

Hannah Forsythe

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Education

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| 2017 | Ph.D., Linguistics, Michigan State University
Thesis: <i>Discourse and Grammatical Cues in the Acquisition of Spanish Pronouns</i>
Graduate Specialization in Cognitive Science |
| 2007 | B.A., Spanish, Calvin College |

Professional positions

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| 2018-present | Postdoctoral Fellow, NSF Social, Behavioral and Economic Sciences Program
<i>Modeling the Stages of Pronoun Acquisition</i> (#SPRF-1810159)
Advisor: Lisa Pearl, University of California Irvine |
| 2018-present | Bilingual Technical Writer, ABC Technologies, Grand Rapids, MI
Consultant as of 9/2018 |
| 2017-18 | Project Manager, MSU Language Acquisition Lab
<i>Effects of variation and variability in the acquisition of two dialects of Spanish</i>
(NSF Grant #BCS-1656133), PI: Cristina Schmitt |
| 2017 | Instructor of Linguistics, Michigan State University |
| 2016 | Instructor of Spanish, Calvin College |
| 2013-16 | Graduate Instructor of Linguistics and Spanish, Michigan State University |
| 2010-2013 | Graduate Research Assistant, MSU Language Acquisition Lab |
| 2008-2010 | Manuscript Editor, <i>The Gioi</i> (The World) Publishers, Hanoi, Vietnam |
| 2007-2008 | Marketing Assistant, <i>El Vocero Hispano</i> Newspaper, Grand Rapids, MI |
| 2006-2007 | Interpreter, Mary Free Bed Hospital and Rehabilitation, Grand Rapids, MI |
| 2004-2007 | Spanish Tutor and Conversation Leader, Calvin College, Grand Rapids, MI |

Awards

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| 2018-20 | SPRF Postdoctoral Research Fellowship, National Science Foundation #SPRF-1810159 (\$148,000): Behavioral, corpus and computational modeling of pronoun |
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	resolution ages 3-5 in two dialects of Spanish, with co-funding from the Science of Learning Program (\$46,000)
2015	Dissertation Completion Fellowship, MSU College of Arts and Letters (\$6,000)
2015	Special College Research Abroad Monies, MSU College of Arts & Letters (\$3,000): Behavioral experiments on child pronoun resolution
2011-2014	Summer Fellowship, MSU Department of Linguistics and Languages (\$2,000-\$4,500 per award): 2011: transcription of child-directed Spanish corpus 2012: first comprehensive paper on the acquisition of Spanish agreement 2013: behavioral experiments on the acquisition of agreement and pronouns 2014: second comprehensive paper and international conference presentations
2012	Tinker Field Research Grant, MSU Center for Latin American and Caribbean Studies (\$2,000): Behavioral experiments on acquisition of Spanish agreement

Publications

Forsythe, H., D. Greeson and C. Schmitt (submitted) “After the Null Subject Parameter: Acquisition of the Null-Overt Contrast in Spanish”

Forsythe, H. and C. Schmitt (submitted) “Considering the whole paradigm: Preschoolers’ comprehension of agreement and clitics in a picture-selection task”

Forsythe, H., D. Greeson and C. Schmitt (to appear) “How preschoolers acquire the null-overt contrast in Mexican Spanish: Evidence from production,” in Colomina-Almiñana, J. & S. Sessarego (eds.), *Patterns in Spanish: Structure, Context and Development*. Amsterdam/Philadelphia: John Benjamins.

Forsythe, H. and L. Pearl (2020) “Immature representation or immature deployment? Modeling child pronoun resolution” *Proceedings of the Society for Computation in Linguistics*, vol. 3, article 59

Avellana, A., L. Brandani, H. **Forsythe** and C. Schmitt (2019) “How to be faithful to the input in a situation of language contact,” in D. Lightfoot and J. Havenhill (Eds.), *Variable properties in language: Their nature and acquisition*. Georgetown University Press.

Forsythe, H., D. Greeson and C. Schmitt (2019) “Learnability in Romance: How indirect input helps children acquire the contrast between null and overt subjects.” in Brown, Megan M. and Bradey Daily (Eds.) *Proceedings of the 43rd Boston University Conference on Child Language Development* (BUCLD43), vol. 1, pages 231-244. Somerville, MA: Cascadilla Press.

- Lê, N., H. Forsythe, and C. Schmitt (2019) "Vietnamese children's interpretation of definite noun phrases," in Nigel Duffield, Phan Trang and Tue Tring (Eds.), *Interdisciplinary Perspectives on Vietnamese Linguistics*. John Benjamins.
- Lê, N., H. Forsythe, and C. Schmitt (2017) "Interactions between number and definiteness: Vietnamese children's comprehension of definites," in A. Bertoli and M.J. Kaplan (Eds.), *Proceedings of the 42nd Boston University Conference on Child Language Development (BUCLD42)*, vol. 2, pages 427-440. Cascadilla Press.
- Forsythe, H. (2017) "Top-down learning in the acquisition of pronouns," in LaMendola, M. and J. Scott, *Proceedings of the 41st Boston University Conference on Child Language Development (BUCLD41)*, pages 250-262. Somerville, MA: Cascadilla Press.
- Forsythe, H. (2015) "Gradable path prepositions as measure-of-change functions." *Simon Fraser University Working Papers in Linguistics*, volume 5, pages 56-66.
- Forsythe, H. (2015) "Person and number asymmetries in child comprehension of Spanish agreement and object clitics." *Supplemental proceedings of the 39th Boston University Conference on Child Language Development (BUCLD39)*. Online.

Conference Presentations

- Forsythe, H. and L. Pearl (2020) "Immature representation or immature deployment? Modeling child pronoun resolution," poster to be presented at the 3rd meeting of the Society for Computation in Linguistics (SCiL 2020), New Orleans, LA, Jan. 2-5, 2020.
- Forsythe, H. (2019) "Resolving pronouns with multiple cues: Children use pragmatics before morphology," poster presented at the 44th Boston University Conference on Language Development (BUCLD44), Boston, MA, Nov. 2-4, 2019.
- Forsythe, H., C. Fraga, A. Primucci and C. Schmitt (2019). "Building a Grammar in a migration-induced contact situation: Paraguayan children in Buenos Aires," paper presented at the 64th annual meeting of the International Linguistic Association, Buenos Aires, Argentina, May 30-June 1, 2019.
- Forsythe, H., D. Greeson and C. Schmitt (2018) "Learnability in Romance: How indirect input helps children acquire the contrast between null and overt subjects," paper presented at the 43rd Boston University Conference on Language Development (BUCLD43), Boston, MA, Nov. 2-4, 2018.
- Forsythe, H., D. Greeson and C. Schmitt (2018) "Learnability in Romance: How indirect input helps children acquire the contrast between null and overt subjects," paper presented at the Hispanic Linguistics Symposium (HLS), UT Austin, Oct. 25-27, 2018.

- H. **Forsythe**, D. Greeson and C. Schmitt (2018). "Learnability in Romance: How Indirect Evidence Helps Children Acquire the Contrast Between Null and Overt Pronouns," paper presented at the 8th Biannual Generative Approaches to Language Acquisition North America (GALANA8).
- Lê, N., H. **Forsythe**, and C. Schmitt (2017) "Interactions between number and definiteness: Vietnamese children's comprehension of definites," paper presented at the 42nd Boston University Conference on Child Language Development (BUCLD42), November 3-5, 2017.
- Avellana, A., L. Brandani, H. **Forsythe** and C. Schmitt (2017) "How to be faithful to the input in a situation of language contact," paper presented at the Georgetown University Roundtable (GURT), March 10-12, 2017.
- Schmitt, C., L. Brandani, A. Avellana and H. **Forsythe** (2016). "Acquisition and language contact: Generalization vs. input faithfulness," paper presented at Language Contact from an I-Language Perspective, Donostia-San Sebastián, October 27-28, 2016.
- Forsythe**, H. (2016) "Top-down learning in the acquisition of pronouns." Poster presented at the 41st Boston University Conference on Child Language Development (BUCLD41), November 4-6, 2016.
- Forsythe**, H. (2016) "Discourse Relations and the Null/Overt Contrast in Mexican Spanish." Poster presented at the 46th Linguistic Symposium on Romance Languages (LSRL46), SUNY, Stonybrook, NY, March 31-April 3, 2016.
- Forsythe**, H. (2016) "Child Sensitivity to Discourse Cues." Paper presented at the Graduate Linguistics Expo at Michigan State (GLEAMS), East Lansing, MI, February 27-28, 2016.
- Forsythe**, H. (2015) "Gradable path prepositions as measure-of-change functions." Poster presented at the 33rd West Coast Conference on Formal Linguistics (WCCFL33), Simon Fraser University, Vancouver, BC, March 27-29, 2015.
- Forsythe**, H. (2014) "Person and number asymmetries in child comprehension of Spanish agreement and object clitics." Poster presented at the 39th Boston University Conference on Child Language Development (BUCLD39), November 7-9, 2014.
- Morril, T., L. Dilley and H. **Forsythe** (2014) "Perceptual isochrony and prominence in spontaneous speech," poster presented at the 168th meeting of the Acoustical Society of America (ASA), Indianapolis, IN, October 27-31, 2014.
- Forsythe**, H. (2014) "Gradable Locative PPs vs. Gradable Path PPs: Measure functions vs. measure-of-change functions." Paper presented at the Graduate Workshop of the American Midwest and Prairies (GWAMP), UW-Milwaukee, Oct. 18, 2014.
- Forsythe**, H. and Schmitt, C. (2014) "Children understand 3rd person: Evidence from the acquisition of Spanish agreement and object clitics." Poster presented at the International

Conference on Infant Studies (ICIS XIX) Berlin, July 3-5, 2014.

Forsythe, H. (2014) "Path Prepositions are Measure-of-Change Functions." Paper presented at the Workshop of Aspect and Argument Structure of Adverbs and Prepositions (WAASAP2) University of Tromsø, June 13, 2014.

Forsythe, H. (2013) "Hearing what's not there: Child interpretation of Spanish verbal agreement in the absence of a subject. " Poster presented at EDGES, Michigan State University, March 29, 2013.

Invited Talks

Forsythe, H. "Modeling the source of children's non-adult-like pronoun interpretations: representation versus deployment," Language Science Community Talks, University of California, Irvine, October 14, 2019.

Forsythe, H. "Mapping form to (variable) meaning: The case of pronoun acquisition," Invited talk, University of Iowa, January 31, 2019.

Forsythe, H. "Child sensitivity to discourse cues," Invited lectures for LIN 450: Language Acquisition, Michigan State University, March 22 & 24, 2016.

Teaching

2017	LIN 431: Morphology	Michigan State University
	<ul style="list-style-type: none">• 3 credits, upper-level undergraduate• Survey of word-formation processes and theoretical analyses	
2016	SPAN 340: <i>Fonología y dialectología del español</i>	Calvin College
	<ul style="list-style-type: none">• 3 credits, upper-level undergraduate• Topics: phonetics, phonology, dialectal variation, historical linguistics	
2016	SPA 202: Second-year Spanish II	Michigan State University
	<ul style="list-style-type: none">• 6 credits taught, upper-level undergraduate• Conversation and composition at ACTFL Intermediate-mid level• Extensive use of teaching technologies (Quia, TalkAbroad, Eli Review, etc.)	
2013-2015	LIN 200: Introduction to Language	Michigan State University
	<ul style="list-style-type: none">• 12 credits taught, lower-level undergraduate• Topics covered: phonetics, phonology, morphology, semantics, syntax, sociolinguistics, historical linguistics, language acquisition	

Professional Service

- 2019 Reviewer, *Cognition*
- 2015-2017 Abstract Reviewer, Great Lakes Expo for Experimental and Formal Undergraduate Linguistics (GLEEFUL) at Michigan State University
- 2013-14 Volunteer, MSU Speech Perception-Production Lab, PI Dr. Laura Dilley
- 2010-2018 Graduate Mentor, MSU Language Acquisition Lab

Mentored posters at MSU University Undergraduate Research and Arts Forum (UURAF)

- “Phonetic and morphological properties of lenition in Chilean and Rioplatense Spanish” Mercedes Ramón and Sam Blake (2018)
- “Comparing [-s] lenition in three dialects of Spanish and its effects on the acquisition of number” Maggie Tucker (2018)
- “Why do Rioplatense Spanish speakers characterize Paraguayan Spanish by lenition?” Bobby Felster and Gen Smith (2018)
- “Two *gets* or not two *gets*? Child language acquisition of light verbs,” Catherine Seibert, Julia Andary, Theresa Floyd, and Lauren Hoogerland (2017)
- “A Comparison of Stressed and Unstressed Pronouns,” Catherine Seibert (2016)
- “*Make, be, and get* in the speech of late talkers and typically developing children” Olivia Catt (2013)
- “Acquisition of light verbs in Spanish: Frequency or grammatical function?” Anaité Castañeda, Amazona Alfonso, and Brandon Grenier (2013)
- “A theoretical account of Spanish light verbs,” Amazona Alfonso, Anaité Castañeda, and Brandon Grenier (2013)
- “Acquisition of 2nd Person Singular in Chilean Spanish” Amazona Alfonso, Anaité Castañeda (2012)
- “Variable lenition and the acquisition of 2nd Person Singular in Chilean Spanish,” Anaité Castañeda and Amazona Alfonso (2012)
- “Input effects on child production of *ser* and *estar* in overlapping contexts,” Anaité Castañeda and Dan Chabala (2011)

Special skills

- Languages: Spanish (near-native), Vietnamese (beginner)
- Coding: R, Python
- Linguistics software: Psychopy, CLAN (Computerized Language ANalysis), Praat
- Teaching software: Quia, Talk Abroad, Eli Review Board, d2l, Blackboard, Moodle
- Other: LaTeX, basic HTML