

March 2009

## Curriculum Vitae

### Charles A. Perfetti

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#### Education

University of Michigan, 1962-1967. PhD in Psychology (Experimental), June 1967.  
University of Illinois, 1958-1962. B.S. with honors in Psychology, 1962. Minors:  
Mathematics & History.

#### Academic Positions

2008- Director, Learning Research and Development Center, University of Pittsburgh  
2001- Distinguished University Professor of Psychology, University of Pittsburgh  
2000 – 2008 Associate Director, Learning Research & Development Center, University of Pittsburgh.  
University of Pittsburgh  
1999: Interim Chair, Department of Linguistics  
1992-1998: Chair, Department of Psychology  
1984- Professor of Psychology and Linguistics  
1983-1992: Chair, Program in Learning, Development & Cognition; Chair, Graduate Program in Cognitive Psychology  
1967- Research Scientist--Senior Scientist, Learning Research and Development Center.  
1967-1983: University of Pittsburgh, Assistant Professor to Professor of Psychology.  
1967 - University of Michigan, Lecturer, Department of Psychology

#### Visiting and Affiliated Positions

Pittsburgh Science of Learning Center, Co-Director, 2008-- ; Chief Scientist, 2007-2008  
University of Sussex, Leverhulme Visiting Research Fellow, Fall 2003, Center for the Neural Basis of Cognition, Faculty  
University of Auckland, New Zealand, 1996. Honorary Visiting Professor, Department of Psychology,  
Netherlands Institute for Advanced Studies, Wasenaar, Fellow, 1988.  
Max Planck Institut fur Psycholinguistik, Nijmegen, the Netherlands, Visiting Scholar, 1982.

## Selected Professional and Research-Related Appointments

### Representative Institutional Boards and Panels

Chair, Commission on Reading Research. National Institute for Literacy, September 2007-

Board of Advisors, Behavioral Science Institute, Radboud University Nijmegen, 2006-

National Academy of Sciences Panel on *The Prevention of Reading Difficulties in Children*, 1995-1998

Advisory Board, *Joint Institute for Chinese Language and Cognitive Science*, 1997-

Human Capital Initiative Committee, American Psychological Society, 1992-1997

National Science Foundation, Linguistics Advisory Panel, 1995

NICHD Study Panel, 1985-1989

National Science Foundation, Cognition & Perception Review Panel, 2000-2003

Board of Directors, Joint Laboratories for Language and Cognitive Neuroscience, Department of Linguistics, University of Hong Kong, 2002-

Institute of Education Sciences READ Panel, *Where We Are in the Process*, 2004

### Professional Societies

**President-elect**, Society for the Scientific Study of Reading, 1998; **President**, 2000-2001; Past-President, 2002-2003.

**Fellow**, American Psychological Association; American Psychological Society; Member, Psychonomic Society; American Educational Research Association; Linguistic Society of America; Society for the Scientific Study of Reading

### Honors

Distinguished Scientific Contribution Award, Society for the Scientific Study of Reading Amsterdam, Netherlands, June 27, 2004.

Leverhulme Fellow, 2003

Named University Professor, University of Pittsburgh, 2001

Chancellor's Distinguished Research Award, University of Pittsburgh, 2000

Fellow, Netherlands Institute for Advanced Studies in the Behavioral Sciences, 1988

### Editing:

Editorial Boards, recent or current:

*Journal of Experimental Psychology: Learning, Memory and Cognition*, *Discourse Processes*, *Journal of Memory and Language*, *Written Language and Literacy*, *Child Development*, *Journal of Experimental Child Psychology*, *Reading Research Quarterly*, *Journal of Educational Psychology*

## Publications

### Books

- Schmalhofer, F., & Perfetti, C. A. (Eds.). (2007). *Higher level language processes in the brain: Inference and comprehension processes*. Mahwah, NJ: Erlbaum.
- Perfetti, C.A., Rieben, L., & Fayol, M. (Eds.), (1997). *Learning to spell: Research, theory, and practice across languages*. Mahwah, NJ: Erlbaum.
- Perfetti, C.A., Britt, M.A., & Georgi, M. (1995). *Text-based learning and reasoning: Studies in history*. Hillsdale, NJ: Erlbaum.
- Rieben, L. & Perfetti, C.A. (Eds.) (1991). *Learning to read: Basic research and its implications*, Hillsdale, NJ: Erlbaum.
- Rieben, L. & Perfetti, C.A. (Eds.) (1989). *L'Apprenti lecteur: Recherches empiriques et implications pedagogiques*, Neuchatel: Delachaux et Niestle.
- Perfetti, C.A. (1985). *Reading ability*, New York: Oxford Press.
- Lesgold, A.M., & Perfetti, C.A. (Eds.) (1981). *Interactive processes in reading*, Hillsdale, NJ: Erlbaum.

### Journal Articles and Book Chapters

#### In Press

- Frishkoff, G. A., Perfetti, C. A., & Collins-Thompson, K. (in press). Lexical quality in the brain: ERP evidence for robust word learning from context. *Developmental Neuropsychology*.
- Perfetti, C. A. (in press). Decoding, vocabulary, and comprehension: The golden triangle of reading skill. In M. G. McKeown & L. Kucan (Eds.), *Bringing reading researchers to life: Essays in honor of Isabel Beck*. New York: Guilford.
- Perfetti, C. A. (in press). Reading. In P. C. Hogan (Ed.), *Cambridge encyclopedia of the language sciences*. Storrs, CT: University of Connecticut.
- Perfetti, C. A., Liu, Y., Fiez, J., & Tan, L-H. (in press). The neural bases of reading: The accommodation of the brain's reading network to writing systems. In P. Cornelissen, M. Kringelbach, & P. Hansen (Eds.), *The neural basis of reading*. Oxford University Press.

#### 2009

- Frishkoff, G. A., Perfetti, C. A., & Westbury, C. (2009). ERP measures of partial semantic knowledge: Left temporal indices of skill differences and lexical quality. *Biological Psychology*, 80, 130-147.

Nelson, J. R., Liu, Y., Fiez, J., & Perfetti, C. A. (2009). Assimilation and accommodation patterns in ventral occipitotemporal cortex in learning a second writing system. *Human Brain Mapping, 30*, 810-820

## 2008

Bolger, D. J., Balass, M., Landen, E. & Perfetti, C. A. (2008). Contextual variation and definitions in learning the meaning of words. *Discourse Processes, 45*(2), 122-159.

Frishkoff, G. A., Collins-Thompson, K., Perfetti, C. A., & Callan, J. (2008). Measuring incremental changes in word knowledge: Experimental validation and implications for learning assessment. *Behavioral Research Methods 40*(4), 907-925.

Hart, L., & Perfetti, C. A. (2008). Learning words in Zekkish: Implications for understanding lexical representation. In E. L. Grigorenko & A. J. Naples (Eds.), *Single word reading: Behavioral and biological perspectives* (pp. 107-128). New York: Taylor & Francis.

Perfetti, C. A., & Dunlap, S. (2008). Learning to read: General principles and writing system variations. In K. Koda & A. Zehler (Eds.), *Learning to read across languages* (pp. 13-38). Mahwah, NJ: Erlbaum.

Perfetti, C., & Frishkoff, G. A. (2008). The neural bases of text and discourse processing. In B. Stemmer & H. A. Whitaker (Eds.), *Handbook of the neuroscience of language* (pp. 165-174). Cambridge, MA: Elsevier.

Perfetti, C. A., Yang, C-L., & Schmalhofer, F. (2008). Comprehension skill and word-to-text processes. *Applied Cognitive Psychology, 22*(3), 303-318.

Siok, W. T., Niu, Z. Jin, Z., Perfetti, C. A. & Tan, L. H. (2008). A structural-functional basis for dyslexia in the cortex of Chinese readers. *PNAS (Proceedings of the National Academy of Sciences), 105*(14), 5561-5566.

Verhoeven, L., & Perfetti, C. A. (2008). Introduction. Advances in text comprehension: Model, process and development. *Applied Cognitive Psychology, 22*(3), 293-301.

## 2007

Chen, B. G., Zhou, H. X., Dunlap, S., & Perfetti, C. A. (2007). Age of acquisition effects in reading Chinese: Evidence in favor of the Arbitrary Mapping Hypothesis. *British Journal of Psychology, 98*(3), 499-506.

Landi, N., & Perfetti, C. A. (2007). An electrophysiological investigation of semantic and phonological processing in skilled and less-skilled comprehenders. *Brain and Language, 102*, 30-45.

- Liu, Y., Dunlap, S., Fiez, J., & Perfetti, C.A. (2007). Evidence for neural accommodation to a writing system following learning. *Human Brain Mapping*, 28, 1223-1234.
- Liu, Y., Wang, M., & Perfetti, C. A. (2007). Threshold-style processing of Chinese characters for adult second-language learners. *Memory and Cognition*, 35(3), 471-480.
- Perfetti, C. A. (2007). Reading ability: Lexical quality to comprehension. *Scientific Studies of Reading*, 11(4), 357-383.
- Perfetti, C. A., Liu, Y., Fiez, J. Nelson, J., Bolger, D. J., & Tan, L-H. (2007). Reading in two writing systems: Accommodation and assimilation in the brain's reading network. *Bilingualism: Language and Cognition*, 10(2). 131-146. Special issue on "Neurocognitive approaches to bilingualism: Asian languages", P. Li (Ed.)
- Schmalhofer, F., & Perfetti, C. A. (2007). Neural and behavioral indicators of integration processes across sentence boundaries. In F. Schmalhofer & C. Perfetti (Eds.), *Higher level language processes in the brain: Inference and comprehension processes* (pp. 161-188). Mahwah, NJ: Erlbaum.
- Yang, C-L., Perfetti, C. A., & Schmalhofer, F. (2007). Event-related potential indicators of text integration across sentence boundaries. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 33(1), 55-89.

**2006**

- Goldberg, R.F., Perfetti, C.A., Schneider, W. (2006). Distinct and common cortical activations for multimodal semantic categories. *Cognitive, Affective, and Behavioral Neuroscience*, 6(3), 214-222.
- Goldberg, R. F., Perfetti, C. A., & Schneider, W. (2006). Perceptual knowledge retrieval activates sensory brain regions. *Journal of Neuroscience*, 26(18) 4917-4921.
- Landi, N., Perfetti, C. A., Bolger, D. J., Dunlap, S., & Foorman, B. R. (2006). The role of discourse context in developing word form representations: A paradoxical relationship between reading and learning. *Journal of Experimental Child Psychology*, 94(2), 114-133.
- Liu, Y., Perfetti, C. A., & Wang, M. (2006). Visual analysis and lexical access of Chinese characters by Chinese as second language readers. *Linguistics and Language*, 7(3), 637-657.
- Massaro, D. W., Liu, Y., Chen, T. H., & Perfetti, C. A. (2006). A multilingual embodied conversational agent for tutoring speech and language learning. *Proceedings of the Ninth International Conference on Spoken Language Processing (Interspeech 2006 - ICSLP, September, Pittsburgh, PA)* (pp. 825-828). Universität Bonn, Germany.

Perfetti, C. A., & Liu, Y. (2006). Reading Chinese characters: Orthography, phonology, meaning, and the Lexical Constituency Model. In P. Li, L. H. Tan, E. Bates, & O. J. L. Tzeng (Eds.), *Handbook of East Asian psycholinguistics* (pp. 225-236). New York: Cambridge University Press.

## 2005

Yang, C. L., Perfetti, C. A., & Schmalhofer, F. (2005). Less skilled comprehenders' ERPs show sluggish word-to-text integration processes. *Written Language & Literacy*, 8(2), 233-257.

Perfetti, C. A., Wlotko, E. W., & Hart, L. A. (2005). Word learning and individual differences in word learning reflected in Event-Related Potentials. *Journal of Experimental Psychology: Learning Memory and Cognition*, 31(6), 1281-1292.

Nelson, J. R., Balass, M., & Perfetti, C. A. (2005). Differences between written and spoken input in learning new words. *Written Language & Literacy*, 8(2), 25-44.

Tan, L.H., Spinks, J.A., Eden, G., Perfetti, C.A., & Siok, W.T. (2005). Reading depends on writing, in Chinese. *PNAS*, 102, 8781-8785

Wang, M., Perfetti, C. A., & Liu, Y. (2005). Chinese-English biliteracy acquisition: Cross-language and writing system transfer. *Cognition*, 97, 67-88.

Bolger, D. J., Perfetti, C. A., & Schneider, W. (2005). A cross-cultural effect on the brain revisited: Universal structures plus writing system variation. *Journal of Human Brain Mapping*, 25(1), 83-91.

Perfetti, C. A., Landi, N., & Oakhill, J. (2005). The acquisition of reading comprehension skill. In M. J. Snowling & C. Hulme (Eds.), *The science of reading: A handbook* (pp. 227-247). Oxford: Blackwell.

Perfetti, C. A., & Liu, Y. (2005). Orthography to phonology and meaning: Comparisons across and within writing systems. *Reading and Writing*, 18(3), 193-210.

Perfetti, C.A., Liu, Y., & Tan, L.H. (2005). The Lexical Constituency Model: Some implications of research on Chinese for general theories of reading. *Psychological Review*, 12(11), 43-59.

Tokowicz, N., & Perfetti, C. A. (2005). Introduction to section II: Comprehension. In J. F. Kroll & A. M. B. de Groot (Eds.), *Handbook of bilingualism: Psycholinguistic approaches* (pp. 173-177). New York: Oxford University Press.

## 2004

- Britt, M. A., Wiemer-Hastings, P., & Perfetti, C. A. (2004). Using intelligent feedback to improve sourcing and integration in students' essays. *International Journal of Artificial Intelligence in Education*, 14(3), 359-374.
- Siok, W. T., Perfetti, C. A., Jin, Z., & Tan, L. H. (2004). Biological abnormality of impaired reading constrained by culture: Evidence from Chinese. *Nature*, September 1, 71-76.
- Perfetti, C. A., & Bolger, D. J. (2004). The brain might read that way. *Scientific Studies of Reading*, 8(3), 293-304.
- Wang, M., Liu, Y., & Perfetti, C. A. (2004). The implicit and explicit learning of orthographic structure and function of a new writing system. *Scientific Studies of Reading*, 8(4), 357-379.

### 2003

- Liu, Y., & Perfetti, C. A. (2003). The time course of brain activity in reading English and Chinese: An ERP study of Chinese bilinguals. *Journal of Human Brain Mapping*, 18(3), 167-175.
- Liu, Y., Perfetti, C. A., & Hart, L. (2003). ERP evidence for the time course of graphic, phonological, and semantic information in Chinese meaning and pronunciation decisions. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 29(6), 1231-1247.
- McCandliss, B., Beck, I. L., Sandak, R., & Perfetti, C. (2003). Focusing attention on decoding for children with poor reading skills: Design and preliminary tests of the Word Building intervention. *Scientific Studies of Reading*, 7(1), 75-104.
- Perfetti, C.A. (2003). The universal grammar of reading. *Scientific Studies of Reading*, 7(1), 3-24.
- Reichle, E. D., & Perfetti, C. A. (2003). Morphology in word identification: A word-experience model that accounts for morpheme frequency effects. *Scientific Studies of Reading*. 7(1), 219-238.
- Tan, L.H., Spinks, J.A., Feng, C.M., Siok, W.T., Perfetti, C.A., Xiong, J., Fox, P.T., & Gao, J.H. (2003). Neural systems of second language reading are shaped by native language. *Human Brain Mapping*, 18, 158-166
- Verhoeven, L., & Perfetti, C. A. (2003). Introduction to This Special Issue: The role of morphology in learning to read. *Scientific Studies of Reading*, 7(3), 209-218.
- Wang, M., Koda, K., & Perfetti, C. A. (2003). Alphabetic and nonalphabetic L1 effects in English word identification: A comparison of Korean and Chinese English L2 learners. *Cognition*, 87, 129-149.
- Wang, M., Perfetti, C. A., & Liu, Y. (2003). Alphabetic readers quickly acquire orthographic structure in learning to read Chinese. *Scientific Studies of Reading*, 7(2), 183-208.

**2002**

- Booth, J. R. & Perfetti, C.A. (2002). Onset and rime structure influences naming but not early word identification in children and adults. *Scientific Studies of Reading*, 6(1), 1-23.
- Yoon, H-K., Bolger, D. J., Kwon, O-S., & Perfetti, C. A. (2002). Subsyllabic units in reading: A difference between Korean and English. In L. Verhoeven. C. Elbro, & P. Reitsma (Eds.), *Precursors of functional literacy* (pp. 139-163). Amsterdam/Philadelphia: John Benjamins.
- Perfetti, C.A., & Hart, L. (2002). The lexical quality hypothesis. In L. Vehoeven. C. Elbro, & P. Reitsma (Eds.), *Precursors of functional literacy* (pp. 189-213). Amsterdam/Philadelphia: John Benjamins.
- Perfetti, C. A., Liu, Y., & Tan, L.H. (2002). How the mind can meet the brain in reading: A comparative writing systems approach. In H. S. R. Kao, C-K. Leong, & D-G. Gao (Eds.), *Cognitive neuroscience studies of the Chinese language* (pp. 36-60). Hong Kong University Press.

**2001**

- Perfetti, C. A. (2001). Reading skills. In N. J. Smelser & P. B. Baltes (Eds.). *International encyclopedia of the social & behavioral sciences* (pp. 12800-12805). Oxford: Pergamon.
- Rayner, K., Foorman, B.R., Perfetti, C.A., Pesetsky, D. & Seidenberg, M.S. (2001). How psychological science informs the teaching of reading. *Psychological science in the public interest*, 2(2), 31-74. A supplement to *Psychological Science*.
- Rayner, K., Foorman, B.R., Perfetti, C.A., Pesetsky, D., & Seidenberg, M.S. (2001). How should reading be taught. *Scientific American* (March, 2001). (Extracted from *Psychological Science* article)
- Tan, L.H., Liu, H.L., Perfetti, C.A., Spinks, J.A., Fox, P.T., & Gao, J.H. (2001). The neural system underlying Chinese logograph reading. *NeuroImage*, 13, 836-846.
- Perfetti, C.A., & Hart, L. (2001). The lexical bases of comprehension skill. In D. Gorfien (Ed.), *On the consequences of meaning selection* (pp. 67-86). Washington, DC: American Psychological Association.
- Perfetti, C.A., Van Dyke, J.A., & Hart, L. (2001). The psycholinguistics of basic literacy. In M. McGroarty (Ed.), *Annual Review of Applied Linguistics*, 21, 127-149.
- Perfetti, C.A. (2001). Reading skill. In *International encyclopedia of the social and behavioral sciences*. Cognitive Science Editor, W. Kintsch. The Netherlands: Kluwer.
- Perfetti, C.A. & Sandak, R. (2001) Literacy education. In N. J. Smelser & P. B. Baltes (Eds.) *International encyclopedia of the social and behavioral sciences* (pp. 8975-8981). Oxford: Pergamon.

**2000**

- Booth, J., Perfetti, C., MacWhinney, B., & Hunt, S. (2000). The association of rapid temporal perception with orthographic and phonological processing in children and adults with reading impairment. *Scientific Studies of Reading*, 4 (2), 101-132.
- Britt, M. A., Perfetti, C. A., Van Dyke, J. & Gabrys, G. (2000) The Sourcer's Apprentice: A tool for document-supported history instruction. In P. Stearns, P. Seixas, & S. Weinberg (Eds.), *Knowing, teaching and learning history: National and international perspectives* (pp. 437-470). New York University Press.
- Tan L. H., Spinks J. A., Gao, J. H., Liu, H.L., Perfetti, C. A., Xiong, J., Stofer, K. A., Pu, Y., Liu, Y., & Fox, P. T. (2000). Brain activation in the processing of Chinese characters and words: A functional MRI study. *Human Brain Mapping*, 10(1), 16-27
- Spinks J.A., Liu, Y., Perfetti, C.A., & Tan, L.H. (2000). Reading Chinese characters for meaning: the role of phonological information, *Cognition* 76(1), B1-B11.
- Perfetti, C.A., & Sandak, R. (2000). Reading optimally builds on spoken language. *Journal of Deaf Studies and Deaf Education*, 5(1), 32-50.

## 1999

- Perfetti, C. A. (1999). Comprehending written language: A blueprint of the reader. In C. Brown & P. Hagoort (Eds.), *The neurocognition of language* (pp. 167-208). Oxford University Press.
- Perfetti, C. A. (1999). Cognitive research and the misconceptions of reading education. In J. Oakhill & R. Beard (Eds.), *Reading development and the teaching of reading*. Oxford: Blackwell. [Essentially the same paper as Perfetti (1995) Cognitive research can inform reading education. *Journal of Research in Reading*, 18, 106-115.]
- Zhang, S., Perfetti, C.A., & Yang, Hui (1999). Whole-word, frequency-general phonology in semantic processing of Chinese characters. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 25 (4), 858-875.
- Xu, B. And Perfetti, C.A. (1999) Nonstrategic subjective threshold effects in phonemic masking. *Memory and cognition*, 27(1), 26-36.
- Booth, J. R., Perfetti, C. A., & MacWhinney, B. (1999). Quick, automatic, and general activation of orthographic and phonological representations in young readers. *Developmental Psychology*, 35, 3-19.
- Britt, M. A., Rouet, J.-F., & Perfetti, C. A. (1999). Content integration and source separation in learning from multiple texts. In S. R. Goldman, A. C. Graesser, & P. van den Broek (Eds.), *Narrative comprehension, causality, and coherence: Essays in honor of Tom Trabasso*. Mahwah, NJ: Erlbaum.
- Perfetti, C.A., Rouet, J.-F., & Britt, M.A. (1999). Toward a theory of documents representation. In H. van Oostendorp & S. Goldman (Eds.), *The construction of mental representations during reading* (pp. 99-122). Mahwah, NJ: Erlbaum.

- Perfetti, C.A. & Tan, L.H. (1999). The constituency model of Chinese word identification. In A. Inhoff, H.-S. Chen, & J. Wang (Eds.) *Reading Chinese script: A cognitive analysis* (pp. 115-134). Mahwah, NJ: Erlbaum.
- Tan, L. H., & Perfetti, C. A. (1999). Phonological activation in visual identification of Chinese two-character words. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 25, 382-393.
- Tan, L.H., & Perfetti, C.A. (1999). Phonological and associative inhibition in the early stages of English word identification: Evidence from backward masking. *Journal of Experimental Psychology: Human Perception and Performance*, 25, 382-393.

### 1998

- Perfetti, C. A. (1998). Two basic questions about reading and learning to read. In P. Reitsma & L. Verhoeven (Eds.), *Problems and interventions in literacy development* (pp. 15-47). Dordrecht, The Netherlands: Kluwer Academic Publishers.
- Tan, L.H., & Perfetti, C.A. (1998). Phonological codes as early sources of constraint in Chinese word identification: A review of current discoveries and theoretical accounts. In "Cognitive processing of Chinese and Japanese" special issue. *Reading and Writing: An Interdisciplinary Journal*, 10, 165-200. Reprinted in C.K. Leong and K. Tamaoka (Eds), *Cognitive Processes of the Chinese and the Japanese languages*. Series in Neuropsychology and Cognition, R. Joshi, Series Editor. Boston: Kluwer Academic Publishers, 1998.
- Perfetti, C. A. (1998). The limits of co-occurrence: Tools and theories in language research. *Discourse Processes*, 25, 363-377.
- Perfetti, C.A., & Marron, M. A. (1998). Learning to read: Literacy acquisition by children and adults. In D.A. Wagner (Ed.). *Advances in adult literacy research and development*. Hampton Press.
- Perfetti, C.A., & Tan, L.H. (1998). The time course of graphic, phonological, and semantic activation in Chinese character identification. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 24, 101-118.
- Rouet, J-F., Marron, M.A., Perfetti, C.A. & Favart, M. (1998) Understanding historical controversies: Students' evaluation and use of documentary evidence. In J. Voss & M. Carretero (Eds.) *International Review of History Education: Volume 2, Learning and Reasoning in History*. London: Woburn Press

### 1997

- Perfetti, C.A. (1997). Sentences, individual differences, and multiple texts: Three issues in text comprehension. *Discourse Processes*, 23, 337-355.
- Perfetti, C.A. (1997). The psycholinguistics of spelling and reading. In C.A. Perfetti, L. Rieben, & M. Fayol (Eds.). *Learning to spell: Research, theory, and practice across languages* (pp. 21-38). Mahwah, NJ: Erlbaum.

Rouet, J.-F., Favart, M., Britt, M.A., & Perfetti, C.A. (1997). Studying and using multiple documents in history: Effects of discipline expertise. *Cognition and Instruction, 15*, 85-106.

Tan, L.H., & Perfetti, C.A. (1997). Visual Chinese character recognition: Does phonological information mediate access to meaning? *Journal of Memory and Language, 37*, 41-57.

## 1996

Berent, I., & Perfetti, C.A. (1996). Myths, facts, and theories about skilled reading: Implications of the two-cycles model of decoding. In J. Shimron (Ed.), *Literacy and education: Essays in memory of Dina Feitelson* (pp. 253-281). Cresskill, NJ: Hampton Press.

Britt, M.A., Rouet, J.-F., & Perfetti, C.A. (1996). Using hypertext to study and reason about historical evidence. In J.-F. Rouet, J.J. Levonen, A.P. Dillon, & R.J. Spiro (Eds.), *Hypertext and cognition* (pp. 43-72). Mahwah, NJ: Erlbaum.

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Perfetti, C.A., & Zhang, S. (1996). What it means to learn to read. In M. F. Graves, B. M. Taylor, & P. van den Broek (Eds.), *The first R: Every child's right to read* (pp. 37-61). New York: Teachers College Press.

Rouet, J.-F., Britt, M.A., Mason, R.A., & Perfetti, C.A. (1996). Using multiple sources of evidence to reason about history. *Journal of Educational Psychology, 88*, 478-493.

Small, S.L., Noll, D.C., Perfetti, C.A., Hlustik, P., Wellington, R., & Schneider, W. (1996). Localizing the lexicon for reading aloud: Replication of a PET study using fMRI. *NeuroReport, 7*, 961-965.

## 1995

Adams, B.C., Bell, L.C., & Perfetti, C.A. (1995). A trading relationship between reading skill and domain knowledge in children's text comprehension. *Discourse Processes, 20*, 307-323.

Berent, I., & Perfetti, C.A. (1995). A rose is a REEZ: The two-cycles model of phonology assembly in English. *Psychological Review, 102*, 146-184.

Perfetti, C.A. (1995). Cognitive research can inform reading education. *Journal of Research in Reading, 18*, 106-115.

Perfetti, C.A., & Britt, M.A. (1995). Where do propositions come from? In C.A. Weaver III, S. Mannes, & C.R. Fletcher (Eds.), *Discourse comprehension: Essays in honor of Walter Kintsch* (pp. 11-34). Hillsdale, NJ: Erlbaum.

Perfetti, C.A., & Zhang, S. (1995). The universal word identification reflex. In D.L. Medin (Ed.), *The psychology of learning and motivation, Vol. 33* (pp. 159-189). San Diego: Academic Press.

Perfetti, C.A., & Zhang, S. (1995). Very early phonological activation in Chinese reading. *Journal of Experimental Psychology: Learning, Memory, and Cognition, 21*, 24-33.

## 1994

Bell, L.C., & Perfetti, C.A. (1994). Reading skill: Some adult comparisons. *Journal of Educational Psychology, 86*, 244-255.

Britt, M.A., Rouet, J.-F., Georgi, M.C., & Perfetti, C.A. (1994). Learning from history texts: From causal analysis to argument models. In G. Leinhardt, I.L. Beck, & C. Stainton (Eds.), *Teaching and learning in history* (pp. 47-84). Hillsdale, NJ: Erlbaum.

Haenggi, D., & Perfetti, C.A. (1994). Processing components of college level reading comprehension. *Discourse Processes, 17*, 83-104.

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### Book Reviews

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*Rules and representations. Philosophy of Science, 48(1), 153-156.*

Perfetti, C.A. (1981). Review of *Theoretical issues in reading comprehension* by R.J. Spiro, B.C. Bruce and W. Brewer. *Applied Psycholinguistics, 2*, 298-303.

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### Recent Invited Lectures

#### 2009

June 7-9. Fourth Annual IES Research Conference. Invited address. *Reducing the Complexities of Reading Comprehension: A Simplifying Framework*. Washington DC.

March 26-27. University of Minnesota Center for Cognitive Sciences Student Research Day. Invited Lecture. *Word learning episodes*. Minneapolis.

March 6. Eastern Psychological Association. A Keynote Address. *Advances in Reading Science*. Pittsburgh.

Feb 5-6. University of Florida Lecture. *Word Learning Episodes (and their Consequences for Word Knowledge and Reading Skill)*. Gainesville, FL.

#### 2008

Oct 15-17. NSF Science Learning Centers Annual Meeting. *Word learning Episodes*. Washington DC.

Aug 22-29. Fifth European Graduate School on Literacy Acquisition. Keynote lecture. *WORDS*. The Netherlands.

July 10-12. Symposium in honor of Donald Shankweiler at Society for the Scientific Study of Reading. *Variation in Lexical Quality: Implications for the Phonological Deficit Hypothesis*. Asheville, NC.

#### 2000-2007

Perfetti, C. A. (October, 2007). *Beyond decoding: The centrality of word knowledge to reading skill*. Invited Jeanne Chall Lecture, Harvard University

Perfetti, C. A. (November, 2007). From word reading to comprehension. Invited lecture, Reich School of Education, Appalachian State University.

Perfetti, C. A. (April, 2007). Reading comprehension is word-by-word. Invited address to workshop on reading comprehension, Oxford University.

Perfetti, C. A. (March, 2007) *Text comprehension is word-by-word (and word learning is text-by-text)*. Invited lecture to workshop on Brain mechanisms and

cognitive processes in the comprehension of discourse. University of Leiden.

- Perfetti, C. A. (February, 2007). *Reading in Two Writing Systems: Accommodation and Assimilation of the Brain's Reading Network*. Invited keynote address to German Linguistics Society, Siegen. (not delivered because of illness)
- Perfetti, C. A. (July 2006) *Reading ability: The Lexical Quality Hypothesis*. Distinguished research award address, Society for the Scientific Study of Reading, Vancouver.
- Perfetti, C. A. (December 2005) *How the mind meets the brain in literacy: New perspectives from reading science*. National Reading Conference, plenary address. Miami, FL.
- Perfetti, C. A. (October 2005) *The accommodation of the brain's reading network to writing system variation*. Invited presentation to the Conference on Brain, Language, and Cognition. University of Minnesota, Center for Cognitive Sciences.
- Perfetti, C. A. (August 2005) *Reading word-by-word: Text integration processes exposed by Event Related Potentials*. Invited lecture, European Summer School on Reading, Edmond an Zee, Netherlands.
- Perfetti, C. A. (April 2005). *Brain Behavior Relations in Reading: Universal Constraints and Writing System Variations*. Invited address to the Tagung experimentell arbeitender Psychologen (Congress of Experimental Psychology), Regensburg, Germany.
- Perfetti, C. A. (March 2004). *How reading works: A universal perspective*. Provost's Inaugural Lecture, University of Pittsburgh.
- Perfetti, C. A. (November, 2003). *How writing systems and languages make a difference for reading*. University of Edinburgh, Scotland.
- Perfetti, C. A. (October, 2003-January 2004). *How writing systems and languages make a difference for reading*. A series of invited lectures in the United Kingdom: Department of Psychology, Oxford University; Bangor University; University of Sussex; York University, University of London, University of Edinburgh
- Perfetti, C. A. (March 2003). *In the word was the beginning: The lexical basis of reading ability*. Merrill Conference on The Connections between Language and Reading Disabilities. Merrill Advanced studies Center, Tempe, AZ
- Perfetti, C.A. (September 2002). *From letters and other graphic objects to sounds: Results from comparative writing system research*. Keynote address to workshop on From Letters to Sounds. Cologne.

Perfetti, C. A. (August 2002). *Reading in the mind and in the brain*. Keynote lecture to the European Summer School on Reading. Copenhagen.

Perfetti, C. A. (April 2002). *How comparative studies of reading inform a universal theory of reading*. Invited keynote address to First International Symposium on Cognitive Neuroscience (ISCN), Hong Kong.

Perfetti, C. A., Liu Ying, Min Wang (July 2001). *How an Alphabetic Reader Learns To Read Chinese*. *New Frontiers in Chinese Psycholinguistics*. Summer Linguistics Institute Workshop, Santa Barbara.

Perfetti, C. A. (June 2001). *The Universal Grammar of Reading*. Presidential Address, Society for the Scientific Study of Reading.

Perfetti, C. A. (July 2000). *History learning as Literacy: Cognitive Text Research and Instructional Applications*. Invited Keynote Address to the annual meeting of the Society for Text and Discourse, Lyon, France.

### Teaching and Mentoring

Undergraduate: Introductory Psychology, Cognitive Processes, Language Development, Psycholinguistics, Psychology of Reading

Graduate: Language and Reading; Cognitive Processes, Psycholinguistics, Cognitive Research Methods, Cross-disciplinary seminars in cognitive science (philosophy, linguistics, neuroscience)

**Some former PhD students:** Beverly Adams (University of Virginia), Iris Berent (Florida Atlantic University), M. Anne Britt (Northern Illinois University), Susan Goldman (University of Illinois, Chicago); Julia Kushner (Penn State University), Maureen Marron (University of Iowa), Deborah McCutchen (University of Washington), Sulan Zhang (Monterey Technologies, California), Hui Yang (Beijing Normal University), Benjamin Xu (NIH), Rebecca Sandak (Haskins Laboratories; deceased), Julie Van Dyke (Haskins Laboratories), Min Wang (University of Maryland), Suzy Scherf (University of Pittsburgh Medical Center), Lesley Hart (post-doc, Yale University), Nicole Landi (University of Minnesota), Robert Goldberg (post-doc, University of Pennsylvania); Donald Bolger (post-doc, Northwestern).

**Current PhD Students:** Susan Dunlap, Jessica Nelson, Michal Balass, Derek Chan

**Post-Docs and current affiliations:** M. Anne Britt (Northern Illinois U.), James Booth (Northwestern University), Peter Foltz (New Mexico State U.), Dieter Haenggi (position unknown), Agnes Lam (University of Hong Kong), J-F. Rouet (University of Poitiers); Erik Reichle (University of Pittsburgh); Li Hai Tan (University of Hong Kong); Hye Kyung Yoon (Inje University); Natasha Tokowicz, (University of Pittsburgh); Michael Fender (California State University, Long

Beach), Chin-Lung Yang (post-doc University of Hong Kong Ying Liu (Dalian University). Nel De Jong (CUNY).

**Current post-docs and their PhD institutions:** Gwen Frishkoff (University of Oregon); Laura Halderman (University of California, Riverside), Xin (Connie) Guan (Florida State University).

### **Current Research Interests**

My central research interest is in the cognitive science of reading and language processes. The research spans lower and higher level processes and the nature of reading ability and second language processes. My approach involves multiple research methods in behavioral, ERP and fMRI labs. The general goal is to achieve a richer view of language processes by the combination of methods.

*The identification of universal and writing-system specific components of reading.*

Comparisons of Chinese and English word identification processes are the heart of this empirical program, and several recent papers develop a theoretical model of Chinese word identification. The discovery of pervasive phonological processes in Chinese reading has been an important result of this project. These studies extend into neuroimaging (fMRI) techniques in collaboration with Dr. Li Hai Tan and, more recently, Dr. Julie Fiez and Dr. Ying Liu of the University of Pittsburgh. Our theory of Chinese word reading is in Perfetti, Liu, and Tan in *Psychological Review* (2005).

*Learning to read in a different writing system.* Related to the first project but with a focus on learning is a project on the course of learning Chinese. As a system that presents differences in both appearance and organizational principles, Chinese is a challenge for an American learner. Our first study of college students learning to read Chinese found behavioral and ERP measures that indicated the role of experience with characters in perceptual learning. Our studies continue in collaboration with Dr. Min Wang of the University of Maryland. We also are carrying out fMRI studies of learners of Chinese with Liu and Fiez.

*Classroom Learning a foreign language.* This research includes learning, with emphasis on second language learning. This research takes involves in-vivo classrooms of English as a second language and Chinese, using the LearnLabs of the Pittsburgh Science of Learning Center, for which I serve as Chief Scientist.

*Word knowledge, word learning, and comprehension.* This work represents my long-standing interest in understanding the components of reading ability (Perfetti, 1985, 1992). A central idea is the Lexical Quality Hypothesis (Perfetti & Hart, 2001), which is the claim that variation in both word form and meaning knowledge is a major source of individual differences with consequences for comprehension. A component of this work is the study of new word learning. These studies use ERP (ERP markers show word learning effects) and behavioral methods, and extend to eye-tracking through collaboration of Erik Reichle of the University of Pittsburgh.

*Text comprehension processes.* Higher level text comprehension and text learning are a long standing interest. My work on text learning in history (Perfetti, Britt, and Georgi, 1995) and the development of a computer tool for learning to reason with multiple documents (the Sourcer's apprentice) that it led to are no longer active. Instead, I have turned to more basic comprehension processes involved in integrating information across sentences in texts. This work uses ERPs to expose the integration process and examines differences in comprehension skill as well. Part of this work is in collaboration with Dr. Franz Schmalhofer of the University of Osnabroek.

### **Grant Information**

#### **Current and Recent Support:**

NIH, March 1, 2009 – Feb 28, 2013. Lexical Processes and Comprehension Skill: ERP and Behavioral Studies (PI). (Award No. 1R01HD058566-01A1). \$305,751.

Institute of Education Sciences, March 1, 2005 – Feb 28, 2011. Post-doctoral Research Training Fellowships in the Education Sciences (Award No. R305B050022). \$637,900.

NSF, September 2004 - 2010. Pittsburgh Science Learning Center: Studying Robust Learning with Learning Experiments in Real Classrooms, Co-PI. (PI, Ken Koedinger, CMU) Award No. 0354420. \$14,898,917

Institute of Education Sciences, August 2003 – 2007. Reader-Specific Lexical Practice for Improved Reading Comprehension (Award No. R305G030123). (PI, Jamie Callan, CMU), \$253,180

Institute of Education Sciences, September 2002 – 2005. Word learning and comprehension: New laboratory approaches and classroom studies (Award No. R305G020006A). \$498,903.

James S. McDonnell Foundation. December 2002 – 2006. The Functional Neuroanatomy of Reading: Comparative Research across Writing Systems (Award No. 21002083). (Co-PI, Julie Fiez, PI). \$446,796.

Alexander von Humboldt-Stiftung Foundation. 2002 – 2005. TransCoop-Program/Early Notification. \$37,790 (with Prof. Franz Schmalhofer).

#### **Pending**

NSF: Assimilation and Accommodation: Behavioral and Neural Adaptations in reading procedures across writing systems (PI, Julie Fiez, co-PI).

## **Administrative Experience**

**Chair, PhD Program in Cognitive Psychology.** For nine years, I served as Chair of the PhD program in Cognitive Psychology. Originally, this program was an umbrella for three different training areas, the largest in the Department of Psychology. One of my efforts was to lead the programs into more coherent organization, including the establishment of a new program in Developmental Psychology. I then directed the Cognitive Program, which typically had 20-25 PhD students and 8-10 faculty. Among other things, I directed the development of a modern course structure (a system of modules and seminars) that is still retained 20 years later.

**Chair, Department of Psychology.** I was selected twice by the faculty and appointed by the Dean, serving 6 years as chair of a department of 36 tenure-stream faculty (and several non-tenure stream faculty) and around 100 PhD students. As Chair, I worked to develop cognitive neuroscience in the Department, to promote increased attention to undergraduate education, to lift faculty morale, and to facilitate the establishment of a new training program in Health Psychology, an initiative undertaken by faculty in this area. I created the position of Director of Undergraduate Programs in the Department and kept the position of Director of Graduate Programs myself. In this role, I carried out annual graduate student evaluations of faculty and courses, promoted graduate student awards and ceremonies, controlled the allocation of Teaching Assistantships and Fellowships, among other things. I established good working relationships with Deans, with the Directors of the Center for the Neural Basis of Cognition, and other units in the University.

**Executive Committees.** I have been elected regularly to two different executive committees, one in the Department of Psychology and the other in the Learning Research and Development Center. Each committee involves policy making and advising for administrators.

**Associate Director, Learning Research & Development Center.** From 2000 through August 2008, I served as Associate Director of the Learning Research and Development Center. The focus of my activities has been on institution building, especially faculty recruitment, and activities in support of the director, including preparation of reports to the Provost and faculty award nominations.

**Director, Learning Research & Development Center.** From September 1, 2008. I direct this University-based multidisciplinary research center in its mission to study cognitive, neurocognitive, social and educational aspects of learning. The Center houses a staff of around 160, including 26-30 tenure stream faculty, and about 50 graduate students and post-docs. The Director reports to the Provost of the University.