

Tamara Nicol Medina

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Current Position

2007 – present Post-Doctoral Fellow
Institute for Research in Cognitive Science
University of Pennsylvania
Faculty Supervisors: John Trueswell and Lila Gleitman

Education and Relevant Work Experience

Ph.D.
Cognitive Science
2007 Johns Hopkins University
Baltimore, MD
Dissertation: *Learning which verbs allow object omission:
Verb semantic selectivity and the implicit object construction*
Advisors: Barbara Landau and Géraldine Legendre
Dissertation Committee: Barbara Landau, Géraldine Legendre,
Philip Resnik, Paul Smolensky, and Niloofar Haeri

M.A.
Cognitive Science
2002 Johns Hopkins University
Baltimore, MD
Thesis: *Sentential negation and clause structure*
Advisor: Géraldine Legendre

Research Assistant
1999 – 2000 Language Acquisition Research Lab
Hunter College
New York, NY
Supervisor: Virginia Valian

B.S.
Psychology
1996 Trinity College
Hartford, CT
Senior Thesis: *Retraining executive functions using verbal
mediation*
Advisor: Sarah Raskin

Research Interests

Language acquisition and conceptual development, word learning, verb meaning and argument realization, and syntactic theory.

Awards

2000 – 2005 National Science Foundation, Integrative Graduate Education & Research Training (IGERT) Fellowship

Papers

Medina, T.N., Trueswell, J., Snedeker, J., & Gleitman, L. *Cross-situational word learning in realistic learning environments*. Paper in preparation.

Medina, T.N. *Derivation of gradient grammaticality using probabilistically ranked constraints*. Paper in preparation.

Medina, T.N. *Children's knowledge of verb semantic selectivity and the implicit object construction*. Paper in preparation.

Invited Talks

Medina, T.N. (2007). *Learning when (and when not) to omit objects in English*. Psicolinguística e Teoria Lingüística: Tentativas de diálogo (Workshop), Departamento de Lingüística, Universidade de São Paulo, São Paulo, Brazil. August 13, 2007.

Medina, T. N. (2007). *Gradient grammaticality of indefinite implicit objects in English*. Departamento de Lingüística, Universidade Estadual de Campinas, Campinas, Brazil. August 15, 2007.

Conference Presentations

Medina, T.N., Trueswell, J., Snedeker, J., & Gleitman, L. (2009). *Using Extra-Linguistic Cues to Identify the Good Word Learning Instances*. Paper to be presented at the Society for Research in Child Development (SRCD) Annual Meeting, Denver, CO, April 2.

Medina, T. N., Trueswell, J., Snedeker, J., & Gleitman, L. (2009). *Rapid Word Learning Under Realistic Learning Conditions*. Paper presented at the Linguistic Society of American (LSA) Annual Meeting, San Francisco, CA, January 9.

Conference Presentations, cont.

- Medina, T. N.**, Trueswell, J., Snedeker, J., & Gleitman, L. (2008). *When the Shoe Fits: Cross-Situational Word Learning in Realistic Learning Environments*. Paper presented at the Boston University Conference on Language Development (BUCLD), Boston, MA, November 2.
- Medina, T. N.** (2008). *Probabilistically Ranked Constraints: Derivation of the Gradient Grammaticality of Implicit Objects*. Poster presented at the LSA Annual Meeting, Chicago, IL, January 5.
- Medina, T. N.** (2005). *The Interaction of Verb Selectivity, Telicity, and Perfectivity in the Implicit Object Construction*. Paper presented at the LAGB Satellite Workshop on Perfectivity and Telicity, Cambridge, UK, September 3-4.
- Nicol, T.** (2005). *Gradient Judgments of the Implicit Object Construction*. Paper presented at the Hopkins, University of Maryland, Rutgers, and University of Massachusetts Graduate Student Conference on Optimality Theory (HUMDRUM), University of Massachusetts, Amherst, MA, April 23-24.
- Nazzi, T., Barriere, I., Legendre, G., **Nicol, T.**, & Long, S. (2004). *The comprehension of agreement clitics by French speaking 18 and 24 month olds: An intermodal preferential looking study*. Paper presented (by Nazzi) at the Second Lisbon Meeting on Language Acquisition, Lisbon, Portugal, June 1-4.
- Nazzi, T., Barriere, I., Legendre, G., **Nicol, T.**, & Long, S. (2004). *Verb Acquisition in French: Lexical Comprehension and Sensitivity to Subject-Verb Agreement at 18- and 24-Months*. Paper presented at the International Society on Infant Studies (ISIS), Chicago, IL, May 5-8.
- Nicol, T.** (2004). *Analyzing Negative Markers as Heads*. Poster presented at the Georgetown University Round Table on Languages and Linguistics (GURT), Georgetown University, Washington D.C., March 26-28.
- Nicol, T.**, Landau, B., & Resnik, P. (2003). *Discovering the Invisible: Children's Acquisition of the Implicit Object Construction*. Poster presented at the Boston University Conference on Language Development (BUCLD), Boston, MA, October 31-November 2.
- Nicol, T.**, Landau, B., & Resnik, P. (2003). *The Role of Object Typicality in 2- to 4-Year-Old Children's Acquisition of the Implicit Object Construction*. Paper presented at ICCS/ASCS Joint International Conference on Cognitive Science, University of New South Wales, Sydney, Australia, July 13-17.
- Nicol, T.** (2002). *Sentential negation and clause structure*. Paper presented at the Hopkins, University of Maryland, Rutgers, and University of Massachusetts Graduate Student Conference on Optimality Theory (HUMDRUM), University of Massachusetts, Amherst, MA, April 20-21.

Conference Presentations, cont.

Nicol, T. and Raskin, S. (1997). *Retraining executive functions using verbal mediation*. Poster presented at Cognitive Neuroscience Society, Boston, MA, March 23-25.

Mentoring Experience

- 2007 Fall Supervision of undergraduate senior thesis (Shruti Dave).
(Department of Psychology, University of Pennsylvania)
- 2003 Fall – 2005 Spring Supervised 1-2 undergraduate research assistants per semester.
(Department of Cognitive Science, Johns Hopkins University)

Teaching Assistance

- 2004 Spring Introduction to the Syntax of Natural Languages
(Professor: Géraldine Legendre; Johns Hopkins University)
- 2003 Fall, 2000 Fall Language and Mind
(Professor: William Badecker; Johns Hopkins University)
- 2003 Spring Language and Thought
(Professor: Barbara Landau; Johns Hopkins University)
- 2002 Fall Structure of English
(Professor: Luigi Burzio; Johns Hopkins University)
- 2002 Spring Cognitive Neuroscience: Exploring the Living Brain
(Professor: Brenda Rapp; Johns Hopkins University)
- 2001 Fall Introduction to Cognitive Development
(Professor: Barbara Landau; Johns Hopkins University)
- 1995 Spring and Fall Cognitive Psychology
(Professor: Karl Haberlandt; Trinity College)
- 1995 Fall Introductory Biology Laboratory
(Professor: Michael O'Donnell; Trinity College)
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Professional Service

Ad-hoc Reviewer:

Cognition (2007)

Abstract Reviewer:

Boston University Conference on Language Development (BUCLD) (2008)

Penn Linguistics Colloquium (PLC) (2008)

Professional Service, cont.

2004 Spring	Organized <i>Language Acquisition Reading Group</i> Department of Cognitive Science, Johns Hopkins University
2002 Summer	Organized <i>Verb-Argument Structure Reading Group</i> Department of Cognitive Science, Johns Hopkins University
2002 Spring	Co-organized <i>Hopkins, University of Maryland, Rutgers, and University of Massachusetts Graduate Student Conference on Optimality Theory (HUMDRUM)</i> Department of Cognitive Science, Johns Hopkins University

Professional Associations

2009 – present	Member, <i>Society for Research in Child Development (SRCD)</i> .
2008 – present	Member, <i>Linguistic Society of America (LSA)</i> .
2006 – present	Member, <i>Society for Language Development (SLD)</i> .