

CURRICULUM VITAE

NAME: Arthur C. Graesser

DEPARTMENT: Psychology, Computer Science, and Institute for Intelligent Systems

RANK: Professor

SHORT BIOGRAPHICAL SKETCH

Dr. Graesser is presently a full professor in the Department of Psychology and an adjunct professor in Computer Science at The University of Memphis. He is currently a co-director of the Institute for Intelligent Systems, chair of the Department of Psychology, and director of the Center for Applied Psychological Research. In 1977 Dr. Graesser received his Ph.D. in psychology from the University of California at San Diego. He was a visiting researcher at Yale University in 1983, Stanford University in 1984, and Carnegie Mellon University in 1991. Dr. Graesser's primary research interests are in cognitive science and discourse processing. More specific interests include knowledge representation, question asking and answering, tutoring, text comprehension, inference generation, conversation, reading, education, memory, expert systems, artificial intelligence, and human-computer interaction. He is currently editor of the journal *Discourse Processes*. In addition to publishing nearly 300 articles in journals, books, and conference proceedings, he has written 2 books and has edited 8 books (the most recent one being the *Handbook of Discourse Processes*). He has played a major role in bringing in to University of Memphis nearly \$17 million in grant funding during the last 16 years (\$7.2 million as principal investigator and \$9.8 as co-PI). He has designed, developed, and tested cutting edge software in learning, language, and discourse technologies, including AutoTutor, Coh-Metrix, HURA Advisor, Question Understanding Aid (QUAID), QUEST, and Point&Query.

DEGREES

DEGREE	DISCIPLINE	INSTITUTION	YEAR
B.A.	Psychology	Florida State University	1972
Ph.D.	Psychology	University of California, San Diego	1977

EXPERIENCE

RANK/POSITION	DEPARTMENT/DIVISION	INSTITUTION/COMPANY/ORG	PERIOD
Assistant, Associate, Full	Psychology	California State U., Fullerton	1976-85
Associate, Full	Psychology	The University of Memphis	1985-

HONORS/AWARDSH ONOR/AWARD

HONORS/AWARDSH ONOR/AWARD	INSTITUTION/COMPANY/ORGANIZATION	YEAR
Phi Beta Kappa		
Phi Kappa Phi		
Graduate Fellowship	National Science Foundation	1972-75
Dissertation Fellowship	University of California, San Diego	1975-76
Distinguished Teaching Award	California State University, Fullerton	1977
Distinguished Research Award	The University of Memphis	1992
Fellow of Division 15	American Psychological Association	1993
Fellow of Division 3	American Psychological Association	1995
Meritorious Faculty Award	The University of Memphis, College of Arts and Sciences	1996
Board of Visitors Eminent Faculty Award	The University of Memphis	1999
Dunavant Professor Award	The University of Memphis	2001-2004
Outstanding Paper Award	eLearning 2002, American Association for Computers in Education	2002
Outstanding Paper Award	IEEE Conference on Systematics, Computers, and Informatics	2003
Finalist for Outstanding paper award	Artificial Intelligence in Education Conference	2003

TEACHING EXPERIENCE:

SUBJECT (indicate Undergraduate (U), Graduate (G), Other)

Cognitive Psychology (U,G)
 Research Methods (U)
 Introductory Psychology (U)
 Cognitive Psychology (U,G)
 Cognitive Science (U, G)
 Research Methods (U,G)
 Introductory Psychology (U)
 Statistics (U)
 Expert Systems (U)
 Artificial Intelligence (U,G)

INSTITUTION

California State University, Fullerton
 California State University, Fullerton
 California State University, Fullerton
 The University of Memphis
 The University of Memphis
 The University of Memphis
 The University of Memphis
 The University of Memphis
 The University of Memphis
 The University of Memphis

STUDENT ADVISING/MENTORING:

Students involved in scholarly (research, creative) activities directly supervised (committees chaired) here at UM since 1985.

Graduates (number):	Undergraduate	150
	Masters	30
	Doctoral	30
	Postdoctoral	8

Notes: Undergraduates and Masters students below are during the 1996-2003 Academic Years; Doctoral students and postdocs are since I have been at University of Memphis (1985-present)

Current	Name	Year of graduation (anticipated)
Undergraduate	Pam Tipping	1996
Undergraduate	Tina Kennedy	1996
Undergraduate	Bianca Klettke	1997, in doctoral program at the University of Memphis
Undergraduate	Angela Myers	1997
Undergraduate	Victoria Pomeroy	1997, in doctoral program at the University of Dublin
Undergraduate	Jennifer Thompson	1997, in doctoral program at Illinois Institute of Technology
Undergraduate	Tim Brogdon	1998, in research position in the Navy (NPRST in Millington)
Undergraduate	Kevin Cagle	1998, in doctoral program at George Mason University
Undergraduate	Mellisa Ring	1998
Undergraduate	Scotty Craig	1998, in doctoral program at the University of Memphis
Undergraduate	Bianca Klettke	1999, in doctoral program at University of Memphis
Undergraduate	Blair Terry	2000
Undergraduate	Evan Drumwright	2000, in doctoral program in computer science at U of Southern California
Undergraduate	Johanna Marineau	2000, in masters program in psychology at University of Memphis
Undergraduate	Cyndy Doyle	2000
Undergraduate	Laura Bautista	2002
Undergraduate	Paras Orfanides	2002, Graduate Program in Physics, MIT
Undergraduate	Patrick Chipman	2002, Applying for Doctoral Program in Psychology at U of Memphis
Undergraduate	Frances Daniel	2002, in doctoral program at the U. of Illinois at Chicago
Undergraduate	Helen Chipman	2002
Undergraduate	Elisa Cooper	2002, research position in London, England
Undergraduate	Brian Haynes	2003, in doctoral program in computer science at U of Southern California
Undergraduate	Jeffrey Cox	2004
Undergraduate	Michelle Edwards	2004
Undergraduate	Bethany McDaniel	2005
Undergraduate	Sarah Petschonek	2004
Undergraduate	Nycole Treier	2004
Undergraduate	Wende Wagner	2004
Undergraduate	James Wallace	2004
Undergraduate	Amy Witherspoon	2004

Masters	Bianca Klettke	2001, assistant professor, a university in Australia
Masters	Sonya Rajan	2001, received Masters degree
Masters	Victoria Pomeroy	2001, now in doctoral program at Dublin University
Masters	Rachel DiPaolo	2001, received Masters degree
Masters	Johanna Marineau	2003, dropped out
Masters	Bob Sweeney	2001, now private corporation, Challenger Systems
Masters	Eric Mathews	2004
Masters	Suresh Susarla	2004
Doctoral	Debra Long	1989, tenured Full Professor at U. of California, Davis
Doctoral	Keith Millis	1990, tenured Full Professor at Northern Illinois University
Doctoral	Kathy Lang	1990, manager in a research division at SAIC in New Jersey
Doctoral	Darold Hemphill	1991, manager in a research division at SAIC in New Jersey, Barry Gholson was co-Chair
Doctoral	Chris Forsythe	1992, research scientist at Sandia Labs, Bill Marks was co-Chair
Doctoral	Levy Eymard	1993, human factors psychologist at FedEx
Doctoral	Joseph Magliano	1993, tenured Associate Professor at Northern Illinois University
Doctoral	Eugenie Bertus	1994, manager in a research division at a firm in Texas
Doctoral	Nathalie Person	1994, tenured Associate Professor at Rhodes College
Doctoral	Cheryl Bowers	1996, tenured Associate Professor at Lambuth University
Doctoral	Shane Swamer	1996, human factors specialist in a firm in San Diego
Doctoral	Bill Baggett	1998, human factors division at FedEx in Memphis
Doctoral	Katja Wiemer-Hastings	2000, Assistant Professor at Northern Illinois University
Doctoral	Brent Olde	2002, Aerospace Experimental Psychologist in Navy Research Laboratories
Doctoral	Shannon Whitten	2003, Assistant Professor at University of Central Florida
Doctoral	Shulan Lu	2004, Assistant Professor, Texas A&M University
Doctoral	Heather Mitchell	2005, assistant professor, Lebanon College in Pennsylvania
Doctoral	Tanner Jackson	2006
Doctoral	Matthew Ventura	2005
Doctoral	Moon Gee Jeon	2007
Doctoral	Andrew Olney	2005, computer science
Doctoral	Z. Lu	2005, computer science
Postdoctoral	Jonathan Golding	1988, tenured Full Professor at the U. of Kentucky
Postdoctoral	Rolf Zwaan	1994, tenured Full Professor at Florida State University
Postdoctoral	Victor Ottati	1995, tenured Associate Professor at Loyola University of Chicago
Postdoctoral	Peter Wiemer-Hastings	2000, Assistant Professor at DePaul University (computer science)
Postdoctoral	Jim Hoeffner	2000, lecturer at the University of Michigan
Postdoctoral	Max Louwerse	2003, Assistant Professor at University of Memphis (Institute for Intelligent Systems)
Postdoctoral	Kris Moreno	2003, Microsoft Corporation in research on games and animated agents
Postdoctoral	David Dufty	2006
Postdoctoral	Yasuhiro Ozuru	2006
Postdoctoral	Christian Hempelmann	2007, Linguistics

RESEARCH/SCHOLARSHIP/CREATIVE ACTIVITIES:

PUBLICATIONS (authors, title, reference)

Books (authored, edited)

- Graesser, A.C. (1981). *Prose comprehension beyond the word*. New York: Springer-Verlag.
- Graesser, A.C., & Black, J.B. (1985) (Eds.). *The psychology of questions*. Hillsdale, NJ: Erlbaum.
- Graesser, A.C., & Clark, L.C. (1985). *Structures and procedures of implicit knowledge*. Norwood, NJ: Ablex.
- Graesser, A.C., & Bower, G.H. (1990) (Eds.). *The psychology of learning and motivation: Inferences and text comprehension*. New York: Academic Press.
- Lauer, T., Peacock, E., & Graesser, A. C. (1992) (Eds.). *Questions and information systems*. Hillsdale, NJ: Erlbaum.
- Britton, B.F., & Graesser, A.C. (1996) (Eds.). *Models of understanding text*. Mahwah, NJ: Erlbaum.
- Hacker, D.J., Dunlosky, J., & Graesser, A.C. (1998)(Eds.). *Metacognition in educational theory and practice*. Mahwah, NJ: Erlbaum.
- Goldman, S., Graesser, A.C., & van den Broek, P. (1999)(Eds.). *Narrative comprehension, causality, and coherence*. Mahwah, NJ: Erlbaum.
- Otero, J., Leon, J.A., & Graesser, A.C. (2002)(Eds.). *The psychology of science text comprehension*. Mahwah, NJ: Erlbaum.
- Graesser, A.C., Gernsbacher, M.A., & Goldman, S. (2003)(Eds.). *Handbook of discourse processes*. Mahwah, NJ: Erlbaum.

Refereed journal publications (does not include book chapters)

- Mandler, G., Worden, P. E., & Graesser, A. C. (1974). Subjective disorganization: Search for the locus of list organization. Journal of Verbal Learning and Verbal Behavior, 13, 220-235.
- Graesser, A. C., & Mandler, G. (1975). Recognition memory for the meaning and surface structure of sentences. Journal for Experimental Psychology: Human Learning and Memory, 104, 238-248.
- Mandler, G., & Graesser, A. C. (1976). Analyse dimensionell et le "locus" de l'organisation. In S. Erhlich and E. Tulving (Eds.), La Memoire Semantique. (A journal issue devoted to psychological research on semantic memory).
- Graesser, A. C. (1978). How to catch a fish: The memory and representation of common procedures. Discourse Processes, 1, 72-89.
- Graesser, A. C. (1978). Tests of a holistic chunking model of sentence memory through analyses of noun intrusions. Memory and Cognition, 6, 527-536.
- Graesser, A. C., Higginbotham, M.W., Robertson, S.P., & Smith, W.R. (1978). A natural inquiry into the National Enquirer: Self-induced versus task-induced reading comprehension. Discourse Processes, 1, 355-372.
- Graesser, A. C., & Mandler, G. (1978). Limited processing capacity constrains the storage of unrelated sets of words and retrieval from natural categories. Journal of Experimental Psychology: Human Learning and Memory, 4, 86-100.
- Graesser, A. C., Gordon, S. E., & Sawyer, J. D. (1979). Recognition memory for typical and atypical actions in scripted activities: Tests of a script pointer plus tag hypothesis. Journal of Verbal Learning and Verbal Behavior, 18, 319-322.
- Graesser, A. C., Hautt-Smith, K., Cohen, A. D., & Pyles, L. D. (1980). Advanced outlines, familiarity, text genre, and retention of prose. Journal of Experimental Education, 48, 209-220.
- Graesser, A. C., Hoffman, N. L., & Clark, L. F. (1980). Structural components of reading time. Journal of Verbal Learning and Verbal Behavior, 19, 131-151.
- Graesser, A. C., Robertson, S. P., Lovelace, E. R., & Swinehart, D. M. (1980). Answers to why-questions expose the organization of story plot and predict recall of actions. Journal of Verbal Learning and Verbal Behavior, 19, 110-119.

- Graesser, A. C., Woll, S. B., Kowalski, D. J., & Smith, D. A. (1980). Memory for typical and atypical actions in scripted activities. Journal of Experimental Psychology: Human Learning and Memory, 6, 503-515.
- Graesser, A. C., Robertson, S. P., & Anderson, P. A. (1981). Incorporating inferences in narrative representations: A study of how and why. Cognitive Psychology, 13, 1-26.
- Smith, D. A., & Graesser, A. C. (1981). Memory for actions in scripted activities as a function of typicality, retention interval, and retrieval task. Memory and Cognition, 9, 550-559.
- Woll, S. B., & Graesser, A. C. (1982). Memory discrimination for information typical or atypical of person schemata. Social Cognition, 1, 287-310.
- Britton, B. K., Graesser, A. C., Glynn, S. M., Hamilton, T., & Penland, M. (1983). Use of cognitive capacity in reading: Effects of some content factors in text. Discourse Processes, 6, 39-58.
- Graesser, A. C., Hopkinson, P., Lewis, E., & Bruflo, H. (1984). The impact of different information sources on idea generation: Writing off the top of our heads. Written Communication, 1, 341-364.
- Haberlandt, K., & Graesser, A. C. (1985). Component processes in text comprehension and some of their interactions. Journal of Experimental Psychology: General, 114, 357-374.
- Nakamura, G. V., Graesser, A. C., Zimmerman, J. A., & Riha, J. (1985). Script processing in a natural situation. Memory and Cognition, 13, 140-144.
- Graesser, A. C., & Haberlandt, K. (1986). Research on component processes in reading: Reply to Danks. Journal of Experimental Psychology: General, 115, 198-200.
- Haberlandt, K., Graesser, A. C., Schneider, N. J., & Kiely, J. (1986). The impact of end-of-clause processes and new arguments on reading times. Journal of Memory and Language, 25, 314-322.
- Graesser, A. C., Hopkinson, P., & Schmid, C. (1987). Differences in interconcept organization between nouns and verbs. Journal of Memory and Language, 26, 242-253.
- Dillon, J. T., Golding, J., & Graesser, A. C. (1988). An annotated bibliography of question asking. Questioning Exchange, 2, 81-85.
- Graesser, A. C. (1988). Introduction to cognitive science perspectives on question generation. Questioning Exchange, 2, 1-2.
- Graesser, A. C., & Golding, J. (1988). Models of questioning in cognitive psychology and artificial intelligence. Questioning Exchange, 2, 315-324.
- Graesser, A. C., Lang, K., & Horgan, D. (1988). A taxonomy of question generation. Questioning Exchange, 2, 3-16.
- Long, D., & Graesser, A. C. (1988). Wit and humor in discourse processing. Discourse Processes, 11, 35-60.
- Graesser, A. C., Long, D., & Mio, J. S. (1989). What are the cognitive and conceptual components of humorous texts? Poetics, 18, 143-164.
- Haberlandt, K., & Graesser, A. C. (1989). Buffering new information during reading. Discourse Processes, 12, 479-494.
- Haberlandt, K., & Graesser, A. C. (1989). Processing of new arguments at clause boundaries. Memory and Cognition, 17, 186-193.
- Haberlandt, K., Graesser, A. C., & Schneider, N. J. (1989). Reading strategies in fast and slow readers. Journal of Experimental Psychology: Learning, Memory, and Cognition, 15, 815-823.
- Dwyer, W. O., Graesser, A. C., Hopkinson, P. L., & Lupfer, M. B. (1990). Application of script theory to police officer's use of deadly force. Journal of Police Science and Administration, 17, 276-301.
- Golding, J. M., Graesser, A. C., & Millis, K. K. (1990). What makes a good answer to a question?: Testing a psychological model of question answering. Discourse Processes, 13, 305-325.
- Graesser, A. C., & Franklin, S. P. (1990). QUEST: A cognitive model of question answering. Discourse Processes, 13, 279-303.
- Graesser, A. C., Roberts, R. M., & Hackett-Renner, C. (1990). Question answering in the context of telephone surveys, business interactions, and interviews. Discourse Processes, 13, 327-348.
- Lang, K. L., Graesser, A. C., & Hemphill, D. D. (1990). The role of questioning in knowledge engineering and the interface of expert systems. Poetics, 19, 143-166.
- Graesser, A. C., Gordon, S. E., Forsythe, C., & Greer, J. (1991). Design of optimal person-artifact interfaces: Contributions from cognitive science. Educational Training Technology International, 28, 15-22.

- Graesser, A. C. & Hemphill, D. (1991). Question answering in the context of scientific mechanisms. Journal of Memory and Language, 30, 186-209.
- Graesser, A. C., Lang, K. L., & Roberts, R. M. (1991). Question answering in the context of stories. Journal of Experimental Psychology: General, 120, 254-277.
- Kreuz, R. J., & Graesser, A. C. (1991). Aspects of idiom interpretation: comment on Nayak and Gibbs. Journal of Experimental Psychology: General, 120, 90-92.
- Magliano, J. P., & Graesser, A. C. (1991). A three-pronged method for studying inference generation in literary text. Poetics, 20, 193-232.
- Mio, J. S., & Graesser, A. C. (1991). Humor, language and metaphor. Metaphor and Symbolic Activity, 6, 87-102.
- Graesser, A. C., Gordon, S. E., & Brainerd, L. E. (1992). QUEST: A model of question answering. Computers and Mathematics with Applications, 23, 733-745.
- Graesser, A. C., Langston, M. C., & Lang, K. L., (1992). Designing educational software around questioning. Journal of Artificial Intelligence in Education, 3, 235-241.
- Long, D. L., Golding, J. M. & Graesser, A. C. (1992). Test on the on-line status of goal-related inferences. Journal of Memory and Language, 31, 634-647.
- Graesser, A. C., & Kreuz, R. J. (1993). A theory of inference generation during text comprehension. Discourse Processes, 16, 146-160.
- Graesser, A. C., & McMahan, C. L. (1993). Anomalous information triggers questions when adults solve problems and comprehend stories. Journal of Educational Psychology, 85, 136-151.
- Kreuz, R. J., & Graesser, A. C. (1993). The assumptions behind questions in letters to advice columnists. Text, 13, 65-89.
- Langston, M.C., & Graesser, A.C. (1993). The Point and Query Interface: Exploring knowledge by asking questions. Journal of Educational Multimedia and Hypermedia, 2, 355-368.
- Magliano, J. P., Baggett, W. B., Johnson, B. K., & Graesser, A. C. (1993). The time course of generating causal antecedent and causal consequence inferences. Discourse Processes, 16, 35-53.
- Magliano, J.P., Graesser, A.C., Eymard, L.A., Haberlandt, K., & Gholson, B. (1993). The locus of interpretive and inference processes during text comprehension: A comparison of gaze durations and word reading times. Journal of Experimental Psychology: Learning, Memory, and Cognition, 19, 704-709.
- Magliano, J. P., Little, L. D., & Graesser, A. C. (1993). The impact of comprehension instruction on the calibration of comprehension. Journal of Reading and Instruction, 32, 49-63.
- Millis, K., Graesser, A.C., & Haberlandt, K. (1993). The impact of connectives on memory for expository texts. Applied Cognitive Psychology, 7, 317-340.
- Graesser, A.C. (1993). Inference generation during text comprehension. Discourse Processes, 16, 1-2.
- Graesser, A.C. (1993). Psychological mechanisms in literary and aesthetic comprehension. Poetics, 22, 1-3.
- Zwaan, R.A., & Graesser, A.C. (1993). Reading goals and situation models: A commentary on Glenberg & Mathew. Psychology 4(5).
- Zwaan, R.A., & Graesser, A.C. (1993). There is no empirical evidence that inferences are generated automatically or partially: A commentary on Garnham. Psychology 4(5).
- Dijkstra, K., Zwaan, R.A., Graesser, A.C., & Magliano, J.P. (1994). Character and reader emotions in literary texts. Poetics, 23, 139-57.
- Graesser, A. C., & Person, N. K. (1994). Question asking during tutoring. American Educational Research Journal, 31, 104-137.
- Graesser, A.C., Singer, M., & Trabasso, T. (1994). Constructing inferences during narrative text comprehension. Psychological Review, 101, 371-95.
- Millis, K., & Graesser, A.C. (1994). The time-course of constructing knowledge-based inferences for scientific texts. Journal of Memory and Language, 33, 583-599.
- Person, N. K., Graesser, A. C., Magliano, J. P., & Kreuz, R. J. (1994). Inferring what the student knows in one-to-one tutoring: The role of student questions and answers. Learning and Individual Differences, 6, 205-29.
- Quinn, R. A., Houts, A. C., & Graesser, A. C. (1994). Naturalistic conceptions of morality: A question answering approach. Journal of Personality, 62, 239-262.
- Sell, M. A., Cohen, R., Graesser, A. C., Duncan, M. K., Ray, G. E., MacDonald, C. D., & Crain, M. (1994). The form and function of speech act exchanges in children's dyadic interactions. Discourse Processes, 18, 119-139.

- Singer, M., Graesser, A. C., & Trabasso, T. (1994). Minimal or global inference during reading. Journal of Memory and Language, 33, 421-41.
- Graesser, A. C., Person, N. K., & Magliano, J. P. (1995). Collaborative dialogue patterns in naturalistic one-to-one tutoring. Applied Cognitive Psychology, 9, 359.1-28.
- Linz, D., Donnerstein, E., Shafer, B. J., Land, K. C., McCall, P. L., & Graesser, A. C. (1995). Discrepancies between the legal code and community standards for sex and violence: An empirical challenge to traditional assumptions in obscenity law. Law & Society Review, 29, 127-168.
- Person, N. K., Kreuz, R. J., Zwaan, R., & Graesser, A. C. (1995). Pragmatics and pedagogy: Conversational rules and politeness strategies may inhibit effective tutoring. Cognition and Instruction, 13, 161-188.
- Zwaan, R. A., Langston, M. C., & Graesser, A. C. (1995). The construction of situation models in narrative comprehension: An event-indexing model. Psychological Science, 6, 292-297.
- Zwaan, R. A., Magliano, J. P., & Graesser, A. C. (1995). Dimensions of situation model construction in narrative comprehension. Journal of Experimental Psychology: Learning, Memory, and Cognition, 21, 386-397.
- Golding, J. M., Graesser, A. C., & Hauselt, J. (1996). The process of answering direction-giving questions is lost on a university campus: The role of pragmatics. Applied Cognitive Psychology, 10, 23-39.
- Graesser, A.C., Baggett, W., & Williams, K. (1996). Question-driven explanatory reasoning. Applied Cognitive Psychology, 10, S17-S32.
- Graesser, A.C. (1997). Where is the body in the mental model for a story? Brain and Behavior Sciences, 20, 25.
- Graesser, A.C. & Gernsbacher, M.A. (1997). Preface: Discourse processes after two decades. Discourse Processes, 23, 223-224.
- Graesser, A.C., Swamer, S., & Hu, X. (1997). Quantitative discourse psychology. Discourse Processes, 23, 229-263.
- Wiemer-Hastings, K., & Graesser, A.C. (1997). Requiem for the mind. Siegener Periodicum zur Internationalen Empirischen Literaturwissenschaft, 16, 377-383.
- Graesser, A.C., & Bertus, E.L. (1998). The construction of causal inferences while reading expository texts on science and technology. Scientific Studies of Reading, 2, 247-269.
- Graesser, A.C., Kessler, M.A., Kreuz, R.J., & McLain-Allen, B. (1998). Verification of statements about story worlds that deviate from normal conceptions of time: What is true about *Einstein's Dreams*? Cognitive Psychology, 35, 246-301.
- Wiemer-Hastings, K. & Graesser, A.C. (1998). Who needs created features? Brain and Behavior Sciences, 21, 39.
- Williams, K.E., Hultman, E., & Graesser, A.C. (1998). CAT: A tool for eliciting knowledge on how to perform procedures. Behavior Research Methods, Instruments, & Computers, 30, 565-572.
- Zwaan, R.A., & Graesser, A.C. (1998). Constructing meaning during reading. Scientific Studies of Reading, 2, 195-198.
- Franklin, S.B., & Graesser, A.C. (1999). A software agent model of consciousness. Consciousness and Cognition, 8, 285-301.
- Graesser, A.C., Bowers, C.A., Olde, B., & Pomeroy, V. (1999). Who said what? Source memory for narrator and character agents in literary short stories. Journal of Educational Psychology, 91, 284-300.
- Graesser, A.C., Bowers, C., Olde, B., White, K., & Person, N. (1999). Who knows what: Propagation of knowledge among agents in a literary storyworld. Poetics: Journal of Empirical Research on Literature, the Media, and the Arts, 26, 143-175.
- Graesser, A.C., Wiemer-Hastings, K., Wiemer-Hastings, P., Kreuz, R., & the TRG (1999). AutoTutor: A simulation of a human tutor. Journal of Cognitive Systems Research, 1, 35-51.
- Krovi, R., Graesser, A.C., and Pracht, W.E. (1999). Agent behaviors in virtual negotiation environments. IEEE Transactions on Systems, Man, and Cybernetics, 29, 15-25.
- Magliano, J., Trabasso, T., & Graesser, A.C. (1999). Strategic processing during comprehension. Journal of Educational Psychology, 91, 615-629.
- Ottati, V., Rhoads, S., & Graesser, A.C. (1999). The effect of metaphor on processing style in a persuasion task: A motivational resonance model. Journal of Personality and Social Psychology, 77, 688-697.
- Wiemer-Hastings, K., & Graesser, A.C. (1999). Perceiving abstract concepts. Brain and Behavior Sciences.

- Craig, S.D., Gholson, B., Ventura, M., Graesser, A.C., & the TRG (2000). Overhearing dialogues and monologues in virtual tutoring sessions: Effects on questioning and vicarious learning. *International Journal of Artificial Intelligence in Education*, *11*, 242-253.
- Graesser, A.C., Wiemer-Hastings, K., Kreuz, R., & Wiemer-Hastings, P., & Marques, K. (2000). QUAID: A questionnaire evaluation aid for survey methodologists. *Behavior Research Methods, Instruments, and Computers*, *32*, 254-262.
- Graesser, A.C., Wiemer-Hastings, P., Wiemer-Hastings, K., Harter, D., Person, N., and the TRG (2000). Using latent semantic analysis to evaluate the contributions of students in AutoTutor. *Interactive Learning Environments*, *8*, 129-148.
- Wharton, C., Thompson, J., Sevostianov, A., Graesser, A.C., Fromm, S.J., Courtney, S., Bowles, A., & Braun, A. (2000). Phonological working memory in narrative construction: An fMRI study. *Neuroimage*, *11*, S356.
- Wiemer-Hastings, P., & Graesser, A.C. (2000). Supporting composition feedback with LSA in Select-a-Kibitzer. *Interactive Learning Environments*, *8*, 149-169.
- Graesser, A.C., Person, N., Harter, D., & TRG (2001). Teaching tactics and dialog in AutoTutor. *International Journal of Artificial Intelligence in Education*, *12*, 257-279.
- Graesser, A.C., VanLehn, K., Rose, C., Jordan, P., & Harter, D. (2001). Intelligent tutoring systems with conversational dialogue. *AI Magazine*, *22*, 39-51.
- Link, K.E., Kreuz, R.J., Graesser, A.C., & TRG (2001). Factors that influence the perception of feedback delivered by a pedagogical agent. *International Journal of Speech Technology*, *4*, 145-153.
- Otero, J., & Graesser, A.C. (2001). PREG: Elements of a model of question asking. *Cognition & Instruction*, *19*, 143-175.
- Person, N.K., Graesser, A.C., Kreuz, R.J., Pomeroy, V., & TRG (2001). Simulating human tutor dialog moves in AutoTutor. *International Journal of Artificial Intelligence in Education*, *12*, 23-39.
- Rajan, S., Craig, S.D., Gholson, B., Person, N.K., Graesser, A.C., & TRG (2001). AutoTutor: Incorporating backchannel feedback and other human-like conversational behaviors into an intelligent tutoring system. *International Journal of Speech Technology*, *4*, 117-126.
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- Graesser, A.C., & Wiemer-Hastings, P. (1997). What do children write? What do they know about writing? The American Journal of Psychology, *110*, 646-651.
- Graesser, A.C. (1997). Reflections on IGEL 5 at Nakoda Lodge, Alberta, Canada. IGELnews, *5*, 9-11.
- Graesser, A.C., & Whitten, S. (2000). Review of Walter Kintsch's book, "Comprehension: A paradigm in cognition." Journal of Pragmatics, *32*, 1247-1252.
- Graesser, A.C., & Hoeffner, J. (2000). Complex computer models are needed to understand complex learning. Contemporary Psychology.
- Graesser, A.C., & Whitten, S.N. (2001). Scripts of the mind and educational reform. Contemporary Psychology, *46*, 261-262.

Nonrefereed publications

- Stanley, G., & Graesser, A. C. (1973). Constancy scaling and the brackets illusion. Bulletin of the Psychonomics Society, *2*, 198-200.
- Rabinowitz, J. C., & Graesser, A. C. (1976). Word recognition as a function of retrieval processes. Bulletin of the Psychonomics Society, *7*, 75-77.
- Cohen, A. D., & Graesser, A. C. (1980). The influence of advanced outlines on the free recall of prose. Bulletin of the Psychonomics Society, *15*, 348-350.
- Graesser, A. C., & Riggio, R. E. (1983). Computerizing a business. Business to Business, 28-29.
- Riggio, R. E., & Graesser, A. C. (1983). Guidelines for purchasing and computerizing a business. Business News, 73-75.
- Nakamura, G. V., & Graesser, A. C. (1985). Memory for script-typical and script-atypical actions: A reaction time study. Bulletin of Psychonomics Society, *23*, 384-386.
- Graesser, A. C. (1992). Questioning mechanisms during complex learning. (ERIC Document Reproduction Service No. ED 350.306).
- Graesser, A. C. (1993). Questioning mechanisms during tutoring, conversation, and human-computer interaction. (ERIC Document Reproduction Service No. TM 020 505).

- Graesser, A.C., & Wisner, R.A. (2001). Question generation as a learning multiplier in distributed learning environments. United States Army Research Institute for the Behavioral and Social Sciences, Technical Report 1121.
- Graesser, A.C., Burger, J., Carroll, J. et al. (2003). Question generation and answering systems: R&D for technology-enabled learning systems. Research roadmap for Federation of American Scientists..
- Graesser, A.C., & Hu, X. (2003). Question generation and answering in distance learning environments. Army Research Institute Technical Report. Alexandria, VA: US Army Research Institute for the Behavioral and Social Sciences.
- Ryder, J.M., Graesser, A.C., Le Mentec, J.-C., Louwerse, M.M., Karnavat, A., Popp, E.A., & Hu, X. (2003). A Dialog-based Intelligent Tutoring System for Practicing Battle Command Reasoning. (CHI Systems Technical Report 01020.030929). Fort Washington, PA: CHI Systems, Inc.
- Ryder, J.M., Graesser, A.C., Le Mentec, J.-C., Louwerse, M.M., Karnavat, A., Popp, E.A., & Hu, X. (in press). A Dialog-based Intelligent Tutoring System for Practicing Battle Command Reasoning. Army Research Institute Technical Report xxxx). Alexandria, VA: US Army Research Institute for the Behavioral and Social Sciences.

PRESENTATIONS (authors, title, reference) 1996-2003 academic years only

INVITED PRESENTATIONS

Conferences

- Graesser, A.C. (1996, September). Simulating tutorial dialogue. Paper presented at the Office of Naval Research conference on tutoring, National Academy of Sciences, Woods Hole, MA.
- Person, N. & Graesser, A.C. (1996, October). Evolution of discourse in naturalistic tutoring. Paper presented at conference on "Cognitive Perspectives on Peer Tutoring," Rutgers University, New Brunswick, NJ.
- Graesser, A.C. (1997, March). Presentation of the 1997 Scribner Award, meetings of the American Educational Research Association, Chicago, IL.
- Graesser, A.C., Kennedy, T., Wiemer-Hastings, P., & Ottati, V.C. (1997, July). The use of computational cognitive models to improve questions on surveys and questionnaires. Paper presented at the Third Conference on the Cognitive Aspects of Survey Methodology, Arlington, VA.
- Graesser, A.C. (1997, July). World knowledge, and the situation model sometimes reign supreme in text comprehension and inference generation. Conference on Linguistic and Psychological Research on Discourse Coherence, Utrecht, The Netherlands.
- Graesser, A.C. & White, K (1997, July). When is a summary worth 10,000 words? Meetings of the Seventh Annual Conference on the Society for Text and Discourse, Utrecht, The Netherlands. (keynote address).
- Graesser, A.C. (April, 1998). The construction of multiple agents during the comprehension of discourse and literary short stories. Annual meeting of AESLA (Spanish Association for Applied Linguistics), LaRioja, Spain. (keynote address)
- Graesser, A.C. (April, 1998). How to improve expository text to facilitate comprehension and memory. Annual meeting of AESLA (Spanish Association for Applied Linguistics), LaRioja, Spain.
- Graesser, A.C. (1998, April). Presentation of the Sylvia Scribner Award. Presentation at the meeting of the American Educational Research Association, San Diego, CA.
- Graesser, A.C. (July, 1998). Eight cool things from the collocated conferences. Invited panel at the Fifteenth National Conference on Artificial Intelligence, Madison, WI.
- Graesser, A.C., & Kreuz, R. (1998, July). Discourse in contexts of learning. Invited tutorial at the 20th Annual Conference of the Cognitive Science Society, Madison, Wisconsin.
- Graesser, A.C., Craig, S., & Pomeroy, V. (1998, August). How to peddle literature to the hardnose experimental psychologist. Invited presentation at the International Association for the Empirical Studies of Literature, Art, and Media, Utrecht, the Netherlands.
- Graesser, A.C. and Hacker, D. (1999, April). AutoTutor: An automated computer tutor. Invited symposium on intelligent tutoring systems at the meetings of the American Educational Research Association, Montreal, Canada.
- Graesser, A.C., Craig, S., Pomeroy, V., & Olde, B. (1999, April). Deep comprehension of illustrated texts in the context of a breakdown scenario. Invited symposium on discourse comprehension at the meetings of the American Educational Research Association, Montreal, Canada.
- Graesser, A.C., Wiemer-Hastings, P., & Hacker, D. (1999, May). Progress report on NSF grant, "Simulating tutors with natural dialog and pedagogical strategies", at the National Science Foundation, Washington, DC.
- Graesser, A.C., Wiemer-Hastings, K., Wiemer-Hastings, P., & Kreuz, R. (1999, May). Progress report on US Census Bureau grant, "QUEST questionnaire evaluation tool" at the US Bureau of Census, Arlington, Virginia.
- Graesser, A.C. (1999, May). Invited panel symposium on intelligent tutoring systems. Symposium at the Computer Human Interaction Conference, Pittsburgh, PA.
- Du Boulay, B., Greer, J., Lepper, M., Graesser, A., Van Lehn, K., & Moore, J. (1999, July). Panel on issues involving human and computer tutoring. Invited panel at the meetings of Artificial Intelligence in Education, Lemans, France.
- Van Lehn, K., & Graesser, A.C. (2000, March). Why2000 and AutoTutor. Office of Naval Research contractors meeting. Carnegie Mellon University, Pittsburgh, PA.

- Graesser, A.C. (August, 2000). Language and discourse structure during the reading of literary texts. Symposium on "Text, Performance, & Reflection: Methods of Access to Literary Reading" at the meetings of the International Association for the Empirical Studies of Literature, Art, and Media, Toronto, CA.
- Graesser, A.C. (August, 2000). Symposium on "Memorial session for Steen Folke Larsen" at the meetings of the International Association for the Empirical Studies of Literature, Art, and Media, Toronto, CA.
- Graesser, A.C. (September, 2000). Military psychology in personnel management. Paper presented at the Meetings of the 36th International Applied Military Psychology Symposium, Zagreb, Croatia.
- Graesser, A.C., Olde, B.A., & Lu, S. (September, 2000). Question-driven explanatory reasoning about devices that malfunction. Paper presented at the meetings of the 36th International Applied Military Psychology Symposium, Split, Croatia.
- Graesser, A.C. (November, 2000). Chair of panel on "Why is natural language important in intelligent tutoring systems?" AAAI Fall Symposium 2000 on Building Dialogue Systems for Tutorial Applications, Cape Cod, MA.
- Graesser, A.C. (November, 2000). Panel on "Where do we go from here?" AAAI Fall Symposium 2000 on Building Dialogue Systems for Tutorial Applications, Cape Cod, MA.
- Graesser, A.C. (November, 2000). Plenary speaker on "Building Dialogue Systems for Tutorial Applications." AAAI Fall Symposium 2000, Cape Cod, MA.
- Graesser, A.C. (February, 2001). Animated pedagogical conversational agents: Learning with AutoTutor and the HURA Advisor. Invited presentation at the conference on Applying the Science of Learning to the University and Beyond. Pomona, CA.
- Graesser, A.C. (April, 2001). Discourse comprehension at deep and shallow levels. Keynote address at the Spanish Psycholinguistics Association conference. Granada, Spain.
- Graesser, A.C. (June, 2001). Invited panel on RAND/OERI Research Planning Group Report on reading literacy. Meetings of the Scientific Studies of Reading. Denver, CO.
- Graesser, A.C. (June, 2001). RAND Reading Study Group: Charting the Course for a National Research Agenda in Skillful Reading. Keynote Symposium at the meetings of the Society for Text and Discourse. Boulder, CO.
- Graesser, A.C. (June, 2001). Question driven explanatory reasoning. Military Personnel Research Science Workshop Program. Memphis, TN.
- Graesser, A.C. (February, 2002). AutoTutor: An animated conversational agent that simulates a human tutor. Keynote address at the Mid-South Psychology Conference. Lambuth University, Jackson, TN.
- Graesser, A.C. (March, 2002). Demo of AutoTutor. Virtual Human workshop at the Institute for Creative Technologies at University of Southern California. Los Angeles, CA.
- Graesser, A.C. (March, 2002). Dialog patterns and pedagogical strategies in AutoTutor: Successes and failures. Presentation at CIRCLE, a Center for Intelligent Tutoring Systems. University of Pittsburgh, Pittsburgh, PA.
- Graesser, A.C. (September, 2003). AutoTutor and other conversational agents that scaffold learning. Keynote address at the 2003 European Cognitive Science Society. Osnabruck, Germany.
- Graesser, A.C. (November, 2003). Evolution of computer learning environments: From computer-assisted instruction to intelligent tutoring systems with natural language dialog. Keynote address at the 33rd Annual Meeting of the Society for Computers in Psychology. Vancouver, Canada.
- Graesser, A.C., & Franklin, S. (November, 2003). Avatars, agents, robots, and learning technologies. Invited presentation in the grande opening of the FedEx Institute of Technology. Memphis, TN.

Other (universities/industry)

- Graesser, A.C. (1997, February). Inferences about agents in narrative comprehension and memory. Invited colloquium at Purdue University, West Lafayette, IN.
- Graesser, A.C. (1997, April). Inferences about agents in narrative comprehension and memory. Invited colloquium at the University of Madrid, Madrid, Spain.
- Graesser, A.C. (1997, April). Inferences about agents in narrative comprehension and memory. Invited colloquium at the University of La Laguna, Tenerife, Spain.
- Graesser, A.C. (1997, November). An automated computer tutor. Bellcore, Morristown, NJ. Invited colloquium.

- Graesser, A.C. (1998, July). Analysis of verbal comprehension component of the SAT. Educational Testing Service, Princeton, New Jersey.
- Graesser, A.C. (1998, September). Meeting of the Division C Program Committee of the American Educational Research Association, Memphis, TN.
- Graesser, A.C. (1998, October). AutoTutor: An automated computer tutor. Colloquium at the University of Nebraska, Lincoln, Nebraska.
- Graesser, A.C. (1999, February). Deep comprehension of illustrated texts about everyday devices. Colloquium at the University of Coimbra, Coimbra, Portugal.
- Graesser, A.C. (1999, February). Question-driven explanatory reasoning about devices that malfunction. Progress report to the Navy on Office of Naval Research grant, Oxford, Mississippi.
- Graesser, A.C. (1999, February). Question-driven explanatory reasoning about devices that malfunction. Progress report to the Navy on Office of Naval Research grant, Millington, Tennessee.
- Graesser, A.C. (1999, June). Discourse and cognition in written comprehension. Invited workshop at Catholic University of Valparaiso, Valparaiso, Chile.
- Graesser, A.C. (1999, August). AutoTutor, an automated computer tutor. Invited workshop at Fordham University, New York, New York.
- Graesser, A.C. (1999, October). AutoTutor: A simulation of human and ideal tutors. Colloquium at University of Illinois at Chicago.
- Graesser, A.C. (1999, November). AutoTutor: A simulation of human and ideal tutors. Colloquium at Iowa State University.
- Graesser, A.C., (1999, November). AutoTutor: A simulation of human and idea tutors. Invited presentation for the Defense Science Board, Arlington, VA.
- Graesser, A.C. (1999, November). AutoTutor: Computer simulation of tutoring. Invited presentation at Thoughtware, Memphis, TN.
- Graesser, A.C. (1999, December). Tutoring by humans and computers. TalkBank workshop funded by the National Science Foundation, Pittsburgh, PA.
- Graesser, A.C. (2000, November). Studies of tutoring in computers and humans. Colloquium at University of Texas at Austin.
- Graesser, A.C. (2000, December). Studies of tutoring in computers and humans. Colloquium at Massachusetts Institute of Technology.
- Graesser, A.C. (2001, February). AutoTutor: Simulating a human tutor. Colloquium at the University of Text at Dallas.
- Graesser, A.C. (2002, February). Question asking and answering: Psychological mechanisms and computer artifacts. Colloquium at University of Pittsburgh.
- Graesser, A.C. (2002, February). Question asking and answering: Psychological mechanisms and computer artifacts. Colloquium at Vanderbilt University.
- Graesser, A.C. (2002, March). Comprehension of illustrated texts about everyday devices. Colloquium at University of Delaware.
- Graesser, A.C. (2002, February). AutoTutor: An animated conversational agent that simulates a human tutor. Invited keynote address at the Mid-South Psychology Conference. Lambuth University, Jackson, TN.
- Graesser, A.C. (2003, March). AutoTutor: Learning by collaborative question answering and mixed-initiative dialog. Colloquium at the University of Colorado.
- Graesser, A.C. (2003, March). AutoTutor: Learning by collaborative question answering and mixed-initiative dialog. Colloquium at the University of Texas at Dallas.
- Louwerse, M., & Graesser, A.C. (2003, April). Language use in intelligent tutoring systems: Mixed-initiative dialog in AutoTutor. NASA Meeting, Old Dominion University, Norfolk, Virginia.

Conferences (refereed)

- Ottati, V., Graesser, A., & Rhoads, S. (May, 1996). Poster presented at the 68th Annual Meeting of the Midwestern Psychological Association, Chicago, IL, May, 1996.
- Graesser, A.C., Bowers, C.A., Cregger, M.E. (1996, July). Who knows what? Who said what? Multiple agents in literary narrative. Paper presented at the Sixth Annual Meetings of the Society for Text and Discourse, San Diego, CA.

- McLain-Allen, B., Graesser, A.C., Kassler, M.A., & Kreuz, R.J. (1996, July). Verification of typical versus atypical information in "Einstein's Dreams." Paper presented at the Sixth Annual Meetings of the Society for Text and Discourse, San Diego, CA.
- Tipping, P.D. & Graesser, A.C. (1996, July). Active learning, passive learning, software, and texts: Does it really make a difference? Paper presented at the Sixth Annual Meetings of the Society for Text and Discourse, San Diego, CA.
- Cregger, M.E., Graesser, A.C., & Marks, W. (1996, August). What is interesting? Paper presented at the meetings of the International Society for the Empirical Studies of Literature, Art, and Media, Banff, Canada.
- Graesser, A.C., & Bowers, C.A. (1996, August). Remembering who said what in short stories. Paper presented at the meetings of the International Society for the Empirical Studies of Literature, Art, and Media, Banff, Canada.
- McLain-Allen, B. & Graesser, A.C. (1996, August). The cognitive abilities of actors and nonactors. Paper presented at the meetings of the International Society for the Empirical Studies of Literature, Art, and Media, Banff, Canada.
- Magliano, J., Trabasso, T., & Graesser, A.C. (November, 1996). Inferences during narrative comprehension. Paper presented at the meetings of the Psychonomic Science Society, Chicago, IL.
- Graesser, A.C., Bowers, C.A., & Olde, B. (1997, March). Tracking agents in literary short stories. Paper presented at the meetings of the Society for the Scientific Study of Reading, Chicago, IL.
- Wiemer-Hastings, K., & Graesser, A.C. (1997, August). Interconcept organization of abstract nouns, concrete nouns, and verbs: Hierarchical versus matrix representation. Meetings of the 19th Annual Conference of the Cognitive Science Society, Palo Alto, CA.
- Wiemer-Hastings, P., Graesser, A.C., & Wiemer-Hastings, K. (1997, August). Symbolic, statistical, and human verb acquisition. Meetings of the 19th Annual Conference of the Cognitive Science Society, Palo Alto, Ca.
- Graesser, A.C., Olde, B., White, K., & Person, N. (1997, November). Who knows what? Reconstructing character knowledge in literary short stories. Paper presented at the 38th Annual Meeting of the Psychonomic Society, Philadelphia, PA.
- Graesser, A.C. (1998, January). Building a fully automated computer tutor. Paper presented at the 9th Annual Meeting of the Winter Text Conference, Jackson Hole, WY.
- Graesser, A.C., & Brogdon, T. (1998, April). Propagating information about who knows what in literary short stories. Paper presented at the Annual Meeting of the Society for the Scientific Study of Reading, San Diego, CA.
- Graesser, A.C., Franklin, S., & Wiemer-Hastings, P. and the Tutoring Research Group (1998, May). Simulating smooth tutorial dialogue with pedagogical value. Paper presented at the American Association for Artificial Intelligence, Sanibel Island, Florida.
- Graesser, A.C., Franklin, S., and the Tutoring Research Group (1998, July). The goals and design of AutoTutor. Symposium presented at the 8th Annual Meeting of the Society for Text and Discourse, Madison, Wisconsin.
- Wiemer-Hastings, K., & Graesser, A.C. (1998, July). Contextual representations of abstract nouns: A neural network approach. Poster presented at the 20th Annual Conference of the Cognitive Science Society, Madison, Wisconsin.
- Wiemer-Hastings, P., Graesser, A.C., & Wiemer-Hastings, K. (1998, July). Inferring the meaning of verbs from context. Poster presented at the meetings of the 20th Annual Conference of the Cognitive Science Society, Madison, Wisconsin.
- Wiemer-Hastings, P., Graesser, A.C., Harter, D., and the Tutoring Research Group (1998, August). The foundations and architecture of AutoTutor. Paper presented at the 4th International Conference on Intelligent Tutoring Systems, An Antonio, Texas.
- Hu, X., Graesser, A.C., and the Tutoring Research Group (1998, October). Using WordNet and latent semantic analysis to evaluate the conversational contributions of learners in tutorial dialog. Paper presented at the International Conference on Computers in Education, Beijing, China.
- McCaughey, L., Gholson, B., Hu, X., Graesser, A.C., and the Tutoring Research Group (1998, October). Delivering smooth tutorial dialogue using a talking head. Paper presented at the Workshop on Embodied Conversation Characters (AAAI and ACM). Tahoe City, CA.

- Wiemer-Hastings, K., Wiemer-Hastings, P., & Graesser, A. C. (1998, November). The more, the better? The effect of the number of input variables on generalization in neural networks. Paper presented at the 28th Annual Conference of the Society for Computers in Psychology, Dallas, Texas.
- Wiemer-Hastings, P., Wiemer-Hastings, K., & Graesser, A.C. (1999, January). Using latent semantic analysis to evaluate tutee contributions. Paper presented at the Tenth Annual Meeting of the Winter Conference on Discourse, Text & Cognition, Jackson Hole, Wyoming.
- Graesser, A.C., Pomeroy, V., & Craig, S. (1999, January). Think aloud protocols in the context of illustrated texts and devices that malfunction. Paper presented at the Tenth Annual Meeting of the Winter Conference on Discourse, Text & Cognition, Jackson Hole, Wyoming.
- Olde, B.A., Hoeffner, J., Chipman, P., Graesser, A.C., and the Tutoring Research Group (1999, May). A connectionist model for part of speech tagging. Paper presented at the 12th International Florida Artificial Intelligence Research Conference, Orlando, Florida.
- Wiemer-Hastings, P., Wiemer-Hastings, K., and Graesser, A. (1999, May). Approximate natural language understanding for an intelligent tutor. Paper presented at the 12th International Florida Artificial Intelligence Research Conference, Orlando, Florida.
- Corbett, A., Anderson, J., Graesser, A., Koedinger, K., & van Lehn, K. (1999, May). Third generation computer tutors: Learn from or ignore human tutors? Panel symposium at the 1999 Computer-Human Interaction Conference, Pittsburgh, PA.
- Wiemer-Hastings, K., Preuss, M., & Graesser, A.C. (1999, June). Vocabulary learning of abstract and concrete word types: What methods work best? Poster to be presented at the Conference of the American Psychological Society, Denver, CO, June 3-6, 1999.
- Graesser, A.C., Craig, S., Pomeroy, V. & Olde, B. (1999, July). Comprehension of illustrated texts about everyday devices. Paper presented at the meetings of the Society for Applied Research in Memory and Cognition, Boulder, Colorado.
- Wiemer-Hastings, K., & Graesser, A.C. (1999, July). Abstract concept representation: Intrinsic or contextual? Poster to be presented at the 8th European Congress of Psychology, Rome, Italy.
- Wiemer-Hastings, K., & Graesser, A.C. (1999, July). A neural network analysis of sentence context features: A comparison of abstract versus concrete nouns. Paper presented at the Proceedings of the 6th International Cognitive Linguistics Conference, Stockholm, Sweden.
- Wiemer-Hastings, P., Wiemer-Hastings, K., and Graesser, A., (1999, July). Improving an intelligent tutor's comprehension of students with Latent Semantic Analysis. Paper presented at the 1999 Conference on Artificial Intelligence in Education, LeMans, France.
- DiPaolo, R., Hacker, D., Yetman, S., Whitten, S., and the TRG (1999, August). Mechanisms for generating a hint. Paper presented at the Society for Text and Discourse, Vancouver, Canada.
- Whitten, S.N. and Graesser, A.C. (1999, August). Thematic inference in on-line comprehension. Paper presented at the Society for Text and Discourse, Vancouver, Canada.
- Wiemer-Hastings, K., Graesser, A.C., & Doyle, C. (1999, August). How often is often? Effects of context on the interpretation of frequency adverbs. Paper presented at the Society for Text and Discourse, Vancouver, Canada.
- Klettke, B., Person, N., Graesser, A., Link, K., & Kreuz, R. (1999, October). Integrating affect into AutoTutor's feedback responses. Workshop on Affect in Interactions: Towards a New Generation of Interfaces, Siena, Italy.
- Graesser, A.C., Kreuz, R., Wiemer-Hastings, P., & Wiemer-Hastings, K. (November, 1999). QUEST Questionnaire Evaluation Aid (QGEA): A tool for survey methodologists. Paper presented at the 29th Annual Meeting of the Society for Computers in Psychology, Los Angeles, CA.
- Graesser, A.C., Wiemer-Hastings, K., Wiemer-Hastings, P., Person, N., & Kreuz, R. (November, 1999). Latent semantic analysis can reliably evaluate student contributions in AutoTutor. Paper presented at the 40th Annual Meeting of the Psychonomic Society, Los Angeles, CA.
- Wiemer-Hastings, P., Katja Wiemer-Hastings, K., Kreuz, R., & Graesser, A.C. (November, 1999). A comparison of question critiques provided by the QUEST Questionnaire Evaluation Aid (QGEA) and human raters. Paper presented at the 29th Annual Meeting of the Society for Computers in Psychology, Los Angeles, CA.

- Graesser, A.C., Wiemer-Hastings, P., Wiemer-Hastings, K., & Kreuz, R. (January, 2000). A computer tool that critiques survey questions. Paper presented at the Eleventh Annual Meeting of the Winter Conference on Discourse, Text & Cognition, Jackson Hole, Wyoming.
- Wiemer-Hastings, K., & Graesser, A.C. (January, 2000). Abstract concepts hinge on verbs: Predicting abstract concept similarity with verb co-occurrence. Paper presented at the Eleventh Annual Meeting of the Winter Conference on Discourse, Text & Cognition, Jackson Hole, Wyoming.
- Wharton, C.M., Thompson, J., Sevostianov, A., Graesser, A.C., Fromm, S.J., Courtney, S., Bowles, A., & Braun, A.R. (April, 2000). The neural basis of language and situation models. 2000 Annual Meeting of the Cognitive Neuroscience Society, San Francisco, CA.
- Graesser, A.C. (April, 2000). Discussant for symposium on "Technology Tools for Analyzing Student Writing: Applications of Latent Semantic Analysis." American Educational Research Association, New Orleans, LA.
- Graesser, A.C. (April, 2000). Discussant for symposium on "Computer-mediated Learning and Assessment through Discourse Analysis Techniques." American Educational Research Association, New Orleans, LA.
- Wiemer-Hastings, K., Wiemer-Hastings, P., Rajan, S., Graesser, A.C., Kreuz, R.J., & Karnavat, A. (May, 2000). DP—A detector for presuppositions in survey questions. Meetings of the Applied Natural Language Processing conference, Seattle, WA.
- Graesser, A.C., Person, N., Harter, D., & TRG (June, 2000). Teaching tactics in AutoTutor. Paper presented at the workshop on tutorial dialogue at the Intelligent Tutoring Systems 2000 conference, Montreal, Canada.
- Graesser, A.C., Whitten, S.N., & Olde, B. (June, 2000). Do males and females differ on mechanical comprehension? Poster presented at the meetings of the American Psychological Society, Miami, FL.
- Marineau, J., Wiemer-Hastings, P., Harter, D., Olde, B., Chipman, P., Karnavat, A., Pomeroy, S., Graesser, A.C., & TRG (June, 2000). Classification of speech acts in tutorial dialog. Paper presented at the workshop on tutorial dialogue at the Intelligent Tutoring Systems 2000 conference, Montreal, Canada.
- Person, N.H., Bautista, L., Kreuz, R.J., Graesser, A.C., & TRG (June, 2000). The Dialog Advancer Network: A Conversation Manager for AutoTutor. Paper presented at the workshop on tutorial dialogue at the Intelligent Tutoring Systems 2000 conference, Montreal, Canada.
- Person, N.K., Craig, S., Price, P., Hu, X., Gholson, B., Graesser, A., & TRG (June, 2000). Incorporating human-like conversational behaviors in AutoTutor. Paper presented at the Workshop on Achieving Human-Like Behavior in Autonomous Agents at the Agents 2000 Conference, Barcelona, Spain.
- Person, N.K., Graesser, A.C., and the Tutoring Research Group (June, 2000). Designing AutoTutor to be an effective conversational partner. Paper presented at the Fourth International Conference of the Learning Sciences, Ann Arbor, Michigan.
- Price, P.A., Craig, S., Graesser, A., Marks, W., & TRG (June, 2000). The making of Marco: Incorporating lifelike behaviors into AutoTutor. Poster presented at the Workshop on Achieving Human-Like Behavior in Autonomous Agents at the Agents 2000 Conference, Barcelona, Spain.
- Wharton, C.M., Thompson, J., Sevostianov, A., Graesser, A.C., Fromm, S.J., Courtney, S., Bowles, A., & Braun, A.R. (June, 2000). Phonological working memory in narrative construction: An fMRI study. Paper presented at the sixth annual meeting of the Organization for Human Brain Mapping, San Antonio, TX.
- Craig, S.D., Hu, X., Gholson, B., Marks, W., Graesser, A., & TRG (July, 2000). AutoTutor: A human tutoring simulation with an animated pedagogical agent interface. Paper presented at the International Society for Optical Engineering. San Diego, CA.
- Graesser, A.C., Lu, S., Whitten, S., Olde, B., Pomeroy, V., & Craig, S. (July, 2000). Deep and shallow comprehension of illustrated texts on everyday devices. Paper presented at the meetings of the Society for the Scientific Studies of Reading, Stockholm, Sweden.
- Graesser, A.C., Lu, S., & Whitten, S. (July, 2000). Inferences about causal mechanisms that are depicted in illustrated texts on everyday devices. Paper presented at the International Congress of Psychology, Stockholm, Sweden.
- Klettke, B., & Graesser, A.C. (July, 2000). Coherence and evidence in testimony evaluation on incest narratives. Paper presented at the meetings of the Society for Text and Discourse, Lyon, France.
- Link, K., Pomeroy, V., DiPaolo, R., Rajan, S., Klettke, B., Bautista, L., Kreuz, R., Graesser, A.C., & TRG (July, 2000). The effectiveness of tutorial dialog in an automated conversational tutor. Paper presented at the meetings of the Society for Text and Discourse, Lyon, France.

- Olde, B.A., & Graesser, A.C. (July, 2000). Causal factors that influence story agents' blame and responsibility. Poster presented at the meetings of the Society for Text and Discourse, Lyon, France.
- Person, N.K., Graesser, A.C., & TRG (July, 2000). AutoTutor's conversational behaviors. Paper presented at the Third Workshop on Human-Computer Conversation, Bellagio, Spain.
- Person, N., Graesser, A.C., Harter, D. & TRG (July, 2000). The Dialog Advancer Network: A mechanism for improving AutoTutors conversational skills. Paper presented at the meetings of the Society for Text and Discourse, Lyon, France.
- Rajan, S., Harter, D., Graesser, A.C., & TRG (July, 2000). Back channel feedback in human and intelligent tutoring systems. Poster presented at the meetings of the Society for Text and Discourse, Lyon, France.
- Vidal-Abarca, E., Reyes, H., Gilabert, R., Calpe, J., Soria, E., & Graesser, A.C. (July, 2000). ETAT: A tool to analyze expository text coherence. Poster presented at the meetings of the Society for Text and Discourse, Lyon, France.
- Whitten, S.N., Lu, S., & Graesser, A.C. (July, 2000). What determines deep comprehension for illustrated texts. Poster presented at the meetings of the Society for Text and Discourse, Lyon, France.
- Wiemer-Hastings, K. & Graesser, A.C. (July, 2000). Verb-based classification of abstract concepts. Poster presented at the meetings of the Society for Text and Discourse, Lyon, France.
- Wiemer-Hastings, P., & Graesser, A.C. (July, 2000). Select-a-Kibitzer: A multi-agent architecture for giving feedback on student compositions. Poster presented at the meetings of the Society for Text and Discourse, Lyon, France.
- Craig, S., Graesser, A.C., & Cregger, M. (August, 2000). Who wants what in a story: The effects of reader's impressions of the characters. Paper presented at the meetings of the International Association for the Empirical Studies of Literature, Art, and Media, Toronto, CA.
- Graesser, A.C., Wiemer-Hastings, K., Wiemer-Hastings, P., & Kreuz, R. (August, 2000). The gold standard of question quality on surveys: Experts, computer tools, versus statistical indices. Paper presented in a symposium on "Interdisciplinary survey research at intersections of the computer and cognitive sciences." American Statistical Association, Indianapolis, IN.
- Graesser, A.C., Karnavat, A., Pomeroy, V., Wiemer-Hastings, & TRG (August, 2000). Latent semantic analysis captures vestiges of causal, goal-oriented, and taxonomic structures. Paper presented at the meetings of the Cognitive Science Society, Philadelphia, PA.
- Whitten, S., & Graesser, A.C. (August, 2000). Thematic processing of narrative text. Paper presented at the meetings of the International Association for the Empirical Studies of Literature, Art, and Media, Toronto, CA.
- Person, N.K., Graesser, A.C., Harter, D., Mathews, E., & TRG (November, 2000). Dialog move generation and conversation management in AutoTutor. Paper presented at the AAAI Fall Symposium 2000 on Building Dialogue Systems for Tutorial Applications, Cape Cod, MA.
- Whitten, S.N., & Graesser, A.C. (November, 2000). Understanding the whole story: Thematic inferences are generated spontaneously. Paper presented at the 41th Annual Meeting of the Psychonomic Society, New Orleans, LA.
- Person, N., Graesser, A., Jackson, T., Mathews, E., & TRG (January, 2001). Evaluating student learning outcomes for two versions of AutoTutor. Paper presented at the 12th Annual Winter Conference on Discourse, Text, and Cognition. Jackson Hole, WY.
- Graesser, A.C., Bautista, L., Link, K., Kreuz, R., & TRG (April, 2001). An evaluation of AutoTutor on learning gains. Paper presented at the meetings of the American Educational Research Association. Seattle, WA.
- Graesser, A.C., Olde, B., & Lu, S. (April, 2001). Eye tracking while reading illustrated texts about everyday devices. Symposium presented at the meetings of the American Educational Research Association. Seattle, WA.
- Graesser, A.C., Hu, X., Susarla, S., Harter, D., Person, N., Louwerse, M., Olde, B., & the TRG (May, 2001). AutoTutor: An intelligent tutor and conversational tutoring scaffold. Papers from the Workshop on "Tutorial Dialog Systems" at the Artificial Intelligence in Education 2001 Conference. San Antonio, TX.
- Jackson, T., Mueller, J., Person, N., & Graesser, A.C. (May, 2001). Poster presented at the 10th International Conference on Artificial Intelligence in Education. San Antonio, TX.
- Person, N.K., Graesser, A.C., Bautista, L., Mathews, E., & TRG (May, 2001). Evaluating student learning gains in two versions of AutoTutor. Paper presented at the 10th International Conference on Artificial Intelligence in Education. San Antonio, TX.

- Lu, S., Olde, B., & Graesser, A.C. (June, 2001). Eye guidance in reasoning about broken devices. Paper presented at the American Psychological Society. Toronto, CA.
- Person, N.K., Gholson, B., Craig, S., Hu, X., Stewart, C., & Graesser, A.C. (June, 2001). HURA Advisor: A web-based intelligent agent who manages mixed initiative dialog to optimize information retrieval. Paper presented at the IEEE International Conference on Communications. Helsinki, Finland.
- Franceschetti, D.R., Karnavat, A., Marineau, J., McCallie, G.L., Olde, B.A., Terry, B.L., & Graesser, A.C. (August, 2001). Development of physics text corpora for latent semantic analysis. Paper presented at the meetings of the Cognitive Science Society. Edinburgh, Scotland.
- Franklin, S., & Graesser, A.C. (August, 2001). Modeling cognition with software agents. Paper presented at the meetings of the Cognitive Science Society. Edinburgh, Scotland.
- Graesser, A.C., Hu, X., & Person, N.K. (August, 2001). Teaching with the help of talking heads. Symposium paper presented at the IEEE International Conference on Advanced Learning Technologies. Madison, WI.
- Harter, D., Kozma, R., & Graesser, A.C. (August, 2001). Models of ontogenetic development for autonomous adaptive systems. Poster presented at the meetings of the Cognitive Science Society. Edinburgh, Scotland.
- Lu, S., & Graesser, A.C. (August, 2001). Does an illustration help to comprehend scientific texts? Proceedings of the Third International Conference of Cognitive Science (Pp. 643). Beijing, China.
- Lu, S., Olde, B., Cooper, E., & Graesser, A.C. (August, 2001). Individual differences in reasoning about broken devices: An eye tracking study. Poster presented at the meetings of the Cognitive Science Society. Edinburgh, Scotland.
- Graesser, A.C., Olde, B., & Lu, S. (November, 2001). Good comprehenders focus on faults when everyday devices break down. Paper presented at the 42nd Annual Meetings of the Psychonomic Society. Orlando, FL.
- Person, N., Graesser, A., Breitmeyer, A., Browder, L., Brownyard, K., and the TRG (January, 2002). Human or computer? AutoTutor in a bystander Turing test. Paper presented at the Winter Text, Discourse, and Cognition conference. Jackson Hole, WY.
- Ventura, M., Person, N., Jackson, T., Graesser, A., Hu, X., & Toth, J. (January, 2002). Evaluating learning outcomes in an interactive web-based learning system. Paper presented at the Winter Text, Discourse, and Cognition conference. Jackson Hole, WY.
- Louwerse, M., Graesser, A.C., Hu, X., & Person, N. (March, 2002). The role of intelligent tutoring systems in education: An overview of AutoTutor. Paper presented at the meetings of the Society for Information Technology and Teacher Education. Nashville, TN.
- Jackson, G.T., Mitchell, H.H., Graesser, A.C., & TRG (April, 2002). Improving conversational interaction for intelligent tutoring systems. Paper presented at the Fourth Annual Memphis Area Engineering and Science Conference, Memphis, TN.
- Klettke, B., & Graesser, A.C. (April, 2002). Expert testimony in child sexual abuse cases: The effects of evidence, coherence, and causality. Poster presented at the meetings of the American Psychology and Law Society, Austin, TX.
- Olde, B.A., Graesser, A.C., & TRG (April, 2002). Latent semantic analysis: What is it and how can it improve and assess student learning. Paper presented at the Northeast Regional Conference on Excellence in Teaching and Learning. SUNY, Oswego, New York.
- Graesser, A.C., Hu, X., Person, N.K., Stewart, C., Toth, J., Jackson, G.T., Susarla, S., Ventura, M. (June, 2002). Learning about the ethical treatment of human subjects in experiments on a web facility with a conversational agent and ITS components. Paper presented at the Intelligent Tutoring Systems 2002 conference, Biarritz, France.
- Marineau, J., Olney, A., Louwerse, M., Person, N., Olde, B., Susarla, S., Chipman, P., Graesser, A.C., & TRG (June, 2002). AutoTutor's log files and categories of language and discourse. Paper presented at the workshop on tutorial dialog at the meetings of Intelligent Tutoring systems 2002. San Sebastian, Spain.
- Moreno, K.N., Klettke, B., Nibbaragandla, K., Graesser, A.C., & the Tutoring Research Group (June, 2002). Perceived characteristics and pedagogical efficacy of animated conversational agents. Paper presented at the Intelligent Tutoring Systems 2002 conference, Biarritz, France.
- Person, N.K., Graesser, A.C., & the Tutoring Research Group (June, 2002). Human or computer?: AutoTutor in a bystander Turing test. Paper presented at the Intelligent Tutoring Systems 2002 conference, Biarritz, France.

- Graesser, A.C., Hu, X., Olde, B.A., Ventura, M., Olney, A., Lowerse, M., Franceschetti, D.R., Person, N.K. (August, 2002). Implementing latent semantic analysis in learning environments with conversational agents and tutorial dialog. Paper presented at the meetings of the 24th Annual Conference of the Cognitive Science Society. Washington, D.C.
- Olde, B.A., Franceschetti, D.R., Karnavat, A., Graesser, A.C. & TRG (August, 2002). The right stuff: Do you need to sanitize your corpous when using latent semantic analysis? Paper presented at the meetings of the 24th Annual Conference of the Cognitive Science Society. Washington, D.C.
- Wiley, J., Goldman, S.R., & Graesser, A.C. (2002). Promoting critical inquiry from web sources. Symposium Paper presented at the meetings of the 24th Annual Conference of the Cognitive Science Society. Washington, D.C.
- Mathews, E., Person, N.K., Jackson, G.T., Graesser, A.C., & TRG (March, 2003). Discourse patterns in Why/AutoTutor. Paper presented at the meetings of the AAAI Spring Symposium Series on Natural Language Generation in Spoken and Written Dialog. Stanford University, CA.
- Graesser, A.C., Ventura, M., Jackson, G.T., Mueller, J., Hu, X., & Person, N. (April, 2003). The impact of conversational navigational guides on the learning, use, and perceptions of users of a web site. Paper presented at the AAI Spring Symposium 2003 on Agent-mediated Knowledge Management. Palo Alto, CA.
- Graesser, A.C., & Lu, S. (April, 2003). Eye tracking while learning from an intelligent tutoring systems with an animated conversational agent. Poster presented at the meetings of the American Educational Research Association. Chicago, IL.
- Graesser, A.C. (April, 2003). Reach for the stars: Basic research in reading and literacy. Invited symposium at the meetings of the American Educational Research Association. Chicago, IL.
- Penumatsa, P., Ventura, M., Olde, B.A., Franceschetti, D.R., Graesser, A.C., & TRG (April, 2003). The right threshold value: What is the right threshold of cosine measure when using latent semantic analysis for evaluating student answers? Paper presented at the Florida Artificial Intelligence Research Conference. St. Augustine, FL.
- Olney, A., Louwerse, M., Mathews, E., Marineau, J., Hite-Mitchell, H., & Graesser, A. (May, 2003). Utterance Classification in AutoTutor. Paper presented at the conference on *Building Educational Applications using Natural Language Processing: Proceedings of the Human Language Technology - North American Chapter of the Association for Computational Linguistics Conference 2003 Workshop* (pp. 1-8). Philadelphia, PA.
- Mitchell, H., & Graesser, A.C. (July, 2003). Investigating conceptually driven processing in humor: The effects of context on jokes. Paper presented at the 15th International Society for Humor Studies. Northern Illinois University.
- Jackson, G.T., Mathews, E.C., Lin, K., Olney, A., Graesser, A.C. (June, 2003). Modeling student performance to enhance the pedagogy of AutoTutor. Paper presented at the 2003 Conference on User Modeling. Johnstown, PA.
- Graesser, A.C., Jackson, G.T., Mathews, E.C., Mitchell, H.H., Olney, A., Ventura, M., Chipman, P., Franceschetti, D., Hu, X., Louwerse, M.M., Person, N.K., & TRG (July, 2003). Why/AutoTutor: A test of learning gains from a physics tutor with natural language dialog. Paper presented at the 25th Annual Conference of the Cognitive Science Society. Boston, MA.
- Graesser, A.C., Moreno, K., Marineau, J., Adcock, A., Olney, A., & Person, N. (July, 2003). AutoTutor improves deep learning of computer literacy: Is it the dialog or the talking head? Paper presented at the Artificial Intelligence in Education conference. Sydney, Australia. (finalist for outstanding paper award).
- Mathews, E.C., Jackson, G.T., Olney, A., Chipman, P., & Graesser, A.C. (July, 2003). Achieving domain independence in AutoTutor. Paper presented at the Seventh World Multiconference on Systemics, Cybernetics, and Informatics. Orlando, FL.
- Mathews, E.C., Jackson, G.T., Olney, A., Chipman, P., & Graesser, A.C. (July, 2003). Achieving domain independence in AutoTutor. Paper presented at the Seventh World Multiconference on Systemics, Cybernetics, and Informatics Proceedings: Computer Science and Engineering. Orlando, FL.
- Person, N., & Graesser, A.C. (July, 2003). Fourteen facts about human tutoring: Food for thought for ITS developers. Paper presented at the AIED2003 Workshop on Tutorial Dialog in the Classroom. Sydney, Australia.

- Susarla, S., Adcock, A., Van Eck, R., Moreno, K., & Graesser, A.C. (July, 2003). Development and evaluation of a lesson authoring tool for AutoTutor. Paper presented at the AIED2003 Workshop on Tutorial Dialog in the Classroom. Sydney, Australia.
- Hu, X., Cai, Z., Franceschetti, D., Penumatsa, P., Graesser, A.C., Louwerse, M.M., McNamara, D.S., & TRG (August, 2003). LSA: The first dimension and dimensional weighting. Presentation at the 25th Annual Conference of the Cognitive Science Society. Boston, MA.
- Hu, X., Cai, Z., Louwerse, M., Olney, A., Penumatsa, P., Graesser, A.C., & TRG (2003). Paper presented at the 2003 International Joint Conference on Artificial Intelligence. Mexico.
- Craig, S.D., & Graesser, A. (December, 2003). Why am I confused: An exploratory look into the role of affect in learning. Paper presented at the Second International Conference on Multimedia and Information & Communication Technologies in Education. Badajoz, Spain.
- Graesser, A. C., Lu, S. (November, 2003). Texts, pictures, labels, versus arrows in the comprehension of illustrated texts. Paper presented at the 44th Annual Meeting of the Psychonomic Society. Vancouver, Canada.
- Graesser, A.C., McNamara, D.S., Louwerse, M.M., & Cai, Z. (November, 2003). Coh-Matrix: Analysis of text on cohesion and language. Symposium presentation at the 33rd Annual Meeting of the Society for Computers in Psychology. Vancouver, Canada.
- Hu, X., & Graesser, A.C. (November, 2003). Human Use Regulatory Affairs Advisor (HURAA): Learning about research ethics with intelligent learning modules. Symposium presentation at the 33rd Annual Meeting of the Society for Computers in Psychology. Vancouver, Canada.
- Lu, S., & Graesser, A.C. (November, 2003). AutoTutor: Tutorial dialog in natural language with an animated conversational agent. Symposium presentation at the 33rd Annual Meeting of the Society for Computers in Psychology. Vancouver, Canada.
- Lu, S., Graesser, A. C., & Wolff, P. (November, 2003). Perceptions and conceptions of time. Paper presented at the 44th Annual Meeting of the Psychonomic Society. Vancouver, Canada.
- Cai, Z., McNamara, D. S., Louwerse, M., Hu, X., Rowe, M. & Graesser, A. C. (August, 2004). NLS: a non-latent similarity algorithm. Paper presented at the 26rd Annual Meeting of the Cognitive Science Society. Washington, DC.
- Person, N.K., Hancock, J.T., Burke, A.C., & Graesser, A.C. (September, 2004). A linguistic model that infers user states and traits. ITS 2004 Workshop Proceedings on Social and Emotional Intelligence in Learning Environments. Maceio, Brazil.
- Graesser, A.C., Klesges, R., DeBon, M., & Johnson, K. (November, 2004). Older adults stop smoking more often when interventions incorporate principles of cognitive and discourse psychology. Paper presented at the 45th Meetings of the Psychonomic Society. Minneapolis, MN.
- Graesser, A.C., & Petschonek, S. (June, 2004). Automated systems that analyze text and discourse: QUAID, Coh-Matrix, and AutoTutor. Invited symposium presentation at the International Society of Quality of Life. Boston, MA.
- Hu, X., Cai, Z., Olney, A., Shen, J., & Graesser, A.C. (November, 2004). Measuring similarity between semantic spaces. Paper presented at the 34th Annual Meeting of the Society for Computers in Psychology. Minneapolis, MN.
- Jackson, G.T., Person, N.K., and Graesser, A.C. (September, 2004) Adaptive tutorial dialogue in AutoTutor. Paper presented at the 7th International conference on Intelligent Tutoring Systems. Universidade Federal de Alagoas, Brazil.
- Jackson, G.T., Ventura, M.J., Chewle, P., Graesser, A.C., and the Tutoring Research Group (September, 2004). The impact of Why/AutoTutor on learning and retention of conceptual physics. Paper presented at the 7th International Conference on Intelligent Tutoring Systems 2004. Universidade Federal de Alagoas, Brazil.
- Louwerse, M.M., McCarthy, P.M., McNamara, D.S., Graesser, A.C. (August, 2004). Variation in language and cohesion across written and spoken registers. Paper presented at the 26th Annual Conference of the Cognitive Science Society. Washington, DC.
- Lu, S., & Graesser, A. C. (August, 2004). What is universal in perceiving, remembering, and describing. Paper presented at the 26th Annual Conference of the Cognitive Science Society. Washington, DC.
- Lu, S., Wallace, J., Graesser, A.C., & Gholson, B. (November, 2004). An eye tracking study of describing event temporal relations. Poster presented at the 45th Meetings of the Psychonomic Society. Minneapolis, MN.

- Hu, X., Cai, Z., Olney, A., Shen, J., & Graesser, A.C. (November, 2004). Measuring similarity between semantic spaces. Paper presented at the 34th Annual Meeting of the Society for Computers in Psychology. Minneapolis, MN.
- Mitchell, H., Petschonek, S.L., Wallace, J., Louwerse, M.M., & Graesser, A.C. (November, 2004). Impact of orienting questions on researching Navy websites. Paper presented at the 34th Annual Meeting of the Society for Computers in Psychology. Minneapolis, MN.
- Person, N.K., Hancock, J.T., Burke, A.C., & Graesser, A.C. (September, 2004). A linguistic model that infers user states and traits. Paper presented at the ITS 2004 Workshop Proceedings on Social and Emotional Intelligence in Learning Environments. Maceio, Brazil.
- Ventura, M.J., Hu, X., Graesser, A. C., Louwerse, M.M., & Olney, A. (August, 2004). The context dependent sentence abstraction model. Paper presented at the 26th Annual Conference of the Cognitive Science Society. Washington, DC.
- Ventura, M.J., Franchescetti, D.R., Pennumatsa, P., Graesser, A.C., Jackson, G.T., Hu, X., Cai, Z., and the Tutoring Research Group (September, 2004). Combining computational models of short essay grading for conceptual physics problems. Paper presented at the 7th International Conference on Intelligent Tutoring Systems 2004. Universidade Federal de Alagoas, Brazil.
- D'Mello, S. K., Craig, S. D., Gholson, B., Franklin, S., Picard, R., & Graesser, A. C. (2005). Integrating affect sensors in an intelligent tutoring system. Paper presented at the conference workshop on Intelligent User Interfaces. San Diego, CA.

SUPPORT:

EXTERNAL (Funded or Pending. List funded support first)

	AGENCY/SOURCE	AMOUNT	PERIOD
Funded (PI)	National Institute of Mental Health	\$ 5,300	1978-79
Funded (PI)	National Institute of Mental Health	\$ 135,000	1979-81
Funded (PI)	Hughes Aircraft Corporation	\$ 1500	1982
Funded (co-PI)	IBM (at Yale University)	\$ 50,000	1983-84
Funded (PI)	Hughes Aircraft Corporation	\$ 1200	1985
Funded (PI)	Singer Corporation	\$ 11,800	1985
Funded (PI)	General Motors Corporation	\$ 11,430	1987
Funded (PI)	Office of Naval Research	\$ 211,498	1987-89
Funded (PI)	General Motors Corporation	\$ 56,000	1988-89
Funded (PI)	Office of Naval Research	\$ 252,360	1990-92
Funded (PI)	Office of Naval Research	\$ 97,000	1992-93
Funded (PI)	National Institute for Aging	\$ 3000	1994
Funded (PI)	Office of Naval Research	\$ 92,879	1995-96
Funded (co-PI with Peter Wiemer-Hastings)	McDonnell	\$ 59,400	1996-98
Funded (PI)	Office of Naval Research	\$ 135, 312	1998-2000
Funded (PI)	National Science Foundation	\$ 900,000	1997-2000
Funded (co-PI with Bob Klesges)	National Institutes of Health	\$ 2,100,000	1998-2002
Funded (PI)	Census Bureau	\$ 58,512	1998-99
Funded (PI)	National Science Foundation	\$205,990	2000-2002
Funded (co-PI with Stan Franklin)	Office of Naval Research	\$ 1,500,000 (appr)	1999-2002
Funded (PI on subcontract with Kurt Van Lehn as PI on grant)	Office of Naval Research	\$1,258,875	2000-2005
Funded (PI, on contract through Thoughtware Corp)	Institute for Defense Analyses ONR/NAWCTSD	\$980,000	2000-2001
Funded (PI)	Office of Naval Research	\$120,000	2001-2002
Funded (PI)	National Science Foundation	\$1,274,075	2001-2005
Funded (PI on subcontract with Jennifer Wiley as PI on grant)	National Science Foundation	\$295,902	2002-2005
Funded (co-PI, with Danielle McNamara as PI)	Institute for Education Science	\$1,425,000	2002-2006
Funded (PI)	National Science Foundation	\$1,250,000	2003-2008
Funded (senior researcher, with Danielle McNamara)	Institute of Education Sciences	\$1,800,000	2004-2008
Funded (co-PI, with Max Louwerse)	National Science Foundation	\$699,949	2004-2007
Funded (Senior Researcher, with Natalie Person)	Office of Naval Research	\$445,674	2005-2007

INTERNAL

	SOURCE	AMOUNT	PERIOD
Funded	California State U, Fullerton	\$ 430	1977
Funded	California State U, Fullerton	\$ 500	1979
Funded	California State U, Fullerton	\$ 470	1983
Funded	University of Memphis	\$ 3000	1994

Grants & Contracts Received (Principal Investigator on all of the Following Grants)

Faculty Research Grant, California State University. Discourse representation and memory, 1977, \$430.

National Institute of Mental Health. The memory and representation of prose passages, 1978, \$5,300.

Faculty Research Grant, California State University. Memory representations of sentences acquired in versus out of a spatial context, 1979, \$500.

National Institute of Mental Health. Memory for schema-relevant and irrelevant information, 1979-81, \$135,000.

Hughes Aircraft Corporation. An analysis of conceptual errors of first-time users of computer text editors, 1982, \$ 1500.

Faculty Research Grant, California State University. Analysis and simulation of question answering, 1983, \$ 470.

Hughes Aircraft Corporation. Developing a prototype expert system for clinical diagnosis, 1985, \$1,200.

Singer Corporation. An operator task analysis for a communication control system, 1985, \$11,800.

General Motors Corporation. Quantification of driver information handling activities, 1987, \$11,430.

Office of Naval Research. Investigations of human question answering, 1987-89, \$211,498.

General Motors Corporation. A human factors tool for the prediction of driver performance with hand controls, 1988-89, \$56,000.

Office of Naval Research. Questioning mechanisms during complex learning, 1990-92, \$252,360.

Office of Naval Research. Questioning mechanisms during tutoring, conversation, and human-computer interaction, 1992-93, \$97,000.

National Institute of Aging. Generating causal antecedent and consequence inferences while comprehending scientific text, 1994, \$3,000.

University of Memphis. Theory based revision of questions on questionnaires, 1994, \$3,000.

Office of Naval Research. Predicting information needed prior to request with cognitive models of the user's task knowledge, 1995-1996, \$ 92,879.

United States Bureau of Census, QUEST questionnaire evaluation tool, 1998-1999, \$58,512.

National Science Foundation, Simulating tutors with natural dialog and pedagogical strategies, 1997-2001, \$900,000.

Office of Naval Research. Question-driven explanatory reasoning about devices that malfunction, 1998-2000, \$135,312.

National Science Foundation, Developing and testing a computer tool that critiques survey questions, 2000-2002, \$205,990.

Office of Naval Research, Why2000: A tutor that teaches mental models using natural language dialogs, 2000-2005, \$1,168,700 (other PI is Kurt van Lehn at University of Pittsburgh). Plus \$90,175 for graduate student fellowship.

Institute for Defense Analysis and ONR NAWCTSD, A Web Site on Institutional Review Boards and the Ethical Use of Human Subjects, 2000-2001, \$950,000 (\$750,000 through Thoughtware Corporation and \$200,000 through U. of Memphis).

National Science Foundation, Developing AutoTutor for computer literacy and physics, 2001-2005, \$1,274,075.

Office of Naval Research, Eye tracking while answering questions in electronic multimedia environments, 2001-2002, \$120,000.

National Science Foundation, Understanding in Science, 2002-2005, \$296,902 (PI on subcontract to University of Illinois at Chicago, with Jennifer Wiley as PI).

National Science Foundation, Monitoring Emotions while Students Learn with AutoTutor, 2003-2008, \$1,250,000 (PI, with a subcontract given to MIT).

Grants and Contracts Received (co-PI on all of the Following Grants)

IBM, Intelligent computer assisted instruction for introductory psychology, 1983-84, \$50,000 (with John Black at Yale University as PI)..

National Institutes of Health. Smoking cessation in the elderly, 1998-2004, \$2,100,000 (Dr. Bob Klesges is PI).

National Institutes of Health, National Heart, Lung, and Blood Institute. Decreasing weight gain in African American preadolescent girls, 1999-2005, \$4,501,168 (Dr. Bob Klesges is PI).

Office of Naval Research. Intelligent distribution agents, 1998-2002, \$1,500,000 (Dr. Stan Franklin is PI).

Institute for Education Sciences. Coh-Matrix: Automated cohesion and coherence scores to predict text readability and facilitate comprehension, 2002-2006, \$1425,000 (Dr. Danielle McNamara is PI).

Institute for Education Sciences. iSTART: Interactive Strategy Training for Active Reading and Thinking, 2004-2008, \$1,800,000 (Dr. Danielle McNamara is PI).

National Science Foundation, Tracking multimodal communication in humans and agents. 2004-2007, \$699,949 (Dr. Max Louwerse is PI).

Office of Naval Research (Senior Researcher). Analyses of expert human tutors, 2005-2007, \$445,674 (Dr. Natalie Person is PI).

Consultantships (2000-present)

Senior Research Fellow, Army Research Institute, 2000-2003, question asking and distance learning (with Robert Wisher).
 RAND Reading Research Panel, 2000-2001.
 Learning Research and Development Center, Board of Visitors, 1999-present.
 CIRCLE Tutoring Research Center, for Kurt Van Lehn, University of Pittsburgh, 1999-present.
 NSF grant to Danielle McNamara, Old Dominion University, 2001-2003, tutoring and comprehension.
 NSF grant to James Pennebaker, University of Texas at Austin, 2000-2003, computational linguistics and latent semantic analysis in narratives on coping.
 NSF grant to Roz Picard, MIT, 2000-2002, facial expressions and intonation in tutoring.
 SBIRs and STTR to CHI Systems, Wayne Zachary and Joan Ryder, applying AutoTutor and speech recognition technologies to military tactical reasoning and to explosive ordinance device removal, 2001-2004. Xiangen Hu and Max Louwerse are also involved with this research.
 SBIR with K-A-T Systems, Tom Landauer, Lynn Streeter, and Peter Foltz, building and testing a question answering system for army learning environments, 2004.
 Educational Testing Service and College Board, revising the Verbal Comprehension Test on the SAT, 2002-2005.
 IES grant to John Sabbatini of Educational Testing Service, 2004-8. Computational linguistics, reading and discourse processing.
 IES grant to Joe Magliano, Northern Illinois University, 2004-8. Computational linguistics, reading and discourse processing.

SERVICE (Starting 1996):

UNIVERSITY	COMMITTEE/ACTIVITY (if Chair, add [C])	PERIOD
Department	Senate representative	1996-98
Department	Expenditures Committee (C)	1996-present
Department	T&P Subcommittee for individuals up for T & P (C)	1996-present
Department	Cognitive Search Committee (C)	1996-97; 1999-2003
Department	Postdoctoral Search Committee (C)	1996-97; 2000
Department	Personnel Committee (C)	1997-98
Department	Undergraduate Planning and Curriculum	1996-2000
Department	Director of the Center for Applied Psychological Research (C)	1997-present
Department	Faculty Advisory Committee	2003
Department	Chair of Cognitive Faculty Search	1991-present
Department	Chair of Psychology Department	2004-present
College/School	Co-director of the Institute for Intelligent Systems(C)	1987-present
College/School	Advising Committee for Dean of College of Arts & Sciences	1996-98
College/School	Chair search committee for Department of Microbiology and Molecular Cell Sciences	1997-8
University	Faculty Senate	1996-98
University	Marcus Orr Speaker Committee (C)	1996-98
University	Ad Hoc Committee for Post-tenure Review (C)	1996-97
University	Honors Faculty Advisory Council (C)	1996-2000
University	Committee for Internet 2 (C)	1997-present
University	Search committee for Director of University Honors Program (C)	1998-9
University	President of Phi-Kappa Phi (C)	1998-2001
University	FedEx Technology Institute	2002-present
	Committee on Memphis Incubator for Small Businesses In downtown Memphis	1997-9
COMMUNITY		

OTHER Society/Organization/Journal	COMMITTEE/EDITORIAL BOARD/OFFICE (if Chair, add [C])	PERIOD
Discourse Processes	Editor, Associate Editor	1996-2004
Applied Cognitive Psychology	Editorial board	1992-present
Cognition and Instruction	Editorial board	1993-present
Cognitive Science	Editorial board	2001 to present
International J. of Speech Technologies	Editorial Board	2000-present
Journal of Experimental Psychology: General	Editorial board	1990-1996
Journal of Experimental Psychology: Learning, Memory, & Cognition	Editorial board	2002-present
Journal of Educational Psychology	Editorial board	1996-present
Journal of the Scientific Study of Reading	Editorial board	1993-2003
Poetics	Editorial board	1988-present
SPIEL	Editorial board	1988-present
American Educational Research J.	Ad Hoc reviewer of submitted manuscripts	1996-
American Psychologist	Ad Hoc reviewer of submitted manuscripts	1996-
Cognition and Consciousness	Ad hoc reviewer of submitted manuscripts	1998-
Cognition and Emotion .	Ad Hoc reviewer of submitted manuscripts	1996-
Cognitive Psychology	Ad Hoc reviewer of submitted manuscripts	1996-
Child Development	Ad Hoc reviewer of submitted manuscripts	2001-
Journal of Memory and Language	Ad Hoc reviewer of submitted manuscripts	1996-
Memory & Cognition.	Ad Hoc reviewer of submitted manuscripts	1996-
Psychological Bulletin	Ad Hoc reviewer of submitted manuscripts	1996-
Psychological Review.	Ad Hoc reviewer of submitted manuscripts	1996-
Psychological Science.	Ad Hoc reviewer of submitted manuscripts	1996-
Artificial Intelligence in Education (on Executive Board, 2003)	Reviewer of submissions for conferences	2000-
Cognitive Science Society	Reviewer of submissions for conferences	1996-
Intelligent Tutoring Systems	Reviewer of submissions for conferences	2000-
Society for Text and Discourse	Conference program committee	1996-
International Society for the Empirical Studies of Literature, Art, and Media	Conference Program Committee	1997-2000
Society for Text and Discourse	President (1989-1992)	
Society for Text and Discourse	Newsletter editor	1996-2001
American Educational Research Association	Sylvia Scribner Award Committee (C)	1996-98
American Educational Research Association	Program Chair for Division C (C)	1998-99
50 Universities	Write letters of evaluation for professors up for T&P	1996-present
National Science Foundation	Ad Hoc reviewer of grant proposals	1996-present
National Institutes of Health	Ad Hoc reviewer of grant proposals	1996-present
Hong Kong Council of Research	Ad Hoc reviewer of grant proposals	1996-99
Canadian Research Council	Ad Hoc reviewer of grant proposals	1996-99

APPENDIX A
COURSES TAUGHT BY ART GRAESSER DURING THE LAST THREE YEARS
(* Signifies a new course preparation)

SEMESTER	COURSE NUMBER(S)	COURSE TITLE	ENROLLMENT
Fall, 1995	PSYCH 1101	General Psychology I (honors)	24
Fall, 1995	PSYCH 4018 & UNHP 4302	Mind, Brain, and Intelligence (honors)	9
Spring, 1996	PSYCH 1101	General Psychology I	135
Spring, 1996	PSYCH 7/8514 & COMP 7/8514	Cognitive Science Seminar	10 *
Summer, 1996	PSYCH 3002	Research Methods (4 units)	30

Fall, 1996	PSYCH 1101	General Psychology I (honors)	18
Fall, 1996	PSYCH 4018 & UNHP 4302	Mind, Brain, and Intelligence (honors)	2
Fall, 1996	PSYCH 7301	Research Design and Methodology	27 *
Summer, 1997	PSYCH 3002	Research Methods (4 units)	28

Fall, 1997	PSYCH 1101	General Psychology I (honors)	21
Fall, 1997	PSYCH 7301	Research Design and Methodology	13
Spring, 1998	PSYCH 7/8514 & COMP 7/8514	Cognitive Science Seminar	7 *
Summer, 1998	PSYCH 3002	Research Methods (4 units)	28
Fall, 1998	PSYCH 1101	General Psychology I (honors)	32
Spring, 1999		On leave (Professional Development Award)	
Fall, 1999	PSYCH 1101	General Psychology I (honors)	23
Fall, 1999	PSYCH 7/8514 & COMP 7/8514	Cognitive Science Seminar	9 *
Spring, 2000	Release time for serving as CAPR Director and NIH grant		
Fall, 2000	PSYCH 1101	General Psychology I (honors)	21
Fall, 2000	PSYCH 7/8514 & COMP 7/8514	Cognitive Science Seminar	25 *
Spring, 2001	Release time for serving as CAPR Director and NIH grant		
Fall, 2001	PSYCH 4302	Advanced Research Methods	5 *
	Release time for serving as CAPR Director		
Spring, 2002	2-course release time on ONR/NAWCTSD grant		
Fall, 2002	PSYCH 4302	Advanced Research Methods	5 *
Fall, 2002	PSYCH 7/8514 & COMP 7/8514	Cognitive Science Seminar	32 *
Spring, 2003	1-course release time on ONR/NAWCTSD grant		
	1- course release time for serving as CAPR Director		
Fall, 2003	PSYCH 3002	Research Methods	28
	2/3 course release time for moving into the FedEx Institute of Technology		
Spring, 2003	1-course release time on Institute of Education Science grant		
	1-course release time for serving as CAPR Director		