

# Ann E. Nordmeyer

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Legal Name: Ann Nordmeyer Mason

## Employment

Southern New Hampshire University (2016 – present)  
Assistant Professor of Psychology

## Education

Stanford University

Ph.D (2016), Developmental Psychology

Title of dissertation: The effect of context on children's understanding of negation

Advisor: Michael C. Frank

Committee Members: Ellen Markman, Herb Clark, and Noah Goodman

Smith College

B.A., *summa cum laude* (2011), Psychology

## Honors and Awards

Nominee for Southern New Hampshire University Excellence in Teaching Award (2018, 2019)

Society for Language Development Peter Jusczyk Best Paper Award (2018)

Stanford University Department of Psychology Hastorf Teaching Award (2016)

Stanford University Department of Psychology Excellence in Graduate Teaching Award (2014)

NSF Graduate Research Fellow (2012-2015)

## Publications

### *Manuscripts under review and in revision*

Nordmeyer, A.E. & Frank, M.C. (Under revision). Negation is only hard to process when it is not relevant or informative.

Nordmeyer, A.E., Yoon, E.J., MacDonald, K. & Frank, M.C. (In Prep). Distinguishing processing difficulties in inhibition, implicature, and negation.

de Villiers, J., Hobbs, K. & Nordmeyer, A.E. (In Prep). Generalizing a reversible transitive event: The role of language.

### Peer-Reviewed Journal Articles

Xiang, M., Kramer, A., & Nordmeyer, A. E. (2020). An informativity-based account of negation complexity. *Journal of Experimental Psychology: Learning, Memory, and Cognition*. Advance online publication. <https://doi.org/10.1037/xlm0000851>

Nordmeyer, A.E. & Frank, M.C. (2018). Early understanding of pragmatic principles in children's judgments of negative sentences. *Language Learning and Development*, 14, 262-278. Winner of the Society for Language Development Peter Jusczyk Best Paper Award.

Nordmeyer, A.E. & Frank, M.C. (2014). The role of context in young children's comprehension of negation. *Journal of Memory and Language*, 77, 25-39.

### Chapters in Edited Volumes

de Villiers, J., Nordmeyer, A.E., & Roeper, T. (2018). How do children deal with shifted indexicals? In Rodica Ivan (ed.) *Leader of the Pack: A Festschrift in Honor of Peggy Speas*. University of Massachusetts Occasional Papers in Linguistics, Ed. 40.

Nordmeyer, A.E., Martin Hard, B., Gross, J. (2018). Integrative concepts as a theme in introductory psychology. In Dana Dunn & Bridgette Martin Hard (eds.) *Thematic Approaches for Teaching Introductory Psychology* (pp. 79-92). Boston, MA: Cengage Learning.

### Peer-Reviewed Conference Proceedings

Nordmeyer, A.E. & de Villiers, J. (2019). To be or not to be: Examining the role of language in a concept of negation. *Proceedings of the 41st Annual Conference of the Cognitive Science Society*.

Nordmeyer, A.E., & Frank, M.C. (2018). Individual variation in children's early production of negation. *Proceedings of the 40th Annual Conference of the Cognitive Science Society*.

Nordmeyer, A.E., Yoon, E.J., & Frank, M.C. (2016). Distinguishing processing difficulties in inhibition, implicature, and negation. *Proceedings of the 38th Annual Conference of the Cognitive Science Society*.

Nordmeyer, A.E. & Frank, M.C. (2015). Context affects felicity judgments of negative sentences. *Proceedings from the 37th Annual Conference of the Cognitive Science Society*.

Nordmeyer, A.E. & Frank, M.C. (2014). A pragmatic account of the processing of negative sentences. *Proceedings from the 36th Annual Conference of the Cognitive Science Society*.

Nordmeyer, A.E. & Frank, M.C. (2013). Measuring the comprehension of negation in 2- to 4-year-old children. *Proceedings from the 35th Annual Conference of the Cognitive Science Society*.

## Presentations

### Conference Presentations on Scholarly Research

Nordmeyer, A.E., Yoon, E.J., MacDonald, K., & Frank, M.C. (2019). Task and processing demands obscure children's comprehension of negation. Talk given as part of a symposium, "Young children's comprehension of negation and its challenges for language acquisition", at the 44th Annual Boston University Child Language Development Conference, Boston, MA.

Nordmeyer, A.E. & de Villiers, J. (2019). To be or not to be: Examining the role of language in a concept of negation. Poster given at the 21st Annual Conference of the Cognitive Science Society, Montreal, Canada.

Nordmeyer, A.E. & Frank, M.C. (2018). Individual variation in children's production of negation. Poster given at the 20th Annual Conference of the Cognitive Science Society, Madison, WI.

Nordmeyer, A.E., Moores, N.P., & Frank, M.C. (2017). Individual differences in children's production of negation. Poster given at the Society for Research in Child Development 2017 Biennial Meeting, Austin, TX.

Nordmeyer, A.E. & Frank, M.C. (2015). The pragmatics of negation across contexts. Poster given at the 37th Annual Conference of the Cognitive Science Society, Pasadena, CA.

Nordmeyer, A.E. & Frank, M.C. (2015). Children are sensitive to the contexts of negative sentences. Talk given at the Society for Research in Child Development 2015 Biennial Meeting, Philadelphia, PA.

Nordmeyer, A.E. & Frank, M.C. (2014). A pragmatic account of the processing of negative sentences. Poster given at the 36th Annual Conference of the Cognitive Science Society, Quebec City, Canada.

Nordmeyer, A.E. & Frank, M.C. (2014). Cognitive challenges in young children's comprehension of negation. Talk given at the 13th International Congress for the Study of Child Language, Amsterdam, The Netherlands.

Nordmeyer, A.E. & Frank, M.C. (2013). Measuring the comprehension of negation in 2- to 4-year-old children. Poster given at the 35th Annual Conference of the Cognitive Science Society, Berlin, Germany.

de Villiers, J., Nordmeyer, A.E., Kravitz, M. (2010). Maintaining a point of view across multiple pronoun switches. Poster given at GALANA conference, Toronto, ON.

### *Conference Presentations on the Scholarship of Teaching and Learning*

"How to write like a Psychologist." Roundtable discussion led at the Psychology One Teaching Conference, Summer 2018.

"Beliefs about knowledge influence interest and motivation." Poster presented at the National Institute for the Teaching of Psychology Conference, Winter 2016

"Tools for teaching students how to write & communicate about psychology." Participant Idea Exchange led at the National Institute for the Teaching of Psychology Conference, Winter 2016

"Making the Most of Time Spent Outside of Class: What Reading/Viewing/Listening Materials are Worth Assigning to Students?" Roundtable discussion led at the Stanford Psych One Teaching Conference, Summer 2015

## Teaching Experience

### *Instructor*

Introduction to Psychology, Southern New Hampshire University, Fall 2016–present.

Research I: Statistics for Psychologists, Southern New Hampshire University, Spring 2017–present.

Child Development, Southern New Hampshire University, Spring 2017–present.

Lifespan Development, Southern New Hampshire University, Fall 2016–present.

Developmental Psychology, Stanford University, Summer 2015.

Language and Thought, Stanford University, Summer 2014.

## Department and University Service

Member of SNHU Institutional Review Board (2018–present)

Member of SNHU Honors Program Advisory Board (2018–present)

Co-advisor for Psi Chi, Southern New Hampshire University Chapter (2018–present).

Truman Scholarship Faculty Mentor (2017–present).

Member of SNHU Undergraduate Research Committee (2017–2020).

Member of Research Minor Working Group (2018–2019)

Member of SAS Dean’s Working Group (2018–2019)

Member of UC Identity Working Group (2018–2019)

SNHU Math Department Search Committee (2017)

Member of SAS Strategic Planning Group (2017–2018).

Stanford University Graduate Student Co-Director for Teaching Development Workshop (2014–2015).

Stanford University Psych One Teaching Consultant (2013–2015).

Organizer for Stanford University Psychology Department TA Training Workshop (2014).

## Mentorship

### *SNHU Undergraduate Research Day Presentations Mentored*

*Using Potato Head Toys to Study Children’s Understanding of Logical Connectives.* Poster given by Megan Harper, SNHU Undergraduate Research Day 2019.

*Family Dynamic’s Influence on Identity Development.* Presentation given by Brianna Gregory, SNHU Undergraduate Research Day 2019.

*Impacts of autism on children’s production of negative utterances.* Poster given by Megan Harper and Emily Wise, SNHU Undergraduate Research Day 2018.

*The effectiveness of strength-based programming in formal education.* Presentation given by Shannon Conway, SNHU Undergraduate Research Day 2018.

### *Honors Students Mentored: Southern New Hampshire University*

Brianna Gregory, *Family Dynamic’s Influence on Identity Development.* Honors thesis submitted Spring 2019.

Shannon Conway, *The effectiveness of strength-based programming in formal education.* Honors thesis submitted Fall 2018

*Undergraduate Research Assistants: Southern New Hampshire University*

Jenna Carlson (Fall 2020)  
Nicole Hardiman (Fall 2020)  
Meghan O'Connor (Fall 2020)  
Noelle Magee (Fall 2020)  
Kaley Michaels (Spring 2020)  
Elizabeth Pearson (Fall 2018–Spring 2020)  
Megan Harper (Fall 2017–Spring 2019)  
Brianna Gregory (Spring 2018–Spring 2019)  
Jordan Gambale (Spring 2018–Fall 2018)  
Amanda Costales (Spring 2018–Fall 2018)  
Emily Wise (Fall 2017–Fall 2018)  
Melody Rutherford (Fall 2017)

*Undergraduate Research Assistants: Stanford University*

Stephen Powell (Summer 2015).  
Katherine Kaiser (Summer 2015).  
Nicholas Moores (Spring 2013–Spring 2015).  
Tian Wang (Summer 2014–Spring 2015).  
Savina Hawkins (Spring & Summer 2013).  
Laura Soriano (Summer 2012 – Fall 2013).  
Kathy Woo (Summer 2012).