

# Laura L Namy

## List of Publications by Year in descending order

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Version: 2024-02-01

43  
papers

2,599  
citations

279798

23  
h-index

254184

43  
g-index

43  
all docs

43  
docs citations

43  
times ranked

1302  
citing authors

#	ARTICLE	IF	CITATIONS
1	Communicative Context Affects Use of Referential Prosody. <i>Cognitive Science</i> , 2019, 43, e12799.	1.7	1
2	Children's use of comparison and function in novel object categorization. <i>Journal of Experimental Child Psychology</i> , 2018, 170, 161-176.	1.4	8
3	Prosody in speech as a source of referential information. <i>Language, Cognition and Neuroscience</i> , 2018, 33, 512-526.	1.2	9
4	Eye movements reveal persistent sensitivity to sound symbolism during word learning.. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 2018, 44, 680-698.	0.9	9
5	Developmental change in children's sensitivity to sound symbolism. <i>Journal of Experimental Child Psychology</i> , 2017, 160, 107-118.	1.4	14
6	Phonemic awareness development in 2.5- and 3.5-year-old children: an examination of emergent, receptive, knowledge and skills. <i>Reading and Writing</i> , 2017, 30, 1575-1594.	1.7	9
7	The Specificity of Sound Symbolic Correspondences in Spoken Language. <i>Cognitive Science</i> , 2017, 41, 2191-2220.	1.7	18
8	Infants Learn Baby Signs From Video. <i>Child Development</i> , 2015, 86, 800-811.	3.0	56
9	Cross-situational statistical word learning in young children. <i>Journal of Experimental Child Psychology</i> , 2014, 126, 395-411.	1.4	88
10	Cross-linguistic sound symbolism and crossmodal correspondence: Evidence from fMRI and DTI. <i>Brain and Language</i> , 2014, 128, 18-24.	1.6	46
11	The Organization of Words and Symbolic Gestures in 18-Month-Olds' Lexicons: Evidence From a Disambiguation Task. <i>Infancy</i> , 2013, 18, 276-288.	1.6	4
12	Young Word Learners' Interpretations of Words and Symbolic Gestures Within the Context of Ambiguous Reference. <i>Child Development</i> , 2013, 84, 143-153.	3.0	13
13	Why Two-Year-Olds Fail to Learn Gestures as Object Labels: Evidence from Looking Time and Forced-Choice Measures. <i>Language Learning and Development</i> , 2013, 9, 50-65.	1.4	11
14	Getting Specific: Early General Mechanisms Give Rise to Domain-Specific Expertise in Word Learning. <i>Language Learning and Development</i> , 2012, 8, 47-60.	1.4	16
15	Say It Like You Mean It: Mothers' Use of Prosody to Convey Word Meaning. <i>Language and Speech</i> , 2012, 55, 423-436.	1.1	13
16	Detailed Behavioral Analysis as a Window Into Cross-Situational Word Learning. <i>Cognitive Science</i> , 2012, 36, 545-559.	1.7	24
17	The developing role of prosody in novel word interpretation. <i>Journal of Experimental Child Psychology</i> , 2011, 108, 229-241.	1.4	17
18	The role of comparison in preschoolers' novel object categorization. <i>Journal of Experimental Child Psychology</i> , 2010, 107, 280-290.	1.4	54

#	ARTICLE	IF	CITATIONS
19	The differing roles of comparison and contrast in children's categorization. <i>Journal of Experimental Child Psychology</i> , 2010, 107, 291-305.	1.4	31
20	Sound to meaning correspondences facilitate word learning. <i>Cognition</i> , 2009, 112, 181-186.	2.2	186
21	The Semantics of Prosody: Acoustic and Perceptual Evidence of Prosodic Correlates to Word Meaning. <i>Cognitive Science</i> , 2009, 33, 127-146.	1.7	125
22	Recognition of iconicity doesn't come for free. <i>Developmental Science</i> , 2008, 11, 841-846.	2.4	59
23	Perceptual-motor constraints on sound-to-meaning correspondence in language. <i>Behavioral and Brain Sciences</i> , 2008, 31, 528-529.	0.7	7
24	More than Just Hand Waving: Review of <i>Hearing Gestures: How Our Hands Help Us Think</i> . <i>Journal of Cognition and Development</i> , 2008, 9, 247-252.	1.3	3
25	Linking parent input and child receptivity to symbolic gestures. <i>Gesture</i> , 2008, 8, 302-324.	0.2	13
26	Developmental changes in neural activity to familiar words and gestures. <i>Brain and Language</i> , 2007, 101, 246-259.	1.6	82
27	Analogical Processes in Language Learning. <i>Current Directions in Psychological Science</i> , 2006, 15, 297-301.	5.3	143
28	Characterizing changes in parent labelling and gesturing and their relation to early communicative development. <i>Journal of Child Language</i> , 2004, 31, 821-835.	1.2	16
29	The Changing Role of Iconicity in Non-Verbal Symbol Learning: A U-Shaped Trajectory in the Acquisition of Arbitrary Gestures. <i>Journal of Cognition and Development</i> , 2004, 5, 37-57.	1.3	191
30	The Role of Social-Referential Context in Verbal and Nonverbal Symbol Learning. <i>Child Development</i> , 2003, 74, 549-563.	3.0	59
31	Patterns of spontaneous production of novel words and gestures within an experimental setting in children ages 1;6 and 2;2. <i>Journal of Child Language</i> , 2002, 29, 911-921.	1.2	27
32	Making a silk purse out of two sow's ears: Young children's use of comparison in category learning. <i>Journal of Experimental Psychology: General</i> , 2002, 131, 5-15.	2.1	260
33	Making a silk purse out of two sow's ears: Young children's use of comparison in category learning. <i>Journal of Experimental Psychology: General</i> , 2002, 131, 5-15.	2.1	70
34	What's in a Name When It Isn't a Word? 17-Month-Olds' Mapping of Nonverbal Symbols to Object Categories. <i>Infancy</i> , 2001, 2, 73-86.	1.6	77
35	Verbal Labels and Gestural Routines in Parental Communication with Young Children. <i>Journal of Nonverbal Behavior</i> , 2000, 24, 63-79.	1.0	93
36	Naming and Exclaiming: Infants' Sensitivity to Naming Contexts. <i>Journal of Cognition and Development</i> , 2000, 1, 405-428.	1.3	44

#	ARTICLE	IF	CITATIONS
37	Comparison in the Development of Categories. <i>Cognitive Development</i> , 1999, 14, 487-513.	1.3	295
38	Words and Gestures: Infants' Interpretations of Different Forms of Symbolic Reference. <i>Child Development</i> , 1998, 69, 295-308.	3.0	177
39	Words and Gestures: Infants' Interpretations of Different Forms of Symbolic Reference. <i>Child Development</i> , 1998, 69, 295.	3.0	13
40	Categorization and Its Developmental Relation to Early Language. <i>Child Development</i> , 1997, 68, 843.	3.0	23
41	Challenging the notion of a thematic preference in young children.. <i>Developmental Psychology</i> , 1997, 33, 555-567.	1.6	115
42	Young children's discovery of spatial classification. <i>Cognitive Development</i> , 1997, 12, 163-184.	1.3	48
43	Categorization and Its Developmental Relation to Early Language. <i>Child Development</i> , 1997, 68, 843-859.	3.0	32