



International Society for the Empirical Study of Literature

15th Biennial Meeting Program and Abstracts
July 6-9, 2016
Chicago, Illinois



The Palmer House Hilton
Chicago, Illinois

Welcome to Chicago!

Welcome to Chicago! We are very excited and proud to be able to host the 15th biennial meeting of the International Society for the Empirical Study of Literature and Media! This year, we have an especially stimulating program, with keynote speakers, symposia, paper sessions, and posters that cover the full range of scientific research on issues related to how we understand, respond to, write about, and learn from literature and media. We are also excited to present several plenary addresses from exceptional researchers in our field, highlighted by Carol Lee (Northwestern University), Tim Smith (Birkbeck University of London), and Michael Young (University of Utah).

The organizing committee wishes to thank the many reviewers who provided invaluable input on more than 75 submissions, and the many colleagues who pitched in and offered suggestions or assistance when needed. We also have a great group of student volunteers who have already helped us in many ways, both big and small. One reason that we are happy to host the conference is that this is a foundation for our professional lives. We are scholars, colleagues, friends, students, faculty, researchers, and educators. IGEL is an organization that has grown over the years – and is still growing. With great satisfaction, we have seen students join the Society and flourish, and observed partnerships and collaborations emerge. This is our professional home where we should all feel safe sharing ideas. So, feel free to go up to a person that you don't know, and introduce yourself. Chances are that you have something in common.

All work and no play may be the rule for some of us, but there is no better place to work and play than Chicago. The Palmer House Hilton is just steps away from world class museums, shopping, dining, and Lake Michigan. When you are here, take a few moments and discover the city. We think you will be happy.

Joe Magliano and Jim Clinton

Program Chairs, IGEL 2016

2016 Program Committee

Sonya Armstrong, Jim Clinton, Susan Goldman, Sid Horton, Carol Lee, Joseph Magliano, Mike Mensik, David Rapp, & Steve Wilson

Student support

Alyssa Blair, Candice Burkett, Greta Chan, Rick Coppola, Danny Feller, Angela Fortune, Allison Hall, Karyn Higgs, Rachel Holtz, Ryan Kopatich, Katie McCarthy, Krista Miller, Aidan Osterby, and Kierstin Thompson

Future Meeting of the International Society for the Empirical Study of Literature and Media

The 16th Biennial Meeting will be held at the
University of Stavanger, Norway
Chair: Anne Mangen

The IGEL conference in 2018 is scheduled for July 25-28, and will take place at the Reading Centre in Stavanger, Norway. The Reading Centre was established as a research centre in 1989. The Centre is part of the Faculty of Arts and Education at the University of Stavanger, located in the southwest of Norway. Since 2004, the Reading Centre has had status as a Norwegian National Centre, appointed by the Norwegian Ministry of Education and Research. The Reading Centre is responsible for responding to requests from the Norwegian Directorate for Education and Training.

The Reading Centre has several aims: To contribute to the implementation of the national education policy in preschool, primary school and secondary school / high school, to contribute to securing and heightening the quality of Norwegian reading education, and to be a national resource centre in the work towards strengthening Norwegians' reading competency. Additionally, the Centre aims to stimulate reading and cultivate children's love for reading in Norwegian nursery schools/kindergartens and primary schools.

Web: lesesenteret.uis.no/frontpage

Facebook: [facebook.com/lesesenteret](https://www.facebook.com/lesesenteret)

Twitter: @lesesenteret

***The Society is deeply indebted to
Frank Hakemulder
for his tireless and excellent service as
IGEL President***

Keynote Speakers



Dr. Carol D. Lee

Edwina S. Tarry Professor of Education and
Social Policy
Professor, Learning Sciences
Professor, African American Studies

*Understanding the Development of Literary
Reasoning as Multi-Dimensional and Situated
within and across Ecological Spaces*



Dr. Tim Smith

Department of Psychological Sciences
Birkbeck University of London

The Attentional Theory of Cinematic Continuity



Dr. R. Michael Young

Department of Computer Science
North Carolina State University

*Liquid Narrative and the Computational
Modeling of Story and Discourse*

Outstanding Student

The Outstanding Student Paper Award recognizes quality in work that is predominantly that of a graduate student. Accordingly, the student must be first author on the paper. The winning paper of the 2016 award is:

A Model for Predicting Emergent Meaning during Literary Reading

Shawn Douglas and Don Kuiken

In an online study, participants described their most memorable reading experience during the preceding year before completing two state measures of absorption during reading and two trait measures of openness to experience. Comparison of groups with different reading habits indicated that Literature Readers and Story Readers were high on trait absorption and on state measures of sustained attention. Also, Literature Readers reported expressive engagement, followed by the emergence of distinctively aesthetic outcomes.

Note: The talk for this paper will be in the session *Literary Interpretation 1*, July 9th, at 8:30 am

Outstanding Student Paper Award Committee

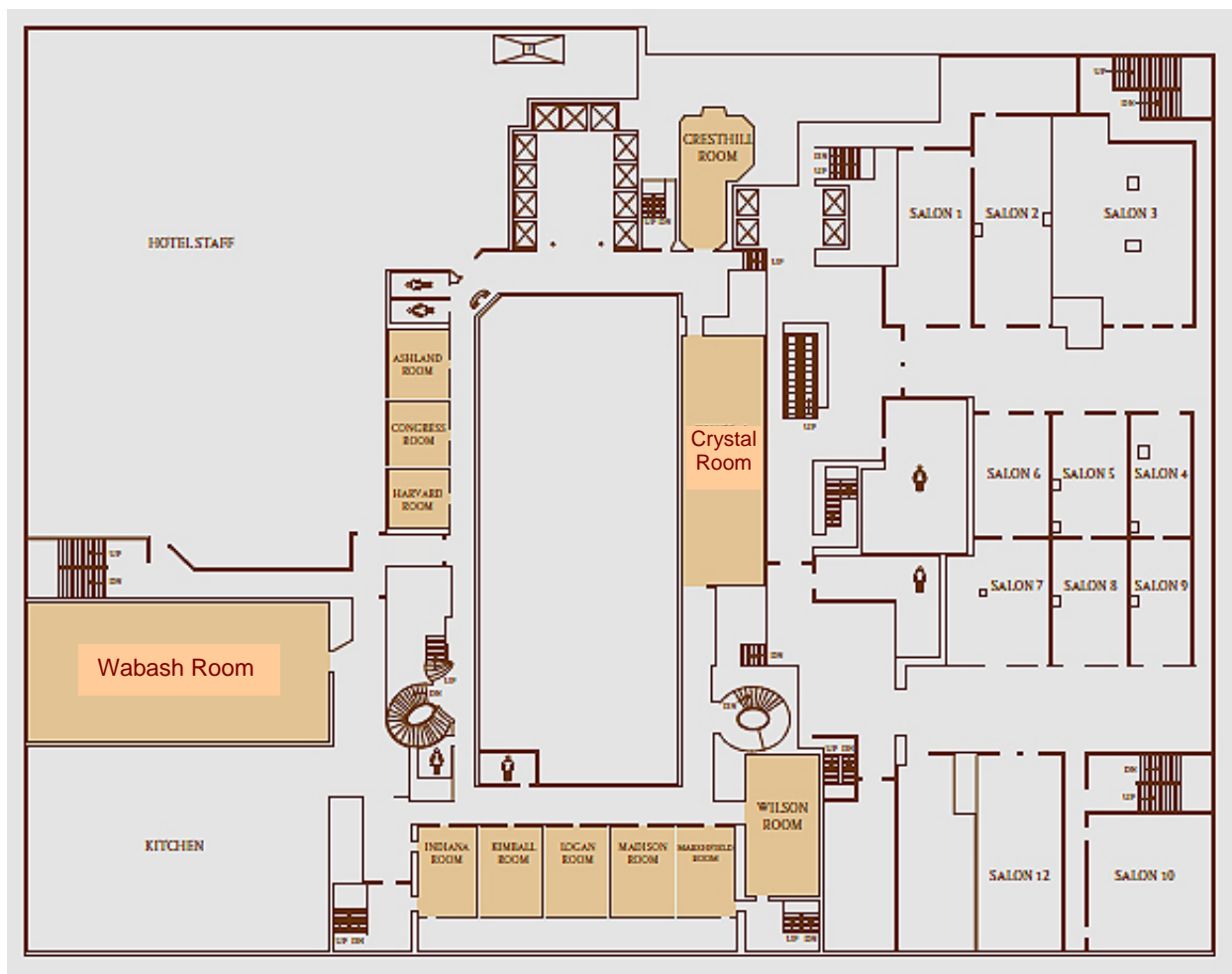
Jim Clinton, Joe Magliano, Paul Sopcak, & Dalya Samur

Meeting Room Locations

Honore Ballroom – Located on the lobby floor.

Chicago Room (Opening Reception) – elevator to the 4th floor, and then the short stairs to the 5th floor.

Wabash and Crystal Rooms (Poster session) – see map below



Biennial IGEL Dinner Cruise

Thursday, July 7, 2016

6:30-8:30 pm

Enjoy a night of dinner, drinks, and dancing!



**Located at Navy Pier
600 E Grand Ave, Chicago, IL 60611**

Boarding begins at 6:00 pm

Transportation Information:

Participants can take a cab to Navy Pier

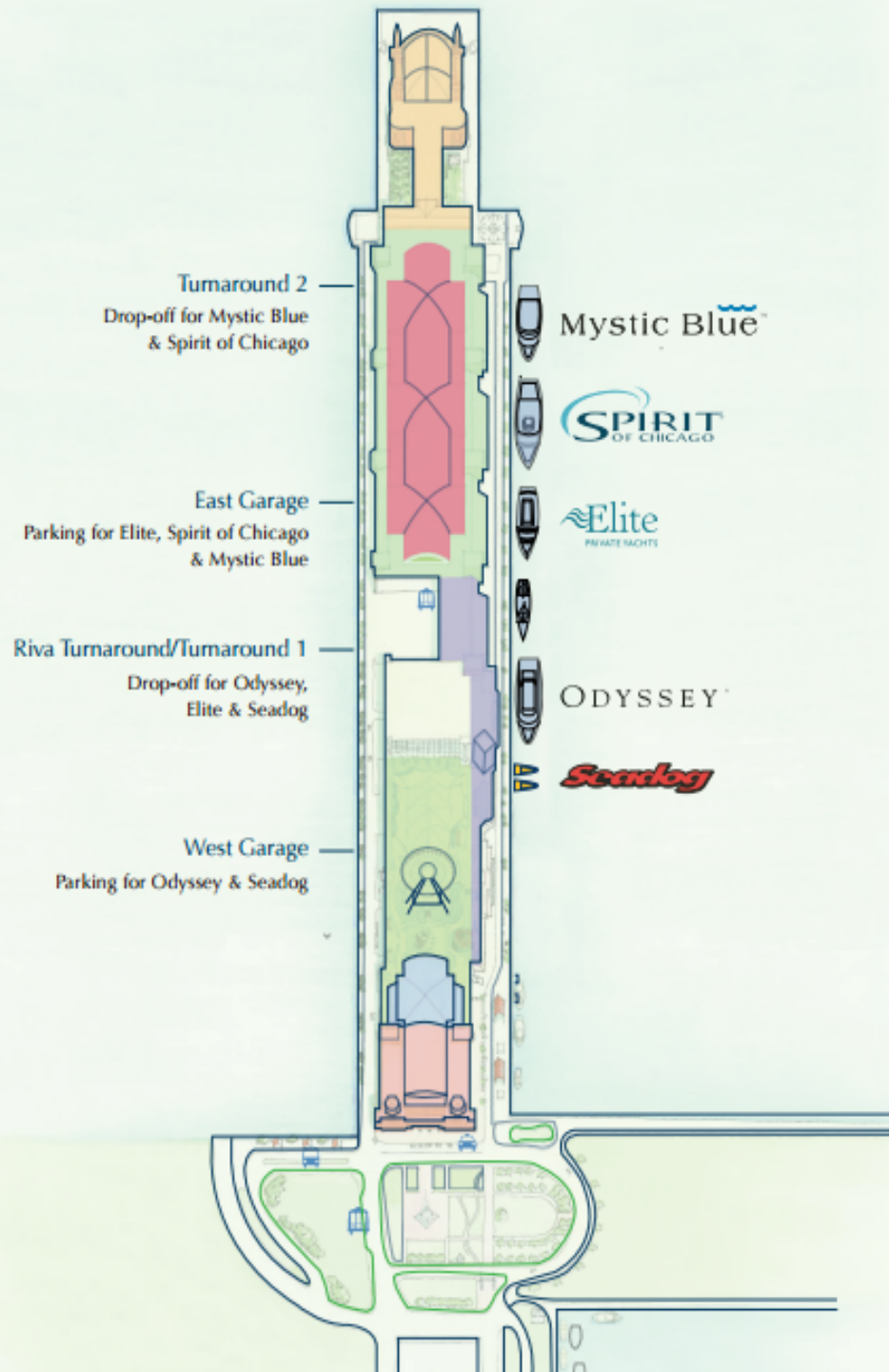
Or

Walk from the Palmer House along beautiful Lake Michigan (45-minute walk)

Please see Navy Pier map on page 7 for additional information.

The cruise will be on the Mystic Blue and the map shows where it will be docked.

Map Of Navy Pier



2016 IGEL Annual Meeting At-a-Glance

* Sessions in the left hand columns will be in the Honore Room and those in the right hand columns will be in the Wabash room

Wednesday, July 6th	
12pm-2:05pm	
Symposium: What Does it Mean to be College Ready to Read?	Becoming Engrossed in Narrative Experiences
2:05pm-2:30pm Coffee Break	
2:30pm-4:25pm	
Symposium: What is Literariness?	Applications to Education 1
4:45pm-7:30pm	
Opening Address Keynote Presentation: Carol Lee Opening Reception	

Thursday, July 7th	
8:30am-10:35am	
Symposium: Wild Heroes: Media, Society, and the Needs for Narrative	The Impact of Author and Genre
10:35am-11am Coffee Break	
11am-12:15pm	
Validating Narrative Content	Cultural Influences 1
12:15pm-1:30pm	
Lunch Break	
1:30pm-2:30pm	
Keynote Presentation: Tim Smith	
2:30pm-3pm Coffee Break	
3pm-4:15pm	
Symposium: Pedagogical Implications of Literary Theory for High School Literature Instruction	Literature as a Window into the Mind
6:30pm-8:30pm	
Boat Trip	

Friday, July 8th	
8:30am-10:35am	
Creating and Understanding Narrative Worlds	Responding to Visual Narratives
10:35am-11am Coffee Break	
11am-12:15pm	
Symposium: Transmigration: Narratives Across Space and Time	Cultural Influences 2
12:15pm-1:30pm	
Lunch Break	
1:00pm-2:30pm	
Poster Session & Coffee Break	
2:45-4:50pm	
Symposium: Visual Narrative Comprehension	Applications to Education 2

Saturday, July 9th	
8:30am-10:35am	
Symposium: The Power of Digital Text Analysis	Literary Interpretation 1
10:35am-11am Coffee Break	
11am-11:50am	
Literary Interpretation 2	Writing Literature or About Literature
11:50am-1:30pm Lunch Break	
12:45-1:30 Business Meeting (Honore)	
1:30pm-2:30pm	
Keynote Presentation: Michael Young	
2:45pm-4:50 pm	
Theoretical Contributions	Affective and Esthetic Experiences to Literature, Poems, and Humor

Wednesday, July 6th

10:00-4:30: Conference Registration		Honore Foyer	
<p style="text-align: center;">Honore Room</p> <p style="text-align: center;">12:00-2:05 pm</p> <p style="text-align: center;">Symposium: What Does it Mean to be College Ready to Read?</p> <p>Disciplinary Literacies: Cognitive, Social, and Textual Dimensions of Meaning Making <i>Michael Manderino</i></p> <p>Reconceptualizing Argumentative Writing and Reading as Social Practices in High School Literature Classes <i>David Bloom & George Newell</i></p> <p>The Myth of a Singular Conception of ‘College-Ready’ for Reading <i>Norman A. Stahl & Sonya L. Armstrong</i></p> <p>The Multi-Dimensional Affordances of Literary Analyses for College Readiness <i>Carol Lee</i></p> <p>Leveraging Discipline-Specific Literacy Instruction and Coaching to Support Students’ Engagement <i>Paula DiDomenico</i></p>	<p style="text-align: center;">Wabash Room</p> <p style="text-align: center;">12:00-2:05 pm</p> <p style="text-align: center;">Becoming Engrossed in Narrative Experiences</p> <p style="text-align: center;">Chair: Frank Hakemulder</p> <p>Transformative Reading Experiences: A Descriptive Phenomenological Study <i>Olivia Fialho & Frank Hakemulder</i></p> <p>Reading Habits, Openness to Experience, and Absorbed Literary Reading <i>Moniek Kuipers, Shawn Douglas & Don Kuiken</i></p> <p>The Effect of Different Types of Spoilers on Enjoyment of Short Stories <i>William Levine & Sussana Oad</i></p> <p>Influence of Language Concreteness on Emotional Involvement and Suspense while Reading Narratives <i>Jan Auracher & Hildegard Bosch</i></p> <p>Worth a Thousand Words?: Graphic Novels and Narrative Transportation <i>Katrina Fong, Marina Rain, & Raymond Mar</i></p>		
2:05-2:30 pm: Coffee Break		Honore Foyer	
<p style="text-align: center;">Honore Room</p> <p style="text-align: center;">2:30-4:25 pm</p> <p style="text-align: center;">Symposium: What is Literariness?</p> <p>Literariness Revisited: Deviation vs. Entrenched Ideas. <i>Willie van Peer & Anna Chesnokova</i></p> <p>A Historical Overview: The Evolution of Literary Concepts <i>Anna Nissen, Andrea Pletz, Ines-Nicole Lange, & Eduard Arnhold</i></p> <p>Literariness as Bridging Concept (Between Hermeneutics and Empirical Aesthetics) <i>Massimo Salgaro</i></p> <p style="text-align: center;"><i>Continues on next page</i></p>	<p style="text-align: center;">Wabash Room</p> <p style="text-align: center;">2:30-4:25 pm</p> <p style="text-align: center;">Applications to Education 1</p> <p style="text-align: center;">Chair: Karyn Higgs</p> <p>Narrative Fiction Reading and Career Awareness: The Impact of Fictional versus Non-fictional Stories on Possible Hoped-for and Feared Future Work Selves <i>Inge Brokerhof, Matthijs Bal, Paul Jansen & Omar Solinger</i></p> <p>Culture, Identity and Interaction in the Literature Classroom <i>Helle Roerbech</i></p> <p style="text-align: center;"><i>Continues on next page</i></p>		

Wednesday, July 6th *continued*

<p style="text-align: center;">Honore Room 2:30-4:25 pm Symposium: What is Literariness?</p> <p>Estrangement as a Feature of Literary Information Content <i>Matthias Springer</i></p>	<p style="text-align: center;">Wabash Room 2:30-4:25 pm Applications to Education 1</p> <p>The Impact of Literature Education on Students' Perceptions of Self and Others: Exploring Personal and Social Learning Experiences in Relation to Teacher Approach <i>Marloes Schrijvers, Tanja Janssen, Olivia Fialho & Gert Rijlaarsdam</i></p>
<p style="text-align: center;">Honore Ballroom</p> <p>4:45-5:00 pm: Opening Address</p> <p>5:00-6:00 pm: Keynote Presentation</p> <p style="text-align: center;">Understanding the Development of Literary Reasoning as Multi-dimensional and Situated Within and Across Ecological Spaces <i>Carol Lee</i></p> <p>6:00-7:30 pm: Opening Reception Chicago Room (5th Floor)</p>	

Thursday, July 7th

8:00-8:30: Coffee and Pastries		Honore Foyer	
<p>Honore Room</p> <p>8:30-10:35 am</p> <p>Symposium: Wild Heroes: Media, Society, and the Need for Narrative</p>	<p>Wabash Room</p> <p>8:30-10:35 am</p> <p>The Impact of Author and Genre</p> <p>Chair: Berenike Herrmann</p>		
<p>Narrative as Border Maintenance in Wild Systems: Who to Let in—Who to Keep out <i>J Scott Jordan</i></p> <p>Heroes and Moral Borders: “Which Side are You on?” <i>Eric Wesselmann</i></p> <p>What are Heroes, and Why do Their Narratives Matter? <i>Elaine L. Kinsella, Timothy D. Ritchie, & Eric R. Igou</i></p> <p>Can We Create Heroic Machines? Insights from Human Heroism and Fictional Robot Narratives <i>Travis Wiltshire and Emilio Lobato</i></p> <p>Humphrey Bogart, The Quintessential Film Noir Anti-Hero <i>Bill McBride</i></p> <p>Navigating the Borders between Narrative and Psychological Science <i>Travis Langley</i></p>	<p>Measuring Kafka's Diaries. A Psychostylistic Approach <i>Gerhard Lauer, Berenike Herrmann, & Cosima Mattner</i></p> <p>Undermining the Traditional Use of Synecdoche in Salman Rushdie's Novel <i>Midnight's Children</i> <i>Jurate Radaviciute</i></p> <p>An Empirical Investigation of Poe’s ‘Masque of the Red Death’ Using Google’s Ngram <i>Christopher Ramey</i></p> <p>From Interpretation to Corpus Stylistics and Back. Towards an Integrated Model of the Emergent Genres Classification <i>Maciej Maryl, Maciej Piasecki & Ksenia Mlynarczyk</i></p> <p>Critical Autobiography: A New Genre <i>Laura Di Summa-Knoop</i></p>		
10:35-11:00 am: Coffee Break		Honore Foyer	
<p>Honore Room</p> <p>11:00 am-12:15 pm</p> <p>Validating Narrative Content</p> <p>Chair: Stephen Briner</p>	<p>Wabash Room</p> <p>11:00 am-12:15 pm</p> <p>Cultural Influences 1</p> <p>Chair: Michael Kevane</p>		
<p>When Do Readers Trust Unreliable Narrators? <i>Jeffrey Foy, Stephen Briner, Paul Locasto and Samantha Dyar</i></p> <p>May We Have Your Attention: Interrupting Inaccurate Story Content <i>Amalia Donovan, Elias Theodosios and David N. Rapp</i></p> <p>Epistemic Vigilance in the Classic Fairy Tale: A Preliminary Report <i>Scott Harshbarger</i></p>	<p>Reading Fiction and Economic Preferences of Rural Burkinabè Youth <i>Michael Kevane</i></p> <p>Scripting Change in Afro American Struggle: In Defense of Wideman and Morrison <i>Atsushi Shaily Parihar</i></p> <p>Bibliographical data-driven sociology of literature on the example of Polish Literary Bibliography <i>Maciej Maryl and Piotr Wciślik</i></p>		

Thursday, July 7th *continued*

12:15-1:30 pm: Lunch Break	
Honore Ballroom	
1:30-2:30 pm: Keynote Presentation The Attentional Theory of Cinematic Continuity <i>Tim Smith</i>	
2:30-3:00 pm: Coffee Break	Honore Foyer
Honore Room 3:00-4:15 pm Symposium: Pedagogical Implications of Literary Theory for High School Literature Instruction Critical Encounters in the High School Classroom <i>Deborah Appleman</i> Teaching While Black: Equity, Diversity, and the Teaching of Literature <i>Valerie Kinloch</i> Affect and Envisionment as Repertoires for Teaching Literary Analysis <i>Sarah Levine</i>	Wabash Room 3:00-4:15 pm Literature as a Window into the Mind Chair: Paul Sopcak Can Reading Fiction Reduce Prejudice towards Canadian Aboriginals? <i>Paul Sopcak & Nicholas Stavros</i> A Mirror on the Mind: Wallace Stevens, Chiasmus, and Autism Spectrum Disorder <i>Mark Bruhn</i> Measuring Fear in the Reader's Mind and the Effects of Language Translation <i>Clotilde Landais & Daniel Foti</i>
6:00-8:30 pm: Boat Trip ** For those who want to walk to Navy Pier: A group will meet at the Monroe Street entrance and leave at 5:00 pm.	

Friday, July 8th

8:00-8:30 am: Coffee and Pastries		Honore Foyer	
<p style="text-align: center;">Honore Room</p> <p style="text-align: center;">8:30-10:35 am</p> <p style="text-align: center;">Creating and Understanding Narrative Worlds Chair: Scott Jordon</p> <p>Wild Narrative: Multi-scale Border Maintenance in Self-Sustaining Systems <i>J Scott Jordon</i></p> <p>Validating a Computational Model of Narrative Comprehension for Procedural Narrative Discourse Generation <i>David Winer, R. Michael Young & Joseph P. Magliano</i></p> <p>The Permeability of Fictional Worlds <i>Meghan Salomon & Lance Rips</i></p> <p>Hybrid Heroes and Wrong Empathy <i>Benjamin Van Tourhout</i></p>	<p style="text-align: center;">Wabash Room</p> <p style="text-align: center;">8:30-10:35 am</p> <p style="text-align: center;">Responding to Visual Narratives Chair: Lester Loschky</p> <p>What Guides Eye-Movements in Film? Differences in the Effects of Comprehension and Task Manipulations <i>John Hutson, Timothy Smith, Joseph Magliano & Lester Loschky</i></p> <p>A Proposed Bayesian Model of Plausible Causal Inference for Visual Narrative Comprehension <i>Lester Loschky, William Hsu & James Hamilton</i></p> <p>Aural and Visual Attention to Narrative and Non-Narrative Performances <i>James Hamilton</i></p> <p>Mediated Relationships with TV Characters: The Effects of Perceived and Actual Similarity in Personality Traits <i>Jonathan Cohen & Michal Hershman-Shitrit</i></p> <p>A Terror Management Theory Approach To Slasher Films <i>Eric D. Wesselmann</i></p>		
10:35-11:00 am: Coffee Break		Honore Foyer	
<p style="text-align: center;">Honore Room</p> <p style="text-align: center;">11:00 am-12:15 pm</p> <p style="text-align: center;">Symposium: Transmigration: Narratives Across Space and Time</p> <p>Texts of the Everyday as a Resource to Support Engagement for Underserved Youth <i>Yolanda Majors</i></p> <p>Telling our Stories Across Time and Space: Narrative Sense Making and African American Adolescent Male Development <i>Sakeena Everett</i></p> <p>Reading the World as Text: Black Adolescents and Out-of-School Literacies <i>Valerie Kinloch</i></p>	<p style="text-align: center;">Wabash Room</p> <p style="text-align: center;">11:00 am-12:15 pm</p> <p style="text-align: center;">Cultural Influences 2 Chair: Yehong Zhang</p> <p>How Culture Shapes Story Comprehension: A Cross-Cultural Approach <i>Yehong Zhang</i></p> <p>Measuring Literary Value: From Neuroscience to Culture and Back Again <i>Zachary Norwood</i></p>		

Friday, July 8th *continued*

12:15-1:30 pm: Lunch Break	
1:00-2:30 pm: Poster Session and Coffee Break	Crystal Room
<p style="text-align: center;">Honore Room</p> <p style="text-align: center;">2:45-4:50 pm</p> <p style="text-align: center;">Symposium: Visual Narrative Comprehension</p> <p>Visual Narrative Grammar <i>Neil Cohn</i></p> <p>The Scene Perception and Event Comprehension Theory (SPECT) Applied to Visual Narratives <i>Lester C. Loschky, Joseph P. Magliano, & Tim J. Smith</i></p> <p>The Impact of Film Editing on Event Segmentation <i>Joseph P. Magliano, James Clinton, David Winer, Michael Young, Thomas Ackerman, & Christopher Kurby</i></p> <p>A System for Coding how the Camera can Convey Mood and Meaning in Narrative Film <i>Thomas Ackerman, Joseph P. Magliano, & James Clinton</i></p> <p>Is Event Perception Biased by Attitudes? <i>Stephan Schwan, Markus Huff, Frank Papenmeier, Annika E. Maurer, Tino G.K. Meitz, & Bärbel Garsoffky</i></p>	<p style="text-align: center;">Wabash Room</p> <p style="text-align: center;">2:45-4:50 pm</p> <p style="text-align: center;">Applications to Education 2</p> <p style="text-align: center;">Chair: Candice Burkett</p> <p>Literature education as a school for thinking: activities and text qualities that foster critical thinking <i>Martijn Koek, Tanja Janssen, Frank Hakemulder & Gert Rijlaarsdam</i></p> <p>A Second Chance for Hypertext Fiction? Exploring the Effects of Interactivity and Multimedia on the Reading Experience <i>Niels Bakker</i></p> <p>iPoe vs. Print Poe: Affordances and Limitations of Multimodal Literary Text for Student Construction of Argumentation in Literature Classrooms <i>Rick Coppola & Angela Fortune</i></p> <p>Experiential Deep-Reading: A Pilot Study among Students in Teaching Training Programs in the Nordic Countries <i>Skans Kersti Nilsson, Anne Mangel, Hildegunn Stole, Anezka Kuzmicova & Anne-Charlotte Begnum</i></p> <p>Teaching of Literature through Textbooks <i>Anna Skyggebjerg</i></p>

The Biennial Graduate Student Night Out July 8, 6:30-10 pm

The graduate student night out is a tradition that we are proud and happy to continue in Chicago. All graduate students are welcome and encouraged to join the Chicago graduate student hosts for a fun night out! We will be going to the Cole Porter celebration concert put on by the Chicago Grant Park Orchestra and Chorus in beautiful Millennium Park, which is free to all. The concert will take place at the Jay Pritzker Pavillion in the heart of Millennium Park, which is about a 5 minute walk from the hotel.

We will be meeting in the hotel lobby at 6:15 on Friday, July 8th.

This is an event you won't want to miss. We look forward to seeing everyone there!

Saturday, July 9th

8:00-8:30 am: Coffee and Pastries		Honore Foyer	
<p style="text-align: center;">Honore Room</p> <p style="text-align: center;">8:30-10:35 am</p> <p style="text-align: center;">Symposium: The Power of Digital Text Analysis</p> <p>Sorry, I have Digitized my Scholarship. A Short Introduction into Computer-Based Literary Studies <i>Gerhard Lauer</i></p> <p>Understanding Gender and Character Agency in the 19th Century Novel <i>Matthew L. Jockers & Gabi Kirilloff</i></p> <p>Scriptwriting as a Novel Test of Perspective-Taking: Sex, Systemizing-Empathizing, and the Portrayal of Gender Differences in Fictional Dialogue <i>Taleen Nalabandian and Molly E. Ireland</i></p> <p>Modeling Racial Discourse and Inequality in the Literary Field <i>Richard Jean So</i></p>	<p style="text-align: center;">Wabash Room</p> <p style="text-align: center;">8:30-10:35 am</p> <p style="text-align: center;">Literary Interpretation 1</p> <p style="text-align: center;">Chair: Don Kuiken</p> <p>A Model for Predicting Emergent Meaning during Literary Reading <i>Shawn Douglas and Don Kuiken</i></p> <p>Going Beyond the Literal: Rules of Notice and Literary Interpretation <i>Candice Burkett and Susan R. Goldman</i></p> <p>How Typography of Deviating Textual Elements Affects Readers' Appreciation and the Perceived Meaningfulness of the Story <i>Katalin Balint and Frank Hakemulder</i></p> <p>The Role of Evaluation in Literary Interpretation <i>Peter Dixon, Marisa Bortolussi and Christopher Linden</i></p> <p>Detecting and Reasoning About Parody Texts <i>Stephen Briner, Susan Goldman and Joseph Magliano</i></p>		
10:35-11:00 am: Coffee Break		Honore Foyer	
<p style="text-align: center;">Honore Room</p> <p style="text-align: center;">11:00-11:50 am</p> <p style="text-align: center;">Literary Interpretation 2</p> <p style="text-align: center;">Chair: Kathryn McCarthy</p> <p>The Effects of Prior Knowledge on the Generation of Interpretive Inferences <i>Kathryn McCarthy and Susan Goldman</i></p> <p>The Elusive Difficulty of Reading Proust: An eye-tracking study. <i>Samira Murad, Renato Vicente, Leonardo Zeine and Hamilton HaddadRapp</i></p> <p>Has Lee Come of Age: Students' Lived Experiences as the Substance of Learning <i>Teresa Sosa</i></p>	<p style="text-align: center;">Wabash Room</p> <p style="text-align: center;">11:00-11:50 am</p> <p style="text-align: center;">Writing Literature or About Literature</p> <p style="text-align: center;">Chair: Ryan Kopatich</p> <p>Writing Poetry: Processes and their Procession <i>Joan Peskin, Beverly Ellenbogen, Qi Fang and Fay Lin</i></p> <p>Characterizing Second Language Poetry Writing: A Quantitative Study of Textual and Literary Features of English Haiku Written by Second Language Learners <i>Atsushi Iida</i></p>		

Saturday, July 9th *continued*

<p>11:50-1:30 pm: Lunch Break 12:45-1:30 pm: Business Meeting</p> <p align="right">Honore Room</p>	
<p align="center">Honore Ballroom</p> <p>1:30-2:30 pm: Keynote Presentation Liquid Narrative and the Computational Modeling of Story and Discourse <i>Michael Young</i></p>	
<p align="center">Honore Room</p> <p align="center">2:45-4:50 pm Theoretical Contributions Chair: William Louw</p> <p>The Portable a priori: Dealing with Empiricism and Intuitive Opacity <i>William Louw</i></p> <p>Two Roads to Cognition of the Literary Work of Art. Ingarden vs Lem. <i>Rafal Kur</i></p> <p>Haiku as Paused Pose: A Neocybernetic Consideration on the Difference between Data and Poetry <i>Nami Ohi</i></p> <p>Death gets Personal: Examining an Alternative to Mortality Saliency in the Entertainment Context <i>Guan Soon Khoo</i></p> <p>Topic Modeling Ancient Chinese Texts: Knowledge Discovery in Databases for Humanists <i>Ryan Nichols, Kristoffer Nielbo, Edward Slingerland, Uffe Bergeton, Scott Kleinman & Carson Logan</i></p>	<p align="center">Wabash Room</p> <p align="center">2:45-4:50 pm Affective and Esthetic Experiences to Literature, Poems, and Humor Chair: Maria Kraxenberger</p> <p>Attention, Esthetic Experience and Semantic Noise during the Reading of Literary Texts: An Eye Tracking Experiment. <i>Amir Harash & Yeshayahu Shen</i></p> <p>Particularly Emotional Passages in Poems and their (Phonological) Features <i>Maria Kraxenberger</i></p> <p>Voice Quality in Poetry Reading: Bringing Text to Life <i>Chen Gafni and Reuven Tsur</i></p> <p>Knock Knock: Humour Effects of Plosive Sounds <i>Marina Rain & Raymond Mar</i></p> <p>Getting the Joke: A Qualitative Study of Absurd Humour <i>Joshua Quinlan, Raymond Mar, Katrina Fong & Marina Rain</i></p>

Poster Session
Friday, July 8th, Crystal Room

1. Students' Levels of Confidence in their Ability to Write Different Creative Genres
Hind Alzahrani
2. Measuring Creative Writers' Perceptions of the Quality of their Expression when Conducting Different Creative Writing Genres in their L1 and/or L2
Abdullah Darwish
3. Can a Writer Hide Behind Another Pen Name?: Pen Names and Statistical Author Identification
Toshihiko Kubota and Miki Kimura
4. Aesthetic Appraisal Narratives among Professional Music and Film Critics
Duane Lundy and Lori Stephens
5. Predicting Engagement During Reading: Assessing Emotional Content Using Lexical Co-occurrence Models
James Farley and Peter Dixon
6. The Potential Role of Flow Experiences In Reading
Birte Thissen
7. The Effect of Illustrations on Literary Recall and Engagement
Arsalan Ahmed and Peter Dixon
8. Cognitive Action Among Sponsors of Literacy in Responses to Literature
Felicia Hellman and Ryan Dippre
9. Waiting for the Script to Break Down – Cognitive Action Scripts and Absurdity in Samuel Beckett's *Waiting for Godot*
Andreas Wirag
10. Literature Reading and Interpretation in Eighth Grade - Scaffold by Application of Material Physical Places
Pernille Damm Mønsted Pjedsted
11. Hybrid Narrativity: Digital and Cognitive Approaches to Graphic Literature
Oliver Moisich
12. Gaming the Composition: An Ethnographic Study on Composing Ergodic Fiction
Lyle Skains, Alice Bell, Astrid Ensslin and Jen Smith
13. The Effect of Titles, Time, and Medium on Aesthetic Responses
Christian Steciuch, Keith Millis, and David Boveri
14. When Worlds Collide: Factors that Affect Narrative Recursion
Greta C. Chan, Jeffrey Foy, and Joseph Magliano

Spoken Session Abstracts

Wednesday, July 6th

Symposium: What Does it Mean to be College Ready to Read?

Wednesday July 6th, 12:00-2:00 pm, Honore Room

What does it mean to be ready for college-level literacy expectations? How are students prepared to read for college during secondary (high school) and postsecondary (college) education? What is the role of learning how to read literature in preparing students to be college ready? One answer to these questions will demonstrate that being "college ready" to read is not a universal status, but instead differs across disciplines, institution types, and national educational systems. As such, learning how to think critically about literature may be part of a broad set of literacy skills, and may not transfer beyond the domain of language arts, and therefore it does not prepare them for all the literacy challenges that they face in college. However, a strong case can be made that English language arts education (where students in the U.S. learn to read literatures) is of vital importance in preparing students to think critically about their academic reading and writing activities. Learning how to read and analyze literature may prepare students for some important skills needed to succeed in college. This symposium is designed to address these broad questions raised above.

Disciplinary Literacies: Cognitive, Social, and Textual Dimensions of Meaning Making

Michael Manderino

Learning in a discipline such as language arts is a process of gaining insider knowledge about the texts that are valued, the habits of thinking, ways of doing, and beliefs about learning in the discipline. Instruction that foregrounds disciplinary literacies and makes those processes and practices understandable and accessible to students is critical for college readiness. Considerations of the cognitive processes, textual demands, and social practices that are valued across the disciplines and in language arts in particular will be highlighted.

Reconceptualizing Argumentative Writing and Reading as Social Practices in High School Literature Classes

David Bloom & George Newell

Based on our research on the study of literature in secondary classrooms, we reconceptualize argumentation as social practices. Such a reconceptualization emphasizes argumentation as exploration within a dialectic of multiple perspectives, the centrality of intertextuality for interpretation and meaning making, and the adoption of communicative rationality as a basis for constructing deep understanding. Although social practices such as argumentation may be recontextualized for use in differing situations; such recontextualization is itself a learned social practice.

The Myth of a Singular Conception of 'College-Ready' for Reading

Norman A. Stahl and Sonya L. Armstrong

Despite the current fixation on "college and career ready," no universally accepted definition has emerged. This presentation will provide insights on what constitutes college-ready for text from a multi-study research inquiry that investigated the reading demands students face as they transition to college. These studies, curriculum audits, examined introductory-level college courses from across general education disciplines and career technical areas. Findings provided evidence that college-ready for reading is not a monolithic conception, and, in fact, varies widely by institution, discipline, and area.

The Multi-Dimensional Affordances of Literary Analyses for College Readiness

Carol D. Lee

While many of the demands of literary reasoning are specific to the discipline, there are affordances that go beyond the reading of literature alone. College readiness requires a disposition to engage in close reading of texts, to interrogate assumptions that underlie author's choices with regard to what information to include and exclude, with regard to language choices and the implications of organizational structures. These same skill sets and dispositions are entailed in expert like literary reasoning. In addition, works of literature offer opportunities to wrestle with complex issues of human functioning –

resilience in the face of challenge, navigating among competing interests and needs, deconstructing complexity, examining assumptions, etc. The intellectual reflection embodied in literary reasoning is unquestionably a good unto itself and the habit of intensive reading is equally a generative disposition, both qualities that are supportive of college readiness.

Leveraging Discipline-Specific Literacy Instruction and Coaching to Support Students' Engagement

Paula DiDomenico

English teachers offering discipline-specific literacy instruction provide students with the opportunity to read and think critically about literature. This presents challenges as students need general and discipline-specific literacy support to engage with literature. Further, a teacher's own experiences with literature influences the experiences s/he provides for students. Based on research of teachers' disciplinary literacy knowledge and my experiences as an instructional coach, this presentation explores benefits and tensions involved in supporting students' engagement with literature.

Becoming Engrossed in Narrative Experiences Wednesday July 6th, 12:00-2:00 pm, Wabash Room

Transformative Reading Experiences: A Descriptive Phenomenological Study

Olivia Fialho and Frank Hakemulder

This study aims to gain access to how readers describe their subjective experiences of transformative reading and explore the moments in which changes in self-other constructs occur. Thirty thematic semi-structured in-depth interviews are conducted with native speakers of English, in two sessions. In the first session, participants' most memorable transformative reading experiences are explored. In the second, one participant-selected story is reread, with a focus on five evocative passages. A typology of transformative reading is offered.

Reading Habits, Openness to Experience, and Absorbed Literary Reading

Moniek Kuijpers, Shawn Douglas, and Don Kuiken

In an online study, participants described their most memorable reading experience during the preceding year before completing two state measures of absorption during reading and two trait measures of openness to experience. Comparison of groups with different reading habits indicated that Literature Readers and Story Readers were high on trait absorption and on state measures of sustained attention. Also, Literature Readers reported expressive engagement, followed by the emergence of distinctively aesthetic outcomes.

The Effect of Different Types of Spoilers on Enjoyment of Short Stories

William Levine and Sussana Oad

The small extant literature on the effect of spoilers on the enjoyment of stories has produced conflicting results. We examined a possible source of the disparate findings: type of spoiler. Subjects read short stories preceded by spoilers (or not) that included information about the ending of stories and in some cases about the theme of a story. Enjoyment of stories was reduced by all spoiler types.

Influence of Language Concreteness on Emotional Involvement and Suspense while Reading Narratives

Jan Auracher and Hildegard Bosch

In the current study we explored the hypothesis that language concreteness influences readers' emotional involvement and, thus, fosters suspense. To this end, participants read a short passage of a suspenseful text and subsequently assessed their emotional involvement and evaluated the text as more or less suspenseful. Each text was given a concreteness-score calculated from the ratio of concrete vs. abstract verbs. Results show that language concreteness is one significant predictor for emotional involvement and suspense.

Worth a Thousand Words?: Graphic Novels and Narrative Transportation

Katrina Fong, Marina Rain, and Raymond Mar

Limited empirical work has examined how reading heavily illustrated narratives (e.g., graphic novels) differs from text modalities. There are theoretical arguments that support the possibility that illustrations could either enhance or hinder narrative transportation. Over two studies, we examine how narrative modality (text versus graphic novels) influences narrative transportation and character identification. We also consider how reader experience may interact with the effect of illustrations. Implications for education and reader engagement will also be discussed.

Symposium: What is Literariness? Wednesday July 6th, 2:30-4:35 pm, Honore Room

Since David Miall and Don Kuiken published their paper in 1999 with the programmatic title “What is literariness?”, it seems that this question was at last answered by their article, and further discussion on this topic subsequently died down. But did it? The authors seemed to have based their answers on the feature of defamiliarization and the impact on the reader, while neglecting textual features which are based on assumptions regarding the aesthetic and artistic aspects of literature, involving a hermeneutic methodology for understanding what literature is. There are some more papers on the subject, such as the one by Simone Winko in 2009 [Simone Winko, Fotis Jannidis, and Gerhard Lauer (Eds.), *Grenzen der Literatur. Zu Begriff und Phänomen des Literarischen* (pp. 375-396).] but they all give a mere synopsis on the subject - and no perspective on how the theoretical conception of literariness could be expanded. While the discussion has apparently died down, we are convinced that the issue is still full of disagreements and disparity. We therefore propose to revisit and extend concepts of literariness, precise existing theories, reveal conceptual gaps and proof new perspectives on this topic from both paradigms: textually based hermeneutics as well as empirical reader-response research.

Literariness Revisited: Deviation vs. Entrenched Ideas

Willie van Peer and Anna Chesnokova

‘Literariness’ has been defined in terms of deviation and/or parallelism. To investigate the relative contribution of either, the poem by E. E. Cummings (*Anyone Lived in a Pretty How Town*) was manipulated: One version had all the parallelism removed, another its deviations. Readers rated their reactions on 6 aesthetic dimensions, each comprising 5 Likert scales.

A Historical Overview: The Evolution of Literary Concepts

Anna Nissen, Andrea Pletz, Ines-Nicole Lange, and Eduard Arnhold

‘Literariness’ basically means foregrounding. In this study it means: presenting a view that deviates from entrenched opinions. A poem by Emily Dickinson was manipulated: apart from the original version we constructed two versions which changed to entrenched ideas. Readers rated their reactions on 6 aesthetic dimensions, each comprising 5 Likert scales. Finally, they compared the three versions.

Literariness as Bridging Concept (Between Hermeneutics and Empirical Aesthetics)

Massimo Salgaro

Literariness is a “fluid concept” in the literary theory of the 20th century. Indeed, it was first introduced in Linguistics and then spread to Empirical Aesthetics. In my contribution I would like to consider “Literariness” as a bridging concept between traditional Hermeneutics and Empirical Aesthetics. Rather than using “literariness” as a weapon in trench battles between the more “traditionalists” and more “conventionalists” literary theories, I believe that it should be considered as a hybrid concept.

Estrangement as a Feature of Literary Information Content

Matthias Springer

This talk shows how information theory could offer an operationalization of literariness. For this I present a study where features of estrangement are used as a medium of literary information. On a high level of literary information content or entropy a high level of literariness is predicted. To give this more evidence subjects should rate the literary quality of the text on a scale from 0 to 100 in a parallel test.

Applications to Education 1
Wednesday July 6th, 2:30-4:35 pm, Wabash room

Narrative Fiction Reading and Career Awareness: The Impact of Fictional versus Non-fictional Stories on Possible Hoped-for and Feared Future Work Selves

Inge Brokerhof, Matthijs Bal, Paul Jansen, and Omar Solinger

Can reading fictional narratives about work experiences increase students' career awareness? Students (N=204) participated in an experiment (fiction/ non-fiction) x (positive/ negative work experience of main character), reading a story and subsequently writing about their possible future work selves (PFWS). Results indicate that both negative story conditions increase awareness of feared PFWS, that stories influence the desire to work in the described company and that both fiction conditions increase the variety of described work topics.

Culture, Identity, and Interaction in the Literature Classroom

Helle Roerbech

Culture is a keyword in literature education. Different concepts of culture, however, lead to different approaches, different pedagogy and create different frames of interpretation. In classroom practice different concepts of culture implicate different approaches to understanding student identity and to classroom communication. This paper focuses on how a dynamic and contextual concept of culture might change the perspective on culture and identities in the literature classroom and highlight classroom interaction in literature pedagogy.

The Impact of Literature Education on Students' Perceptions of Self and Others: Exploring Personal and Social Learning Experiences in Relation to Teacher Approach

Marloes Schrijvers, Tanja Janssen, Olivia Fialho, and Gert Rijlaarsdam

This study examined whether literature education has impact on students' self-perceptions and social perceptions, and to what extent this is related to literature teaching approach. Students (N=297, grades 10-12) completed a learner report. Teachers (N=13) completed the TALE-Questionnaire. Most students reported altered self- and social perceptions through literature education (e.g., personality characterizations, self-other comparisons, empathic engagements, behavior descriptions, life lessons). A personal-experiential teaching approach seems more beneficial for yielding such insights than an analytical-interpretative approach.

Thursday, July 7th

Symposium: Wild Heroes: Media, Society, and the Need for Narrative
Thursday July 7th, 8:30-10:35 am, Honore Room

This symposium conceptualizes entertainment media as narratives that play a critical role in identity sustainment, psychological threat management, and in-group maintenance. Scott Jordan will describe Wild Systems Theory, which asserts that identity sustainment requires the continual generation of self-other borders (e.g., beliefs and moralities— narratives). Eric Wesselmann will discuss Marvel's Civil War series in light of research regarding morality, focusing on how the series provokes the reader's identity borders (i.e., "Which side are you on?"). Timothy Ritchie will discuss popular culture assumptions regarding heroes, and the restorative influence thinking about heroes has on protection needs during psychological threat. Travis Wiltshire and Emilio Lobato will discuss research on heroism, present a connectionist model of a heroic robot, and discuss exemplars of heroic robots in popular narratives. Bill McBride will interrogate the notion of the anti-hero, focusing specifically on the on- and off-camera narratives of Humphrey Bogart. Finally, Travis Langley, who has edited a host of popular press books regarding the relationship between narratives (e.g., Batman, Star Wars) and psychological science, will describe how one's own narrative negotiates the borders between these two realms.

Narrative as Border Maintenance in Wild Systems: Who to Let in—Who to Keep out

J Scott Jordon

Cognitive neuroscience reveals that our actions, perceptions, and thoughts are vulnerable to the actions, perceptions, and thoughts of others. Wild Systems Theory thus asserts (1) the maintenance of stable ‘selves’ and “in-groups” necessitates the continual generation of self-other, in-group/out-group borders, (2) the external environment (e.g., clothes, houses, and narratives) constitutes an essential component of maintaining such borders, and (3) “identity” is the multi-scale (i.e., action, perception, and cognition) border maintenance that narratives exemplify and sustain.

Heroes and Moral Borders: “Which Side are you on?”

Eric Wesselmann

Eric Wesselmann will discuss how comic books can teach readers about the psychological research on moral convictions and decision-making and perhaps prompt them to consider their own conceptions of morality by provoking the reader’s identity borders (i.e., “Which side are you on?”), and the impact this provocation has upon the reader’s assumptions regarding morality. He will provide examples from the text that illustrate key research findings and discuss pilot data from a classroom sample.

What are Heroes, and why do Their Narratives Matter?

Elaine L. Kinsella , Timothy D. Ritchie, and Eric R. Igou

Kinsella, Ritchie, and Igou (2015) clarify modern conceptions of heroic functions by illustrating: a) narrative descriptions of heroic functions (N=189); b) that heroes enhance others’ lives, promote morals, and protect individuals from threats (N=249); c) that heroes protect more than leaders or role models do (N=242); and, that under threat a hero (vs. leader vs. an acquaintance) fulfills personal enhancement, moral modeling, and protection needs (N=38, N=102).

Can We Create Heroic Machines? Insights from Human Heroism and Fictional Robot Narratives

Travis Wiltshire and Emilio Labato

Travis Wiltshire will discuss a framework that conceptualizes human heroism as the confluence of virtues, character strengths, and the moral ecology (i.e., environment understood in terms of moral action). Building on this, he will elaborate on artificial moral agents and a dynamic connectionist model of robotic heroism based on this framework. Popular narratives are used to demonstrate robots exhibiting heroic behavior consistent with aspects of this model.

Humphrey Bogart, The Quintessential Film Noir Anti-Hero

Bill McBride

From Humphrey Bogart’s public persona as the expert sailor, founder of the famed Rat Pack who married Lauren Bacall 25 years his junior, to the man who stood up to the House Un-American Activities Committee in the early 1950s, this presentation analyzes the biography, on-screen noir persona, and the cinematically stylized Maltese Falcon and The Big Sleep in order to better interrogate the term “anti-hero.”

Navigating the Borders between Narrative and Psychological Science

Travis Langley

Travis Langley has authored, edited, and contributed to popular press books focused on using popular narratives (e.g., Batman, Star Wars) to illustrate psychological principles. He has moderated discussion panels involving both researchers and creators at popular culture conventions (e.g., San Diego Comic-Con), making psychological science accessible to the public. Travis will discuss how researchers can negotiate the borders between popular narrative and science in order to communicate science to the public.

The Impact of Author and Genre Thursday July 7th, 8:30-10:35 am, Wabash Room

Measuring Kafka's Diaries. A Psychostylistic Approach

Gerhard Lauer, Berenike Herrmann, and Cosima Mattner

Due to formal heterogeneity, Franz Kafka’s diaries have been a controversial subject of literary studies. Our study presents an explorative empirical digital analysis of the diaries, applying the word-count

program LIWC (Pennebaker, 2007). Based on an unambiguous indicator for style and a transparent method, replicable evidence for stylistic differences between diary entries across time and genre is provided. Results yield research questions for further psychostylistic studies on Kafka's diary writing and literary style in general.

Undermining the Traditional use of Synecdoche in Salman Rushdie's Novel *Midnight's Children*

Jurate Radaviciute

The presentation analyses the subversion of the traditional usage of synecdoches in Rushdie's novel *Midnight's Children*. The strategy of play as proposed by Roland Barthes has been chosen for the interpretation of the synecdoche. According to Barthes, the decentering of a postmodern text determines its perception in terms of the significations attributed to its elements. The research reveals that analyzed synecdoches are attributed an infinite number of meanings, which do not necessarily correlate in the text.

An Empirical Investigation of Poe's 'Masque of the Red Death' Using Google's Ngram

Christopher Ramey

All language is creative, but what sets apart recognized masterpieces from the mundane? Google Ngram has been used to address questions of cultural trends, but in this study, we investigated the language choices in Poe's "Masque of the Red Death." Two-word sequences in the short story were analyzed for their relative novelty in the years preceding and following its publication. It is possible to identify objectively how a writer was 'ahead of their time'.

From Interpretation to Corpus Stylistics and Back. Towards an Integrated Model of the Emergent Genres Classification

Maciej Maryl, Maciej Piasecki, and Ksenia Młynarczyk

This study proposes a novel approach towards the genre analysis of the emerging genres by combining the close reading perspective (interpretation) with distant-reading approaches (tools for language processing and text clustering) into a single workflow following the spirit of integrated research. The qualitative analysis of Polish weblogs resulted in a non-topical typology of genres, which was later quantitatively explored on the lexical and grammatical level leading to the final qualitative reinterpretation of the typology.

Critical Autobiography: A New Genre

Laura Di Summa-Knoop

Meeting at the crossroad between autobiography, the novel, and literary criticism, the past decade has seen the emergence of a compelling new genre, of what, in my essay, I will label "Critical Autobiography." Stemming from a criticism of both analytic/intentionalist and genre-based classificatory distinctions and of broadly accepted cognitive empathic claims on the reception of literature, such a genre calls for a reflection on new, higher order, engagement strategies. These strategies are also essential for a more insightful evaluation of the aesthetic and artistic features of this genre - in itself and in relation to the contemporary literary panorama.

Validating Narrative Content

Thursday July 7th, 11:00 am-12:15 pm, Honore Room

When Do Readers Trust Unreliable Narrators?

Jeffrey Foy, Stephen Briner, Paul Locasto and Samantha Dyar

Research suggests that readers often trust information from untrustworthy sources. In Experiments 1 and 2, participants read short narratives with high or low credibility characters asserting implausible (Experiment 1) or plausible information (Experiment 2). Reading times suggest that readers accepted plausible assertions, but not implausible assertions. In Experiment 3, participants modified versions of "The Telltale Heart" and rated plausible events as more believable. Our findings suggest that plausibility guides readers' sensitivity to unreliable narration.

May We Have Your Attention: Interrupting Inaccurate Story Content

Amalia Donovan, Elias Theodosios and David N. Rapp

Studies have demonstrated that people utilize the inaccuracies they read in stories, even obvious falsehoods, to complete subsequent tasks. In two experiments we tested whether distracting interruptions might reduce this problem. Participants were occasionally interrupted as they read stories containing accurate and inaccurate assertions. Participants subsequently made validity judgments for the presented assertions. Overall, interruptions were ineffective at reducing standard rates of reliance on inaccurate ideas, highlighting a recurring challenge for knowledge acquisition during reading.

Epistemic Vigilance in the Classic Fairy Tale: A Preliminary Report

Scott Harshbarger

Whereas research on the development of epistemic vigilance in children sheds light on key aspects of verbal deceit (Mascaro & Sperber 2009), the dynamics of persuasion in the classic fairy tale “Little Red Riding Hood” indicate that researchers need to investigate how children deal with forms of manipulation more complex than the crafty offering of false information.

Cultural Influences 1

Thursday July 7th, 11:00 am-12:15 pm, Wabash Room

Reading Fiction and Economic Preferences of Rural Burkinabè Youth

Michael Kevane

Since the rise of mass-distributed novels in the 1800s, many have hypothesized that fiction would have significant effects on the values and preferences of readers. Yet there has been little research measuring the longer-term effects of reading fiction. This paper presents results from a reading program for youth (aged 15-24) living in villages in Southwestern Burkina Faso. Standard experimental games were used to measure the effects of increased reading of fiction on attitudes and preferences important for economic development. After six months of access and encouragement to read appropriate young adult fiction (from June to November 2013), there were no differences in any of four measured outcomes (trust, contribution to public goods, risk, and patience) between those participating in the reading program and the control group. Much as advocates of reading fiction would like to believe that reading deepens empathy, develops better intuitions about the interior lives of others, and transforms lives, the reality is perhaps more likely to be that effects are sizable only for a small percentage of any given population, and that effects may be short-lived.

Scripting Change in Afro American Struggle: In Defense of Wideman and Morrison

Shaily Parihar

Madhu Dubey’s *Signs and Cities* is a scholarly argument that demonstrates the inability of the writers like Toni Morrison and John Edgar Wideman to represent a racial community. Dubey finds the “hyper-literary” style of their writing to be inaccessible to the Afro American community and attacks the very aim of these writers. This paper reads against Dubey’s narrative and demonstrates the significance of their writings, and what their works are doing for the Black community and for the world.

Bibliographical Data-Driven Sociology of Literature on the Example of Polish Literary

Bibliography

Maciej Maryl and Piotr Wciślik

This is a methodological paper, describing theoretical foundations of the project The Polish Literary Bibliography – a knowledge lab on contemporary Polish culture. It offers insights two aspects: 1) how to turn a literary bibliography into a research tool by means of adopting a standard record structure and linking it with other elements of the data cloud; 2) how the specificity of the local literary culture influence the process of database and research tools creation.

**Symposium: Pedagogical Implications of Literary Theory for High School
Literature Instruction
Thursday July 7th, 3:00-4:15 pm, Honore Room**

Presentations in this symposium address the conceptual, pedagogical, methodological and organizational challenges and opportunities of moving from literary theory to instructional practice in high schools.

Critical Encounters in the High School Classroom

Deborah Appleman

Deborah Appleman will describe how the incorporation of contemporary literary theory into the high school literature curriculum can transform students' abilities to read both texts and worlds from multiple critical perspectives. Based on nearly two decades of working directly with secondary students in a diversity of settings, both national and international, Appleman will offer examples of how students learn to read literature through a variety of theoretical lenses including gender theory, Marxist theory, postcolonial theory, deconstruction, formalism, and reader response. Appleman will discuss how the infusion of such theories into high school literature instruction not only helps students respond to texts, including assessments, but also invites them to read and resist the ideologies inscribed in both texts and worlds.

Teaching While Black: Equity, Diversity, and the Teaching of Literature

Valerie Kinloch

In this presentation, Kinloch shares emerging findings from research with a group of Black educators who are committed to equity and diversity in education. A primary goal of this research is to understand how they foster social justice perspectives in their pedagogical practices, and to document how they locate, define, and engage in equity, diversity, and justice-oriented work through the teaching of literature. By focusing on how they teach literature and, by extension, literacy, as well as how they center equity, diversity, and justice in their teaching, this research attends to the following questions: What specific pedagogical moves do Black educators take up in their teaching of literature? How are such moves informed by teachers' theoretical orientations with regard to literary criticism? How do they teach literature by aligning their teaching practices with their commitment to equity and social justice—what does this look like, involve, and mean for teacher and student engagement with literature? How do the identities of Black educators inform how they teach literature?

Affect and Envisionment as Repertoires for Teaching Literary Analysis

Sarah Levine

The fields of literary theory and English Education have more or less embraced the idea that literary meanings are not fixed, but instead constructed as a reader interacts with writer and text. However, in many middle and high school classrooms, literary reading is still represented as plot-level comprehension, and literary interpretation as a search for a single, often didactic message. This brief quasi-experimental study turned to literary theories and cognitive models that frame literary reading and interpretation as a construction and exploration of worlds, emotional experiences, and authorial attitudes. The study explored whether the use of interpretive sentence stems that used such terms, as opposed to terms like "theme," might support students in moving beyond summary and clichéd responses to literary texts, while also providing them with a version of academic language to articulate their ideas. Results showed that middle and high school students (N = 185) using "world" and "affect" sentence stems constructed more nuanced thematic interpretations of a complex story, as compared with a control group. The study raises some questions about the way we currently teach literary reading, and may offer some potentially useful paths for teachers and students who hope to expand and enrich that experience.

Literature as a Window into the Mind
Thursday July 7th, 3:00-4:15 pm, Wabash Room

Can Reading Fiction Reduce Prejudice towards Canadian Aboriginals?

Paul Sopcak and Nicholas Stavros

This paper discusses a study in which we investigated whether reading a novel that describes the experiences of Residential School students in Canada affects empathy for and prejudices towards Canadian Aboriginals. We employed a convenience student-based sample and a quasi-experimental stepped-wedge design, involving two groups of participants. We found an effect of reading Richard Wagamese's novel *Indian Horse* (2012) on prejudice, independent of baseline empathy, but only related to modern prejudice.

A Mirror on the Mind: Wallace Stevens, Chiasmus, and Autism Spectrum Disorder

Mark Bruhn

In this spoken presentation, I will present recent research on the American modernist poet Wallace Stevens as a representative example of my general method in cognitive poetics. This qualitative method treats the claims and analyses of literary criticism as an empirical data set from which to generate hypotheses and model stimuli for cognitive-neuroscientific investigation.

Measuring Fear in the Reader's Mind and the Effects of Language Translation

Clotilde Landais and Daniel Foti

Drawing upon methods from affective neuroscience, we examine how the brain processes horror fiction in real time in order to measure the level of fear the subjects experience when reading horror fiction. We wish to evaluate the effectiveness of the strategies implemented by the authors of such fiction and to find out if the nature or the level of fear vary according to the language of reading (native or second language, original or translation).

Friday, July 8th

Creating and Understanding Narrative Worlds
Friday July 8th, 8:30 am-10:35 pm, Honore Room

Wild Narrative: Multi-scale Border Maintenance in Self-Sustaining Systems

J Scott Jordan

The purpose of the present paper is to present an approach to narrative building and narrative understanding (i.e., Wild Systems Theory—WST—Jordan, 2013) that is grounded in the above-mentioned need to generate and sustain borders between self-generated and other-generated cognitions.

Validating a Computational Model of Narrative Comprehension for Procedural Narrative Discourse Generation

David Winer, R. Michael Young, and Joseph P. Magliano

Narrative generation systems benefit from representational accuracy about a reader's comprehension because our systems specify goals about comprehension. Prior work has supported our claim that our model predicts off-line reasoning about narrative, but we wish to specify goals that arise during comprehension. Recently, we developed a generation algorithm which specifies organizational boundaries of the discourse. To validate that these boundaries are consistent with reader experiences, we evaluate whether readers segment at predicated boundaries.

The Permeability of Fictional Worlds

Meghan Salomon and Lance Rips

Real people sometimes appear in fiction, for example, Napoleon in *War and Peace*. Readers may also believe that a person who never actually appears in a novel could potentially appear there. In two experiments, we find evidence that readers think that a real person could appear in specific novels and physically interact with a character, an effect that is magnified when the person and character share elements of their setting.

Hybrid Heroes and Wrong Empathy

Benjamin Van Tourhout,

In this paper, I propose the construction of a contemporary Heroic model: the Hybrid Hero, or counter-example, which is the symbiosis of heroic and villainous features. This paper will discuss their emergence, how they inflict wrong empathy, the challenging impact and some tools creators have at their disposal. Hybrid heroes can be found in Frank Underwood, Dexter or Rodrigo Borgia in the theatre performance the Borgia Trilogy (which will be used as case study during the presentation).

Responding to Visual Narratives Friday July 8th, 8:30-10:35 am, Wabash Room

What Guides Eye-Movements in Film? Differences in the Effects of Comprehension and Task Manipulations

John Hutson, Timothy Smith, Joseph Magliano, and Lester Loschky

Eye-movements during reading are closely related to comprehension, but seemingly not during film viewing. Competing hypotheses tested the role of cognitive task versus film features in guiding eye-movements and narrative processing. Participants either simply watched a narrative film clip (comprehension task), or also had the task of drawing a detailed map of the filmed area afterwards. Eye-movements and inferences between tasks differed significantly, indicating that film comprehension and the map task were cognitively at odds.

A Proposed Bayesian Model of Plausible Causal Inference for Visual Narrative Comprehension

Lester Loschky, William Hsu, and James Hamilton

We describe a proposed Bayesian computational model that can explain how people comprehend visual narratives that allows viewers to generate typical inferences. The model instantiates aspects of the scene perception and event comprehension theory (SPECT), namely the front-end (entity extraction) and back-end (event model construction). The Bayesian model represents causal inferences (particularly bridging inferences) using a description logic containing an ontology of entities and events. We apply the model to the “Boy, Dog, Frog” visual narratives.

Aural and Visual Attention to Narrative and Non-Narrative Performances

James Hamilton

Beginning with why a philosopher of art should be interested in empirical matters regarding attention, and using material from the empirical literature on attention, both visual and aural, I focus in on what it takes behaviorally to specify the tasks relevant to attending to performances. Along the way I motivate the distinction between narrative and non-narrative performances and suggest some facts that complicate selective attention problems, especially as those pertain to attending to performance elements.

Mediated Relationships with TV Characters: The Effects of Perceived and Actual Similarity in Personality Traits

Jonathan Cohen and Michal Hershman-Shitrit

Five actors completed personality scales for a character they played on a TV comedy. Viewers completed the same scales both for themselves and for the characters. They then completed parasocial relationship and identification scales. Perceived and measured similarity scores were computed and regressed on parasocial relationship and identification. Results show that perceived similarity is somewhat related, but similarity is mostly unrelated, to parasocial relationships and identification. Implications for mediated relationships theory and measurement are discussed.

A Terror Management Theory Approach To Slasher Films

Eric D. Wesselmann

Why do many people love horror? Both social scientists and film theorists have been fascinated with the function that horror films have on individual viewers and society as a whole. Why would people purposefully want to watch films that evoke negative emotions such as fear, anxiety, and disgust? Some film theorists argue that horror films offer the ability to confront thoughts of human mortality safely (Crane, 1994; Maddrey, 2004; Phillips, 2005; Tudor, 1997). Media psychologists and communication scholars have provided empirical evidence supporting this idea (Goldstein, 1999, Johnston, 1995;

Tamborini and Weaver, 1996). My overall goal is to extend these findings, specifically using Terror Management Theory (Greenberg, Pyszczynski, and Solomon, 1986; Greenberg, Solomon, and Pyszczynski, 1997). Terror Management Theory posits when people are made aware of their own mortality (either by directly thinking of their own death or indirectly by seeing death-related images), they become anxious and are not.

Transmigration- Narratives Across Spaces and Time Friday July 8th, 11:00-12:15 am, Honore Room

This symposium addresses the affordances of narratives (oral and written) for facilitating people's navigation across time and space. The presentations address the identity demands of adapting to the expectations for participation in different settings, along with the ways that narratives organize access to and learning how to participate. The papers collectively demonstrate how the production of narratives and the critical examination of narratives (oral and written) provide venues for negotiating identity and relationship building. In addition, one of the papers addresses how textual narrative accounts of historical accounts – in this case of the experience of African enslavement – in children's literature provide opportunities for and constraints to children's access into entering historicized social and emotional worlds as potential windows into wrestling with problems of coping and resilience.

Texts of the Everyday as a Resource to Support Engagement for Underserved Youth

Yolanda Majors

Like barbershops for men, the local hair salon is a culturally shared and situated Black public space where during the course of the everyday, people come together “to organize around communal problems; sit together to cut and style one another's hair; pass news about each other through oral and written networks; and use music, style and humor to communicate with each other (Harris-Lacewell, 2004, p. 1). It is also a space where contested identities, alternative points of view, and culturally informed structures for participation and argumentation are situated within the context of narratives of the African American community (Hill-Collins, 2000). This presentation reports on one instructional tool emerging from the broader study of narrative talk in the salon, --Texts of the Everyday--texts (print, music, digital media, art) with which students are familiar and engage within their everyday practices outside the classroom (Majors 2015). These everyday cultural texts place interpretive demands similar to those the students will meet in the canonical texts that follow in the instructional sequence. Texts of the Everyday position readers, here African American adolescents, in a particular way. The activity of unpacking these texts is an instance of social reading and problem solving, facilitates the instructional goal of identifying and interpreting the literary problem within complex canonical texts. These texts of the everyday ask students to engage with issues within their own lives and in a broader social context, generating a critical understanding of the issues at hand, as well as the skills required to grapple with one's emotional reactions, understand alternative perspectives, and generate counterarguments.

Telling our Stories Across Time and Space: Narrative Sense Making and African American Adolescent Male Development

Sakeena Everett

This study examines oral and written narratives produced in an academic enrichment program focusing on African American adolescent males, following them in their transition from high school to college. The analyses examined the ways that they were making sense of their schooling experiences across time and space, around how they perceived, interpreted and responded/adapted to the multiple challenges they faced in terms of institutional challenges within schooling, relationships with peers and mentors, and how identity resources were taken up through narrativizing their experiences. This longitudinal study is informative in its documentation of navigations from high school to college and the role that narrative played in how these young represented to themselves and others how they wrestled with and made sense of their multiple movements at this critical developmental transition.

Reading the World as Text: Black Adolescents and Out-of-School Literacies

Valerie Kinloch

In this presentation, I consider: What might a new way of talking about curriculum mean for the ways in which Black adolescents read the world as text? What new and/or expanded forms of knowledge about curriculum, on the one hand, and about “ways of knowing and doing,” on the other hand, might emerge from an intentional focus on Black adolescents’ out-of-school literacies? To address these questions, I first discuss theories and larger ideas related to curriculum, conversation, knowing, and doing. Then, I briefly discuss how these ideas might look if we connect them to adolescents’ out-of-school literacies. This allows me to refer to specific examples from my research with Black adolescents in out-of-school urban contexts who are reading texts about the history of local communities, researching and writing about local activism, participating in community-engaged initiatives, and/or digitally documenting forms of community literacy that contribute to how they see the world. In so doing, I pay attention to what they are saying and doing in their out-of-school literacy lives and how what they are doing speaks to particular and sophisticated ways of knowing and doing. Finally, I conclude by offering ideas for how literacy teacher education can move toward developing a curriculum that is attentive to adolescents’ out-of-school literacies and ways of knowing, being, and doing.

Cultural Influences 2

Friday July 8th, 11:00 am-12:15 pm, Wabash Room

How Culture Shapes Story Comprehension: A Cross-Cultural Approach

Yehong Zhang

Culture makes a difference in reading. Drawn upon the debate of different cognitive styles across cultures, a study had been carried out to explore whether culture-specific thinking models may influence story comprehension in different cultural context and the established theoretical framework had been transferred from cultural psychology into literary study. The data collected during this experiment shows to what extent and on which category of story comprehension culture shapes reading.

Measuring Literary Value: From Neuroscience to Culture and Back Again

Zachary Norwood

How do we measure literary value? There has been a great deal of debate about the “objective” status of literary value. Some have argued that no such value is possible for a literary work: Barbara Herrnstein Smith has argued that “objective” values, or in her terms the “constancies of value,” are so limited in scope as to pale in comparison to personally and culturally “contingent” values, which rank as “subjective” values without, she claims, committing oneself to subjectivism (1988). More recently, “value theorists” in analytic philosophy have militated for the possibility of “intrinsic value” for certain kinds of properties, such as basic kinds of emotional content (Tappolet, 2015). Something like “intrinsic value” seems consistent with neuroscientific approaches to naturalizing values by identifying them with primary emotional response, which serve as foundations for all secondary, cultural values (Damasio 2005, Morrison and Salzman 2010, Sugrue, Corrado, and Newsome 2005, Kensinger, Addis, and Atapattu 2...)

Symposium: Visual Narrative Comprehension

Friday July 8th, 2:45-4:50 pm, Honore Room

In our daily lives, we are bombarded with visual narratives, whether dynamic ones in films and videos, games or static ones in comics, graphic narratives, or picture sequences. A key research question is how we comprehend them. Processing visual narratives requires a coordination of different perceptual, cognitive, and knowledge systems. These systems may involve perception, language, world knowledge, and knowledge of the medium (how to process cinematic features). The study of visual narratives is becoming a field in its own right, and the time is ripe for scholars from different areas of cognitive science to come together to explore how these different perceptual, cognitive, and knowledge systems are coordinated to support comprehension. In doing so, we hope to help foster a field in which there are few if any barriers between the different areas of perception and cognition involved in the study of visual narratives. In this symposium, there will be presentations that explore how perception, language, event cognition, and conventions of story telling within media contribute to visual narrative comprehension

Visual Narrative Grammar

Neil Cohn

Recent research has shown that the comprehension of visual narratives extends beyond the meaningful relations between images, and uses a “narrative grammar” that organizes this semantic information. I will show that this grammar goes beyond meaning, uses hierarchic relationships, and engages similar underlying cognitive processing as syntax in language. In addition, I will show that how you comprehend sequential images depends on your fluency in the specific narrative grammars found in different “visual languages” of the world.

The Scene Perception and Event Comprehension Theory (SPECT) Applied to Visual Narratives

Lester C. Loschky, Joseph P. Magliano, and Tim J. Smith

This talk introduces the Scene Perception and Event Comprehension Theory (SPECT) as a framework for explaining relationships between visual narrative perception and comprehension processes. SPECT distinguishes front-end perceptual processes occurring during single fixations and back-end comprehension processes occurring over multiple fixations in working and long-term memory. SPECT has generated several novel hypotheses about how front-end and back-end processes interact. Testing these hypotheses has helped bridged gaps between perception and comprehension, and produced some surprising results.

The Impact of Film Editing on Event Segmentation

Joseph P. Magliano, James Clinton, David Winer, Michael Young, Thomas Ackerman, and Christopher Kurby

The impact of shot editing on the comprehension of narrative film was investigated. Participants engaged in an event segmentation task while viewing computer-animated versions of a scene from a feature film that varied in the presence of editing (i.e., No editing, Moderate editing, or High editing). There was greater agreement in segmentation judgments as a function of the presence of editing. Film editing directs viewer attention to the event structure of a narrative.

A System for Coding how the Camera can Convey Mood and Meaning in Narrative Film

Thomas Ackerman, Joseph Magliano, and James Clinton

The camera in narrative film does not merely record events, but rather can be used to convey mood and meaning. We describe a coding system that describes how the camera shot that can affect how the viewers think and feel. We present a study that shows how this system can be used to understand differences in how different cinematic treatments of the same script lead to differences in how viewers understand emotional states of characters.

Is Event Perception Biased by Attitudes?

Stephan Schwan, Markus Huff, Frank Papenmeier, Annika E. Maurer, Tino G.K. Meitz, and Bärbel Garsoffky

The impact of strong attitudes (fandom) on perceiving a highly involving event was investigated. During the live broadcasting of the football champions league final 2012, we measured gaze behavior, event segmentation, cued recall and summative retrospective accounts from fans of both teams. While we found a strong bias of fandom for retrospective accounts, both fan groups showed similar gaze behavior, event segmentation and recall indicating that complex dynamic events are processed in an unbiased manner.

Applications to Education 2

Friday July 8th, 2:45-4:50 pm, Wabash Room

Literature Education as a School for Thinking: Activities and Text Qualities that Foster Critical Thinking

Martijn Koek, Tanja Janssen, Frank Hakemulder and Gert Rijlaarsdam

Previous research suggests that literature education can foster critical thinking skills and dispositions in adolescents. To find out which learning activities, teacher activities and literary text qualities might trigger those skills and dispositions, stimulated recall interviews were conducted with students (aged 14-19, N=21) who had shown increased or not increased critical literary understanding after four months of

literature education. Their respective teachers (N=7) were also interviewed. Results will be presented at the conference.

A Second Chance for Hypertext Fiction? Exploring the Effects of Interactivity and Multimedia on the Reading Experience

Niels Bakker

Hypertext literature that offers multiple reading paths makes readers feel distracted and emotionally distanced from the storyworld and the characters. A new generation of writers has started experimenting with 'lighter' forms of hypertext, i.e. in a linear fashion. In this experiment we studied the reading and interpretation process of a Young Adult novel enriched with hyperlinks to videos on YouTube. The results show that the interactivity and multimedia effect motivated and unmotivated readers of storybooks differently.

iPoe vs. Print Poe: Affordances and Limitations of Multimodal Literary Text for Student Construction of Argumentation in Literature Classrooms

Rick Coppola and Angela Fortune

This study investigated the differences between 8th graders' comprehension, literary interpretation and evidence-based arguments regarding narrator reliability in one of two conditions: (1) reading of print-based text and (2) engagement with digital, interactive and multimodal app of Poe's short stories. Findings indicate no statistical significance in overall comprehension or quality of evidence-based arguments across conditions. Implications suggest explicit instruction is needed to navigate the grammar of visual design to support 21st century literacy learning.

Experiential Deep-reading: A Pilot Study among Students in Teaching Training Programs in the Nordic Countries

Skans Kersti Nilsson, Anne Mangen, Hildegunn Stole, Anezka Kuzmicova and Anne-Charlotte Begnum

This paper presents a joint pilot study of experiential deep-reading among students in teaching training programs in the Nordic countries. Adapting internationally developed scales on empathy in literary reading to a Nordic context, the study tested the following hypothesis: Apart from eliciting absorption, literary reading engages meta-cognitive processes that are not elicited by sub-literary text or reading conditions. The sample is too small to draw statistically valid conclusions; the presentation will instead focus on some qualitative findings indicating cultural and/or linguistic dissimilarities.

Teaching of Literature through Textbooks

Anna Skyggebjerg

This paper represents an interest in textbooks as an educational tool in the teaching of literature in lower secondary school in Denmark. Four influential and representative textbooks from different decades are analyzed with concepts from discourse analysis, positioning theory and theory about literature teaching. Some of the key questions are: Which discourses are connected to literature? Which types of literature and genres are included? How are the pupils positioned as readers and interpreters?

Saturday July 9th

**Symposium: The Power of Digital Text Analysis
Saturday July 9th, 8:30-10:35 am, Honore Room**

IGEL is probably best known for supporting psychological approaches to literature / empirical aesthetics. However, it also has a tradition of quantitative/digital literature studies (e.g., van Peer, 1989; Kuiken and Miall, 2001; Louwse et al., 2008; Louwse and van Peer, 2002; and more recently, Biber, 2011; Egbert, 2012; Jannidis and Lauer, 2014; Pennebaker and Ireland, 2011). Given the steady progress in literary and media data digitization and the availability of increasingly powerful tools (e.g., Jockers, 2014; Manovich, 2015), IGEL now aims at invigorating this tradition with new perspectives from the thriving communities of Digital Humanities, computational linguistics, and corpus stylistics.

The symposium features four invited papers that report on digital methods of analysis applied to literary texts. Gerhard Lauer will open the symposium by situating ‘the digital approach’ historically and epistemologically, introducing key questions, concepts, methods, and resources of digital text analysis for literary data. The other three papers are exemplary studies documenting the diversity and power of digital approaches within the broad field of literary studies. Their research questions and methods tap into linguistic, social-psychological, and cultural-studies backgrounds: First, Gabi Kirilloff (co-author Matthew Jockers) will report on a large-scale analysis of 19th century novels from British and American contexts, examining verb-pronoun pairings as an indicator of characterization. The contribution by Taleen Nalabandian’s (co-author Molly Ireland) will focus on using digital text analysis for answering social-psychological questions. It reports on a study using computerized text analyses of fictional and real-life dialogue for exploring individual differences in perspective-taking. The paper by Richard Jean So applies a digital socio-cultural approach to literary discourse, modeling broader patterns of racial inequality in the US literary field. It interlaces close reading and broader, macro scale methods.

The symposium reflects the potential and spectrum of a new generation of digital literary analyses with regard to empirical, methodological and conceptual perspectives. Besides examples of research design and questions about corpus building, the symposium will give insight on how the newest digital studies approach domains such as: style, plot, characterization and gender, as well as perspective-taking, social cognition, and questions of socio-cultural patterns.

Sorry, I have Digitized my Scholarship. A Short Introduction into Computer-Based Literary Studies

Gerhard Lauer

The talk will address three main issues of digital text analysis in literary studies: the need for formalization, the main computer-based methods, and the basic resources. In a first step, the talk explains the necessity and method of translating cultural objects (like texts) into computational corpora. Secondly, chief methods of text analysis, from word counting to sentiment analysis, are introduced. And thirdly, I will introduce hands-on examples of textual analysis using principled collections of digitized texts.

Understanding Gender and Character Agency in the 19th Century Novel

Matthew L. Jockers and Gabi Kirilloff

The authors employ dependency parsing and machine learning in order to identify and study the relationship between verbs and pronoun gender in a corpus of 3,000 19th century novels. Verbs are demonstrated to be a strong predictor of pronoun gender with classification accuracies ranging between 90-95% in cross validation testing. The authors argue that these verb-pronoun pairings serve as a reasonable proxy for character agency and allow us to study and explore 19th characterization. Trends in pronoun gender and verb pairing are shown to be consistent across the century, with no measureable impact associated with either novelistic genre or author gender. Several works are identified as outliers and are discussed briefly.

Scriptwriting as a Novel Test of Perspective-Taking: Sex, Systemizing-Empathizing, and the Portrayal of Gender Differences in Fictional Dialogue

Taleen Nalabandian and Molly E. Ireland

We have analyzed new data that also examines scripts. However, we take a narrative approach looking at the ways in which typicality in structure is informed by critic and user ratings of films, and would prefer to present on this topic. A second possibility would be covering both topics, since they are both just different ways of looking at movie scripts (i.e., what scripts tell us about the author versus what scripts tell us about audiences or the nature of drama).

Modeling Racial Discourse and Inequality in the Literary Field

Richard Jean So

This paper attempts to quantitatively and computationally model racial discourse in the US novel (1880-2000), and in doing so, model broader patterns of racial inequality in the US literary field. It draws on both qualitative theories in minority discourse (Gates, Baker, Lloyd) as well as quantitative methods in text analytics and economics (Schelling) to create a model that pivots between close reading/qualitative

notions of racial language/discourse and broader, macro scale dynamics of racial hegemony in the cultural field.

Literary Interpretation 1 **Saturday July 9th, 8:30-10:35 am, Wabash Room**

A Model for Predicting Emergent Meaning during Literary Reading

Shawn Douglas and Don Kuiken

Three studies provided evidence for differential prediction of emergent meaning during literary reading. An SEM model of absorption-like states indicated that expressive enactment mediated (1) class-inclusion judgments for unconventional metaphors (with emergent meanings) (Study 3); (2) self-reported detection of emergent meanings (inexpressible realizations) (Studies 1-3), and (3) self-reported sublime disquietude (inexpressible realizations, self-perceptual depth, and perceived discord). In contrast, integrative comprehension mediated (1) class inclusion judgments for conventional metaphors and (2) self-reported explanatory coherence.

Going Beyond the Literal: Rules of Notice and Literary Interpretation

Candice Burkett and Susan R. Goldman

Going beyond the literal in literature requires domain-specific experience/strategies proposed to operate by heuristics (rules of notice (RON) and signification) (Rabinowitz, 1987). The reported study investigated undergraduate literary novices' attention to RON and literary interpretations. Participants thought-aloud while reading a short story and were interviewed about their understanding and interpretations. Results indicate novice literary readers attend to RON and use those rules to recognize the non-literal, but tend not to reference RON when providing interpretations.

How Typography of Deviating Textual Elements Affects Readers' Appreciation and the Perceived Meaningfulness of the Story

Katalin Balint and Frank Hakemulder

The study investigated how typography of deviating poetic elements in a suspense story influences readers' aesthetic appreciation, and the perceived meaningfulness of the story. Results showed a significant effect of typography on aesthetic appreciation of the story. The effect of typography on meaningfulness was mediated by the perceived strikingness of the poetic inserts. Readers, who found the poetic inserts more striking, interpreted the story at a higher complexity.

The Role of Evaluation in Literary Interpretation

Peter Dixon, Marisa Bortolussi and Christopher Linden

We demonstrated that the interpretation of characters and events is reactive and changes when readers are simply asked questions while reading. Subjects were interrupted three times while reading a short story and asked to report their evaluation of a story event from the perspective of one of two pivotal characters. Providing such evaluations changed the extent to which one character was more understandable than the other.

Detecting and Reasoning About Parody Texts

Stephen Briner, Susan Goldman and Joseph Magliano

How does the overlap between a parody text and its target influence detection of the parody's intent? In this study, participants read a parody text and either its target or a text which matched the target on surface-level features, situation-level features, or neither, and then indicated whether they detected a parody and explained why. Both surface and situational overlap increased parody detection likelihood, although readers made more appeals to situational overlap when reasoning about their decisions.

Literary Interpretation 2 **Saturday July 9th, 11:00-11:50 am, Honore Room**

The Effects of Prior Knowledge on the Generation of Interpretive Inferences

Kathryn McCarthy and Susan Goldman

Research has revealed that, unlike experts, literary novices do not readily construct interpretations of the literary works that they read. We investigated if providing two types of expert-like knowledge

(epistemological knowledge and relevant knowledge of literary conventions) increased novice literary readers' propensity to generate interpretive inferences about short stories. Analysis of readers' essays indicates that both kinds of knowledge play a role in increasing the amount of interpretive behavior that novices demonstrate.

The Elusive Difficulty of Reading Proust: An Eye-Tracking Study

Samira Murad, Renato Vicente, Leonardo Zeine, and Hamilton Haddad

In this work we measured the eye movements of people reading Proust's *In search of lost time*. By calculating number and duration of fixations, frequency of regressions and saccade lengths we aimed at gathering evidence on the relative difficulty of the novel. Our experimental pilot shows, however, that the complexity reported by readers does not seem to appear, at least in any obvious way, in this particular set of physiological measurements.

Has Lee Come of Age: Students' Lived Experiences as the Substance of Learning

Teresa Sosa

This work examines the interaction of a 9th grade class as they tried to make sense of a short text that asked them to consider whether Lee, the main character in the scenario, had come of age. This social interaction was analyzed in order to explore how students' contributions drew from various positionalities, local literacies, knowledge, and experiences in order to develop and share interpretive stances of the text.

Writing Literature or About Literature Saturday July 9th, 11:00 am-11:50 am, Wabash Room

Writing Poetry: Processes and their Procession

Joan Peskin, Beverly Ellenbogen, Qi Fang, and Fay Lin

To test a recent theoretical model suggesting that poetry writing is a stage-like linear process beginning with intuitive generation of text and only later progressing to revision, ten published poets and ten novices thought aloud as they composed poetry. A time-series examination demonstrated that although experts' verbalizations reflecting intuitive playful engagement took place significantly more often in the first of three time stages, there were no significant differences between active revision across the three time phases.

Characterizing Second Language Poetry Writing: A Quantitative Study of Textual and Literary Features of English Haiku Written by Second Language Learners

Atsushi Iida

This presentation explores the relationship between poetry writing and second language learners. The goal is to characterize haiku -a form of Japanese poetry- in a second language by analyzing textual and literary features of English haiku written by 207 college freshmen in the Japanese EFL context.

Theoretical Contributions Saturday July 9th, 2:45-4:50 pm, Honore Room

The Portable a priori: Dealing with Empiricism and Intuitive Opacity

William Louw

If logic in language is empirical, one ought to be able to recall its structure and impact in the language we hear and read. But intuitive opacity is common to all mankind in the case of the logic of natural language. Vocabulary is well recollected as are contexts of situation. But the nuances of grammar may not be grasped at all. Intuitively we grasp the fact that the grammar aspect is prior. But the vocabulary variables of the logical part of a sentence can only be disclosed by a reference corpus. Our portable a priori allows us to interpret the content of a subtexual search.

Two Roads to Cognition of the Literary Work of Art. Ingarden vs Lem

Rafal Kur

Roman Ingarden, phenomenologist and Stanisław Lem, writer, empiricist. Lem believes that phenomenological analysis cannot be fully translated into "a language subject to the directive of empirical verifiability." The juxtaposition of two separate perspectives, scientific and cognitive with

phenomenological in the context of a common subject of literary work created a very interesting field of research and another voice in the discussion on the phenomenological interpretation of a literary work of art.

Haiku as Paused Pose: A Neocybernetic Consideration on the Difference between Data and Poetry
Nami Ohi

The presentation theme is the difference between data and poetry. As a case study, haiku is analyzed from the viewpoint of neocybernetics and the concept of paused pose. In conclusion, this presentation clarifies that the difference between data and poetry is depend on whether a reader can have peculiar relationship to the text (here, haiku), rather than depend on any objective characteristics of the text.

Death gets Personal: Examining an Alternative to Mortality Salience in the Entertainment Context
Guan Soon Khoo

Though mortality salience has been studied by scholars of somber entertainment, its outcomes of worldview defense and self-esteem motives seem to contradict Aristotelian explanations of tragedy's values. A 3x3 between-subjects experiment (N = 183) compared a more personal death prime, death reflection, with mortality salience on gratification outcomes. Main results showed that death reflection facilitated a lower appreciation of comedy (hedonic genre) compared to the control group. Future work and implications are discussed.

Topic Modeling Ancient Chinese Texts: Knowledge Discovery in Databases for Humanists

Ryan Nichols, Kristoffer Nielbo, Edward Slingerland, Uffe Bergeton, Scott Kleinman and Carson Logan
We present central findings from a multi-year, multi-disciplinary text analysis project using an ancient Chinese corpus of over 5 million characters in works that date from the earliest received texts to the Song Dynasty. We interpret topic models generated from this corpus and adjudicate the controversy over whether Mencius or Xunzi is the primary inheritor of Analects' intellectual tradition

Affective and Esthetic Experiences to Literature, Poems, and Humor
Saturday July 9th, 2:45-4:50 pm, Wabash Room

Attention, Esthetic Experience, and Semantic Noise during the Reading of Literary Texts: An Eye Tracking Experiment

Amir Harash and Yeshayahu Shen

20 subjects read J.L Borges story "The Chamber of Statues" and rated it for esthetic experience and semantic noise. They were presented with maps of their own eye movements and asked to explain why they focused on particular text segments. Results show, contrary to Foregrounding Theory predictions that high appreciation correlated with faster and fewer fixations. Globally, extra attention was due to semantic noise, but closer analysis supports a weak version of Foregrounding Theory.

Particularly Emotional Passages in Poems and their (Phonological) Features

Maria Kraxenberger

This study investigates what structures readers of poetry perceive as especially emotional, and where such eminently emotional passages are in a poem. In doing so, 48 participants (33 women, 15 men) rated eight formal comparable German poems and underlined those passages that they found particularly emotional.

Voice Quality in Poetry Reading: Bringing Text to Life

Chen Gafni and Reuven Tsur

This talk concerns a certain "softened" voice quality adopted by some professional poetry readers for emotive expression. We discuss the acoustic correlates of the softened voice, and the psychological effect it has on listeners. Our results demonstrate the contribution of the vocal dimension to the experience of poetry. In addition, our methodology allows to explore theoretical issues regarding the link between the psychological experience of poetry and the physical properties of the performance.

Knock Knock: Humour Effects of Plosive Sounds

Marina Rain and Raymond Mar

A common belief among comedians and joke writers is that using hard consonant sounds (i.e., plosives: k, p, b, d, t, g) can improve the funniness of a joke. However, whether this is the case has not been formally examined. We conducted four studies to test whether plosives enhance the perceived funniness of jokes and did not find evidence to support this idea. Possible explanations and future extensions of this work will be discussed.

Getting the Joke: A Qualitative Study of Absurd Humour

Joshua Quinlan, Raymond Mar, Katrina Fong and Marina Rain

Absurd humour (AH), despite its popularity, tends to elicit strongly negative reactions. The divisive nature of AH was explored in a study that collected both quantitative and qualitative open-ended data. As expected, reactions to AH were very polarized. Appreciators of AH felt that “getting” it required thoughtfulness and open-mindedness and that few people could understand it. Those who disliked AH felt it was “stupid,” confusing, and were sometimes deeply discomforted by it.

Poster Session Abstracts

Students’ Levels of Confidence in their Ability to Write Different Creative Genres

Hind Alzahrani

The purpose of this study was to examine students’ levels of confidence in a number of creative writing genres: short story, diary, memoirs, free verse poetry, haikus, prose poetry, dramatic monologues, sonnets, allegorical poems, and ballads. The data was collected from English and Creative Writing majors at a Midwestern and Southern university (N = 73) who take a validated online survey. General results show significant difference in students’ levels of confidence among the ten researched genres.

Measuring Creative Writers’ Perceptions of the Quality of their Expression when Conducting Different Creative Writing Genres in their L1 and/or L2

Abdullah Darwish

This poster presentation will empirically explore the following question: To what degree do students rate the quality of their expression differently when conducting different creative genres (personal narrative vs poetry) in their L1 and/or their L2? It will begin by exploring empirical research on the expression in L2 creative writing and the main research question. Then, it will show the research design, method and materials. Finally, it will report the empirical findings and main implications.

Can a Writer Hide Behind another Pen Name?: Pen Names and Statistical Author Identification

Toshihiko Kubota and Miki Kimura

This is an exploratory report on quantitative author identification of two modern British detective writers, Ian Rankin and Robert Galbraith, who are known to have exploited more than one pen name. Emphasis will be placed on the relation between possible author discriminators and their respective sensitivities to different pen names and different authors. The word length distribution and the top 25/100 most frequent words are processed using PCA, cluster analysis, discriminant analysis and SVM.

Aesthetic Appraisal Narratives among Professional Music and Film Critics

Duane Lundy and Lori Stephens

Aesthetic appraisal among professional music and film critics was investigated. Twelve published books with critical narratives and ratings were utilized. Paralleling a study among nonprofessionals, narrative paragraphs (N = 634) were coded independently by two coders in terms of aesthetic statements vs. nonaesthetically biased statements. Most statements were aesthetic in nature (96.9%), while a small percentage was biased (3.1%). The percentage of biased statements in a study of nonprofessionals was over ten times higher (33%).

Predicting Engagement during Reading: Assessing Emotional Content using Lexical Co-Occurrence Models

James Farley and Peter Dixon

We tested the hypothesis that reading stories containing more emotional content leads to

greater engagement. Lexical co-occurrence models were used to derive a rank-ordering across a sample of stories assessed to have low, medium or high relative levels of emotional content. Conforming to predictions, the high emotion story was associated with the highest level of task focus, while the low emotion story was associated with the poorest comprehension.

The Potential Role of Flow Experiences in Reading

Birte Thissen

A model transferring the concept of flow experiences (Csikszentmihalyi, 1975) to the context of reading is presented. In the model, flow is proposed to function as a mediator variable for reading-specific experiences, such as presence, identification and learning. In order to test the model, path analyses and factor analysis are being conducted based on data from an online-survey as well as a reading-experiment, that compares experiences in a flow-condition with those under flow-adverse conditions.

The Effect of Illustrations on Literary Recall and Engagement

Arsalan Ahmed and Peter Dixon

We examined the effect of illustrations on adult reading comprehension and engagement. Subjects read simplified literary narratives with related illustrations or unrelated pictures interspersed and were subsequently asked to recall the text. We measured the extent to which subjects were on task and the number of words in their recall protocol. Related pictures promoted engagement, although there was no difference in recall.

Cognitive Action among Sponsors of Literacy in Responses to Literature

Felicia Hellman and Ryan Dippre

Responding to literature through writing is a complex activity, and it has proven difficult to examine how (and why) students are growing and changing in that writing in subtle yet powerful ways. We propose analyzing the text of student responses to literature through an application of Moffett's (1968; 1992) theory of abstraction and Brandt's (2001; 2015) sponsors of literacy to understand both how student writing changes and the material forces shaping those changes.

Waiting for the Script to Break Down – Cognitive Action Scripts and Absurdity in Samuel Beckett's Waiting for Godot

Andreas Wirag

The poster presents the results of a quantitative questionnaire study on reader construals of cognitive action scripts (Bower et al. 1979) and their implications for Beckett's *Waiting for Godot*. The study collected audience expectations (i.e. scripts) of orderly sequences of character activities and shows how a mismatch between audience assumptions (about ordinary, goal-oriented activities) and the protagonists' actual behaviour (frequently fragmentary and non-teleological) gives rise to an acute sense of 'absurdity' within the play.

Literature Reading and Interpretation in Eighth Grade: Scaffold by Application of Material Physical Places

Pernille Damm Mønsted Pjedsted

This paper will introduce new perspectives on empirical literary research. The paper seeks to question literacy teaching embedded in an academic discourse and emphasizes the reading as cultural experience. Can involvement with places represented in the literature scaffold children's reading and interpretation? The paper unfolds and discusses how a place-theoretically founded literacy didactic can access reading and interpretation of a young adult fiction book.

Hybrid Narrativity: Digital and Cognitive Approaches to Graphic Literature

Oliver Moisch

This paper will introduce quantitative and empirical approaches to graphic literature. The presentation will begin with the over-arching concepts, methodologies, and central goals of this research group and briefly demonstrate the current stage of the project. The presenter will then talk in more detail about his work-in-progress, which focuses on empirical and quantitative studies of narratological concepts central to graphic literature. Methodological approaches include surveys, eyetracking, and computational analyses.

Gaming the Composition: An Ethnographic Study on Composing Ergodic Fiction

Lyle Skains, Alice Bell, Astrid Ensslin and Jen Smith

Digital media offers specific affordances to the fiction author, including multimodality, non- and poly-linear structures, and interactivity. Current studies focus on reader response and literacy; little is understood about how authors compose and conceive digital fiction. This ethnographic study of undergraduate writers composing digital and prose fiction expands the first author's practice-based research on digital composition, which found that digital composition has significant effects on writer cognition, approach to story, and narrative elements.

The Effect of Titles, Time, and Medium on Aesthetic Responses

Christian Steciuch, Keith Millis, and David Boveri,

Previous work has shown that titles to artwork influence aesthetic responses. Metaphorical titles tend to increase understanding and pleasure over descriptive titles, especially when there is ample time and when the artworks are paintings rather than photographs. In this experiment, we test whether the impact of titles are mediated by whether the same realistic artwork is labeled a photograph or an artwork. We found that pleasure but not understanding was mediated by genre knowledge.

When Worlds Collide: Factors that Affect Narrative Recursion

Greta C. Chan, Jeffrey Foy, and Joseph Magliano

In some narratives, one world is embedded in another. The term "recursive transfer" refers to the transfer of narrative events from an embedded world into the base world. This study explores the condition in which readers perceive recursive transfer possible. We found that people were more likely to anticipate recursive transfer when the degree of feature overlap between the inner and outer stories increased, and when the outer story was fantastic in nature.

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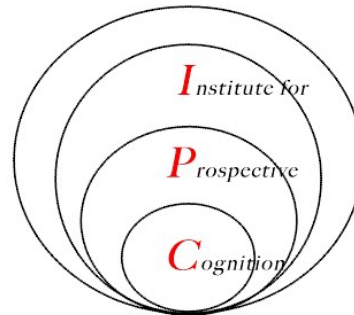
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