

# Sandy LaTourrette

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## EDUCATION & TRAINING

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2020 - present	University of Pennsylvania	Post-doctoral Fellowship
2020	Northwestern University	Ph.D. Cognitive Psychology
2016	Northwestern University	M.S. Cognitive Psychology
2014	Williams College	B.A. Psychology with Honors, <i>Summa Cum Laude</i> , Concentration in Cognitive Science

## RESEARCH EXPERIENCE

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2020 – present	Language Learning Lab, University of Pennsylvania (PIs: John Trueswell, Charles Yang), Post-doctoral Fellow
2014 – 2020	Infant & Child Development Center, Northwestern University (PI: Sandra Waxman), Graduate Researcher
2015 – 2020	Higher-level Cognition Lab, Northwestern University (PI: Lance Rips), Graduate Researcher
2012 – 2014	Learning Lab, Williams College (PI: Nate Kornell) Undergraduate Research Assistant & Honors Thesis Student
2013	Cognition and Development Lab, Yale University (PI: Frank Keil) Summer REU Researcher

## HONORS AND FELLOWSHIPS

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2020 - 2023	National Institutes of Health National Research Service Award
2021	University of Pennsylvania Integrated Language Science and Technology Small Research Grant
2019	Northwestern Psychology Department Presidential Fellowship Nominee

2015 – 2018	National Science Foundation Graduate Research Fellowship
2018	Paul Menyuk Travel Award, Boston University Conference on Language Development
2017	Jean Berko Gleason Award, Best Graduate Paper at 42 <sup>nd</sup> Boston University Conference on Language Development
2014 – 2015	Northwestern University Cognitive Science Student Fellowship
2014	G. Stanley Hall Award, Williams College Best Psychology Honors Thesis
2013	Phi Beta Kappa Member

## PUBLICATIONS

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- LaTourrette, A. & Waxman, S. (2022). Sparse labels, no problems: Infant categorization under challenging conditions. *Child Development*.
- LaTourrette, A., Yang, C., & Trueswell, J. (2022). When close isn't enough: Semantic similarity does not facilitate cross-situational word-learning. *Proceedings of the 44<sup>th</sup> Annual Meeting of the Cognitive Science Society*.
- LaTourrette, A. & Waxman, S. (2021). An object lesson: Objects, non-objects, and the power of conceptual construal in adjective extension. *Language Learning and Development*, 1–14.
- LaTourrette, A. & Waxman, S. (2020). Naming guides how 12-month-old infants encode and remember objects. *Proceedings of the National Academy of Sciences*, 202006608.
- LaTourrette, A. & Waxman, S.R. (2019). Defining the role of language in infants' object categorization with eye-tracking paradigms. *Journal of Visualized Experiments*.
- LaTourrette, A. & Waxman, S.R. (2019). A little labeling goes a long way: Semi-supervised learning in infancy. *Developmental Science*. 22(1), e12736.
- Syrett, K., LaTourrette, A., Ferguson, B., & Waxman, S.R. (2019). Crying helps, but being sad doesn't: Infants constrain nominal reference using known verbs, not known adjectives. *Cognition*, 193, 104033.
- LaTourrette, A., Myers, M., & Rips, L. (2018). Exclusivity in Causal Reasoning. *Proceedings of the 40<sup>th</sup> Annual Conference of the Cognitive Science Society*, 665 – 670.
- LaTourrette, A., & Waxman, S.R. (2017). A conceptual account of children's difficulties extending adjectives across basic-level kinds. *Proceedings of the 41<sup>st</sup> Boston University Conference on Language Development*.

## **PRESENTATIONS**

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### **Conference Talks**

- LaTourrette, A., Waxman, S., Norton, E., & Weisleder, A. (2021). From word recognition to word learning: Comparing online speech processing in typically developing and late-talking 2-year-olds. Talk to be presented at the 46th Boston University Conference on Language Development.
- Chen, Y., LaTourrette, A., & Trueswell, J. Learners Integrate Syntactic Frames and Semantic Hypotheses in Cross-situational Verb Learning. Talk presented at 35th Annual CUNY Conference on Human Sentence Processing, Philadelphia, PA.
- LaTourrette, A., Blanco, C., & Waxman, S. (2021). Putting the pieces together: Two-year-olds hearing an unfamiliar accent recognize known words and learn new words, but do not use known words to learn new words. Talk presented at 34th Annual CUNY Conference on Human Sentence Processing, Philadelphia, PA.
- LaTourrette, A. & Waxman, S. (2018). The power of a name: Labeling changes infants' memory for individual objects. Talk presented at the 43rd Boston University Conference on Language Development, Boston, MA.
- LaTourrette, A. & Waxman, S. (2018). Semi-supervised learning in human infants. Talk presented at 2018 edition of Science and Society Olivier Legrain Conference: Language Learning in Humans and Machines, Paris, France.
- LaTourrette, A. & Waxman, S. (2017). A little labeling goes a long way: Semi-supervised learning in infancy. Talk presented at 42nd Annual Boston University Conference on Language Development, Boston, MA.
- LaTourrette, A. & Waxman, S. (2016). The Blickish Blob: Object Categories Impair Adjective Learning. Talk presented at 41st Annual Boston University Conference on Language Development, Boston, MA.

### **Invited Talks**

- LaTourrette, A. (2022). Staying in the moment: How sentence context does and does not help learn words. Talk presented to Language and Cognition Research Group at Cardiff University.
- LaTourrette, A. (2020). A little labeling goes a long way. Talk presented to Integrated Language Science and Technology Seminar at University of Pennsylvania.
- LaTourrette, A. (2019). Learning from language: Intersections of infant and machine learning. Talk presented to Information Sciences Institute at University of Southern California.
- LaTourrette, A. (2019). A little labeling goes a long way: Semi-supervised learning in human infants. Talk presented to University of Chicago Developmental Area.
- LaTourrette, A. (2018). Understanding the role of language in infant categorization. Talk presented to University of Illinois at Urbana-Champaign Developmental Area.

## Conference Posters

- LaTourrette, A., Yang, C., & Trueswell, J. (2022). When close isn't enough: Semantic similarity does not facilitate cross-situational word-learning. Poster presented at the 44<sup>th</sup> Annual Meeting of the Cognitive Science Society, Toronto, Canada.
- Chen, Y., LaTourrette, A., & Trueswell, J. (2022). Learners Integrate Syntactic Frames and Semantic Hypotheses in Cross-situational Verb Learning. Poster presented at 44<sup>th</sup> Annual Meeting of the Cognitive Science Society, Toronto, Canada.
- Novack, M., LaTourrette, A., & Waxman, S. (2022). Language leads to longer looks: Novel labels length fixation duration in two-year-old children. Poster presented at the 2022 meeting of the Cognitive Development Society, Madison, WI.
- Atik, D., LaTourrette, A., Vizzini, T., & Waxman, S. (2022). Preschoolers benefit from sentential context when listening to familiar- and unfamiliar-accented speech. Poster presented at the 2022 meeting of the Cognitive Development Society, Madison, WI.
- Chan, D., LaTourrette, A., & Waxman, S. (2022). How early does object naming influence object representations? Poster presented at the 2022 meeting of the Cognitive Development Society, , Madison, WI.
- LaTourrette, A., Yang, C., Trueswell, J. (2021). New exposure, no constraints: Semantic restrictions on novel nouns do not constrain adults' subsequent referent selections. Poster presented at the 43<sup>rd</sup> Annual Meeting of the Cognitive Science Society, held virtually.
- Kritzik, R., LaTourrette, A, Waxman, S. (2020). Examining Bilingual and Monolingual Infants' Verb Learning and Generalization. Midwestern Psychology Association (conference cancelled due to COVID-19).
- LaTourrette, A., Novack, M., & Waxman, S. (2019). Labels influence visual processing in 2-year-old children. Poster presented at the 41<sup>st</sup> Annual Meeting of the Cognitive Science Society, Montreal, QC, Canada.
- LaTourrette, A. & Waxman, S. (2019). Object kinds interfere with extending novel adjectives: Evidence from young children and adults. Poster presented at the 2019 Biennial Meeting of the Society for Research on Child Development, Baltimore, MD.
- LaTourrette, A. & Waxman, S. (2018). Naming enhances subsequent learning: Semi-supervised learning in infancy. Poster presented at the 21st Meeting of the International Congress of Infant Studies, Philadelphia, PA.
- LaTourrette, A. & Waxman, S. (2018). Naming changes infants' memory for individual objects. Poster presented at the 21st Meeting of the International Congress of Infant Studies, Philadelphia, PA.
- LaTourrette, A. & Waxman, S. (2018). Semi-supervised learning in infancy: Infants integrate labeled and unlabeled exemplars to learn new categories. Poster presented at 40th Annual Meeting of the Cognitive Science Society, Madison, WI.

LaTourrette, A. & Waxman, S. (2017). Naming isn't 'all or nothing': Even infrequent naming supports object categorization in 28-month-old children. Poster session presented at the 2017 Biennial Meeting of the Society for Research on Child Development, Austin, TX.

LaTourrette, A. & Waxman, S. (2016). The power of a name: Novel nouns promote categorization of novel stimuli. Poster session presented at 20th Biennial Meeting of the International Conference on Infant Studies, New Orleans, LA.

## **TEACHING & MENTORING**

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### **Courses**

Instructor of Record – PSYCH334: Language and Thought, Winter 2019

Instructor of Record – PSYCH205: Research Methods in Psychology, Winter 2018

Discussion Instructor, Teaching Assistant, Guest Lecturer – PSYCH244: Developmental Psychology, Fall 2020

Teaching Assistant, Guest Lecturer – PSYCH398: Honors Thesis Seminar, 2016 - 2017 & 2017 - 2018

Teaching Assistant, Guest Lecturer – PSYCH451: Statistics in Experimental Design, Winter 2016, Winter 2017;  
Guest Lecturer: Winter 2018, Winter 2019

Teaching Assistant, Discussion Leader – COGSCI210: Language and the Brain, Winter 2016

Teaching Assistant, Guest Lecturer – PSYCH110: Introduction to Psychology, Winter 2015

Guest Lecturer – COGS 001: Introduction to Cognitive Science, Fall 2021

### **Mentoring: Primary Mentees**

Senior Research Project (2021-2022) – Sarah Aina Shamsul Azhar

Senior Research Project (2021-2022) – Mia Cheung

Senior Research Project (2021-2022) – Katinka Tangen

Undergraduate Research Project (2020-2021) – Gonzalo Ortega

Honors Thesis Student (2019-2020) – Rachel Kritzik

Undergraduate Independent Study (2019-2020) – Courtney Goldberg

Undergraduate Independent Research Grant Recipient (2019-2020) – Victoria Vizzini

Graduate Mentee (2019-2020) – Deniz Atik

Graduate Mentee (2019-2020) – Dana Chan

Posner Fellowship (2019) – Katelyn Pass

Undergraduate Independent Research Grant Recipient (2019) – Annalisa Romanenko

Undergraduate Independent Study (2018-2019) – Kathy Tian

Honors Thesis Student (2018-2019) – Patrick Lin

Undergraduate Independent Research Grant Recipient (2017-2018) – Mallory Cooper

Undergraduate Independent Research Grant Recipient (2016-2017) – Celia Hauw

Posner Fellowship (2016) – Yajaira Gallegos

Honors Thesis Student (2015-2016) – Margaret Shavlik

Undergraduate Independent Study (2014-2015) – Shanshan Hu

## **PROFESSIONAL AFFILIATIONS**

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- Phi Beta Kappa
- Society for Research in Child Development (SRCD)
- Cognitive Science Society (CSS)
- International Conference on Infant Studies (ICIS)
- Cognitive Development Society (CDS)

## **REVIEWING**

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- Psychological Science
- Affective Science
- Cognitive Development
- Language Learning & Development
- Journal of Visualized Experiments
- Infant Behavior and Development
- Psychology of Language and Cognition

## **SKILLS**

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- Data wrangling and statistical analysis, highly proficient in:
  - R, Matlab, SPSS
- Eyetracking
  - Tobii, Eyelink systems
- Web design and data collection:
  - Coding in JavaScript, HTML
  - Experiment building in Qualtrics, PsychoPy, PCIbex
  - Data collection with Prolific, Amazon Mechanical Turk
- Video, photo, audio editing
  - Final Cut Pro, Adobe Photoshop, Adobe Premier Pro, GIMP