

CURRICULUM VITAE

Danielle S. McNamara
Professor

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DEGREES

DEGREE	DISCIPLINE	INSTITUTION	YEAR
B.A.	Linguistics	University of Kansas	1982
M.A.	Clinical Psychology	Wichita State University	1989
Ph.D.	Cognitive Psychology	University of Colorado, Boulder	1992

EXPERIENCE

RANK/POSITION	DEPARTMENT	INSTITUTION	PERIOD
Language Instructor	English (TESL)	University of Sevenans, France	1983–1986
Research and Teaching Asst.	Psychology	WSU, UC-Boulder	1987–1992
Postdoctoral Fellow	Psychology	University of Colorado, Boulder	1992–1995
Psychology Instructor	Psychology	University of Colorado, Boulder	1994–1995
Assistant Professor	Psychology	Old Dominion University	1995–2001
Graduate Program Director	Psychology	Old Dominion University	1999–2001
Associate Tenured Professor	Psychology	Old Dominion University	2001–2002
Assistant Professor	Psychology	University of Memphis	2002–2003
Associate Professor	Psychology	University of Memphis	2003–2004
Associate Tenured Professor	Psychology	University of Memphis	2004–2008
Cognitive Area Director	Psychology	University of Memphis	2004–2008
Professor	Psychology	University of Memphis	2008–
Director, Institute for Intelligent Systems (IIS)	IIS	University of Memphis	2009–

SUPPORT

EXTERNAL	AGENCY	AMOUNT	PERIOD
McNamara, D. S. (PI)	J. S. McDonnell Foundation CSEP Postdoctoral Fellowship Award	\$59,400	1993–1995
McNamara, D. S. (PI)	J. S. McDonnell Foundation CSEP Career Development Award	\$150,000	1996–1999
McNamara, D. S. (PI)	NASA-Ames	\$10,000	1999
McNamara, D. S. (PI), & Levinstein, I.	National Science Foundation IERI	\$3,196,000	2000–2006
McNamara, D. S. (PI), & Scerbo, M.	NASA-Ames	\$365,000	2001–2004
McNamara, D. S. (PI), Louwerse, M., & Graesser, A.	Institute of Education Sciences	\$1,425,200	2002–2006
McNamara, D. S. (PI)	Institute of Education Sciences	\$1,770,514	2004–2007
McNamara, D. S. (PI)	National Science Foundation IERI	\$103,000	2004

McNamara, D. S. (PI)	Institute of Education Sciences	\$52,000	2005
McNamara, D. S. (Co-PI), & Azevedo, R. (PI)	National Science Foundation	\$904,581	2006–2009
McNamara, D. S. (PI), McCarthy, P., Graesser, A., & Kim, L.	Institute of Education Sciences	\$2,015,456	2008–2012
McNamara, D. S. (PI)	National Science Foundation	\$370,000	2008–2012
McNamara, D. S. (PI)	National Science Foundation REU	\$12,000	2008–2012
McNamara, D. S. (PI)	National Science Foundation REU	\$16,000	2009–2012
INTERNAL	SOURCE	AMOUNT	PERIOD
McNamara, D. S. (PI)	College of Sciences, Old Dominion University	\$6,000	1998–1999
McNamara, D. S. (PI)	Old Dominion University	\$9,000	1999–2000

PUBLICATIONS

Books and Proceedings (3)

Landauer, T., **McNamara**, D. S., Dennis, S., & Kintsch, W. (Eds.). (2007). *Handbook of latent semantic analysis*. Mahwah, NJ: Erlbaum.

McNamara, D. S. (Ed.). (2007). *Reading comprehension strategies: Theory, interventions, and technologies*. Mahwah, NJ: Erlbaum.

McNamara, D. S., & Trafton, J. G. (Eds.). (2007). *Proceedings of the 29th Annual Conference of the Cognitive Science Society*. Austin, TX: Cognitive Science Society.

Journal Articles, Book Chapters, Proceedings, Encyclopedia Articles, Book Reviews (175)

Doane, S.M., **McNamara**, D.S., Kintsch, W., Polson, P.G., Dungca, R.G., & Clawson, D.M. (1991). Action planning: The role of prompts in UNIX command production. *Proceedings of the Thirteenth Annual Meeting of the Cognitive Science Society* (pp. 682–687). Austin, TX: Cognitive Science Society.

Meissen, G.J., Mastromauro, C.A., Kiely, D.K., **McNamara**, D.S., & Meyers, R.H. (1991). Understanding the decision to take the predictive test for Huntington Disease. *American Journal of Medical Genetics*, 39, 404–410.

Doane, S.M., **McNamara**, D.S., Kintsch, W., Polson, P.G., & Clawson, D.M. (1992). Prompt comprehension in UNIX command production. *Memory & Cognition*, 20, 327–343.

Turner, M.L., Johnson, S.K., **McNamara**, D.S., & Engle, R.W. (1992). Effects of same-modality interference on immediate serial recall of auditory and visual information. *The Journal of General Psychology*, 119, 247–263.

Healy, A.F., Clawson, D.M., **McNamara**, D.S., Marmie, W.R., Schneider, V.I., Rickard, T.C., Crutcher, R.J., King, C., Ericsson, K.A., & Bourne, L.E., Jr. (1993). The long-term retention

- of knowledge and skills. In D. Medin (Ed.), *The psychology of learning and motivation* (pp. 135–164). New York: Academic Press.
- Doane, S.M., Sohn, Y.W., Adams, D., & **McNamara**, D.S. (1994). Learning from instruction: A comprehension-based approach. *Proceedings of the Sixteenth Annual Meeting of the Cognitive Science Society* (pp. 254–259). Austin, TX: Cognitive Science Society.
- McNamara**, D.S. (1995). Effects of prior knowledge on the generation advantage: Calculators versus calculation to learn simple multiplication. *Journal of Educational Psychology*, *87*, 307–318.
- McNamara**, D.S., & Healy, A.F. (1995). A generation advantage for multiplication skill and nonword vocabulary acquisition. In A. F. Healy & L. E. Bourne, Jr. (Eds.), *Learning and memory of knowledge and skills* (pp. 132–169). Thousand Oaks, CA: Sage.
- McNamara**, D.S., & Healy, A.F. (1995). A procedural explanation of the generation effect: The use of an operand retrieval strategy for multiplication and addition problems. *Journal of Memory and Language*, *34*, 399–416.
- Healy, A.F., & **McNamara**, D.S. (1996). Verbal learning and memory: Does the modal model still work? *Annual Review of Psychology*, *47*, 143–172.
- McNamara**, D.S., & Kintsch, W. (1996). Learning from text: Effects of prior knowledge and text coherence. *Discourse Processes*, *22*, 247–287.
- McNamara**, D.S., & Kintsch, W. (1996). Working memory in text comprehension: Interrupting difficult text. *Proceedings of the Eighteenth Annual Meeting of the Cognitive Science Society* (pp. 104–109). Austin, TX: Cognitive Science Society.
- McNamara**, D.S., Kintsch, E., Songer, N. B., & Kintsch, W. (1996). Are good texts always better? Text coherence, background knowledge, and levels of understanding in learning from text. *Cognition and Instruction*, *14*, 1–43.
- McNamara**, D. S. (1997). Comprehension skill: A knowledge-based account. *Proceedings of the Nineteenth Annual Meeting of the Cognitive Science Society* (pp. 508–513). Austin, TX: Cognitive Science Society.
- McNamara**, D. S., & Scott, J. L. (1999). Training reading strategies. *Proceedings of the Twenty-First Annual Meeting of the Cognitive Science Society* (pp. 387–392). Austin, TX: Cognitive Science Society.
- McNamara**, D. S., & Scott, J. L. (1999). Training self-explanation and reading strategies. *Proceedings of the Human Factors and Ergonomics Society Forty-Third Annual Meeting*. Houston, TX: Human Factors & Ergonomics Society.
- Doane, S. M., Sohn, Y. W., **McNamara**, D. S., & Adams, D. (2000). Comprehension-based skill

acquisition. *Cognitive Science*, 24, 1–52.

McNamara, D. S. (2000). Book review: *Reading comprehension difficulties: Processes and intervention*, C. Cornoldi & J. Oakhill (Eds.). *Journal of Pragmatics*, 33, 943–956.

McNamara, D. S., & Healy, A. F. (2000). A procedural explanation of the generation effect for simple and difficult multiplication problems and answers. *Journal of Memory and Language*, 43, 652–679.

McNamara, D. S., Scott, J. L., & Bess, T. (2000). Building blocks of knowledge: Constructivism from a cognitive perspective. In G. McAuliffe, C. Lovell, & K. Eriksen (Eds.), *Preparing counselors and therapists: Creating constructive and developmental programs* (pp. 62–75). Virginia Beach, VA: The Donning Company.

Shapiro, A. M., & **McNamara**, D. S. (2000). The use of latent semantic analysis as a tool for the quantitative assessment of understanding and knowledge. *Journal of Educational Computing Research*, 22, 1–36.

McNamara, D. S. (2001). Reading both high and low coherence texts: Effects of text sequence and prior knowledge. *Canadian Journal of Experimental Psychology*, 55, 51–62.

McNamara, D. S. (2001). Speed reading. In N. J. Smelser & P. B. Bates (Eds.), *International encyclopedia of the social & behavioral sciences*. New York, NY: Elsevier.

McNamara, D. S., & Scott, J. L. (2001). Working memory capacity and strategy use. *Memory & Cognition*, 29, 10–17.

Millis, K. K., Magliano, J. P., Wiemer-Hastings, K., & **McNamara**, D. S. (2001). Using LSA in a computer-based test of reading comprehension. In J. D. Moore, C. Luckhardt-Redfield, & W. L. Johnson (Eds.), *Artificial intelligence in education: AI-ED in the wired and wireless future: Vol. 68. Frontiers in artificial intelligence and applications* (pp. 583–585). Amsterdam: IOS Press.

Cottrell, K., & **McNamara**, D. S. (2002). Cognitive precursors to science comprehension. *Proceedings of the Twenty-Fourth Annual Meeting of the Cognitive Science Society* (pp. 244–249). Austin, TX: Cognitive Science Society.

Magliano, J. P., Wiemer-Hastings, K., Millis, K. K., Munoz, B. D., & **McNamara**, D. S. (2002). Using latent semantic analysis to assess reader strategies. *Behavior Research Methods, Instruments, and Computers*, 34, 181–188.

McNamara, D. S., & O'Reilly, T. (2002). Learning: Knowledge acquisition, representation, and organization. In J. W. Guthrie et al. (Eds.), *The encyclopedia of education*. New York: Macmillan Reference.

O'Reilly, T., & **McNamara**, D. S. (2002). What's a science student to do? *Proceedings of the*

Twenty-Fourth Annual Meeting of the Cognitive Science Society (pp. 726–731). Austin, TX: Cognitive Science Society.

- Risser, M. R., **McNamara**, D. S., Baldwin, C. L., Scerbo, M. W., & Barshi, I. (2002). Interference while hearing or reading information: Considerations for ATC communication. *Proceedings of the Human Factors and Ergonomics Society Forty-Sixth Annual Meeting* (pp. 392–396). *Human Factors & Ergonomics Society*.
- Graesser, A. C., **McNamara**, D. S., & Louwerse, M. M. (2003). What do readers need to learn in order to process coherence relations in narrative and expository text. In A. P. Sweet & C. E. Snow (Eds.), *Rethinking reading comprehension*. New York, NY: Guilford Publications.
- Hu, X., Cai, Z., Franceschetti, D., Penumatsa, P., Graesser, A. C., Louwerse, M. M., **McNamara**, D. S., & the Tutoring Research Group. (2003). LSA: The first dimension and dimensional weighting. In R. Alterman & D. Hirsh (Eds.), *Proceedings of the 25th Annual Conference of the Cognitive Science Society*. Austin, TX: Cognitive Science Society.
- Kurby, C. A., Wiemer-Hastings, K., Ganduri, N., Magliano, J. P., Millis, K. K., & **McNamara**, D. S. (2003). Computerizing reading training: Evaluation of a latent semantic analysis space for science text. *Behavior Research Methods, Instruments, and Computers*, 35, 244–250.
- Levinstein, I. B., **McNamara**, D. S., Boonthum, C., Pillarisetti, S. P., & Yadavalli, K. (2003). Web-based intervention for higher-order reading skills. *Proceedings of the ED-MEDIA 2003 World Conference on Educational Multimedia, Hypermedia & Telecommunications* (pp. 835–841).
- McNamara**, D. S., Best, R., & Castellano, C. (2003). Learning from text: Facilitating and enhancing comprehension. http://www.speechpathology.com/articles/article_detail.asp?article_id=45
- Risser, M. R., Scerbo, M. W., Baldwin, C. L., & **McNamara**, D. S. (2003). ATC commands executed in speech and text formats: Effects of task interference. *Proceedings of the 12th Biennial International Symposium on Aviation Psychology* (pp. 999–1004).
- Scerbo, M. W., Risser, M. R., Baldwin, C. L., & **McNamara**, D. S. (2003). Implementing speech and simulated data link commands: The role of task interference and message length. *Proceedings of the Human Factors and Ergonomics Society 47th Annual Meeting* (pp. 95–99). *Human Factors & Ergonomics Society*.
- Best, R., Dockrell, J. E., & **McNamara**, D. S. (2004). Children's semantic representation of a science term. In K. Forbus, D. Gentner, & T. Regier (Eds.), *Proceedings of the Twenty-Sixth Annual Conference of the Cognitive Science Society* (p. 1525). Mahwah, NJ: Erlbaum.
- Best, R., Ozuru, Y., & **McNamara**, D. S. (2004). Self-explaining science texts: Strategies, knowledge, and reading skill. In Y. B. Yasmin, W. A. Sandoval, N. Enyedy, A. S. Nixon, & F. Herrera (Eds.), *Proceedings of the Sixth International Conference on Learning Sciences*:

Embracing Diversity in the Learning Sciences (pp. 89–96). Mahwah, NJ: Erlbaum.

Bruss, M., Albers, M., & **McNamara**, D. S. (2004). Changes in scientific articles over two hundred years: A Coh-Metrix analysis. *Proceedings of the ACM 22nd International Conference on Computer Documentation* (pp. 104–109). New York: ACM Press.

Cai, Z., **McNamara**, D.S., Louwerson, M.M., Hu, X., Rowe, M., & Graesser, A. C. (2004). NLS: A non-latent similarity algorithm. In K. Forbus, D. Gentner, & T. Regier (Eds.), *Proceedings of the Twenty-Sixth Annual Conference of the Cognitive Science Society* (pp. 180–185). Mahwah, NJ: Erlbaum.

Dufty, D. F., **McNamara**, D.S., Louwerson, M.M., Cai, Z., & Graesser, A. C. (2004). Automatic evaluation of aspects of document quality. *Proceedings of the ACM 22nd International Conference on Computer Documentation* (pp. 14–16). New York: ACM Press.

Graesser, A.C., **McNamara**, D.S., Louwerson, M.M., & Cai, Z. (2004). Coh-Metrix: Analysis of text on cohesion and language. *Behavior Research Methods, Instruments, and Computers*, *36*, 193–202.

Louwerson, M.M, McCarthy, P.M., **McNamara**, D.S., & Graesser, A.C. (2004). Variation in language and cohesion across written and spoken registers. In K. Forbus, D. Gentner, & T. Regier (Eds.), *Proceedings of the Twenty-Sixth Annual Conference of the Cognitive Science Society* (pp. 843–848). Mahwah, NJ: Erlbaum.

McNamara, D.S. (2004). Aprender del texto: Efectos de la estructura textual y las estrategias del lector. *Revista Signos*, *37*, 19–30.

McNamara, D.S. (2004). Review of *Précis of thoughts on thought* by E. Hunt. *Contemporary Psychology*, *49*, 617–618.

McNamara, D.S. (2004). SERT: Self-explanation reading training. *Discourse Processes*, *38*, 1–30.

McNamara, D.S., Floyd, R.G., Best, R., & Louwerson, M.M. (2004). World knowledge driving young readers' comprehension difficulties. In Y.B. Yasmin, W.A. Sandoval, N. Enyedy, A.S. Nixon, & F. Herrera (Eds.), *Proceedings of the Sixth International Conference of the Learning Sciences: Embracing Diversity in the Learning Sciences* (pp. 326–333). Mahwah, NJ: Erlbaum.

McNamara, D.S., Levinstein, I.B., & Boonthum, C. (2004). iSTART: Interactive strategy trainer for active reading and thinking. *Behavior Research Methods, Instruments, and Computers*, *36*, 222–233.

McNamara, D.S., & McDaniel, M. (2004). Suppressing irrelevant information: Knowledge activation or inhibition? *Journal of Experimental Psychology: Learning, Memory, & Cognition*, *30*, 465–482.

- Millis, K.K., Kim, H.J., Todaro, S., Magliano, J., Wiemer-Hastings, K., & **McNamara**, D.S. (2004). Identifying reading strategies using latent semantic analysis: Comparing semantic benchmarks. *Behavior Research Methods, Instruments, & Computers*, *36*, 213–221.
- O'Reilly, T., Best, R., & **McNamara**, D.S. (2004). Self-explanation reading training: Effects for low-knowledge readers. In K. Forbus, D. Gentner, & T. Regier (Eds.), *Proceedings of the Twenty-Sixth Annual Conference of the Cognitive Science Society* (pp. 1053–1058). Mahwah, NJ: Erlbaum.
- O'Reilly, T.P., Sinclair, G.P., & **McNamara**, D.S. (2004). iSTART: A web-based reading strategy intervention that improves students' science comprehension. In D. Kinshuk, D. Sampson, & P. T. Isaiás (Eds.), *Proceedings of the IADIS International Conference: Cognition and Exploratory Learning in Digital Age: CELDA 2004* (pp. 173–180). Lisbon, Portugal: IADIS Press.
- O'Reilly, T.P., Sinclair, G.P., & **McNamara**, D.S. (2004). Reading strategy training: Automated versus live. In K. Forbus, D. Gentner, & T. Regier (Eds.), *Proceedings of the Twenty-Sixth Annual Conference of the Cognitive Science Society* (pp. 1059–1064). Mahwah, NJ: Erlbaum.
- Ozuru, Y., Best, R., & **McNamara**, D.S. (2004). Contribution of reading skill to learning from expository texts. In K. Forbus, D. Gentner, & T. Regier (Eds.), *Proceedings of the Twenty-Sixth Annual Conference of the Cognitive Science Society* (pp. 1071–1076). Mahwah, NJ: Erlbaum.
- Risser, M.R., Scerbo, M.W., Baldwin, C.L., & **McNamara**, D.S. (2004). Implementing voice and datalink commands under task interference during simulated flight. In D. Vincenzi, M. Mouloua, & P. Hancock (Eds.), *Proceedings of the Fifth Human Performance, Situation Awareness and Automation Technology Conference (HPSAA II)* (pp. 201–206). Mahwah, NJ: Erlbaum.
- Todaro, S.A., Magliano, J.P., Millis, K.K., **McNamara**, D.S., & Kurby, C.C. (2004). Intra-clause constraints in think-aloud protocols. In K. Forbus, D. Gentner, & T. Regier (Eds.), *Proceedings of the Twenty-Sixth Annual Conference of the Cognitive Science Society* (p. 1642). Mahwah, NJ: Erlbaum.
- Best, R.M., Rowe, M.P., Ozuru, Y., & **McNamara**, D.S. (2005). Deep-level comprehension of science texts: The role of the reader and the text. *Topics in Language Disorders*, *25*, 65–83.
- Graesser, A.C., Hu, X., & **McNamara**, D.S. (2005). Computerized learning environments that incorporate research in discourse psychology, cognitive science, and computational linguistics. In A.F. Healy (Ed.), *Experimental cognitive psychology and its applications: Festschrift in honor of Lyle Bourne, Walter Kintsch, and Thomas Landauer* (pp. 183–194). Washington, DC: American Psychological Association.
- Graesser, A.C., **McNamara**, D.S., & VanLehn, K. (2005). Scaffolding deep comprehension

strategies through Point & Query, Auto Tutor, and iSTART. *Educational Psychologist*, 40, 225–234.

Hempelmann, C.F., Dufty, D.F., McCarthy, P.M., Graesser, A.C., Cai, Z., & **McNamara**, D.S. (2005). Using LSA to automatically identify givenness and newness of noun phrases in written discourse. *Proceedings of the XXVII Annual Meeting of the Cognitive Science Society* (pp. 941–946). Mahwah, NJ: Erlbaum.

Hempelmann, C.F., Rus, V., Graesser, A.C., & **McNamara**, D.S. (2005). Evaluating state-of-the-art treebank style parsers for Coh-Metrix and other learning technology environments. *Proceedings of the Second Workshop on Building Educational Applications using Natural Language Processing and Computational Linguistics* (pp. 69–76). New Brunswick, NJ: ACL.

Magliano, J.P., Todaro, S., Millis, K.K., Wiemer-Hastings, K., Kim, H.J., & **McNamara**, D.S. (2005). Changes in reading strategies as a function of reading training: A comparison of live and computerized training. *Journal of Educational Computing Research*, 32, 185–208.

McNamara, D.S., & Shapiro, A.M. (2005). Multimedia and hypermedia solutions for promoting metacognitive engagement, coherence, and learning. *Journal of Educational Computing Research*, 33, 1–29.

Ozuru, Y., Dempsey, K., Sayroo, J., & **McNamara**, D. S. (2005). Effect of text cohesion on comprehension of biology texts. *Proceedings of the XXVII Annual Meeting of the Cognitive Science Society* (pp. 1696–1701). Mahwah, NJ: Erlbaum.

Bell, C. M., McCarthy, P. M., & **McNamara**, D. S. (2006). Variations in language use across gender: Biological versus sociological theories. In R. Sun & N. Miyake (Eds.), *Proceedings of the 28th Annual Conference of the Cognitive Science Society* (pp. 1009–1013). Austin, TX: Cognitive Science Society.

Best, R., Ozuru, Y., Floyd, R., & **McNamara**, D. S. (2006). Children's text comprehension. Effects of genre, knowledge, and text cohesion. In S. A. Barab, K. E. Hay, & D. T. Hickey (Eds.), *Proceedings of the Seventh International Conference of the Learning Sciences* (pp. 37–42). Mahwah, NJ: Erlbaum.

Dufty, D. F., Graesser, A. C., Louwerse, M., & **McNamara**, D. S. (2006). Assigning grade level to textbook: Is it just readability? In R. Sun & N. Miyake (Eds.), *Proceedings of the 28th Annual Conference of the Cognitive Science Society* (pp. 1251–1256). Austin, TX: Cognitive Science Society.

Duran, N., McCarthy, P. M., Graesser, A. C., & **McNamara**, D. S. (2006). Using Coh-Metrix temporal indices to predict psychological measures of time. In R. Sun & N. Miyake (Eds.), *Proceedings of the 28th Annual Conference of the Cognitive Science Society* (pp. 190–195). Austin, TX: Cognitive Science Society.

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- Louwerse, M. M., Graesser, A. C., **McNamara**, D. S., Jeuniaux, P., & Yang, F. (2006). Coherence is also in the eye of the beholder. In M. Silva & A. Cox (Eds.), *Proceedings of the Cognitive Science Workshop “What have eye movements told us so far, and what is next?”* University College London.
- Louwerse, M. M., **McNamara**, D. S., Graesser, A. C., Lewis, G., & Zirnstein, M. (2006). An eye for an eye, and for other modalities. In M. Silva, & A. Cox (Eds.), *Proceedings of the Cognitive Science Workshop “What have eye movements told us so far, and what is next?”* University College London.
- McCarthy, P. M., Lewis, G. A., Dufty, D. F., & **McNamara**, D. S. (2006). Analyzing writing styles with Coh-Metrix. In G.C.J. Sutcliffe & R.G. Goebel (Eds.), *Proceedings of the 19th Annual Florida Artificial Intelligence Research Society International Conference (FLAIRS)* (pp. 764–770). Melbourne Beach, FL: AAAI Press.
- McNamara**, D. S. (2006). Bringing cognitive science into education and back again: The value of interdisciplinary research. Invited editorial in *Cognitive Science*, *30*, 1–4.
- McNamara**, D. S., O’Reilly, T., Best, R., & Ozuru, Y. (2006). Improving adolescent students’ reading comprehension with iSTART. *Journal of Educational Computing Research*, *34*, 147–171.
- McNamara**, D. S., Ozuru, Y., Graesser, A. C., & Louwerse, M. (2006). Validating Coh-Metrix. In R. Sun & N. Miyake (Eds.), *Proceedings of the 28th Annual Conference of the Cognitive Science Society* (pp. 573–578). Austin, TX: Cognitive Science Society.
- Muñoz, B., Magliano, J. P., Sheridan, R., & **McNamara**, D. S. (2006). Typing versus thinking aloud when reading: Implications for computer-based assessment and training tools. *Behavior Research Methods, Instruments, & Computers*, *38*, 211–217.
- O’Reilly, T., Taylor, R. S., & **McNamara**, D. S. (2006). Classroom based reading strategy training: Self-explanation vs. a reading control. In R. Sun & N. Miyake (Eds.), *Proceedings of the 28th Annual Conference of the Cognitive Science Society* (pp. 1887–1892). Austin, TX: Cognitive Science Society.
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- Rowe, M., Ozuru, Y., & **McNamara**, D. S. (2006). An analysis of a standardized reading ability test: What do questions actually measure? In S. A. Barab, K. E. Hay, & D. T. Hickey (Eds.), *Proceedings of the Seventh International Conference of the Learning Sciences* (pp. 627–

633). Mahwah, NJ: Erlbaum.

Taylor, R. S., O'Reilly, T., Rowe, M., & **McNamara**, D. S. (2006). Improving understanding of science texts: iSTART strategy training vs. web design control task. In R. Sun & N. Miyake (Eds.), *Proceedings of the 28th Annual Conference of the Cognitive Science Society* (pp. 2234–2239). Austin, TX: Cognitive Science Society.

Taylor, R. S., O'Reilly, T., Sinclair, G., & **McNamara**, D. S. (2006). Enhancing learning of expository science texts in a remedial reading classroom via iSTART. *Proceedings of the Seventh International Conference of the Learning Sciences* (pp. 765–770). Hillsdale, NJ: Erlbaum.

Bell, C., & **McNamara**, D.S. (2007). Integrating iSTART into a high school curriculum. *Proceedings of the 29th Annual Meeting of the Cognitive Science Society* (pp. 809–814). Austin, TX: Cognitive Science Society.

Bellissens, C., Jeuniaux, P., Duran, N., & **McNamara**, D.S. (2007). Towards a textual cohesion model that predicts self-explanations inference generation as a function of text structure and readers' knowledge levels. *Proceedings of the 29th Annual Meeting of the Cognitive Science Society* (pp. 233–238). Austin, TX: Cognitive Science Society.

Boonthum, C., Levinstein, I., & **McNamara**, D. S. (2007). Self-explanations in iSTART: Word matching, latent semantic analysis, and topic models. In A. Kao & S. Poteet (Eds.), *Natural language processing and text mining* (pp. 91–106). London: Springer-Verlag UK.

Briner, S., Kurby, C., & **McNamara**, D.S. (2007). Individual differences and the impact of forward and backward causal relations. *Proceedings of the 29th Annual Meeting of the Cognitive Science Society* (pp. 125–130). Austin, TX: Cognitive Science Society.

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McNamara, D. S., & the CSEP Lab (2003). *Promoting active reading strategies to improve undergraduate students' understanding of science.* Annual project report submitted to the National Science Foundation IERI.

McNamara, D. S., & the CSEP Lab (2004). *Coh-Matrix: Automated cohesion and coherence scores to predict text readability and facilitate comprehension.* Annual project report submitted to the Institute of Education Sciences.

McNamara, D. S., & the CSEP Lab (2004). *Promoting active reading strategies to improve undergraduate students' understanding of science.* Annual project report submitted to the National Science Foundation IERI.

McNamara, D. S., & the CSEP Lab (2005). *iSTART: Interactive Strategy Training for Active Reading and Thinking.* Annual project report submitted to the Institute of Education Sciences.

McNamara, D. S., & the CSEP Lab (2005). *Promoting active reading strategies to improve undergraduate students' understanding of science.* Annual project report submitted to the National Science Foundation IERI.

McNamara, D. S., & the CSEP Lab (2006). *iSTART: Interactive Strategy Training for Active Reading and Thinking.* Annual project report submitted to the Institute of Education Sciences (IES).

McNamara, D. S., & the CSEP Lab (2006). *iSTART: A classroom study.* Technical Report. University of Memphis.

McNamara, D. S., & the CSEP Lab (2006). *iSTART: Benefits and effects of extended practice.* Technical Report. University of Memphis.

McNamara, D. S., & the CSEP Lab (2006). *Promoting active reading strategies to improve undergraduate students' understanding of science.* Final project report submitted to the National Science Foundation IERI.

McNamara, D. S., & the CSEP Lab (2007). *iSTART: Interactive Strategy Training for Active Reading and Thinking.* Annual project report submitted to the Institute of Education Sciences (IES).

PRESENTATIONS

Invited Keynote Addresses

McNamara, D. S. (2003, May). Learning from text: Effects of text structure and reader strategies. Invited keynote address presented at the II Congreso Internacional Ctedra UNESCO de Lectura y Escritura, Viña del Mar, Chile.

McNamara, D. S. (2005, January). Coh-Metrix: Measuring text difficulty to improve text comprehension. Invited address at the National Board for Education Sciences Inaugural Meeting, Washington, DC.

McNamara, D. S. (2006, August). A search for coherence. Invited keynote address at the EARLI Sig2 Text and Picture Comprehension Conference, Nottingham, UK.

Invited Conference Presentations

McNamara, D. S. (1994, January). *Are good texts always better?* Invited paper presentation at the 5th Annual Winter Text Conference, Jackson Hole, WY.

McNamara, D. S., & Healy, A. F. (1995, April). *A procedural explanation of the generation effect.* Invited paper presented for the Ellis-Battig Memory Symposium at the 65th Annual Meeting of the Rocky Mountain Psychological Association Convention, Boulder, CO.

McNamara, D. S. (1999, June). *Learning to learn from difficult texts.* Invited Hot-topics paper presented at the annual meeting of the American Psychological Society, Denver, CO.

Morgan, R., & **McNamara, D. S.** (2001, May). *Promoting active reading strategies to improve students' understanding of textbook material.* Invited paper presented at the International Reading Association, New Orleans, LA.

McNamara, D.S., de Vega, M., & O'Reilly, T. (2003, June). *Three accounts of comprehension skill and inference making: Knowledge versus capacity and suppression.* Invited talk at the International Hanse-Conference on Higher Level Language Processes in the Brain, Delmenhorst, Germany.

McNamara, D.S., Levinstein, I.B., Sinclair, G., O'Reilly, T., Ozuru, Y., Best, R., Taylor, R., Rowe, M., Boonthum, C., and Pillarisetti, S. (2006, July). *iSTART: An automated reading strategy tutor that helps students understand difficult texts.* Invited symposium presentation at the Society for the Scientific Study of Reading (SSSR) conference, Vancouver, Canada.

McNamara, D. S. (2007, May). *IIS: A marriage of computational linguistics, psychology, and educational technologies.* Invited address for the Applied Natural Language Processing Special Track at the Florida Artificial Intelligence Research Society International Conference, Key West, FL.

McNamara, D. S. (2007, June). *The reader and the text: Contributions to understanding*. Invited presentation at Scholastic Publishers, New York.

McNamara, D. S. (2007, August). *Searching for coherence: The text and the reader*. Invited talk at the Workshop for Discourse Processing and Representation: The Cognition of Text-Reader Interaction, Utrecht, The Netherlands.

Magliano, J., Millis, K., Gilliam, S., & **McNamara, D. S.** (2008, April). *Bridging reading assessment and training in a computer-based environment*. Invited presentation at the IES/ETS Invitational Reading Assessment Conference, Philadelphia.

McNamara, D. S., Graesser, A., & Louwrese, M. (2008, April). *Sources of text difficulty: Across the ages and genres*. Invited presentation at the IES/ETS Invitational Reading Assessment Conference, Philadelphia.

McNamara, D. S. (2008, May). *Using technology to increase and direct active processing in informal learning environments*. Invited presentation at the Resource-Adaptive Design of Visualizations for Supporting the Comprehension of Complex Dynamics in the Natural Sciences Conference, Platja d'Aro, Spain.

Invited Grantee's Conference Presentations

McNamara, D. S. (1993, October). *Revising the coherence of science texts to improve comprehension and learning: Effects of knowledge background*. Invited poster presentation at the annual grantees' meeting of the McDonnell Foundation Program in Cognitive Studies for Educational Practice, Pittsburgh, PA.

McNamara, D. S., & Kintsch, W. (1994, November). *Learning from history texts: Effects of text coherence and background knowledge*. Invited poster presentation at the annual grantees' meeting of the McDonnell Foundation Program in Cognitive Studies for Educational Practice, Berkeley, CA.

McNamara, D. S., & Shapiro, A. (1998, September). *Assessing memory and understanding with latent semantic analysis*. Invited paper presentation at the annual grantees' meeting of the McDonnell Foundation Program in Cognitive Studies for Educational Practice, Boulder, CO (co-presented).

McNamara, D. S. (1998, September). *Assessment: Post, predictive, and on-line*. Invited paper presentation at the annual grantees' meeting of the McDonnell Foundation Program in Cognitive Studies for Educational Practice, Boulder, CO.

McNamara, D. S., Morgan, R., & Levinstein, I. B. (2001, December). *Promoting active reading strategies to improve students' understanding of science*. Invited poster presented at the National Science Foundation IERI meeting, Arlington, VA.

McNamara, D. S., O'Reilly, T., Levinstein, I., Millis, K., Magliano, J., & Wiemer-Hastings, K.

(2002, November). *Promoting active reading strategies to improve students' understanding of science Year 2: Working toward ISTART*. Invited poster presented at The Interagency Education Research Initiative Principal Investigator Conference, Washington, DC.

McNamara, D. S., Louwerson, M. M., Floyd, R., & Graesser, A. (2004, January). *Coh-Matrix: Automated analysis of text cohesion to match readers to texts*. Invited presentation at the annual IES Reading Research Program Principal Investigator Conference, Washington, DC.

McNamara, D. S. (2004a, September). *Assessing science comprehension: Two extremes*. Invited paper presented at The Interagency Education Research Initiative Principal Investigator Conference, Washington, DC.

McNamara, D. S. (2004b, September). *iSTART: Interactive strategy training for active reading and thinking*. Invited poster presented at The Interagency Education Research Initiative Principal Investigator Conference, Washington, DC.

McNamara, D. S., Ozuru, Y., Rowe, M., Dempsey, K., & Sayroo, J. (2004, September). *Generation and evaluation of multiple-choice questions*. Invited paper presented at the Interagency Education Research Initiative Principal Investigator Conference, Washington, DC.

McNamara, D. S., Graesser, A., & Louwerson, M. (2006, June). *Coh-Matrix project: An automated tool to measure text cohesion and investigations of cohesion effects on comprehension*. Poster presented at the 2006 Institute of Education Sciences Research Conference, Washington, DC.

McNamara, D. S., & Levinstein, I. (2006, June). *iSTART: An interactive reading strategy tutoring system that helps adolescent readers understand challenging text*. Poster presented at the 2006 Institute of Education Sciences Research Conference, Washington, DC.

McNamara, D. S., Levinstein, I., Boonthum, C., & Pillarisetti, S. (2007, June). *Developing a reading strategy ITS: Competing constraints from theory, technology, pedagogy, and experiments*. Invited panel address presented at the 2007 Institute of Education Sciences Research Conference, Washington, DC.

McNamara, D. S., McCarthy, P., Louwerson, M., & Graesser, A. (2007, June). *Coh-Matrix: Automated measures of text difficulty*. Poster presented at the 2007 Institute of Education Sciences Research Conference, Washington, DC.

McNamara, D. S., & the CSEP Lab. (2007, June). *iSTART: Working toward an integrated classroom reading strategy*. Poster presented at the 2007 Institute of Education Sciences Research Conference, Washington, DC.

Invited University Colloquia

McNamara, D. S. (1992, December). *The advantages of generating extended to multiplication*

skill: Educational implications. Invited colloquia presentation at Claremont Colleges, Claremont, CA.

McNamara, D. S. (1994, March). *Learning from texts: Background knowledge and text structure.* Invited colloquia presentation at the University of Pittsburgh, PA.

McNamara, D. S. (1995, February). *When to work and when to read: Effects of prior knowledge on learning.* Invited colloquia presentations at Texas Tech University, Lubbock, TX and at Old Dominion University, Norfolk, VA.

McNamara, D. S. (1995, March). *Effects of prior knowledge on learning.* Invited colloquia presentation at the University of Colorado, Denver.

McNamara, D. S. (1998, September). *Training self-explanation and monitoring strategies.* Invited colloquia presentation at the University of Colorado, Boulder.

McNamara, D. S. (1998, October). *Training reading strategies.* Invited colloquia presentation at Old Dominion University College of Sciences, Norfolk, VA.

McNamara, D. S. (1999, February). *Active processing to learn from text.* Invited colloquia presentation at The University of Michigan, Ann Arbor.

McNamara, D. S. (1999, June). *Reading to learn and learning to read.* Invited colloquia presentation at The Georgia Institute of Technology, Atlanta.

McNamara, D. S. (1999, June). *Strategy use and working memory capacity: A key to understanding the role of working memory in reading comprehension.* Invited colloquia presentation at The Georgia Institute of Technology, Atlanta.

McNamara, D. S. (2002, February). *Learning from text: Effects of active processing.* Invited colloquia presentation at Arizona State University, Tempe.

McNamara, D. S. (2002, March). *Laboring to learn: Effects of context-induced and strategy induced active processing on learning from text.* Invited colloquia presentation at the University of Memphis.

McNamara, D. S. (2003, February). *Improving science text comprehension.* Invited colloquia presentation at Mississippi State University, Starkville.

McNamara, D. S. (2004, February). *Computer technologies to advance education: iSTART and Coh-Matrix.* Invited presentation at Old Dominion University, Computer Science Department, Norfolk, VA.

McNamara, D. S., Boonthum, C., Levinstein, I. B., & Millis, K. (2004, May). *Using LSA and word-based measures to assess self-explanations in iSTART.* Invited paper presented at the Latent Semantic Analysis Workshop, University of Colorado, Boulder.

McNamara, D. S., Cai, Z., & Louwrese, M. M. (2004, May). *Comparing latent and non-latent measures of cohesion*. Invited paper presented at the Latent Semantic Analysis Workshop, University of Colorado, Boulder.

McNamara, D. S. (2004, December). *Computer technologies to enhance reading comprehension*. Invited colloquia presentation at the Harvard Graduate School of Education, Cambridge, MA.

McNamara, D. S. (2007, June). *Training reading strategies and self-explanation: For whom and for what?* Invited colloquium presentation at the University of Pittsburgh, PA.

McNamara, D. S. (2007, August). *Scaffolding coherence in mind of the reader*. Invited colloquium presentation at the Institute of Cognitive Science at University of Colorado, Boulder.

McNamara, D. S. (2008, September). *Cohesion and coherence: The text and the reader (or what the reverse cohesion effect is and is not)*. Invited colloquium presentation at the KMRC, Tübingen University, Germany.

McNamara, D. S. (2008, October). *Intelligent tutoring systems to teach strategies: A combination of pedagogy, computational linguistics, and pedagogical agents*. Invited colloquium presentation at TECFA, Université de Genève, Switzerland.

McNamara, D. S. (2008, October). *The reverse cohesion effect: Not expertise reversal and not cognitive load*. Invited colloquium presentation at the University of Koblenz-Landau, Germany.

McNamara, D. S. (2009, May). *iSTART: The technology, theoretical framework, efficacy, and problems to solve*. Invited colloquium presentation at the University of Maryland, College Park, MD.

McNamara, D.S. (2009, October). *Working toward a Writing Pal*. Invited colloquium presentation at the Institute for Research in Cognitive Science at the University of Pennsylvania, Philadelphia, PA.

Refereed Conference Presentations (see also Refereed Proceedings Articles*)

McNamara, D. S., Turner, M. L., & Lynch, D. (1988, November). *Working memory: Do we rely on one central working memory or separate systems?* Paper presented at the Association for Psychological and Education Research in Kansas, Emporia, KS.

McNamara, D. S., & Ackerman, P. D. (1989, April). *Hemispheric specialization phenomenon as a function of handedness*. Poster presented at the 35th Annual Meeting of the Southwestern Psychological Association, Houston, TX.

McNamara, D. S., & Turner, M. L. (1989, April). *The theory of a unitary working memory*

system re-examined. Poster presented at the 35th Annual Meeting of the Southwestern Psychological Association, Houston, TX.

McNamara, D. S., & Turner, M. L. (1989, April). *The modality effect: Is this effect caused by visual interference?* Paper presented at the 35th Annual Meeting of the Southwestern Psychological Association, Houston, TX.

McNamara, D. S., & Healy, A. F. (1991, April). *A generation advantage for difficult multiplication problems: A procedural explanation*. Paper presented at the 61st Annual Meeting of the Rocky Mountain Psychological Association, Denver, CO.

Doane, S. M., **McNamara, D. S.**, Kintsch, W., & Polson, P. G. (1991, November). *Action planning: The role of prompts in command production*. Poster presented at the 32nd Annual Meeting of the Psychonomic Society Inc., San Francisco.

McNamara, D. S., & Healy, A. F. (1991, November). *A generation advantage for multiplication skill and nonword vocabulary acquisition*. Paper presented at the 32nd Annual Meeting of the Psychonomic Society Inc., San Francisco.

McNamara, D. S., Kintsch, W., Kintsch, E., & Songer, N. B. (1992, January). *Revising science texts to improve comprehension*. Poster presented at the 3rd Annual Winter Text Conference, Jackson Hole, WY.

McNamara, D. S., & Kintsch, W. (1993, January). *The roles of text coherence and background knowledge in learning from texts*. Paper presented at the 4th Annual Winter Text Conference, Jackson Hole, WY.

McNamara, D. S. (1993, November). *Text coherence, background knowledge, and levels of understanding in learning from text*. Poster presented at the 34th Annual Meeting of the Psychonomic Society Inc., Washington, DC.

McNamara, D. S., & Kintsch, W. (1994, November). *Learning from history texts: Effects of text coherence and background knowledge*. Poster presented at the 35th Annual Meeting of the Psychonomic Society Inc., St. Louis, MO.

McNamara, D. S. (1995, January). *A history text revisited: Effects of prior knowledge and text coherence*. Poster presentation at the 6th Annual Winter Text Conference, Jackson Hole, WY.

McNamara, D. S., & Ingerman, E. M. (1995, November). *Prior knowledge, recall strategy, and the generation effect: A procedural account*. Poster presented at the 36th Annual Meeting of the Psychonomic Society Inc., Los Angeles, CA.

McNamara, D. S. (1996, July). *Laboring to learn: Text induced active processing*. Paper presented at the Sixth Annual Meeting of the Society for Text and Discourse, San Diego, CA.

McNamara, D. S. (1996, November). *Comprehension skill: A knowledge-based account*. Poster

presented at the 37th Annual Meeting of the Psychonomic Society Inc., Chicago.

Eischeid, T. M., **McNamara**, D. S., & Hayes, B. (1997, May). *Effects of presentation order during training on subsequent retention of multiplication problems*. Paper presented at the 75th Annual Meeting of the Virginia Academy of Science, Blacksburg, VA.

Rosenacker, S. A., & **McNamara**, D. S. (1997, May). *Identifying and sorting key concepts: Improving text comprehension and assessing reader understanding*. Paper presented at the 75th Annual Meeting of the Virginia Academy of Science, Blacksburg, VA.

McNamara, D. S., Eischeid, T. M., & Hayes, B. C. (1997, November). *Optimizing skill training: Effects of contextual interference and prior knowledge*. Poster presented at the 38th Annual Meeting of the Psychonomic Society Inc., Philadelphia.

Bess, T. L., **McNamara**, D. S., & Healy, A. F. (1998, May). *The generation effect: Problem type and strategy use*. Paper presented at the 76th Annual Meeting of the Virginia Academy of Science, Fairfax, VA. (Paper honored as Best Student Paper presentation).

Scott, J. L., & **McNamara**, D. S. (1998, May). *Training on chaining and its effects on working memory*. Paper presented at the 76th Annual Meeting of the Virginia Academy of Science, Fairfax, VA.

McNamara, D. S. (1998, July). *Self-explanation: Effects of practice, prior knowledge, and reading skill*. Paper presented at the 8th Annual Meeting of the Society for Text and Discourse, Madison, WI.

McNamara, D. S. (1998, August). *Training self-explanation strategies: Effects of prior domain knowledge and reading skill*. Member poster presented at the 20th Annual Meeting of the Cognitive Science Society, Madison, WI.

McNamara, D. S. (1998, November). *Self-explanation: Effects of training, prior domain knowledge, and reading skill*. Poster presented at the 39th Annual Meeting of the Psychonomic Society Inc., Dallas, TX.

Scott, J. L., & **McNamara**, D. S. (1999, April). *Strategy use and its effects on working memory task performance*. Paper presented at the 30th Annual Virginia Psychological Association Convention, Virginia Beach, VA.

Arnold, O. A., & **McNamara**, D. S. (1999, May). *Learning from sequential texts: Effects of text coherence, prior knowledge and reading skill*. Paper presented at the 77th Annual Virginia Academy of Science Conference, Norfolk, VA.

Scott, J. L., & **McNamara**, D. S. (1999, May). *The use of strategies and their effect on working memory task performance*. Paper presented (by first author) at the 77th Annual Virginia Academy of Science Conference, Norfolk, VA.

- McNamara, D. S., & Scott, J. L.** (1999, August). *Is it memory or is it metamemory? Understanding the relationship between working memory capacity and reading comprehension*. Paper presented at the 9th Annual Meeting of the Society for Text and Discourse, Vancouver, Canada.
- Millis, K. K., Magliano, J. P., Wiemer-Hastings, K., & **McNamara, D. S.** (2001, May). *Using LSA in a computer-based test of reading comprehension*. Paper presented at the International Conference on Artificial Intelligence in Education, San Antonio, TX.
- Magliano, J. P., Millis, K. K., Wiemer-Hastings, K., & **McNamara, D. S.** (2001, July). *Using LSA to reveal reader strategies*. Paper presented at the 11th Annual Meeting of the Society for Text and Discourse, Santa Barbara, CA.
- Magliano, J. P., Munoz, B. D., Millis, K. K., Wiemer-Hastings, K., & **McNamara, D. S.** (2001, November). *Using latent semantic analysis to assess reader strategies*. Presented at the 31st Annual Meeting of the Society of Computers in Psychology, Orlando, FL.
- McNamara, D. S., Coyne, J. T., & McDaniel, M. A.** (2001, November). *Comprehension skill: Suppression versus knowledge activation*. Paper presented at the 42nd Annual Meeting of the Psychonomic Society Inc., Orlando, FL.
- Kurby, C. A., Wiemer-Hastings, K., Ganduri, N., the NIU Discourse Technology Group, & **McNamara, D. S.** (2002, January). *Evaluating a new LSA space for natural sciences*. Paper presented at the 14th Annual Meeting of the Winter Conference on Discourse, Text, and Cognition, Jackson Hole, WY.
- Cottrell, K. G., & **McNamara, D. S.** (2002, March). *Cognitive precursors to science comprehension: Identifying factors that predict science comprehension and course performance*. Paper presented at the 80th Annual Meeting of the Virginia Academy of Sciences, Hampton, VA.
- Levinstein, I. B., **McNamara, D. S., & Morgan, R.** (2002, April). *A computerized tutor for promoting active reading through training, practice, and feedback*. Paper presented at the International Reading Association, San Francisco.
- Cottrell, K. G., & **McNamara, D. S.** (2002, June). *Cognitive precursors to science comprehension: Identifying factors that predict science comprehension and course performance*. Poster presented at the 12th Annual Meeting of the Society for Text and Discourse, Chicago.
- Magliano, J., the NIU Discourse Technology Group, & **McNamara, D. S.** (2002, June). *Changing how we learn from text: Assessing the impact of self-explanation-reading training*. Paper presented at the 12th Annual Meeting of the Society for Text and Discourse, Chicago.
- McNamara, D. S.** (2002, June). *SERT: Self-explanation reading training*. Paper presented at the 12th Annual Meeting of the Society for Text and Discourse, Chicago.

- O'Reilly, T., & **McNamara**, D. S. (2002, June). *What's a science student to do?* Poster presented at the 12th Annual Meeting of the Society for Text and Discourse, Chicago.
- O'Reilly, T., & **McNamara**, D. S. (2002, November). *Good texts can be better for active readers. Text coherence effects: Interactions of prior knowledge and reading skill.* Poster presented at the 43rd Annual Meeting of the Psychonomic Society Inc., Kansas City, MO.
- McNamara**, D. S. (2003, April). *SERT: Self-explanation reading training.* Paper presented at the 84th Annual Meeting of the American Educational Research Association.
- Millis, K., Kim, H. K., Todaro, S., Magliano, J. P., Wiemer-Hastings, K., & **McNamara**, D. S. (2003, June). *Identifying reading strategies using LSA.* Paper presented at the 13th Annual Meeting of the Society for Text and Discourse, Madrid, Spain.
- McNamara**, D. S., O'Reilly, T., & Hu, X. (2003, June). *Strategic readers tackle science text: Effects of text cohesion, domain knowledge, and reading ability on science text comprehension.* Paper presented at the 13th Annual Meeting of the Society for Text and Discourse, Madrid, Spain.
- Todaro, S., Kurby, C., Magliano, J. P., **McNamara**, D. S., Millis, K. K., & Wiemer-Hastings, K. (2003, June). *The impact of text constraints, knowledge, and reading training on general reading strategies.* Poster presented at the 13th Annual Meeting of the Society for Text and Discourse, Madrid, Spain.
- McNamara**, D. S., Levinstein, I. B., Millis, K., Magliano, J. P., & Wiemer-Hastings, K. (2003, August). *iSTART: Interactive strategy trainer for active reading and thinking.* Pub-based paper presented at the 25th Annual Meeting of the Cognitive Science Society, Boston.
- McNamara**, D. S., Scerbo, M., Baldwin, C., & Risser, M. (2003, October). *Cognitive perspectives on DataLink.* Symposium paper presented at the Human Factors and Ergonomics Society 47th Annual Meeting, Denver, CO.
- Risser, M. R., Scerbo, M. W., Baldwin, C. L., & **McNamara**, D. S. (2003, October). *Implementing speech and simulated data link commands: The role of task interference and message length.* Paper presented at the Human Factors and Ergonomics Society 47th Annual Meeting, Denver, CO.
- Graesser, A. C., **McNamara**, D. S., Louwerse, M. M., & Cai, Z. (2003, November). *Coh-Matrix: Analysis of text on cohesion and language.* Paper presented at the 33rd Annual Meeting of the Society for Computers in Psychology, Vancouver, Canada.
- McNamara**, D. S., & Levinstein, I. B. (2003, November). *iSTART: Interactive strategy trainer for active reading and thinking.* Paper presented at the 33rd Annual Meeting of the Society for Computers in Psychology, Vancouver, Canada.
- Millis, K., Wiemer-Hastings, K., Magliano, J., & **McNamara**, D. S. (2003, November).

Computer based strategies for assessing reading strategies. Paper presented at the 33rd Annual Meeting of the Society for Computers in Psychology, Vancouver, Canada.

McNamara, D. S., & O'Reilly, T. (2003, November). *Self-explanation and reading strategy training: Overcoming knowledge deficits.* Paper presented at the 44th Annual Meeting of the Psychonomic Society Inc., Vancouver, Canada.

Best, R. M., Floyd, R. G., & **McNamara, D. S.** (2004, April). *Understanding the fourth-grade slump: Comprehension difficulties as a function of reader aptitudes and text genre.* Paper presented at the 85th Annual Meeting of the American Educational Research Association, San Diego, CA.

McNamara, D. S. (2004, April). *Promoting active reading strategies to improve undergraduate students' comprehension of science.* Paper presented at the 85th Annual Meeting of the American Educational Research Association, San Diego, CA.

McNamara, D. S., Levinstein, I., Todaro, S., Magliano, J., & O'Reilly, T. (2004, April). *iSTART: Interactive strategy training for active reading and thinking.* Paper presented at the 85th Annual Meeting of the American Educational Research Association, San Diego, CA.

O'Reilly, T. P., Sinclair, G. P., & **McNamara, D. S.** (2004, April). *Reading strategy training: Automated versus live.* Paper presented at the 85th Annual Meeting of the American Educational Research Association, San Diego, CA.

Best, R., O'Reilly, T., & **McNamara, D. S.** (2004, August). *Self-explanation reading training: Effects for low knowledge readers.* Paper presented at the 14th Annual Meeting of the Society for Text and Discourse, Chicago.

Louwerse, M., **McNamara, D. S.,** Graesser, A., & Cai, Z. (2004, August). *Local and global cohesion measures and their effects on text processing.* Paper presented at the 14th Annual Meeting of the Society for Text and Discourse, Chicago.

Magliano, J. P., Todaro, S. A., **McNamara, D. S.,** Kurby, C. C., & Millis, K. K. (2004, August). *Less is more: The impact of reading skill on elaboration during the comprehension of scientific texts.* Paper presented at the 14th Annual Meeting of the Society for Text and Discourse, Chicago.

Todaro, S., Magliano, J. P., **McNamara, D. S.,** Kurby, C., & Millis, K. K. (2004, August). *Knowledge and text-based constraints on thinking aloud.* Poster presented at the 14th Annual Meeting of the Society for Text and Discourse, Chicago.

Todaro, S. A., Magliano, J. P., Millis, K. K., **McNamara, D. S., & Kurby, C. C.** (2004, August). *Intra-clause constraints in think-aloud protocols.* Member poster presented at the 26th Annual Meeting of the Cognitive Science Society, Chicago.

Bruss, M., Albers, M., & **McNamara, D. S.** (2004, September). *Changes in scientific articles*

over two hundred years: A Coh-Metrix analysis. Paper presented at the 22nd Annual International Conference on Computer Documentation, Memphis, TN.

Dufty, D. F., **McNamara**, D., Louwerse, M., Cai, Z., & Graesser, A. C. (2004, September). *Automated evaluation of aspects of document quality*. Paper presented at the 22nd Annual International Conference on Computer Documentation, Memphis, TN.

Magliano, J., Todaro, S., Millis, K., Kim, H. J., & **McNamara**, D. S. (2004, November). *A comparison of live and computerized reading strategy training*. Paper presented at the 34th Annual Meeting of the Society for Computers in Psychology, Minneapolis, MN.

McNamara, D. S., O'Reilly, T. P., & Sinclair, G. P. (2004, December). *iSTART: A web-based reading strategy intervention that improves students' science comprehension*. Paper presented at the IADIS International Conference, Cognition and Exploratory Learning in Digital Age: CELDA 2004, Lisbon, Portugal.

McNamara, D. S., Ozuru, Y., Louwerse, M. M., & Graesser, A. (2005, January). *Coh-Metrix: An automated measure of cohesion*. Paper presented at the 16th Annual Winter Text Conference, Jackson Hole, WY.

McNamara, D. S., Graesser, A., Louwerse, M., & Ozuru, Y. (2005, June). *Using Coh-Metrix to measure cohesion*. Poster presented at the annual American Psychological Society convention, Los Angeles.

Dufty, D., Hempelmann, C., Graesser, A., Cai, C., & **McNamara**, D. S. (2005, July). *An algorithm for detecting causal and intentional information in text*. Poster presented at the 15th Annual Meeting of the Society for Text and Discourse, Amsterdam.

Kim, J., Waldo, L., Sinclair, G., & **McNamara**, D. S. (2005, July). *Are animated agents helpful in teaching reading strategies in a computer environment?* Poster presented at the 15th Annual Meeting of the Society for Text and Discourse, Amsterdam.

McNamara, D. S., Graesser, A., Louwerse, M., & Ozuru, Y. (2005, July). *Using Coh-Metrix to measure cohesion*. Poster presented at the 15th Annual Meeting of the Society for Text and Discourse, Amsterdam.

Albers, M., & **McNamara**, D. S. (2005, October). *Textual coherence indicators in freshmen composition writing: A Coh-Metrix analysis*. Poster presented at the 32nd Annual Council for Programs in Technical and Scientific Communications, Lubbock, TX.

McNamara, D. S., & CSEP Lab. (2006, April). *iSTART: An automated reading tutor for higher-level strategies*. Symposium paper presented at the 87th Annual Meeting of the American Educational Research Association, San Francisco, CA.

Graesser, A. C., **McNamara**, D., & VanLehn, K. (2006, April). *Deep comprehension strategies through Point&Query, AutoTutor, and iSTART*. Symposium paper presented at the 87th

Annual Meeting of the American Educational Research Association, San Francisco, CA.

Bell, C. M., McCarthy, P. M., & **McNamara**, D. S. (2006, July). *Variations in language use across gender: Biological versus sociological theories*. Poster presented at the 16th Annual Meeting of the Society for Text and Discourse, Minneapolis, MN.

Bellissens, C., & **McNamara**, D. S. (2006, July). *Using fuzzy logic to simulate human ratings of self-explanations in iSTART*. Poster presented at the 16th Annual Meeting of the Society for Text and Discourse, Minneapolis, MN.

Briner, S. W., McCarthy, P. M., & **McNamara**, D. S. (2006, July). *Automating text propositionalization: An assessment of AutoProp*. Member abstract presented at the 28th Annual Conference of the Cognitive Science Society, Vancouver, Canada.

Crossley, S. A., McCarthy, P. M., Lewis, G. A., Dufty, D. F., & **McNamara**, D. S. (2006, July). *Detecting manipulated texts*. Member poster presented at the 28th Annual Conference of the Cognitive Science Society, Vancouver, Canada.

Dempsey, K. B., McCarthy, P. M., & **McNamara**, D. S. (2006, July). *Identifying text genres using phrasal verbs*. Member poster presented at the 28th Annual Conference of the Cognitive Science Society, Vancouver, Canada.

Duran, N. D., & **McNamara**, D. S. (2006, July). *It's about time: Discriminating differences in temporality between genres*. Poster presented at the 16th Annual Meeting of the Society for Text and Discourse, Minneapolis, MN.

Hall, C., Lewis, G. A., McCarthy, P. M., Lee, D. S., & **McNamara**, D. S. (2006, July). *Language in law: Using Coh-Metrix to assess differences between American and English/Welsh*. Member poster presented at the 28th Annual Conference of the Cognitive Science Society, Vancouver, Canada.

Lightman, E. J., McCarthy, P. M., Dufty, D. F., & **McNamara**, D. S. (2006, July). *Using Coh-Metrix to assess the structural organization of narratives*. Poster presented at the 16th Annual Meeting of the Society for Text and Discourse, Minneapolis, MN.

McCarthy, P. M., Graesser, A. C., & **McNamara**, D. S. (2006, July). *Distinguishing genre using Coh-Metrix indices of cohesion*. Poster presented at the 16th Annual Meeting of the Society for Text and Discourse, Minneapolis, MN.

McCarthy, P. M., Lightman, E. J., Dufty, D. F., & **McNamara**, D. S. (2006, July). *Using Coh-Metrix to assess distributions of cohesion and difficulty: An investigation of the structure of high-school textbooks*. Member poster presented at the 28th Annual Conference of the Cognitive Science Society, Vancouver, Canada.

O'Reilly, T., Taylor, R. S., Duran, N., & **McNamara**, D. S. (2006, July). *Beyond the science domain: The transfer of reading strategies to non-expository text*. Poster presented at the 16th

Annual Meeting of the Society for Text and Discourse, Minneapolis, MN.

Taylor, R. S., & **McNamara**, D. S. (2006, July). *Interest in the domain of science: Impact on expository science text self-explanation quality*. Poster presented at the 16th Annual Meeting of the Society of Text and Discourse, Minneapolis, MN.

Taylor, R. S., Sinclair, G. P., & **McNamara**, D. S. (2006, August). *Reducing the constraints of readers' text interest: Impact of strategy training on interest, understanding, and self-explanation quality*. Paper presented at the European Association for Research on Learning and Instruction SIG 2 Biennial Meeting, Nottingham, UK.

Crossley, S. A., & **McNamara**, D. S. (2006, October). *Identifying text simplification: Means and meaning*. Poster presented at the annual Second Language Research Forum, University of Washington, Seattle.

Crossley, S. A., & **McNamara**, D. S. (2006, October). *Identifying text types: The case of humans and machines*. Presentation at the annual Second Language Research Forum, University of Washington, Seattle.

Bell, C. M., McCarthy, P. M., & **McNamara**, D. S. (2006, November). *Using a computational linguistic approach to investigate gender and linguistic variations*. Paper presented at the 36th Annual Meeting of the Society for Computers in Psychology, Houston, TX.

Dempsey, K., Ozuru, Y., & **McNamara**, D. S. (2006, November). *Expected question difficulty effects on comprehension: Interactions with reader ability*. Poster presented at the 47th Annual Meeting of the Psychonomic Society, Houston, TX.

Duran, N., McCarthy, P. M., Hancock, J., & **McNamara**, D. S. (2006, November). *Discovering where the truth lies: Using Coh-Metrix to detect deception in text*. Paper presented at the 36th Annual Meeting of the Society for Computers in Psychology, Houston, TX.

Jeon, M., Graesser, A. C., **McNamara**, D. S., Louwerse, M., & Cai, Z. (2006, November). *Analysis of tutorial dialogue on cohesion and language with Coh-Metrix*. Paper presented at the 47th Annual Meeting of the Psychonomic Society, Houston, TX.

Graesser, A. C., & **McNamara**, D. S. (2006, November). *Discourse and natural language technologies*. Symposium at the 36th Annual Meeting of the Society for Computers in Psychology, Houston, TX.

Levinstein, I. B., Boonthum, C., Pillarisetti, S. P., & **McNamara**, D. S. (2006, November). *iSTART 2: Improvements for efficiency and effectiveness*. Paper presented at the 36th Annual Meeting of the Society for Computers in Psychology, Houston, TX.

Lightman, E. J., McCarthy, P. M., Dufty, D. F., & **McNamara**, D. S. (2006, November). *Using Coh-Metrix to analyze the lyrics of suicidal and non-suicidal songwriters*. Poster presented at the 52nd Anniversary Convention of the Tennessee Psychological Association, Nashville, TN.

- McCarthy, P., Renner, A., Duncan, M., Duran, N., Lightman, E., & **McNamara**, D. S. (2006, November). *Computationally identifying topic sentences: Comparing the derived model to the free model*. Paper presented at the 36th Annual Meeting of the Society for Computers in Psychology, Houston, TX.
- McNamara**, D. S., Louwse, M., Floyd, R., Ozuru, Y., Best, R., & Graesser, A. C. (2006, November). *The Coh-Metrix project: Interactive effects of the reader and text on comprehension*. Paper presented at the 47th Annual Meeting of the Psychonomic Society, Houston, TX.
- Renner, A. M., McCarthy, P. M., & **McNamara**, D. S. (2006, November). *Identifying topic sentences with humans and Coh-Metrix in a context-free study*. Poster presented at the 52nd Anniversary Convention of the Tennessee Psychological Association, Nashville, TN.
- Crossley, S. A., Hall, C., McCarthy, P. M., & **McNamara**, D. S. (2007, March). *Means and meaning of identifying text simplification*. Paper presented at the Teachers of English to Speakers of Other Languages (TESOL) 40th Annual Convention, Seattle, WA.
- Duran, N. D., Bellissens, M. C., McCarthy, P. M., & **McNamara**, D. S. (2007, July). *What makes a text more or less difficult? Using Coh-Metrix to identify text difficulty*. Paper presented at the 17th Annual Meeting of the Society for Text and Discourse, Glasgow, Scotland.
- Ozuru, Y., Briner, S., Best, R., & **McNamara**, D. S. (2008, March). *Effect of text cohesion and self-explanation on the comprehension of science texts*. Paper presented at the 89th Annual Meeting of the American Educational Research Association, New York.
- Crossley, S. A., Salsbury, T., & **McNamara**, D. S. (2008, April). *Using latent semantic analysis to investigate the growth of L2 lexical networks*. Paper presented at the American Association for Applied Linguistics Annual Conference, Washington, DC.
- Salsbury, T., Crossley, S. A., & **McNamara**, D. S. (2008, April). *Psycholinguistic word information in second language oral discourse*. Paper presented at the American Association for Applied Linguistics Annual Conference, Washington, DC.
- Azevedo, R., Witherspoon, A., Graesser, A.C., **McNamara**, D.S., Rus, V., Cai, Z., & Lintean, M. (2008, November). *MetaTutor: An adaptive hypermedia system for training and fostering self-regulated learning about complex science topics*. Paper presented at the 38th Annual Meeting of the Society for Computers in Psychology, Chicago, IL.
- Crossley, S.A., Miller, N.C., McCarthy, P.M., & **McNamara**, D.S. (2008, November). *Distinguishing between low and high proficiency essays using cognitively-inspired computational indices*. Paper presented at the 38th Annual Meeting of the Society for Computers in Psychology, Chicago, IL.
- Duran, N.D., Dale, R., & **McNamara**, D.S. (2008, November). *Does your arm know when*

you're lying? Paper presented at the 49th Annual Meeting of the Psychonomic Society, Chicago, IL.

Duran, N.D., Dale, R., & **McNamara**, D.S. (2008, November). *The continuous dynamics of false responding*. Paper presented at the 38th Annual Meeting of the Society for Computers in Psychology, Chicago, IL.

Lassonde, K.A., O'Brien, E.J., & **McNamara**, D.S. (2008, November). *High-skilled readers resonate; Low-skilled readers minimize*. Poster presented at the 49th Annual Meeting of the Psychonomic Society, Chicago, IL.

McCarthy, P.M., Guess, R.H., Myers, J.C., & **McNamara**, D.S. (2008, November). *The constituents of paraphrasing evaluations*. Paper presented at the 38th Annual Meeting of the Society for Computers in Psychology, Chicago, IL.

Ozuru, Y., Briner, S., Curby, C.A., & **McNamara**, D.S. (2008, November). *Comparing multiple-choice and open-ended questions in memory based reading comprehension assessment*. Poster presented at the 49th Annual Meeting of the Psychonomic Society, Chicago, IL.

Graesser, A.C., Han, L., Moongee, J., Myers, J.C., Kaltner, J., Cai, Z., McCarthy, P.M., Shala, L., Louwerse, M., Hu, X., Rus, V., **McNamara**, D.S., Hancock, J., Chung, C., & Pennebaker, J. (2009, July). *Cohesion and classification of speech acts in Arabic discourse*. Paper presented at the 19th Annual Meeting of the Society for Text and Discourse, Rotterdam, Amsterdam.

Crossley, S.A., White, M.J, McCarthy, P.M., & **McNamara**, D.S. (2009, November). *The effects of elaboration and cohesion on human evaluations of writing proficiency*. Poster presented at the 39th Annual Meeting of the Society for Computers in Psychology, Boston, MA.

Crossley, S.A., Renner, A., & **McNamara**, D.S. (2009, November). *Semantic spaces in Writing Pal: Empirical studies, lesson development, and automatic feedback*. Poster presented at the 39th Annual Meeting of the Society for Computers in Psychology, Boston, MA.

(*NOTE: Conference Presentations with associated refereed proceedings articles are not cross-listed. Thus, presentations at conferences such as the Cognitive Science Society and FLAIRS are listed under Proceedings: Please see the Refereed Proceedings Articles section under Publications for additional conference presentations.)

HONORS/AWARDS

HONOR/AWARD	INSTITUTION	YEAR
Mary Wittenbach Memorial Scholarship	Wichita State University	1987
Albert Heyer Memorial Scholarship	University of Colorado, Boulder	1992
Cognitive Modeling Scholarship	Carnegie Mellon (3-CAPS Summer Workshop)	1995
Excellence in Teaching (Most Inspiring)	Old Dominion University College of Sciences	1996
Summer Faculty Research Fellowship	Old Dominion University	1997
Excellence in Teaching (Most Inspiring)	Old Dominion University College of Sciences	1999

TEACHING EXPERIENCE

SUBJECT <i>Undergraduate (U), Graduate (G)</i>	INSTITUTION
Cognitive Psychology (U)	University of Colorado, Boulder
Human Cognition (U)	Old Dominion University
Experimental Methods (U)	Old Dominion University
Learning and Memory (G)	Old Dominion University
Thinking and Cognitive Processes (U)	University of Memphis
Cognitive Science Seminar: Knowledge Acquisition (G)	University of Memphis
Human Memory (G)	University of Memphis
Cognitive Science Seminar: Reading Strategies (G)	University of Memphis
Mind, Brain, and Intelligence (U)	University of Memphis
Graduate Experimental Design and Methods (G)	University of Memphis

UNIVERSITY SERVICE

UNIVERSITY	COMMITTEE/ACTIVITY	PERIOD
Old Dominion University	Master's Program Committee	1996–1999
Old Dominion University	Human Factors Faculty Search Committee (ODU)	1998, 2001
Old Dominion University	Modeling and Simulation Faculty Committee	1998–1999
Old Dominion University	Undergraduate Retention Committee	1998–1999
Old Dominion University	Faculty Affairs Committee	1998–2000
Old Dominion University	Strategic Planning Committee	1999
Old Dominion University	Annual Funds Committee	1999
Old Dominion University	Executive Committee	1999–2001
Old Dominion University	Graduate Program Directors Committee	1999–2001
Old Dominion University	Graduate Program Committee	1999–2001
Old Dominion University	Chair, Master's Program	1999–2001
Old Dominion University	I/O Committee	2001–2002
Old Dominion University	Chair, I/O Marketing Committee	2001–2002
University of Memphis	Member, IIS Faculty Search Committee	2002–2003
University of Memphis	Chair, Cognitive Psychology Search Committee	2004–2006
University of Memphis	Cognitive Area Director	2004–
University of Memphis	Member, Chair of Excellence Search Committee	2006–2007
University of Memphis	Member, IIS Associate Director Search Committee	2006–2007
University of Memphis	University Writing and Learning Focus Area Group	2004
University of Memphis	University Learning Technologies Focus Area Group	2005–2006
University of Memphis	University Standing Committee on Program Assessment	2006–
University of Memphis	University Faculty Mentorship Program	2006–
University of Memphis	University Standing Committee for Awarding the Honorary Degree	2007–

PROFESSIONAL SERVICE

Society/Organization/Journal	COMMITTEE/EDITORIAL BOARD/OFFICE	PERIOD
American Journal of Psychology	Ad-hoc Reviewer	
Cognition and Instruction	Ad-hoc Reviewer	
Cognitive Psychology Journal	Ad-hoc Reviewer	
Cognitive Science Conference	CogSci 2007 Conference Chair	2006–2007
Cognitive Science Journal	Associate Editor (previously served as Ad-hoc Reviewer)	2006–
Cognitive Science Society	Governing Board	2006–
Discourse Processes Journal	Consulting Editor (previously served as Ad-hoc Reviewer)	2002–
Human Computer Interaction	Ad-hoc Reviewer	
IEEE Transactions Journal	Ad-hoc Reviewer	
Institute of Education Sciences	Grant Proposal Reviewer (Ad-hoc and Standing Committee)	
Israel Science Foundation	Grant Proposal Reviewer	2005
James S. McDonnell Foundation	Grant Proposal Reviewer	
JEP: General	Ad-hoc Reviewer	
JEP:LMC (Journal)	Consulting Editor (previously served as Ad-hoc Reviewer)	2002–
Journal of Memory & Language	Ad-hoc Reviewer	
Learning and Instruction	Ad-hoc Reviewer	
Memory & Cognition Journal	Consulting Editor (previously served as Ad-hoc Reviewer)	1999–2005
Memory (Journal)	Ad-hoc Reviewer	
National Science Foundation	Grant Proposal Reviewer	
NICHHD	Grant Proposal Reviewer	
Prentice Hall	Ad-hoc Reviewer	
Psychological Review Journal	Ad-hoc Reviewer	
Psychonomic Bulletin & Review	Ad-hoc Reviewer	
Society for Text and Discourse	Governing Board Member	2002–2008
United Kingdom ESRC	Grant Proposal Reviewer	2004

CONSULTING

ORGANIZATION/COMPANY	PERIOD
R-SAT Project, Magliano & Millis, Northern Illinois University	2006–2007
IES Project, Vitale & Romance, East Carolina and Florida Atlantic Universities	2004–2007
College Board: SAT Cognitive Processes	1/04–8/04
External Evaluator on Student Dissertation: l'Université Paris X – Nanterre, France	2005
College Board: Reading, Writing, Speaking, Listening and Media Standards	1/05–3/06
College Board Standards Alignment Project	12/06–2/07
College Board SAT Alignment	3/07–4/07
External Evaluator on Student Dissertation: Universiteit Utrecht, the Netherlands	2007
College Board PSAT Alignment	2007–2008

OUTREACH

PROJECT	PARTICIPANTS	PERIOD	SPONSORSHIP
Learning Bridge Summer School	Inner City Summer School Students	2002	NSF IERI
Germantown Remedial Reading Course	Germantown High School Students	2004–2005	NSF IERI

STUDENT ADVISING/MENTORING

CURRENT DEGREE	NAME	YEAR OF GRADUATION/PLACEMENT
Postdoctoral Fellow	Christian Hempelmann	2005: University of South Carolina/Faculty
Postdoctoral Fellow	Tenaha O'Reilly	2006: Educational Testing Services
Postdoctoral Fellow	Rachel Best	2006: CREP, Senior Researcher
Postdoctoral Fellow	Yasuhiro Ozuru	2007: University of Alaska, Faculty
Postdoctoral Fellow	David Dufty	2007: Australia
Postdoctoral Fellow	Chris Kurby	2007: Washington University/Postdoc
Postdoctoral Fellow	Phil McCarthy	2007: University of Memphis/English Faculty
Postdoctoral Fellow	Cedrick Bellissens	2008: France
Graduate Student	Jennifer Scott	2001: Human Resources
Graduate Student	Tamara Bess	2002: Virginia Tech University/Ph.D. Program
Graduate Student	Kimberly Cottrell	2003: Old Dominion University/Ed.D. Program
Graduate Student	Srinivasa Pavan Pillarisetti	2006: University of Memphis/Program Manager
Graduate Student	Jasmine Sayroo	2006: Old Dominion University/Ed.D. Program
Graduate Student	Laura Holt	2006: Graduate Ph.D. Program
Graduate Student	Stephen Briner	2007 (MS): Tulane University/Ph.D. Program
Graduate Student	Courtney Bell	2007 (MS): MSU/Ph.D. Program
Graduate Student	Kyle Dempsey	2007 (MS)
Graduate Student	Nick Duran	2007 (MS)
Graduate Student	Mike Rowe	2008 (Ph.D.)
Graduate Student	Adam Renner	
Graduate Student	Brent Morgan	
Graduate Student	Jeremiah Sullins	
Graduate Student	Diana Lam	
Undergraduate Student	Margie Petrowski	2006
Undergraduate Student	Danielle Steele	2006
Undergraduate Student	Erin Lightman	2007
Undergraduate Student	Jason Stubblefield	2007
Undergraduate Student	Marianne Dieter	2007
Undergraduate Student	Deborah Girdner	2007
Undergraduate Student	Jessica Stozle	2007
Undergraduate Student	Priscilla Titus	2007
Undergraduate Student	Peter Kollmeyer	2009
Undergraduate Student	Lisa Mintz	2009
Undergraduate Student	John Myers	
Undergraduate Student	Rebekah Guess	2009

Note: Most publications can be downloaded at <http://csep.psyc.memphis.edu/mcnamara/vita.htm>