

# Lisa Hsin

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EDUCATION	<p><b>Ph.D. in Cognitive Science</b>, anticipated August 2014 The Johns Hopkins University <i>Dissertation</i>: “Language integration in bilingual grammatical architecture: Insights from development”</p> <p><b>M.A. in Cognitive Science</b>, August 2011 The Johns Hopkins University <i>Qualifying paper</i>: “Accelerated bilingual first language acquisition and the Structural Transfer Hypothesis”</p> <p><b>A.B. magna cum laude in Spanish</b>, minor in Linguistics, May 2007 Georgetown University</p>
PEER-REVIEWED PUBLICATIONS	<p><b>Hsin, L.</b> (to appear). Transfer and Conflict: A Structural Account of Influence in Bilingual First-Language Acquisition. <i>Selected Proceedings of the 41st Linguistics Symposium on Romance Languages (LSRL 41)</i>. John Benjamins, Philadelphia.</p> <p>Legendre, G., Culbertson, J., Zaroukian, E., <b>Hsin, L.</b>, Barrière, I., and Nazzi, T. (2013). Is children’s comprehension of subject-verb agreement universally late? Comparative evidence from French, English, and Spanish. <i>Lingua</i>. [pdf]</p>
CONFERENCE PROCEEDINGS	<p>González-Gómez, N., <b>Hsin, L.</b>, Culbertson, J., Barrière, I., Nazzi, T., and Legendre, G. (to appear). Revealing early comprehension of subject-verb agreement in Spanish. <i>Proceedings of the 38th Boston University Conference on Language Development</i>. Somerville, MA: Cascadilla Press.</p> <p><b>Hsin, L.</b>, Legendre, G., and Omaki, A. (2013). Priming Cross-Linguistic Interference in Spanish-English Bilingual Children. In Baiz, S., Goldman, N., and Hawkes, R. (eds.), <i>Proceedings of the 37th Boston University Conference on Language Development, Volume 1</i> (pp. 165–177). Somerville, MA: Cascadilla Press. [pdf]</p> <p><b>Hsin, L.</b> (2012). Accelerated Acquisition in Spanish-English Bilinguals: the Structural Transfer Hypothesis. In Choi, J., Hogue, E.A, Punske, J., Tat, D., Schertz, J., and Trueman, A. (eds.), <i>Proceedings of the 29th West Coast Conference on Formal Linguistics</i> (pp. 108–116). Somerville, MA: Cascadilla Press. [pdf]</p>

CONFERENCE  
PRESENTATIONS

**Hsin, L.**, and Legendre, G. (2014). *Cross-linguistic facilitation in bilingual morphosyntactic development: Positive linguistic consequences of learning two grammars*. In symposium led by Barrière, I., “Diversity and Multifaceted Language Abilities of Dual Language Learners: Implications for Assessment and Policies.” Head Start’s 12th National Research Conference on Early Childhood, Washington, DC.

**Hsin, L.** (2014). *From Theory of Mind to Sophisticated Perspective-Taking: The Argumentative Writing of English-Language Learners*. Roundtable participant, “Do You See What I Mean? Taking Perspectives in Written and Spoken Classroom Discourse,” Student Research Conference, Harvard Graduate School of Education, Cambridge, MA.

González-Gómez, N., **Hsin, L.**, Culbertson, J., Barrière, I., Nazzi, T., and Legendre, G. (2013). *Revealing early comprehension of subject-verb agreement in Spanish*. Talk given at the 38th Boston University Conference on Language Development, Boston, MA.

**Hsin, L.**, Legendre, G., and Omaki, A. (2012). *Priming cross-linguistic interference in Spanish-English bilingual children*. Talk given at the 37th Boston University Conference on Language Development, Boston, MA.

**Hsin, L.**, Legendre, G., and Omaki, A. (2012). *Priming cross-linguistic interference in bilingual children*. Poster presented at Architectures and Mechanisms for Language Processing, Riva del Garda, Italy. [poster]

**Hsin, L.**, Legendre, G., and Omaki, A. (2012). *Context and constructions: cross-linguistic influence in bilingual preschoolers*. Poster presented at the International Workshop on Language Production, New York University, New York City, NY.

**Hsin, L.** and Legendre, G. (2011). *Accelerated acquisition in English-Spanish bilinguals: the Structural Transfer Hypothesis*. Poster presented at the 12th International Congress for the Study of Child Language, Université du Québec à Montréal, Canada. [poster]

**Hsin, L.** (2011). *Accelerated acquisition in English-Spanish bilinguals: the Transfer/Conflict Hypothesis*. Talk given at the 41st Linguistic Symposium on Romance Languages, Ottawa, Canada.

**Hsin, L.** (2011). *Accelerated acquisition in English-Spanish bilinguals: the Structural Transfer Hypothesis*. Talk given at the 29th West Coast Conference on Formal Linguistics, University of Arizona, Tucson, AZ.

**Hsin, L.** and Legendre, G. (2011). *Accelerated Acquisition in Early Bilingualism*. Poster presented at the 2011 Integrative Graduate Education and Research Traineeship (IGERT) Trainee Poster Competition, Department of Cognitive Science, Johns Hopkins University, Baltimore, MD.

PAPERS IN PREPARATION	<p><i>From theory of mind to perspective-taking: Differential effects of a discussion-based classroom intervention.</i> To be submitted to <i>Educational Researcher</i>.</p> <p><i>Subject-verb agreement comprehension in child Spanish: the role of task and stimulus.</i> With González-Gómez, N., Culbertson, J., Barrière, I., Nazzi, T., and Legendre, G. To be submitted to <i>First Language</i>.</p>
ONGOING PROJECTS	<p>From the Social to the Cognitive and Back Again: An exploration of the effects of Word Generation on the perspective-taking and argumentative skills of ELLs. With Snow, C. Member of Harvard Graduate School of Education/Boston University/Strategic Education Research Partnership (SERP) project, <i>Catalyzing Comprehension through Discussion and Debate (CCDD)</i>.</p> <p>Cross-linguistic investigations of the acquisition of subject-verb agreement. With Legendre, G., Nazzi, T., Barrière, I., Culbertson, J., and González-Gómez, N. Collaboration among researchers from six universities in three countries; recipient of multiple NSF research grants.</p>
INVITED TALKS	<p>“Facilitated acquisition of morphosyntax in bilingual development.” Talk to be given in the Department of Linguistics at the University of Toronto (May, 2014).</p> <p>“Cross-linguistic influences in bilingual development: Morphology and syntax.” Guest lecture in advanced undergraduate <i>Bilingualism</i> course in the Department of Cognitive Science at Johns Hopkins University (October, 2013).</p>
TEACHING EXPERIENCE	<p><b>Teaching assistantships at Johns Hopkins University</b></p> <ul style="list-style-type: none"> <li>• Syntax I (Spring, 2013; Fall, 2010)</li> <li>• Cognition (Fall, 2012)</li> <li>• Foundations in Cognitive Science (Spring, 2012)</li> <li>• Formal Methods: Neural Networks (Fall, 2011)</li> <li>• Cognitive Neuropsychology of Visual Perception (Spring, 2011)</li> <li>• World of Language (introductory linguistics survey course) (Spring, 2010)</li> </ul> <p><b>K–12 teaching</b></p> <ul style="list-style-type: none"> <li>• Beth Tfiloh Dahan Community School, Baltimore, MD (2008–2009) <ul style="list-style-type: none"> <li>– Developed and taught Spanish immersion curriculum in grades 8, 9, 10, and 12; tutored students in SAT II (Spanish).</li> </ul> </li> <li>• Nysmith School for the Gifted, Herndon, VA (2007–2008) <ul style="list-style-type: none"> <li>– Co-taught culture-based Spanish curriculum in grades 5, 7, and 8; musical theater class and choral club; and pre-K music/physical education.</li> </ul> </li> <li>• DC Schools Project, Washington, DC (2004) <ul style="list-style-type: none"> <li>– Tutored second-grade Salvadoran child from low-income community in transitional ELA.</li> </ul> </li> </ul>

**PROFESSIONAL/  
SERVICE  
ACTIVITIES**

- Coordinator of Language Acquisition Lab (Professor Géraldine Legendre, P.I.) at Johns Hopkins University (2009–present)
- Contributor to Catalyzing Comprehension through Discussion and Debate project (CCDD) at the Harvard Graduate School of Education (2013–present)
- CLAN coding workshop trainer at the Harvard Graduate School of Education (Fall 2013)
- Member of the organizational committee for the Johns Hopkins University Optimality Theory workshop (JHUOT 2012)

**HONORS AND  
SKILLS**

- Honors/awards:
  - IGERT Trainee: IGERT awarded to the Johns Hopkins University Department of Cognitive Science (2009–present)
  - Department nominee for IGERT Trainee Poster Competition (2011)
  - National Science Foundation Graduate Fellowship competition: Honorable Mention (2010)
  - Phi Beta Kappa (invited 2007; declined)
  - Georgetown Faculty of Languages and Linguistics: Outstanding Achievement in Spanish (2007)
- Data analysis: SPSS; R programming environment; mixed-effects and multi-level/hierarchical modeling; advanced data visualization; CLAN qualitative text analysis
- Research design: Randomized controlled experimental trials; intervention/program evaluation; mixed-methods approaches; survey development; population identification and coordination
- Technological ecosystems: Windows & Macintosh operating systems;  $\text{\LaTeX}$ ; Microsoft Word, Excel, & PowerPoint; Adobe suite including Flash and Photoshop
- Languages: Spanish (fluent); French, Portuguese (proficient); German, Hebrew (basic knowledge)

**REFERENCES**

Available upon request.