

Curriculum Vitae

Sarah C. Creel

Address:

University of California, San Diego
Department of Cognitive Science, Room 167
9500 Gilman Drive
La Jolla, CA 92093

(858) 534-7308 (voice)
(858) 534-1128 (fax)
screel@ucsd.edu
quote.ucsd.edu/creel

Citizenship: United States

Research Interests: Language acquisition, word recognition, speech plasticity, speech perception, auditory perception, learning of temporally ordered materials, music cognition, relationship between music and language

Positions held:

Professor, Dept. of Cognitive Science, UC San Diego	2017-present
Associate Professor, Dept. of Cognitive Science, UC San Diego	2013-2017
Assistant Professor, Dept. of Cognitive Science, UC San Diego	2007-2013
Postdoctoral researcher, Institute for Research in Cognitive Science, University of Pennsylvania	2005-2007

Education:

Ph.D., University of Rochester, Brain & Cognitive Sciences, August 2005

Dissertation: The role of talker variation in lexical access

Advisors: Richard N. Aslin, Ph. D. & Michael K. Tanenhaus, Ph. D.

BS Experimental Psychology, University of South Carolina, May 1999, *Summa cum laude*

BA Music, University of South Carolina, May 1999, *Summa cum laude*

Honors thesis: Relationship between music aptitude and prosodic awareness in 6- and 7-year-old children

Thesis supervisors: Wendy Valerio, Ph. D.; A. Rene Schmauder, Ph. D.

Funding and Awards:

NSF 2048381, Self-comprehension as a window on perception-production relationships, 2021-, \$403,727

NIH-NICHD 1R03HD096126-01A1, Using eye tracking to understand speech perception-production relationships in young children, 2019-2022, \$100,000

UCSD Academic Senate Bridge Funding, \$40,000

National Science Foundation BCS-1230003, Influences of high level knowledge and low level perception in accented-speech processing across development, 2012-2015, \$376,820

National Science Foundation CAREER Award BCS-1057080, Speaker variability and spoken language comprehension, 2011-2018, \$400,000

Hellman Foundation Fellowship, 2011-2012, \$14,000

IGERT Postdoctoral Fellow, Institute for Research in Cognitive Science, University of Pennsylvania, 2006

National Science Foundation Graduate Research Fellowship, 1999-2002

Sproull Fellowship, University of Rochester, 1999-2005

University of South Carolina School of Music Outstanding Senior, 1999

University of South Carolina College of Liberal Arts GPA Award, 1999

University of South Carolina School of Music Presser Scholar, 1998-1999

Professional Service:

Editorial Board, *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 2018-
Auditory Perception Cognition and Action Research Foundation, Treasurer (2018-)

Psychonomic Society Journals Board (2018-)

Society for Music Perception and Cognition, Member at Large (2017-)

Society for Music Perception and Cognition, Conference Chair (2017)

Associate Editor, *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 2015-
2018 (term ended Jan. 1, 2018)

Editorial Board, *Cognition*, 2015-

UCSD Undergraduate Council, 2014-2016

Graduate Recruitment Committee chair, 2013-2015

Member, Human Development Program Executive Committee, UCSD, 2007-present

Member, Center for Human Development Executive Committee, UCSD, 2007-2013

Delegate to Faculty Senate, 2008-2009

Organized seminar on speech and music development, UCSD, Spring 2008

Alternate delegate to Faculty Senate, 2007-2008

Co-Chair, Organizing Committee for “BCS Lunch” departmental talk series, 2000-2001

Graduate Student Recruitment Weekend Organizing Committee, 2000, 2002

Organized IRCS “Common Ground” lunch talk series, 2006

Ad hoc reviewer for *Attention, Perception, & Psychophysics; Behavior Research Methods, Instruments, & Computers; Child Development; Cognition; Cognitive Science; Cortex; Developmental Science; Frontiers (various); Journal of the Acoustical Society of America; Journal of Experimental Psychology: Human Perception and Performance; Journal of Memory and Language; Language; Language and Cognitive Processes; Memory & Cognition; Music Perception; Psychonomic Bulletin & Review; PLoS ONE; Quarterly Journal of Experimental Psychology*

Postdoc:

Carolyn Quam (K99/R00 Awardee, Assistant Professor at Portland State University)

Graduate Students:

Adam Tierney (PhD 2010, now at University College London); Micah Bregman (PhD 2012);
Melanie Tumlin (MA); Conor Frye (PhD 2018); Carson Dance (MA 2013); Carson Miller Rigoli
(PhD 2022); Reina Mizrahi; Tzu-Han Cheng; Andrew Shibata; Aiden Iveris

Committee Member:

Cognitive Science (home department): Matthew Schalles (PhD 2014), Crane Huang (PhD 2014), Rachel Ostrand (PhD 2016), Melissa Troyer (PhD 2019), Rachel Bristol (2018-2021), Eric Morgan (2018-), Julia Adrian (2019-2022)

Psychology: Annette Cluver (PhD 2010), Lisa Tully (PhD 2012), Kimmie Vanderbilt (PhD 2013), Katie Wagner (PhD 2013), Jordan Comins (PhD 2014), Mallorie Leinenger (PhD 2016), Emily Higgins (2013-), Nick Gruberg (PhD 2017), Danbi Ahn (2017-2021), Brendan Tomoschuk (PhD 2019), Minju Kim (2019-)

Linguistics: Bozena Pajak (PhD 2012, now at Duolingo), Gwen Gillingham (ABD), Emily Morgan (PhD 2015, now at UC Davis), Page Piccinini (PhD 2016), Scott Seyfarth (PhD 2016), Adam McCollum (PhD 2019, now at Rutgers), Katie Hout (2017-), Qi Cheng (2017-2020), Amber Thompson (2018-), Michael Obiri-Yeboah (2019-2021), Yaqian Huang (2019-2022), Yuan Chai (2020-)

Music: Aaron Helgeson (PhD 2013), Kevin Larke (2012-), Gregory Surges (PhD 2015), Kevin Zhang (2016-), Elliot Patros (PhD 2019), Fernanda Aoki Navarro (PhD 2019), Tahereh Afghah (PhD 2020), Michael Matsuno

UCSD-SDSU Joint Doctoral Program in Language and Communication Disorders: Kristi Hendrickson (PhD 2016), Stephanie de Anda (PhD 2017), Erin Smolak (PhD 2019), Philip Combiths (PhD 2021), Quynh Dam (2020-2022)

Scripps Institution of Oceanography: Regina Guazzo (PhD 2018)

Undergraduate honors students:

Shawn Walker (2010); Kristin Muench (2011, PhD 2019), received NSF graduate research fellowship; Sofia Jiménez (2012, PhD 2018), received NSF graduate research fellowship; Rana Tabrizi (2012, now in MS-SLP program); Katherine Albrecht (2014); Rebecca Roseman (2014); Sophie Rushing (2014); Madeleine Yu (2018, PhD student, University of Toronto)

Notable lab employees and volunteers:

Dolly Rojo (2012-2013; PhD 2018, now Assistant Professor at Mt. St. Mary's); Annie Ditta (2012-2013, PhD 2018, now Assistant Teaching Professor at UC Riverside); Adrienne Moore (PhD 2019); Alicia Escobedo (2016-2018, now in PhD program)

Other select undergraduate alumni:

Continuing to speech-language pathology programs: Garrett Oyama (2009-10); Kristin McKee (2010-2011); Mackenzie Duerksen (2017-2018); Continued to AuD program: Samantha Ramming (2016-2017); Jean Hong (2018-2019); Continued to law school: Sieun Lee (2010); Continued to graduate school: Aurora Le (now assistant professor of public health, University of Michigan)

Publications:

Refereed journals (* grad student author; ** ugrad or lab personnel author)

39. Creel, S.C., Mizrahi, R., Escobedo, A., Zhao, L., & Heyman, G. (In press). No heightened musical pitch weighting for tone language speakers in early childhood. *Music Perception*.
38. Creel, S. C. (2022). Preschoolers have difficulty discriminating novel minimal-pair words. *Journal of Speech Language and Hearing Research*, 65(July), 2540–2553.
37. Creel, S. C. (2022). Haunting melodies: Specific memories distort beat perception. *Cognition*, 225(April), 105158. <https://doi.org/10.1016/j.cognition.2022.105158>
36. Cheng, T.-H. Z.*, Creel, S. C., & Iversen, J. R. (2022). How do you feel the rhythm: dynamic motor-auditory interactions are involved in the imagination of hierarchical timing. *Journal of Neuroscience*, 42(3), 500–512. <https://doi.org/10.1523/JNEUROSCI.1121-21.2021>
35. Frye, C. I.*, & Creel, S. C. (2022). Perceptual flexibility in word learning: Preschoolers learn words with speech sound variability. *Brain and Language*, 226(January), 105078. <https://doi.org/10.1016/j.bandl.2022.105078>
34. Quam, C. M., & Creel, S. C. (2021). Impacts of acoustic-phonetic variability on perceptual development for spoken language: A review. *WIREs: Cognitive Science*.
33. Baker, D. J., Belfi, A., Creel, S., Grahn, J., Hannon, E., Loui, P., Margulis, E. H., Schachner, A., Schutz, M., Shanahan, D., & Vuvan, D. T. (in press). Embracing anti-racist practices in the music perception and cognition community. *Music Perception*. [statement of board of Society for Music Perception and Cognition]
32. Cheng, T.-H. Z*, & Creel, S. C. (2020). The interplay of interval models and entrainment models in duration perception. *Journal of Experimental Psychology: Human Perception and Performance*, 46(10), 1088–1104. Impact factor: 2.450
31. Creel, S. C. (2020). Metrical restoration from local and global melodic cues: Rhythmic patterns and overall melodic form. *Music Perception*, 38(2), 106-135. Impact factor: 1.292
30. Creel, S. C. (2019). The familiar-melody advantage in auditory perceptual development: Parallels between spoken language acquisition and general auditory perception. *Attention, Perception, & Psychophysics*, 81(4), 948–957. Impact factor: 1.893
29. Creel, S. C. (2018). Accent detection and social cognition: evidence of protracted learning. *Developmental Science*. Impact factor: 3.89
28. Creel, S. C., Weng, M.*, Fu, G., Heyman, G. D., & Lee, K. (2018). Speaking a tone language enhances musical pitch perception in 3-5-year-olds. *Developmental Science*. Impact factor: 3.89
27. Quam, C., & Creel, S. C. (2017). Mandarin-English bilinguals process lexical tones in newly learned words in accordance with the language context. *PloS One*, 12(1), 1–27. Impact factor: 2.740
26. Quam, C., & Creel, S. C. (2017). Tone attrition in Mandarin speakers of varying English proficiency. *Journal of Speech, Language, and Hearing Research*, 60, 293-305. Impact factor: 2.070

25. Pajak, B.*, Creel, S. C., & Levy, R. (2016). Difficulty in learning similar-sounding words: a developmental stage or a general property of learning? *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 42(9), 1377-1399. Impact factor: 2.776
24. Creel, S. C., Rojo, D. P.***, & Paullada, A. N.** (2016). Effects of contextual support on preschoolers' accented speech comprehension. *Journal of Experimental Child Psychology*, 146, 156-180. Impact factor: 2.333
23. Creel, S. C. (2016). Ups and downs in auditory development: Preschoolers' sensitivity to pitch contour and timbre. *Cognitive Science Journal*, 40, 373-403. Impact factor: 2.706
22. Creel, S. C., & Quam, C. (2015). Apples and oranges: developmental discontinuities in spoken-language processing? *Trends in Cognitive Sciences*, 19(12), 713-716. Impact factor: 17.850
21. Creel, S. C. (2014). Preschoolers' flexible use of talker information during word learning. *Journal of Memory and Language*, 50, 81-98. Impact factor: 2.802 (5-year: 4.778)
20. Creel, S. C. (2014). Tipping the scales: Auditory cue weighting changes over development. *Journal of Experimental Psychology: Human Perception and Performance*, 40(3), 1146-1160. Impact factor: 2.404
19. Borovsky, A., & Creel, S. C. (2014). Children and adults integrate talker and verb information in online processing. *Developmental Psychology*, 50(5), 1600-1613. Impact factor: 2.976
18. Bregman, M. R.*, & Creel, S. C. (2014). Gradient language dominance affects talker encoding. *Cognition*, 130(1), 85-95. 5-year impact: 4.16
17. Creel, S. C. (2014). Impossible to ignore: minimal phonological inconsistency slows preschool children's word learning. *Language Learning and Development*, 10(1), 68-95. New journal, no impact factor available
16. Muench, K. L.***, & Creel, S. C. (2013). Gradient phonological inconsistency slows vocabulary learning. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 39(5), 1585-1600. Impact factor: 2.776
15. Creel, S. C., & Jiménez, S. J.** (2012). Differences in talker recognition by preschoolers and adults. *Journal of Experimental Child Psychology*, 113, 487-509. Impact factor (5-year): 3.19
14. Creel, S. C. (2012). Phonological similarity and mutual exclusivity: On-line recognition of atypical pronunciations in 3-5-year-olds. *Developmental Science*, 15(5), 697-713. Impact factor: 3.89
13. Creel, S. C. (2012). Preschoolers' use of talker information in on-line comprehension. *Child Development*, 83(6), 2042-2056. Impact factor: 4.72
12. Creel, S. C. (2012). Similarity-based restoration of metrical information: different listening experiences result in different perceptual inferences. *Cognitive Psychology*, 65(2), 321-351. Impact factor (5-year): 5.06
11. Creel, S. C., Aslin, R. N., & Tanenhaus, M. K. (2012). Word learning under adverse listening conditions: Context-specific recognition. *Language and Cognitive Processes*, 27(7), 1021-1038. Impact factor (5-year): 2.14

10. Creel, S. C. (2012). Looking ahead: Comment on Morgante, Zolfaghari, and Johnson. *Infancy*, 17(2), 141-158. Impact factor: 1.73
9. Creel, S. C., & Tumlin, M. A.* (2012). On-line recognition of music is influenced by relative and absolute pitch information. *Cognitive Science*, 36, 261-285. Impact factor: 2.38
8. Creel, S. C., & Tumlin, M. A.* (2011). On-line acoustic and semantic interpretation of talker information. *Journal of Memory and Language*, 65(3), 264-285. Impact factor (5-year): 4.17
7. Creel, S. C. (2011). Specific previous experience affects perception of harmony and meter. *Journal of Experimental Psychology: Human Perception and Performance*, 37(5), 1512-1526. Impact factor: 3.06
6. Creel, S. C., & Bregman, M. R.* (2011). How talker identity relates to language processing. *Language and Linguistics Compass*, 5(5), 190-204.
5. Creel, S. C., & Dahan, D. (2010). The influence of the temporal structure of spoken words on paired-associate learning. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 36, 110-122. Impact factor: 2.776
4. Creel, S. C., Aslin, R. N., & Tanenhaus, M. K. (2008). Heeding the voice of experience: The role of talker variation in lexical access. *Cognition*, 106, 633-664. 5-year impact: 4.16
3. Creel, S. C., Tanenhaus, M. K., & Aslin, R. N. (2006). Consequences of lexical stress on learning an artificial lexicon. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 32, 15-32. Impact factor: 2.776
2. Creel, S. C., Aslin, R. N., & Tanenhaus, M. K. (2006). Acquiring an artificial lexicon: segment type and order information in early lexical entries. *Journal of Memory and Language*, 54, 1-19. Impact factor (5-year): 4.17
1. Creel, S. C., Newport, E. L., & Aslin, R. N. (2004). Distant melodies: Statistical learning of non-adjacent dependencies in tone sequences. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 30, 1119-1130. Impact factor: 2.776

Chapters and refereed proceedings papers

20. Creel, S. C. (2021). Learning words amidst speech sound variability. In *Oxford Handbook of the Mental Lexicon* (Eds. Papafragou, A., Trueswell, J. C., & Gleitman, L. R.). New York: Oxford University Press.
19. McCrary Kambourakis, K.** , & Creel, S. C. (2021). Referential pacts with preschoolers maximize testable words and reveal changes in construal. *Proceedings of the 45th Boston University Conference on Language Development*.
18. Creel, S. C. (2019). Protracted perceptual learning of auditory pattern structure in spoken language. In K. D. Federmeier (Ed.), *Psychology of Learning and Motivation* (1st ed., Vol. 71, pp. 67–105). Cambridge, MA: Elsevier Inc. <http://doi.org/10.1016/bs.plm.2019.07.003>
17. Mizrahi, R.*, & Creel, S. C. (2018). Children ages 3-5 years use language to identify talkers. Proceedings supplement of the 2017 BU Conference on Language Development. *Talk alternate; total acceptance rate for talks and alternates 23%*

16. Frye, C. I.*, & Creel, S. C. (2016). Learning words amidst phonemic variability. *Proceedings of the 40th annual Boston University Conference on Language Development*. (Talk acceptance rate 14%)
15. Coulson, S., Davenport, T.*, Knoeferle, P., & Creel, S. C. (2015). Time Course of Metaphor Comprehension in the Visual World. In D. C. Noelle, R. Dale, A. S. Warlaumont, J. Yoshimi, T. Matlock, C. D. Jennings, & P. P. Maglio (Eds.), *Proceedings of the 37th Annual Conference of the Cognitive Science Society* (pp. 465–470). Austin, TX: Cognitive Science Society.
14. Creel, S. C., & Seubert, E.** (2015). Children’s early perceptual and late-emerging social sensitivity to accented speech. In D. C. Noelle, R. Dale, A. S. Warlaumont, J. Yoshimi, T. Matlock, C. D. Jennings, & P. P. Maglio (Eds.), *Proceedings of the 37th Annual Conference of the Cognitive Science Society* (pp. 477–482). Austin, TX: Cognitive Science Society. (Talk acceptance rate 28%)
13. Frye, C. I.*, & Creel, S. C. (2013). Emotional speech processing and language knowledge. In M. Knauff, M. Pauen, N. Sebanz, & I. Wachsmuth (Eds.), *Proceedings of the 35th Annual Conference of the Cognitive Science Society* (pp. 2333-2337). Austin, TX: Cognitive Science Society.
12. Creel, S. C. (2013). Dimensions of specificity in musical memory: Evidence from metrical restoration. In M. Knauff, M. Pauen, N. Sebanz, & I. Wachsmuth (Eds.), *Proceedings of the 35th Annual Conference of the Cognitive Science Society* (pp. 2106-2111). Austin, TX: Cognitive Science Society.
11. Pająk, B.*, Creel, S. C., & Levy, R. (2012). Can native-language perceptual bias facilitate learning words in a new language? In N. Miyake, D. Peebles, & R. P. Cooper (Eds.), *Proceedings of the 34th Annual Conference of the Cognitive Science Society* (pp. 144-149). Austin, TX: Cognitive Science Society.
10. Bregman, M. R.*, & Creel, S. C. (2012). Learning to recognize unfamiliar voices: the role of language familiarity and music experience. In N. Miyake, D. Peebles, & R. P. Cooper (Eds.), *Proceedings of the 34th Annual Conference of the Cognitive Science Society* (pp. 144-149). Austin, TX: Cognitive Science Society. (Talk acceptance rate 39%)
9. Jiménez, S. J.**, & Creel, S. C. (2012). Factors affecting talker recognition in preschoolers and adults. *Proceedings of the 36th annual Boston University Conference on Language Development*. (18% acceptance rate)
8. Quam, C., & Creel, S. C. (2012). What's in a rise? Effects of language experience on interpretation of lexical tone. *Proceedings of the 36th annual Boston University Conference on Language Development*. (18% acceptance rate)
7. Creel, S. C. (2010, August). Considering the source: Preschoolers (and adults) use talker acoustics predictively and flexibly in on-line sentence processing. *Proceedings of the 32nd annual Cognitive Science Society Conference*, Portland, OR.
6. Creel, S. C., & Tumlin, M. A.* (2010). That doesn’t ring a bell: When integrating cues, children’s errors reflect more advanced cognitive control. *Proceedings of the 34th annual Boston University Conference on Language Development*. Somerville, MA: Cascadilla Press. 90-101. (16% acceptance rate)

5. Creel, S. C., & Tumlin, M. A.* (2009, July). Talker variability is intrinsic to word representations: Evidence from on-line processing of spoken words. *Proceedings of the 31st annual Cognitive Science Conference*, Amsterdam, NL. 845-850.
4. Creel, S. C., & Tumlin, M. A.* (2009, July). Absolute pitch information affects on-line melody recognition in non-AP perceivers. *Proceedings of the 31st annual Cognitive Science Conference*, Amsterdam, NL. 2245-2250. (32% talk acceptance rate)
3. Creel, S. C., Dahan, D., & Swingley, D. (2006, September). Effects of featural similarity and overlap position on lexical confusions and overt similarity judgments. *Proceedings of the Ninth International Conference on Spoken Language Processing*, Pittsburgh, PA, US.
2. Creel, S. C., Aslin, R. N., & Tanenhaus, M. K. (2005, June). The role of consonants and vowels in learning an artificial lexicon: the effects of noise. *Proceedings of the 3rd Workshop on Plasticity in Speech Perception*, London, UK.
1. Creel, S. C., & Newport, E. L. (2002, July). Tonal profiles of artificial scales: roles of frequency and recency. *Proceedings of the International Conference on Music Perception and Cognition*, Sydney, Australia.

Presentations:

Refereed spoken presentations

34. Elkinton, S., Creel, S., Kelholt, J., Yuen, D., & Quam, C. (2020, November). Processing and attrition of tone and vowel in Mandarin-English bilinguals of varying proficiency. Talk presented at 45th Boston University Conference on Language Development. (*Talk acceptance rate: 18%*)
33. McCrary Kambourakis, K., & Creel, S. C. (2020, November). Referential pacts with preschoolers maximize testable words and reveal changes in construal. Talk presented at 45th Boston University Conference on Language Development. (*Talk acceptance rate: 18%*)
32. Cheng, Tzu-Han, & Creel, S. C. (2019, December). The cross-domain entrainment effects from pure tones to speech perception. Talk presented at the meeting of the Acoustical Society of America. San Diego, CA.
31. Yu, M., Mizrahi, R., & Creel, S. C. (2019, December). Perception precedes production in native Mandarin speakers of English. Talk presented at the meeting of the Acoustical Society of America. San Diego, CA.
30. Miller Rigoli, C. G., & Creel, S. C. (2019, August). Recent experience effects in complex rhythm processing. Paper presented at the 2019 Society for Music Perception and Cognition conference.
29. Rose, S., Obiri-Yeboah, M. & Creel, S. (2019). ATR perception by Akan speakers. Annual Conference on African Linguistics (ACAL), May 22-25, University of British Columbia, Vancouver, Canada.
28. Mizrahi, R., Creel, S. C., (2019, March). Language as a cue for talker identification in 3- to 5-year-old children. Society for Research in Child Development. Baltimore, MD.

27. Miller Rigoli, C., Creel, S. (2018). 'Diverse individual timing biases and the emergence of musical rhythm.' Talk presented at the Cultural Evolution Society Conference 2018, Tempe, AZ.
26. Creel, S. C., & Frye, C. I. (2017, November). Protracted auditory-perceptual learning in development. Talk presented at Conference of the Psychonomic Society, Vancouver, BC, CA.
25. Creel, S. C. (2017, November). What am I saying? Exploring the perception-production loop in children's speech. Talk presented at the Auditory Perception, Cognition, and Action meeting, Vancouver, BC, CA.
24. Creel, S. C. (2016, November). Beyond brilliant babies and rapid learning in lexical development: The long and short of language acquisition. Symposium to be presented at 41st Boston University Conference on Language Development. (*I organized; presentations by myself and two co-speakers, Bob McMurray (Iowa) and Larissa Samuelson (East Anglia)*)
23. Miller Rigoli, C., Creel, S., Janata, P. (2016). 'Neural resonance and beat-tracking in complex meters.' Talk presented at 6th Annual Seminar on Cognitively Based Music Informatics Research, New York, NY.
22. Miller Rigoli, C., Creel, S. (2016). 'The effect of short-term training on synchronization to complex meter music.' Paper presented at the 14th International Conference for Music Perception and Cognition, San Francisco, CA.
21. Frye, C. I., & Creel, S. C. (2015). Learning words amidst phonemic variability. Talk presented at 40th Boston University Conference on Language Development. (*Talk acceptance rate 14%*)
20. Creel, S. C. (2015). A memory-based account of beat perception. Talk presented at the conference of the Society for Music Perception and Cognition.
19. Creel, S. C. (2015). Developmental changes in music perception reflect gradual auditory learning. Talk presented at the conference of the Society for Music Perception and Cognition.
18. Creel, S. C., Rojo, D., & Paullada, A. N. (2014). In constrained contexts, preschoolers' recognition of accented words is excellent. Talk presented at 39th Boston University Conference on Language Development. (*Talk acceptance rate 12%*)
17. Creel, S. C. (2014, November). Top-down processing of metrical patterning in music and language. Talk presented at the 2014 Conference of the Psychonomic Society.
16. Creel, S. C. (2013). Speak for yourself: Simultaneous learning of words and talkers' preferences. Talk presented at 38th Boston University Conference on Language Development. (*Talk acceptance rate 15%*)
15. Quam, C., Creel, S. C., Soon, A., & Singh, L. (2013). Evidence for language differentiation in bilinguals' interpretation of lexical tone. Talk presented at Society for Research in Child Development.
14. Creel, S. C., & Muench, K. L. (2012). Impossible to ignore: Phonological inconsistency slows vocabulary learning. Spoken paper presented to 37th annual Boston University Conference on Language Development. (*Talk acceptance rate 16%*)

13. Bregman, M. R., & Creel, S. C. (2012). Learning to recognize unfamiliar voices: the role of language familiarity and music experience. Talk presented at Cognitive Science Society conference. (*Talk acceptance rate 39%*)
12. Jiménez, S. J., & Creel, S. C. (2011, November). Factors affecting talker recognition in preschoolers and adults. Talk presented at the 36th annual Boston University Conference on Language Development. (*Talk acceptance rate 18%*)
11. Quam, C., & Creel, S. C. (2011, November). What's in a rise? Effects of language experience on interpretation of lexical tone. Talk presented at the 36th annual Boston University Conference on Language Development. (*Talk acceptance rate 18%*)
10. Creel, S. C. (2011, August). Melody-specific memory for meter. Talk presented at the Conference of the Society for Music Perception and Cognition, Rochester, NY.
9. Creel, S. C. (2011, June). Restoration of musical meter from memory: how we represent musical styles. Talk presented at the Conference of the American Association for the Advancement of Science-Pacific Division, San Diego, CA.
8. Creel, S. C. (2010, January). Melody-specific memory for meter: listeners automatically reinstate metrical context for recently-heard music. Paper presented at WEST 2010 (workshop on studies of timing).
7. Creel, S. C., & Tumlin, M. A. (2009, November). That doesn't ring a bell: When integrating cues, children's errors reflect more advanced cognitive control. 34th Annual Boston University Conference on Language Development. Boston, MA. (*16% oral presentation acceptance rate*)
6. Creel, S. C., & Tumlin, M. A. (2009, October). Symposium: Interplay between language development and cognitive control processes. Talk: Cue integration and word recognition: when better cognitive control leads to more errors. Sixth Biennial Meeting of the Cognitive Development Society. San Antonio, TX. (*33% acceptance rate*).
5. Creel, S. C., & Tumlin, M. A. (2009, March). Talker information facilitates spoken word recognition in real time. Paper presented at the 22nd annual CUNY Conference on Human Sentence Processing, Davis, CA. (*10% paper acceptance rate*)
4. Creel, S. C., & Tumlin, M. A. (2008, November). Melody recognition is incremental and absolute. Paper presented at the 7th annual Auditory Perception, Cognition & Action Meeting, Chicago, IL.
3. Creel, S. C., Aslin, R. N., & Tanenhaus, M. K. (2005, November). The role of talker variation in lexical access. Paper presented at the 4th annual Auditory Perception, Cognition & Action Meeting, Toronto, CA.
2. Creel, S. C., Newport, E. L., & Aslin, R. N. (2003, November). Distant melodies: The role of auditory grouping factors in learning nonadjacent dependencies. Paper presented at the 2nd annual Auditory Perception, Cognition & Action Meeting, Vancouver, BC.
1. Creel, S. C., & Marvin, E. W. (2000, November). Profiles of Dorian and Lydian modes. Paper presented at the International Conference on Music Perception and Cognition, Toronto, Ontario, CA.

Refereed poster presentations

26. Creel, S. C., & Frye, C. I. (2020, November). Minimal gains for minimal pairs in preschoolers. Poster presented at 45th Boston University Conference on Language Development.
25. Yu, M., Mizrahi, R., & Creel, S. C. (2020, July). Nobody understands me but me: L2 speakers are idiosyncratically tuned to their own productions. Laboratory Phonology conference (Vancouver, BC/online).
24. Mizrahi, R., Creel, S. C., (2019, December). Preschool[-aged] children's use of perceptual features to identify spoken languages. Acoustical Society of America. San Diego, CA.
23. Mizrahi, R., Creel, S. C., (2019, November). Cross-language activation in bilingual language processing: Examining the role of language context. Annual Meeting of the Psychonomics Society. Montréal, Québec, Canada.
22. Miller Rigoli, C., Creel, S. (2019). Short-term adaptation and cultural influences in complex rhythm performance. Poster presented at the 17th Rhythm Production and Perception Workshop, Traverse City, MI.
21. Mizrahi, R., Creel, S. C., (2018, November). Two languages or one? Language as a cue for talker identification in 3-5 year old children. Poster at Annual Meeting of the Psychonomics Society. New Orleans, LA.
20. Mizrahi, R., & Creel, S. C. (2017, November). Children ages 3-5 years use language to identify talkers. Poster (talk alternate) presented at 42nd Boston University Conference on Language Development.
19. Frye, C. I., & Creel, S. C. (2017, October). Speech sound categories emerge slowly over development. Poster presented at Cognitive Development Society, Portland, OR.
18. Mizrahi, R., & Creel, S. C. (2017, October). Two languages or one? Children's use of language as a cue for talker identification. Poster presented at Cognitive Development Society, Portland, OR.
17. Miller Rigoli, C., Creel, S. (2017). Acquiring novel meters as an adult: evidence for metrical plasticity beyond development. Poster presented at 2017 Annual Meeting of the Society for Music Perception and Cognition, La Jolla, CA.
16. Creel, S. C. (2016, November). Plausibility constrains accented speech comprehension in monolingual and bilingual children. Poster presented at 41st Boston University Conference on Language Development.
15. Miller Rigoli, C. G., & Creel, S. C. (2016, July). The effect of short-term training on synchronization and entrainment to complex-meter music. Poster presented at the 14th International Conference on Music Perception and Cognition, San Francisco, CA.
14. Creel, S. C. (2016, July). Melody familiarity facilitates music processing in 4-5-year-olds. Poster presented at the 14th International Conference on Music Perception and Cognition, San Francisco, CA.

13. Frye, C. I., & Creel, S. C. (2014, November). Accent familiarity affects specificity of word learning. Poster presented at the 2014 Conference of the Psychonomic Society, Long Beach, CA.
12. Creel, S. C. (2013, March). Preschool-aged children process words and sentences talker-contingently. Poster presented at the 26th annual CUNY Conference on Human Sentence Processing, Columbia, SC.
11. Dance, C., Creel, S. C., & Kutas, M. (2012, October). Perception of duration in native and foreign languages: Event-related brain potentials to consonant length. Poster presented at the Neurobiology of Language Conference.
10. Pająk, B., Creel, S. C., & Levy, R. (2012, August). Can native-language perceptual bias facilitate learning words in a new language? Poster presented at the Cognitive Science Society conference.
9. Borovsky, A., & Creel, S. C. (2012, March). I can tell from your voice: Adults and children use speaker identity to generate predictions during incremental sentence comprehension. Poster presented at the 25th annual CUNY Conference on Human Sentence Processing, New York, NY.
8. Creel, S. C. (2011, November). Mutual exclusivity in preschoolers' processing of accented words. Poster at the Boston University Conference on Language Development. (*Overall acceptance rate 34%*)
7. Creel, S. C. (2011, March). Phoneme specificity and accent variability in 3-5-year-olds' word learning. Poster presented at the Society for Research in Child Development.
6. Creel, S. C. (2010, March). Children and adults use speaker information to constrain on-line interpretation. Poster presented at the 23rd annual CUNY Conference on Human Sentence Processing, New York, NY.
5. Creel, S. C., & Tumlin, M. A. (2009, March). Cognitive control difficulty is related to temporary processing difficulty in word recognition. Poster presented at the 22nd annual CUNY Conference on Human Sentence Processing, Davis, CA.
4. Creel, S. C., Dahan, D., & Swingley, D. (2006, November). Featural similarity and position of overlap in lexical confusions. Poster presented at the 47th annual meeting of the Psychonomic Society, Houston, TX.
3. Creel, S. C., Aslin, R. N., & Tanenhaus, M. K. (2005, June). The role of consonants and vowels in learning an artificial lexicon: the effects of noise. Poster presented at the 3rd Workshop on Plasticity in Speech Perception, London.
2. Creel, S. C., Aslin, R. N., & Tanenhaus, M. K. (2003, November). Two-C but not two-V: Segment similarity in learning an artificial lexicon. Poster presented at the 146th biannual meeting of the Acoustical Society of America, Austin, TX.
1. Creel, S. C., Aslin, R. N., & Tanenhaus, M. K. (2003, November). The role of metrical stress in learning an artificial lexicon. Poster presented at the 44th annual meeting of the Psychonomic Society, Vancouver, BC.

Colloquia and Invited Talks

36. Creel, S. C. (August, 2022). Invited talk (remote), UT-Dallas. Haunting melodies: Sometimes the beat is in your head, not the music.
35. Creel, S. C. (April, 2018). Invited talk, UC Irvine.
34. Creel, S. C. (Dec. 2, 2016). Invited talk, Northwestern University Department of Linguistics.
33. Creel, S. C. (Oct. 17, 2016). Invited talk, UC Riverside Developmental Psychology Seminar Series.
32. Creel, S. C. (Apr. 11, 2016). Specific memories distort beat perception. Invited talk presented at UCSD Psychology Cognitive Brownbag.
31. Creel, S. C. (April 3, 2015). Bigger on the inside: Generalization, specificity, and flexibility in word representations. Invited talk presented to the Ohio State University Department of Linguistics.
30. Creel, S. C. (March 15, 2014). Hearing a Who: Children and adults process language talker-contingently. One of six keynote speakers at CUNY Sentence Processing Conference, Columbus, OH.
29. Creel, S. C. (Nov. 25, 2013). Children and adults hear the world differently. Invited speaker to Women in Brain Science and Technology event (UCLA Cognitive Science Student Association).
28. Creel, S. C. (May 23, 2013). Invited speaker to Mental Notes: Music, Cognition, and the Brain symposium (UCLA Psychology).
27. Creel, S. C. (May 3, 2013). The ups and downs of developmental auditory perception. Invited talk presented at UCSD Psychology Cognitive Brownbag.
26. Creel S. C. (Oct. 1, 2012). Protracted, precise perceptual learning in speech and music across development. Invited talk presented at UC-Merced.
25. Creel, S. C. (Apr. 5, 2012). Who hears a who? Recognizing talkers and processing language across development. Invited talk at developmental colloquium at University of Southern California, Los Angeles, CA.
24. Creel, S. C. (Jan. 5, 2012). It's (almost) all in your head: Studies in hallucinatory music perception and implications for the development of speech processing. Invited talk at Auditory Cognitive Neuroscience Society Workshop, Tucson, AZ.
23. Creel, S. C. (Nov. 16, 2011). Invited talk at University of California, Riverside Cognitive Psychology Brownbag.
22. Creel, S. C. (Nov. 14, 2011). Invited talk at University of Arizona, Speech, Language, and Hearing Sciences Colloquium.
21. Creel, S. C. (Nov. 3, 2011). Solving the "buzzle": Similarity and familiarity in preschoolers' spoken language knowledge. Invited talk at Boston University Department of Speech, Language and Hearing Sciences.

20. Creel, S. C. (Sept. 30, 2011). Solving the "buzzle": Similarity, familiarity, and social relevance in preschoolers' spoken language knowledge. Invited talk at University of Iowa Psychology Department and Delta Center.
19. Creel, S. C. (May 10, 2011). Neither hear nor there: a "metrical restoration" effect in music. Invited talk at the UCSD Center for Research in Language talk series.
18. Creel, S. C. (February, 2011). Sound reasoning: preschoolers attend to nonlinguistic acoustic detail in spoken language. Invited talk at Johns Hopkins University Department of Cognitive Science.
17. Creel, S. C. (November, 2010). Sound reasoning: preschoolers attend to nonlinguistic acoustic detail in spoken language. Invited talk at University of Rochester Department of Brain and Cognitive Sciences.
16. Creel, S. C. (October, 2010). Reinvoking specific musical context during listening. Invited talk at Eastman School of Music/University of Rochester/Cornell Music Cognition Symposium.
15. Creel, S. C. (October, 2010). Look what I heard: using eye tracking to explore absolute and relative pitch processing. Invited talk at Eastman School of Music/University of Rochester/Cornell Music Cognition Symposium.
14. Creel, S. C. (October, 2010). Sound reasoning: preschoolers attend to nonlinguistic acoustic detail in spoken language. Invited talk at Max Planck Institute for Psycholinguistics.
13. Creel, S. C. (May 4, 2010). Considering the source: preschool children and adults use speaker-related acoustic variability to predict upcoming referents. Invited talk at the UCSD Center for Research in Language talk series.
12. Creel, S. C. (March 3, 2009). Talker information facilitates word recognition in real time. Invited talk at the UCSD Center for Research in Language talk series.
11. Creel, S. C. (February, 2009). Music recognition in real time: Using eye tracking to explore the specificity of musical memory. Invited talk at the Interdisciplinary Meeting on Music, Science, & Technology, UC San Diego.
10. Creel, S. C. (January, 2009). Wait, wait, don't tell me: Developing use of multiple predictive cues in real-time spoken language understanding. Invited talk at Northwestern University Department of Linguistics.
9. Creel, S. C. (April, 2008). Presentation at UCSD Cognitive Science Undergraduate Research Symposium.
8. Creel, S. C. (February, 2007). Minding your p's and cues: word learning and recognition from start to finish. Invited talk given at Psychology Department, University of Illinois, Urbana-Champaign, IL.
7. Creel, S. C. (February, 2007). Minding your p's and cues: word learning and recognition from start to finish. Invited talk given at Cognitive Science Department, University of California, San Diego, CA.
6. Creel, S. C. (January, 2007). Temporal interpretation in word recognition. Invited talk given at Psychology Department, Bowling Green State University, Bowling Green, OH.

5. Creel, S. C. (December, 2006). Temporal interpretation in word recognition. Invited talk given at Psychology Department, Oregon State University, Corvallis, OR.
4. Creel, S. C. (October, 2003). Segment similarity in word learning: Consonants are more _m_p_r_t_nt than vowels...O a_e _ey? Colloquium given as part of the BCS lunch talk series, Department of Brain and Cognitive Sciences, University of Rochester.
3. Creel, S. C., & Newport, E. L. (December, 2002). Thinking outside the music box: or, roles of frequency, recency, and interval simplicity in judgments of tone prominence. Talk given at Eastman/ Rochester/ Cornell Symposium on Music Cognition, Rochester, NY.
2. Creel, S. C. (September, 2002). Thinking outside the music box: or, roles of frequency and recency in judgments of tone prominence. Colloquium given as part of the BCS lunch talk series, Department of Brain and Cognitive Sciences, University of Rochester.
1. Creel, S. C. (April, 2001). The role of auditory grouping cues in statistical learning of tone sequences. Colloquium given as part of the BCS lunch talk series, Department of Brain and Cognitive Sciences, University of Rochester.

Teaching Experience

University of California, San Diego:

COGS 1: Introduction to Cognitive Science (Fall 2008, Fall 2012)

COGS 14: Design and Analysis of Experiments (Fall 2010, Spring 2012)

COGS 14A: Research Methods (Winter 2015, Winter 2016, Spring 2017, Fall 2017, Fall 2022)

COGS 101b: Learning, Memory, & Attention (Winter 2008, Spring 2009, Winter 2010-2013, Spring 2014)

COGS 156: Language Development (Spring 2008, 2010, 2011, 2013, 2014; Fall 2014; Spring, Fall 2016; Winter 2020; Spring 2021*)

COGS 157: Music and the Mind (as COGS 160, Aug. 2008, Winter 2009, Fall 2009; as COGS 157, Fall 2013, Spring 2015, Winter 2017, Spring 2018, Spring 2020, Winter 2021)

COGS 200: Acquiring Sound Patterns: Music, Language, Minds, & Brains (organizer and speaker, graduate guest speaker class, Spring 2008)

COGS 200: Music Processing (Graduate seminar, co-taught with R. Belew, Spring 2010)

COGS 200: The Musical Brain (Graduate seminar, co-taught with J. Pineda, Spring 2013)

COGS 200: Learning: Brain and Behavior (Spring 2017)

COGS 200: Reading *Language at the Speed of Sight* (Seidenberg) (Spring 2020)

COGS 200: Perception-action interaction (Spring 2021*)

COGS 260: Learning in Humans and Machines (Graduate seminar, co-taught with V. de Sa, Fall 2008)

COGS 260: Music and the Mind (Graduate seminar, Fall 2009)

COGS 260: Auditory learning & plasticity (Graduate seminar, Fall 2013, Spring 2015, Fall 2015, Winter 2018)

* Unexpected health leave for second half of quarter