

Curriculum Vitae
Toben H. Mintz
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Office Address

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Education

Ph.D — 1996 Joint Ph.D. In Brain & Cognitive Sciences and in Linguistics. University of Rochester.
M.A.— 1994 Psychology. University of Rochester.
B.A. — 1989 Cognitive Science. University of Rochester.

Awards and Honors

Phi Kappa Phi, 2011
Phi Beta Kappa, 1989
Magna Cum Laude, University of Rochester, 1989
High Distinction and Honors in Cognitive Science, University of Rochester, 1989

Grants

Pending “Investigating infants' ability to learn abstract rules and dependencies involving non-adjacent items in non-linguistic and linguistic domains: The mechanisms and constraints,” role: PI. National Science Foundation, BCS, Total award: \$687,530.
2023—2025 “Doctoral Dissertation Research: The Effects of Language Experience on Statistical Learning in Infants and Adults,” role: PI, student co-PI, Helen Shiyang Lu. National Science Foundation, BCS-2234422. Total award: \$18,949.
2021—2024 “Doctoral Dissertation Research: Considering the effects of disfluent speech on children's sentence processing capabilities and language development,” role: PI, student co-PI, Cindy Chiang. National Science Foundation, BCS-2041372. Total award: \$18,074.
2019—2020 “Learning Language from Image and Video Entities,” role: Senior Investigator (PI: Ram Nevatia, Viterbi), DARPA, \$925,655, my portion: \$28,513.
2013—2014 “Doctoral Dissertation Research: Infants’ Ability to Discriminate Statements and Questions,” role: PI, student co-PI, Susan Geffen, National Science Foundation, BCS-1227074. Total award: \$15,108.
2007—2011 “The acquisition of grammatical categories by infants,” role: PI, National Science Foundation, BCS-0721328. Total award: \$375,000.
2009—2010 "Vowel Harmony and Word Segmentation in Infants," USC, Advancing Scholarship in the Humanities and Social Sciences, \$23,400.
2002—2007 "Mechanisms of Early Grammatical Learning in Infants," role: PI, National Institutes of Health, NICHD, HD040368. Total award: \$731,250.
2006—2007 "The role of vowel harmony as a cue to word boundaries for 7-month old infants," Provost's Undergraduate Research Program. \$9,000. (with Prof. Rachel Walker)

- 2004—2005 "The role of vowel harmony as a cue to word boundaries for 7-month old infants," Provost's Undergraduate Research Program. \$10,000. (with Prof. Rachel Walker)
- 2003—2004 "The role of vowel harmony as a cue to word boundaries for 7-month old infants." Provost's Undergraduate Research Program. \$7,000. (with Prof. Rachel Walker)
- 1998—2000 Zumberge Research Innovation Fund, University of Southern California. Total award: \$10,000.

Fellowships

- 1996—1998 Postdoctoral Fellowship, Institute for Research in Cognitive Science, University of Pennsylvania
- 1994—1996 National Research Service Award, NIH Predoctoral Fellowship, "The Acquisition of Grammatical Categories",
6/1/94 - 11/30/95
1/1/96 - 12/31/96
- 1992—1994 NIH Predoctoral Traineeship
- 1990—1993 Rush Rhees Fellowship, University of Rochester
- 1990—1992 Sproull Fellowship, University of Rochester
- 1989—1990 ITT International Fellowship, CNRS, Paris, France

Professional Experience

Research

- 2011—Present Director, Cognitive Science Program, University of Southern California.
- 2004—Present Associate Professor, Depts. of Psychology and Linguistics, University of Southern California.
- 2005 Sept. *Professeur Invité*, École Normale Supérieure, Paris, France
- 1998—2004 Assistant Professor, Depts. of Psychology and Linguistics, University of Southern California
- 1996—1998 Postdoctoral Fellow, Institute for Research in Cognitive Science, University of Pennsylvania
- 1992—1994 NIH Predoctoral Trainee
Supervisors: Drs. Elissa L. Newport and Thomas G. Bever
- 1989—1990 Research Assistant
Laboratoire des Sciences Cognitives et Psycholinguistiques, Paris. Supervisor: Dr. Jacques Mehler

Teaching

- 1998—Present Graduate and undergraduate courses in developmental psycholinguistics, psycholinguistics, cognitive science, and cognitive development.

Service

- 2023 April External Program Reviewer, Cognitive Science Undergraduate Major, UC Merced
- 2019 May External Proposal Reviewer for the Creation of a Cognition Science Major, United Arab Emirates University
- 2013 May External Program Reviewer, Cognitive Science Undergraduate Major, UC Merced

- 2012—Present Director of the USC Dornsife College Cognitive Science Major
 2010—2011 Member of USC Dornsife College Cognitive Science Advisory Committee
 2007—2010 National Science Foundation Advisory Panel, Division of Behavioral and Cognitive Sciences (Linguistics Program).
 2006—2007 IRB liaison, Psychology Department, University of Southern California.
 2002—2003 Co-organizer, Language and Mind Conference III, University of Southern California.
 1999—2000 Co-chair, Tutorials Committee for the 22nd Annual Cognitive Science Conference
 1999—2000 Chair, Undergraduate Studies Committee, Linguistics Department, University of Southern California
 Spring 1998 Co-chair, Postdoctoral Cognitive Science Conference, University of Pennsylvania

Editorial Service

- 2021 Guest Editor, *Proceedings of the National Academy of Science*
 2020—Present Editor-in-Chief, *Language Learning and Development*
 2020—Present Editorial Board: *Language Development Research*
 2012—Present Editorial Board: *Language Acquisition*
 2008—Present Editorial Board: *Cognition*
 2013—2016 Associate Editor: *Cognition*
 2011—2012 Editorial Board: *Theoretical and Computational Models of Word Learning: Trends in Psychology and Artificial Intelligence*

External Referee for Tenure & Promotion Cases

Boston University
 Carnegie Mellon University
 Chapman University
 New York University
 Simon Fraser University (Canada)
 University of California, Los Angeles

Ad hoc Reviewer

Journals: *Behavioral and Brain Sciences, Child Development, Cognition, Cognitive Development, Cognitive Psychology, Cognitive Science, Developmental Psychology, Developmental Science, Journal of Child Language, Journal of the Acoustical Society of America, Journal of Cognition and Development, Journal of Cognitive Neuroscience, Journal of Experimental Psychology: General, Journal of Experimental Psychology: Learning, Memory & Cognition, Journal of Memory and Language, Infancy, Language Acquisition, Language and Speech, Language Learning, Language Learning and Development, Nature Reviews Psychology, PLoS One, Proceedings of the National Academy of Science, Psychological Review, Psychological Science*

Conferences: Annual Meetings of the Cognitive Science Society,
 Biennial Meeting of The Society for Research in Child Development,
 Boston University Conference on Language Development,

International Conference on Infant Studies
Empirical Methods in Natural Language Processing

Granting Agencies:

National Science Foundation,
Research Grants Council, Hong Kong,
Israel Science Foundation

Invited Lectures and Colloquia

- 2019: "Infants' capacity for learning non-adjacent dependencies in linguistic and non-linguistic domains." Invited colloquium, University of Maryland.
- 2017: "Computational and Implementational Properties of Non-Adjacent Dependency Learning in Human Adults." Workshop on the Comparative Biology of Language Learning, University of Leiden, NL.
- 2015: "Learning non-adjacent dependencies in artificial and natural languages." University of Maryland, April.
- 2013: "Distributional Analysis as a Method for Categorizing Words in Infancy." Claremont Graduate University, April.
- 2011: "Distributional Analysis as a Method for Categorizing Words in Infancy." University of California, Merced, Department of Cognitive Science, May.
- "Distributional Analysis as a Method for Categorizing Words in Infancy." University of California, San Diego, Department of Linguistics, May.
- 2010: "Distributional Analysis as a Method for Categorizing Words in Infancy." University of California, Los Angeles, Department of Psychology, April.
- 2009: "Distributional Analysis as a Method for Categorizing Words in Infancy." University of Amsterdam. Amsterdam, NL, July.
- 2008: "Categorizing Words from Patterns in the Linguistic Input." University of Arizona, Department of Psychology. Tucson, AZ, September.
- "Some Issues in Language Acquisition Research." University of Arizona, Department of Cognitive Science. Tucson, AZ, September.
- 2006: "Learning Syntactic Categories from Patterns in Linguistic Input." Ohio State University, Department of Psychology. Columbus, OH, September.
- "Learning Syntactic Categories from Patterns in Linguistic Input." University of Rochester, Department of Brain and Cognitive Science. Rochester, NY, June.
- "Bootstrapping Grammatical Categories from Structure-Independent Distributional Cues." University of Maryland, Department of Linguistics. College Park, MD, May.
- "Constraints on Adjective Acquisition: The Importance of Taxonomic Identity." University of California, Los Angeles. Department of Psychology. Los Angeles, CA, February.
- 2005: "Categorizing Words from Distributional Information in the Input." Laboratoire des Sciences Cognitives and Psycholinguistique, CNRS, Paris, September.

“Linguistic and Conceptual Support for Adjective Acquisition.” Laboratoire des Sciences Cognitives and Psycholinguistique, CNRS, Paris, September.

“Seven-month-old Infants' Sensitivity to Vowel Harmony During Word Segmentation.” Laboratoire des Sciences Cognitives and Psycholinguistique, CNRS, Paris, September.

“Current Directions in Language Acquisition Research.” Laboratoire des Sciences Cognitives and Psycholinguistique, CNRS, Paris, September.

Major Research Interests

Language Acquisition
Cognitive and Computational Mechanisms of Learning
Cognitive and Biological Bases of Linguistic Universals

Major Teaching Interests

Developmental Psycholinguistics
Infancy
Learning and Development
Cognitive Psychology/Cognitive Science

Books

Byrd, D. & **Mintz, T. H.** (2010). *Discovering Speech, Words, and Mind*. Malden, MA: Wiley-Blackwell.

Papers Submitted or In Preparation

(† Student first author; underlined senior author where applicable)

†Chiang, C., & **Mintz, T. H.** (under revision). Disfluencies activate alternative argument structures in toddlers during online sentence processing

†Chiang, C., & **Mintz, T. H.** (in preparation). Uh what did you say? Children's parsing preferences are altered by experience with disfluent sentences.

Kosie, J. E., Zettersten, M., Abu-Zhaya, R., Amso, D., Babineau, M., Baumgartner, H. A., ... **Lew-Williams, C.** (under review). ManyBabies 5: A large-scale investigation of the proposed shift from familiarity preference to novelty preference in infant looking time.

Wang F., Zevin, J., Trueswell, J., **Mintz, T.** (under revision). A Rhythm Account of Dependency Learning.

Peer Reviewed Journal Publications

(† Student first author; underlined senior author where applicable)

†Lu, H. S., & **Mintz, T. H.** (2023). Dynamic motion and human agents facilitate visual non-adjacent dependency learning. *Cognitive Science*, e13344. doi: 10.1111/cogs.13344

Mintz, T. H. (2023). The Importance of Modeling Pragmatic Syntactic Bootstrapping. *Journal of Child Language*, 50, 1065-1068. doi:10.1017/S030500092300003X

- †Lu, H. S., & **Mintz, T. H.** (2021). Learning non-adjacent rules and non-adjacent dependencies from human actions in 9-month-old infants. *PLoS ONE*, *16*(6): e0252959, doi:10.1371/journal.pone.0252959.
- †Wang F. H., Zevin, J., Trueswell, J., **Mintz, T.** (2020). Top-down grouping affects adjacent dependency learning. *Psychonomic Bulletin & Review*, 1052–1058.
- †Wang, F. H., Zevin, J., & **Mintz, T. H.** (2019). Successfully learning non-adjacent dependencies in a continuous artificial language stream. *Cognitive Psychology*, *113*.
http://doi.org/10.1016/j.cogpsych.2019.101223
- Wilson, B., Spierings, M., Ravignani, A., Mueller, J. L., **Mintz, T. H.**, Wijnen, F., van de Kant, A., Smith, K., Rey, A. (2018). Non-adjacent Dependency Learning in Humans and Other Animals. *Topics in Cognitive Science*. doi: 10.1111/tops.12381
- †Wang, F. H., & **Mintz, T. H.** (2018a). Learning non-adjacent dependencies embedded in sentences of an artificial language: When learning breaks down. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, *44*, 604-614.
- †Wang, F. H., & **Mintz, T. H.** (2018b). The role of reference in cross-situational word learning. *Cognition*, *170*, 64-75.
- †Geffen, S., & **Mintz, T. H.** (2017). Prosodic differences between declaratives and interrogatives in infant-directed speech. *Journal of Child Language*, *44*, 968-994. doi: 10.1017/S0305000916000349 (published online 18 July 2016).
- Mintz, T. H.**, Walker, R. L., Welday, A., & Kidd, C. (2017). Infants' sensitivity to vowel harmony and its role in segmenting speech. *Cognition*, *171*, 95-107.
- †Wang, F. H., Zevin, J., & **Mintz, T. H.** (2017). Top-down structure influences learning of non-adjacent dependencies in an artificial language. *Journal of Experimental Psychology: General*, *146*, 1738-1748.
- †Wang, F.H. and **Mintz, T.H.** (2016). 'Language acquisition is model-based rather than model-free', *Behavioral and Brain Sciences*, *39*. doi: 10.1017/S0140525X1500093X.
- Mintz, T. H.**, Li, J., Wang, F. H. (2014). Word Categorization from Distributional Information: Frames Confer More Than the Sum of Their (Bigram) Parts. *Cognitive Psychology*, *75*, 1-27. DOI: 10.1016/j.cogpsych.2014.07.003.
- †Geffen, S., & **Mintz, T. H.** (2014). Can you believe it?! Eleven-month-olds use word order to distinguish between declaratives and polar interrogatives. *Language Learning and Development*. DOI:10.1080/15475441.2014.951595.
- †Amir, O., **Biederman, I.**, Herald, S. B., Shah, M. P., & **Mintz, T. H.** (2014). Greater Sensitivity to Nonaccidental than Metric Shape Properties in Preschool Children. *Vision Research*, *97*, 83–88, doi: 10.1016/j.visres.2014.02.006.
- Mintz, T. H.** (2013). The segmentation of sub-lexical morphemes in English-learning 15-month-old infants. *Frontiers in Language Sciences*, *4*(24), doi: 10.3389/fpsyg.2013.00024.
- †Chemla, E., **Mintz, T. H.**, Bernal, S., & Christophe, A. (2009). Categorizing words using 'frequent frames': what cross-linguistic analyses reveal about distributional acquisition strategies. *Developmental Science*, *12*(3), 396-406.
- Mintz, T. H.** (2009). Language Development. In L. R. Squire (Ed.), *New Encyclopedia of Neuroscience* (pp. 313-319). Oxford: Academic Press.
- Mintz, T. H.** (2005). Linguistic and conceptual influences on adjective acquisition in 24- and 36-month-olds. *Developmental Psychology*, *41*, 17-29.
- †Curtin, S., **Mintz, T. H.**, Christiansen, M. (2005). Stress changes the representational landscape: evidence from word segmentation in infants. *Cognition*, *96*, 233-262.

- Mintz, T. H.** (2003). Frequent frames as a cue for grammatical categories in child directed speech. *Cognition*, *90*, 91-117.
- Mintz, T.H.** (2002). Category Induction from Distributional Cues in an Artificial Language. *Memory & Cognition*, *30*, 678-686.
- Mintz, T. H.,** and **Gleitman, L. R.** (2002). Adjectives really do modify nouns: the incremental and restricted nature of early adjective acquisition. *Cognition*, *84*, 267-293.
- Mintz, T. H.,** **Newport, E. L.,** and **Bever, T. G.** (2002). The distributional structure of grammatical categories in speech to young children. *Cognitive Science*, *26*, 393-424.

Peer Reviewed Conference Proceedings

(† Student first author; underlined senior author where applicable)

- †Lu, H.S. and **Mintz, T.H.** (2021). Dynamic action facilitates learning of non-adjacent dependencies in visual sequences. In *Proceedings of the Annual Meeting of the Cognitive Science Society*, *43*. Cognitive Science Society.
- †Wang, F.H., Zevin, J., and **Mintz, T.H.** (2016a). Learning non-adjacent dependencies in continuous presentation of an artificial language. In A. Papafragou, D. Grodner, D. Mirman, & J.C. Trueswell, (Eds.), *Proceedings of the 38th Annual Conference of the Cognitive Science Society* (pp. 1661-1666). Austin, TX: Cognitive Science Society.
- †Wang, F.H., Zevin, J., and **Mintz, T.H.** (2016b). Grammatical bracketing determines learning of non-adjacent dependencies. In A. Papafragou, D. Grodner, D. Mirman, & J.C. Trueswell, (Eds.), *Proceedings of the 38th Annual Conference of the Cognitive Science Society* (pp. 2561-2566). Austin, TX: Cognitive Science Society.
- †Li, J., & **Mintz, T. H.** (2015). Constraints on learning non-adjacent dependencies (nads) of visual stimuli. In Noelle, D. C., Dale, R., Warlaumont, A. S., Yoshimi, J., Matlock, T., Jennings, C. D., & Maglio, P. P. (Eds.), *Proceedings of the 37th Annual Meeting of the Cognitive Science Society* (pp. 1350-1355). Austin, TX: Cognitive Science Society.
- †Wang, F. H., & **Mintz, T. H.** (2015). Characterizing the difference between learning about adjacent and non-adjacent dependencies. In Noelle, D. C., Dale, R., Warlaumont, A. S., Yoshimi, J., Matlock, T., Jennings, C. D., & Maglio, P. P. (Eds.), *Proceedings of the 37th Annual Meeting of the Cognitive Science Society* (pp. 2613-2618). Austin, TX: Cognitive Science Society.
- †Wang, H., Höhle, B., Ketrez, N. F., Küntay, A. C., & **Mintz, T. H.** (2011). Cross-linguistic Distributional Analyses with Frequent Frames: The Cases of German and Turkish. In N. Danis, K. Mesh, & H. Sung (Eds.), *Proceedings of the 35th annual Boston University Conference on Language Development* (pp. 628-640). Somerville, MA: Cascadilla Press.
- †Wang, H., & **Mintz, T.** (2010). From linear sequences to abstract structures: Distributional information in infant-directed speech. In *A Supplement to the Proceedings of the 34th annual Boston University Conference on Language Development*. Somerville, MA: Cascadilla Press.
- †Steenberge, L., **Mintz, T. H.** (2005). A toy can't be *stoof* if it's not really a toy: Object knowledge and adjective acquisition. In A. Brugos, M.R. Clark-Cotton, & S. Ha (Eds.), *Proceedings of the 29th Annual Boston University Conference on Language Development* (pp. 574-581). Somerville, MA: Cascadilla Press.
- Mintz, T. H.** (2004). Morphological segmentation in 15-month-old infants. In A. Brugos, L. Micciulaa, & C. E. Smith (Eds.), *Proceedings the 28th Annual Boston University Conference on Language Development* (pp. 363-374). Somerville, MA: Cascadilla Press.

- †Wang, H., & **Mintz, T. H.** (2008). A Dynamic Learning Model for Categorizing Words Using Frames. In H. Chan, E. Kipia, & H. Jacob (Eds.), *Proceedings of the 32nd annual Boston University Conference on Language Development* (pp. 525-536). Somerville, MA: Cascadilla Press.
- †Aronoff, J., Giralt, N., & **Mintz, T. H.** (2006). Stochastic Approaches to Morphology Acquisition. In C. A. Klee & T. L. Face (Eds.), *Selected Proceedings of the 8th Hispanic Linguistics Symposium* (pp. 110-121). Somerville, MA: Cascadilla Press.
- Mintz, T. H.** (2003). On the distribution of frames in child-directed speech as a basis for grammatical category learning. In B. Beachley, A. Brown, & F. Conlin (Eds.), *Proceedings of the 27th Annual Boston University Conference on Language Development* (pp. 545-555). Somerville, MA: Cascadilla Press.
- †Curtin, S., **Mintz, T.**, and Byrd, D. (2001). Coarticulatory cues enhances infants' recognition of syllable sequences in speech. . In A. H.-J. Do, L. Domínguez, & A. Johansen (Eds.), *Proceedings of the 25th annual Boston University Conference on Language Development*. Somerville, MA: Cascadilla Press.
- Mintz, T.H.** (2000). Unique entropy as a model of linguistic classification. *Proceedings of the Twenty-Second Annual Cognitive Science Society*. Mahwah, NJ: Laurence Erlbaum.
- †Curtin, S., **Mintz, T. H.**, & Byrd, D. (2000). Coarticulatory information in natural speech stimuli is crucial for infant recognition of syllable sequences. *Journal of the Acoustical Society of America*, 108(2,2), p. 2480.
- Mintz, T. H.**, and Gleitman, L. R. (1998). Incremental language learning: two and three year olds' acquisition of adjectives. *Proceedings of the Twentieth Annual Cognitive Science Society*. Mahwah, NJ: Laurence Erlbaum Assocs.
- Mintz, T. H.**, & Giralt, N. (2001). What's in a name? Novel and superordinate nouns facilitate learning novel adjectives. In A. H.-J. Do, L. Domínguez, & A. Johansen (Eds.), *Proceedings of the 25th annual Boston University Conference on Language Development*. Somerville, MA: Cascadilla Press.
- Mintz, T. H.**, Newport, E. L., and Bever, T. G. (1995). Distributional regularities of grammatical categories in speech to infants. In Jill Beckman (Ed.), *Proceedings of the 25th Annual Meeting of the North Eastern Linguistics Society*. Amherst, Mass: GLSA.

Invited Book Chapters

- Mintz, T. H.** (2006). Frequent frames: Simple co-occurrence constructions and their links to linguistic structure. In E. V. Clark & B. F. Kelly (Eds.), *Constructions in Acquisition* (pp. 59-82). Stanford: CSLI.
- Mintz, T. H.** (2006). Finding the verbs: distributional cues to categories available to young learners. In K. Hirsh-Pasek & R. M. Golinkoff (Eds.), *Action Meets Word: How Children Learn Verbs* (pp. 31-63). New York: Oxford University Press.

Conference Presentations

(*: Presenter or, †: Presentation by student co-author)

- †Lu, H. S. & **Mintz, T. H.** (2023, March). Twelve-month-olds generalize nonadjacent dependencies from artificial speech presented at a natural speech rate. Paper presented at The 2023 Biennial Meeting of the Society for Research in Child Development. Salt Lake City, UT.

- Lu, H. S. & ***Mintz, T. H.** (2022, June). Human dynamic actions aid non-adjacent dependency learning in both infants and adults. Paper presented at the International Conference on Interdisciplinary Advances in Statistical Learning. Donostia-San Sebastian, Spain.
- †Chiang, C. & **Mintz, T. H.** (2021, November). Uh what did you say? Children's parsing preferences are altered by experience with disfluent sentences. Paper to be presented at the 46th annual Boston University Conference on Language Development, Boston, MA.
- †Lu, H.S. and **Mintz, T.H.** (2021). Dynamic action facilitates learning of non-adjacent dependencies in visual sequences. Paper presented at the 43rd Annual Meeting of the Cognitive Science Society.
- †Lu, H.S. and **Mintz, T.H.**, (2021, January). Learning non-adjacent rules and dependencies from human actions in 9-month-old infants: Actions sometimes speaker louder than words. Paper presentation at the Budapest CEU Conference on Cognitive Development.
- †Chiang, C.& **Mintz, T. H.** (2020, November). Going against verb bias: toddlers shift parsing strategies when encountering disfluencies. Paper presented at the 45th annual Boston University Conference on Language Development, Boston, MA.
- Chiang, C. & **Mintz, T. H.** (2020, September). Examining the mechanisms of structural priming: considering the effects of disfluent sentences on the implicit learning account. Poster presented at the 26th Architectures and Mechanisms of Language Processing Conference, Potsdam, Germany.
- Lu, H.S. and **Mintz, T.H.**, (2019, October). Visual rule learning: The connection between human actions and speech. Poster presented in Cognitive Development Society, Louisville, Kentucky, USA.
- †Wang, F. H., Trueswell, J., Zevin, J.D., **Mintz, T.H.** (2018). A Rhythm Account of Word Segmentation Tasks. Paper presented at the 43rd Annual Boston University Conference on Language Development. Boston, MA. November.
- Chiang, C., Geffen, S., and **Mintz, T.H.** (2017). Distinguishing Questions and Statements Using Sentence-Initial Prosodic Cues. Poster presented at the 42nd Annual Boston University Conference on Language Development. Boston, MA. November.
- Wang, F.H., and **Mintz, T.H.** (2016). Statistical Learning Requires a Two-Step Process. Poster presented at the 41st Annual Boston University Conference on Language Development. Boston, MA. November.
- †Wang, F.H., Zevin, J., and **Mintz, T.H.** (2016a). Learning non-adjacent dependencies in continuous presentation of an artificial language. Paper presented at the 38th Annual Conference of the Cognitive Science Society. Philadelphia, PA. August.
- †Wang, F.H., Zevin, J., and **Mintz, T.H.** (2016b). Grammatical bracketing determines learning of non-adjacent dependencies Paper presented at the 38th Annual Conference of the Cognitive Science Society. Philadelphia, PA. August.
- Lin, C., & **Mintz, T. H.** (2015). Vocabulary size is correlated with non-native tone sensitivity in English learning infants. Poster presented at the 37th Annual Meeting of the Cognitive Science Society. Pasadena, CA. July.
- Lin, C., and **Mintz, T.** (2015). The encoding of tonal contrast in word learning by monolingual English infants. Poster presented at the 40th Annual Boston University Conference on Language Development. Boston, MA. November.
- †Wang, F. H., and **Mintz, T. H.** (2015). The limits of associative learning in cross-situational word learning. Paper presented at the 28th CUNY Conference on Human Sentence Processing. Los Angeles, CA. March.

- Wang, F. H., and **Mintz, T. H.** (2015). Cross-situational Word Learning Results in Explicit Memory Representations. Poster presented at the 37th Annual Meeting of the Cognitive Science Society. Pasadena, CA. July.
- †Geffen, S. & **Mintz, T. H.** (2013). Infants' ability to discriminate between statements and questions. Paper presented at the 38th Annual Boston University Conference on Language Development. Boston, MA. November.
- Wang, H. & ***Mintz, T. H.** (2012). Using overlap as a measure of young children's syntactic knowledge. Paper presented at the 37th Annual Boston University Conference on Language Development. Boston, MA. November.
- †Geffen, S. & **Mintz, T. H.** (2011). Seven-month-olds' discrimination of statements and questions. Poster presented at the 36th Annual Boston University Conference on Language Development. Boston, MA. November.
- Mintz, T. H.** (2011). Fifteen-month-old infants can categorize words using distributional information alone and retain the categories after 1 week. Paper presented at the 36th Annual Boston University Conference on Language Development. Boston, MA. November.
- Mintz, T. H.** (2011). Comparing the efficacy of bigrams and frames in cuing lexical categories for human learners. Poster presented at the 33rd Annual Meeting of the Cognitive Science Society. Boston, MA. July.
- †Wang, H., Höhle, B., Ketrez, N., Kuntay, A. C., & **Mintz, T.H.** (2010). Cross-linguistic distributional analyses with frequent frames: the cases of German and Turkish. Paper presented at the 35th Annual Boston University Conference on Language Development. Boston, MA. November.
- †Wang, H., & **Mintz, T.** (2009). From linear sequences to abstract structures: Distributional information in infant-directed speech. Poster presented at the 34th Annual Boston University Conference on Language Development. Boston, MA. November.
- Höhle, B., Wang, H., & ***Mintz, T. H.** (2008). Syntactic categorization of new words: Distributional and morphological cues to form class. Paper presented at the XXIX International Congress of Psychology. Berlin, July.
- Mintz, T. H.** (2008). Distributional Analysis as a Method for Categorizing Words in Infancy. Presented at the XVIth International Conference in Infant Studies. Vancouver, BC. March.
- Yuan, S., Scott, R., Fisher, C., & **Mintz, T. H.** (2008). 21-Month-Olds Learn Distributional Facts about a New Verb Via Listening Experience. Poster presented at the XVIth International Conference in Infant Studies. Vancouver, BC. March.
- †Wang, H. & **Mintz, T. H.** (2007). A Dynamic Learning Model For Categorizing Words Using Frames. Presented at the 32nd Annual Boston University Conference on Language Development. Boston, MA. November.
- Mintz, T. H.** (2007). Category Induction from Lexical Co-occurrence Patterns in Artificial Languages. Invited presentation, Current Issues in Language Acquisition: Artificial & Statistical Language Learning, University of Calgary. Calgary, Alberta, June.
- Mintz, T. H.** (2006). Toddlers' Sensitivity to the Presuppositions of 'One' and 'Thing'. Presented at the 31st Annual Boston University Conference on Language Development. Boston, MA. November.
- Mintz, T. H.** (2006). Detecting syntactic patterns in speech to infants: The utility of frequent frames. Poster presented at The 28th Annual Conference of the Cognitive Science Society, Vancouver, July.

- Mintz, T. H.** & *Walker, R. (2006). Infants' sensitivity to vowel harmony and its role in word segmentation. Paper presented at the annual meeting of the Linguistic Society of America, Albuquerque, New Mexico, January.
- Mintz, T.H.** (2005a). The Importance of Object Categories in Adjective Acquisition: A Word-Learning Constraint? Presented at the Biennial Meeting of the Society for Research in Child Development. Atlanta, GA. April.
- Mintz, T.H.** (2005b). The acquisition of grammatical categories: Insights from computational and behavioral studies. Presented at the Biennial Meeting of the Society for Research in Child Development. Atlanta, GA. April.
- Mintz, T. H.** (2005c). Categorizing Words from Distributional Information in the Input. Presented at the Xth International Congress on the Study of Child Language. Berlin, July.
- Mintz, T. H.** (2004a). Twelve-Month-Olds Categorize Novel Words Using Distributional Information. Poster presentation, International Conference on Infant Studies. Chicago, May.
- Mintz, T. H.** (2004b). The second generation of statistical learning. Presented at the International Conference on Infant Studies. Chicago, May.
- Mintz, T. H.** (2003a). Observations on critical periods and research on the mechanisms of language acquisition. Language and Mind Conference III. Los Angeles, CA. May.
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