

Jesse Snedeker

List of Publications by Year in descending order

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Version: 2024-02-01

70
papers

3,715
citations

172457

29
h-index

138484

58
g-index

70
all docs

70
docs citations

70
times ranked

1718
citing authors

#	ARTICLE	IF	CITATIONS
1	German-speaking children use sentence-initial case marking for predictive language processing at age four. <i>Cognition</i> , 2022, 221, 104988.	2.2	3
2	The Emergence of Natural Language Quantification. <i>Cognitive Science</i> , 2022, 46, e13097.	1.7	3
3	The effects of maternal input on language in the absence of genetic confounds: Vocabulary development in internationally adopted children. <i>Child Development</i> , 2022, 93, 237-253.	3.0	4
4	Word vs. World Knowledge: A developmental shift from bottom-up lexical cues to top-down plausibility. <i>Cognitive Psychology</i> , 2021, 131, 101442.	2.2	1
5	Evidence from the visual world paradigm raises questions about unaccusativity and growth curve analyses. <i>Cognition</i> , 2020, 200, 104251.	2.2	28
6	Priming quantifier scope: Reexamining the evidence against scope inversion. <i>Glossa</i> , 2020, 5, .	0.5	2
7	Spared bottom-up but impaired top-down interactive effects during naturalistic language processing in schizophrenia: evidence from the visual-world paradigm. <i>Psychological Medicine</i> , 2019, 49, 1335-1345.	4.5	14
8	Priming semantic structure in Brazilian Portuguese. <i>Journal of Cultural Cognitive Science</i> , 2019, 3, 25-37.	1.1	2
9	It takes a village: The role of community size in linguistic regularization. <i>Cognitive Psychology</i> , 2019, 114, 101227.	2.2	2
10	How abstract is syntax? Evidence from structural priming. <i>Cognition</i> , 2019, 193, 104045.	2.2	31
11	Children and adults successfully comprehend subject-only sentences online. <i>PLoS ONE</i> , 2019, 14, e0209670.	2.5	0
12	Why wait for the verb? Turkish speaking children use case markers for incremental language comprehension. <i>Cognition</i> , 2019, 183, 152-180.	2.2	30
13	The use of syntax and information structure during language comprehension: Evidence from structural priming. <i>Language, Cognition and Neuroscience</i> , 2019, 34, 365-384.	1.2	12
14	Eye Tracking and Spoken Language Comprehension. , 2019, , 642-659.		0
15	Some inferences still take time: Prosody, predictability, and the speed of scalar implicatures. <i>Cognitive Psychology</i> , 2018, 102, 105-126.	2.2	32
16	Getting to <i>No</i>: Pragmatic and Semantic Factors in Two- and Three-Year-Olds' Understanding of Negation. <i>Child Development</i> , 2018, 89, e364-e381.	3.0	17
17	When Cars Hit Trucks and Girls Hug Boys: The Effect of Animacy on Word Order in Gestural Language Creation. <i>Cognitive Science</i> , 2018, 42, 918-938.	1.7	9
18	What is in a name?. <i>Cognition</i> , 2018, 171, 108-111.	2.2	10

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19	Event Structures Drive Semantic Structural Priming, Not Thematic Roles: Evidence From Idioms and Light Verbs. <i>Cognitive Science</i> , 2018, 42, 2918-2949.	1.7	33
20	How broad are thematic roles? Evidence from structural priming. <i>Cognition</i> , 2018, 179, 221-240.	2.2	35
21	Linking Language and Events: Spatiotemporal Cues Drive Children's Expectations About the Meanings of Novel Transitive Verbs. <i>Language Learning and Development</i> , 2017, 13, 1-23.	1.4	13
22	Priming is swell, but it's far from simple. <i>Behavioral and Brain Sciences</i> , 2017, 40, e312.	0.7	3
23	Investigating Thematic Roles through Implicit Learning: Evidence from Light Verb Constructions. <i>Frontiers in Psychology</i> , 2017, 8, 1089.	2.1	12
24	Eye Tracking and Spoken Language Comprehension. <i>Advances in Educational Technologies and Instructional Design Book Series</i> , 2017, , 88-105.	0.2	0
25	The logic in language: How all quantifiers are alike, but each quantifier is different. <i>Cognitive Psychology</i> , 2016, 87, 29-52.	2.2	46
26	Psych verbs, the linking problem, and the acquisition of language. <i>Cognition</i> , 2016, 157, 268-288.	2.2	8
27	Effects of contrastive accents on children's discourse comprehension. <i>Psychonomic Bulletin and Review</i> , 2016, 23, 1589-1595.	2.8	7
28	The emergence of temporal language in Nicaraguan Sign Language. <i>Cognition</i> , 2016, 156, 147-163.	2.2	24
29	The use of prosody during syntactic processing in children and adolescents with autism spectrum disorders. <i>Development and Psychopathology</i> , 2015, 27, 867-884.	2.3	36
30	Sentence processing. , 2015, , 409-437.		3
31	Rapid Linguistic Ambiguity Resolution in Young Children with Autism Spectrum Disorder: Eye Tracking Evidence for the Limits of Weak Central Coherence. <i>Autism Research</i> , 2015, 8, 717-726.	3.8	48
32	The neural computation of scalar implicature. <i>Language, Cognition and Neuroscience</i> , 2015, 30, 620-634.	1.2	48
33	<i>Love</i> is hard to understand: the relationship between transitivity and caused events in the acquisition of emotion verbs. <i>Journal of Child Language</i> , 2015, 42, 467-504.	1.2	18
34	Development of the first-mention bias. <i>Journal of Child Language</i> , 2015, 42, 423-446.	1.2	63
35	Resolving Temporary Referential Ambiguity Using Presupposed Content. <i>Studies in Theoretical Psycholinguistics</i> , 2015, , 67-87.	0.3	9
36	It takes two to kiss, but does it take three to give a kiss? Categorization based on thematic roles. <i>Language, Cognition and Neuroscience</i> , 2014, 29, 635-641.	1.2	12

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37	Polysemy and the Taxonomic Constraint: Children's Representation of Words that Label Multiple Kinds. <i>Language Learning and Development</i> , 2014, 10, 97-128.	1.4	18
38	On the plasticity of semantic generalizations: Children and adults modify their verb lexicalization biases in response to changing input.. <i>Developmental Psychology</i> , 2014, 50, 794-808.	1.6	9
39	Children's assignment of grammatical roles in the online processing of Mandarin passive sentences. <i>Journal of Memory and Language</i> , 2013, 69, 589-606.	2.1	81
40	What Exactly do Numbers Mean?. <i>Language Learning and Development</i> , 2013, 9, 105-129.	1.4	114
41	Verb argument structure predicts implicit causality: The advantages of finer-grained semantics. <i>Language and Cognitive Processes</i> , 2013, 28, 1474-1508.	2.2	54
42	The use of lexical and referential cues in children's online interpretation of adjectives.. <i>Developmental Psychology</i> , 2013, 49, 1090-1102.	1.6	21
43	Counting the Nouns: Simple Structural Cues to Verb Meaning. <i>Child Development</i> , 2012, 83, 1382-1399.	3.0	111
44	Disentangling the effects of cognitive development and linguistic expertise: A longitudinal study of the acquisition of English in internationally-adopted children. <i>Cognitive Psychology</i> , 2012, 65, 39-76.	2.2	27
45	The Effect of Prosody on Distributional Learning in 12- to 13-Month-Old Infants. <i>Infant and Child Development</i> , 2012, 21, 135-145.	1.5	1
46	<i>Logic and conversation</i> revisited: Evidence for a division between semantic and pragmatic content in real-time language comprehension. <i>Language and Cognitive Processes</i> , 2011, 26, 1161-1172.	2.2	56
47	Mutual exclusivity in autism spectrum disorders: Testing the pragmatic hypothesis. <i>Cognition</i> , 2011, 119, 96-113.	2.2	86
48	Judging a book by its cover and its contents: The representation of polysemous and homophonous meanings in four-year-old children. <i>Cognitive Psychology</i> , 2011, 62, 245-272.	2.2	36
49	How words can and cannot be learned by observation. <i>Proceedings of the National Academy of Sciences of the United States of America</i> , 2011, 108, 9014-9019.	7.1	226
50	Cascading activation across levels of representation in children's lexical processing. <i>Journal of Child Language</i> , 2011, 38, 644-661.	1.2	32
51	When Is Four Far More Than Three?. <i>Psychological Science</i> , 2010, 21, 600-606.	3.3	89
52	Words as Windows to Thought. <i>Current Directions in Psychological Science</i> , 2010, 19, 195-200.	5.3	16
53	Is it all relative? Effects of prosodic boundaries on the comprehension and production of attachment ambiguities. <i>Language and Cognitive Processes</i> , 2010, 25, 1234-1264.	2.2	37
54	Online interpretation of scalar quantifiers: Insight into the semantics-pragmatics interface. <i>Cognitive Psychology</i> , 2009, 58, 376-415.	2.2	329

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55	Semantic meaning and pragmatic interpretation in 5-year-olds: Evidence from real-time spoken language comprehension.. <i>Developmental Psychology</i> , 2009, 45, 1723-1739.	1.6	144
56	Syntactic priming during language comprehension in three- and four-year-old children. <i>Journal of Memory and Language</i> , 2008, 58, 188-213.	2.1	174
57	Effects of prosodic and lexical constraints on parsing in young children (and adults). <i>Journal of Memory and Language</i> , 2008, 58, 574-608.	2.1	135
58	Events and the ontology of individuals: Verbs as a source of individuating mass and count nouns. <i>Cognition</i> , 2008, 106, 805-832.	2.2	51
59	Give and take: Syntactic priming during spoken language comprehension. <i>Cognition</i> , 2008, 108, 51-68.	2.2	155
60	Reading Semantic Cognition as a theory of concepts. <i>Behavioral and Brain Sciences</i> , 2008, 31, 727-728.	0.7	2
61	Starting Over. <i>Psychological Science</i> , 2007, 18, 79-87.	3.3	102
62	Children's Early Understanding of Mass-Count Syntax: Individuation, Lexical Content, and the Number Asymmetry Hypothesis. <i>Language Learning and Development</i> , 2006, 2, 163-194.	1.4	61
63	Quantity judgments and individuation: evidence that mass nouns count. <i>Cognition</i> , 2005, 97, 41-66.	2.2	248
64	Starting Over: A Preliminary Study of Early Lexical and Syntactic Development in Internationally Adopted Preschoolers. <i>Seminars in Speech and Language</i> , 2005, 26, 44-53.	0.8	46
65	The developing constraints on parsing decisions: The role of lexical-biases and referential scenes in child and adult sentence processing. <i>Cognitive Psychology</i> , 2004, 49, 238-299.	2.2	252
66	Using prosody to avoid ambiguity: Effects of speaker awareness and referential context. <i>Journal of Memory and Language</i> , 2003, 48, 103-130.	2.1	281
67	Relatives children say. <i>Journal of Psycholinguistic Research</i> , 1998, 27, 573-596.	1.3	77
68	Relevance of Polarity for the Online Interpretation of Scalar Terms. <i>Semantics and Linguistic Theory</i> , 0, 19, 360.	0.0	9
69	Even more evidence for the emptiness of plurality: An experimental investigation of plural interpretation as a species of implicature. <i>Semantics and Linguistic Theory</i> , 0, 20, 489.	0.0	16
70	Early Acquisition of Plural Morphology in a Classifier Language: Data from Korean 2-4 Year Olds. <i>Language Learning and Development</i> , 0, , 1-15.	1.4	1