**Erin Conwell, Ph.D.**

Department of Psychology

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**Academic Appointments**

2011- Assistant Professor, Department of Psychology, North Dakota State University

2008-2010 Postdoctoral Fellow, Department of Psychology, Harvard University

**Education**

2009 Ph.D., Cognitive Science, Brown University

Dissertation Title: *Resolving ambicategoricality in language acquisition: The role of perceptual cues*

 Dissertation Supervisor: James L. Morgan, Ph.D.

2003 S.B., Brain and Cognitive Science, Massachusetts Institute of Technology

**Funding**

2013-2016 Principal Investigator, “Learning Words with Multiple Meanings: Input and Processing in Childhood.” NIH R15 HD077519, $299,999 Direct Costs.

2011-2013 Co-Investigator, “Perceptual and Neural Sensitivity to Grammatically Relevant Acoustic Information,” Administrative Supplement to NIH P20 GM103505, “COBRE Center for Visual and Cognitive Neuroscience,” 10/23/2011- 08/23/2013, $98,966. (Mark McCourt, Primary Investigator).

**Honors and Awards**

2012 Peter Jusczyk Best Paper Award, *Language Learning and Development*

2007-2008 Peder Estrup Graduate Research Fellowship, Brown University

2003 NSF Graduate Research Fellowship, Honorable Mention

**Journal Publications**

1. **Conwell, E**. & Morgan, J.L. (2012). Is it a noun or is it a verb? Resolving the ambicategoricality problem. *Language Learning and Development, 8*, 87-112.
2. Soderstrom, M., **Conwell, E**., Feldman, N. & Morgan, J. (2009). The learner as statistician: Three principles of computational success in language acquisition. *Developmental Science, 12*, 409-411.
3. Soderstrom, M., White, K. S., **Conwell, E**. & Morgan, J. L. (2007). Receptive grammatical knowledge of familiar content words and inflection in 16-month-olds. *Infancy, 12*, 1-29.
4. **Conwell, E.** & Demuth, K. (2007). Early syntactic productivity: Evidence from dative shift. *Cognition, 103*,163-179.
5. Balas, B., Cox, D. & **Conwell, E.** (2007). The effect of real-world personal familiarity on the speed of face information processing. *PLoS One, 2*, e1223.

**Manuscripts Submitted or In Preparation**

1. **Conwell, E.** (submitted). Neural responses to category ambiguous words.
2. **Conwell, E.** & Snedeker, J. (in prep). Learners use verb meaning to guide syntactic generalization.
3. **Conwell, E**., O’Donnell, T. J. & Snedeker, J. (in prep). The upwardly mobile stimulus: Frequency, variability and the acquisition of verb argument structure.
4. **Conwell, E**. & Barta, K. (under revision). Noun/Verb homophones are not homophones.

**Conference Proceedings Publications**

1. **Conwell, E**., O’Donnell, T. J. & Snedeker, J. (2011). Stored chunks and generalized representations: The case of the English dative alternation. In N. Danis, K. Mesh and H. Sung (Eds.), Proceedings of the 35th Annual Boston University Conference on Language Development. Somerville, MA: Cascadilla Press.
2. **Conwell, E**. & Balas, B. J. (2007). Assessing the efficacy of transitional probabilities for learning syntactic categories. In D.S. McNamara and J.G. Trafton (Eds.), Proceedings of the 29th Annual Meeting of the Cognitive Science Society (pp. 893-898). Austin, TX: Cognitive Science Society.
3. **Conwell, E.** & Morgan, J. (2007). Resolving grammatical category ambiguity in acquisition. In H. Caunt-Nulton, S. Kulatilake and I. Woo (Eds.), Proceedings of the 31st Annual Boston University Conference on Language Development. Somerville, MA: Cascadilla Press.
4. Balas, B. J., Cox, D. & **Conwell E**. (2006). The effect of personal familiarity on the speed of face recognition. In R. Sun (Ed.), Proceedings of the 28th Annual Meeting of the Cognitive Science Society (pp. 36-41). Mahwah, NJ: Erlbaum.
5. **Conwell, E.** (2006). The role of semantic generality in verb acquisition. In D. Bamman, T. Magnitskaia and C. Zaller (Eds.), Proceedings of the 30th Annual Boston University Conference on Language Development. Somerville, MA: Cascadilla Press.

**Talks and Presentations**

1. **Conwell, E.** (July, 2014). Does prosody disambiguate homophone senses in child-directed speech? 13th International Congress for the Study of Child Language, Amsterdam.
2. **Conwell, E.** (July, 2014). Parents do not reduce their use of homophones when speaking to infants. 19th International Conference on Infant Studies, Berlin.
3. Dockter., K. & **Conwell, E.** (April, 2014). ERP differences for category ambiguous words in adults. Red River Psychology Conference, Concordia College, Moorhead, MN.
4. **Conwell, E.** & Snedeker, J. (March, 2014). Abstract structure is active during comprehension of collocations. 27th Annual CUNY Conference on Sentence Processing, Columbus, OH.
5. **Conwell, E.** (September, 2013). More is not enough: Variability trumps frequency in argument structure acquisition. Department of Psychology Colloquium, University of Manitoba.
6. **Conwell, E.** (May, 2013). Pronunciation differences in noun/verb homophones are not perceived by adults. Poster presented at Central Regional IDeA Meeting, Kansas City.
7. **Conwell, E.** (April, 2012). Why category ambiguity is not a problem for language learners. Department of Psychology Colloquium, North Dakota State University.
8. Barta, K. & **Conwell, E.** (April, 2012). Noun/verb homophones are not homophones. Red River Psychology Conference, Minnesota State University at Moorhead.
9. **Conwell, E**. (January, 2011). Verbing nouns and nouning verbs: Why category ambiguity is not a problem for children. Department of Human Development and Family Science Colloquium, North Dakota State University.
10. **Conwell, E**. (November, 2010) What does meaning buy you? The role of semantics in verb argument structure learning. Laboratory for Developmental Studies, Harvard University.
11. **Conwell, E**. (October, 2008). Slide down the slide: Ambicategoricality in language development. Laboratory for Developmental Studies, Harvard University.
12. **Conwell, E**. & Morgan, J. (March, 2008). Learning about cross-category word use: The role of phonetic cues. Poster presented at the 16th International Conference on Infant Studies, Vancouver, BC.
13. Soderstrom, M. & **Conwell, E**. (March, 2008). How infants acquire grammatical categories: The role of distributional, prosodic and phonotactic information in the acquisition of noun and verb categories. Symposium presented at the 16th International Conference on Infant Studies, Vancouver, BC.
14. **Conwell, E**. (October, 2007). Verbing nouns and nouning verbs: Why language is not a complete impediment to acquisition. Department of Cognitive and Linguistic Sciences Colloquium, Brown University, Providence, RI.
15. **Conwell, E**. (April, 2007). Resolving the problem of category ambiguity in language acquisition. CogLunch, Department of Brain and Cognitive Science, MIT, Cambridge, MA.
16. Soderstrom, M., White, K. & **Conwell, E**. (November, 2005). Evidence for grammatical knowledge of content words and inflection in 16-month-olds. 30th Annual Boston University Conference on Language Development, Boston, MA.
17. **Conwell, E**. & Demuth, K. (July, 2005). Verb productivity and dative shift. 10th International Congress for the Study of Child Language, Berlin.
18. Soderstrom, M., White, K., **Conwell, E**. & Morgan, J. (July, 2005). Sixteen-month-olds are beginning to form categories of “noun” and “verb.” 10th International Congress for the Study of Child Language, Berlin.

**Courses Taught**

Research Methods and Statistics II (methods-focused), Department of Psychology, NDSU

Experimental Developmental Psychology, Department of Psychology, NDSU

Research Methods and Statistics II (statistics-focused), Department of Psychology, NDSU

Language in the Mind, Department of Cognitive and Linguistic Sciences, Brown University.

**Professional Service**

2014 Judge, North Dakota Regional Science Fair

2013 Co-coordinator, Colloquium Series, Department of Psychology, NDSU

2013 Committee member, Associate Dean Search, College of Science and Mathematics, NDSU

2012- Coordinator, Graduate Program in Visual and Cognitive Neuroscience, Department of Psychology, NDSU

Ad-hoc Reviewer: Cognition, Journal of Child Language, Language and Cognitive Processes; Language Learning and Development; Boston University Conference on Language Development.