

Cynthia Fisher

List of Publications by Year in descending order

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Version: 2024-02-01

36
papers

3,066
citations

257357

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360920

35
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37
all docs

37
docs citations

37
times ranked

1113
citing authors

| # | ARTICLE | IF | CITATIONS |
|----|--|-----|-----------|
| 1 | The Developmental Origins of Syntactic Bootstrapping. Topics in Cognitive Science, 2020, 12, 48-77. | 1.1 | 25 |
| 2 | Referential context and executive functioning influence children's resolution of syntactic ambiguity.. Journal of Experimental Psychology: Learning Memory and Cognition, 2020, 46, 1922-1947. | 0.7 | 7 |
| 3 | Mistakes weren't made: Three-year-olds' comprehension of novel-verb passives provides evidence for early abstract syntax. Cognition, 2018, 178, 118-132. | 1.1 | 22 |
| 4 | Chapter 7. Not all subjects are agents. Trends in Language Acquisition Research, 2018, , 154-176. | 0.2 | 3 |
| 5 | Where are the cookies? Two- and three-year-olds use number-marked verbs to anticipate upcoming nouns. Cognition, 2016, 146, 349-370. | 1.1 | 59 |
| 6 | Learning Verb Syntax via Listening: New Evidence From 22-Month-Olds. Language Learning and Development, 2015, 11, 356-368. | 0.7 | 25 |
| 7 | The Development of Infants' Use of Novel Verbal Information when Reasoning about Others' Actions. PLoS ONE, 2014, 9, e92387. | 1.1 | 16 |
| 8 | Toddlers Default to Canonical Surface-Meaning Mapping When Learning Verbs. Child Development, 2014, 85, 1168-1180. | 1.7 | 21 |
| 9 | Starting from Scratch in Semantic Role Labeling: Early Indirect Supervision. Theory and Applications of Natural Language Processing, 2013, , 257-296. | 0.3 | 6 |
| 10 | Counting the Nouns: Simple Structural Cues to Verb Meaning. Child Development, 2012, 83, 1382-1399. | 1.7 | 111 |
| 11 | 2.5-Year-olds use cross-situational consistency to learn verbs under referential uncertainty. Cognition, 2012, 122, 163-180. | 1.1 | 109 |
| 12 | Predicted errors in children's early sentence comprehension. Cognition, 2012, 124, 85-94. | 1.1 | 105 |
| 13 | Representations for Phonotactic Learning in Infancy. Language Learning and Development, 2011, 7, 287-308. | 0.7 | 24 |
| 14 | A vowel is a vowel: Generalizing newly learned phonotactic constraints to new contexts.. Journal of Experimental Psychology: Learning Memory and Cognition, 2010, 36, 821-828. | 0.7 | 28 |
| 15 | Syntactic bootstrapping. Wiley Interdisciplinary Reviews: Cognitive Science, 2010, 1, 143-149. | 1.4 | 78 |
| 16 | “Really? She Blinked the Baby?” Psychological Science, 2009, 20, 619-626. | 1.8 | 177 |
| 17 | Speech errors reflect the phonotactic constraints in recently spoken syllables, but not in recently heard syllables. Cognition, 2009, 112, 81-96. | 1.1 | 23 |
| 18 | Two-year-olds use distributional cues to interpret transitivity-alternating verbs. Language and Cognitive Processes, 2009, 24, 777-803. | 2.3 | 67 |

| # | ARTICLE | IF | CITATIONS |
|----|--|-----|-----------|
| 19 | Baby SRL. , 2008, , . | | 10 |
| 20 | Discourse prominence effects on 2.5-year-old children's interpretation of pronouns. <i>Lingua</i> , 2007, 117, 1959-1987. | 0.4 | 61 |
| 21 | 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 |
| 22 | Learning Words and Rules. <i>Psychological Science</i> , 2006, 17, 684-691. | 1.8 | 234 |
| 23 | Who's she? Discourse prominence influences preschoolers' comprehension of pronouns. <i>Journal of Memory and Language</i> , 2005, 52, 29-57. | 1.1 | 86 |
| 24 | Infants learn phonotactic regularities from brief auditory experience. <i>Cognition</i> , 2003, 87, B69-B77. | 1.1 | 225 |
| 25 | The role of abstract syntactic knowledge in language acquisition: a reply to Tomasello (2000). <i>Cognition</i> , 2002, 82, 259-278. | 1.1 | 117 |
| 26 | Learning phonotactic constraints from brief auditory experience. <i>Cognition</i> , 2002, 83, B13-B23. | 1.1 | 139 |
| 27 | 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 |
| 28 | Abstraction and Specificity in Preschoolers' Representations of Novel Spoken Words. <i>Journal of Memory and Language</i> , 2001, 45, 665-687. | 1.1 | 41 |
| 29 | 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 |
| 30 | 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 |
| 31 | Acoustic Cues to Grammatical Structure in Infant-Directed Speech: Cross-Linguistic Evidence. <i>Child Development</i> , 1996, 67, 3192. | 1.7 | 88 |
| 32 | 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 |
| 33 | Acoustic Cues to Grammatical Structure in Infant-Directed Speech: Cross-Linguistic Evidence. <i>Child Development</i> , 1996, 67, 3192-3218. | 1.7 | 85 |
| 34 | 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 |
| 35 | 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 |
| 36 | On the semantic content of subcategorization frames. <i>Cognitive Psychology</i> , 1991, 23, 331-392. | 0.9 | 235 |