

Gregory L Murphy

List of Publications by Year in descending order

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105
papers

9,054
citations

53751

45
h-index

42364

92
g-index

106
all docs

106
docs citations

106
times ranked

3513
citing authors

#	ARTICLE	IF	CITATIONS
1	The role of theories in conceptual coherence.. Psychological Review, 1985, 92, 289-316.	2.7	2,703
2	On metaphoric representation. Cognition, 1996, 60, 173-204.	1.1	440
3	Food for Thought: Cross-Classification and Category Organization in a Complex Real-World Domain. Cognitive Psychology, 1999, 38, 495-553.	0.9	348
4	Audience Design in Meaning and Reference. Advances in Psychology, 1982, , 287-299.	0.1	302
5	Comprehending Complex Concepts. Cognitive Science, 1988, 12, 529-562.	0.8	294
6	Thematic relations in adults' concepts.. Journal of Experimental Psychology: General, 2001, 130, 3-28.	1.5	245
7	Basic-level superiority in picture categorization. Journal of Verbal Learning and Verbal Behavior, 1982, 21, 1-20.	3.8	239
8	The Representation of Polysemous Words. Journal of Memory and Language, 2001, 45, 259-282.	1.1	217
9	Noun phrase interpretation and conceptual combination. Journal of Memory and Language, 1990, 29, 259-288.	1.1	194
10	Models of Concepts*. Cognitive Science, 1984, 8, 27-58.	0.8	193
11	Category differentiation in object recognition: Typicality constraints on the basic category advantage.. Journal of Experimental Psychology: Learning Memory and Cognition, 1985, 11, 70-84.	0.7	167
12	Converging operations on a basic level in event taxonomies. Memory and Cognition, 1990, 18, 407-418.	0.9	159
13	An Apple is More Than Just a Fruit: Cross-Classification in Children's Concepts. Child Development, 2003, 74, 1783-1806.	1.7	159
14	Categories, concepts, and conditioning: how humans generalize fear. Trends in Cognitive Sciences, 2015, 19, 73-77.	4.0	135
15	The Representation of Polysemy: MEG Evidence. Journal of Cognitive Neuroscience, 2006, 18, 97-109.	1.1	132
16	Changes in conceptual structure with expertise: Differences between real-world experts and novices.. Journal of Experimental Psychology: Learning Memory and Cognition, 1984, 10, 144-155.	0.7	130
17	Category-based predictions: Influence of uncertainty and feature associations.. Journal of Experimental Psychology: Learning Memory and Cognition, 1996, 22, 736-753.	0.7	129
18	Paper has been my ruin: conceptual relations of polysemous senses. Journal of Memory and Language, 2002, 47, 548-570.	1.1	120

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19	The locus of knowledge effects in concept learning.. Journal of Experimental Psychology: Learning Memory and Cognition, 1994, 20, 904-919.	0.7	108
20	Forgetting of verbatim information in discourse. Memory and Cognition, 1994, 22, 85-94.	0.9	100
21	Categorizing objects in isolation and in scenes: What a superordinate is good for.. Journal of Experimental Psychology: Learning Memory and Cognition, 1989, 15, 572-586.	0.7	94
22	The utility of theories in intuitive statistics: The robustness of theory-based judgments.. Journal of Experimental Psychology: General, 1984, 113, 301-322.	1.5	92
23	Effects of background knowledge on object categorization and part detection.. Journal of Experimental Psychology: Human Perception and Performance, 1997, 23, 1153-1169.	0.7	91
24	Contextual influences on the comprehension of complex concepts. Language and Cognitive Processes, 1992, 7, 205-230.	2.3	89
25	Effects of background knowledge on category construction.. Journal of Experimental Psychology: Learning Memory and Cognition, 1996, 22, 525-538.	0.7	89
26	Parts in object concepts: Experiments with artificial categories. Memory and Cognition, 1991, 19, 423-438.	0.9	86
27	The neural bases of taxonomic and thematic conceptual relations: An MEG study. Neuropsychologia, 2015, 68, 176-189.	0.7	69
28	Cue validity and levels of categorization.. Psychological Bulletin, 1982, 91, 174-177.	5.5	67
29	Induction and category coherence. Psychonomic Bulletin and Review, 1996, 3, 95-99.	1.4	66
30	The two faces of typicality in category-based induction. Cognition, 2005, 95, 175-200.	1.1	66
31	Category learning with minimal prior knowledge.. Journal of Experimental Psychology: Learning Memory and Cognition, 2000, 26, 829-846.	0.7	65
32	Stimulus Typicality Determines How Broadly Fear Is Generalized. Psychological Science, 2014, 25, 1816-1821.	1.8	65
33	Establishing and accessing referents in discourse. Memory and Cognition, 1984, 12, 489-497.	0.9	64
34	A knowledge-resonance (KRES) model of category learning. Psychonomic Bulletin and Review, 2003, 10, 759-784.	1.4	64
35	Feature Availability in Conceptual Combination. Psychological Science, 1992, 3, 111-117.	1.8	61
36	Theory-based Correlations and Their Role in Children's Concepts. Child Development, 1993, 64, 1595-1616.	1.7	59

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37	Category vs. object knowledge in category-based induction. <i>Journal of Memory and Language</i> , 2010, 63, 1-17.	1.1	59
38	Polysemy in sentence comprehension: Effects of meaning dominance. <i>Journal of Memory and Language</i> , 2012, 67, 407-425.	1.1	58
39	Processes of understanding anaphora. <i>Journal of Memory and Language</i> , 1985, 24, 290-303.	1.1	57
40	Theory-Based Correlations and Their Role in Children's Concepts. <i>Child Development</i> , 1993, 64, 1595.	1.7	56
41	Predicting features for members of natural categories when categorization is uncertain.. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 1995, 21, 646-661.	0.7	56
42	What is learned in knowledge-related categories? Evidence from typicality and feature frequency judgments. <i>Memory and Cognition</i> , 1999, 27, 856-867.	0.9	54
43	Causes of taxonomic sorting by adults: A test of the thematic-to-taxonomic shift. <i>Psychonomic Bulletin and Review</i> , 2001, 8, 834-839.	1.4	53
44	The Ontogeny of Part Representation in Object Concepts. <i>Psychology of Learning and Motivation - Advances in Research and Theory</i> , 1994, , 305-349.	0.5	51
45	What are categories and concepts?. , 2010, , 11-28.		51
46	Personal reference in English. <i>Language in Society</i> , 1988, 17, 317-349.	0.3	46
47	Superordinate and basic category names in discourse: A textual analysis. <i>Discourse Processes</i> , 1989, 12, 245-261.	1.1	46
48	The acquisition of category structure in unsupervised learning. <i>Memory and Cognition</i> , 1999, 27, 699-712.	0.9	43
49	Uncertainty in category-based induction: When do people integrate across categories?. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 2010, 36, 263-276.	0.7	38
50	Induction with cross-classified categories. <i>Memory and Cognition</i> , 1999, 27, 1024-1041.	0.9	34
51	Blocking in category learning.. <i>Journal of Experimental Psychology: General</i> , 2007, 136, 685-699.	1.5	30
52	Models of concepts. <i>Cognitive Science</i> , 1984, 8, 27-58.	0.8	29
53	Is there an exemplar theory of concepts?. <i>Psychonomic Bulletin and Review</i> , 2016, 23, 1035-1042.	1.4	28
54	Frequency of Relation Type as a Determinant of Conceptual Combination: A Reanalysis.. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 2005, 31, 169-174.	0.7	27

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55	Influence of discourse context on feature availability in conceptual combination. <i>Discourse Processes</i> , 1996, 22, 79-101.	1.1	26
56	Alignment and category learning.. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 1998, 24, 144-160.	0.7	25
57	Prototypicality in sentence production. <i>Cognitive Psychology</i> , 2008, 56, 103-141.	0.9	25
58	Category dimensionality and feature knowledge: When more features are learned as easily as fewer.. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 2006, 32, 301-315.	0.7	23
59	Implicit and explicit processes in category-based induction: Is induction best when we don't think?. <i>Journal of Experimental Psychology: General</i> , 2014, 143, 227-246.	1.5	21
60	The Effects of Prior Processing Episodes on Basic level Superiority. <i>Quarterly Journal of Experimental Psychology Section A: Human Experimental Psychology</i> , 1997, 50, 25-48.	2.3	20
61	Psychological explanations of deep and surface anaphora. <i>Journal of Pragmatics</i> , 1985, 9, 785-813.	0.8	19
62	Feature Distribution and Background Knowledge in Category Learning. <i>Quarterly Journal of Experimental Psychology Section A: Human Experimental Psychology</i> , 2000, 53, 962-982.	2.3	19
63	Influence of multiple categories on the prediction of unknown properties. <i>Memory and Cognition</i> , 2005, 33, 479-487.	0.9	19
64	Contrasting Semantic versus Inhibitory Processing in the Angular Gyrus: An fMRI Study. <i>Cerebral Cortex</i> , 2019, 29, 2470-2481.	1.6	19
65	A Rational Theory of Concepts. <i>Psychology of Learning and Motivation - Advances in Research and Theory</i> , 1993, , 327-359.	0.5	18
66	Psychological Concepts in a Parallel System. <i>Physica D: Nonlinear Phenomena</i> , 1986, 22, 318-336.	1.3	17
67	Ideals and category typicality.. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 2011, 37, 1092-1112.	0.7	17
68	Reasoning with uncertain categories. <i>Thinking and Reasoning</i> , 2012, 18, 81-117.	2.1	15
69	Time course of retrieving conceptual information: A speed-accuracy trade-off study. <i>Psychonomic Bulletin and Review</i> , 2006, 13, 848-853.	1.4	14
70	Ecological Validity and the Study of Concepts. <i>Psychology of Learning and Motivation - Advances in Research and Theory</i> , 2003, 43, 1-41.	0.5	13
71	Prior knowledge enhances the category dimensionality effect. <i>Memory and Cognition</i> , 2008, 36, 256-270.	0.9	13
72	Semantic memory redux: An experimental test of hierarchical category representation. <i>Journal of Memory and Language</i> , 2012, 67, 521-539.	1.1	13

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73	Body and soul: Do children distinguish between foods when generalizing biological and psychological properties?. <i>Early Education and Development</i> , 2016, 27, 1250-1262.	1.6	13
74	Learning of role-governed and thematic categories. <i>Acta Psychologica</i> , 2016, 164, 112-126.	0.7	12
75	Memory for forms: Common memory formats for verbal and visual stimulus presentations. <i>Memory and Cognition</i> , 1982, 10, 54-61.	0.9	11
76	Decision making under uncertain categorization. <i>Frontiers in Psychology</i> , 2014, 5, 991.	1.1	11
77	Interpretation of Verb Phrase Anaphora: Influences of Task and Syntactic Context. <i>Quarterly Journal of Experimental Psychology Section A: Human Experimental Psychology</i> , 1990, 42, 675-692.	2.3	10
78	The downside of categories. <i>Trends in Cognitive Sciences</i> , 2003, 7, 513-514.	4.0	9
79	Explaining the Basic-Level Concept Advantage in Infants or Is It the Superordinate-Level Advantage?. <i>Psychology of Learning and Motivation - Advances in Research and Theory</i> , 2016, 64, 57-92.	0.5	9
80	The Study of Concepts Inside and Outside the Laboratory: Medin Versus Medin.. , 0, , 179-195.		9
81	Use of Single or Multiple Categories in Category-Based Induction. , 2001, , 205-225.		8
82	Familiarity and plausibility in conceptual combination: Reply to Gagn� and Spalding (2006).. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 2006, 32, 1438-1442.	0.7	8
83	Do Americans Have a Preference for Rule-Based Classification?. <i>Cognitive Science</i> , 2017, 41, 2026-2052.	0.8	8
84	Fast-mapping children vs. slow-mapping adults: Assumptions about words and concepts in two literatures. <i>Behavioral and Brain Sciences</i> , 2001, 24, 1112-1113.	0.4	7
85	On the conceptual-perceptual divide in early concepts. <i>Developmental Science</i> , 2004, 7, 513-515.	1.3	7
86	Prior knowledge and exemplar frequency. <i>Memory and Cognition</i> , 2008, 36, 1335-1350.	0.9	7
87	Feature distribution and background knowledge in category learning. <i>Quarterly Journal of Experimental Psychology Section A: Human Experimental Psychology</i> , 2000, 53, 962-982.	2.3	7
88	Discourse model representation of referential and attributive descriptions. <i>Language and Cognitive Processes</i> , 2002, 17, 97-123.	2.3	6
89	Does practice in category learning increase rule use or exemplar use or both?. <i>Memory and Cognition</i> , 2018, 46, 530-543.	0.9	6
90	Influence of Emotionally Charged Information on Category-Based Induction. <i>PLoS ONE</i> , 2013, 8, e54286.	1.1	6

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91	Comprehension and memory of personal reference: The use of social information in language processing. <i>Discourse Processes</i> , 1992, 15, 337-356.	1.1	5
92	Subtyping as a knowledge preservation strategy in category learning. <i>Memory and Cognition</i> , 2007, 35, 432-443.	0.9	5
93	The contribution (and drawbacks) of models to the study of concepts. , 2011, , 299-312.		5
94	Concept formation and categorization of complex, asymmetric, and impossible figures. <i>Attention, Perception, and Psychophysics</i> , 2014, 76, 1789-1802.	0.7	4
95	On Fodor's First Law of the Nonexistence of Cognitive Science. <i>Cognitive Science</i> , 2019, 43, e12735.	0.8	4
96	Do salient features overshadow learning of other features in category learning?. <i>Journal of Experimental Psychology Animal Learning and Cognition</i> , 2017, 43, 219-230.	0.3	4
97	The role of meaning in past-tense inflection: Evidence from polysemy and denominal derivation. <i>Cognition</i> , 2007, 104, 150-162.	1.1	3
98	Eyetracking reveals multiple-category use in induction.. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 2016, 42, 1050-1067.	0.7	3
99	More on parts in object concepts: Response to Tversky and Hemenway. <i>Memory and Cognition</i> , 1991, 19, 443-447.	0.9	2
100	People's sensitivity to content vs. formal properties of visual stimuli: Evidence from category construction. <i>Acta Psychologica</i> , 2019, 200, 102932.	0.7	2
101	The Psycholinguistics of Discourse Comprehension. <i>Springer Series in Neuropsychology</i> , 1990, , 28-49.	0.3	1
102	The psychology of category learning: Current status and future prospect. <i>Behavioral and Brain Sciences</i> , 1986, 9, 664-665.	0.4	0
103	Extensional assumptions in theories of meaning and concepts. <i>Behavioral and Brain Sciences</i> , 1998, 21, 80-81.	0.4	0
104	Maxim of quantity and presupposition in understanding object labels. <i>Language, Cognition and Neuroscience</i> , 2020, 35, 246-255.	0.7	0
105	Conceptual understanding of complexity, symmetry, and object coherence in young children. <i>Infant and Child Development</i> , 2020, 29, e2150.	0.9	0