

FELICIA DAWN HUREWITZ

1012 Bellet Building
1505 Race Street
Philadelphia PA 19102

CURRENT POSITION

Assistant Professor
Department of Psychology
Drexel University

EDUCATION:

Rutgers Center for Cognitive Science
Learning and Cognition Laboratory (Gelman Laboratory)
Rutgers University, New Brunswick
Postdoctoral Associate, 2002-2005

(joint appointment with Rutgers and University of Pennsylvania)
Institute for Research in Cognitive Science
University of Pennsylvania *and*
Rutgers Center for Research in Cognitive Science
Rutgers University - New Brunswick
Postdoctoral Associate, 2001-2002

Ph.D. in Psychology (advisor: Professor Lila Gleitman)
University of Pennsylvania, 2001

Graduate studies in Linguistics
University of Pennsylvania , 1992-1994

BA in Linguistics with Honors
University of Michigan, 1990

PUBLICATIONS:

Hurewitz, F. & Berger, P. (2008) Preparing students with autism for college, and preparing colleges for students with autism. *Speaker's Journal on Pennsylvania Policy*, special edition on autism spectrum disorders.

Hsu, N.C., Philips, C., & Hurewitz, F. (in submission) Context influences structure generation: Evidence from Chinese.

Hurewitz, F. & Beals, K. (in preparation) GrammarTrainer: a pilot efficacy study.

Hurewitz, F. & Beals, K. (2008) A role for grammar in Autism CAls. In the *Proceedings of the 7th international conference on Interaction design and children*, Chicago, IL.

Hurewitz, F., Schnitzer, B. & Gelman, R. (2006) Sometimes area counts more than number. *Proceedings of the Nat. Academy of Sci.* Dec. 108 (51).

Hurewitz, F., A. Papafragou, L. Gleitman and R. Gelman (2006) Asymmetries in the acquisition of numbers and quantifiers. *Language learning and development*, 2(2), 77–96.

Friedman, O., Hurewitz, F. & Leslie, A. (in submission) Children's difficulty reasoning about the consequence of ignorance: Explaining failure in partial true belief situations.

Hurewitz, F. *Developing the Ability to Resolve Syntactic Ambiguity*, Doctoral Dissertation in Psychology at the University of Pennsylvania. 2001

Hurewitz, F., Brown-Schmidt, S., Thorpe, K., Gleitman, L. & Trueswell, J. 'One frog, two frog, red frog, blue frog: The development of parsing strategies in children' *Journal of Psycholinguistic Research*, vol. 29, no. 5, November 2000.

Hurewitz, F. 'A quantitative look at discourse coherence' in *Centering Theory in Discourse*, Walker, M., Joshi, A. and Prince E. (eds.) Clarendon Press, Oxford. 1998.

Hurewitz, F., Schnitzer, B. & Gelman R. (in preparation) Mass counts.

Koenig, M. & Hurewitz, F. Education and certification broad Autism Task Force Report. 2004.

<http://www.dpw.state.pa.us/General/AboutDPW/SecretaryPublicWelfare/AutismTaskForce/>

CONFERENCE PRESENTATIONS:

Miller M. & Hurewitz, F (submitted) The Drexel Autism Support Program. Paper submitted to the Council for Exceptional Children annual conference. (2009, Seattle, WA).

Hurewitz, F. & Beals, K. (2008) GrammarTrainer, a software based language intervention. Poster presented to The 7th Annual International Meeting for Autism Research, London, England.

Beals & Hurewitz (2007) *Improving Linguistic & Social competence through explicit grammar training*. Poster presented at the Association for Behavior Analysis International 2007 Autism Conference Program Committee, to be held in Boston, MA in Feb. 2007.

- Chun-chieh N. H., Hurewitz, F., Phillips, C. *Contextual and Syntactic Cues for Head-final Relative Clauses in Chinese*. Paper presented at the 19th annual CUNY conference on Sentence Processing, NYC. 2006.
- Hurewitz, F., Schnitzer, B. & Gelman R. *Continuous or discrete interpretations of numerical displays? It depends*. paper delivered at the conference for the Society for Research in Child Development, Atlanta, Georgia, 2005
- Hurewitz, F., Schnitzer, B. & Gelman, R. *When counting doesn't count*. Paper presented to the 45th Annual Meeting of the Psychonomic Society, 2004.
- Hurewitz, F. *Interference effects between continuous and discrete quantity dimensions and the acquisition of numerical competency*. Paper delivered to the annual meeting of the National Academy of Education, Stanford University, 2004.
- Papafragou, A, Hurewitz, F. Gleitman, L. & Gelman, R., *Number Quantifier asymmetries in language acquisition*. Paper delivered at the annual Linguistic Society of America Conference, 2003
- Hurewitz, F., Trueswell, J., & Gleitman, L. *The development of sentence parsing ability: a probabilistic multiple-constraint account* Paper delivered at the conference for the Society for Research in Child Development, Tampa Bay, Florida, 2003
- Hurewitz, Gelman, Gleitman, & Papafragou *Pragmatics and performance in children's understanding of cardinality*. Poster delivered at the conference for the Society for Research in Child Development, Tampa Bay Florida, 2003
- Hurewitz, F. Papafragou, A., Gleitman, L. & Gelman, R. 'Some, all, two and four at three: on the acquisition of numbers and quantifiers' Paper presented at the Boston University Conference on Child Language, 2002.
- Hurewitz, F., Gleitman, L. & Trueswell, J. 'The Walrus and the Parser: Children's and adults' use of contextual and lexical information for syntactic ambiguity resolution.' Paper presented to the City University of New York conference on human sentence processing, 2001.
- Trueswell, J.C., Gleitman, L., Hurewitz, F. 'How interactive parsing mechanisms develop during child language learning.' Paper presented at the City University of New York conference on Human Sentence Processing, 2001.
- Hurewitz, F., Brown-Schmidt, S., Gleitman, L. & Trueswell, J. 'When production precedes comprehension: children fail to understand constructions that they freely and accurately produce'. Paper presented at the City University of New York conference on human sentence processing, 2000

Hurewitz, F. & Gleitman, H. 'When a description becomes a name: the affect of previous reference on incremental processing' Poster presentation at the City University of New York conference on Human Sentence Processing. 1999

Hurewitz, F. & Linson, B. 'The Centrality Index' Talk at the international workshop on centering in discourse at the Institute for Research in Cognitive Science, 1993.

Hurewitz, F. & Linson, B. 'A centering approach to analyze the verb *to seem*' Talk at the Penn Linguistics colloquium, 1993

ADDITIONAL PRESENTATIONS

Hurewitz, F. (Oct. 2, 2008) Testimony to the House Special Education Sub Committee Informational Hearing on House Bill 2438 and House Bill 2536. West Chester, PA.

Hurewitz, F. (2008) Grammar Training for Autism. Dean's lecture at Drexel University. May 7, 2008.

Fingles, I. & Hurewitz, F. (2007) Advocating for children on the autistic spectrum. Paper to be presented at the March, 2007 Conference for the Council of Parent Attorneys and Advocates, Baltimore, MD.

Hurewitz, F. & Koenig, M.. Findings of the educational-certification Task Force Subcommittee report. Invited presentation at the Pennsylvania Autism Showcase Conference. Harrisburg, PA, 2006.

Beals, K. & Hurewitz, F. (July, 2006) Enhancing Language, Cognition, and Social Reasoning through Systematic Grammar Training. presentation for ASA's 37th National Conference and Exposition, Rhode Island Convention Center, July 12 - 15, 2006 in Providence, RI.

Hurewitz, F. Avoiding the garden path by learning to notice the view: the role of pragmatics in syntactic development. Presentation for the University of Delaware Linguistics Colloquium Series. November, 2005.

Hurewitz, F. *Identifying Specific Learning Disabilities under the new IDEA* Paper delivered to the annual meeting of the National Association of School Psychologists in Hawaii, December, 2004.

Hurewitz, F., *Automaticity in Number and Quantity Representations* Presentation for the "What is Cognitive Science" Speaker Series, November, 2003

Hurewitz, F. *Development of Number Concepts* Presentation for Penn's Summer Institute for Cognitive Science. University of Pennsylvania, 2002.

GRANTS, FELLOWSHIPS & HONORS

ASERT Grant [full grant 1.6 mil.]
Co-investigator (Director of Drexel autism support program)
Bureau of Autism Services, PA Dept. of Welfare
2008-2010

Innovative Technology Grant (\$100,000)
Computerized language training using GrammarTrainer
Cure Autism Now
2006-2008

Spencer Research Fellowship (\$50,000)
Early Mathematical Literacy
National Academy of Education/Spencer Foundation
2003-2005

Postdoctoral Fellowship
National Institute of Health,
Institutional National Research Service Award.
Rutgers Center for Cognitive Science
Rutgers University
2001-2003

Postdoctoral Fellowship
The Institute for Research in Cognitive Science
Funded by the National Science Foundation
2001-2002

Predocctoral Fellowship
The Institute for Research in Cognitive Science
Funded by the National Science foundation
1999-2001

Presentation chosen as one of the ten best papers
City University of New York Conference on Human Sentence Processing
2000

National Science Foundation grant for child sentence processing studies
Primary Investigators: John Trueswell & Lila Gleitman,
University of Pennsylvania, Philadelphia, PA
Summer, 1999

Graduate student fellowship grant to work on research project in pronoun resolution

Supervised by Aravind Joshi and John Trueswell, University of Pennsylvania

Spring-Summer, 1994

TEACHING EXPERIENCE

Current courses

Developmental Psychology

Psychology of Language

Autism Spectrum Disorders

2005-2007 University of Delaware

Introduction to Linguistics

Introduction to Cognitive Science

Advanced Intro to Cognitive Science

Topics in Cognitive Science (Modular systems in cognition)

Psycholinguistics