

Mark S Seidenberg

List of Publications by Year in descending order

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Version: 2024-02-01

49
papers

14,121
citations

168829

31
h-index

242451

47
g-index

52
all docs

52
docs citations

52
times ranked

6303
citing authors

#	ARTICLE	IF	CITATIONS
1	What Might Books Be Teaching Young Children About Gender?. <i>Psychological Science</i> , 2022, 33, 33-47.	1.8	10
2	Lost in Translation? Challenges in Connecting Reading Science and Educational Practice. <i>Reading Research Quarterly</i> , 2020, 55, S119.	1.8	40
3	Differential activation of the visual word form area during auditory phoneme perception in youth with dyslexia. <i>Neuropsychologia</i> , 2020, 146, 107543.	0.7	10
4	Heteromodal Cortical Areas Encode Sensory-Motor Features of Word Meaning. <i>Journal of Neuroscience</i> , 2016, 36, 9763-9769.	1.7	62
5	Concept Representation Reflects Multimodal Abstraction: A Framework for Embodied Semantics. <i>Cerebral Cortex</i> , 2016, 26, 2018-2034.	1.6	200
6	Connecting functional brain imaging and Parallel Distributed Processing. <i>Language, Cognition and Neuroscience</i> , 2015, 30, 380-394.	0.7	17
7	Influences on spelling: evidence from homophones. <i>Language, Cognition and Neuroscience</i> , 2015, 30, 544-554.	0.7	7
8	Impact of dialect use on a basic component of learning to read. <i>Frontiers in Psychology</i> , 2015, 6, 196.	1.1	30
9	Predicting brain activation patterns associated with individual lexical concepts based on five sensory-motor attributes. <i>Neuropsychologia</i> , 2015, 76, 17-26.	0.7	52
10	Quasiregularity and Its Discontents: The Legacy of the Past Tense Debate. <i>Cognitive Science</i> , 2014, 38, 1190-1228.	0.8	59
11	Neural correlates of language and non-language visuospatial processing in adolescents with reading disability. <i>NeuroImage</i> , 2014, 101, 653-666.	2.1	35
12	Glutamate and Choline Levels Predict Individual Differences in Reading Ability in Emergent Readers. <i>Journal of Neuroscience</i> , 2014, 34, 4082-4089.	1.7	73
13	Anatomy is strategy: Skilled reading differences associated with structural connectivity differences in the reading network. <i>Brain and Language</i> , 2014, 133, 1-13.	0.8	36
14	Distributional structure in language: Contributions to noun-verb difficulty differences in infant word recognition. <i>Cognition</i> , 2014, 132, 429-436.	1.1	13
15	The relationship between phonological and auditory processing and brain organization in beginning readers. <i>Brain and Language</i> , 2013, 125, 173-183.	0.8	126
16	The Science of Reading and Its Educational Implications. <i>Language Learning and Development</i> , 2013, 9, 331-360.	0.7	50
17	Writing systems: Not optimal, but good enough. <i>Behavioral and Brain Sciences</i> , 2012, 35, 305-307.	0.4	7
18	Writing systems: Not optimal, but good enough – Erratum. <i>Behavioral and Brain Sciences</i> , 2012, 35, 467-467.	0.4	0

#	ARTICLE	IF	CITATIONS
19	Rules Versus Statistics: Insights From a Highly Inflected Language. <i>Cognitive Science</i> , 2011, 35, 638-681.	0.8	33
20	Distinguishing literal from metaphorical applications of Bayesian approaches. <i>Behavioral and Brain Sciences</i> , 2011, 34, 211-212.	0.4	1
21	Connecting Cues: Overlapping Regularities Support Cue Discovery in Infancy. <i>Child Development</i> , 2010, 81, 727-736.	1.7	31
22	Learning orthographic and phonological representations in models of monosyllabic and bisyllabic naming. <i>European Journal of Cognitive Psychology</i> , 2010, 22, 650-668.	1.3	12
23	Letting structure emerge: connectionist and dynamical systems approaches to cognition. <i>Trends in Cognitive Sciences</i> , 2010, 14, 348-356.	4.0	406
24	Effects of Stimulus Difficulty and Repetition on Printed Word Identification: An fMRI Comparison of Nonimpaired and Reading-disabled Adolescent Cohorts. <i>Journal of Cognitive Neuroscience</i> , 2008, 20, 1146-1160.	1.1	69
25	Semantics and phonology constrain compound formation. <i>Mental Lexicon</i> , 2007, 2, 287-312.	0.2	9
26	Constraint Satisfaction Accounts of Lexical and Sentence Comprehension. , 2006, , 581-611.		85
27	Motion-Perception Deficits and Reading Impairment. <i>Psychological Science</i> , 2006, 17, 1047-1053.	1.8	100
28	Semantic feature production norms for a large set of living and nonliving things. <i>Behavior Research Methods</i> , 2005, 37, 547-559.	2.3	716
29	Deficits in perceptual noise exclusion in developmental dyslexia. <i>Nature Neuroscience</i> , 2005, 8, 862-863.	7.1	242
30	Connectionist Models of Word Reading. <i>Current Directions in Psychological Science</i> , 2005, 14, 238-242.	2.8	136
31	Where does gender come from? Evidence from a complex inflectional system. <i>Language and Cognitive Processes</i> , 2005, 20, 139-167.	2.3	40
32	Computing the Meanings of Words in Reading: Cooperative Division of Labor Between Visual and Phonological Processes.. <i>Psychological Review</i> , 2004, 111, 662-720.	2.7	908
33	Language learning and innateness: Some implications of Compounds Research. <i>Cognitive Psychology</i> , 2003, 47, 119-163.	0.9	64
34	The brain makes a distinction between hard and easy stimuli: Comments on Beretta et al.. <i>Brain and Language</i> , 2003, 85, 527-530.	0.8	16
35	Deficits in phonology and past-tense morphology: What's the connection?. <i>Journal of Memory and Language</i> , 2003, 48, 502-526.	1.1	119
36	Show us the model. <i>Trends in Cognitive Sciences</i> , 2003, 7, 106-107.	4.0	6

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37	NEUROSCIENCE: Does Grammar Start Where Statistics Stop?. <i>Science</i> , 2002, 298, 553-554.	6.0	96
38	How Psychological Science Informs the Teaching of Reading. <i>Psychological Science in the Public Interest: A Journal of the American Psychological Society</i> , 2001, 2, 31-74.	6.7	630
39	Explaining derivational morphology as the convergence of codes. <i>Trends in Cognitive Sciences</i> , 2000, 4, 353-361.	4.0	234
40	A Probabilistic Constraints Approach to Language Acquisition and Processing. <i>Cognitive Science</i> , 1999, 23, 569-588.	0.8	199
41	Phonology, reading acquisition, and dyslexia: Insights from connectionist models.. <i>Psychological Review</i> , 1999, 106, 491-528.	2.7	777
42	Understanding normal and impaired word reading: Computational principles in quasi-regular domains.. <i>Psychological Review</i> , 1996, 103, 56-115.	2.7	2,471
43	The lexical nature of syntactic ambiguity resolution.. <i>Psychological Review</i> , 1994, 101, 676-703.	2.7	1,998
44	Connectionist Models and Cognitive Theory. <i>Psychological Science</i> , 1993, 4, 228-235.	1.8	170
45	Chapter 5 Beyond Orthographic Depth in Reading: Equitable Division of Labor. <i>Advances in Psychology</i> , 1992, , 85-118.	0.1	61
46	A distributed, developmental model of word recognition and naming.. <i>Psychological Review</i> , 1989, 96, 523-568.	2.7	3,516
47	Cognitive neuropsychology and language: The state of the art. <i>Cognitive Neuropsychology</i> , 1988, 5, 403-426.	0.4	119
48	Lexicon as module. <i>Behavioral and Brain Sciences</i> , 1985, 8, 31-32.	0.4	18
49	Explanatory adequacy and models of word recognition. <i>Behavioral and Brain Sciences</i> , 1985, 8, 724-726.	0.4	7