
FACULTY OF HUMANITIES

CURRICULUM VITAE

2019

1. NAME

Catherine Anne (Richardson) Anderson

2. BUSINESS ADDRESS

Department of Linguistics and Languages
Togo Salmon Hall, Room 503
McMaster University
1280 Main St. W. Hamilton, ON L8S 4M2
905-525-9140 x.26241
canders@mcmaster.ca

ORCID: <https://orcid.org/0000-0002-7734-8422>

Teaching Portfolio: <http://candersonteachingprof.ca>

3. EDUCATIONAL BACKGROUND

Ph.D. in Linguistics, 2004
Northwestern University Department of Linguistics, Evanston, IL U.S.A.

Honours B.A. in Linguistics, 1998
McMaster University, Hamilton, ON

4. CURRENT STATUS AT MCMASTER

Associate Professor (Teaching)

promoted to Associate Professor July 1, 2019

permanence conferred July 1, 2014

first appointed as Assistant Professor (Teaching) July 1, 2011

first appointed to McMaster as Assistant Professor (Contractually Limited) July 1, 2005

5. PROFESSIONAL ORGANIZATIONS

Society for Teaching and Learning in Higher Education (STLHE)
Scholarship of Teaching and Learning (SoTL) Canada
International Society for the Scholarship of Teaching and Learning (ISSOTL)
Canadian Linguistic Association
Linguistic Society of America

6. EMPLOYMENT HISTORY

a. Academic:

McMaster University, Associate Professor (Teaching Stream), 2019-present

McMaster University, Assistant Professor (Teaching Stream), 2011-2019,
earned Permanence 1 July 2014

McMaster University, Assistant Professor (CLA), 2005-11

University of Ottawa, Assistant Professor (CLA), 2004-05

b. Consultation: Not Applicable

c. Other: Not Applicable

7. SCHOLARLY AND PROFESSIONAL ACTIVITIES

a. Editorial Boards:

Canadian Journal of Linguistics, 2012-present

b. Grant and Personnel Committees: Not Applicable

c. Executive Positions: Not Applicable

d. Journal Referee:

International Journal for Students as Partners (2018-present, 3 reviews)

Canadian Journal of Linguistics (2012-present, 2 reviews)

Language and Cognitive Processes (2013-present, 2 reviews)

Language Acquisition (2015-present, 1 review)

Language and Speech (2015-present, 2 reviews)

e. External Grant Reviews:

National Science Foundation, USA (2009-2010, 2 reviews)

8. AREAS OF INTEREST

a. Research:

technology-enabled learning
active learning and team-based learning
student partnerships
accessible learning conditions
development of scientific thinking
psycholinguistics
sentence processing

b. Teaching:

psycholinguistics
speech perception
sentence comprehension
language acquisition in children
bilingualism in children and adults
language and gender
theoretical linguistics at the introductory level
metacognitive awareness, self-assessment
collaborative learning

c. Consulting: Not Applicable

9. HONOURS:

MUFA Award for Outstanding Service, March 2019
OUSA Teaching Award, March 2018

10. COURSES TAUGHT (last five years)

a. Undergraduate:

Linguistics 1A03, Introduction to Linguistics 1, 2014-2019
Linguistics 1AA3, Introduction to Linguistics 2, 2014-2019
Linguistics 2PS3, Psycholinguistics, 2014-2019
Linguistics 2SY3, Syntax, 2016, 2018
Linguistics 3C03, Child Language Acquisition, 2014-2019
Linguistics 4SL3, Speech-Language Pathology Practicum, 2016-2019
Linguistics 4TE3, Teaching ESL Practicum, 2018-2019

b. Graduate: Not Applicable.

c. Postgraduate: Not Applicable.

d. Other: Not Applicable.

11. CONTRIBUTIONS TO TEACHING PRACTICE

a. Pedagogic innovation and development of technology-enhanced learning

Created and produced *Essentials of Linguistics* (<https://ecampusontario.pressbooks.pub/essentialsoflinguistics/>), an Open Educational Resource for teaching Introduction to Linguistics. (2018).

Incorporated Team-Based Learning in Ling 2PS3 (beginning 2017), supporting students' metacognitive awareness and development of collaboration skills.

Converted Linguistics 1A03 and 1AA3 to blended learning format (2014-16), increasing student engagement and reducing reliance on graduate TAs.

Initiated podcasting in Ling 1A03 and 1AA3, allowing students to review lectures after class (2012-2014).

Early adopter of iClickers in large classes, supporting colleagues in incorporating clickers into their own classes (2009-present).

b. Leadership in delivery of educational programs

Redesigned all courses to include flexible accessibility practices, to reduce the burden of disclosure and accommodation-seeking for students with documented disabilities, and to create greater accessibility for all students regardless of their circumstances (2017-present)

Featured in MacPherson Institute FLEX Forward video series (2016)

Conducted research project to investigate outcomes of new Humanities 1 programs. (September 2015 – June 2016)

Mentor to junior colleague, Assistant Professor Dr. Daniel Pape (2016-18)

Mentor to graduate student instructors Cassandra Chapman (2015-17), Angela Harrison (2015-17), Bryor Snefjella (2018)

Mentor to junior colleagues, sessional instructors Dr. Deanna Friesen and Dr. Ivan Chow (2014-15)

FWI grant with Sarah Symons (Integrated Science) to investigate feasibility of peer mentoring and collaborative learning methods in large Humanities classes (2013-15)

c. Course/Curriculum Development

Collaborating with student partners to examine team-based learning experiences of students from equity-seeking groups and with accessibility needs in Ling 2PS3 (Psycholinguistics) (2019-present)

Member of team to develop Humanities 1VV3 (Voice and Vision: Words to Change the World) and Humanities 1QU3 (Questions to Change the World), working with instructors to incorporate Learning Portfolio activities into both courses (2015-16).

Member of team to develop Humanities 2LP3 (Explorations in Learning: Design, Engage, Achieve) (2014-15).

Developed Certificate in Community Leadership, as a member of Humanities Working Group (see item 17) (2014).

Revised Linguistics 3B03 Psycholinguistics to bring it from third-year to second-year level (Linguistics 2PS3). Revisions include an emphasis on scientific thinking and focus on developing students' writing skills (2011).

Created Linguistics 4Y06 Honours Thesis and developed guidelines for all thesis students and supervisors (2009).

Created Linguistics 3C03 Child Language Acquisition, dealing with language development in children from birth to school age (2006).

Created the first lab class in the undergraduate program (Linguistics 4Z03, then 3PS3), in which students collaborate to conduct an original experiment on language comprehension (2005).

d. Development/evaluation of educational materials and programs

Textbook reviewer for MacMillan Higher Education (2018)

Collaborated with undergraduate Student Partners (funded by MacPherson Institute) to apply SoTL principles to undergraduate IQAP review (2017-18).

Co-investigator, SSHRC Insight Development Grant, "Developing a Pedagogical Framework to Enhance Undergraduate Education: Evaluating the Impact of an ePortfolio-Based Experience on Reflective Thinking and Goal-Oriented Approaches to Deep Learning", submitted January 2015 (not funded).

Textbook reviewer for Oxford University Press (2014, 2015, 2017).

Textbook reviewer for Sinauer Associates (2012).

External Assessor, SIM University, Singapore (2010).

Textbook reviewer for Blackwell Publishers (2009).

e. Other:

Guest Appearance on Gettin' Air podcast (<https://voiced.ca/getting-air-ecampusontario/>)

12. SUPERVISORSHIPS

- a. Masters: Not Applicable
- b. Doctoral: Not Applicable
- c. Post-Doctoral: Not Applicable
- d. Clinical/Professional: Not Applicable
- e. Supervisory Committees:
 - Cassandra Chapman (CogSciL PhD, 2016-2018)
 - Angela Harrison (CogSciL PhD, 2014-2016)
 - Karen Tucker (CogSciL PhD, 2014-)
 - Mackenzie Salt, CogSciL PhD, 2011-2019)
 - Ruth McDonald (CogSciL MSc, 2012-2014)
 - Anastasia Lazenkas (CogSciL PhD, 2010-)
 - Teenu Sanjeevan (CogSciL MSc, 2010-12)
 - Kendall Kolne (CogSciL MSc, 2009-11)

- f. Others:

Honours Thesis Supervision:

Nadia Bachar (Linguistics 4Y06, 2017-18)
Kristi Kwan (Linguistics 4Y06, 2013-14)
Shauna Stokely (Linguistics 4Y06, 2009-10)

Student Partnership:

Julie Varanese (2017)
Paige McKenny (2017-19)

Research Practicum Supervision (Ling 3RP3):

Dana Tucci (2018)
Kathryn Williams (2018)
Julia Varanese (2015-16)
Laura Beaudin (2014-15)
Leslie Humphries (2014-15)

Examination Committees:

Frederico Prado (MSc Defense Chair, 2019)
Natalia Lapinskaya (MSc Defense Chair, 2018)
Michael Greencorn (MSc Defense, 2017)
Sara Sturino (MSc Defense, 2017)
Heather Stephens (MSc Defense, 2016)
Zöe Waelchli (MSc Defense, 2016)
Diane Doran (MSc Defense, 2015)
Kaitlin Falkauskas (MSc Defense Chair, 2014)
Olena Kit (MSc Defense Chair, 2014)

Samantha Kramer (MSc Defense Chair, 2014)
 Malaree Baraniuk (MSc Defense Chair, 2014)
 Ana Nunes (PhD Comprehensive Exam, 2014)
 Regina Henry (PhD Comprehensive Exam, 2014)
 Angela Harrison (PhD Comprehensive Exam, 2014)
 Barbara Chettle (PhD Comprehensive Exam, 2011)
 Tiffany Deschamps (MSc Defense, 2012)
 Regina Henry (MSc Defense, 2012)

13. LIFETIME RESEARCH FUNDING

C. Anderson, *Essentials of Linguistics*, eCampusOntario Open Textbook Initiative
 \$15,000 (2017-18)

C. Anderson, MIIETL Learning Portfolio Fellow
 \$9500 (2014-15)
 \$9500 (2015-16)

C. Anderson, *Developing the Scholarship of Teaching and Learning in Linguistics*, Forward with Integrity
 \$1850 (2014)

C. Anderson & S. Symons, *Foundations of Empirical Language Research: A feasibility study for a new research-based undergraduate course*, Forward with Integrity
 \$4783 (2013-14)

C. Anderson, *Comprehension of code-switched utterances by fluent bilinguals*, McMaster Arts Research Board Grant
 \$2500, (2007-2010)

C. Anderson, *Scope Economy in Real Time*, University of Ottawa Faculty of Arts Research Grant
 \$1000, (2004-2005)

14. LIFETIME PUBLICATIONS

a. Peer Reviewed

i) Books:

Anderson, C. (2018). *Essentials of Linguistics*. eCampusOntario.
<https://ecampusontario.pressbooks.pub/essentialsoflinguistics/>
 (N.B. Peer review occurs after publication)

ii) Contributions to Books: Not Applicable

iii) Journal Articles

Miller-Young, J. E., Anderson, C., Kiceniuk, D., Mooney, J., Riddell, J., Hanbidge, A. S., Ward, V., Wideman, M.W., & Chick, N. (2017). Leading Up in the Scholarship of Teaching and Learning. *The Canadian Journal for the Scholarship of Teaching and Learning*, 8(2), Article 4. (co-first author)
http://ir.lib.uwo.ca/cjsotl_rcacea/vol8/iss2/4

Anderson, C. (2017). Checklists: A Simple Tool to Help Students Stay Organized and Motivated. *College Teaching*,
 DOI: 10.1080/87567555.2016.1245648

Anderson, C. (2016). Learning to think like linguists : A think-aloud study of novice phonology students. *Language*, 92(4), e274–e291,
 DOI: [10.1353/lan.2016.0081](https://doi.org/10.1353/lan.2016.0081)

den Ouden, D-B., Dickey, M.W., Anderson, C. & Christianson, K. 2015. Neural correlates of early-closure garden-path processing: Effects of prosody and plausibility, *The Quarterly Journal of Experimental Psychology*, DOI: 10.1080/17470218.2015.1028416

Anderson, C., & Carlson, K. 2010. Syntactic structure guides prosody in temporarily ambiguous sentences. *Language and Speech*, 53(4), 445-466.

Baskaran, A., W. Lee, & C. Richardson. 1999. Dynamic evaluation of thermoplastic roofing system for wind performance. *Journal of Architectural Engineering* 5.1: 16-24. (as C. Richardson)

iv) Journal Abstracts: Not Applicable

v) Other (Working Papers)

Anderson, C., 2006. Context and the real-time comprehension of scope ambiguity. *Cahiers Linguistiques d'Ottawa*, 34, 1-10.

b. Not Peer Reviewed

i) Books:

Anderson, C. 2008. *Understanding Scope Ambiguity: Quantification and Economy in Real-Time Comprehension*, Saarbrücken, VDM Verlag Dr. Müller, 152 pages

ii) contributions to books: Not Applicable

iii) journal articles: Not Applicable

iv) journal abstracts: Not Applicable

v) other (Internal Reports):

Department of Linguistics & Languages. (2018). IQAP Self-Study. McMaster University.

Anderson, C., Marquis, E., & Knorr, K. (2016). How does Humanities Mean Leadership? A research study of students' views and experiences of leadership in Level 1 Humanities. Internal report, McMaster University.

Agnew, M., Allard, E., Anderson, C., et al. (2015). A Report from the MIETL Research Working Group on Student Engagement, Retention, and Success. Internal Report, McMaster University.

Anderson, C., & Symons, S. (2013). Foundations of Empirical Language Research: A feasibility study for a new research-based undergraduate course. Internal report, McMaster University.

c. Accepted for Publication:

McKenny, P., & Anderson, C. (accepted July 2019) Quality with Integrity: Working in Partnership to Conduct a Program Review. *International Journal of Students as Partners*. (6314 words)

d. Submitted for Publication: Not Applicablee. Unpublished Documents:**15. PRESENTATIONS AT MEETINGS**a. Invited

McKenny, P. & C. Anderson. (2019). What is it like to work in partnership? Workshop presented at International Students as Partners Institute, Adelaide, Australia, July 2019.

McKenny, P. & C. Anderson. (2019). Responding to Challenges. Workshop presented at International Students as Partners Institute, Adelaide, Australia, July 2019.

Anderson, C. & P. McKenny. (2019). Scaling up partnership and creating a culture of partnership. Workshop presented at International Students as Partners Institute, Adelaide, Australia, July 2019.

Anderson, C. (2018). *Essentials of Linguistics*, McMaster Open Access Day, 25 Oct 2018.

- Anderson, C. (2016). Learning to think like a linguist. Poster presented at 50th anniversary celebration of Northwestern University Department of Linguistics, Evanston, IL, 30 Sept 2016.
- Anderson, C. (2015). The flipped class in a large first year Linguistics course. Re-Imagining Teaching and Learning in the Humanities, December 2015.
- Anderson, C. (2015) *Soul on Fire: Narratives that Inspire* podcast series.
<http://fhs.mcmaster.ca/on-fire/>.
- Anderson, C. (2014) No more tutorials? Evaluating a large, blended intro course. Research on Teaching and Learning Conference, Hamilton, ON. December 2014
- Anderson, C. (2012) New Faculty Orientation to Teaching. McMaster University Center for Leadership in Learning. August 2012
- Anderson, C. (2011) Hands-on iClickers: from classroom to Avenue. McMaster University Learning Technologies Symposium. April 2011.
- Anderson, C. (2006) Scope Economy in Real Time. Carleton University, School of Linguistics and Applied Language Studies. March 2006.
- Anderson, C. (2005) Quantifier Scopepe and Sentence Comprehension. York University, Department of Languages, Literatures and Linguistics. April 2005.
- Anderson, C. (2005) Syntactic Structure Determines Prosody in Temporarily Ambiguous Sentences. University of Ottawa, Department of Linguistics. February 11, 2005.
- Anderson, C. (2004) Scope Economy and Sentence Comprehension. University of Ottawa, Department of Linguistics. May 7, 2004.

b. Contributed

i) Peer Reviewed:

- McKenny, P., Varanese, J., & Anderson, C. (2017). Program Review: Nightmare? or Dream come true with student-staff-faculty partnerships! Workshop presented at the Research in Teaching and Learning Conference, Hamilton, ON, 17 November 2017.
- Anderson, C. (2016). Scaffolding expert habits in novices: A think-aloud study in an introductory social science course. Paper presented at the Society for Teaching and Learning in Higher Education, London, ON, 22 June 2016.
- Anderson, C. and K. Espanol-Miller. (2015). Supporting Active Learning in a Large, Blended Intro Course. Learning Technologies Symposium, McMaster University, May 2015.

- Knorr, K., Marquis, B., Anderson, C., Cockcroft, R., Fenton, N., Gabay, D., Gullage, A., Kim, J., Martin, L., Monteiro, S., & Preston, S. (2015). Institutional teaching and learning research directions: Contributions from the community. EuroSoTL, Cork, Ireland, June 2015
- Anderson, C. (2012). A concept inventory for formative assessment of learning in linguistics. International Society for the Scholarship of Teaching and Learning, October 2012.
- Anderson, C. (2012). A linguistics concept inventory for evaluating teaching and learning. Canadian Linguistic Association, May 2012
- Den Ouden, D.B., Christianson, K., Anderson, C., Dickey, M. (2011) Neural correlates of prosody and plausibility in garden-path processing. Poster presented at Society for the Neurobiology of Language Conference, Annapolis, MD, November 2011.
- Anderson, C. (2011) "Easy" assignments for facilitating deep learning. Paper presented at Research on Teaching and Learning: Integrating Practices Conference, Hamilton, ON, December 2011.
- Anderson, C. (2011) A Linguistics concept inventory for evaluating teaching and learning. Paper presented at Bilingual Workshops in Theoretical Linguistics, Hamilton, ON, December 2011.
- Anderson, C., & S. Stokely. (2009) Code switches affect parsing decisions in fluent bilinguals. Paper presented at Psycholinguistics Shorts, Ottawa, ON, November 2009.
- den Ouden, D-B, C. Anderson, M.W. Dickey, & K. Christianson (2008) Not-good-enough processing in agrammatic and non-agrammatic speakers. Paper presented at the 21st Annual CUNY Conference on Human Sentence Processing, Chapel Hill, NC, March 2008.
- Anderson, C., M. Keilty, A. Luu, & L. Watson. (2006) Prosody, Misanalysis and Reanalysis in Sentence Comprehension. Canadian Linguistic Association, Toronto, ON, June 2006.
- Anderson, C., G. Goodwill-Aelick, M. Keilty, A. Luu, S. Park, S. Plante, I. Radisevic, P. Seguban, & L. Watson. (2006) Prosody makes good-enough representations better (or worse?). Poster presented at the 19th Annual CUNY Conference on Human Sentence Processing, New York, NY, March 2006.
- Anderson, C. (2005) Context and the real-time comprehension of scope ambiguity. Paper presented at Psycholinguistic Shorts, Ottawa, ON, March 2005.

Anderson, C. (2005) Scope Economy is Actually Processing Economy. Paper presented at the Annual Meeting of the Linguistic Society of America, San Francisco, CA, January 2005.

Anderson, C., and K. Carlson. (2004) Prosodic Phrasing in DO/SC and Closure Sentences. Paper presented at the 17th Annual CUNY Sentence Processing Conference, College Park, MD, March 2004.

Anderson, C. (2004) Context and the real-time comprehension of scope ambiguity Poster presented at the 17th Annual CUNY Conference on Human Sentence Processing, College Park, MD, March 2004.

Anderson, C. (2004) The price of inverse scope: Processing evidence for scope economy. Paper presented at the Annual Meeting of the Linguistic Society of America, Boston, MA January 2004.

Anderson, C. (2004) Recursion vs. Layers: Production and perception of prosody in verb complement ambiguities. Poster presented at the 15th Annual CUNY Conference on Human Sentence Processing New York, NY, March 2002.

ii) not peer reviewed: Not Applicable

16. PATENTS, INVENTIONS AND COPYRIGHTS

Not Applicable

17. ADMINISTRATIVE RESPONSIBILITIES

i) Department:

Appointments Committee, member, 2017 – present

Undergraduate Advisor, May 2016 – present

Undergraduate Curriculum Committee Chair, May 2016 – present

Ad Hoc Chair Selection Committee, member, April 2016

Cognitive Science of Language, Graduate Chair, 2011-2015

Cognitive Science of Language Student Research Day, Organizer, 2011-2015

Bilingual Workshops in Theoretical Linguistics, Organizing Committee Co-Chair, 2011

Undergraduate Curriculum Committee, Chair, 2013-14, Member, 2010-13, 2005-06

Student Awards Committee, Chair, 2013, Acting Chair, 2009 & 2012, Member, 2007-2015

ii) Faculty:

Humanities Curriculum Committee, member, 2019-present

Academic Planning Committee, elected member, 2013-2015

Transforming the Humanities Working Group on undergraduate education beyond Level 1, Member, 2013-2014

Humanities Student Research Ethics Committee, Chair, 2009-2012

Committee to select MREB Chair, Humanities Representative, 2011

iii) University:

Teaching and Learning Technology Committee, Chair, 2019-present

McMaster OER Committee Member, 2018-present

McMaster University Faculty Association Executive, Elected Member, 2014-15, 2018-present

McMaster University Faculty Association Grievance Officer, 2018-present

Senate Ad Hoc Committee to review by-laws governing elections, Chair, 2019

Senate Executive Committee, Member, 2018-19

University Senate, Elected Member, 2016-2019

Student Partners Program Review Committee, Member, 2018-19

Senate Committee on Honorary Degrees, Member, 2016-18

Senate Committee on By-Laws, 2016-17

MUFA, Returning Officer, 2016-17

MIETL Working Group on Student Engagement, Retention and Success, Co-Chair, 2014-15

McMaster Research Ethics Board, Vice-Chair, 2012-2015

18. OTHER RESPONSIBILITIES

OCUFA Queen's Park Advocacy Day, McMaster representative, November 2018

OCUFA Grievance Committee Member, 2018-present

EdCog McMaster, Conference Attendee, August 2017

Society for Teaching & Learning in Higher Education, Conference Attendee, June 2017

MSU Women & Gender Equity Network, Invited Panelist, March 2016

Advanced Leadership Development in Higher Education conference, Conference Attendee, October 2015.

International Society for the Scholarship of Teaching and Learning, Conference Abstract Reviewer, 2012-13, 2015.

Society for Teaching and Learning in Higher Education, Conference Proposal Reviewer, 2015, 2016.

McMaster Learning Technologies Symposium, Abstract Reviewer, 2013-15.

Learning Portfolio Community of Practice, Member, 2014-2016

Research on Teaching and Learning Community of Practice, Member, 2011-2016

Teaching Professors Community of Practice, Member, 2011-2016

Humanities 1AA0 course, Department Representative, 2013

Recruiting events: Welcome Week Faculty Fest, Humanities Majors Fair, May@Mac, Fall Preview, Department Representative, 2006 – present

Canadian Linguistic Association, Judge for Student Presentation Competition, 2012

21 August 2019