

Cecile McKee

Linguistics Department
College of Social and Behavioral Sciences
University of Arizona

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◆ EDUCATION

- 1988 Ph.D., Dept. of Linguistics, U of Connecticut; dissertation: *Italian Children's Mastery of Binding*, advisors: Stephen Crain, Howard Lasnik, Jacqueline Sachs
1986 M.A., Dept. of Linguistics, U of Connecticut
1980 B.A., Dept. of English and Dept. of French, U of Arkansas

◆ **LANGUAGES:** English, Italian, Spanish, French, American Sign Language

◆ PROFESSIONAL EXPERIENCE

- 1994-present Linguistics Department, U of Arizona (Professor, 2005-present; Associate Professor, 1998-2005; Assistant Professor, 1991-94) [Also appointed in Psychology, Cognitive Science, Second Language Acquisition & Teaching]
2016-2017 Senior Director, Research Development Services, Office of Research & Discovery, U of Arizona
2014-2016 Associate Dean for Research, College of Social and Behavioral Sciences, U of Arizona
2012-2014 Director, Social and Behavioral Sciences Research Institute (SBSRI), U of Arizona
2011 Director (Expert appointment, May), Linguistics Program; Division of Behavioral and Cognitive Sciences; Social, Behavioral, and Economic Sciences Directorate; National Science Foundation
2001-2003 Director, Linguistics Program; Division of Behavioral and Cognitive Sciences; Social, Behavioral, and Economic Sciences Directorate; National Science Foundation
1991-1994 Assistant Professor, Linguistics Department, U of Washington
1988-1991 Postdoctoral Fellow, Child Language Lab (Department of Speech and Hearing Sciences) and Psycholinguistics Lab (Cognitive Science Program), U of Arizona

◆ SCHOLARSHIPS AND HONORS

- Teaching-related: Faculty Fellow, Disability Resource Center, U of Arizona, 2010-2011
Outstanding Honors Faculty Member, U of Arizona Honors College, 2008
Wakonse Teaching Fellow, 2007 and 2008
Mortar Board Faculty Honoree, U of Arizona, 2006
Outstanding Educator of Higher Education, U of Arizona Student Alumni Association, 2004
Provost's General Education Teaching Award, U of Arizona, 2000
- Research-related: Faculty Fellow, SBSRI, U of Arizona, 2011
Junior Sabbatical, College of Social & Behavioral Sciences, U of Arizona, 1996
Research Professorship, SBSRI, U of Arizona, 1996 (declined)
Fulbright Fellowship (post-doctoral), Parma and Bologna, Italy, 1990-1991
Fulbright Fellowship (student), Parma, Italy, 1986-1987
- Other: Tucson Public Voices Fellowship, [The OpEd Project](#), 2014-2015
Friend of the Year, Graduate & Professional Student Council, U of Arizona, 2008
Governor's Spirit of Excellence Recognition, Faculty Development Team, U of Arizona, 1996

◆ JOURNAL ARTICLES

- _____, E. Zimmer, A. Fountain, H.-Y. Huang, & M. Vento (2015) Public outreach in linguistics: Engaging broader audiences. *Language and Linguistics Compass*, 9, 349–357.

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- McDaniel, D., ____, W. Cowart, & M.F. Garrett (2015) The role of the language production system in shaping grammars. *Language*, 91, 415-441.
- ____, D. McDaniel, M.F. Garrett, C. Lozoraitis, & M. Mutterperl (2013) Articulation rate: Effects of age, fluency, and syntactic structure. *Revista de Logopedia, Foniatria, y Audiología*, 33, 55-63.
- McDaniel, D., ____, & M.F. Garrett (2010) Children's sentence planning: Syntactic correlates of fluency variations. *Journal of Child Language*, 37, 59-94.
- ____, M. Rispoli, D. McDaniel, & M.F. Garrett (2006) How do children become adult sentence producers? *Journal of Applied Psycholinguistics*, 27, 74-81.
- ____ & D. McDaniel (2004) Multiple influences on children's language performance. *Journal of Child Language*, 31, 489-492.
- ____ & P. Bolger. (2003) Dominio del ASL y ortografía inglesa: Manejo de la ortografía inglesa del niño con dominio del ASL (ASL dominance and English orthography: The deaf child's mastery of English orthography). *Revista de Logopedia, Foniatria, y Audiología*, 23, 114-134.
- McDaniel, D., H. Stickney, S. Fowler, & ____ (2002) What's that? *English Studies*, 83, 53-69.
- ____ & D. McDaniel (2001) Resumptive pronouns in English relative clauses. *Language Acquisition*, 9, 113-156.
- ____, D. McDaniel, & J. Snedeker (1998) Relatives children say. *Journal of Psycholinguistic Research*, 27, 573-596.
- McDaniel, D., ____, & J. Bernstein (1998) How children's relatives solve a problem for Minimalism. *Language*, 74, 308-334.
- ____ (1997) Some adjectives are 'easy' and some are not. *Lexicology*, 3, 59-87.
- ____ (1997) Lexical factors in language acquisition. *Language and Cognitive Processes*, 12, 853-858.
- Emiliani, M. & ____ (1997) Ipotesi per un'analisi funzionale dei disturbi di acquisizione del linguaggio all'interno di un modello di processamento linguistico (Hypotheses for a functional analysis of developmental language impairments from within a model of linguistic processing). *Età Evolutiva*, 56, 3-15.
- Emiliani, M., D. Baldo, A. Tragni, & ____ (1994) Comprensione di aspetti lessicali e morfosintattici dell'Italiano parlato nei bambini ipoacusici: Uno studio longitudinale (Comprehension of lexical and morphosyntactic aspects of spoken Italian in deaf and hard-of-hearing children: A longitudinal study). *Età Evolutiva*, 48, 51-61.
- ____, J. Nicol, & D. McDaniel (1993) Children's application of binding during sentence processing. *Language and Cognitive Processes*, 8, 265-290.
- ____ & M. Emiliani (1992) Il Clitico: C'è ma non si vede (The clitic: It's there but it's not seen). *Natural Language and Linguistic Theory*, 10, 415-437.
- ____ (1992) A comparison of pronouns and anaphors in Italian and English acquisition. *Language Acquisition*, 2, 21-54.
- ◆ **CHAPTERS**
- ____, McDaniel, D., & Garrett, M. F. (forthcoming) Children's performance abilities: Language production. In E. Fernández & H.S. Cairns (Eds.), *Handbook of Psycholinguistics*. Wiley-Blackwell.

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- Pearson, B.Z., Lidz, J., ____, McCullough, E. Moore, L., Phillips, C., Speer, S., Wagner, L., & Zimmer, E. (2015) Linguistics for Everyone: Engaging a broader public for the scientific study of language. In E. Grillo & K. Jepsen (eds.), *Proceedings of the 39th Annual Boston University Conference on Language Development*, 39, 437-443. Somerville, MA: Cascadilla Press.
- ____ & D. McDaniel (2009) Frequency effects in children's syntactic and morphological development. In Lewis, W.; Karimi, S.; Harley, H.; & Farrar, S. (eds.), *Time and again: Theoretical perspectives on formal linguistics*, pp. 177-187. Amsterdam: John Benjamins.
- Supalla, S. & ____ (2002) The role of Manually Coded English in language development of deaf children. In R. Meier, K. Cormier, & D. Quinto-Pozos (eds.), *Modality and Structure in Signed and Spoken Languages*, Cambridge University Press.
- ____ & N. Iwasaki (2001) Lemma structure in language learning: Comments on representation and realization. In J. Weissenborn & B. Hoehle (eds.), *Approaches to Bootstrapping: Phonological, Syntactic, and Neurophysiological Aspects of Early Language Acquisition (From Signal to Syntax, Volume I)*, pp. 125-144. Amsterdam-Philadelphia: John Benjamins.
- Supalla, S., T. Wix, & ____ (2001) Print as a primary source of English for deaf learners. In J. Nicol (ed.), *One Mind, Two Languages: Bilingual Language Processing*. Malden, MA: Blackwell Publishers.
- Bernstein, J., D. McDaniel, & ____ (1998) Resumptive pronoun strategies in English-speaking children. In A. Greenhill, M. Hughes, H. Littlefield, & H. Walsh (eds.), *Proceedings of the 22nd Annual Boston University Conference on Language Development*, Vol. 1. Somerville, MA.: Cascadilla Press.
- ____ (1996) On-line methods. In McDaniel, D., McKee, C., & Cairns, H.S. (eds.), *Methods for Assessing Children's Syntax*. MIT Press.
- McDaniel, D. & ____ (1996) Children's oblique relatives. In A. Stringfellow, D. Cahana-Amitay, E. Hughes, & A. Zukowski (eds.), *Proceedings of the 20th Annual Boston University Conference on Language Development*, Vol. 2. Somerville, MA.: Cascadilla Press.
- ____ (1994) What you see isn't always what you get. In B. Lust, M. Suñer, & J. Whitman (eds.), *Syntactic Theory and First Language Acquisition: Crosslinguistic Perspectives – Vol. 1: Heads, Projections, and Learnability*, pp. 201-212. Hillsdale, NJ: Lawrence Erlbaum.
- Emiliani, M. & ____ (1993) Utilizzazione clinica di alcune metodologie sperimentali per l'analisi di competenze morfo-sintattiche nella prima infanzia (Clinical use of experimental methods for the analysis of children's morpho-syntactic competence). In S. Frasson, L. Lena, & P. Zottis (eds.) *Diagnosi Precoce e Prevenzione dei Disturbi del Linguaggio e della Comunicazione*. Pisa, Italy: Edizione del Cerro.
- McDaniel, D. & ____ (1992) Which children did they show obey strong crossover? In H. Goodluck & M. Rochemont (eds.), *Island Constraints: Theory, Acquisition and Processing*. New York, NY: Kluwer.
- Cran, S., ____, & M. Emiliani (1990) Visiting relatives in Italy. In L. Frazier & J. de Villiers (eds.), *Language Processing and Language Acquisition*, pp. 335-356. New York, NY: Kluwer.
- Cran, S. & ____ (1986) Children's adherence to structural restrictions on co-reference. In *Proceedings of the North Eastern Linguistic Society 16*, pp. 95-109. Amherst, MA.: U of Massachusetts.

◆ REVIEWS

- ____ (2011) Review of *Child Language: Acquisition and Development* by Matthew Saxton. *Language*, 87, 655-658.
- ____ (2001) Review of *The Signs of Language Revisited* edited by Karen Emmorey & Harlan Lane. *Language*, 77, 845-846.

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____, B. Meek, & M. O'Donnell (1996) Review of *The Acquisition of the Lexicon* edited by Lila Gleitman & Barbara Landau. *Lexicology*, 2, 299-303.

____ & G. Modica (1994) Review of *Language Acquisition: A Linguistic Introduction* by Helen Goodluck. *Language*, 70, 152-156.

◆ OTHER WRITING

____ (2017) [Children's language learning in five words](#). Planet Word Blog.

____ (2016) [Visit a children's museum!](#) *Huffington Post* (Huffpost Education).

____ & Zoernig, J. (2015) [Five things you can do to deal with water shortage in the American West](#). *Quartz*. [This piece was developed through a Public Voices Fellowship with the [OpEd Project](#).]

____ (2015) [Lying is everyday occurrence — for famous, rest of us](#). *Arizona Daily Star*. [This piece was developed through a Public Voices Fellowship with the [OpEd Project](#).]

Zimmer, E. & ____ (2015) [Spock's humanity was Nimoy's gift](#). *UA News*.

____ (2015) [Thanks to the Academy ... Yawn](#). *Huffington Post* (Huffpost Entertainment). [This piece was developed through a Public Voices Fellowship with the [OpEd Project](#).]

____ (2015) [Tweak the Americans with Disabilities Act again](#). *Huffington Post* (Huffpost Impact). [This piece was developed through a Public Voices Fellowship with the [OpEd Project](#).]

Supalla, S., ____, & Cripps, J. (2014) An overview on the ASL-phabet. *Gloss Institute Monograph Series*, Vol 1.

Stevens, S., Stahmer, E. & ____ (2013) [The link between domestic violence and animal abuse](#). *The Feminist Wire*, 23-Oct).

McDaniel, D., ____, & Garrett, M. (2011) Fluency markers for children's sentence planning: Early and late stage processing. In N. Danis, K. Mesh, and H. Sung (eds.), *Supplement to Proceedings of the 35th Boston University Conference on Language Development*.

McDaniel, D., ____, & Garrett, M. (2010) Child language production: Fluency variations as markers of syntactic planning. In C. Byles (ed.), *Proceedings of the 22nd Annual Meeting* (of the International Academy of Linguistics, Behavioral, and Social Sciences).

____ (2003) Lexical development. In L. Nadel (ed.), *Encyclopedia of Cognitive Science*. Vol. 2, pp. 872 - 877. London: Nature Publishing Group.

Blackburn, L., Wix, T., ____, & Supalla, S. (2000) Making state academic standards explicit for syntax. *Syntax in the Schools*, 16, 1-5.

____, McDaniel, D., & Garrett, M. F. (1998) The generation of relatives. *Chomsky Birthday Celebration*, <http://mitpress.mit.edu/celebration> (website no longer available).

McDaniel, D., ____, & H.S. Cairns, eds. (1996) *Methods for Assessing Children's Syntax*. MIT Press.

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◆ OTHER MEDIA

- 2016 LING 392/492 videos on informal science learning in Children’s Museum Tucson (UA: ____, E. Zimmer, G. Grijalva; CMT: A. Rentmeester), support from U. of Arizona’s Office of Student Engagement
Final report: http://www.youtube.com/watch?v=ew2aXRi_mbw
Preparation of course: <http://www.youtube.com/watch?v=vll7ZRswyJ8>
- 2014 Video report on linguistics exhibit in NSF’s pavilion in USA Science and Engineering Festival (____, E. Zimmer, J. McDonough, M. Beltran, B. Atkinson, N. Atkinson): <http://www.youtube.com/watch?v=6kXK6W8s0II>
- 2012 Clip [0:41 to 0:51] in video report on Summer Science Saturday, Lunar and Planetary Laboratory, U. of Arizona: <http://uanews.org/file/131107>
- nd Resources to support work at festivals (materials gathered or made by members of the Developmental Psycholinguistics Lab): <http://linguistics.arizona.edu/resources-people-interested-festival-outreach>

◆ REFEREED CONFERENCE PRESENTATIONS

- 2017 McDaniel, D., ____. “Syntactic complexity and the developing production system.” 14th International Congress for the Study of Child Language; Lyon, France; July.
- ____, Rentmeester, A., Zimmer, E. “Starting small: Launching a museum and university collaboration.” InterActivity 2017 – Association of Children’s Museums annual conference, Pasadena, CA. May.
- 2015 Zimmer, E., ____ “Linguistic outreach to multilinguals” in Arizona Linguistics Circle, 9; Tucson, AZ, November.
- ____, Zimmer, E., Huang, H.-Y. “Linguistics at festivals” in Linguistics for everyone: Tools and tips for do-it-yourselfers. Co-organized by J. Maling & B. Pearson. Panel at Linguistics Society of America Annual Meeting, Portland, OR, January.
- 2014 Zimmer, E., Huang, H.-Y., & ____ “Who’s got the banana?” in Linguistics for Everyone: Engaging a broader public for the scientific study of language acquisition. Co-organized by J. Maling & B. Pearson. Poster symposium at 39th Boston University Conference on Language Development, Boston, November.
- 2012 McDaniel, D., ____, Cowart, W., & Garrett, M.F. “The role of the language production system in extraction asymmetries.” Poster, International Workshop on Language Production, New York, July.
- 2011 McDaniel, D., ____, & Garrett, M.F. “The development of sentence planning: An experimental approach.” Symposium (convener/discussant F. Wijnen), 12th Congress of the International Association for the Study of Child Language, Montreal, July.
- 2010 McDaniel, D., ____, & Garrett, M.F. “Fluency markers for children’s sentence planning: Early and late stage processing.” Poster presented at the 35th Boston University Conference on Language Development, Boston, November.
- McDaniel, D., ____, & Garrett, M.F. “Child language production: Fluency variations as markers of syntactic planning.” International Academy of Linguistics, Behavioral and Social Sciences, New Orleans, November.
- 2009 ____, McDaniel, D., & Garrett, M.F. “Syntactic influences on speech planning in children and adults.” Annual Meeting of the Linguistic Society of America, San Francisco, January.

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- 2008 Supalla, S, Cripps, J., & ____ “Revealing sound in the signed medium through an alphabetic system.” Poster, First SignTyp Conference: Phonetics and Phonology of Sign Languages, U of Connecticut, Storrs, June.
- 2003 Bolger, P. & ____ “Deaf children’s development of English as an L2.” Second Language Research Forum, October.
- 2001 ____, Supalla, S., & Blackburn, L. “The literacy crisis in deaf education: Building bilingual bridges.” Symposium at the American Association for the Advancement of Sciences, February.
- 2000 Supalla, S. & ____ “There must be more to natural signed languages: Insights from the processing problems in the acquisition and use of Manually Coded English.” Texas Linguistics Society Conference on Effects of Modality on Language and Linguistic Theory, February.
- 1999 Zamuner, T., Nurmsoo, E., Jurkowitz, L. & ____ “Mutual exclusivity in adjective acquisition.” Society for Research on Child Development Biennial Meeting, April.
- 1998 ____ & McDaniel, D. “Bound to speak: Universal Grammar in first language acquisition.” Meeting of the American Association for the Advancement of Sciences, February.
- 1997 Bernstein, J., McDaniel, D. & ____ “Resumptive pronoun strategies in English-speaking children.” 22nd Boston University Conference on Language Development, November.
- McDaniel, D., Bernstein, J., & ____ “Minimalist perspectives on resumptive pronouns in children’s and adults’ relatives.” New Perspectives to Language Acquisition: Minimalism and Pragmatics, U of Massachusetts, June.
- 1996 Bernstein, J., McDaniel, D. & ____ “Evidence from children’s relatives on economy and antisymmetry.” Western Conference on Linguistics, U of California, Santa Cruz, October.
- 1995 McDaniel, D. & ____ “Children’s oblique relatives.” 20th Meeting of Boston University Conference on Language Development, November.
- 1994 ____ “Object-control adjectives: Lexical factors in syntactic development.” Linguistic Society of America Annual Meeting, Boston, January.
- 1992 Rozelle, L., Hargus, S. ____ & Schoenberg, B. “Simultaneity and the classification of ASL morphology.” Poster, 4th International Conference on Theoretical Issues in Sign Language Research, UCSD, San Diego, August.
- 1991 ____, Nicol, J. & McDaniel, D. “Children’s application of binding during sentence processing.” Linguistic Society of America Annual Meeting, Chicago, January.
- 1989 ____ “Another chapter in the continuing mystery of Condition B.” 14th Boston University Conference on Language Development, October.
- 1987 Crain, S. & ____ “Children’s understanding of coreference: A pragmatic vs. a structural explanation.” Linguistic Society of America Annual Meeting, San Francisco, December.
- Crain, S. & ____ “Acquisition of anaphora in Italian.” 12th Annual Boston University Conference on Language Development, October.

◆ INVITED PRESENTATIONS

EXTERNAL

- 2015 ____ “Lying, language, and linguistics.” Raytheon Tucson Networking Club. Tucson, AZ, June.

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- 2013 ___, McDaniel, D., & Garrett, M.F. "Children's sentence planning seen through dysfluency and rate data." 25th Scandinavian Conference of Linguistics, U of Iceland; Reykjavik, May.
- 2008 ___ "Children's sentence planning." Workshop on language acquisition research: Interdisciplinary approaches, U of Valladolid, Spain, September.
- ___ "Progress from the developmental psycholinguistics team." Workshop on change and variation in Icelandic syntax, U of Iceland, Reykjavik, May.
- 2007 ___ "The developing language production system". Dept. of Linguistics, and Basque Studies, U of Basque Country, Vitoria, Spain, July.
- ___ "Writing, writing, and writing: Encouraging our students to do more of it." Wakonse-Arizona Annual Conference, Payson, May.
- ___ & Reed, S. "Children's syntax: Experimental probes of knowledge and processing." Workshop on change and variation in Icelandic syntax, Reykjavik, May-June.
- 2005 McDaniel, D. & ___ "Children's sentence planning." Dept. of Communication Science and Disorders, U of Maine, Orono, March.
- 2002 ___ "Language acquisition and language production." Meeting of the DFG Schwerpunkt Language Production, Johann Wolfgang Goethe U., Frankfurt, September.
- 2000 ___ & McDaniel, D. "Lessons from our relatives." Linguistics Dept., U of Potsdam, Potsdam, July.
- 1999 ___ "Resumptive elements that everybody knows where they should occur." Institute for Research in Cognitive Science, U of Pennsylvania, Philadelphia, February.
- 1997 ___ "Language and cognition: Research in language development." Summer Linguistics Colloquium Series, Society of English Language and Literature, Faculty of Humanities, Seikei U., Tokyo, June.
- ___ "Language and cognition: Research in language development." Linguistics Colloquium Series, Kobe U., Kobe, Japan, June.
- ___ "Children's acquisition of relative clauses." Psycholinguistics Working Group, Keio U., Tokyo, June.
- ___ "Early syntactic development: Contemporary issues and methods." Linguistics Dept., Tohoku U., Sendai, Japan, June.
- ___ "Early syntactic development: Contemporary issues and methods." International Research Society, Kansai Gaidai U., Kyoto, Japan, June.
- 1996 ___ & Iwasaki, N. "Lemma structure in language learning: Comments on representation and realization." TROPICS Workshop (How to get into language: Approaches to bootstrapping in early language development), Berlin-Brandenburgische Akademie der Wissenschaften, Berlin, September.
- 1995 ___ "Lexical factors in syntactic development." Symposium on Cognitive Models of Speech Processing, Sperlonga, Italy (sponsored by The European Commission), September.
- ___ & Garrett, M.F. "Neurociencia cognitiva del lenguaje: Enfoques evolutivos y experimentales." Escuela Superior de Idiomas, Universidad Nacional del Comahue, General Roca, Argentina, June.

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- ___ "First language acquisition." Seminar for the Escuela Superior de Idiomas, Universidad Nacional del Comahue, General Roca, Argentina, May-June.
- 1992 Emiliani, M. & ___ "Utilizzazione in clinica di alcune metodologie sperimentali per l'analisi di competenze morfo-sintattiche nella prima infanzia." Diagnosi Precoce e Prevenzione dei Disturbi del Linguaggio e della Comunicazione, Conegliano, Italy, November.
- ___ "Morphosyntactic factors in first language acquisition." Symposium on Syntactic Theory and First Language Acquisition: Cross-Linguistic Perspectives, Cognitive Studies Program, Cornell U., Ithaca, NY, April.
- ___ "Cross-linguistic considerations." Workshop with Paul Bloom (Arizona), Lila Gleitman (Penn), Tom Wasow (Stanford), and Wendy Wilkins (ASU) on Syntactic Bootstrapping in Language Acquisition, U of Arizona, Tucson, March.
- 1991 ___ "A cross-modal priming study with children." U of Padova, Italy, April.
- ___ "A cross-modal priming study with children." Max Planck Institute for Psycholinguistics, Nijmegen, Holland, March.
- ___ "Lo sviluppo linguistico." Staff development workshop for speech/language pathologists, Comune di Maranello, Italy, February.
- 1990 ___ "Some Italian two-year olds' morpho-syntactic competence and why it matters." Colloquium, Dept. of Linguistics, U of Maryland, College Park, March.
- 1989 ___ "L'acquisizione della sintassi nel bambino: Metodi di indagine sperimentale in acquisizione del linguaggio." Seminario sul Tema: Modelli Mentali ed Indagine dei Processi Cognitivi, Parma, November.
- ___ "Bits of language acquisition research." Instituto Universitario Ortega y Gasset, Madrid, November.
- McDaniel, D. & ___ "Which children did they show obey strong crossover?" Conference on The Psycholinguistics of Island Constraints, U of Ottawa, September.
- ___ & Emiliani, M. "Sviluppo della sintassi nei primi anni di vita." Seminar, Unita Sanitaria Locale: Equipe di Eta Evolutiva, Bologna, Italy, May.
- 1988 Crain, S. & ___ "Easy acquisition." Workshop on Language Processing and Acquisition, U of Massachusetts at Amherst, May.
- 1987 ___ "La teoria linguistica e l'acquisizione della sintassi." Workshop, Scuola per i Tecnici della Riabilitazione, Ferrara, Italy, June.
- Crain, S. & ___ "Cross-linguistic analysis of syntactic development." International Symposium: Language Acquisition and Language Impairment in Children, Parma, Italy, June.
- ___ & Emiliani, M. "La Grammatica Universale." Workshop, Unita Sanitaria Locale: Equipe di Eta Evolutiva, Castelnuovo nei Monti, Italy, May.
- ___ "Studi sperimentali sulla sintassi dei bambini." Seminario di Neuropsicologia Clinica, Parma, Italy, March.
- 1985 Crain, S. & ___ "The acquisition of structural constraints on anaphora." 10th Annual Boston University Conference on Language Development, October.

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INTERNAL

- 2017 ___ “Improving consent document readability.” Arizona Biomedical Commission Conference, U of Arizona, Tucson, March.
- 2016 ___ “From matriculation to graduation with jubilation.” Keynote at 24th Annual New Start Academic Conference *All the parts that make us whole*, U of Arizona, Tucson, July.
- ___, Grijalva, G., & Zimmer, E. “Student engagement in a children’s museum.” Office of Student Engagement, U of Arizona, Tucson, February.
- 2014 ___ “Talking over time.” Lecture to study group *Speaking our minds*, Osher Lifelong Learning Institute, U of Arizona, Tucson, September.
- 2012 ___ “Sentence planning in little talkers.” Colloquium, Linguistics Dept., U of Arizona, Tucson, April.
- ___ “Tiny talkers.” Lecture to study group *Speaking our minds*, Osher Lifelong Learning Institute, U of Arizona, Tucson, October.
- 2006 ___ “The developing language production system.” Fifth Annual SLAT Interdisciplinary Roundtable, U of Arizona, Tucson, February.
- 2001 ___, Supalla, S. & Blackburn, L. “The literacy crisis in deaf education: Building bilingual bridges.” Colloquium, Cognitive Science Program, U of Arizona, Tucson, January.
- 2000 ___ & Bolger, P. “How do deaf children learn (to read) English as a second language?” Colloquium, Second Language Acquisition and Teaching Program, U of Arizona, Tucson, November.
- Cole, D. & ___ “The student-centered research university: Where do GATs fit in?” Graduate Assistants in Teaching Orientation, U of Arizona, Tucson, August.
- ___ & Cole, D. “Grading rubrics.” Symposium on Assessing Learning and Teaching at the U of Arizona, U of Arizona, Tucson, January.
- 1999 ___ & Cole, D. “Designing assignments for preceptored classes.” Training Workshop for Teaching Teams Program, U of Arizona, Tucson, September.
- 1996 ___ “What children’s relatives might tell us about economy and anti-symmetry.” Colloquium, Linguistics Dept., U of Arizona, Tucson, March.
- 1995 ___ “Children’s acquisition of relative clauses.” Colloquium, Second Language Acquisition and Teaching Program, U of Arizona, Tucson, March.
- 1994 ___ “Lexical factors in syntactic development.” Colloquium, Cognitive Science Program, U of Arizona, Tucson, September.
- 1993 ___ “Cross-linguistic perspectives on the acquisition of morpho-syntax.” Inter-departmental research group, Dept. of Speech and Hearing Sciences, U of Washington, Seattle, March.
- 1990 Nicol, J. & ___ “Children’s application of binding during sentence processing.” Colloquium, Cognitive Science Program, U of Arizona, Tucson, August.
- 1989 ___ “Bimbi, kids, and proforms.” Colloquium, Cognitive Science Program, U of Arizona, Tucson, December.

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1988 ____ “Visiting relatives in Italy.” Colloquium, Dept. of Speech and Hearing Sciences, U of Arizona, Tucson, October.

◆ RESEARCH ADMINISTRATION

- 2016-2017 Senior Director, Research Development Services, UA:** This unit offers a suite of support services for faculty. We collect, curate, and disseminate information about grants and honorifics for all areas of UA scholarship. We consult with principal investigators individually and in teams; we offer special programming for early-career faculty and special support for the development of large, complex proposals. The unit also handles the UA-internal review of limited submissions and supports several UA-internal grants programs.
- 2014-2016 Associate Dean for Research, College of Social and Behavioral Sciences (SBS), UA:** I contributed to college-specific and university-wide strategic planning. This included attention to goals and infrastructure challenges for the college’s academic units, work on new and established centers and institutes for research and outreach, work on start-up packages, helping set and disseminate research-relevant policy, and coordination of some international relations. Supervising the Social and Behavioral Sciences Research Institute, I continued support of individual investigators.
- 2012-2014 Director, Social and Behavioral Sciences Research Institute (SBSRI), UA:** I restructured the unit and focused on grantsmanship education. I revamped its small grants program, adding a web-based system for submitting and reviewing proposals. I expanded SBS-specific relations with research-relevant units outside the college. I replaced static lists of funding opportunities that used to be emailed to the college with a dynamic, individualizable database on the model of Pivot but organized for our disciplines and including UA-internal opportunities.
- 2003-2011** As an individual, through SBSRI, and through a special arrangement with the dean’s office (the latter in 2004), I helped with annual workshops on proposal writing and gave presentations on the National Science Foundation’s Directorate for Social, Behavioral, and Economic Sciences. I also organized workshops and review sessions to improve drafts of grant and fellowship proposals. Both sets of activities served primarily faculty and graduate students.
- 2011** “General strategies for writing grants.” Presentation to participants in town hall by invitation of Representative Raul Grijalva, Tucson, August.
- 2001-2003 Director, Linguistics Program, National Science Foundation:** In two cycles/year, the program accepts proposals to support research, dissertations, conferences. I handled over 200 proposals/year in NSF/Linguistics, and more in inter-agency programs. This entailed checking compliance, getting ad hoc reviews, running advisory panels, and processing declines and awards. Some awards meant coordinating with counterparts elsewhere in NSF (e.g., Developmental & Learning Sciences, Law & Social Sciences) and at other agencies (e.g., NEH, NIH). I also monitored projects with program funding. That entailed other compliance issues (e.g., human subjects protection), budget negotiations, evaluating annual and final reports, advancing increments on continuing grants, overseeing institutional transfers of grants and/or PIs, coordinating with research support offices (mainly at universities), and generating publicity for funded research. NSF program directors network across NSF and with other agencies. Because many US linguists work in other countries, my networking included counterparts in NSF’s international offices. Similarly, computational linguistics motivated contact with NSF’s Computer and Information Science Directorate (e.g., helping with the Information Technology Research competition). I also helped staff the Inter-Agency Education Research Initiative (involving NSF, NIH, and DoE), as well as the National Literacy Panel on Language Minority Children and Youth (sponsored by DoE/OERI). My outreach included research site visits, hosting visitors to NSF, and presence at conferences. Some of the latter were coordinated with representatives from other funding agencies (e.g., Department of Education, NEH, Army Research Lab, NIH).

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I increased the program's advisory panels to address workload, intellectual coverage, and institutional representation. I reduced the program's time/proposal and improved its reports. When I passed the program to my replacement, I had resolved all problem proposals (some years old), and the incoming set was healthy in quantity and disciplinary distribution. I balanced the budget, spending out three fiscal years and reducing the program's mortgage in continuing grants. I also launched the initiative that became the Documenting Endangered Languages Program (under Joan Maling). This program is now very effective in funding researchers who are under-represented in STEM.

- 2001 "The Linguistics Program at the National Science Foundation." Linguistics Institute course (instructor Paul Chapin), U of California at Santa Barbara, July.

◆ PUBLIC ENGAGEMENT

FESTIVALS AND FAIRS

- 2017 "Language Science for Everyone." Exhibit at Family Science Days (AAAS); Boston, MA; February.
- 2016 "Language Science for Everyone." Exhibit at Family Science Days (AAAS); Washington, DC; February.
- 2015 "Linguistic Society of America." Exhibit at Family Science Days (AAAS); San Jose, CA; February.
- "Linguistics." President's Club *Perspectives on Art* showcase, U. of Arizona; March.
- "Linguistics." Exhibit at Tucson Meet Yourself, Tucson, October.
- 2014 "Linguistics." Exhibit at Tucson Festival of Books, March.
- "Linguistics." Arizona NOW Campaign kick-off; U. of Arizona; Tucson, AZ; April.
- "Linguistics." Exhibit in NSF's pavilion in USA Science and Engineering Festival [participated in AAAS's Meet the Scientists and Engineers at Career Pavilion]; Washington, DC; April. (See OTHER MEDIA above.)
- "Linguistics." Exhibit at Tucson Meet Yourself, Tucson, October.
- 2013 "Linguistics." All-day coverage of room at Arizona SciTech Festival (sponsored by U. of Arizona's Outreach College), Chandler, February.
- "Linguistics." Exhibit at Tucson Festival of Books, March.
- "Linguistics." Exhibit at Tucson Meet Yourself, Tucson, October.
- 2012 "Linguistics." All-day support of activity tables in Earth-is-Special room at Summer Science Saturday, Lunar and Planetary Laboratory, U. of Arizona, Tucson, July. (See OTHER MEDIA above.)
- 2005 "What's in your mind?" 23rd Annual Science and Math Conference for 7th to 12th Grade Women in Southern Arizona, co-presenter S. Fong, Tucson, March.
- 2004 "What's in your mind?" 22nd Annual Science and Math Conference for 7th to 12th Grade Women in Southern Arizona, co-presenters M. Peterson and S. Fong, Tucson, March.

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K-12 SCHOOLS

- 2013 “Developmental psycholinguistics.” Presentations to AP psychology classes at University High School (with contributions from Elly Zimmer, Hui-Yu Huang, and Marg Beltran), Tucson, November.
- “Linguistics.” Hands-on activities and presentation to 8th graders in Language Arts/Social Studies class at Doolen Middle School (with contributions from Mia Vento and Elly Zimmer), Tucson, April.
- 2011 “Language sciences.” Three lessons to 3rd graders at Peter Howell Elementary School, Tucson, March.
- 2009 “Children’s language.” Presentation to teachers at Castlehill Country Day School, Tucson, November.
- 2002 National Literacy Panel on Language Minority Children and Youth. DOE/OERI-sponsored study.
- 2000 “The new frontier: Bridging between ASL and English.” Workshop on Laurent Clerc Elementary School’s reading program supported by McDonnell Foundation grant to ___ and S. Supalla and DOE grant to S. Supalla and T. Wix, U of Arizona, Tucson, April.
- “Language policy.” Collaborative project with 7th-8th grade teacher Gale Mitchell at Alice Vail Middle School, Tucson, August-December.
- 1999 “Challenging children.” Staff development for TUSD speech/language pathologists, co-presenter S. Supalla, Tucson, February.
- “Bi-lingual/bi-cultural methods of education and language acquisition.” Presentation to parents at Sequoia School for the Deaf and Hard of Hearing, co-presenters S. Supalla and T. Wix, Mesa AZ, February.
- 1998 “The new frontier: Bridging between ASL and English.” Workshop on Laurent Clerc Elementary School’s reading program supported by McDonnell Foundation grant to ___ and S. Supalla, U of Arizona, Tucson, May.

MUSEUMS

- 2017 Brain Boost. Children’s Museum Tucson; Tucson, AZ; January.
- 2016 Member of [Advisory Board](#), Planet Word (Museum of Language Arts), Washington, DC.
- Taught LING 392/492 (*Directed Research in Linguistics*) with grant from U of Arizona Office of Student Engagement [[report](#)]; students engaged in informal science education in Children’s Museum Tucson.
- Children’s Museum Tucson nomination for the National Medal for Museum and Library Service again produces listing among the [30 finalists](#).
- 2015 I nominated Children’s Museum Tucson for the National Medal for Museum and Library Service. My work on this help the museum make the [30 finalists](#) for the first time.

◆ EDITORIAL AND REVIEW SERVICE

Member, Scientific Committee, *Revista de Logopedia, Foniatría, y Audiología*, 1998-present.
Member, Editorial Board, *Lexicology*, 1994-1998.

Panel reviewer for grant/fellowship applications submitted to:

- Fulbright Specialist Program, Council for International Exchange of Scholars, 2013-2014; National Science Foundation: Graduate Research Fellowships, 2005-2008 in Linguistics/Cultural Anthropology; 2013-2014 in Psychology (Developmental, Social, Psycholinguistics); INCLUDES, 2016.

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Ad hoc reviewer for grant/fellowship applications submitted to:

- American Academy in Berlin, 2014; American Council of Learned Societies, 1991; National Science Foundation, 1991-2000, 2004, 2007-2011, 2016; U of Arizona ADVANCE Program, 2008; U of Arizona Office of Research and Discovery, 2015-2016.

Review of publications and presentations:

<i>Child Development</i>	2010
<i>Developmental Psychology</i>	2002
<i>Encyclopedia of Cognitive Science</i>	2001
John Benjamins Publishing	2014
<i>Journal of Child Language</i>	1995, 2002-2004, 2007, 2011
<i>Journal of Communication Disorders</i>	2005
<i>Journal of East Asian Linguistics</i>	1999
<i>Journal of Memory and Language</i>	2008
<i>Journal of Psycholinguistic Research</i>	1998
<i>Journal of Speech and Hearing Research</i>	1993
<i>Language</i>	1996
<i>Language Acquisition</i>	1989, 1993, 2004, 2013
<i>Language and Cognitive Processes</i>	1996
<i>Language Learning and Development</i>	2005, 2012
MIT Press	2009
<i>Natural Language and Linguistic Theory</i>	1990, 1993-1995, 2000
Oxford University Press	2016
Wiley International	2009
<i>CUNY Proceedings</i>	2003, 2005
Formal Linguistic Society of Mid-America	1994
Generative Approaches to Language Acquisition	1999
Linguistic Society of America	2000, 2006, 2012
Linguistic Symposium on Romance Languages	2003
New England Linguistic Society	1993, 1994, 1995
Student Conference in Linguistics	1993
Texas Linguistics Society	2000
Western Conference on Formal Linguistics	1993, 2003, 2005, 2008

◆ SERVICE IN UNIVERSITY COMMITTEES AND PROFESSIONAL ASSOCIATIONS

U of Arizona

- Campus Data Management Subcommittee (Research Computing Governance Committee), 2016-present
- SBS Tech Advisory Committee, 2014-2016
- STEM Learning Center (Research and Evaluation sub-group), 2013-2015
- Cluster Hire Committee (Technology Enhanced Language Learning), 2014-2015
- Institutional Review Board (IRB): Social and Behavioral Sciences 2006-2012; Oncology 2013-2015
- SBS Graduate Council, 2015
- Honors Advisor, Linguistics Department, 2003-2014
- Commission on the Status of Women, 2006-2008
- Faculty Senate, 2006-2008
 - Student Affairs Policy Committee
- TA Supervisor, Linguistics Department, 1999-2000, 2004-2007
- ad hoc committee (chair) for Regents Professor nomination (Ofelia Zepeda), 2006

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- University-Wide General Education Committee (Assessment Subcommittee), 1999-2001
- Committee on Conciliation, 2000

American Association for the Advancement of Science

- Electorate Nominating Committee, Section on Linguistics and Language Science (Z), 2014-2016
- Proposed and coordinated symposia at the AAAS in 2000 and 2001 (for the 2001 and 2002 meetings)

Association of Children's Museums

Fulbright Association

- Member of the Arizona chapter's board, 2001-2003.

Intel International Science and Engineering Fair (Intel ISEF)

- Grand Awards Judge for high school projects in social/behavioral science category, Phoenix, May, 2016

Linguistic Society of America

- Co-organized Paul Chapin Special Tribute Session (with Keren Rice), 2016.
- Audit Committee, member 2012-2014; chair 2014.
- Fundraising Committee, member 2009-2011.
- Panelist with co-presenters W. Wilkins, M. Aronoff, M. Macaulay, and G. Taranto, "Graduate Student Panel," LSA annual meeting, Anaheim, CA, 2007.
- Chaired session at LSA summer meeting on grants for students. Michigan State U., East Lansing, 2006.
- Chaired session at LSA regular meeting, 1999; symposium on Reading and Dialects, 2000.
- Committee on Language in the School Curriculum, member 1998-2000; chair 2000.

Southern Arizona Research, Science, and Engineering Fair (SARSEF)

- Judged high school projects in social/behavioral science category, Tucson, March, 2015; 2017.
- Judged projects at Satori Charter School, Tucson, February, 2009.

Wikipedia Education Program

- Students in LING/PSYC/SPLH 341 worked during the spring semester of 2012 to improve the article [language acquisition](#). Project details can be seen [here](#).

◆ SELECTED GRANTS

- 2015-16 U of Arizona Office of Student Engagement; \$13,512, co-PI Autumn Rentmeester (Children's Museum Tucson).
- 2008-16 National Science Foundation Collaborative; \$462,759 total, co-PIs Dana McDaniel (U of Southern Maine), Merrill Garrett (U of Arizona); UA part 0822457: \$261,763 (2/3 supplements support outreach).
- 2005-08 National Science Foundation Workshop, \$29,141, co-PIs Merrill Garrett (U of Arizona), Dana McDaniel (U of Southern Maine), Matthew Rispoli (Northern Illinois U.).
- 1998-03 James S. McDonnell Foundation Cognitive Studies for Education Practice, \$542,988, co-PI Sam Supalla (U of Arizona).

◆ STUDENT-RELATED GRANT/FELLOWSHIP ACTIVITY

- 2015-17 National Science Foundation Doctoral Dissertation Research Grant 1451665, \$18,145; student co-PI Elly Zimmer (U of Arizona).

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- 2009-12 National Science Foundation Doctoral Dissertation Improvement Grant 0843183, \$21,476, student co-PI Katrina Nicholas (U of Arizona).
- 2008-09 Scientific Advisor to Kara Hawthorne, National Science Foundation Graduate Research Fellowship.
- 2008-10 National Science Foundation Doctoral Dissertation Improvement Grant, \$10,882, student co-PI Nadia Hamrouni (U of Arizona). [grant terminated in 2009]
- 2004-05 Doctoral Dissertation Improvement Grant, \$11,864, National Science Foundation, student co-PI Pat Bolger (U of Arizona).
- 2004 Tinker Foundation grants to Pat Bolger and Veronica Fernandes, SLAT Program, U of Arizona
- 1997-00 Scientific Advisor to Meghan O'Donnell, National Science Foundation Graduate Fellowship.
- 1996-00 Sponsor on NRSA to Barbra Meek (National Minority Fellowship, NIGMS), National Institutes of Health.

◆ COURSES TAUGHT (U OF ARIZONA)

INDV 101: Language	LING 392/492: Directed Research in Linguistics
LING 195: Language in Life	LING/PSYC/PHIL 432: Psychology of Language
HNRS 195: Special Topics in Social Science	LING/PSYC 533: Theories of Language Development
LING/PSYC 201: Introduction to Linguistics	LING/PSYC 542: Topics in Psycholinguistics
LING/PHIL 211: Meaning in Language and Society	LING/PSYC 543: Advanced Language Development
LING/PSYC/SPLH 341: Language Development	LING 689: Professionalism in Linguistics

◆ PHDS GRANTED

- 2016 **Elly Zimmer**, *Children's awareness of syntactic ambiguity* (Linguistics, U of Arizona, chair). Teaching Fellow, BASIS Oro Valley.
- 2014 **Michelle Sandoval**, *Lexical category acquisition via nonadjacent dependencies in context: Evidence of developmental change and individual differences* (Psychology, U of Arizona, committee member). Researcher in Psychology, U of Arizona.
- 2011 **Katrina Nicholas**, *Children's omission of prepositions in English and Icelandic* (Psychology, chair). Graduate student in Speech, Language, Hearing Sciences, U of Arizona.
- 2007 **Maidier Huarte**, *Ergatiboaren jakeluntza: Ikerketa esperimental bat eta beraren emaitzak* [The acquisition of ergative case: An experimental study and its results] (Linguistics, U of Basque Country; co-chair). Assistant Professor, Dept. of Language and Didactics, Begoñako Andra Mari College of Education. Bilbao, Spain.
- 2006 **Sharon Deckert**, *The construction of functional identities in forensic interviews with children* (Second Language Acquisition and Teaching, committee member). Associate Professor, English Dept., Indiana U of Pennsylvania.
- 2005 **Pat Bolger**, *Alphabetic processing in English and Spanish* (Second Language Acquisition and Teaching, chair). Extended Education and International Programs, California State U – Monterey.
- 2004 **Hang Du**, *The acquisition of the Chinese ba-construction by adult second language learners* (Second Language Acquisition and Teaching, chair). Associate Professor, Chinese Dept., Middlebury College.
- 2001 **Barbra Meek**, *Kaska language socialization, acquisition, and shift* (Anthropology and Linguistics, committee member), Associate Professor, Anthropology Dept., U of Michigan.
- 2000 **Noriko Iwasaki**, *Speaking Japanese: L1 and L2 grammatical encoding of case particles and adjectives/ adjectival nouns* (Second Language Acquisition and Teaching, committee member). Senior Lecturer, Linguistics Dept.; Chair; Centre for Language Pedagogy; U of London.

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- 1999 **Tully Thibeau**, *English prepositions in phrasal verbs: A study in second language acquisition* (Second Language Acquisition and Teaching, chair). Associate Professor, Linguistics Dept. and Anthropology Dept., U of Montana.
- 1996 **Antxon Olarrea**, *Pre and Postverbal Subject Positions in Spanish* (Linguistics, U of Washington, committee member). Professor, Spanish & Portuguese, U of Arizona.
- 1994 **Karen Petronio**, *Clause structure in American Sign Language* (Linguistics, U of Washington, committee member). Professor, American Sign Language and Interpreter Education, Eastern Kentucky U.