

Melissa Kline
Massachusetts Institute of Technology
77 Massachusetts Avenue, Rm 46-3037D
Cambridge, MA 02139
mekline@mit.edu

Education

2009-2015 Ph.D. in Cognitive Science
MIT Brain & Cognitive Sciences
Committee: Laura Schulz; Ted Gibson; Jesse Snedeker; Josh Tenenbaum
Thesis title: *Who did what to whom: Developmental perspectives on the meaning and communication of transitive events*

2004-2008 Sc.B. in Cognitive and Linguistic Sciences, magna cum laude
Brown University
Advisor: Katherine Demuth
Thesis title: *Syntactic generalization with novel intransitive verbs: Who is pilking?*

Employment

2016-present Massachusetts Institute of Technology, Brain & Cognitive Sciences
Postdoctoral Associate; Supervisor Evelina Fedorenko

2015-2016 Harvard University, Department of Psychology
Postdoctoral Fellow; Supervisor Jesse Snedeker

Publications

Kline, M., Schulz, L. & Gibson, E. (In press). Partial truths: Adults choose to mention agents and patients in proportion to informativity, even if it doesn't fully disambiguate the message. *Open Mind: Discoveries in Cognitive Science*, volume & issue number pending.

- Available at <https://psyarxiv.com/c2zkg/>

Kline, M., Snedeker, J. & Schulz, L.E. (2017). Linking Language and Events: Spatiotemporal cues drive children's expectations about the meanings of novel transitive verbs. *Language Learning and Development*, 13(1), 1-23. <http://dx.doi.org/10.1080/15475441.2016.1171771>

- Also available at <https://psyarxiv.com/w53gd>

Byers-Heinlein, K., Black, A., Bergmann, C., Carbajal, J., Fennell, C., Frank, M., Gervain, J., Gonzalez-Gomez, N., Hamlin, K., **Kline, M.**, Kovacs, A., Lew-Williams, C., Liu, Liqun., Polka, L., Singh, L., Soderstrom, M., Tsui, A. (Registered report, accepted pending data collection). A multi-lab study of bilingual infants: Exploring the preference for infant-directed speech. *Advances in Methods and Practices in Psychological Sciences*.

- Available at <https://docs.google.com/document/d/1GoMHPKj3r1pA69tFksGW-oPdYDA2dOKeA4fgh50Kzi0>

Bergelson, E., Bergmann, C., Byers-Heinlein, K., Cristia, A., Cusack, R., Dyck, K., Floccia, C., Frank, M., Gervain, J., Hamlin, K., Hannon, E., Kellier, D., **Kline, M.**, Lew-Williams, C., Nazzi, T., Panneton, R., Rabagliati, H., Rennels, J., Seidl, A., Soderstrom, M. (Registered report, accepted

pending data collection). Quantifying sources of variability in infancy research using the infant-directed speech preference. *Advances in Methods and Practices in Psychological Sciences*.

- Available at <https://psyarxiv.com/s98ab/>

Frank, M., Bergelson, E., Bergmann, C., Cristia, A., Floccia, C., Gervain, J., Hamlin, J.K., Hannon, E., **Kline, M.**, Lew-Williams, C., Nazzi, T., Panneton, R., Rabagliati, H., Soderstrom, M, Sullivan, J., Waxman, S. & Yurovsky, D. (2017). A collaborative approach to infancy research: Promoting reproducibility, best practices, and theory-building. *Infancy*. 22(4), 421-435. <http://dx.doi.org/10.1111/infa.12182>

- Also available at <https://psyarxiv.com/27b43/>

Kline, M. & Demuth, K. (2013). Syntactic generalization with novel intransitive verbs. *Journal of Child Language*, 41(3), 543-74. <http://dx.doi.org/10.1017/S0305000913000068>.

- Also available at http://www.mit.edu/~mekline/Papers/KlineDemuth2013_intransitives.pdf

Kline, M., & Demuth, K. (2010). Factors facilitating implicit learning: The case of the Sesotho passive. *Language Acquisition*, 17(4), 220-234. <http://dx.doi.org/10.1080/10489223.2010.509268>

- Also available at http://www.mit.edu/~mekline/Papers/KlineDemuth2010_preprint.pdf

Demuth, K. & **Kline, M.** (2006). The distribution of passives in spoken Sesotho. *Southern African Linguistics and Applied Language Studies*, 24, 377-388. (Special issue on Theory and Description of Southern Bantu Syntax). <http://dx.doi.org/10.2989/16073610609486426>

- Also available at <http://www.mit.edu/~mekline/Papers/DemuthKline2006.pdf>

Manuscripts submitted for publication

Kline, M., Salinas, M., Lim, E., Fedorenko, E., & Gibson, E. Word order patterns in gesture are sensitive to modality-specific production constraints.

- Available at <https://psyarxiv.com/62puh/>

Kline, M., Gallee, J., Balewski, Z., & Fedorenko, E. Understanding jokes relies on the Theory of Mind system.

- Available at http://www.mit.edu/~mekline/Papers/Klineetal_Jokes_draft_091017.pdf

Kline, M., Gibson, E. & Schulz, L. Young children choose informative referring expressions to describe the agents and patients of transitive events

- Available at http://www.mit.edu/~mekline/Papers/child_subdrop_091517.pdf

Conference Proceedings

Wittenberg, E., Kline, M. & Hartshorne, J. (2016) Learning to talk about events: Grounding language acquisition in intuitive theories and event cognition. Proceedings of the Thirty-Eighth Annual Conference of the Cognitive Science Society.

Kline, M., Snedeker, J. (2015). 2-year-olds use syntax to infer actor intentions in a rational-action paradigm. *Proceedings of the Thirty-Seventh Annual Conference of the Cognitive Science Society*.

Kline, M., Muentener, P. & Schulz, L.E. (2013). Transitive and periphrastic sentences affect memory for simple causal scenes. *Proceedings of the Thirty-Fifth Annual Conference of the Cognitive Science Society*.

Kline, M., Snedeker, J., & Schulz, L.E. (2011). Children's comprehension and production of transitive sentences is sensitive to the causal structure of events. *Proceedings of the Thirty-Third Annual Conference of the Cognitive Science Society*.

Presentations

Kline, M. (2017). We need an open database for psychological stimuli (all of them) - Lightning talk & Hackathon. Second meeting of the Society for the Improvement of Psychological Sciences, Charlottesville, VA.

Kline, M. & Snedeker, J. (2017) Do children appreciate parallels in means/ends event structure across semantic fields? 2017 Biennial Meeting of the Society for Research on Child Development, Austin, TX.

Kline, M. (2017). Language, Space & Time. Workshop on Cognitive Universals, CUNY Sentence Processing Conference, 2017

Kline, M. (2017). Talking about the dynamic world: Human language reveals how adults and children understand and take perspectives on complex events. Invited Speaker, Evolution of Social Complexity Colloquium, Arizona State University.

Kline, M. (2016) Which semantic primitives and why those ones? Workshop talk, Learning to Talk About Events, 38th Annual Conference of the Cognitive Science Society, Philadelphia, PA.

Kline, M., Snedeker, J. (2015). 2-year-olds use syntax to infer actor intentions in a rational-action paradigm. 37th Annual Conference of the Cognitive Science Society, Pasadena, CA

Kline, M., Muentener, P. & Schulz, L.E. (2013). Transitive and periphrastic sentences affect memory for simple causal scenes. 35th Annual Conference of the Cognitive Science Society, Berlin, Germany.

Kline, M., Snedeker, J. & Schulz, L.E. (2013) Representations of causality in verb learning. 2013 Biennial Meeting of the Society for Research on Child Development, Seattle, WA.

Kline, M., Snedeker, J., & Schulz, L.E. (2011). Preschoolers prefer to map novel transitive verbs to events with spatiotemporal features that mark causation. 36th Annual Boston University Conference on Language Development, Boston, MA.

Kline, M., Snedeker, J., & Schulz, L.E. (2011). Children's comprehension and production of transitive sentences is sensitive to the causal structure of events. 33rd Annual Conference of the Cognitive Science Society, Boston, MA.

Kline, M. & Demuth, K. (2008). Syntactic generalization with novel intransitive verbs: Who is pilking? 33rd Annual Boston University Conference on Language Development, Boston, MA.

Kline, M. & Demuth, K. (2008). Frequency and structural priming in the input: Implications for learning the passive. *Generative Approaches to Language Acquisition North America (GALANA) 3*, Storrs, CT.

Kline, M. & Demuth, K. (2006). Learning passives from the input: Evidence from Sesotho. 2nd Bantu Acquisition Workshop, Northampton, MA.

Conference Posters

Kline, M. (2017). Proposal for an open database of psychological stimuli. 11th Biennial Meeting of the Cognitive Development Society, Portland, OR.

Mahowald, K., Kline, M., Fedorenko, E. & Gibson, T. (2015). Informativity and efficient compression of sentences. Annual CUNY Conference on Human Sentence Processing, CUNY 2015. Los Angeles, CA

Kline, M., Snedeker, J. (2014) Daxing my toy or Daxing TO my toy? Two-year-olds use syntax to override rational imitation effects. 39th Annual Boston University Conference on Language Development, Boston, MA.

Friel, D., Kline, M., Seed, A., & Schulz, L. (2011). It's okay to judge a block by its color: Toddlers' use of symbolic and intrinsic cues to objects' causal powers. Seventh Biennial Meeting of the Cognitive Development Society, Philadelphia, PA.

Honors and Awards

- Harvard University Foundations of Human Behavior Grant, 2015 (\$40,000)
- NSF SBE Doctoral Dissertation Research Improvement Grant, 2012-2014 (Project title: *Causal Representations in Children's Transitive Sentences*; \$12,000)
- NSF Fellowship, 2011-2014
- Norman B. Leventhal Fellowship, 2010-2011
- Singleton Graduate Fellowship, 2009-2010
- Departmental Thesis Prize (Cognitive Science), Brown University, 2008
- Sigma Xi, 2008
- Phi Beta Kappa, 2007
- Research at Brown Grant, Brown University, 2007
- Undergraduate Teaching & Research Awards, Brown University, 2006 and 2007

Service

- PsyArxiv Steering Committee (2017-)
- Governing Board, ManyBabies (2017-)
- Organizing committee, CUNY Sentence Processing Conference (March 2017)
- Co-Organizer, Learning to Talk About Events Workshop (August 2016)
- Co-Chair, Events in Language & Cognition Workshop (March 2016)
- CogLunch coordinator, 2010-2011
- Reviewer for:
 - NSF Linguistics panel

- Journals: Cognitive Science, Journal of Child Language, Journal of Experimental Psychology, Language Cognition & Neuroscience, Language Learning and Development, Autism Research, Developmental Science
- Conferences: Society for Research in Child Development, Cognitive Science, CUNY Sentence Processing Conference

Teaching/Mentoring Experience

- Mentor/supervisor for 5 masters' students, 20 full time and 17 part time/semester undergraduate research assistants, including one senior thesis supervision.
- Science of Living Systems 20/ Introduction to Psychological Science, 2013 (Teaching Fellow)
- Project consultant for 'Special Topics' independent research students, Spring 2013 and 2014
- Graduate Student Teaching Certificate Program, 2011-2012
- Infant & Early Childhood Cognition, Fall 2011 (Teaching Assistant)
- Laboratory in Higher-Level Cognition, Spring 2011 (Teaching Assistant)
- Models of Computation, Fall 2006 (Teaching Assistant)
- After-school science educator, 2008-2009 (AmeriCorps, Providence Children's Museum)