

Cynthia Fisher

List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/11511531/publications.pdf>

Version: 2024-02-01

36
papers

3,066
citations

257357

24
h-index

360920

35
g-index

37
all docs

37
docs citations

37
times ranked

1113
citing authors

#	ARTICLE	IF	CITATIONS
1	When it is better to receive than to give: Syntactic and conceptual constraints on vocabulary growth. <i>Lingua</i> , 1994, 92, 333-375.	0.4	277
2	On the semantic content of subcategorization frames. <i>Cognitive Psychology</i> , 1991, 23, 331-392.	0.9	235
3	Learning Words and Rules. <i>Psychological Science</i> , 2006, 17, 684-691.	1.8	234
4	Infants learn phonotactic regularities from brief auditory experience. <i>Cognition</i> , 2003, 87, B69-B77.	1.1	225
5	Structural Limits on Verb Mapping: The Role of Analogy in Children's Interpretations of Sentences. <i>Cognitive Psychology</i> , 1996, 31, 41-81.	0.9	217
6	“Really? She Blinked the Baby?” <i>Psychological Science</i> , 2009, 20, 619-626.	1.8	177
7	Structural limits on verb mapping: the role of abstract structure in 2.5-year-olds’ interpretations of novel verbs. <i>Developmental Science</i> , 2002, 5, 55-64.	1.3	149
8	Learning phonotactic constraints from brief auditory experience. <i>Cognition</i> , 2002, 83, B13-B23.	1.1	139
9	The role of abstract syntactic knowledge in language acquisition: a reply to Tomasello (2000). <i>Cognition</i> , 2002, 82, 259-278.	1.1	117
10	Counting the Nouns: Simple Structural Cues to Verb Meaning. <i>Child Development</i> , 2012, 83, 1382-1399.	1.7	111
11	2.5-Year-olds use cross-situational consistency to learn verbs under referential uncertainty. <i>Cognition</i> , 2012, 122, 163-180.	1.1	109
12	Predicted errors in children’s early sentence comprehension. <i>Cognition</i> , 2012, 124, 85-94.	1.1	105
13	Acoustic Cues to Grammatical Structure in Infant-Directed Speech: Cross-Linguistic Evidence. <i>Child Development</i> , 1996, 67, 3192.	1.7	88
14	Who’s “she”? Discourse prominence influences preschoolers’ comprehension of pronouns. <i>Journal of Memory and Language</i> , 2005, 52, 29-57.	1.1	86
15	Acoustic Cues to Grammatical Structure in Infant-Directed Speech: Cross-Linguistic Evidence. <i>Child Development</i> , 1996, 67, 3192-3218.	1.7	85
16	Syntactic bootstrapping. <i>Wiley Interdisciplinary Reviews: Cognitive Science</i> , 2010, 1, 143-149.	1.4	78
17	Two-year-olds use distributional cues to interpret transitivity-alternating verbs. <i>Language and Cognitive Processes</i> , 2009, 24, 777-803.	2.3	67
18	Discourse prominence effects on 2.5-year-old children's interpretation of pronouns. <i>Lingua</i> , 2007, 117, 1959-1987.	0.4	61

#	ARTICLE	IF	CITATIONS
19	Where are the cookies? Two- and three-year-olds use number-marked verbs to anticipate upcoming nouns. <i>Cognition</i> , 2016, 146, 349-370.	1.1	59
20	Long-Term Auditory Word Priming in Preschoolers: Implicit Memory Support for Language Acquisition. <i>Journal of Memory and Language</i> , 1998, 39, 523-542.	1.1	43
21	Abstraction and Specificity in Preschoolers' Representations of Novel Spoken Words. <i>Journal of Memory and Language</i> , 2001, 45, 665-687.	1.1	41
22	Structure and meaning in the verb lexicon: Input for a syntax-aided verb learning procedure. <i>Language and Cognitive Processes</i> , 1994, 9, 473-517.	2.3	40
23	What does syntax say about space? 2-year-olds use sentence structure to learn new prepositions. <i>Cognition</i> , 2006, 101, B19-B29.	1.1	40
24	A vowel is a vowel: Generalizing newly learned phonotactic constraints to new contexts.. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 2010, 36, 821-828.	0.7	28
25	Learning Verb Syntax via Listening: New Evidence From 22-Month-Olds. <i>Language Learning and Development</i> , 2015, 11, 356-368.	0.7	25
26	The Developmental Origins of Syntactic Bootstrapping. <i>Topics in Cognitive Science</i> , 2020, 12, 48-77.	1.1	25
27	Representations for Phonotactic Learning in Infancy. <i>Language Learning and Development</i> , 2011, 7, 287-308.	0.7	24
28	Speech errors reflect the phonotactic constraints in recently spoken syllables, but not in recently heard syllables. <i>Cognition</i> , 2009, 112, 81-96.	1.1	23
29	Mistakes weren't made: Three-year-olds' comprehension of novel-verb passives provides evidence for early abstract syntax. <i>Cognition</i> , 2018, 178, 118-132.	1.1	22
30	From Form To Meaning: A Role for Structural Alignment in the Acquisition of Language. <i>Advances in Child Development and Behavior</i> , 1999, 27, 1-53.	0.7	21
31	Toddlers Default to Canonical Surface-Meaning Mapping When Learning Verbs. <i>Child Development</i> , 2014, 85, 1168-1180.	1.7	21
32	The Development of Infants' Use of Novel Verbal Information when Reasoning about Others' Actions. <i>PLoS ONE</i> , 2014, 9, e92387.	1.1	16
33	Baby SRL. , 2008, , .		10
34	Referential context and executive functioning influence children's resolution of syntactic ambiguity.. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 2020, 46, 1922-1947.	0.7	7
35	Starting from Scratch in Semantic Role Labeling: Early Indirect Supervision. <i>Theory and Applications of Natural Language Processing</i> , 2013, , 257-296.	0.3	6
36	Chapter 7. Not all subjects are agents. <i>Trends in Language Acquisition Research</i> , 2018, , 154-176.	0.2	3