**Curriculum Vitae**

**Daniel P. Corts**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

 Department of Psychology

Augustana College

Rock Island, IL 61201

danielcorts@augustana.edu

**EDUCATION**

Ph.D. University of Tennessee, Knoxville. 1999

 Experimental Psychology, Cognition & Consciousness Program

B.S. Belmont University, Nashville, TN. 1992

 Major: Psychology

**TEACHING EXPERIENCE**

Professor of Psychology, Augustana College, 2013

 Associate Professor of Psychology, 2005 to 2013

Assistant Professor of Psychology, 2000 to 2005

Post-Doctoral Fellow for Teaching Psychology, Furman University

 1999-2000 Academic Year

Graduate Teaching Associate, The University of Tennessee

 1995-1999

**PEER-REVIEWED ARTICLES & PROCEEDINGS**

(\* indicates undergraduate collaborator)

Bracke, D. & Corts, D.P. (2012). Parental Involvement, Public Schools, and the

Theory of Planned Behavior. *Education, 133,* 188-201.

Corts, D.P. & Stoner, A. \* (2011). The College Motives Scale: Classifying motives for

entering college. *Education, 131*, 775-781.

Corts, D.P. & Campbell, S.J. \* (2009).Novel metaphor extensions in political satire. In

Barnden, Lee, Littlemore, Moon, Philip, & Wallington (Eds.) *Corpus-based*

*approaches to figurative language.* University of Birmingham.

Wells, B., \* & Corts, D. P. (2008). Prejudice on campus: Evidence of implicit, in-group

favoritism. *College Student Journal,42,* 842-848*.*

Corts, D.P. (2006). Factors characterizing bursts of figurative language and

gesture in college lectures. *Discourse Studies, 241-264.*

Gaia, A. C., Corts, D.P., Allen, J., & Tatum, H.E. (2003). Enhancing GTA development

through an interdisciplinary mentoring program. *College Teaching, 51*, 61-65.

Corts, D.P. & Meyers, K. \* (2002) Conceptual clusters in figurative language production.

*Journal of Psycholinguistic Research, 31*, 391-408.

Corts, D.P. (2001). Two streams of figurative language production in natural speech,

*Proceedings of the Workshop on Corpus-based Approaches to Figurative*

*Language*. University of Lancaster, UK.

Corts, D.P., Tatum, H.E., Lousnbury, J.W., & Saudargas, R.A. (2000). Assessing

undergraduate satisfaction with an academic major. *College Student Journal,*

399-408.

Corts, D.P. & Pollio, H.R. (1999). The spontaneous production of figurative language and

gestures in college lectures. *Metaphor and Symbol, 14*, 81-100.

**BOOK & BOOK CHAPTERS**

Corts, D.P. (In progress). *An Introduction to Statistics*. Upper Saddle River, N.J.:

Pearson.

Corts, D.P. (2011.) Scientific Literacy as a Goal for Undergraduate

Education in Psychology. In Holmes & Baker (Eds.) E-xcellence in Teaching. Society for the Teaching of Psychology.

Krause, M. A., & Corts, D.P (2011). *Psychological Science: Modeling Scientific Literacy.*

Upper Saddle River, N.J.: Pearson.

Corts, D.P. & Tatum, H.E. (2011). Starting with your dissertation in mind. In P.

Griodano, S. Davis, and C. Licht (Eds.), *Your Graduate Training in Psychology:*

*Suggestions for Success.* New York*:* Sage Publications*.*

Haskill, A., & Corts, D.P. (2009). Language Acquisition. In E.H. Sandberg & B.L. Spritz

(Eds) *A Clinician’s Guide to Normal Cognitive Development in Childhood*. New

York: Routledge.

**INVITED ACADEMIC LECTURES & SYMPOSIA**

Invited Speaker (March 2012). *Incorporating Scientific Literacy into the*

*Teaching of Psychology.* Eastern Psychological Association. Pittsburgh, PA.

Invited Speaker (2011). Krause, M.A., & Corts, D.P. Teaching Scientific Literacy in

Introductory Psychology Courses. Texas Two-Year College

Association: San Antonio, TX.

Invited Speaker (2011). Corts, D.P. *Scientific literacy and civic engagement in the*

*psychology major.* National Institute on the Teaching of Psychology: St. Pete

Beach, Florida.

Panelist (2010) Corts, D.P. *Teaching and assessing scientific literacy in psychology.*

 Best Practices: Teaching and Learning in Psychology: Atlanta, GA.

Invited Speaker (2010). *Teaching the liberal arts and sciences.* Graduate student

development workshop. Columbia University.

Panelist (2009)Corts & Campbell. \* *Novel metaphor extensions in political satire.*

*Cognitive Linguistics workshop on figurative language.* University of Liverpool*.*

Invited speaker (March 2009). *Metaphors, jokes, and dirty words: How cognitive*

*boundaries shape discourse comprehension.* Graduate Colloquium series, Illinois

State University.

Invited Speaker (February 2009) *Choosing to teach*. Faculty development series,

Columbia University.

Psi Chi Invited Speaker (May 2007, May 2008). Corts & Appleby*. Graduate Study in*

*Psychology: Facts & Figures.* Symposia presented at the Midwestern

Psychological Association meetings, Chicago.

Invited speaker (November 2007; April 2005; January 2005). *Metaphors, jokes, and*

*dirty words: How cognitive boundaries shape discourse comprehension.*

Southern Oregon University; University of Missouri, St. Louis;

University of Portland (OR).

Panelist (2006) Corts, D. P., Konfirst, S.\*, Ferguson, K., \* & Nguyen, R. \* (2006).  *The*

 *Metaphorical Contagion: The spread of conceptual metaphor in one and two-*

*person speech.*Workshop presented at Metaphor and Discourse II, Universtat

Jaume II, Castello de la Plana, Spain.

Moderator and panelist (April, 2005). *IRBal remedies: On the role of academic*

*freedom in undergraduate research and education.* Midwestern Psychological

Association, Chicago.

Invited speaker (2004). *What does academic freedom mean for the undergraduate*

*researcher?* AAUP faculty seminar, St. Ambrose University.

Moderator and panelist (2004). *Socializing students into the discipline with research*

*and research-based experience.* Midwestern Psychological Association, Chicago.

**POSTER PRESENTATIONS**

Klein, K.,\* & Corts, D.P. (2011). Coactivation may cause interference in second

language learners’ speech. Association for Psychological Science.

 Washington, DC.

Krause, M.A., Corts, D.P., & Campbell, S.J.\* (2010). A place for psychology in the

measurement and assessment of scientific literacy. Association for Psychological

Science. Boston, MA.

Krause, M.A., & Corts, D. P. (2009). Using popular media reports as a method for

teaching and assessing scientific literacy. Western Psychological Association,

Portland, OR.

Konfirst, \*Ferguson, \*Nguyen, \* & Corts (2006). Speaker identity, anticipation, and the

disambiguation of polysemous words.Midwestern Psychological Association,

Chicago, Illinois.

Corts, D. P., Stout, J.\*, & Bouchard, L. \*(2006). Switching working memory codes can

undermine the success of intentional forgetting Association for Psychological

Science, New York.

Stout, J.\*, Corts, D.P., & Tauber, S. \*(2005). Rehearsal and retention in item-method

directed forgetting. Midwestern Psychological Association, Chicago.

Corts, D. P., Stout, J.\*, & Tauber, S. \*(2005). Using decision-based cues reduces

directed forgetting effects. American Psychological Society, Los Angeles.

Corts, D. P., Landsinger, K.L.\*, & Fenwick, S. A. (2004). Flouting Grice's cooperative

principles with profanity: Implications of context for taboo intensifiers.American

Psychological Society; Chicago.

Corts, D.P., Holt, C.\*, Gault, S.\*, & Stinson, R. F. \*(2004). Thinking with your

hands: The role of manual gestures in working memory. Eastern Psychological

Association, Washington, D.C.

Corts, D. P., & Fenwick, S. A. (2002). Development of the Attitude Towards Profanity

Scale. American Psychological Society; New Orleans.

Corts, D. P. (2001) Two streams of figurative language production in naturalistic speech.

Presented at Corpus Linguistics 2001 Conference. Lancaster, England.

Corts, D.P. (2001). Bursts of Metaphor and Gesture Production in Naturally Produced

Speech . Poster presented at American Psychological Society. Toronto, Canada.

Corts, D.P. (1999). The teacher as a tour guide: Student and teacher metaphors

conceptualizing the classroom experience. American Psychological Society;

Denver, CO.

Corts, D. P., Robbins, W. R., & Lamastus, M. D. (1999). Figurative language and

gestures in two Baptist sermons. Southeastern Psychological Association;

Savannah, GA.

Corts, D. P. (1998). Reliability of the Attitudes Toward Profanity Scale. American

Psychological Society; Washington, DC.

Corts, D. P., Lounsbury, J. W., Saudargas, R., Johnson, M.J., & McIntyre, A. (1998).

Assessing student satisfaction with the psychology major. Southeastern

Psychological Association; Mobile, AL.

Krause, M.A., Corts, D.P., & Heaps, C.M. (1998). The Reticent Man’s Home Page:

Restroom Graffiti Content and Sex Differences on a University Campus.

Southeastern Psychological Association; Mobile, AL.

Corts, D.P. (1997). Expressive behavior in the college classroom. American

Psychological Society; Washington, D.C.

Corts, D.P. & DeNeui, D.L. (1996). Personal and social predictors of the psychological

sense of community on campus. American Psychological Society; San Francisco.

Corts, D.P. & Boerger, M. (1995). The effect of mode of communication on a word

association game. Southeastern Psychological Association; Savannah, GA.

Corts, D.P. (1993). Does motivation affect short term memory recall? Southeastern

Psychological Association; Atlanta, GA.

**RESEARCH IN PROGRESS**

 Teaching and assessing scientific literacy in psychology

 Directed forgetting and working memory

 Metaphors, Dirty Words, & Jokes: Cognitive Boundaries in Discourse

**PSYCHOLOGICAL AND STATISTICAL CONSULTING**

2012-PRESENT Early Childhood Intervention Program, Rock Island Regional Office of

 Education.

2011-PRESENT Henderson, Mercer, & Warren Regional office of Education 21st Century

Community Learning Centers; Program Evaluation

2009-2011 Rock Island and Bureau Henry & Strak Regional Offices of Education.

 Developed assessments for Math & Science Partnership grants and continuing

education courses for math and science teachers.

2007-2009 Rock Island and Bureau Henry & Stark Regional offices of Education.

Developed assessment and research protocols to evaluate new teacher induction

and development. Assisted writing continuation grants.

2007-PRESENT Bureau Henry & Stark Regional office of Education 21st Century

Community Learning Centers; Program Evaluation

2006-2007 Rock Island Regional Office of Education/Rock Island-Milan School

District Joint Facilities and Long-Term Planning committee.

2006 – Developed assessment protocols for RSVP -- Retired Seniors Volunteer Program.

2005 – Evaluation of Technology NOW, a test preparation service for low-income,

minority, and ESL students.

2003-PRESENT Lights ON for Learning. Assessed student and parent involvement in a

federally funded program (21st Century Community Learning Centers Grant) for

four schools in Rock Island County.

2002-2003 United Township High School. Served as an advisor for assessing

behavioral and educational outcomes for a federally funded series of program

(Smaller Learning Communities Grant).

2002 Quad Cities Metrolink. Assisted in designing data collection methods for federally

subsidized public transit system. Rock Island, IL.

2001 Project Win. Developed and conducted an assessment of student involvement and

academic achievement for 5 local elementary and middle schools participating in

federally funded grants.

2000-2002 Lutheran Social Services of Iowa, Runaway Counseling Program. Devised

assessment plan and assisted with evaluation for continuation grants.

2001 Carbon Cliff-Barstow School District. Assisted in grant proposal by designing an

assessment for after school and weekend enrichment programs.

**Invited Presentations for Professional Organizations**

Invited Speaker (July 2013). Obstacles in Improving Test Scores: Examining Risk Factors in

 Early Childhood Intervention Program. Rock Island Regional Office of Education.

Invited Speaker (April 2013). A Journey in Evaluation: Developing and implementing

 assessment methods for afterschool programming. Illinois State Board of Education

 Spring Conference: Tinley Park, IL.

**OTHER PROFESSIONAL EXPERIENCE**

Vice President, Midwestern Region and Member of the Board of Directors – Psi Chi, the

International Honor Society in Psychology

Associate Editor - *Psi Chi Journal of Undergraduate Research -* 2004-2008.

Awards, Grants & Fellowships Committee – Psi Chi: The National Honor Society in

Psychology 2006-present

Steering Committee – Midwestern Division of Psi Chi; 2004-2008

Manuscript Reviewer - 1999-present, Peer reviewer for scholarly journals.

*The Psychological Record; Teaching of Psychology*

 *Psi Chi Journal of Research -* 2001-present.

**ACADEMIC AND PROFESSIONAL AFFILIATIONS**

Association for Psychological Science

American Psychological Association (Div. 2: Society for the Teaching of Psychology)

Psi Chi, the International Honors Society in Psychology

Midwestern Psychological Association

**Supervised projects presented in undergraduate conferences & journals**

*(2005-Present)*

***Student-authored Publications in Undergraduate Journals***

Stout, J., Tauber, S, & Corts, D.P. (2005) Item Method Directed Forgetting Instructions Prevent

False Memories from DRM Lists. *PsiChi Journal of Undergraduate Research*.

Landsinger, K. L. (2003). Effects of workload and stress on prospective memory. *Journal of*

*Undergraduate Study and Independent Research, 3*, 24-29.

***Student Presentations***

**2012 Midwestern Psychological Association, Chicago**

\* Bethany Lyon, *Examining the Influences of Category Size, Focus and Age on Prospective*

*Memory*

\* Andrea Mackenzie, Alberto Quiros, Min Kim, & Alexandra Johnson. *Negativity does not modify*

*the directed forgetting of emotional terms*

Kody Binns, *The Effect of Masculinity on Hostile and Benevolent Sexism*

Keena Davis, Samantha Lach, & Kristen Skvarenina, Validation of the *Leadership Among Peers*

*Scale (LAPS) through Peer Nomination Methods*

Heidi Mauibaucher, *Influences of Temporal Distance and Goal Salience on the Planning Fallacy*

Craig McIlvain, *Dependency and Dominance in Couples’ Decision Making*

Colin Johnson*, Purpose of Sport and Injurr-related behaviors among Division III athletes*

**2011 Midwest Consortium for Math and Science, Washington University, St. Louis**

Keena Davis, Samantha Lach, & Kristen Skvarenina, *Leadership Among Peers Scale (LAPS)*

**2011 Midwestern Psychological Association, Chicago**

\* Stephanie Loria, Assigning responsibility for pro-social and anti-social Greek pledging

Activities

\* Kimberly Klein, Amanda Murauto, & Chris Fowler. *Instructions outshine mood congruence in*

*list method directed forgetting*

Bethany Lyon, *Are there priming effects for intentionally forgotten material?*

Courtney Mitten, *Exercise and male body image*

Rayna Narvaez, *The role of self-construal in stress, satisfaction, and compartmentalization*

**2010 Midwest Consortium for Math and Science, University of Chicago**

Stephanie Loria, *Parental involvement influences satisfaction with major and learning or grade*

*orientation*

Bethany Lyon & Amanda Muruato, *Visual interference disrupts intentional remembering, but*

*not forgetting, of images*

Kimberly Klein*, Coactivation may cause interference in second language learners' speech*

**2010 Midwestern Psychological Association, Chicago**

Spencer Campbell & Nicholis Fox, *Motivation disrupts remembering, but not intentional*

*forgetting*

Kelly Whalen, *Can self-monitoring influence professors’ student evaluations?*

**2009 Midwest Consortium for Math and Science, Washington University, St. Louis**

Nicholis Fox*, The testing and generation effects: Can they work together?*

Spencer Campbell*, Emotional Valence of Metaphor In Political Satire*

**2009 Midwestern Psychological Association, Chicago**

\* Spencer Campbell & Nicholis Fox, *Clusters facilitate metaphor reading times: A career of*

*metaphor perspective*

Allison Stoner & Sean Austin, *Motivation for attending college varies by major and learning or*

*grade orientation.*

\* Anne-Jessica Steed, *Professional and parental beliefs about autism.*

\* Lisa Platt, *Implicit attitudes towards students living in poverty.*

Julie Gass, *Creating an instrument to measure students’ attitudes towards hazing.*

Sean Austin & Allison Stoner,*A comparison of list-method and item-method directed*

*forgetting.*

**2008 Midwestern Psychological Association, Chicago (and Celebration of Learning)**

Brittany Adams. *Metaphor Comprehension in Second Language Learning.*

Stephen Hofstad. *Profanity Increases Verbatim Recall of Written Text.*

Anthony Fina, Nicole Rohner & Amy Garczynski. *Articulatory Suppression Does Not Interfere with Directed Forgetting.*

**2007 Celebration of Learning, Augustana College**

Michelle Cripe. A three-factor model of academic freedom for undergraduate researchers.

Kyle Ferguson. Preschoolers’ acquisition and use of folk psychological concepts: implications for eliminative reductionism in contemporary philosophy of mind.

**2006 Celebration of Learning, Augustana College**

Heather Blackmore. *Attitudes Towards Sex Offenders.*

Jenica Faber. *Instructor perceptions of student behaviors.*

Nicholas Grahovec. *Emotional response: rehabilitation and its effects on injured athletes.*

Emily Jean Lush. *Attitudes towards homosexuals.*

**2006 Association of Psychological Science, New York**

Sarah Leffring. *Interdependence, Independence, and Ethnicity: Motives for Living at Home After*

*College*
Marie Behrens, Daniel P. Corts *Shy in Person and Shy Online*

**2006 Midwestern Psychological Association, Chicago**

Sarah Leffring. *Interdependence vs. Independence in College Students’ Willingness to Live*

*at Home.*

Brett Wells. *Prejudice on Campus: Implicit and Explicit Attitudes towards Greek*

*Members.*

Lauren Golombek, Lauren Bouchard & Michael Standriff. *Need vs. Don’t Need as Intentional Forgetting Cues*

**2005 Western Psychological Association, Portland, OR.**

Corts, D. P., Stout, J., & Tauber, S. (2005). Effects of categorization-based

instructions on item-method directed forgetting. Western Psychological

Association, Portland, OR.

**2005 Midwestern Psychological Association, Chicago (and Celebration of Learning)**

Craig Damrow. *Can Profanity Affect Estimates of Magnitude?*

Lauren Bouchard & Laren Golombeck. *Comparison of Gestures in Literal Versus Analogical*

*Speech.*

Nicole Depron, Razan Faramand, Kelly Hooper, Christopher Holt, Erica Lee & Krystle Waters. *Is College Right For You? Development of the Student Motivation Scale.*

\* Jane Stout & Sarah Tauber. *Item Method Directed Forgetting Instructions Prevent False*

*Memories from DRM Lists.*

\* Winner of a Psi Chi Undergraduate Research Award, $300