

Sahed Martinez
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Education

University of Rochester	Rochester, NY
Bachelors of Art in Brain & Cognitive Sciences (Linguistics Focus)	Dec 2017
Bachelors of Art in Spanish	

Honors

Susan C. Rosenberger Prize	Fall 2014
<i>Awarded to the woman in the junior class whose work has shown the greatest improvement during the freshman and sophomore years</i>	
Take 5 Scholars Fellowship	Fall 2017 – Spring 2018
<i>Awarded year of tuition for proposal entitled "Acquiring an In-Depth Knowledge of Music"</i>	
Student Employee of the Year Nominee	Spring 2017
Dean's List	Fall 2016, Spring 2017

Research Experience

University of Rochester - Department of Brain & Cognitive Sciences	Rochester, NY
Research Assistant at the University of Rochester Kinder Lab	Mar 2016 – Present
<ul style="list-style-type: none">• Assist with running behavioral experiments that look at speaker preference, optional plural marking in an alien language, ambiguous words such as some & these, scalar and gradient adjectives, and the interpretation of this information in children ages 3-7, as well as adults• Collect, code, and manage data from children via behavioral paradigms (including touchscreen decision making, behavioral observation, and eye tracking)• Recruit families into lab studies through events in the Rochester community• Discuss and develop new lab projects via participation in weekly lab meetings• Discuss scientific articles related to different topics across the cognitive science field in bi-weekly reading group meetings	

Selected Developmental Research Projects

University of Rochester, KinderLab	
Talker-specific generalization of pragmatic inferences based on under- and over-informative prenominal adjective use	Summer 2016 - Fall 2017

- Ran 3 to 7-year-old children on experiment designed to investigate children's generalization and understanding of speakers when given information from an ambiguous speaker or an informative speaker
- The study was done on a tablet on which kids would go through a series of trials in which they would have to pick the correct option after they received descriptions from one of the two speakers (e.g., "pick the apple" or "pick the big apple")
- Results from different versions of the task (feedback vs. no feedback) suggest that children are more likely to respond like adults (e.g. picking the correct speaker) when provided with feedback

Music Box Study

- Ran 3-6 year old children on experiment designed to investigate children's understanding of the implied meaning from flexible quantifiers such as *some* and *these* in comparison to well-defined quantifiers such as numbers and *all*
- The study was done with children pushing buttons on different music boxes after they were given information about which buttons played music (e.g. "some of these buttons play music" vs. "3 of these buttons play music")
- Results suggested that children respond most similarly to adults when provided with instructions that included quantitatIVES, but not flexible quantitatIVES

University of Rochester, Lab in Development and Learning

Bilingual advantage for executive function

Fall 2016

- Designed study to investigate bilingual advantage for executive function using a switch-task paradigm as lab course project
- Two-part study tested (1) effects of bilingualism on inhibition and task-switching, and (2) conceptual representations of the stimuli in order to look at differences across monolinguals and bilinguals
- Data analysis revealed no significant differences between groups in our sample
- Findings prepared as spoken presentation and course manuscript. Available upon request

University of Rochester, Language Use and Understanding

Spring 2016

Effects of grounding in speech fluency

- Collected speech data during a game designed to elicit speech disfluencies (e.g., pauses, fillers) for the purpose of understanding how grounding impacts fluency as project for course
- Game used was Taboo in order to test whether restricting the partner's use of words likely to exist in their 'common ground' would elicit an increase in pauses and fillers
- Found strong evidence that restricting access to common-ground words increased speech disfluency

University of Rochester, Language Development

Spring 2016

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CV 2 of 4

Pronoun mistakes and negative input

- Analyzed a large corpus of parent-child interactions (the CHILDES database) to investigate the relationship between children's pronoun mistakes and corrective input from the parents
- Results suggested similar developm
- ental timelines for the use of nominative and accusative forms of pronouns across children, with "I" often occurring first in production
- Further results suggest parents rarely correct pronoun errors
- Results presented via in-class presentation

Advising Experience

University of Rochester

Teaching Assistant for Language Development

Jan 2017 - May 2017

- Held office hours to assist students with topics ranging from different components of language acquisition such as segmentation and pragmatics to the class final project
- Graded bi-weekly homework assignments and exams

Program Assistant for the Center of Excellence, Teaching, and Learning

Jun 2016

- Aug 2016

- Worked with Professor Chigusa Kurumada to improve her course materials over the summer
- Anonymized and organized final projects that would be uploaded to the website
- Created a website using Wordpress for her class to use for future final projects, <https://languagedevelopment.wordpress.com/>

Miner Library Answer Desk Student Assistant

Apr 2014- Present

- Assist patrons with their purchases, answer questions and inquiries about our resources, and prepare articles as requested by students and faculty

Miner Library Computing Center Technical Assistant

Apr 2014- Present

- When working at the computing center, assist callers from URM, the School of Medicine and Dentistry, and the School of Nursing with Blackboard and/or email issues
- Help Patrons with minor computing issues such as printing, connecting to the wireless networks, VPN connection, or with Office programs

Organizational Experience

University of Rochester

University of Rochester Chemistry Department Office Assistant

Sept 2014 - Jan 2015

- Worked with my manager to publicize for events sponsored by the Chemistry Department and manage administrative tasks

Insulations, Inc.

Office Assistant/Welder's Helper

Feb 2015 - May 2015

- Helped the job site manager with payroll, hours, time sheets, complaint forms, and organized and maintained confidential forms
- Assisted the job site welder with getting materials, transporting materials, setting up weld site, and minor welding jobs a helper could complete

Saulsbury Industries

HR Assistant

Jul 2014 - Sept 2014

- Assisted the head of HR with intake of new employees, payroll, time sheets, and organized and maintained confidential forms
- Helped new employees fill out and complete required applications
- Translated the forms and necessary safety videos for incoming Spanish speaking employees

Campus and Community Activities

University of Rochester

Hatha Yoga

September 2016 - Present

Rochester Community

Rochester Animal Services

October 2015 - Present

Additional Skills

- Languages: English, Spanish
- Additional technical skills: Video recording, editing, and transfer of media for video stimuli