

# Robert M Nosofsky

## List of Publications by Year in descending order

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97  
papers

9,933  
citations

66343

42  
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45317

90  
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98  
all docs

98  
docs citations

98  
times ranked

2882  
citing authors

#	ARTICLE	IF	CITATIONS
1	Attention, similarity, and the identification-categorization relationship.. Journal of Experimental Psychology: General, 1986, 115, 39-57.	2.1	2,067
2	Rule-plus-exception model of classification learning.. Psychological Review, 1994, 101, 53-79.	3.8	657
3	An exemplar-based random walk model of speeded classification.. Psychological Review, 1997, 104, 266-300.	3.8	606
4	Choice, similarity, and the context theory of classification.. Journal of Experimental Psychology: Learning Memory and Cognition, 1984, 10, 104-114.	0.9	544
5	Attention and learning processes in the identification and categorization of integral stimuli.. Journal of Experimental Psychology: Learning Memory and Cognition, 1987, 13, 87-108.	0.9	379
6	Exemplar-based accounts of relations between classification, recognition, and typicality.. Journal of Experimental Psychology: Learning Memory and Cognition, 1988, 14, 700-708.	0.9	351
7	Similarity, frequency, and category representations.. Journal of Experimental Psychology: Learning Memory and Cognition, 1988, 14, 54-65.	0.9	345
8	Combining exemplar-based category representations and connectionist learning rules.. Journal of Experimental Psychology: Learning Memory and Cognition, 1992, 18, 211-233.	0.9	324
9	Dissociations Between Categorization and Recognition in Amnesic and Normal Individuals: An Exemplar-Based Interpretation. Psychological Science, 1998, 9, 247-255.	3.3	272
10	Rules and exemplars in categorization, identification, and recognition.. Journal of Experimental Psychology: Learning Memory and Cognition, 1989, 15, 282-304.	0.9	237
11	Tests of an exemplar model for relating perceptual classification and recognition memory.. Journal of Experimental Psychology: Human Perception and Performance, 1991, 17, 3-27.	0.9	212
12	Comparing modes of rule-based classification learning: A replication and extension of Shepard, Hovland, and Jenkins (1961). Memory and Cognition, 1994, 22, 352-369.	1.6	207
13	Similarity-scaling studies of dot-pattern classification and recognition.. Journal of Experimental Psychology: General, 1992, 121, 278-304.	2.1	147
14	The bow and sequential effects in absolute identification. Perception & Psychophysics, 1982, 32, 397-408.	2.3	138
15	Exemplar and prototype models revisited: Response strategies, selective attention, and stimulus generalization.. Journal of Experimental Psychology: Learning Memory and Cognition, 2002, 28, 924-940.	0.9	135
16	Stimulus bias, asymmetric similarity, and classification. Cognitive Psychology, 1991, 23, 94-140.	2.2	131
17	Investigations of exemplar and decision bound models in large, ill-defined category structures.. Journal of Experimental Psychology: Human Perception and Performance, 1995, 21, 128-148.	0.9	123
18	Logical-rule models of classification response times: A synthesis of mental-architecture, random-walk, and decision-bound approaches.. Psychological Review, 2010, 117, 309-348.	3.8	121

#	ARTICLE	IF	CITATIONS
19	A response-time approach to comparing generalized rational and take-the-best models of decision making.. Journal of Experimental Psychology: Learning Memory and Cognition, 2007, 33, 107-129.	0.9	119
20	Short-term memory scanning viewed as exemplar-based categorization.. Psychological Review, 2011, 118, 280-315.	3.8	118
21	Relations between exemplar-similarity and likelihood models of classification. Journal of Mathematical Psychology, 1990, 34, 393-418.	1.8	113
22	A rule-plus-exception model for classifying objects in continuous-dimension spaces. Psychonomic Bulletin and Review, 1998, 5, 345-369.	2.8	111
23	Overall similarity and the identification of separable-dimension stimuli: A choice model analysis. Perception & Psychophysics, 1985, 38, 415-432.	2.3	106
24	Learning to classify integral-dimension stimuli. Psychonomic Bulletin and Review, 1996, 3, 222-226.	2.8	100
25	Discrete-slots models of visual working-memory response times.. Psychological Review, 2013, 120, 873-902.	3.8	92
26	Speeded Classification in a Probabilistic Category Structure: Contrasting Exemplar-Retrieval, Decision-Boundary, and Prototype Models.. Journal of Experimental Psychology: Human Perception and Performance, 2005, 31, 608-629.	0.9	79
27	The generalized context model: an exemplar model of classification. , 2011, , 18-39.		75
28	Activation in the neural network responsible for categorization and recognition reflects parameter changes. Proceedings of the National Academy of Sciences of the United States of America, 2012, 109, 333-338.	7.1	74
29	Categorization and recognition performance of a memory-impaired group: Evidence for single-system models. Journal of the International Neuropsychological Society, 2003, 9, 394-406.	1.8	71
30	Exemplar and prototype models revisited: response strategies, selective attention, and stimulus generalization. Journal of Experimental Psychology: Learning Memory and Cognition, 2002, 28, 924-40.	0.9	67
31	A Power-Law Model of Psychological Memory Strength in Short- and Long-Term Recognition. Psychological Science, 2012, 23, 625-634.	3.3	64
32	Typicality in logically defined categories: Exemplar-similarity versus rule instantiation. Memory and Cognition, 1991, 19, 131-150.	1.6	63
33	Recognition memory for exceptions to the category rule.. Journal of Experimental Psychology: Learning Memory and Cognition, 1995, 21, 548-568.	0.9	63
34	Luce's choice model and Thurstone's categorical judgment model compared: Kornbrot's data revisited. Perception & Psychophysics, 1985, 37, 89-91.	2.3	61
35	Information-processing architectures in multidimensional classification: A validation test of the systems factorial technology.. Journal of Experimental Psychology: Human Perception and Performance, 2008, 34, 356-375.	0.9	61
36	Prototype and Exemplar Accounts of Category Learning and Attentional Allocation: A Reassessment.. Journal of Experimental Psychology: Learning Memory and Cognition, 2003, 29, 1160-1173.	0.9	60

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37	A high-distortion enhancement effect in the prototype-learning paradigm: Dramatic effects of category learning during test. <i>Memory and Cognition</i> , 2007, 35, 2088-2096.	1.6	60
38	Response-time tests of logical-rule models of categorization.. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 2011, 37, 1-27.	0.9	59
39	False prototype enhancement effects in dot pattern categorization. <i>Memory and Cognition</i> , 2004, 32, 390-398.	1.6	57
40	On exemplar-based exemplar representations: Reply to Ennis (1988).. <i>Journal of Experimental Psychology: General</i> , 1988, 117, 412-414.	2.1	53
41	The structure of short-term memory scanning: an investigation using response time distribution models. <i>Psychonomic Bulletin and Review</i> , 2012, 19, 363-394.	2.8	52
42	Comparing exemplar-retrieval and decision-bound models of speeded perceptual classification. <i>Perception &amp; Psychophysics</i> , 1997, 59, 1027-1048.	2.3	45
43	Central Tendencies, Extreme Points, and Prototype Enhancement Effects in Ill-Defined Perceptual Categorization. <i>Quarterly Journal of Experimental Psychology Section A: Human Experimental Psychology</i> , 2001, 54, 197-235.	2.3	45
44	Modeling individual differences in perceptual and attentional processes related to bulimic symptoms.. <i>Journal of Abnormal Psychology</i> , 2002, 111, 598-609.	1.9	41
45	An extension of the exemplar-based random-walk model to separable-dimension stimuli. <i>Journal of Mathematical Psychology</i> , 2003, 47, 150-165.	1.8	41
46	Selective attention and the formation of linear decision boundaries.. <i>Journal of Experimental Psychology: Human Perception and Performance</i> , 1996, 22, 294-317.	0.9	40
47	A Hybrid-Similarity Exemplar Model for Predicting Distinctiveness Effects in Perceptual Old-New Recognition.. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 2003, 29, 1194-1209.	0.9	40
48	Procedural interference in perceptual classification: Implicit learning or cognitive complexity?. <i>Memory and Cognition</i> , 2005, 33, 1256-1271.	1.6	40
49	A single-system interpretation of dissociations between recognition and categorization in a task involving object-like stimuli. <i>Cognitive, Affective and Behavioral Neuroscience</i> , 2001, 1, 344-359.	2.0	38
50	Single-system models and interference in category learning: Commentary on Waldron and Ashby (2001). <i>Psychonomic Bulletin and Review</i> , 2002, 9, 169-174.	2.8	38
51	Category variability, exemplar similarity, and perceptual classification. <i>Memory and Cognition</i> , 2001, 29, 1165-1175.	1.6	36
52	Effects of similarity and practice on speeded classification response times and accuracies: Further tests of an exemplar-retrieval model. <i>Memory and Cognition</i> , 1999, 27, 78-93.	1.6	35
53	Assessing clinically relevant perceptual organization with multidimensional scaling techniques.. <i>Psychological Assessment</i> , 2002, 14, 239-252.	1.5	35
54	Logical rules and the classification of integral-dimension stimuli.. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 2013, 39, 801-820.	0.9	34

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55	Re-evaluating Dissociations between Implicit and Explicit Category Learning: An Event-related fMRI Study. <i>Journal of Cognitive Neuroscience</i> , 2011, 23, 1697-1709.	2.3	33
56	Toward the development of a feature-space representation for a complex natural category domain. <i>Behavior Research Methods</i> , 2018, 50, 530-556.	4.0	33
57	Investigations of an Exemplar-Based Connectionist Model of Category Learning. <i>Psychology of Learning and Motivation - Advances in Research and Theory</i> , 1992, , 207-250.	1.1	31
58	Verbal labeling, gradual decay, and sudden death in visual short-term memory. <i>Psychonomic Bulletin and Review</i> , 2015, 22, 170-178.	2.8	31
59	Limitations of exemplar models of multi-attribute probabilistic inference.. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 2007, 33, 999-1019.	0.9	30
60	Tests of an exemplar-memory model of classification learning in a high-dimensional natural-science category domain.. <i>Journal of Experimental Psychology: General</i> , 2018, 147, 328-353.	2.1	28
61	Feedback interference and dissociations of classification: Evidence against the multiple-learning-systems hypothesis. <i>Memory and Cognition</i> , 2007, 35, 1747-1758.	1.6	27
62	Identifying strategy use in category learning tasks: A case for more diagnostic data and models.. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 2015, 41, 933-948.	0.9	27
63	An exemplar-familiarity model predicts short-term and long-term probe recognition across diverse forms of memory search.. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 2014, 40, 1524-1539.	0.9	26
64	Exemplar similarity, study list homogeneity, and short-term perceptual recognition. <i>Memory and Cognition</i> , 2006, 34, 112-124.	1.6	25
65	Exemplar accounts of blending and distinctiveness effects in perceptual oldâ€“new recognition.. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 2001, 27, 1022-1041.	0.9	24
66	Exemplar representation without generalization? Comment on Smith and Minda's (2000) "Thirty categorization results in search of a model.". <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 2000, 26, 1735-1743.	0.9	23
67	Familiarity and categorization processes in memory search. <i>Cognitive Psychology</i> , 2014, 75, 97-129.	2.2	23
68	On Learning Natural-Science Categories That Violate the Family-Resemblance Principle. <i>Psychological Science</i> , 2017, 28, 104-114.	3.3	23
69	Training Deep Networks to Construct a Psychological Feature Space for a Natural-Object Category Domain. <i>Computational Brain &amp; Behavior</i> , 2020, 3, 229-251.	1.7	22
70	Response-time evidence for mixed memory states in a sequential-presentation change-detection task. <i>Cognitive Psychology</i> , 2016, 84, 31-62.	2.2	21
71	An exemplar-retrieval model of speeded sameâ€“different judgments.. <i>Journal of Experimental Psychology: Human Perception and Performance</i> , 2000, 26, 1549-1569.	0.9	18
72	Studies of implicit prototype extraction in patients with mild cognitive impairment and early Alzheimer's disease.. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 2012, 38, 860-880.	0.9	18

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73	Selective attention and the formation of linear decision boundaries: Reply to Maddox and Ashby (1998).. Journal of Experimental Psychology: Human Perception and Performance, 1998, 24, 322-339.	0.9	17
74	Model-guided search for optimal natural-science-category training exemplars: A work in progress. Psychonomic Bulletin and Review, 2019, 26, 48-76.	2.8	16
75	Speeded old-new recognition of multidimensional perceptual stimuli: Modeling performance at the individual-participant and individual-item levels.. Journal of Experimental Psychology: Human Perception and Performance, 2006, 32, 314-334.	0.9	15
76	Comparisons between exemplar similarity and mixed prototype models using a linearly separable category structure. Memory and Cognition, 2002, 30, 934-944.	1.6	14
77	Deferred Feedback Does Not Dissociate Implicit and Explicit Category-Learning Systems: Commentary on Smith et al. (2014). Psychological Science, 2019, 30, 1403-1409.	3.3	14
78	Recognizing distinctive faces: A hybrid-similarity exemplar model account. Memory and Cognition, 2006, 34, 877-889.	1.6	13
79	Organized simultaneous displays facilitate learning of complex natural science categories. Psychonomic Bulletin and Review, 2017, 24, 1987-1994.	2.8	12
80	A Formal Psychological Model of Classification Applied to Natural-Science Category Learning. Current Directions in Psychological Science, 2018, 27, 129-135.	5.3	12
81	Category number impacts rule-based and information-integration category learning: A reassessment of evidence for dissociable category-learning systems.. Journal of Experimental Psychology: Learning Memory and Cognition, 2013, 39, 1174-1191.	0.9	11
82	Feature highlighting enhances learning of a complex natural-science category.. Journal of Experimental Psychology: Learning Memory and Cognition, 2019, 45, 1-16.	0.9	11
83	Classification response times in probabilistic rule-based category structures: Contrasting exemplar-retrieval and decision-boundary models. Memory and Cognition, 2010, 38, 916-927.	1.6	10
84	Sequence-sensitive exemplar and decision-bound accounts of speeded-classification performance in a modified Garner-tasks paradigm. Cognitive Psychology, 2016, 89, 1-38.	2.2	10
85	Training of rock classifications: The use of computer images versus physical rock samples. Journal of Geoscience Education, 2018, 66, 221-230.	1.4	8
86	An Exemplar-Retrieval Model of Short-term Memory Search. Psychology of Learning and Motivation - Advances in Research and Theory, 2016, , 47-84.	1.1	6
87	Search for the Missing Dimensions: Building a Feature-Space Representation for a Natural-Science Category Domain. Computational Brain & Behavior, 2020, 3, 13-33.	1.7	6
88	Exemplar-model account of categorization and recognition when training instances never repeat.. Journal of Experimental Psychology: Learning Memory and Cognition, 2022, 48, 1947-1969.	0.9	4
89	Recommendations From Cognitive Psychology for Enhancing the Teaching of Natural-Science Categories. Policy Insights From the Behavioral and Brain Sciences, 2019, 6, 21-28.	2.4	3
90	Effects of feature highlighting and causal explanations on category learning in a natural-science domain.. Journal of Experimental Psychology: Applied, 2022, 28, 283-313.	1.2	3

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91	Item frequency in probe-recognition memory search: Converging evidence for a role of item-response learning. <i>Memory and Cognition</i> , 2018, 46, 450-463.	1.6	1
92	Effects of specific-level versus broad-level training for broad-level category learning in a complex natural science domain.. <i>Journal of Experimental Psychology: Applied</i> , 2020, 26, 40-60.	1.2	1
93	Contrasting exemplar and prototype models in a natural-science category domain.. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 2022, 48, 1970-1994.	0.9	1
94	Memory strength versus memory variability in visual change detection. <i>Attention, Perception, and Psychophysics</i> , 2016, 78, 78-93.	1.3	0
95	Exemplar-Model Accounts of Dissociations Between Categorization and "New Recognition. , 2017, , 243-264.		0
96	Modeling short- and long-term memory contributions to recent event recognition.. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 2021, 47, 316-342.	0.9	0
97	Learning hierarchically organized science categories: simultaneous instruction at the high and subtype levels. <i>Cognitive Research: Principles and Implications</i> , 2019, 4, 48.	2.0	0