

ClauseNumber Clause

- 1 Mrs. Logan entered the room
- 2 and said loudly but pleasantly, 'All right, children.
- 3 It's time to be seated.'
- 4 Raymond immediately went to his desk
- 5 and sat down.
- 6 He seemed alert to all of the activity going on in the room.
- 7 He squirmed restlessly in his seat.
- 8 He looked over at Judy Marshall in a coy and embarrassed manner.
- 9 Raymond affected a haughty facial expression
- 10 as he turned his head away.
- 11 Grant Herne, whose desk was in front of Judy's,
- 12 came up
- 13 and whispered something to Raymond.
- 14 Raymond listened with interest to what Grant had to say.
- 15 Grant returned to his seat
- 16 and Raymond regarded Grant for a second.
- 17 Then he went quickly to Grant's seat
- 18 and whispered something furtively.
- 19 He slipped back to his own seat.
- 20 He glanced momentarily at Judy.
- 21 Then he gave Grant an intimate, knowing glance.
- 22 Mrs. Logan went rapidly to the back of the room.
- 23 She was annoyed with Stanton Thorne,
- 24 who was lying on his stomach on the windowsill.
- 25 She took him by the shoulder
- 26 and shoved him firmly toward his seat.
- 27 She looked out the window

ClauseNumber Clause

28 to see what had been so interesting to Stanton.
29 Raymond observed this incident, with no apparent feeling.
30 The school band started playing loudly outside in the street.
31 Raymond, along with several other children, jumped up immediately
32 to watch the band from his seat.
33 Raymond, seemingly satisfied with what he had seen,
34 calmly sat down facing the front.
35 Ben Hutchings came in
36 and Mrs. Logan asked, 'Ben, did you just now get here from home?'
37 Ben nodded yes
38 and grinned shyly in embarrassment.
39 The teacher smiled
40 and acquitted him,
41 saying, 'That's all right.'
42 Raymond scrutinized Ben
43 as Ben entered
44 and went to his seat.
45 The teacher said in a very definite tone, 'Second grade, we will get out our English books.'
46 Then she said in a louder voice, 'All right.
47 Let's get quiet now.'
48 She began helping the first graders with their spelling.
49 Raymond immediately got out his book
50 and opened it to the proper page.
51 Raymond immediately read the sentences there.
52 After pausing thoughtfully for just a moment,
53 he wrote in the answer.
54 As he wrote,

ClauseNumber Clause

55 Mrs. Logan read the second direction to the class as a whole
56 and then paused for the children to fill in the blanks.
57 Raymond wrote busily
58 and finished both parts one and two.
59 He leaned back in his seat
60 and listened to the teacher's instructions.
61 His face wore a puzzled frown
62 and his lips were pursed.
63 Quickly he turned to his book
64 and gripped the pencil tightly in his hand.
65 Raymond's movement to write was arrested suddenly,
66 because his plastic gun-shaped pencil box fell from his desk with a terrific clatter.
67 The teacher was disturbed by the noise.
68 The teacher came down the aisle to investigate.
69 Raymond quietly got out of his seat,
70 stooped down,
71 picked up the scattered supplies,
72 and put them back into the pencil box.
73 Mrs. Logan resumed the English lesson
74 by reading the third direction aloud,
75 giving a brief explanation in her own words.
76 Raymond turned to his English workbook immediately,
77 and with great intentness and confidence filled in the two blanks.
78 Mrs. Logan commented, 'We should be ready for number four now.
79 How many are not?'
80 Several were not ready.
81 Abruptly the teacher read the fourth direction.

ClauseNumber Clause

- 82 Raymond hurriedly wrote in a word.
83 He paused thoughtfully for a moment.
84 His thoughtfulness turned to a mildly frustrated or puzzled look.
85 His expression cleared
86 and with evident confidence he filled in the second blank.
87 He laid his pencil down with an air of relief.
88 The teacher read the directions for part five.
89 Immediately Raymond turned
90 and watched her intently.
91 He grabbed his pencil
92 and listened closely.
93 He wrote in an answer,
94 frowning slightly
95 with an apparent effort to concentrate
96 as he wrote.
97 The teacher read the sixth direction
98 which required the children
99 to copy on tablet paper a story of several sentences in length from the English workbook.
100 She repeated the directions in her own words
101 and added
102 that she would pay particular attention to penmanship.
103 Raymond listened absently to this lengthy explanation of the last part of the lesson.
104 He began writing lackadaisically.
105 Judy Marshall asked the teacher something about copying the capitals in the lesson.
106 Raymond looked up
107 and listened with intense concentration to the answer.
108 Judy's question apparently concerned something Raymond did not understand either.

"Course Work"

Speer, Zacks, and Reynolds
Experiments 1-4 Stimuli

ClauseNumber Clause

- 109 After the teacher had answered,
110 Raymond returned to his copy work once more.
111 With his head on his left hand, he applied himself to writing the story
112 carefully, deliberately and with great intentness.
113 Without pause or observable diversion he remained glued to his writing.
114 Raising his head momentarily,
115 he seemed to be thinking.
116 He whispered several words to himself
117 while he wrote them down.
118 He appeared to be unaware of his whispering.
119 Then, still unconsciously, he made a 'Sh, -sh-s' sound
120 as he checked his own work against the original.
121 He wrote another word or two.
122 He raised his head a little
123 and turned an analytic eye
124 on what he had written.
125 Smiling briefly with satisfaction,
126 he copied more from his English book.
127 He seemed absorbed in the task.
128 Grant Herne, who was crouched in the aisle cleaning his desk,
129 bumped into Raymond's desk accidentally.
130 Raymond glanced up casually
131 but showed no particular interest in Grant's maneuverings.
132 Tapping his pencil restlessly against his trouser leg,
133 he checked his work against the original in the English book.
134 He appeared satisfied and content with the quality of his work.
135 He wrote again with his pencil gripped tightly,

ClauseNumber Clause

136 deliberately forming each letter.
137 Alternately he wrote and checked,
138 never straying from his purposeful activity.
139 With an abrupt movement Raymond laid his pencil down
140 and jumped out of his seat.
141 With his English lesson in his hand he hurried to the front
142 and stopped at the right side of the teacher's desk.
143 Several other children were crowded together at the right side of the desk.
144 Raymond immediately moved to the left side.
145 He leaned against the books on the desk
146 and waited for his turn.
147 While Mrs. Logan looked over the writing in his tablet,
148 he watched her expression intently.
149 As soon as she made a check mark on his paper,
150 he hurried back to his desk.
151 Nearing his desk,
152 he crumpled the paper, seemingly without any disappointment or anxiety.
153 His expression was one of 'Well, that's that and I'm through.'
154 The teacher called to him pleasantly, 'Did I grade your book?'
155 Raymond answered with a negative shake of his head.
156 He picked up his English workbook
157 and returned to her desk.
158 He walked briskly.
159 He laid his workbook on the desk.
160 He leaned on the desk,
161 breathlessly looking around the room.
162 Then he marched back to his desk.

"Course Work"

Speer, Zacks, and Reynolds
Experiments 1-4 Stimuli

ClauseNumber Clause

163 The teacher in a routine way, said, 'In position.'
164 Raymond immediately folded his hands
165 and sat up straight
166 and took a solemn facial expression.
167 Mrs. Logan explained to the class as a whole
168 that all of them should go out to play
169 except those who had special permission
170 to stay in.
171 Raymond, sitting quietly,
172 listened soberly to her words.

"Course Work"

Speer, Zacks, and Reynolds
Experiments 1-4 Stimuli

ClauseNumber	Situation Changes						
	<u>Time</u>	<u>Space</u>	<u>Object</u>	<u>Character</u>	<u>Cause</u>	<u>Goal</u>	<u>NumberOfChanges</u>
1	0	1	0	0	1	1	3
2	0	0	0	0	1	1	2
3	0	0	0	0	0	0	0
4	1	1	0	1	0	1	3
5	0	0	0	0	0	0	0
6	0	0	0	0	0	0	0
7	0	0	0	0	1	0	1
8	0	0	0	0	1	0	1
9	0	0	0	0	0	0	0
10	1	0	0	0	0	0	1
11	0	0	0	1	0	0	1
12	0	1	0	0	1	1	3
13	0	0	0	0	0	0	0
14	0	0	0	1	0	0	1
15	0	1	0	1	1	0	3
16	1	0	0	1	0	0	2
17	1	1	0	0	1	0	3
18	0	0	0	0	0	0	0
19	0	1	0	0	1	0	2
20	1	0	0	0	1	0	2
21	1	0	0	0	0	0	1
22	1	1	0	1	1	1	3
23	0	0	0	0	0	0	0
24	0	0	0	0	0	0	0
25	0	0	0	0	0	0	0
26	0	1	0	0	0	0	1
27	0	0	0	0	1	1	2

"Course Work"

Speer, Zacks, and Reynolds
Experiments 1-4 Stimuli

ClauseNumber	Situation Changes						NumberOfChanges
	<u>Time</u>	<u>Space</u>	<u>Object</u>	<u>Character</u>	<u>Cause</u>	<u>Goal</u>	
28	0	0	0	0	0	0	0
29	0	0	0	1	0	0	1
30	0	1	0	1	1	0	3
31	1	0	0	1	0	1	3
32	0	0	0	0	0	0	0
33	0	0	0	1	0	0	1
34	0	0	0	0	0	0	0
35	0	1	0	1	1	0	3
36	0	0	0	1	0	1	2
37	0	0	0	1	0	1	2
38	0	0	0	0	0	0	0
39	0	0	0	1	0	1	2
40	0	0	0	0	0	0	0
41	0	0	0	0	0	0	0
42	0	0	0	1	0	0	1
43	1	1	0	0	0	0	2
44	0	1	0	0	0	0	1
45	0	0	0	1	1	1	3
46	0	0	0	0	1	0	1
47	0	0	0	0	0	0	0
48	0	0	0	0	1	1	2
49	1	0	1	1	0	1	3
50	0	0	1	0	0	0	1
51	1	0	0	0	0	0	1
52	1	0	0	0	0	0	1
53	0	0	0	0	0	0	0
54	0	0	0	0	0	0	0

"Course Work"

Speer, Zacks, and Reynolds
Experiments 1-4 Stimuli

ClauseNumber	Situation Changes						NumberOfChanges
	<u>Time</u>	<u>Space</u>	<u>Object</u>	<u>Character</u>	<u>Cause</u>	<u>Goal</u>	
55	0	0	0	1	1	1	3
56	1	0	0	0	0	0	1
57	0	0	0	1	0	0	1
58	0	0	0	0	0	0	0
59	0	0	0	0	1	0	1
60	0	0	0	0	0	0	0
61	0	0	0	0	0	0	0
62	0	0	0	0	0	0	0
63	1	0	0	0	0	0	1
64	0	0	1	0	0	0	1
65	1	0	0	0	1	0	2
66	0	0	0	0	0	0	0
67	0	0	0	1	0	0	1
68	0	1	0	0	0	1	2
69	0	1	0	1	0	1	3
70	0	0	0	0	0	0	0
71	0	0	1	0	0	0	1
72	0	0	1	0	0	0	1
73	0	0	0	1	0	0	1
74	0	0	0	0	0	0	0
75	0	0	0	0	0	0	0
76	1	0	0	1	0	1	3
77	0	0	0	0	0	0	0
78	0	0	0	1	0	1	2
79	0	0	0	0	0	0	0
80	0	0	0	0	0	0	0
81	1	0	0	0	1	1	3

"Course Work"

Speer, Zacks, and Reynolds
Experiments 1-4 Stimuli

ClauseNumber	Situation Changes						NumberOfChanges
	<u>Time</u>	<u>Space</u>	<u>Object</u>	<u>Character</u>	<u>Cause</u>	<u>Goal</u>	
82	1	0	0	1	0	1	3
83	1	0	0	0	0	0	1
84	0	0	0	0	0	0	0
85	0	0	0	0	0	0	0
86	0	0	0	0	0	0	0
87	0	0	1	0	0	0	1
88	0	0	0	1	1	1	3
89	1	0	0	1	0	1	3
90	0	0	0	0	0	0	0
91	0	0	1	0	0	0	1
92	0	0	0	0	0	0	0
93	0	0	0	0	0	0	0
94	0	0	0	0	0	0	0
95	0	0	0	0	0	0	0
96	1	0	0	0	0	0	1
97	0	0	0	1	1	1	3
98	0	0	0	0	0	0	0
99	0	0	0	0	0	0	0
100	0	0	0	0	1	0	1
101	0	0	0	0	0	0	0
102	0	0	0	0	0	0	0
103	0	0	0	1	0	1	2
104	0	0	0	0	0	0	0
105	0	0	0	1	0	1	2
106	0	0	0	1	0	1	2
107	0	0	0	0	0	0	0
108	0	0	0	0	0	0	0

"Course Work"

Speer, Zacks, and Reynolds
Experiments 1-4 Stimuli

ClauseNumber	Situation Changes						NumberOfChanges
	<u>Time</u>	<u>Space</u>	<u>Object</u>	<u>Character</u>	<u>Cause</u>	<u>Goal</u>	
109	1	0	0	1	0	0	2
110	0	0	0	1	0	0	1
111	0	0	0	0	0	0	0
112	0	0	0	0	0	0	0
113	0	0	0	0	0	0	0
114	1	0	0	0	0	0	1
115	0	0	0	0	0	0	0
116	0	0	0	0	0	0	0
117	1	0	0	0	0	0	1
118	0	0	0	0	0	0	0
119	0	0	0	0	0	0	0
120	1	0	0	0	0	0	1
121	0	0	0	0	0	0	0
122	0	0	0	0	0	0	0
123	0	0	0	0	0	0	0
124	0	0	0	0	0	0	0
125	1	0	0	0	0	0	1
126	0	0	0	0	0	0	0
127	0	0	0	0	0	0	0
128	0	0	0	1	1	0	2
129	0	0	1	0	1	0	2
130	0	0	0	1	0	0	1
131	0	0	0	0	0	0	0
132	0	0	1	0	0	0	1
133	0	0	0	0	0	0	0
134	0	0	0	0	0	0	0
135	0	0	1	0	0	0	1

"Course Work"

Speer, Zacks, and Reynolds
Experiments 1-4 Stimuli

ClauseNumber	Situation Changes						NumberOfChanges
	<u>Time</u>	<u>Space</u>	<u>Object</u>	<u>Character</u>	<u>Cause</u>	<u>Goal</u>	
136	0	0	0	0	0	0	0
137	0	0	0	0	0	0	0
138	0	0	0	0	0	0	0
139	1	0	1	0	1	1	3
140	0	1	0	0	1	0	2
141	0	1	1	0	0	0	2
142	0	0	0	0	0	0	0
143	0	0	0	1	0	0	1
144	1	1	0	1	0	0	3
145	0	0	1	0	0	0	1
146	0	0	0	0	0	0	0
147	1	0	0	1	0	1	3
148	0	0	0	1	0	0	1
149	1	0	0	1	0	0	2
150	0	1	0	1	0	1	3
151	0	0	0	0	0	0	0
152	0	0	1	0	1	1	3
153	0	0	0	0	0	0	0
154	0	0	0	1	1	1	3
155	0	0	0	1	0	1	2
156	0	0	1	0	0	0	1
157	0	1	0	0	0	0	1
158	1	0	0	0	0	0	1
159	0	0	1	0	0	0	1
160	0	0	1	0	0	0	1
161	0	0	0	0	0	0	0
162	0	1	0	0	0	1	2

"Course Work"

Speer, Zacks, and Reynolds
Experiments 1-4 Stimuli

ClauseNumber	Situation Changes						NumberOfChanges
	<u>Time</u>	<u>Space</u>	<u>Object</u>	<u>Character</u>	<u>Cause</u>	<u>Goal</u>	
163	0	0	0	1	1	1	3
164	1	0	0	0	0	1	2
165	0	0	0	0	0	0	0
166	0	0	0	0	0	0	0
167	0	0	0	1	0	1	2
168	0	0	0	0	0	0	0
169	0	0	0	0	0	0	0
170	0	0	0	0	0	0	0
171	0	0	0	1	0	0	1
172	0	0	0	0	0	0	0

"Course Work"

Speer, Zacks, and Reynolds
Experiments 1-4 Stimuli

Structural Variables (Experiments 1, 3, & 4)

<u>ClauseNumber</u>	<u>NumberOfSyllables</u>	<u>Non-TerminalPunctuation</u>	<u>TerminalPunctuation</u>
1	8	0	0
2	12	1	1
3	6	0	1
4	11	0	0
5	3	0	1
6	18	0	1
7	8	0	1
8	18	0	1
9	13	0	0
10	7	0	1
11	10	1	0
12	2	0	0
13	8	0	1
14	14	0	1
15	6	0	0
16	11	0	1
17	8	0	0
18	8	0	1
19	7	0	1
20	10	0	1
21	11	1	1
22	14	0	1
23	8	1	0
24	13	0	1
25	7	0	0
26	9	0	1
27	6	0	0

"Course Work"

Speer, Zacks, and Reynolds
Experiments 1-4 Stimuli

Structural Variables (Experiments 1, 3, & 4)

<u>ClauseNumber</u>	<u>NumberOfSyllables</u>	<u>Non-TerminalPunctuation</u>	<u>TerminalPunctuation</u>
28	13	0	1
29	15	1	1
30	14	0	1
31	19	1	0
32	7	0	1
33	13	1	0
34	8	0	1
35	5	0	0
36	15	1	1
37	4	0	0
38	9	0	1
39	4	0	0
40	5	1	0
41	5	1	1
42	6	0	0
43	4	0	0
44	5	0	1
45	23	1	1
46	10	1	1
47	5	0	1
48	13	0	1
49	11	0	0
50	9	0	1
51	13	0	1
52	12	1	0
53	6	0	1
54	3	1	0

"Course Work"

Speer, Zacks, and Reynolds
Experiments 1-4 Stimuli

Structural Variables (Experiments 1, 3, & 4)

<u>ClauseNumber</u>	<u>NumberOfSyllables</u>	<u>Non-TerminalPunctuation</u>	<u>TerminalPunctuation</u>
55	17	0	0
56	12	0	1
57	6	0	0
58	8	0	1
59	6	0	0
60	10	0	1
61	7	0	0
62	5	0	1
63	7	0	0
64	10	0	1
65	13	1	0
66	21	0	1
67	9	0	1
68	12	0	1
69	10	1	0
70	2	1	0
71	7	1	0
72	10	0	1
73	11	0	0
74	10	1	0
75	12	0	1
76	14	1	0
77	15	0	1
78	17	1	1
79	5	0	1
80	7	0	1
81	12	0	1

"Course Work"

Speer, Zacks, and Reynolds
Experiments 1-4 Stimuli

Structural Variables (Experiments 1, 3, & 4)

<u>ClauseNumber</u>	<u>NumberOfSyllables</u>	<u>Non-TerminalPunctuation</u>	<u>TerminalPunctuation</u>
82	10	0	1
83	9	0	1
84	16	0	1
85	5	0	0
86	15	0	1
87	12	0	1
88	11	0	1
89	8	0	0
90	6	0	1
91	5	0	0
92	5	0	1
93	6	1	0
94	4	0	0
95	11	0	0
96	3	0	1
97	9	0	0
98	6	0	0
99	26	0	1
100	12	0	0
101	3	0	0
102	15	0	1
103	23	0	1
104	11	0	1
105	23	0	1
106	4	0	0
107	14	0	1
108	21	0	1

"Course Work"

Speer, Zacks, and Reynolds
Experiments 1-4 Stimuli

Structural Variables (Experiments 1, 3, & 4)

<u>ClauseNumber</u>	<u>NumberOfSyllables</u>	<u>Non-TerminalPunctuation</u>	<u>TerminalPunctuation</u>
109	8	1	0
110	11	0	1
111	18	1	0
112	14	1	1
113	19	0	1
114	9	1	0
115	6	0	1
116	10	0	0
117	5	0	1
118	13	0	1
119	13	1	0
120	13	0	1
121	8	0	1
122	7	0	0
123	8	0	0
124	6	0	1
125	9	1	0
126	9	0	1
127	7	0	1
128	12	1	0
129	11	0	1
130	8	0	0
131	16	0	1
132	14	1	0
133	16	0	1
134	17	0	1
135	11	1	0

"Course Work"

Speer, Zacks, and Reynolds
Experiments 1-4 Stimuli

Structural Variables (Experiments 1, 3, & 4)

<u>ClauseNumber</u>	<u>NumberOfSyllables</u>	<u>Non-TerminalPunctuation</u>	<u>TerminalPunctuation</u>
136	10	0	1
137	8	1	0
138	13	0	1
139	13	0	0
140	6	0	1
141	15	0	0
142	11	0	1
143	20	0	1
144	12	0	1
145	9	0	0
146	6	0	1
147	15	1	0
148	9	0	1
149	12	1	0
150	7	0	1
151	4	1	0
152	22	1	1
153	13	1	1
154	14	1	1
155	13	0	1
156	8	0	0
157	6	0	1
158	4	0	1
159	8	0	1
160	5	1	0
161	9	0	1
162	7	0	1

"Course Work"

Speer, Zacks, and Reynolds
Experiments 1-4 Stimuli

Structural Variables (Experiments 1, 3, & 4)

ClauseNumber	<u>NumberOfSyllables</u>	<u>Non-TerminalPunctuation</u>	<u>TerminalPunctuation</u>
163	13	1	1
164	11	0	0
165	4	0	0
166	10	0	1
167	12	0	0
168	9	0	0
169	10	0	0
170	3	0	1
171	7	1	0
172	8	0	1

"Course Work"

Speer, Zacks, and Reynolds
Experiments 1-4 Stimuli

ClauseNumber	Structural Variables (Experiment 2)	
	<u>ClauseDuration</u>	<u>PauseDuration</u>
1	2168	804
2	4161	687
3	1107	1585
4	1981	120
5	846	1275
6	3744	1385
7	2155	1883
8	5039	1758
9	3172	686
10	1457	1723
11	3354	1121
12	551	438
13	1556	1386
14	3387	1214
15	1214	538
16	2006	1106
17	1848	748
18	1603	1396
19	1764	1138
20	2029	1392
21	3130	600
22	3667	1078
23	1938	587
24	2983	1391
25	1455	806
26	2000	1273
27	1367	536

"Course Work"

Speer, Zacks, and Reynolds
Experiments 1-4 Stimuli

ClauseNumber	Structural Variables (Experiment 2)	
	<u>ClauseDuration</u>	<u>PauseDuration</u>
28	2856	1389
29	3630	1484
30	4044	1471
31	5048	330
32	1738	1418
33	3684	834
34	2738	1772
35	1841	839
36	5080	1490
37	1095	520
38	2105	1217
39	1050	484
40	867	149
41	1934	1497
42	1500	629
43	1065	270
44	1010	723
45	7460	1137
46	3315	414
47	1067	1312
48	2850	1394
49	1891	322
50	1839	961
51	2332	1277
52	2290	729
53	1206	673
54	668	460

"Course Work"

Speer, Zacks, and Reynolds
Experiments 1-4 Stimuli

ClauseNumber	Structural Variables (Experiment 2)	
	<u>ClauseDuration</u>	<u>PauseDuration</u>
55	3397	701
56	2805	996
57	1227	583
58	2519	948
59	1518	673
60	2052	1023
61	1836	627
62	1323	1200
63	2201	598
64	2342	1778
65	3274	858
66	5640	1209
67	2018	1159
68	2431	1303
69	1992	841
70	822	855
71	1499	799
72	2157	1212
73	2519	574
74	1888	1114
75	3212	1315
76	2718	1014
77	4469	1282
78	4109	848
79	1037	956
80	1278	1444
81	2780	1450

"Course Work"

Speer, Zacks, and Reynolds
Experiments 1-4 Stimuli

ClauseNumber	Structural Variables (Experiment 2)	
	<u>ClauseDuration</u>	<u>PauseDuration</u>
82	1922	719
83	2002	823
84	4305	1118
85	1295	612
86	3686	1188
87	2980	1341
88	2458	1382
89	2164	405
90	1154	1147
91	1168	498
92	1087	1486
93	1314	622
94	1034	700
95	1995	74
96	639	1983
97	2135	392
98	1448	0
99	6258	845
100	2737	827
101	588	323
102	2799	1310
103	5148	447
104	2185	972
105	5087	1184
106	952	471
107	2628	1408
108	4726	2139

"Course Work"

Speer, Zacks, and Reynolds
Experiments 1-4 Stimuli

ClauseNumber	<u>ClauseDuration</u>	<u>PauseDuration</u>
109	1531	471
110	2832	646
111	4775	45
112	3922	794
113	4975	956
114	1711	497
115	1266	722
116	2176	587
117	1162	1012
118	2299	955
119	4387	555
120	2235	1289
121	1504	1009
122	1294	652
123	1587	287
124	944	927
125	2124	659
126	1962	1066
127	1805	1276
128	3820	850
129	2202	1079
130	1664	642
131	2879	1315
132	3447	1091
133	3478	1313
134	3460	1149
135	2632	716

"Course Work"

Speer, Zacks, and Reynolds
Experiments 1-4 Stimuli

ClauseNumber	Structural Variables (Experiment 2)	
	<u>ClauseDuration</u>	<u>PauseDuration</u>
136	1641	1411
137	2027	622
138	2311	1727
139	3391	499
140	1227	1881
141	3638	712
142	2739	1155
143	4858	1242
144	2392	1097
145	1888	556
146	1284	1616
147	2851	727
148	2156	1780
149	2578	556
150	1673	1627
151	988	441
152	5254	1408
153	4095	1733
154	3718	1377
155	2394	1539
156	1555	614
157	1321	946
158	1020	1329
159	1863	1013
160	1113	321
161	2286	1546
162	1750	1129

"Course Work"

Speer, Zacks, and Reynolds
Experiments 1-4 Stimuli

Structural Variables (Experiment 2)

ClauseNumber	<u>ClauseDuration</u>	<u>PauseDuration</u>
163	4258	1733
164	1932	690
165	1016	755
166	1933	1376
167	2415	878
168	1776	688
169	1893	0
170	762	1126
171	1661	834
172	1817	10117