

JENNIFER A. GROSS  
*Curriculum Vitae*

Department of Psychology  
Grand Valley State University  
Allendale, Michigan 49401  
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Revised January 1, 2023

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## EDUCATION

**Ph.D.**, Psychology, 1996, Wayne State University, Detroit, Michigan  
Emphasis: Cognitive Psychology  
Minor: Linguistics  
Minor: Measurement and Statistics  
Dissertation: *Not all letters are alike: The role of phonology in reading*

**M.A.**, Psychology, 1993, Wayne State University, Detroit, Michigan  
Thesis: *The hierarchy of the syllable: Evidence from polysyllabic nonwords*

**B.A.**, Psychology, 1989, Oakland University, Rochester, Michigan  
*Magna cum laude* with departmental honors

## AWARDS

*Pew Teaching with Technology Award, Grand Valley State University, February, 2011.*

*PSI CHI Professor of the Year Award, 2006.*

*Pew Teaching Excellence Award, Division of Social Sciences, Grand Valley State University, April, 2001.*

*Distinguished Alumna of the Year, Wylie E. Groves High School, Birmingham, Michigan, March, 2000.*

## POSTDOCTORAL EDUCATION

*Human Factors Engineering* (July 29-August 4, 1996), University of Michigan, Continuing Engineering Education

*Human-Computer Interaction* (August 6-10, 1996), University of Michigan, Continuing Engineering Education

*The Scholarship of Teaching and Learning in Higher Education* (October 3-December 10, 1997), Eastern Michigan University

## PROFESSIONAL EXPERIENCE

### ***Senior Engineer, Human Factors Engineering***

General Dynamics Land Systems Division, Sterling Heights, Michigan

January, 1995 to August, 1998

Responsibilities included applied research in the interface between humans and machines.

### ***Psychometrician***

HR Strategies, Inc., Grosse Pointe Farms, MI

April, 1994 to December, 1994

Administered and scored psychological tests used in personnel selection by Ford Motor Co.

## TEACHING

### ***Assistant Professor, 1998-2004***

Grand Valley State University, Allendale, Michigan

### ***Associate Professor, 2004-2015***

Grand Valley State University, Allendale, Michigan

### ***Professor, 2015-current***

Grand Valley State University, Allendale, Michigan

#### “Educational Psychology”

Fall 1998; Winter 1999; Fall 1999; Winter 2000; Fall 2000; Winter 2001; Fall 2001;  
Winter 2002; Fall 2002; Winter 2003; Fall 2003; Winter 2004; Fall 2004; Winter 2005

#### “Cognitive Psychology”

Winter 2002; Fall 2007; Winter 2008; Fall 2008; Winter 2009

#### “Introductory Psychology”

Fall 2000; Fall 2001; Fall 2002; Fall 2003; Fall 2004; Fall 2005; Winter 2006;  
Fall 2006; Winter 2007; Winter 2010, Fall 2010; Winter 2011; Fall 2011; Winter 2012;  
Fall 2012; Winter 2013; Fall 2013; Winter 2014; Fall 2014; Winter 2015; Fall 2016;  
Winter 2017; Fall 2017; Winter 2018; Fall 2018; Winter 2019; Fall 2019; Winter 2020;  
Fall 2020; Winter 2021; Fall 2021; Winter 2022; Fall 2022; Winter 2023

#### “Language in Cognitive Science”

Winter 2003; Winter 2004; Winter 2005; Winter 2006; Winter 2007; Winter 2008;  
Winter 2009

#### “Psychology of Language”

Fall 2004; Fall 2005; Fall 2006; Fall 2007; Fall 2008; Winter 2014; Winter 2015; Winter  
2016; Winter 2017; Fall, 2017; Fall 2018; Winter 2019; Fall 2019; Winter 2020; Fall 2020;  
Winter 2021; Fall 2021; Winter 2022; Fall 2022; Winter 2023

“Honors Introductory Psychology”

Winter 2010; Winter 2011; Winter 2012; Winter 2013; Fall 2013; Fall 2014; Winter 2015; Fall 2015; Winter 2017; Fall 2017; Fall 2018; Fall 2019

## **PUBLICATIONS**

(Students' names appear in bold)

- Treiman, R., Gross, J., & Cwikiel-Glavin, A. (1992). The syllabification of /s/ clusters in English. *Journal of Phonetics*, 20, 383-402.
- Fowler, C. A., Treiman, R., & Gross, J. (1993). The structure of English syllables and polysyllables. *Journal of Memory and Language*, 32, 115-140.
- Treiman, R., Fowler, C. A., Gross, J., Berch, D., & Weatherston, S. (1995). Syllable structure or word structure? Evidence for onset and rime units with disyllabic and trisyllabic stimuli. *Journal of Memory and Language*, 34, 132-155.
- Gross, J., & Smist, T. E. (1997). Color displays in main battle tanks. In R. Donofrio & S. Musa (Eds.) *Proceedings of the Society for Information Displays* (pp. 107-115). Ypsilanti, Michigan: The Society for Information Displays, Metropolitan Detroit Chapter.
- Staiger, W. A., Ciappara, N., & Gross, J. (1997). Integration of a flat panel display in the M1A2 Main Battle Tank: A human factors challenge. In R. Donofrio & S. Musa (Eds.) *Proceedings of the Society for Information Displays* (pp. 57-66). Ypsilanti, Michigan: The Society for Information Displays, Metropolitan Detroit Chapter.
- Gross, J. A., Ciappara, N. G., & Smist, T. E., Benson, P. (1998). An evaluation of the M1A2 tank commander's interface: The battle of input devices. (pp. 1257-1261). In *Proceedings of the Human Factors and Ergonomics Society 42<sup>nd</sup> Annual Meeting*, Human Factors and Ergonomics Society, Chicago, Illinois.
- Gross, J., Treiman, R., & **Inman, J.** (2000). The role of phonology in a letter detection task. *Memory & Cognition*, 28, 349-357.
- Gross, J., **Harmon, M. E., Myers, R. A., Evans, R. L., Kay, N. R.,** Rodriguez-Charbonier, S., & Herzog, T. R. (2004). Recognition of self among persons with dementia: Picture vs. names as environmental supports. *Environment & Behavior*, 36(3), 424-454.
- Gross, J., Lakey, B., **Edinger, K., Orehek, E., & Heffron, D.** (2009). Person perception in the college classroom: Accounting for tastes in students' evaluations of teaching effectiveness. *Journal of Applied Social Psychology*, 39, 1609-1638.

Gross, J., Millett, A.L., Bartek, B., Bredell, K.H., Winegard, B. (2014). Evidence for prosody in reading. *Reading Research Quarterly*, 49(2), 189-208. doi:10.1002/rrq.67 <http://onlinelibrary.wiley.com/doi/10.1002/rrq.67/pdf>

Gross, J., Lakey, B., Lucas, J. L., & LaCross, R., Plotkowski, A. R., Winegard, B. (2015). Forecasting the student-professor matches that result in unusually effective teaching. *British Journal of Educational Psychology*, 85, 19-32. DOI:10.1111/bjep.12049 <http://onlinelibrary.wiley.com/store/10.1111/bjep.12049/>

Gross, J., Winegard, B., & Plotowski, A. (2018). Marking stress explicitly in written English fosters the melody of the reader's inner voice. *Reading Research Quarterly*, 53(3), 305-321. <https://doi-org.ezproxy.gvsu.edu/10.1002/rrq.198>

Gross, J., Leahy, K. E., Mangat, T., Gonzales, J. A., Plotkowski, A. R. (Under review). Comparing native and nonnative speakers of English on their sensitivity to the phonology and prosody of the English Writing system.

## INSTRUCTIONAL MATERIALS

Gross, J. & Mitra, R. (2017). *Emotional Expression Virtual Lab Activity*. Chicago, IL: Cengage Learning.

Gross, J. & Mitra, R. (2017). *Barnum Effect Virtual Lab Activity*. Chicago, IL: Cengage Learning.

Gross, J. & Mitra, R. (2017). *Identifying Threats Virtual Lab Activity*. Chicago, IL: Cengage Learning.

Gross, J. & Mitra, R. (2017). *Stroop Lab Virtual Activity*. Chicago, IL: Cengage Learning.

Gross, J. & Mitra, R. (2017). *Classical Conditioning Virtual Lab Activity*. Chicago, IL: Cengage Learning.

Gross, J. & Mitra, R. (2017). *False Memory Virtual Lab Activity*. Chicago, IL: Cengage Learning.

Gross, J. & McGraw, K. (2018). *Monty Hall Lab*. Washington, D.C.: American Psychological Association.

## INTELLECTUAL PROPERTY

Poet Recognition Test

Prosody Trainer App ([prosodytraining.com](http://prosodytraining.com))

Rough Rhymes Test

WALL-E Test of Intonation

## GRANTS

Gross, J., Sienkiewich, R., & Pattie, C. General Dynamics Land Systems Internal Research & Development. *Three dimensional sound interface and evaluation*, Submitted, June 1, 1995, \$76,000 (funded).

Staiger, W., & Gross, J. General Dynamics Land Systems Internal Research & Development. *Voice interface in command, control, and communications of fire support*, Submitted, November 15, 1995, \$50,000 (funded).

Gross, J., Smist, T., & Pattie, C. General Dynamics Land Systems Internal Research & Development. *The Advanced Soldier-machine interface*, Submitted, October 1, 1995, \$135,000 (funded).

Babin, C., & Gross, J. General Dynamics Land Systems Internal Research & Development. *Habitability requirements for a 72 hour mission*. Submitted, October 15, 1996, \$75,000 (funded).

Gross, J., & Ciappara, N. General Dynamics Land Systems Internal Research & Development. *An Evaluation of the Soldier's Interface*. Submitted, October 25, 1996, \$180,000 (funded).

Gross, J., Ciappara, N. G., & Smist, T. E. General Dynamics Land Systems Internal Research & Development. *Abrams Technology Integration*. Submitted, November 1, 1997, \$150,000 (funded).

Rost, F., Benson, P., Gross, J., Frye, T., & Wyrembelski, R. U.S. Army CECOM RDEC C2SID (AMSEL-RD-C2-BV). *ITT Command Voice Tactical Voice Recognition and Control for FBCB2 on Appliqué for the LUT*. Submitted, December 15, 1997, \$470,000 (funded).

Gross, J., Herzog, T., Rodriguez-Charbonier, S., & Hendersen, R. W. Center for Philanthropy. *Service Learning at an Alzheimer's Special Care Unit: A Proposal*. Submitted, June, 1999, \$3,900 (funded).

Gross, J., Herzog, T., & Rodriguez-Charbonier, S. *Environmental Interventions for the Care of Alzheimer's Patients*. Submitted, February, 2000, \$1,850 (funded).

Gross, J., Herzog, T., & Rodriguez-Charbonier, S. *Environmental Interventions for the Care of Alzheimer's Patients*. Submitted, April, 2000, \$3,200.00 (funded).

- Gross, J., Grand Valley State University Research & Development. *Cognitive and Relationship Processes in College Teaching: A Vygotskian Perspective*. Submitted, April, 2000, \$3,207 (funded).
- Gross, J., Grand Valley State University Center for Scholarly and Creative Excellence Research Grant-In-Aid. *Forecasting Effective Student-Teacher Matches by Previewing Teaching Trailers*. Submitted, October, 2011, \$960 (funded \$160).
- Gross, J., Grand Valley State University Center for Scholarly and Creative Excellence, Catalyst Grant. *Prosthetic poetry to foster prosodic awareness*. Submitted, March, 2015, \$1,500 (funded).

### CONFERENCE PRESENTATIONS

(Students' names appear in bold)

- Gross, J., Treiman, R., & Fowler, C. A. (1992, April). *The Role of Onsets and Rimes in Polysyllabic Words*. Presented at the annual meeting of the Midwestern Psychological Association, Chicago, Illinois. (Peer-reviewed, oral presentation)
- Treiman, R., Fowler, C. A., & Gross, J. (1992, July). *Are the Syllables of Multisyllabic Words Structured in Terms of Onsets and Rimes?* Presented at the International Congress of Psychology, Brussels, Belgium. (Invited symposium)
- Gross, J., Treiman, R., & **Inman, J.** (1995, May). *Not all Letters are Alike: The Role of Phonology in Word Recognition*. Presented at the annual meeting of the Midwestern Psychological Association, Chicago, Illinois. (Peer-reviewed, poster presentation)
- Gross, J. (1996, October). *Voice Recognition in Land Combat Vehicles*. Presented at the meeting of the Human Factors and Ergonomics Society, Southeast Michigan Chapter, Ann Arbor, Michigan. (Invited oral presentation)
- Gross, J., Smist, T. E., Ciappara, N. (1997, September). *Color Displays in Main Battle Tanks*. Presented at the annual meeting of the Society for Information Displays Metropolitan Detroit Chapter, Ypsilanti, Michigan. (Peer-reviewed, poster presentation)
- Staiger, W. A., Ciappara, N., & Gross, J. (1997, September). *Integration of a Flat Panel Display in the M1A2 Main Battle Tank: A Human Factors Challenge*. Presented at the annual meeting of the Society for Information Displays Metropolitan Detroit Chapter, Ypsilanti, Michigan. (Peer-reviewed, oral presentation)
- Gross, J., & Ciappara, N. (1997, November). *Evaluating the Soldier-Machine Interface*. Presented at the meeting of the Human Factors and Ergonomics Society, Southeast Michigan Chapter, Dearborn, Michigan. (Invited oral presentation)

- Gross, J., Smist, T. E., & Ciappara, N. G. (1998, July). *Meeting The Challenges Of The Soldier-Machine Interface in Land Combat Vehicles*. Presented at the session, "Creating Winning Speech Interfaces for Software," at the Advanced Speech Applications & Technologies Conference, San Jose, California. (Invited symposium).
- Gross, J. A., Ciappara, N. G., & Smist, T. E., Benson, P. (1998, October). *An Evaluation of The M1A2 Tank Commander's Interface: The Battle of Input Devices*. Presented at the annual meeting of the Human Factors and Ergonomic Society, Chicago, Illinois. (Invited oral presentation)
- Gross, J., Herzog, T., Rodriguez-Charbonier, S., **Harmon, M., Kay, N., & Thorington, B.** (2000, November). *Self-Reference in Recognition Memory among Severe Alzheimer's Patients*. Presented at the annual meeting of the Psychonomics Society, New Orleans, Louisiana. (Poster presentation)
- Gross, J., **Harmon, M., Myers, R., Evans, R., & Kay, N.** (2001, June). *Recognition of Self and Others among Sever Alzheimer's Patients*. Presented at the annual meeting of the American Psychological Society, Toronto, Canada. (Peer-reviewed, poster presentation)
- Gross, J., **Orehek, E., Edinger, K., & Lakey, B.** (August, 2002). *The Effect of Student--Teacher Matching on Students' Evaluations of Teaching Effectiveness*. Presented at the annual meeting of the American Psychological Association, Chicago, IL. (Peer-reviewed, poster presentation)
- Gross, J., **Edinger, K., Heffron, D.** & Lakey, B. (August, 2003). *Naturally-Occurring, Student-Teacher Matching and Students' Evaluations of Teaching Effectiveness*. Presented at the annual meeting of the American Psychological Association, Toronto, Ontario, Canada. (Peer-reviewed, poster presentation)
- Gross, J., & **Bartek, B.** (November, 2004). *The Role of Prosody in a Silent Reading Task*. Presented at the annual meeting of the Psychonomic Society, Minneapolis, Minnesota. (Poster Presentation)
- Gross, J. & Lakey, B. (2006). *Relational Influences on Person Perception, Affect, and Memory*. Presented at the annual meetings of the Association for Psychological Science, New York, NY. (Peer-reviewed, poster presentation)
- Gross, J., **Bartek, B., Rieck, S., & Hampton, K.** (November, 2007). *Additional Evidence for Role of Focus Prosody in Silent Reading*. Presented at the annual meeting of the Psychonomic Society, Long Beach, CA. (Poster Presentation)
- Gross, J., **Bredell, K. H., Millett, A. L., & Bartek, B.** (November, 2008). *Academic Skill and Prosodic Inner Voice*. Presented at the annual meeting of the Psychonomic Society, Chicago, IL. (Poster Presentation)

- Gross, J., **Millett, A. L., & Bredell, K. H** (2009). *Converging Evidence for Focus Prosody in Silent Reading*. Presented at the annual meeting of the Association for Psychological Science, San Francisco, CA. (Peer-reviewed, poster presentation)
- Gross, J., & **Winegard, B.** (2010). *Implicit Prosody in Poetry*. Presented at the annual meeting of the Association for Psychological Science, Boston, MA. (Peer-reviewed, poster presentation)
- Gross, J., Lakey, B., **Rhodes, J., LaCross, R., Winegard, B.** (2013). *Forecasting Effective Student-Teacher Matches by Previewing Teaching Trailers*. Presented at the annual meeting of the Association for Psychological Science, Washington, DC. (Peer-reviewed, poster presentation)
- Gross, J., & Lakey, B. (July 26, 2013). *Forecasting Teaching Evaluations for Student, Teacher, and Relational Components: Predicting more of the professors more of the time*. Presented at the David A. Kenny Festschrift: Advances in Social Psychology, University of Connecticut, Storrs, CT. (Poster presentation)
- Gross, J., **Plotkowski, A. R., & Winegard, B.** (2015). In the Melody of the Reader's Inner Voice, Heteronyms are Tricky. Presented at the annual meeting of the Association for Psychological Science, New York, NY. (Peer-reviewed, poster presentation)
- Gross, J., **Leahy, K. E., Plotkowski, A. R., Rister, A., & Winegard, B.** (2016). I Read toMAYto, You Read toMAHto, Nobody Reads TOmaTO. Presented at the annual meeting of the Association for Psychological Science, Chicago, IL. (Peer-reviewed, poster presentation)
- Gross, J., **Leahy, K. E., Mangat, T., Gonzales, J., Plotkowski, A. R. & Dzik, P.** (2017). Marking Stress Explicitly in Written English Fosters the Melody of the Reader's Inner Voice. Presented at the annual meeting of the Association for Psychological Science, Chicago, IL. (Peer-reviewed, poster presentation)
- Gross, J., **Leahy, K. E., Mangat, T., Gonzales, J., Plotkowski, A. R. & Dzik, P.** (2018). Predictors of prosody sensitivity among those who learned English as a second language. Presented at the annual meeting of the Association for Psychological Science, San Francisco, CA. (Peer-reviewed, poster presentation)
- Gross, J., **Roldan, M., Kiessel, T., Dunlap, L., & Esselink, M.** (2020). Training Prosody by Marking Stress Explicitly. Accepted for presentation at the annual meeting of the Association for Psychological Science, Chicago, IL. (Peer reviewed; Conference canceled)
- Gross, J., **Leahy, K. E., Mangat, T., Gonzales, J. A., Plotkowski, A. R.** (2020) Sensitivity to the Phonology and Prosody of the English Writing system in Native



and Nonnative Speakers. Presented at the annual meeting of the Psychonomic Society, Virtual (Poster presentation)

Gross, J., **Roldan, M., Kiessel, T., Dunlap, L., & Esselink, M** (under review). Training prosody sensitivity by exPLICitly marking stress and meter. Annual meeting of the Association for Psychological Science, Washington DC.

### SENIOR HONORS PROJECT THESES

Fowler, Sarah N. (Fall, 2003). *Anorexia and Bulimia Nervosa: A Review of the Literature.*

Bartek, Brian. (Winter, 2004). *The Role of Prosody in Reading.*

Mitchell, Andrea. (Winter, 2011). *Prosodic Cues as a Prosthetic Aid when Reading Aloud Ambiguous Heteronyms.*

Wood, Maureen & Brylinski, Grace (Fall, 2018). *How are language and music connected? An examination of existing literature on the subject.*

### GVSU FORA

Gross, J. (October, 2000), *Factors that Influence Transfer.* Presented at the Pew Faculty Teaching and Learning Center, GVSU.

*Our goal is to immerse students in learning experiences that lead to transfer: from one problem to next, from one class to another, from the classroom to outside world. In short, our goal is to build a flexible, “mental muscle.” Research in Cognitive Science suggest that our classrooms and teaching practices may, or may not, foster students’ cognitive malleability. Come learn the factors (e.g., self-generation effects; degree of learning; varied practice) that influence transfer.*

Gross, J. (March, 2011). *Virtual Laboratory in Psychology to Foster Scientific Literacy.* Presented at the 10<sup>th</sup> Annual Teaching and Learning with Technology Symposium, GVSU.

**Mitchell, A. & Gross, J.** (2011). *The Effect of Prosody Salience on Reading Fluency,* Student Scholars Day, Grand Valley State University.

Gross, J. (November, 2011). *Virtual Laboratory in Psychology to Foster Scientific Literacy.* Presented at the College of Liberal Arts and Sciences Teaching Roundtables, GVSU.

*To directly train students in scientific inquiry, I have developed a **hybrid laboratory-lecture approach** for all my psychology courses. Outside of class time, students participate in classic Psychology experiments via the web. The weekly labs directly expose students to the nature and variety of research in psychology (e.g., role of context in perceptual illusions; size of working memory; self-reference as a mnemonic technique; consequences of divided attention; bias in face recognition). In the context of a hands-on lab, elusive, psychological concepts become operationally-defined, tangible, and more memorable. Complimentary class lectures and empirical readings emphasize how the scientific approach provides powerful tools to determine the validity of commonly-held beliefs (e.g., driving while talking on cellular phone is harmless). And, by scientifically answering questions like, how should I study more effectively for the next exam,*

*Psychology models an evidenced-based method to answering practical questions. The virtual, laboratory-enhanced approach can be incorporated successfully in both small and large classrooms. The approach does not consume limited classroom space, nor require capital investment.*

**Rhodes, J., LaCross, R., Mitchell, A. & Gross, J. (2012).** *Forecasting Effective Student-Teacher Matches by Previewing Teaching Trailers*, Student Scholars Day, Grand Valley State University.

Students' evaluations of teaching reflect at least three components: 1) agreement among students that some professors are more effective than others (professor effects), 2) relational effects whereby some professors are unusually effective with some students and 3) students' rater bias. We attempted to forecast students' evaluations of live lectures from their reactions to brief, video-recorded, teaching trailers. Students viewed trailers early in the semester and attended live lectures months later. Evaluations were influenced strongly by professor, relational and rater effects. Professor effects could be forecasted with nearly perfect accuracy, and rater effects could be forecasted with excellent accuracy. Relational influences could be forecasted with less, but still respectable accuracy. Professors who elicited positive affect in students were rated as most effective for each of the three components. Professors who elicited relational positive affect and positive evaluations also elicited better relational memory for lectures.

Gross, J. & Lakey, B. (January 23, 2014). Forecasting the student-professor matches that result in unusually effective teaching. CLAS Faculty Research Colloquia, Grand Valley State University.

**Background:** Two important influences on students' evaluations of teaching are relationship and professor effects. Relationship effects reflect unique matches between students and professors such that some professors are unusually effective for some students but not for others. Professor effects reflect inter-rater agreement that some professors are more effective than others, averaged across students. **Aims:** We attempted to forecast students' evaluations of live lectures from brief, video-recorded, teaching trailers. **Sample:** Participants were 145 college students (74% female) enrolled in introductory psychology courses at a public university in the Great Lakes region of the United States. **Methods:** Students viewed trailers early in the semester and attended live lectures months later. Because sub-groups of students viewed the same professors, statistical analyses could isolate professor and relationship effects. **Results:** Evaluations were influenced strongly by relationship and professor effects and students' evaluations of live lectures could be forecasted from teaching trailers for both effects. That is, we could forecast the individual students who would respond unusually well to a specific professor (relationship effects). We could also forecast which professors elicited better evaluations in live lectures, averaged across students (professor effects). Professors who elicited unusually good evaluations in some students also elicited better memory for lectures in those students. **Conclusions:** It appears possible to forecast relationship and professor effects on teaching evaluations by presenting brief teaching trailers to students. Thus it might be possible to develop online recommender systems to suggest individual students take courses from specific professors.

Leahy, K. E., Mangat, T., Gonzales, J., Dzik, P., & Gross, J. (2016). I Read toMAYto, You Read toMAHto, Nobody Reads TOmaTO: Explicitly Marking Stress to Foster Prosodic Awareness in Late Speakers of English. Student Scholars Day, Grand Valley State University.

Kiessel, T., Roldan, M., Esselink, M., & Gross, J. (2017). Refining your Reading Skills with the Prosody Training. Student Scholars Day, Grand Valley State University.

Like music, spoken English has a rhythm. Yet, written English offers few prosodic cues (fresh **produce**; **produce** widgets). At all ages, prosody sensitivity plays a role in reading abilities. Extrapolating from psycholinguistic theory, the primary goal of the study was to heighten readers' prosody

sensitivity by exposure to rhythm-enhanced text. During forced-choice training, participants were asked to pick the version of text

(I **DO** not **LOVE** thee **WITH** mine **EYES** versus I do **NOT** love **THEE** with **MINE** eyes) that mapped onto the meter (iambic, trochaic, anapestic, and dactylic) of English. Performance feedback was furnished immediately or delayed. It was predicted that exposure to rhythm-enhanced text would strengthen prosody awareness compared to the control condition (making judgments about spelling & word usage), and immediate feedback would be more effective than delayed. Prosody sensitivity was also evaluated as an individual difference variable to determine who benefited from training.

Roldan, M., Dunlap, L., Esselink, M., & Gross, J. (2018). Refining your Reading Skills with the Prosody Training App and WALL-E Intonation Game. Student Scholars Day, Grand Valley State University.

Prosody refers to the melody of language. All languages have a distinct melody (music). Intonation and rhythm are a part of this melody. Intonation is the rise and fall of voice ("D'oh!"). Rhythm is the alternating patterns of stressed and unstressed syllables (PROduce; proDUCE). The meaning of a sentence, even a word, can change because of rhythm and intonation. Yet, written English offers few cues to extract the appropriate melody. Extrapolating from psycholinguistic theory, one goal of the study was to heighten readers' prosody sensitivity by exposure to rhythm-enhanced text in the prosody training app. The second goal was to evaluate if intonation sensitivity was related to rhythm sensitivity by asking participants to play the WALL-E intonation game. In the game, participants deciphered the intentions underlying the robotic 'conversations' from the film. At all ages, prosody sensitivity plays a role in reading abilities.

## **MEDIA**

Baker, E. A. & Gross, J. (2014, March 10). The importance and support of intonation during silent reading. Voice of Literacy. Podcast retrieved from <http://voiceofliteracy.org>

## **INVITED AWARD ADDRESS**

Gross, J. (2000, March). *Why You Should Major in Psychology*. Wylie E. Groves High School, Birmingham, Michigan.

## **JOB TALKS**

Gross, J. (1998, February). *Better Living Through Psycholinguistics: Application Of Basic Research To Education*. Grand Valley State University, Allendale, Michigan.

Gross, J. (1998, February). *Better Living Through Psycholinguistics: Application Of Basic Research To Human Factors Engineering*. Texas Tech University, Lubbock, Texas.

Gross, J. (1998, March). *Better Living Through Psycholinguistics: Application Of Basic Research To Human Factors Engineering*. Rensselaer Polytechnic Institute, Troy, New York.

Gross, J. (1998, March). *Better Living Through Psycholinguistics: Application Of Basic Research To Human Factors Engineering*. Davidson College, Davidson, North Carolina.

## **TECHNICAL REPORTS**

Gross, J., & Smist, T. (1995, April). *Synthetic speech in the military: Acoustic presentation of Cautions and Warnings is omnidirectional, attention-grabbing, and hands- and eyes-free*, Technical Report, General Dynamics Land Systems.

Gross, J. (1995, June). *The advantages and disadvantages of digitized speech and synthesized speech*, Technical Report, General Dynamics Land Systems.

Gross, J. (1995, July). *Computers can listen: The role of voice recognition as a natural interface between man and machine*, Technical Report, General Dynamics Land Systems.

Gross, J. (1995, September). *Three dimensional audio simulates natural hearing, conveying the azimuth, elevation, and distance of a sound source*, Technical Report, General Dynamics Land Systems.

Gross, J. & Cassar, M. (1995, December). *Voice interface and evaluation: The final report*, Technical Report, General Dynamics Land Systems.

Gross, J. & Smist, T. (1996, November). *Building an auditory alarm: The design issues, rationale, and requirements*, Technical Report, General Dynamics Land Systems.

Gross, J. (1997, January). *Advanced soldier-machine interface: A comparison of touch screen, voice command, and Commander's control handle input devices*. Technical Report, General Dynamics Land Systems.

Gross, J. & Smist, T. E. (1997, April). *Color displays in a tank*. Technical Report, General Dynamics Land Systems.

Babin, C., Ciappara, N., Gross, J., Smist, T., & Staiger, W. (1997, June). *Legibility of the SEP M1A2 tank commander's tactical display information*. Technical Report, General Dynamics Land Systems.

Gross, J. A., Ciappara, N. G., & Smist, T. E. (1997, December). *Voice recognition and touch screen demonstration*. Technical Report, General Dynamics Land Systems.

## **AFFILIATIONS**

Association for Psychological Science  
Psychonomic Society

## **DEPARTMENTAL SERVICE**

*Member*, Psychology Applied to Teaching Search Committee, 1998-1999  
*Member*, Psychology Applied to Teaching Search Committee, 1999-2000  
*Member*, Psychology Applied to Teaching Search Committee, 2000-2001  
*Member*, Cognitive/Sensory Psychology Search Committee, 2000-2001  
*Member*, Curriculum Committee, 2001-2002  
*Presenter*, Transfer, to Faculty Teaching and Learning Center (2001, October), at the session: How People Learn  
*Presenter*, Better Living Through Human Factors Psychology, to PSI CHI, Winter, 2002  
*Contributor*, PSI CHI Forum (Premier newsletter), Better Living Through Cognitive (And Sensory) Psychology, Fall, 2002  
*Contributor*, PSI CHI Forum (Premier newsletter), Why You should Enroll in Cognitive Psychology, Fall 2002  
*Member*, Curriculum Committee, 2002-2003  
*Member*, Psychology Applied to Teaching Search Committee, 2003-2004  
*Author*, Psychology Department's Response to proposed Applied Linguistics Minor, offered by the English Department, 2006  
*Teaching Mentor*, 2003-2004; 2004-2005; 2005-2006  
*Member*, Psychology Department Personnel Committee, 2005-2006; 2006-2007  
*Author*, Minority Report 2 (Psychology Department's response) to Applied Linguistics Minor, offered by the English Department, 2007  
*Member*, Cognitive Search Committee, 2007-2008  
*Convener*, Educational Psychology Interest Group, 2008-2009  
*Chair*, Introductory Psychology Labs Exploratory Group, 2009-2010; 2010-2011; 2011-2012  
*Chair*, Open Area Faculty Search (with 137 applicants), GVSU Psychology Department, 2010-2011.  
*Member*, Space Needs Analysis Committee; 2012-2013  
*Advisor*, Classroom observations of untenured Psychology colleagues, Winter, 2010; Fall, 2011; Winter, 2012; Fall, 2013; Winter, 2014  
*Member*, Introductory Psychology Teaching Circle, 2012-2014  
*Representative*, Au Sable Hall Addition Liaison, 2013-2014  
*Presenter*, Better Living Through Human Factors Psychology (Repeat performance), to PSI CHI, Winter, 2003; 2011; November 12, 2014  
*Peer evaluator of Teaching*, Fall 2015 to present  
*Advisor to majors*, 1998 to present  
*Member*, Introductory Psychology Teaching Circle, 2010-2018  
*Chair*, Psychology of Reading Task Force, Fall 2018-Winter 2019  
*Member*, Psychology Department's Website and Facebook Committee, Fall 2019-Winter, 2020  
*Convener*, Cognitive Psychology Teaching Circle 2021-2022  
*Member*, Psychology Department's Awards Committee

## **UNIVERSITY SERVICE**

*Member*, Honors College Advisory Committee, 2002-2003; 2003-2004

*Contributor*, Honors College Newsletter, "Sales Pitch for Language in Cognitive Science," Winter, 2003

*Honors College and Psychology Department Representative*, Student Visitation Days, 2004; 2005

*Member*, Pedestrian Safety Committee, Spring/Summer 2004

*Contributor*, Honors College Newsletter, "I say "tomato," you say "omato-tay", Winter 2004

*Participant*, Workgroup exploring Faculty' and students' perceptions of Liberal Arts education, 2006

*Participant*, Master's thesis (by Lisa Hartmaan) on attraction and retention of black males in the Honors College, 2006.

*Reviewer*, Proposed course for Honors College: *Globalization: An analysis & critique of Neo-Liberalism*, Winter, 2006

*Member*, Honors 2008 Building Committee, 2006-07

*Participant*, Reception for first candidate for Director of Honors, Jan. 23, 2007

*Participant*, Reception and Luncheon for second candidate for Director of Honors, Jan. 25-26, 2007

*Participant*, Desert Reception for third candidate for Director of Honors, Jan. 29, 2007

*Participant*, Reception for fourth candidate for Director of Honors Candidate, Feb. 1, 2007

*Participant*, Reception and Dinner for fifth candidate for Director of Honors, Feb. 6, 2007

*Reviewer*, Proposed courses for Honors College, 2007

*Representative*, University Academic Senate, 2005-2006; 2006-2007; 2007-08; 2008-2009

*Member*, Minor in Applied Linguistics, Final Plan Committee, 2006-2008

*Faculty Speaker*, The Transitions Program, August, 2008

*Member*, Honors Council, 2008-09

*Faculty Advisor*, GVSU Student Orientation & Registration, Spring/Summer 2003; 2004; 2005; 2006; 2007; 2008; 2009; 2010

*Participant*, Receptions for Honors College Search, January-March, 2011

*Faculty Representative*, Honors College Student and Parent Orientation to the Honors College (in Spring/Summer): 2003; three programs in 2004; five programs in 2005; four programs in 2006; four programs in 2007; three programs in 2008; one program in 2009; one program in 2010; one program in 2011

*Academic Advisor*, Honors College, 2001-2002; 2003-2004; 2004-2005; 2005-2006; 2006-2007; 2007-08; 2008-09; 2009-10; 2010-2011; 2011-2012

*Member*, Search Committee for Assistant/Associate Professor of Audiology, for Speech and Language Pathology Program in the College of Health Professions, 2010-2011

*Presenter*, 10<sup>th</sup> Annual Teaching and Learning with Technology Symposium, *Virtual Laboratory in Psychology to Foster Scientific Literacy*, March 18, 2011.

*Presenter*, College of Liberal Arts and Sciences Teaching Roundtables, *Virtual Laboratory in Psychology to Foster Scientific Literacy*, November, 2011.

*Member*, Advisory Committee for the proposed Speech and Language Pathology Master's Degree, Fall 2011

*Participant*, ECS Town Hall Meetings on Teaching Evaluations, Fall 2013

*Author*, *Mold Remediation Petition* (2013, February 12). Submitted to Tim Thimmesch, Associate Vice President of Facilities Services, Grand Valley State University.

*Author*, *Egress in Au Sable Hall Analysis* (2012, November 23). Submitted to Au Sable Hall Addition Advisory Committee, Grand Valley State University.

*Coordinator*, *Lighting Design Survey*, May-June, 2013

*Member*, *CLAS Teaching Awards Recommendation Committee*, Fall 2013

*Member*, *Au Sable Hall Addition Advisory Committee*, 2012-2014

*Member*, *Faculty Facilities Planning Advisory Committee*, 2012-2014

*Participant*, ECS and UAS Meetings on Teaching Evaluations, Winter, 2014

*Attendee*, Honors College Senior Recognition Graduation Ceremony, Fall 2004; Winter 2006; Fall 2005; Winter 2006; Fall 2006; Winter, 2007; Fall, 2007; Winter, 2008; Fall, 2009; Winter, 2009; Fall, 2010; Winter, 2010; Fall, 2010; Winter, 2011; Fall, 2012; Winter, 2013; Fall 2013; Winter, 2014; Fall, 2014; Winter, 2015

*Creator*, *Let Your Voice Be Heard*, CLAS Faculty Council's Governance Video (<http://www.gvsu.edu/clas/faculty-governance-elections-147.htm>) for 2015-16 CLAS elections

*Creator*, *Join the Lifestyle*, CLAS Faculty Council's Governance Video (<https://youtu.be/gCUsBdgE3uM>) for 2016-17 CLAS elections

*Judge*, Scholarship Competitions, 2002-2003; 2003-2004; 2004-2005; 2006-2006; 2006-2007; 2007-2008; 2008-2009; 2010-2011; 2011-2012; 2012-2013; 2014-2015; 2015-2017

*Creator*, *Promoting Learning in Education*, Blackboard site for CLAS Faculty, 2017, available here:  
[https://mybb.gvsu.edu/webapps/blackboard/content/listContentEditable.jsp?content\\_id=3682506\\_1&course\\_id=253819\\_1&mode=reset](https://mybb.gvsu.edu/webapps/blackboard/content/listContentEditable.jsp?content_id=3682506_1&course_id=253819_1&mode=reset)  
 Topics include: Evidence-based teaching and study strategies, helpful learning and studying resources, closing the social class achievement gap, teaching students with Autism Spectrum Disorders, cognitive and non-cognitive predictors of success in college, cognitive abilities across the lifespan, lack of evidence for learning styles, forecasting the student-professor matches that result in unusually effective teaching, perceptual learning, and the learning scientist blog.

*Member*, *CLAS Faculty Council*, 2014-2017

*Volunteer*, GVSU Votes, 2018

*Member*, GVSU Audiology Doctoral Program Advisory Committee, 2018 to present

*Member*, Learning Management Task Force: Comparing Blackboard Ultra to Canvas, 2021

*Member*, GVSU Academic Technology Advisory Committee (ATAC), 2017-2023

*Chair*, Evaluation of Scantron setup at GVSU, ATAC subcommittee, 2022-2023

## **PROFESSIONAL SERVICE**

*Reviewer*, PSI CHI Submissions to the Midwestern Psychological Association, 2002; 2003; 2004; 2005

*Ad Hoc Reviewer*, *Journal of Memory and Language*

*Ad Hoc Reviewer*, *Memory & Cognition*

*Paid Consultant regarding "Online Psychology Labs", DLS Work Group, American Psychology Association, November 12, 2016*  
*Paid Consultant, Cengage Learning's Online Introductory Psychology Labs, December 2016 – April, 2017*  
*Member, American Psychological Association Online Psychology Lab Advisory Board, May 2017 to present.*

### **COMMUNITY SERVICE**

*Participant, Luther Home Facility-Design Special Interest Group, 2000-2001*  
*Guest Lecturer, Introductory Psychology class, Jenison High School, September 30, 2003*  
*Guest Lecturer, Student Government Leadership class, Park High School, October 9, 2003*  
*Participant, Health and Wellness High School Consortium, Sponsored by the City-wide Student Council, Grand Rapids, 2003-2004*  
*Presenter, Regional Summit, Sponsored by the Regional Student Council, Grand Rapids Schools, February 4, 2004*  
*Presenter, Psychological Research Informs the Teaching of Reading and Spelling, presented at the Playful Literacy Conference, Muskegon Community College, April 23, 2004*

*The English language is economical (26 letters for 40+ sounds), morphologically transparent (nature sounds like natural, not mature), and redundant (Y\*U C\*N RE\*D). Yet English is challenging. Consider the pronunciations of "plough" and "dough" and "cough", or of the past tense form "ed" in "cleaned" and "walked". To master this system, children must grasp the alphabetic principle. Phonological training (e.g., the "at" family) facilitates the acquisition of reading and spelling, and allows readers to decipher the meaning of never-encountered words (e.g., pseudohomophone). Insights from phonology provide perspectives into children's creative spellings, "gp" for JEEP and "chuk" for TRUCK. Join us.*

*Faculty Participant, GVSU Alumni Association Board of Directors Strategic Planning and Governance Focus Groups, Jan. 24, 2007*  
*Member, Task Force to Save Pontiac Field, Fall, 2007-Winter, 2010*  
*Member, Green Space Preservation Committee, Fall, 2007-Winter, 2010*  
*Volunteer Reader, Reach Out and Read, 2011-2012*  
*Consultant, Signage design and wayfinding for use with persons suffering from dementia, including dementia of the Alzheimer's type, Integrity Architectural Signage, Winter 2014*  
*Volunteer, ACLU Voter Protection Team, Nov. 6, 2018*  
*Volunteer, Election Protection Coalition, Common Cause, November 2022*  
*Volunteer, Eastown Community Association, 2022-2023*