions? *Journal of Memory and Language*, *102*, 155-181.
- Lee, E.-K., & Fraundorf, S. H. (2017). Effects of contrastive accents in memory for L2 discourse. *Bilingualism: Language and Cognition*, *20*, 1063-1079.
- Tullis, J. G., & Fraundorf, S. H. (2017). Predicting others’ memory performance: The accuracy and bases of social metacognition. *Journal of Memory and Language*, *95*, 124-137.
- Hourihan, K. L., Fraundorf, S. H., & Benjamin, A. S. (2017). The influences of valence and arousal on judgments of learning and on recall. *Memory & Cognition*, *45*, 121-136.

- Fraundorf, S. H., & Benjamin, A. S. (2016). Conflict and metacognitive control: The *mismatch-monitoring* hypothesis of how others' knowledge states affect recall. *Memory*, *24*, 1108-1122.
- Fraundorf, S. H., & Jaeger, T. F. (2016). Readers generalize priming of newly-encountered dialectal structures to other unfamiliar structures. *Journal of Memory and Language*, *91*, 28-58.
- Brown-Schmidt, S., & Fraundorf, S. H. (2015). Interpretation of informational questions modulated by joint knowledge and intonational contours. *Journal of Memory and Language*, *84*, 49-74.
- Fraundorf, S. H., Watson D. G., & Benjamin, A. S. (2015). Reduction in prosodic prominence predicts speakers' recall: Implications for theories of prosody. *Language, Cognition and Neuroscience*, *30*, 606-619.
- Fraundorf, S. H., & Watson, D. G. (2014). Alice's adventures in *um*-derland: Psycholinguistic sources of variation in disfluency production. *Language, Cognition and Neuroscience*, *29*, 1083-1096.
- Fraundorf, S. H., Arnold, J. E., & Langlois, V. (2014). Disfluency. In M. Aronoff (Ed.), *Oxford Bibliographies in Linguistics*. New York: Oxford University Press.
- Fraundorf, S. H., & Benjamin, A. S. (2014). Knowing the crowd within: Metacognitive limits on combining multiple judgments. *Journal of Memory and Language*, *71*, 17-38.
- Fraundorf, S. H., Benjamin, A. S., & Watson, D. G. (2013). What happened (and what did not): Discourse constraints on encoding of plausible alternatives. *Journal of Memory and Language*, *69*, 196-227.
- Hourihan, K. L., Fraundorf, S. H., & Benjamin, A. S. (2013). Same faces, different labels: Generating the cross-race effect in face memory with social category information. *Memory & Cognition*, *41*, 1021-1031.
- Fraundorf, S. H., Watson, D. G., & Benjamin, A. S. (2012). The effects of age on the strategic use of pitch accents in memory for discourse: A processing-resource account. *Psychology and Aging*, *27*, 88-98.
- Fraundorf, S. H., & Watson, D. G. (2011). The disfluent discourse: Effects of filled pauses on recall. *Journal of Memory and Language*, *65*, 161-175.
- Fraundorf, S. H., Watson, D. G., & Benjamin, A. S. (2010). Recognition memory reveals just how *contrastive* contrastive accenting really is. *Journal of Memory and Language*, *63*, 367-386.
- Sheese, B. E., Rothbart, M. K., Posner, M. I., White, L. K., & Fraundorf, S. H. (2008). Executive attention and self-regulation in infancy. *Infant Behavior and Development*, *31*, 501-510.

PEER-REVIEWED CONFERENCE PROCEEDINGS

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- Morett, L. M., Roche, J., Fraundorf, S. H., & McPartland, J. C. (2018). Pupillometry and multimodal processing of beat gesture and pitch accent: The eye's hole is greater than the sum of its parts. In *Proceedings of the 40<sup>th</sup> Annual Meeting of the Cognitive Science Society*. Madison, WI: Cognitive Science Society.
- Fraundorf, S. H., & Watson, D. G. (2008). Dimensions of variation in disfluency production in discourse. In J. Ginzburg, P. Healey, & Y. Sato (Eds.), *Proceedings of LONDLAL 2008, the 12th Workshop on the Semantics and Pragmatics of Dialogue* (pp. 131-138). London: King's College London.

MANUSCRIPTS (\*: ADVISEE; †: OTHER PITT GRADUATE COLLABORATOR)

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- \*Morett, L. M., & Fraundorf, S. H. (under review). Listeners consider alternative speaker productions in discourse comprehension and memory: Evidence from beat gesture and pitch accenting.
- †Bhide, A. R., Ortega-Llebaria, M., Fraundorf, S. H., & Perfetti, C. (under review). The contribution of individual differences and orthographic support to the learning of non-native phonemic contrasts.
- †Chang, L.-Y., Perfetti, C.A., Fraundorf, S. H., †Fang, X., & Chen, H.-C. (under review). Does graphic complexity prompt visual perceptual skills via learning to read across writing systems?
- †Rice, C. A., Tokowicz, N., Fraundorf, S. H., & Liburd, T. L. (under review). The polysemy advantage in lexical access: The role of context availability and orthographic neighborhood variables.
- Chen, L., Perfetti, C. A., †Fang, X., †Chang, L.-Y., & Fraundorf, S. H. (under review). Reading Pinyin implicitly activates character orthography for skilled Chinese readers.
- Starns, J. J., Cataldo, A. M., Rotello, C. M., Annis, J., Aschenbrenner, A., Brodt, A., ... Fraundorf, S. H., ... Wilson, J. (under review). Does science have an inference crisis? Assessing theoretical conclusions with blinded inference.
- Fraundorf, S. H., Hubbard, R., & Federmeier, K.D. (in preparation). The impact of prosody on on-line comprehension and memory processes as revealed by electrophysiology.
- \*Kirk-Johnson, A. R., Fraundorf, S. H., & Galla, B. M. (in preparation). Perceiving difficulty as poor learning: Direct evidence that judgments of learning mediate the relationship between perceived difficulty and study strategy choice.
- \*Norberg, K.A., & Fraundorf, S.H. (in preparation). What should I remember?: Manipulation of focus within a sentence affects later memory.
- \*Peters, R. A., & Fraundorf, S. H. (in preparation). Red leaf, blue leaf: The relation of lexical and referential repetition to prosodic prominence and to recall.
- Guan, C. Q., & Fraundorf, S. H. (in preparation). Attentional competition and semantic integration in low- and high-span readers.

Guan, C. Q., & Fraundorf, S. H. (in preparation). Mapping pitch accents to memory representations in a contrastive L2 discourse: Effects of proficiency and working memory.

#### PATENTS

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- Fraundorf, S. H., Wasson, M., Huettner, A., & Schwiebert, R. (2015). Adaptive grammar instruction for prepositions. *U.S. Patent No. 20,150,106,703*. Washington, DC: U.S. Patent and Trademark Office.
- Vuong, A., Huettner, A., Fraundorf, S. H., & Keiser, V. (2015). Adaptive grammar instruction—verb tense. *U.S. Patent No. 20,150,106,705*. Washington, DC: U.S. Patent and Trademark Office.
- Murray, R. C., Schmandt, L., Schwiebert, R., Hinton, S., Fraundorf, S. H., Huettner, A., & Shell, P. (2015). Adaptive grammar instruction for commas. *U.S. Patent No. 20,150,104,764*. Washington, DC: U.S. Patent and Trademark Office.

#### SOFTWARE

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- Fraundorf, S. H. (2015). psycholing: R Functions for Common Psycholinguistic and Cognitive Designs. R package version 0.5.2. Available from <http://github.com/sfraundorf>
- Fraundorf, S. H., Diaz, M. I., Finley, J. R., Lewis, M. L., Tooley, K. M., Isaacs, A. M., Lam, T. Q., Trude, A. M., Brown-Schmidt, S., & Brehm, L. (2014). CogToolbox for MATLAB [computer software]. Available from <http://github.com/sfraundorf>

#### PRESENTATIONS (\*: ADVISEE; †: OTHER PITT GRADUATE COLLABORATOR)

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- \*Kirk-Johnson, Fraundorf, S.H., & Galla, B.M. (2018, November). Direct evidence that perceived learning mediates the relationship between perceived difficulty and study strategy choices. Paper to be presented at the 10<sup>th</sup> Bi-Annual Meeting of the International Association for Metacognition, New Orleans, LA.
- \*Norberg, K.A., & Fraundorf, S.H. (2018, November). What should I remember? Clefts and connectives affect later text memory. Poster to be presented at the 59th Annual Meeting of the Psychonomic Society, New Orleans, LA.
- \*Constantine, R.A. & Fraundorf, S.H. (2018, November). Syntactic adaptation to native versus non-native speech. Poster to be presented at the 59th Annual Meeting of the Psychonomic Society, New Orleans, LA.
- Morett, L.M., Fraundorf, S.H., & McPartland, J.C. (2018, November). Eye see what you're saying: Beat gesture and contrastive pitch accent facilitate online reference resolution in discourse processing. Poster to be presented at the 59th Annual Meeting of the Psychonomic Society, New Orleans, LA.
- Morett, L.M., Roche, J., Fraundorf, S.H., & McPartland, J.C. (2018, November). Seeing double: Beat gesture and pitch accent increase listeners' cognitive load during discursive reference resolution. Poster to be presented at the 59th Annual Meeting of the Psychonomic Society, New Orleans, LA.

- Morett, L.M., Fraundorf, S.H., & McPartland, J.C. (2018, October). Convergent contrastive cues: Beat gesture and L+H\* pitch accenting influence online reference resolution similarly in spoken language processing. Paper presented at Experimental and Theoretical Advances in Prosody 4, Amherst, MA.
- \*Norberg, K.A., & Fraundorf, S.H. (2018, June). What should I remember?: Manipulation of focus within a sentence affects later memory. Poster presented at the International Workshop on Advanced Learning Sciences, Pittsburgh, PA.
- \*Kirk-Johnson, A.R., Galla, B.M., & Fraundorf, S.H. (2018, May). Direct evidence that judgments of learning mediate the relationship between perceived difficulty and study strategy choice. Poster presented at the 30<sup>th</sup> Annual Convention of the Association for Psychological Science, San Francisco, CA, and at the International Workshop on Advanced Learning Sciences, Pittsburgh, PA.
- Morett, L.M., & Fraundorf, S.H. (2018, March). Multimodal cue integration affects referent prediction in real-time sentence comprehension: Evidence from pitch accent and beat gesture. Poster presented at CUNY 2018 Conference on Human Sentence Processing, Davis, CA.
- \*Kirk-Johnson, A.R., Fraundorf, S.H., & Galla, B. M. (2017, November). Cognitive and motivational appraisals of study strategies: The importance of experienced effort within self-regulated learning. Poster presented at the 58th Annual Meeting of the Psychonomic Society, Vancouver, BC.
- Fraundorf, S.H., & Lee, E.-K. (2017, October). The encoding of salient alternatives in L2 discourse. Poster presented at Second Language Research Forum, Columbus, OH.
- †Bhide, A., Ortega-Llebaria, M., Fraundorf, S., & Perfetti, C. (2017, July). The effect of orthographic support, rise time discrimination, and phonological skills on second language learners' abilities to learn Marathi pronunciations. Paper presented at the Society for the Scientific of Reading Conference, Halifax, Canada.
- \*Morett, L.M., & Fraundorf, S.H. (2017, March). Top-down expectations affect integration of multiple cues to emphasis in discourse. Poster presented at CUNY 2017 Conference on Human Sentence Processing, Boston, MA.
- Lee, E.-K., & Fraundorf, S.H. (2017, March). How font emphasis influences the encoding of salient alternatives in L2 discourse. Poster presented at CUNY 2017 Conference on Human Sentence Processing, Boston, MA.
- \*Morett, L.M., & Fraundorf, S.H. (2016, November). Beat gesture alters how pitch accenting affects discourse memory: Evidence for top-down use of talker expectations. Paper presented at the 57th Annual Meeting of the Psychonomic Society, Boston, MA. **[received Member Select-Speaker Award; 1 of 9 awarded among 1,514 submissions]**
- Fraundorf, S.H. (2016, November). Predicting the memory performance of others. Paper presented at the 9<sup>th</sup> Bi-Annual Meeting of the International Association for Metacognition, Boston, MA.
- Lee, E.-K., & Fraundorf, S.H. (2016, September). L2 learners' sensitivity to contrastive accents in memory for discourse. Poster presented at Architectures and Mechanisms for Language Processing 2016, Bilbao, Spain.

- Fraundorf, S. H., Jaeger, T. F., & Tanenhaus, M.K. (2016, March). Dialectal adaptation suggests rapid implicit learning of unfamiliar syntactic structures. Poster presented at CUNY 2016 Conference on Human Sentence Processing, Gainesville, FL.
- Tullis, J. G., & Fraundorf, S. H. (2015, November). Predicting the memory performance of others. Poster presented at the 56th Annual Meeting of the Psychonomic Society, Chicago, IL, and at the Arizona Cognitive Science Conclave, Tucson, AZ.
- †Rice, C. A., Tokowicz, N., Fraundorf, S. H., & Liburd, T. (2015, November). The polysemy advantage in lexical access: The role of context availability and orthographic neighborhood variables. Poster presented at the 56th Annual Meeting of the Psychonomic Society, Chicago, IL.
- †Chang, L.-Y., Perfetti, C., Chen, H.-C., Fraundorf, S. H., & †Fang, X. (2015, November). How do people speaking different languages approach graphemes differently? Evidence from eight language groups. Poster presented at the 56th Annual Meeting of the Psychonomic Society, Chicago, IL.
- Fraundorf, S. H., & Jaeger, T. F. (2015, March). The influence of experience on processing of dialectal and conventional structures. Poster presented at CUNY 2015 Conference on Human Sentence Processing, Los Angeles, CA.
- James, A. N., Fraundorf, S. H., Lee, E.-K., & Watson, D. G. (2015, March). Individual differences in syntactic processing: Evidence from verb bias, relative clause extraction, and attachment preferences. Poster presented at CUNY 2015 Conference on Human Sentence Processing, Los Angeles, CA.
- Fraundorf, S. H. (2014, November). Knowing the crowd within: Metacognitive limits on combining multiple judgments. Paper presented at the 8<sup>th</sup> Bi-Annual Meeting of the International Association for Metacognition, Long Beach, CA.
- Fraundorf, S. H., Hourihan, K. L., & Benjamin, A. S. (2014, November). Age differences in item recognition memory discrimination and criteria: A meta-analysis. Poster presented at the 55th Annual Meeting of the Psychonomic Society, Long Beach, CA.
- Hourihan, K. L., Fraundorf, S. H., & Benjamin, A. S. (2014, November). Valence and arousal effects in judgments of learning and recall. Poster presented at the 55th Annual Meeting of the Psychonomic Society, Long Beach, CA.
- Fraundorf, S. H., & Jaeger, T. F. (2014, March). Experience with dialectal variants modulates online syntactic comprehension. Poster presented at CUNY 2014 Conference on Human Sentence Processing, Columbus, OH.
- Fraundorf, S. H., Hourihan, K. L., & Benjamin, A. S. (2013, November). Age differences in recognizing affective stimuli: A meta-analysis. Poster presented at the 54th Annual Meeting of the Psychonomic Society, Toronto, ON.
- Fraundorf, S. H., Benjamin, A. S., & Watson D. G. (2013, March). What happened (and what didn't): Discourse constraints on alternative sets. Poster presented at CUNY 2013 Conference on Human Sentence Processing, Columbia, SC.
- Fraundorf, S. H., & Benjamin, A. S. (2012, November). Knowing the crowd within: Combining theory and experience in metacognitive judgments. Poster presented at the 53rd Annual Meeting of the Psychonomic Society, Minneapolis, MN.

- Fraundorf, S. H., & Watson D. G. (2012, March). The accent by the adjunct: Pitch accenting interacts with argument structure and previous reference in online reference resolution. Poster presented at CUNY 2012: Conference on Human Sentence Processing, New York, NY.
- Fraundorf, S. H., Lee, E.-K., & Watson D. G. (2012, March). Language experience accounts for individual differences in syntactic processing: Evidence from multi-level modeling. Poster presented at CUNY 2012: Conference on Human Sentence Processing, New York, NY.
- Brown-Schmidt, S., & Fraundorf, S. H. (2012, March). Common ground and interactive feedback in online language understanding: The role of attentional and executive networks. Poster presented at CUNY 2012: Conference on Human Sentence Processing, New York, NY.
- Fraundorf, S. H., & Benjamin, A. S. (2011, November). Effects of others' knowledge states on metacognitive control of recall. Poster presented at the 52nd Annual Meeting of the Psychonomic Society, Seattle, WA.
- Hourihan, K. L., Fraundorf, S. H., & Benjamin, A. S. (2011, November). Same faces, different labels: Generating the cross-race effect in face memory with social category information. Poster presented at the 52nd Annual Meeting of the Psychonomic Society, Seattle, WA.
- Fraundorf, S. H., Watson, D. G., & Benjamin, A. S. (2011, March). Are older adults less strategic in discourse processing?: Evidence from pitch accents. Poster presented at CUNY 2011: Conference on Human Sentence Processing, Stanford, CA and at Education for a Lifetime: Minds, Brains and New Literacies, Urbana, IL.
- Fraundorf, S. H., & Watson, D. G. (2010, September). Who cares about prosody?: Predicting individual differences in sensitivity to pitch accent in online reference resolution. Poster presented at Architectures and Mechanisms for Language Processing 2010, York, England.
- Fraundorf, S. H., & Watson, D. G. (2010, September). The disfluent discourse: Effects of filled pauses on recall. Poster presented at Architectures and Mechanisms for Language Processing 2010, York, England.
- Fraundorf, S. H., Watson, D. G., & Benjamin, A. S. (2010, March). Recall predicted by reduction in intensity but not duration: Implications for theories of prominence. Poster presented at CUNY 2010: Conference on Human Sentence Processing, New York, NY.
- Fraundorf, S. H., Watson, D. G., & Benjamin, A. S. (2009, March). Is contrastive accenting really CONTRASTIVE?: Effects of contrastive accenting on processing in a discourse. Poster presented at CUNY 2009: Conference on Human Sentence Processing, Davis, CA.
- Fraundorf, S. H., Watson, D. G., & Benjamin, A. S. (2008, November). Effects of prosodic stress on memory in language comprehension. Poster presented at the 49th Annual Meeting of the Psychonomic Society, Chicago, IL.



- Fraundorf, S. H., Sheese, B. E., White, L. K., Rothbart, M. K., & Posner, M. I. (2008, May). Dissociable effects of attention and parent-child interaction on language acquisition. Poster presented at the 2008 meeting of the Association for Psychological Science, Chicago, IL.
- Fraundorf, S. H., Watson, D. G., & Benjamin, A. S. (2008, April). Effect of pitch accents on memory in language comprehension. Poster presented at Experimental and Theoretical Advances in Prosody, Ithaca, NY and at CUNY 2008: Conference on Human Sentence Processing, Chapel Hill, NC.
- Fraundorf, S. H., & Watson, D. G. (2008, March). Alice's adventures in um-derland: Dimensions of variation in disfluency production. Poster presented at CUNY 2008: Conference on Human Sentence Processing, Chapel Hill, NC.
- Fraundorf, S. H., Sheese, B. E., White, L. K., Rothbart, M. K., & Posner, M. I. (2007, May). Brain derived neurotrophic factor gene polymorphism associated with language acquisition. Poster presented at the 2007 meeting of the Midwestern Psychological Association, Chicago, IL.
- Sheese, B. E., Fraundorf, S. H., White, L. K., Rothbart, M. K., & Posner, M. I. (2007, April). Language development and executive attention in infancy. Poster presented at the biennial meeting of the Society for Research in Child Development, Boston, MA.
- Sheese, B., Rothbart, M. K., White, L., Fraundorf, S., & Posner, M. I. (2006, August). The origin of executive attention during infant development. American Psychological Association Symposium, New Orleans, LA.
- Sheese, B. E., Rothbart, M. K., White, L. K., Fraundorf, S. H., & Posner, M. I. (2006, August). Executive attention, emotion, and emotion regulation in infancy. Poster presented at the annual conference of the International Society for Research in Emotions, Atlanta, GA.
- Fraundorf, S. H. (2005, May). Betrayal trauma and attention: Emotional processing systems affect response to trauma related information. Poster presented at the Fifth Annual Stanford Undergraduate Psychology Conference, Stanford, CA.

#### INVITED TALKS

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- Fraundorf, S. H. (2018, September). Basics of using the R environment for statistical computing. Community for Advanced Methodological Learning, University of Pittsburgh.
- Fraundorf, S. H. (2018, April). Power analyses for mixed-effects models. Department of Psychology, University of Pittsburgh.
- Fraundorf, S. H. (2018, January). Finding what you're looking for: The what, why, where, and how of statistical power. Cognitive psychology talk series, Department of Psychology, University of Pittsburgh.
- Fraundorf, S. H. (2017, May). What's parsed is prologue: The ties between text comprehension and long-term learning. Department of Psychology, University of Alberta.

- Fraundorf, S. H. (2017, April). Knowing the crowd within: Metacognitive limits on combining multiple judgments. Department of Psychology, Carnegie Mellon University.
- Fraundorf, S. H. (2017, March). What happened (and what didn't): Prosody, gesture, and salient alternatives in discourse memory. Center for Language Sciences, Pennsylvania State University.
- Fraundorf, S. H. (2016, May). What happened (and what didn't): Prosody and salient alternatives in discourse memory. Department of Linguistics, University of Oregon.
- Fraundorf, S. H. (2016, May). Knowing the crowd within: Metacognitive limits on combining multiple judgments. Department of Psychology, Kent State University.
- Fraundorf, S. H. (2014, October). Analyzing experimental data with mixed effects models. Department of Communication Sciences and Disorders, University of Pittsburgh.
- Fraundorf, S. H. (2014, September). Knowing the crowd within: Metacognitive judgments on using multiple judgments. Cognitive psychology talk series, Department of Psychology, University of Pittsburgh.
- Fraundorf, S. H. (2013, December). What's parsed is prologue: The ties between language processing and long-term learning. Learning Research and Development Center, University of Pittsburgh.
- Fraundorf, S. H. (2013, November). What's parsed is prologue: Learning in syntactic and discourse processing. Center for the Language Sciences, University of Rochester.
- Fraundorf, S. H. (2013, May). What's parsed is prologue: The ties between language processing and long-term memory. Department of Psychology, University of Wisconsin—Madison.
- Fraundorf, S. H. (2012, March). What's parsed is prologue: The ties between language processing and long-term memory. Center for the Language Sciences, University of Rochester.
- Fraundorf, S. H. (2012, February). Knowing the crowd within: Multiple estimations reveal contributions of theory and experience to metacognitive judgments. Cognitive psychology talk series, Department of Psychology, University of Illinois at Urbana-Champaign.
- Fraundorf, S. H. (2012, January). Modeling comprehension of text: The roles of contrast and online processing. Remote talk for the School of Psychology, University of Kent.
- Fraundorf, S. H. (2011, March). Keeping up with the Joneses: Effects on others' knowledge states on metacognitive control of recall. Cognitive psychology talk series, Department of Psychology, University of Illinois at Urbana-Champaign.
- Fraundorf, S. H. (2009, December). What happened (and what didn't): Effects of pitch accenting on memory for discourse. Cognitive psychology talk series, Department of Psychology, University of Illinois at Urbana-Champaign.

Fraundorf, S. H. (2009, March). Are contrastive accents *contrastive?*: Effects of pitch accenting on memory for discourse. Language processing talk series, Beckman Institute, University of Illinois at Urbana-Champaign.

Fraundorf, S. H. (2008, February). Through thee, uh, looking glass: Dimensions of variation in disfluency production. Language processing talk series, Beckman Institute, University of Illinois at Urbana-Champaign.

Fraundorf, S. H. (2007, August). Alice's adventures in um-derland: Dimensions of variation in disfluency production. Cognitive psychology talk series, Department of Psychology, University of Illinois at Urbana-Champaign.

#### PROFESSIONAL SERVICE

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2018-present	Psychology Subject Pool committee, University of Pittsburgh, Department of Psychology
2017-present	Principal panel member, Basic Processes Education Research, Institute of Educational Sciences
2017-present	Co-chair, Tim Post Award committee, University of Pittsburgh Department of Psychology
2017-present	Quantitative minor committee, University of Pittsburgh Department of Psychology
2017	Reviewer, Aging Institute Pilot Funding Program, University of Pittsburgh
2017	Cognitive division representative, Institutional Review Board committee, University of Pittsburgh Department of Psychology
2016-present	Reviewer, Competitive Medical Research Fund, University of Pittsburgh
2016-2017	Panel member, Basic Processes Education Research, Institute of Educational Sciences
2016	Reviewer, Tim Post Award, University of Pittsburgh Department of Psychology
2016	Reviewer, Diversity Committee Mini-Grant Award, University of Pittsburgh Department of Psychology
2015-2016	Colloquium committee, University of Pittsburgh Department of Psychology
2014-2017	Graduate admissions committee, University of Pittsburgh Department of Psychology, Cognitive Division
2011, 2015	Program committee, <i>Experimental and Theoretical Advances in Prosody</i>
2010–present	Ad hoc reviewer <i>Aging, Neuropsychology, and Cognition</i> <i>Applied Psycholinguistics</i> <i>Cognition</i> <i>Cognitive Processing</i> <i>Cognitive Psychology</i> <i>Discourse Processes</i> <i>Educational Review and Evaluation</i> <i>Journal of Experimental Psychology: General</i>

*Journal of Experimental Psychology: Learning, Memory, and Cognition*  
*Journal of Memory and Language*  
*Laboratory Phonology*  
*Language and Speech*  
*Language, Cognition and Neuroscience*  
*Management Science*  
*Memory & Cognition*  
 PLOS ONE  
*Psychology and Aging*  
*Psychonomic Bulletin & Review*  
*The Quarterly Journal of Experimental Psychology*  
 Cognitive Science Society Annual Conference  
 CUNY Conference on Human Sentence Processing

2010–2011 Organizer, University of Illinois reading group on multilevel models  
 Researched, lectured, and led discussion on multilevel models and signal detection theory for graduate students and faculty from multiple departments

#### TEACHING EXPERIENCE AND CERTIFICATIONS

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##### *At University of Pittsburgh*

Note: As of fall 2017, the Dietrich School of Arts and Sciences at the University of Pittsburgh has eliminated overall numerical evaluations of courses.

PSY 1054 Memory & Metacognition  
 Spring 2018  
 Spring 2017 (course evaluation: 4.8 out of 5.0)

PSY 2005 Statistical Analysis I—ANOVA  
 Fall 2017  
 Fall 2016 (course evaluation: 4.9 out of 5.0)  
 Fall 2015 (course evaluation: 4.7 out of 5.0)

PSY 2575 Using Mixed Effects Models in Psychology  
 Fall 2018  
 Spring 2017 (course evaluation: 4.9 out of 5.0)  
 Fall 2014 (course evaluation: 4.6 out of 5.0)

##### *At University of Illinois*

PSYC 100 Introduction to Psychology (primary instructor)  
 Spring 2009 (course evaluation: 4.7 out of 5.0)  
 List of Teachers Ranked as Excellent by their Students  
 “Outstanding” rating (top 10% of student evaluations on campus)  
 Fall 2008 (course evaluation: 4.6 out of 5.0)  
 List of Teachers Ranked as Excellent by their Students

Guest lectures  
 Fall 2011, Basic Multilevel Modeling (instructor: Sarah Brown-Schmidt)  
 Fall 2010, Language: A User’s Guide (instructor: Duane Watson)  
 Fall 2007, Language Comprehension (instructor: Duane Watson)

Spring 2009 Graduate Teaching Certificate, University of Illinois at Urbana-Champaign  
 Awarded to graduate instructors who achieve high student ratings and attend workshops on pedagogy

## MENTORING

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Dissertations As committee member:

- Midhu Balasubramanian (in progress), “Some directors are more equal than others: Board social structure as a moderator of elite director bias in acquisition premium decisions” (chair: Ravindranath Madhavan)
- Joseph Stafura (2018), “Impact of discourse on incremental comprehension processes: Event-related potential studies of word-by-word reading” (chair: Charles Perfetti)
- Cristina Zepeda (2018), “Self-regulated learning: Focusing the lens on grit and metacognitive strategies” (chair: Timothy Nokes-Malach)
- David Eargle (2017), “Security messages or: How I learned to stop disregarding and heed the warning” (chair: Dennis Galletta)

Master’s theses As primary advisor:

- Kole Norberg (in progress), “Under the influence of connectives: How connective location and clause order interact in online processing and retention of text”

As committee member:

- Nabila Jamal Orozco (in progress), “The effects of a brief mindfulness induction on stress, emotion regulation, and learning” (chair: Timothy Nokes-Malach)
- Michelle Colvin (2017), “Lexical and syntactic prediction within a noisy channel model of language comprehension” (chair: Tessa Warren)
- Caitlin Rice (2017), “The role of cross-language similarity and instructional methods in morphosyntactic processing in beginning Arabic learners” (chair: Natasha Tokowicz)
- Regina Calloway (2015), “Integrative and predictive processes in text reading: The N400 across a sentence boundary” (chair: Charles Perfetti)
- Xiaoping Fang (2015), “The role of familiarity during the learning of new meanings for known words” (chair: Charles Perfetti)

Undergraduate honors theses As primary advisor:

- Cody Gilbert (in progress), “Investigating any bidirectional influence of an experimental intervention on the perceived value of digital literacy”
- Rodica Constantine (2018), “Syntactic adaptation to native versus non-native speech”

- Brenna Mauro (2017), “How we, uh, perceive disfluencies: The effect of linguistic disfluencies on judgments of learning, attention-orientation and academic materials”

As committee member:

- Jiyuan Ye (in progress), title TBD (chair: Benjamin Rottman)
- Nikita Karulkar (2018), “Gender and metacognitive beliefs about worry” (chair: Lauren Hallion)
- Bailey Lien (2017), “Applying the self-teaching hypothesis to adults: The effects of reading condition and syllable length on orthographic learning” (chair: Julie Fiez)
- Kara Narzikul (2015), “Investigating second language learning and musical ability: An ERP study” (chair: Natasha Tokowicz)

Comprehensive exams

As committee member:

- Hyeju Han (in progress), title TBD (chair: Byeong-Young Cho)
- Evelyn Milburn (2015), “Decomposability and event context in idiom representation: The Expanded Hybrid Model” (chair: Tessa Warren)

Graduate mentoring committees

As chair:

- Gabriela Terrazas Duarte
- Quentin King-Shepherd
- Lin (Zoe) Zhou

As committee member:

- Michelle Colvin
- Douglas Getty
- Kole Norberg
- Caitlin Rice

#### PROFESSIONAL AFFILIATIONS

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- 2013–present Member, Psychonomic Society
- 2010–present Member, Cognitive Science Society
- 2008–present Member, Association for Psychological Science

#### SKILLS

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- Computer R Project for Statistical Computing (11 years), MATLAB (11 years), Psychophysics Toolbox 2 and 3 (11 years), Praat (10 years), EyeLink (9 years), Python (6 years), Amazon Mechanical Turk (6 years)
- Languages English (native), Japanese (beginning proficiency)

#### OTHER EXPERIENCE

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- 2010–2012      Research programmer, Infant Cognition Lab (director: Renée Baillargeon)  
                    Programmed MATLAB software to record and analyze infants' video viewing preferences. Consulted on development of novel experimental paradigm.
- 2010              Career adviser, Champaign Unit #4 School District Education to Careers Program  
                    Supervised a high school student in conducting a research project in psychology  
                    Led discussions on psychology research & careers

#### MEDIA COVERAGE

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Some of my research has received coverage in the media. Below is a partial listing of where it has appeared.

Baral, S. (2016). Can't quit saying "um" and "ah"? Just learn how to use them better. *Quartz*.

Sedivy, J. (2015). Your speech is packed with misunderstood, unconscious messages. *Nautilus*.

Chartock, A. (Executive producer). (2012, March 13). *Academic Minute* [radio broadcast]. Albany, NY: WAMC

#### REFERENCES

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- Dr. Aaron S. Benjamin  
Professor of Psychology  
University of Illinois at Urbana-Champaign  
(217) 333-6822, asbenjam@illinois.edu
- Dr. Sarah Brown-Schmidt  
Associate Professor of Psychological Sciences  
Vanderbilt University  
sarah.brown-schmidt@vanderbilt.edu