

CURRICULUM VITAE

Personal Information

Simone Sulpizio
married, one daughter
Date of Birth: 19 September 1984
Office Address: Piazza dell'Ateneo Nuovo, 1
20126 Milano, Italy
e-mail: simone.sulpizio@unimib.it
website: <https://sites.google.com/view/simonesulpizio/>

Research Interests:

- Neurobiological and cognitive mechanisms underlying language
- The interplay between language processing and social and emotional factors

Professional History

- 2019-date Assistant Professor (Ricercatore a Tempo Determinato, tipo B), Department of Psychology, University of Milano-Bicocca, Milano, Italy.
- 2016-2019 Assistant Professor (Ricercatore a Tempo Determinato, tipo A), Faculty of Psychology, Vita-Salute San Raffaele University, Milan, Italy.
- 2015-16 Post-doctoral researcher, Department of Psychology and Cognitive Science, University of Trento, Italy.
- 2014-15 Assistant Professor, Department of Neurobiology and Behavior, Nagasaki University, Japan.
- 2012-14 Post-doctoral researcher, Department of Psychology and Cognitive Science, University of Trento, Italy.
- 2011-12 Post-doctoral research grant, Fondazione Marica De Vincenzi onlus.

Other appointments

Associate Professor Qualification for Italian University (Abilitato al ruolo di professore di seconda fascia nel Settore Concorsuale: 11/E1 – Psicologia Generale, Psicobiologia e Psicometria.
Scadenza: 27/11/2023, <https://asn16.cineca.it/pubblico/miur/esito-abilitato/11%252FE1/2/3>)

- 2019-date Member of the Committee of the Doctoral course in Cognitive Neuroscience, Vita-Salute San Raffaele University, Milano, Italy.
- 2017-19 Member of the Committee of the Doctoral course in Cognitive Science, University of Trento, Italy.

Education

- 2011 Ph.D. in Psychological Sciences and Education, University of Trento, Italy. Thesis: *Converging evidence on the autonomy and abstractness of the representation of lexical stress* (available on line <http://eprints-phd.biblio.unitn.it/642/>). Advisor: Prof. Remo Job; Co-Advisor: Dr. Cristina Burani.
- 2008 Degree in Linguistics, *summa cum laude*, University of Rome “La Sapienza”, Italy.
- 2003 Secondary school certificate, Liceo Scientifico Statale G. Keplero, Roma, Italy.

Additional education courses

- 2013 Autumn School. *Methods in language comprehension: New methods for studying sentence comprehension in Cognitive Science, Behavioral Science and Neuroscience*. Department of Psychology and Cognitive Science and Center for Mind/Brain Sciences - CIMEC, Rovereto (TN), Italy (November, 14th-17th).
- 2011 Summer School. *Il modello lineare misto e le sue applicazioni* [The linear mixed model and its applications]. AIP (Italian Association of Psychology), Bertinoro (FC), Italy (September, 5th-10th).
- 2010 *R Workshop*. Max Planck Institute for Psycholinguistics, Nijmegen, The Nederland (April, 21th, 26th, and 27th).
- 2009 Winter School. *Il lessico. Metodi di analisi, modelli e applicazioni* [Lexicon. Methods of analysis, models and applications]. TRIPLE, University of Roma Tre, Rome, Italy (January, 26th-30th).

Research Traineeship

- 2007-08 Institute for Cognitive Sciences and Technologies, Italian National Research Council (ISTC-CNR), Rome, Italy.
- 2008 “Ugo Bordoni” Foundation, Rome, Italy.
- 2005 Collaboration with European Intellectual Lexicon and History of Ideas (ILIESICNR), Rome, Italy.

Visiting Research Experience

- 2013 Basque Center on Cognition, Brain and Language, Donostia-San Sebastián, Spain (June).
- 2010 Max Planck Institute for Psycholinguistics – Language Comprehension Group, Nijmegen, The Netherlands. (January-July and October).

Teaching Activity

2019-20

- *Introduzione alle neuroscienze del linguaggio* [Introduction to Neuroscience of Language], Faculty of Psychology, Vita-Salute San Raffaele University (Milan, Italy), October-November [Teacher, 20 hours].

- *Processi motivazionali e decision making* [Motivational Processes and Decision Making], Department of Psychology, University of Milano-Bicocca (Milan, Italy), November-December [co-Teacher, 16 hours].

- *Cognitive and Behavioral Measures*. Department of Psychology, University of Milano-Bicocca (Milan, Italy), November-December [Teacher, 32 hours].

2018-19

- *Fondamenti di Psicologia Generale II* [General Psychology], Faculty of Psychology, Vita-Salute San Raffaele University (Milan, Italy), November-January [Teacher, 40 hours].

- *Advanced Topics in Cognitive Psychology*. Faculty of Psychology, Vita-Salute San Raffaele University (Milan) & Faculty of Communication, University of Italian Swiss (Lugano, Swiss), March-June [Teacher, 20 hours].

- *Reaction times: data trimming and analysis*. Doctoral school in Psychological Sciences and Education, University of Trento (Trento, Italy), July [Teacher, 12 hours].

- *Introduzione alla neuropsicologia* [Introduction to neuropsychology]. Scuola di specializzazione in neuropsicologia [Post-graduate school in neuropsychology], Vita-Salute San Raffaele University (Milan, Italy), June-October [Teacher, 16 hours].

- *Neuroimaging delle funzioni cognitive* [Neuroimaging of cognitive functions]. Scuola di specializzazione in neuropsicologia [Post-graduate school in neuropsychology], Vita-Salute San Raffaele University (Milan, Italy), June-October [Teacher, 8 hours].
- *Teorie e metodi delle neuroscienze* [Neuroscience methods]. Scuola di specializzazione in psicologia clinica [Post-graduate school in clinical psychology], Vita-Salute San Raffaele University (Milan, Italy), June-October [Teacher, 4 hours].
- *Psicologia Cognitiva* [Cognitive Psychology]. Scuola di specializzazione in psicologia clinica [Post-graduate school in clinical psychology], Vita-Salute San Raffaele University (Milan, Italy), June-October [Teacher, 16 hours].

2017-18

- *Psicologia Cognitiva* [Cognitive Psychology]. Faculty of Psychology, Vita-Salute San Raffaele University (Milan, Italy), November-January [Teacher, 40 hours].
- *Fondamenti di Psicologia Generale II* [General Psychology], Faculty of Psychology, Vita-Salute San Raffaele University (Milan, Italy), November-January [Teacher, 40 hours].
- *Advanced Topics in Cognitive Psychology*. Faculty of Psychology, Vita-Salute San Raffaele University (Milan) & Faculty of Communication, University of Italian Swiss (Lugano, Swiss), March-June [Teacher, 20 hours].
- *Introduzione alla neuropsicologia* [Introduction to neuropsychology]. Scuola di specializzazione in neuropsicologia [Post-graduate school in neuropsychology], Vita-Salute San Raffaele University (Milan, Italy), June-October [Teacher, 16 hours].
- *Psicologia Cognitiva* [Cognitive Psychology]. Scuola di specializzazione in psicologia clinica [Post-graduate school in clinical psychology], Vita-Salute San Raffaele University (Milan, Italy), June-October [Teacher, 16 hours].

2016-17

- *Psicologia Cognitiva* [Cognitive Psychology]. Faculty of Psychology, Vita-Salute San Raffaele University (Milan, Italy), November-January [Teacher, 40 hours].
- *Advanced Topics in Cognitive Psychology*. Faculty of Psychology, Vita-Salute San Raffaele University (Milan) & Faculty of Communication, University of Italian Swiss (Lugano, Swiss), March-June [Teacher, 20 hours].
- *Reaction times: data trimming and analysis*. Doctoral school in Psychological Sciences and Education, University of Trento (Trento, Italy), May [Teacher, 12 hours].
- *Introduzione alla neuropsicologia* [Introduction to neuropsychology]. Scuola di specializzazione in neuropsicologia [Post-graduate school in neuropsychology], Vita-Salute San Raffaele University (Milan, Italy), June- October [Teacher, 16 hours].
- *Psicologia Cognitiva* [Cognitive Psychology]. Scuola di specializzazione in psicologia clinica [Post-graduate school in clinical psychology], Vita-Salute San Raffaele University (Milan, Italy), June- October [Teacher, 32 hours].

2015-16

- *Sviluppo professionale e imprenditorialità* [Professional and Management Development]. Department of Psychology and Cognitive Science, University of Trento (Trento, Italy), March-May. [Teaching assistant, 14 hours]

2014-15

- *Sviluppo professionale e imprenditorialità* [Professional and Management Development]. Department of Psychology and Cognitive Science, University of Trento (Trento, Italy), March-May. [Teaching assistant, 14 hours]

2013-14

- *Sviluppo professionale e imprenditorialità* [Professional and Management Development].
Department of Psychology and Cognitive Science, University of Trento (Trento, Italy), March-May.
[Teaching assistant, 14 hours]

2012-13

- *Psicologia del linguaggio e della comunicazione* [Psychology of language and communication].
Department of Psychology and Cognitive Science, University of Trento (Trento, Italy), February-
May. [Teacher, 20 hours]

- *Sviluppo professionale e imprenditorialità* [Professional and Management Development].
Department of Psychology and Cognitive Science, University of Trento (Trento, Italy), March-May.
[Teaching assistant, 14 hours]

- *Laboratori Didattici delle scienze cognitive* [Cognitive science workshops for high school
students]. Department of Psychology and Cognitive Science, University of Trento (Trento, Italy),
February-May. [Teaching assistant]

2011-12

- *Sviluppo professionale e imprenditorialità* [Professional and Management Development]. Faculty
of Cognitive Science, University of Trento (Trento, Italy), March-May. [Teaching assistant, 14
hours]

- *Laboratori Didattici delle scienze cognitive* [Cognitive science workshops for high school
students]. Faculty of Cognitive Science, University of Trento (Trento, Italy), February-May.
[Teaching assistant]

Mentoring experience for students

Undergraduate Level

More than 30 students from Bachelor and Master courses.

PhD Level

2017- Giulia Calignano (Doctoral Course in Cognitive Science, University of Trento;
co-supervisor Prof. Francesco Vespignani).

2018- Giuseppe Di Dona (Doctoral Course in Cognitive Science, University of Trento,
co-supervisor Dr. Michele Scaltritti)

Editorial Activity

Editorial Board: Bilingualism: Language and Cognition (2019-); Plos One (2018-)

Guest Editor: Frontiers in Psychology - Language Sciences (Research Topic: Binding reading aloud
and speech production; co-edited with Prof. Sachiko Kinoshita).

Ad hoc reviewer for: Acta Psychologica; Applied Psycholinguistics; Autism Research; Behavior
Research Methods; Behavioural Brain Research; Bilingualism: Language and Cognition; Brain
Communications; Collabra: Psychology; Cortex; Dyslexia; Frontiers in Psychology; Giornale
Italiano di Psicologia; Experimental Brain Research; Journal of Gender Studies; Journal of
Language and Social Psychology; Journal of Psycholinguistic Research; Journal of
Experimental Psychology: Learning, Memory & Cognition; Journal of Research in Reading;
Journal of Voice; Journal of Cognitive Psychology; Memory & Cognition; Language Learning;
Neuroscience Research; Psychonomic Bulletin & Review; Quarterly Journal of Experimental
Psychology; Perceptual and Motor Skills; Plos One; Reading & Writing; Research in
Developmental Disabilities.

Conference: AMLaP conference (2012); EuroAsianPacific Joint Conference on Cognitive Science (2015); Italian Conference of Computational Linguistics (Clic-it; 2016-).

Organized Congress, Workshop, Symposia

Word Recognition and Reading Development: A workshop in Honor of Lucia Colombo, Department of General Psychology, University of Padua, Padua (4 October 2019, Padua, Italy). [Member of the Scientific Committee]

XXV Congresso Nazionale AIP (Associazione Italiana di Psicologia), sezione Psicologia Sperimentale, hosted by the Faculty of Psychology, Vita-Salute San Raffaele, Milano, Italy 18-20 September 2019 [Member of the Scientific and the Organizer Committee].

Word Recognition, Morphology, and Lexical reading: A Festschrift in Honor of Cristina Burani. Workshop for Cristina Burani's retirement, Istituto di Scienze e Tecnologie della Cognizione, CNR (7 June 2019, Rome, Italy). [Member of the Scientific and Organizer Committee].

Disturbi del linguaggio e tecnologia: opportunità per lo sviluppo personale e la socializzazione. Workshop organized by the Fondazione Marica De Vincenzi onlus and the Department of Psychology and Cognitive Science – University of Trento (23 March 2018, Rovereto (TN), Italy).

What the hands can say about the mind - Theoretical and technical insights on the mouse tracking methodology. Symposium organized at the XX Conference of the European Society for Cognitive Psychology (ESCoP), Potsdam, Germany 3-6 September 2017.

La mente giovane dell'anziano: risorse cognitive e tecnologie. Workshop organized by the Fondazione Marica De Vincenzi onlus and the Department of Psychology and Cognitive Science – University of Trento (4 December 2015, Rovereto (TN), Italy).

La lingua dei segni come strumento di cittadinanza. Workshop organized by the Fondazione Marica De Vincenzi onlus and the Department of Psychology and Cognitive Science – University of Trento (17 October 2014, Rovereto (TN), Italy).

Grants

- 2016 *AIP Travel Grant*, awarded by the Italian Association of Psychology (AIP) – Value: euro 500
- 2015 Grant for research projects developed by young researchers, Fondazione Cassa di Risparmio di Trento e Rovereto (CARITRO Foundation) – Value: euro 45,000
- 2014 Collaborator to *EASP - Postdoctoral 'seedcorn' research grants: Dubbing voice: Does stereotypes matter?* to Dr. Fabio Fasoli – Value: euro 1600
- 2013 *AIP Travel Grant*, awarded by the Italian Association of Psychology (AIP) – Value: euro 300
- 2013 *NetWordS travel grant*, awarded by NetWordS (The European Network on Word Structure) – Value: euro 1165
- 2012 *NetWordS short visit grant*, awarded by NetWordS (The European Network on Word Structure) – Value: euro 2100
- 2008-11 PhD scholarship from the Ministry of the Education, University and Research (MIUR), Italian Government - Value: euro 13,638.47 per year.

Publications

Articles in peer-reviewed journals

55. Sulpizio, S., Del Maschio, N., Del Mauro, G., Fedeli, D., & Abutalebi, J. (accepted). Bilingualism as a gradient measure modulates functional connectivity of language and control networks. *NeuroImage*.
54. Doi, H., Sulpizio, S., Esposito, G., Katou, M., Nishima, E., Kikuno, Y., Honda, M., Oohashi, T., Bornstein, M. H., & Shinohara, K. (accepted). Ultrasonic communication in human mother-infant interaction. *The Journal of Physiological Sciences*.
53. Fasoli, F., Maass, A., Karniol, R., Antonio, R., & Sulpizio, S. (accepted). Voice changes meaning: The role of gay- vs. straight-sounding voices in sentence interpretation. *Journal of Language and Social Psychology*.
52. Del Maschio, N., Sulpizio, S., Toti, M., Caprioglio C., Del Mauro G., Fedeli, D., & Abutalebi, J. (accepted). Second language exposure rather than second language knowledge relates to changes in white matter microstructure. *Journal of Cultural Cognitive Science*.
51. Del Maschio, N., Fedeli, D., Sulpizio, S., & Abutalebi, J. (2019, in press). The Relationship between Bilingual Experience and Gyrfication in Adulthood: A Cross-Sectional Surface-Based Morphometry Study. *Brain & Language*.
50. Scaltritti, M., Miniukovich, A., Venuti, P., Job, R., De Angeli, A., & Sulpizio, S. (2019). Investigating effects of typographic variables on webpage reading through eye movements. *Scientific Reports*, 9: 12711.
49. Sulpizio, S., Vassallo, E., Job, R., & Abutalebi, J. (accepted). ITABÙ: Dati preliminari di un database delle parole tabù per l'italiano. *Giornale Italiano di Psicologia*.
48. Sulpizio, S., & Navarrete, E. (accepted). Outgroup faces hamper word recognition. *Psychological Research*.
47. Grecucci, A.*, Sulpizio, S.*, Tommasello, E., Vespignani, F., & Job, R. (2019). Seeing emotions, reading emotions: behavioral and ERPs evidence of the regulation of visual and linguistic stimuli. *Plos One*, 14(5): e0209461. (*Equal contribution)
46. Sulpizio, S., Toti, M., Del Maschio, N., Costa, A., Fedeli, D., Job, R., & Abutalebi, J. (2019). Are you really cursing? Neural processing of taboo words in native and foreign language. *Brain & Language*, 194, 84-92.
45. Colombo, L., Sulpizio, S., & Peressotti, F. (2019). The developmental trend of transposed letters effects in masked priming. *Journal of Experimental Child Psychology*, 186, 117-130.
44. Treccani, B., Mulatti, C., Sulpizio, S., & Job, R. (2019). Does perceptual simulation explain spatial effects in word categorization? *Frontiers in Psychology*, 10, 1102.
43. Cepollaro, B., Sulpizio, S., & Bianchi, C. (2019). How bad is it to report a slur? An empirical investigation. *Journal of Pragmatics*, 146, 32-42.
42. Lamanna, J., Sulpizio, S., Ferro, M., Martoni, R., Abutalebi, J., & Malgaroli, A. (2019). Behavioral assessment of Activity-Based-Anorexia: how cognition can become the drive wheel. *Physiology & Behavior*, 202, 1-7.
41. Sulpizio, S.*, Fasoli, F.*, Antonio, R., Eyssel, F., Paladino, M. P., & Diehl, C. (in press). Auditory gaydar: Perception of sexual orientation based on female voice. *Language and Speech*. (*Equal contribution)
40. Del Maschio, N., Sulpizio, S., Fedeli, D., Ramanujan, K., Ding, G., Weekes, B. S., Cachia, A., & Abutalebi, J. (2019). ACC Sulcal Patterns and their Modulation on Cognitive Control Efficiency across Lifespan: A Neuroanatomical Study on Bilinguals and Monolinguals. *Cerebral Cortex*, 7, 3091-3101.
39. Sulpizio, S., & Abutalebi, J. (2019). If experience is not enough: Understanding multilingualism through early neurobiological variability. *Journal of Neurolinguistics*, 49, 245-247.

38. Sulpizio, S., & Avanzi, L. (2019). Crisi di riproducibilità o crisi di fiducia? *Giornale Italiano di Psicologia*, 1-2, 379-392.
37. Sulpizio, S., & Job, R. (2018). Early and multiple-loci divergency of proper and common names: An event-related potential investigation. *Neuropsychologia*, 119, 107-117. (IF: 2.87, Q1)
36. Del Maschio, N., Sulpizio, S., Gallo, F., Fedeli, D., Weekes, B. S., & Abutalebi, J. (2018). Neuroplasticity across the lifespan and aging effect in bilinguals and monolinguals. *Brain & Cognition*, 125, 118-126. (IF: 2.61, Q2)
35. Sulpizio, S., Doi, H., Bornstein, M. H., Cui, J., Esposito, G., & Shinohara, K. (2018). fNIRS Reveals Enhanced Brain Activation to Female (versus Male) Infant Directed Speech (relative to Adult Directed Speech) in Young Human Infants. *Infant Behavior and Development*, 52, 89-96. (IF: 1.35, Q4)
34. Mascheretti, S., Andreola, C., Scaini, S., & Sulpizio, S. (2018). Beyond genes: A systematic review of environmental risk factors in specific reading disorder. *Research in Developmental Disabilities*, 82, 147-152. (IF: 1.87, Q1)
33. Sulpizio, S., Kuroda, K., Dalsasso, M., Asakawa, T., Bornstein, M. H., Doi, H., Esposito, G., & Shinohara, K. (2018). Discriminating between Mothers' Infant- and Adult-Directed Speech: Cross-Linguistic Generalizability from Japanese to Italian and German. *Neuroscience Research*, 133, 21-27. (IF: 2.07, Q4)
32. Petrova, A., Navarrete, E., Suitner, C., Sulpizio, S., Reynolds, M., Job, R., & Peressotti, F. (2018). Spatial congruency effects exist, just not for words: Looking into Estes, Verges, Barsalou (2008). *Psychological Science*, 29, 1195-1199. (IF: 4.90, Q1)
31. Fasoli, F., Maass, A., & Sulpizio, S. (2018). Stereotypical disease inferences from gay/lesbian vs. heterosexual voice. *Journal of Homosexuality*, 65, 990-1014. (IF: 1.43, Q2)
30. Sulpizio, S., & Job, R. (2017). Effetti dell'informazione metrica e segmentale nella produzione di parole. *Giornale Italiano di Psicologia*, 4, 957-972.
29. Sulpizio, S., & Colombo, L. (2017). Early markers of lexical stress in visual word recognition. *Memory & Cognition*, 45, 1398-1410. (IF: 1.91, Q2)
28. Sulpizio, S. (2017). Mindfulness: "Occidentali's Karma"? *Giornale Italiano di Psicologia*, 2, 339-344.
27. Liu, F., Sulpizio, S., Kornpetpanee, S., & Job R. (2017). It takes biking to learn: Physical activity improves learning a second language. *Plos One*, 12(5): e0177624. (IF: 2.76, Q1)
26. Colombo, L., Sulpizio, S., & Peressotti, F. (2017). Serial mechanism in transposed-letters effects: A developmental study. *Journal of Experimental Child Psychology*, 161, 46-62. (IF: 2.42, Q2)
25. Sulpizio, S., Spinelli, G., & Burani, C. (2017). STRESYL: An Italian Stress-in-Syllables database for research in reading. *Journal of Written Language & Literacy*, 20, 80-103.
24. Fasoli, F., Maass, A., Paladino, M. P., & Sulpizio, S. (2017). Gay- and Lesbian-Sounding Auditory Cues Elicit Stereotyping and Discrimination. *Archives of Sexual Behavior*, 46, 1261-1277. (IF: 3.22, Q1)
23. Spinelli, G.*, Sulpizio, S.*, & Burani, C. (2017). Q2Stress: A database for multiple cues to stress assignment in Italian. *Behavior Research Methods*, 49, 2113-2126. (*Equal contribution) (IF: 3.59, Q1)
22. Calcagni, A., Lombardi, L., & Sulpizio, S. (2017). Analysing spatial data from mouse tracker methodology: An entropic approach. *Behavior Research Methods*, 49, 2012-2030. (IF: 3.59, Q1)
21. Amenta, S., Marelli, M., & Sulpizio, S. (2017). From sound to meaning: A quantitative exploration of the Phonology-to-Semantics mapping in visual word recognition. *Psychonomic Bulletin & Review*, 24, 887-893. (IF: 3.09, Q1)
20. Fasoli, F., Mazurega, M., & Sulpizio, S. (2017). When characters impact on dubbing: the role of sexual stereotypes on voice actor/actress' preferences. *Media Psychology*, 20, 450-476. (IF: 2.57, Q1)

19. Fasoli, F., Paladino, M. P., & Sulpizio, S. (2016). Conosco persone omosessuali: Una ricerca esplorativa degli effetti del contatto sull'omofobia e sostegno ai diritti LGBT in Italia. *Psicologia Sociale, 11*, 263-286.
18. Sulpizio, S., Spinelli, G., & Burani, C. (2016). Stress still affects articulatory planning in reading aloud: A Reply to White and Besner (2016). *Journal of Experimental Psychology: Human Perception & Performance, 42*, 2129-2131. (IF: 2.28, Q2)
17. Sulpizio, S., Vespignani, F., & Job, R. (2016). On the time course of lexical stress priming in speech production: Behavioral and ERPs evidence from a free-stress language. *Brain Research, 1648*, 202-213. (IF: 2.74, Q3)
16. Spinelli, G., Sulpizio, S., Primativo, S., & Burani, C. (2016). Stress in context: morpho-syntactic properties affect lexical stress assignment in reading aloud. *Frontiers in Psychology, 7*: 942. (IF: 2.32, Q2)
15. Sulpizio, S., & Kinoshita, S. (2016). Editorial: Bridging reading aloud and speech production. *Frontiers in Psychology, 7*: 661. (IF: 2.32, Q2)
14. Sulpizio, S., & Job, R. (2015). The segment-to-frame association in word reading: Early effects of the interaction between segmental and suprasegmental information. *Frontiers in Psychology, 6*: 1612. (IF: 2.46, Q1)
13. Sulpizio, S.*, Fasoli, F.*, Maass, A., Paladino, M. P., Vespignani, F., Eyssel, F., Bentler, D. (2015). The sound of voice: Voice-based categorization of speakers' sexual orientation within and across languages. *PLoS ONE, 10(7)*: e0128882. (IF: 3.05, Q1; *Equal contribution)
12. Colombo, L., & Sulpizio, S. (2015). When orthography is not enough: The effect of lexical stress in lexical decision. *Memory & Cognition, 43*, 811-824. (IF: 2.03, Q2)
11. Sulpizio, S., Spinelli, G., & Burani, C. (2015). Stress affects articulatory planning in reading aloud. *Journal of Experimental Psychology: Human Perception and Performance, 41*, 453-461. (IF: 2.42, Q2)
10. Sulpizio, S., & Burani, C. (2015). Reading segments is not reading words: Comment on Kawamoto et al. (2014). *Quarterly Journal of Experimental Psychology, 68*, 619-621. (IF: 2.13, Q2)
9. Sulpizio, S., Burani, C., & Colombo, L. (2015). The process of stress assignment in reading aloud: Critical issues from studies on Italian. *Scientific Studies of Reading, 19*, 5-20. (IF: 2.74, Q1)
8. Sadakata, M., Shingai, M., Brandmeyer, A., Sulpizio, S., & Sekiyama, K. (2014). Language Specific Listening of Japanese geminate consonants: A cross-linguistic study. *Frontiers in Psychology, 5*:1422. (IF: 2.56, Q1)
7. Burani, C., Paizi, D., & Sulpizio, S. (2014). Stress assignment in reading Italian: Friendship outweighs dominance. *Memory & Cognition, 42*, 662-675. (IF: 2.45, Q2)
6. Sulpizio, S. (2013). Accento e sillabe nei modelli computazionali della lettura: è così semplice leggere unità polisillabiche? *Giornale Italiano di Psicologia, 2*, 289-312.
5. Sulpizio, S., & Colombo, L. (2013). Lexical stress, frequency and stress neighborhood effects in the early stages of Italian reading development. *Quarterly Journal of Experimental Psychology, 66*, 2073-2084. (IF: 1.73, Q3)
4. Sulpizio, S., Arduino, L. S., Paizi, D., & Burani, C. (2013). Stress assignment in reading Italian polysyllabic pseudowords. *Journal of Experimental Psychology: Learning, Memory & Cognition, 39*, 51-68. (IF: 3.09, Q1)
3. Sulpizio, S., Job, R., & Burani, C. (2012). Priming lexical stress in reading Italian aloud. *Language and Cognitive Processes, 27*, 808-820. (IF: 1.62, Q1)
2. Sulpizio, S. & McQueen, J. M. (2012). Italians use abstract knowledge about lexical stress during spoken-word recognition. *Journal of Memory and Language, 66*, 177-193. (IF: 2.80, Q1)
1. Sulpizio, S., & Job, R. (2010). L'intervento delle sillabe nei processi di produzione e riconoscimento visivo delle parole. *Giornale Italiano di Psicologia, 3*, 707-718.

Edited Book

Sulpizio, S., Barca, L., Primativo, S., & Arduino, L.S. (Eds.) (2019). *Word recognition, morphology and lexical reading. Festschrift in Honour of Cristina Burani*. College Publications.

Book Chapters

4. Sulpizio, S., & Fasoli, F. (2019). Visual word recognition is sensitive to social information extracted from vocal cues. In S. Sulpizio, L. Barca, S. Primativo, L.S. Arduino (Eds.), *Word recognition, morphology and lexical reading. Festschrift in Honour of Cristina Burani*. College Publications (pp. 45-52).
3. Fasoli, F., Maass, A., & Sulpizio, S. (2016). Communicating the “invisible”: Disclosing and inferring sexual orientation through visual and vocal cues. In H. Giles & A. Maass (Eds.) *Advances in intergroup communication*. NY: Peter Lang Publications (pp. 193-208).
2. Canavesio, L., Sulpizio, S., & Job, R. (2016). Arithmetic facts and language of acquisition effect in primary school children. In K. Papaja & A. Świątek (Eds.), *Modernizing Educational Practice. Perspectives in Content and Language Integrated Learning* (pp. 17-36). UK: Cambridge Scholars Publishing.
1. Job, R., Coppini, A., & Sulpizio, S. (2015). Le non-parole possono attivare emozioni? Uno studio empirico. In P. Legrenzi, L. Lotto, & L. Savadori (Eds.), *Conoscenza, decisione, negoziazione – Studi in onore di Rino Rumiati* (pp. 135-140). Bologna: Il Mulino.

Articles in conference proceedings

8. Miniukovich, A., De Angeli, A., Sulpizio, S., & Scaltritti, M. (2019). Guideline-Based Evaluation of Web Readability. In *Proceedings of the 2019 CHI Conference on Human Factors in Computing Systems* (p. 508). ACM.
7. Miniukovich, A., Sulpizio, S., & De Angeli, A. (2018). Visual Complexity for Graphical User Interfaces. *Proceedings of the 2018 International Conference on Advanced Visual Interfaces*. ACM
6. Miniukovich, A., De Angeli, A., Sulpizio, S., & Venuti, P. (2017). Design Guidelines for Web Readability. *Proceedings of the 2017 Conference on Design Interactive System* (pp. 285-296). ACM.
5. Fasoli, F., Sulpizio, S., & Paladino, M. P. (2015). “È un buon leader?”: Orientamento sessuale, stereotipi di genere e discriminazione nelle posizioni di leadership. In *Elisa Bellè, Barbara Poggio, & Giulia Selmi (Eds.), Districare il nodo genere-potere – Sguardi interdisciplinari su politica, lavoro, sessualità e cultura. Atti del III convegno nazionale del Centro di Studi Interdisciplinari di Genere* (pp. 176-193). Trento, IT: Università degli Studi di Trento.
4. Sulpizio, S., & Job, R. (2013). Syllable Frequency and Stress Priming Interact in Reading Italian Aloud. In *M. Knauff, M. Pauen, N. Sebanz, & I. Wachsmuth (Eds.), Proceedings of the 35th Annual Conference of the Cognitive Science Society* (pp. 1402-1407). Austin, TX: Cognitive Science Society. ISBN 978-0-9768318-9-1
3. Sulpizio, S., Boureau, M., Burani, C., Deguchi, C., & Colombo, L. (2012). Stress assignment in the development of reading aloud: Nonword priming effects on Italian children. In N. Miyake, D. Peebles, & R. P. Cooper (Eds.), *Proceedings of the 34th Annual Conference of the Cognitive Science Society* (pp. 2369-2374). Austin, TX: Cognitive Science Society. ISBN 978-0-9768318-8-4
2. Sulpizio, S. & McQueen, J. M. (2011). When two newly-acquired words are one: new words differing in stress alone are not automatically represented differently. In *Proceeding of the 12th Annual Conference of Speech Communication Association (Interspeech 2011)*. Firenze, Italy (pp. 1385-1388). ISSN: 1990-9772

1. Sulpizio, S. (2010). Il ruolo delle sillabe nei processi di riconoscimento visivo delle parole e di lettura ad alta voce: nuove evidenze dall'italiano. Proceedings of AISC 2010 - Seventh annual meeting of the Italian Society of Cognitive Sciences (pp. 185-189). ISBN: 978-88-8443-349-7

Invited Talks

9. *The what and when of lexical stress in word recognition*. Word recognition and reading development – A workshop in honor of Lucia Colombo, Università degli studi di Padova, Padova, Italy, October, 4, 2019.

8. *Taboo words: From word properties to brain processing*. Series of Seminars “Language & Society”, Università degli studi di Milano, Milan, Italy, June, 13, 2019.

7. *Crisis of reproducibility or crisis of trust?* Workshop: Moving psychological science forward: Issues in methods and epistemology. Department of Psychology and Cognitive Science, Rovereto (TN), Italy, May, 6, 2019.

6. *On the processing of proper and common names: An event-related potential investigation*. Linguistic Structure and Language Processing - 10th year anniversary of the Fondazione Marica De Vincenzi Onlus, Rome, Italy June, 8-9, 2018.

5. *Parla e ti dirò chi sei! Il ruolo della voce nella nascita di stereotipi e discriminazioni: il caso dell'orientamento sessuale*. Lunch seminars of the Interfaculty Centre for Gender Studies, Vita-Salute San Raffaele University, Milan, Italy, October, 17, 2017.

4. *Il ruolo della voce nell'elaborazione del linguaggio* [The role of voice in language processing]. Tre giorni per l'italiano – edizione 2016/2017, Trento, Italy, September, 1, 2016.

3. *Feeling the cry: Ultrasonic effects of infant cry on lactating mothers*. Italian-Japan Summit - The Development of bonding: Integrating genes, behavior, and environment, Rovereto (TN), Italy, February, 5, 2016.

2. *The sound of voice: Voice-based categorization of speaker's sexual orientation*. Kumamoto University, Kumamoto, Japan, March, 22, 2015.

1. *From voice to prejudice: the case of voice-based categorization of sexual orientation*. Department of Psychology and Cognitive Science, University of Trento, Rovereto (TN), Italy, February, 27, 2014.

Public dissemination of science (representative examples)

- Radio interview, *Blabla capital* – *Radio Capital*, 13 June 2017, Italy.

[<https://www.capital.it/programmi/bla-bla-capital/puntate/bla-bla-capital-del-13-06-2017/>]

- *Linee guida per un web più leggibile per i dislessici*, Flyer distributed during the meetings organized by the ODFLab (University of Trento) for the European Week of Dyslexia, 4-10 October 2016, Trento, Italy.

- *La dislessia tra mente e cervello*. Poster presented during the European Week of Dyslexia, 5-11 October 2015, Trento, Italy.

- 8 April 2014 – Omofobia, stereotipi sessuali ed informazioni veicolate dalla voce. I risultati di un'indagine sperimentale. Public meeting, Urban Center, Rovereto (TN), Italy.

- 27 September 2013 - *Parla e ti dirò come sei - Il ruolo della voce nella nascita di pregiudizi: il caso dell'orientamento sessuale*. Public Talk at the Researchers' Night. Trento, Italy.

- 17 May 2013 – *Scusi lei non può rimanere qui*. Organization of a Public Forum of Theater of the Oppressed (acting company “L'altra Faccia del Dado”). Sala Filarmonica, Rovereto (TN), Italy.

Media (representative examples)

Media citing the paper Scaltritti, M., Miniukovich, A., Venuti, P., Job, R., De Angeli, A., & Sulpizio, S. (2019). Investigating effects of typographic variables on webpage reading through eye movements. *Scientific Reports*, 9: 12711.

[<https://www.ildolomiti.it/ricerca-e-universita/2019/come-creare-il-sito-internet-piu-leggibile-anche-per-persone-con-dislessia-ecco-le-regole-delluniversita-di-trento-pubblicate-su-scientific-reports>] [<https://www.aise.it/ambiente-e-ricerca/internet-come-un-libro-aperto-per-tutti-lo-studio-delluniversita-di-trento-su-scientific-reports-134925/1>] [<https://www.insalutenews.it/in-salute/internet-accessibile-come-costruire-pagine-web-leggibili-per-tutti-studio-unitrento/>]

Media citing the paper Liu, F., Sulpizio, S., Kornpetanee, S., & Job R. (2017). It takes biking to learn: Physical activity improves learning a second language. *Plos One*, 12(5): e0177624.

[<https://www.nytimes.com/2017/08/16/well/move/how-exercise-could-help-you-learn-a-new-language.html?mcubz=0>] [http://www.repubblica.it/salute/2017/11/21/news/per_imparare_una_lingua_straniera_vai_in_palestra-181699124/]

Media citing the paper Fasoli, F., Maass, A., Paladino, M. P., & Sulpizio, S. (2017). Gay- and Lesbian-Sounding Auditory Cues Elicit Stereotyping and Discrimination. *Archives of Sexual Behavior*:

[<http://www.lastampa.it/2017/06/10/edizioni/milano/dimmi-come-parli-e-ti-dir-che-pregiudizio-uso-shkin1f9ZomudnzCGH2Ejl/pagina.html>]

[http://www.repubblica.it/economia/miojob/lavoro/2017/04/20/news/stereotipi_discriminazioni_ufficio_lgbt-163438724/]

[<http://nypost.com/2017/03/21/men-discriminate-against-job-applicants-if-they-sound-gay-study/>]

[<http://www.smh.com.au/comment/people-make-assumptions-about-me-when-they-hear-my-voice-20170327-gv77yw.html>]

[<http://www.breakingnewstime.com/gay-men-and-lesbian-women-miss-out-on-top-jobs-because-of-the-sound-of-their-voice-research-claims/>]

Media citing the paper Sulpizio, S., Fasoli, F., Maass, A., Paladino, M. P., Vespignani, F., Eyssel, F., Bentler, D. (2015). *PLoS ONE*, 10(7): e0128882.:

Popular scientific journal: [<http://www.focus.it/scienza/salute/ricerca-gay-radar-non-esiste-per-la-scienza-riconoscerli-da-voce-e-un-mito>]; *Newspapers*: [http://www.ansa.it/trentino/notizie/2015/07/02/orientamento-sesso-non-centra-con-voce_c644cc3a-e589-4221-9f87-db2514c5ece6.html] [<http://www.lastampa.it/2015/07/14/scienza/benessere/dovete-sapere/riconoscere-un-gay-dalla-voce-impossibile-ny3ZsgAgtkQRgSaHsfTkEK/pagina.html?zanpid=2055957506668499968>]

[<http://www.iltempo.it/adn-kronos/2015/07/02/ricerca-gay-radar-non-esiste-per-la-scienza-riconoscerli-da-voce-e-un-mito-1.1432918?localLinksEnabled=false>]

[http://www.ilsecoloxix.it/p/magazine/2015/07/14/ARjibF7E-riconoscere_dalla_impossibile.shtml]

[<http://www.ladige.it/popular/lifestyle/2015/07/02/non-c-relazione-voce-orientamento-sessuale>]

Mente & Cervello (popular scientific journal; November 2014). *Il suono delle voci e il peso del pregiudizio*. [Short interview]

Languages: Italian (native speaker);
English (proficient);
Spanish (elementary);
Southern Trentino (dialect; intermediate level)

Computer skills and specific knowledge:

- Data analyses and statistical computation with R environment and MATLAB;
- Speech signal analysis with PRAAT.
- Electrophysiological and neuroimaging measures (ERPs recording with: Brain Vision Recorder, ANT Neuro eego software; data analysis with Brain Analyzer, EEGLAB, fieldtrip; fNIRS; fMRI data analysis with: SPM, GingerALE, data visualization: MRICron, MRICroGL).

- Behavioral measures (RTs and accuracy); experience with other behavioral measures: eye-movements (fixations, saccades, pupillometry), hand movements and mouse trajectory, questionnaires.

- Software for experiments: E-Prime; Presentation; SoSci. Experience with other softwares: OpenSesame, Experiment Builder, Mouse Tracker.

Other computer skills: HTML (basic knowledge); Operative systems: Windows; Linux; OS X.

Other

Current affiliations:

2017- European Society of Cognitive Psychology.

2010- Associazione Italiana di Psicologia (AIP).