Morgan Moyer

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RESEARCH INTERESTS

Broad · pragmatics, psycholinguistics, language acquisition and learnability, semantics, philosophy of mind, theory of mind

Narrow · semantics/pragmatics of questions, attitude verbs, discourse particles, indexical pronouns

APPOINTMENTS

2020–2021   Postdoctoral Fellow
Department of Linguistics, Stanford University

EDUCATION

2020   Ph.D. Linguistics Rutgers, the State University of New Jersey
Thesis: The question of questions: resolving (non-)exhaustivity in *wh*-questions
Chair: Kristen Syrett
Committee: Veneeta Dayal, Yimei Xiang, Paul Pietroski, Alex Lascarides

2019   Certificate in Cognitive Science, Rutgers Center for Cognitive Science

2014   B.A. Linguistics, University of Maryland, College Park
Thesis: Children's Acquisition of Indexical Pronouns
Chair: Valentine Hacquard, Jeff Lidz
Committee: Alexander Williams

2011   A.A. General Studies, Montgomery College, Rockville

SUMMER SCHOOLS

2019	Norwegian Summer Institute on Language and Mind
2018	North American Summer School on Logic, Language, and Information
2018	Norwegian Summer Institute on Language and Mind
2017	European Summer School on Logic, Language, and Information
2017	Norwegian Summer Institute on Language and Mind
2014	North American Summer School on Logic, Language, and Information

AWARDS AND HONORS

2020-2022	Principle Investigator. NSF SBE-SPRF-2005042. Resolving (non-) exhaustivity in questions: experimental and computational pragmatics. $138,000. Co-PI: Judith Degen (Stanford University).
2019-2020	Co-Principle Investigator. NSF DDRIG-1918068. Doctoral Dissertation Research: Linguistic cues and speaker goals in the question/answer exchange. $14,792. PI: Kristen Syrett (Rutgers University).
2019	Rutgers Off-Campus Dissertation Development Award, Rutgers University
2017-2018	Excellence Fellowship, Rutgers University
2017	Professional Development Grant, Rutgers University
2014-2016	Excellence Fellowship, Rutgers University
2014	Paula Menjuk Travel Award for BUCLD
2013	Baggett Summer Scholarship, University of Maryland
2012	Center for Applied Study of Language Summer Scholarship, University of Maryland

DISSERTATION

Moyer, M. (2020). The question of questions: Resolving (non-)exhaustivity in *wh*-questions. Ph.D. Dissertation, Rutgers University. [PDF].

PAPERS

Moyer, M. & K. Syrett. (2020). The study of questions. *WIREs Cognitive Science.* [PDF].

Moyer, M. & K. Syrett. (2019). The semantics of questions. *WIREs Cognitive Science.* [PDF].

Moyer, M & K. Syrett. (2019). (Non-)exhaustivity in embedded questions: contextual, lexical, and structural factors. In *Proceedings of the 23rd Meeting of Sinn und Bedeutung.* [PDF].

Moyer, M., Z. Husnain, & K. Syrett. (2019). Won't Somebody think of the children? beyond maximality in plural definite descriptions. In *Proceedings of the 43rd Annual Boston University Conference on Child Language Development.* [PDF].

Moyer, M. & Kristen Syrett. (2019). Contextual, lexical and structural factors licensing Mention-Some Embedded Questions. In *Proceedings of the 54th Annual Meeting of the Chicago Linguistic Society.* [PDF].

Moyer, M. & B. Tesar. (2017). Output-Driven Learning, Restrictiveness, and an Inductive Leap: learning stress-less prosodic systems from distributional evidence. Manuscript, Rutgers University. [PDF].

Moyer, M. & K. Syrett. (2016). Issues in the Semantics and Pragmatics of Question Embedding: An Experimental Investigation. Manuscript, Rutgers University.

Moyer, M., K. Harrigan, V. Hacquard & J. Lidz. (2015). 2-year-olds' comprehension of personal pronouns. In *Proceedings of 39th Boston University Conference on Language Development.* [PDF].

Dudley, R., N. Orita, **M. Moyer**, V. Hacquard & J. Lidz. (2014). Factivity in three year olds' understanding of know and think. In *Proceedings of 38th Boston University Conference on Language Development.*

Dudley, R., N. Orita, **M. Moyer**, V. Hacquard, & J. Lidz. (2013). Three year olds' understanding of know and think. In *Proceedings of 49th annual meeting of the Chicago Linguistics Society.*

CONFERENCE ACTIVITY/PARTICIPATION

Talks Presented

Moyer, M. Licensing (non-)exhaustivity in wh-questions: Experimental studies. Experiments in Linguistic Meaning 1. University Pennsylvania. September 2020.

Howland, C. & **M. Moyer**. Semantics with Non-Essential Content?' Norwegian Summer Institute. August 2019.

Moyer, M. & R. Tirumala. How a speaker signals, and a listener resolves, levels of exhaustivity. X-Prag.de Workshop: Exhaustivity in Questions and Answers – Experimental and Theoretical Approaches. Tübingen University. June 2019.

Moyer, M., Z. Husnain, & K. Syrett. 'Won't somebody think of the children? Beyond maximality with plural definite descriptions. 43rd Annual Boston University Conference on Language Development. November 2018.

Moyer, M. & K. Syrett. Contextual, Lexical and Structural Factors Licensing Mention-Some Embedded Questions. 59th Annual Meeting of the Chicago Linguistic Society. April 28, 2018.

Moyer, M. & B. Tesar. Inductive Leaps and Output-Driven Learning. NECPHON 11, Stony Brook University. October 2017.

Moyer, M. & B. Tesar. Learnability in non-Culminative Prosodic Systems. Rutgers-Delaware Workshop on Computational Phonology. April 2017.

Moyer, M., K. Harrigan, V. Hacquard, & J. Lidz. 2-year-olds track discourse roles through pronominal reference. 6th Bi-annual Generative Approaches to Language Acquisition. February 2015.

R. Dudley, N. Orita, V., **M. Moyer**, V. Hacquard, & J. Lidz. Three-year-olds' understanding of know and think. 49th Annual Meeting of the Chicago Linguistics Society. April 2013.

Posters Presented

Howland, C. & **M. Moyer**. Discourse connectives as cues to speaker reference. Norwegian Summer Institute. August 2019.

Moyer, M. & B. Tesar. Maintaining restrictiveness through induction in the Output-Driven Learner. 93rd Annual Meeting of the Linguistic Society of America. January 4, 2019.

Moyer, M. & K. Syrett. (Non-)Exhaustivity in Embedded Questions: Contextual, Structural and Lexical Factors. Sinn und Bedeutung. September 5, 2018.

Moyer, M. & K. Syrett. Lexical, Contextual Factors Licensing Mention-Some Interpretations. Mid-Atlantic Colloquium on Studies in Meaning. Georgetown University. October 4, 2017.

Moyer, M., R. Dudley, N. Orita, V. Hacquard, & J. Lidz. Are three-year-olds really insensitive to factivity? Phlint 2: An Interdisciplinary Workshop on Beliefs and Desires. April 2013.

Moyer, M., R. Dudley, N. Orita, V. Hacquard, & J. Lidz. Are three-year-olds really insensitive to factivity? 3rd Annual Mid-Atlantic Colloquium of Studies in Meaning. April

2013.

INVITED TALKS

Moyer, M. The pragmatics of (non-)exhaustivity in wh-questions. UC Davis Language Group. UC Davis, October 16, 2020.

Moyer, M. Goal-Driven Interpretation: the pragmatics of (non-)exhaustivity in wh-questions. Rutgers-Bochum Workshop on Mind and Language. Rutgers University, March 2020.

Moyer, M. The pragmatics of non-exhaustivity in questions. Linguistics Colloquia, Rochester University, December 13, 2019.

Moyer, M. Resolving (Non-)Exhaustivity in Questions. ALPS Lab, Stanford University. September 16, 2019.

CAMPUS OR DEPARTMENTAL TALKS

Moyer, M. Resolving (Non-)Exhaustivity in Questions. NLP Reading Group. Rutgers, September 25, 2019.

Moyer, M. How robust are Mention-Some readings? RuLing XIII. May 4, 2018.

Moyer, M. Context-Sensitive Exhaustivity. Rutgers Workshop on Language and Cognitive Science. March 24, 2018.

Moyer, M. and B. Tesar. Learnability in non-culminative prosodic systems. RuLing XII. May 2017.

Moyer, M. and B. Tesar. Learnability and culminativity in pitch-accent systems. PhonX. February 2017.

Moyer, M. and K. Syrett. An experimental investigation of knowledge-wh: exhaustive and non-exhaustive readings. Cognitive Science Graduate Talk Series. December 2015.

TEACHING EXPERIENCE

Instructor

Spring 2017   Introduction to Linguistic Theory (01:615:201)
                      Rutgers University

Teaching Assistant

Spring 2020	Advanced Seminar in Cognitive Science (01:185:411)
	With Prof. Mary Rigdon, Rutgers University
Fall 2019	Cognitive Science: A Mulit-Disciplinary Approach (01:185:201)
	With Prof. Austin Baker, Rutgers University
Spring 2019	Human Nature and Huamn Diversity (01:185:253; 01:730:253)
	With Prof. Stephen Stich, Rutgers University
Fall 2018	Cognitive Science: A Mulit-Disciplinary Approach (01:185:201)
	With Prof. Deborah Acks, Rutgers University
Fall 2016	Introduction to Linguistic Theory (01:615:201)
	With Prof. Simon Charlow, Rutgers University
Fall 2019	Cognitive Science: A Mulit-Disciplinary Approach (01:185:201)

SERVICE

Mentoring

2018-2020	Linguistics/Cognitive Science undergraduates, Rutgers University: London Dixon, Breanna Loucel, Mohammad Wiswall, Niranjana Ganesh
2015-2020	Research assistants in Dr. Kristen Syrett's lab: Divya Appasamy, Anna Goldin, Zehra Husnain, Laura Simon-Pearson, Rangaraj Tirumala, Ilana Torres
2018-2019	Undergraduates in independent study with Dr. Kristen Syrett: Knycholas Sutherland, Rangaraj Tirumala
2018	Honors College Graduate Mentor Fellow, Rutgers University: Hannah Canonigo, Victoria Gonzales, Kinnary Shah, Emily Wo, Maria Xu
2013-2014	Roosevelt High School STEM Program, University of Maryland: Susan Ojo

Advising

2018-2019	Cognitive Science Undergraduate Major/Minor Advisor, Rutgers University

Tutoring

2015-2016	Linguistics tutor, Rutgers University

Journal reviewing

Semantics and Pragmatics

Organization

Spring 2019	14th Annual Rutgers University Linguistics Graduate Conference
2018-2019	Committee on Diversity and Inclusion, Rutgers University and AAUP-AFT
2016-2019	Cognitive Science Graduate Student Association, Rutgers University
Spring 2018	Cognitive Science of Language Interdisciplinary Workshop, Rutgers University
Spring 2017	12th Annual Rutgers University Linguistics Graduate Conference
Spring 2015	7th North American Summer School in Logic, Language, and Information

PROFESSIONAL MEMBERSHIPS OR AFFILIATIONS

2017-present	Linguistic Society of America
2020-present	Cognitive Science Society

OTHER

Technical Skills

IbexFarm, PennController, Amazon Mechanical Turk, Prolific, Praat

Programming Languages

Python, R, LaTeX, Ruby, Linux

Natural Languages

English (fluent), French (proficient), German (intermediate, rusty)

REFERENCES

Kristen Syrett, Rutgers University, kristen.syrett@rutgers.edu
Bruce Tesar, Rutgers University, tesar@rutgers.edu
Sara Pixley, Rutgers University, spixley@ruccs.rutgers.edu
Paul Pietroski, Rutgers University, paul.pietroski@rutgers.edu

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