

**Carolyn Jane Lutken**

**Postdoctoral Associate**

*Rutgers University Center for Cognitive Science*  
Rutgers University

**Contact**

**E-mail:** c.jane.lutken@rutgers.edu

**Phone:** 662-638-5858

**Website:** cjlutken.com

**Education**

**Johns Hopkins University:** Ph.D. Cognitive Science, May 2021

Dissertation Title: *Cross-Linguistic Investigations of 'Syntactic Creativity' Errors in Children's WH-Questions*

Primary Advisor: Geraldine Legendre, Ph.D.

**JHU Summer Teaching Institute:** May 2019 – *An intensive 3-day course on teaching methods, philosophies, and techniques. Put on by the JHU Teaching Academy, this Institute's goal is to explore the benefits of active learning, ongoing assessment, and responsiveness to diversity.*

**Linguistics Society of America Summer Institute:** July-Aug 2017, University of Kentucky

**Newcastle University:** Graduated with Distinction

Master of Arts in Linguistics and Language Acquisition, 2013

**Whitman College:**

Graduated Cum Laude, 2010

Bachelor of Arts in English Literature

Minor in French Language

**University of Nantes, France** - one semester studying abroad, 2008

**Research Interests**

Cognitive Development

General cognitive and processing mechanisms underlying language and language learning

First language acquisition of syntax, particularly complex structures

Cross linguistic variation in acquisition and structure use

Syntax and the Syntax-Semantics Interface

**Grants**

**NSF-Doctoral Dissertation Research Improvement Grant (Co-PI):** *Cross-Linguistic Investigations of Syntactic Creativity Errors in Children's Wh-questions*. G. Legendre (PI). BCS-1853297. 2019-2020.

Amount (DC): \$11,453

## **Professional Experience**

Fall 2021-Present                      Postdoctoral Teaching Associate, Rutgers University

Spring 2021                              Adjunct Professor, Johns Hopkins University

## **International Research Experience**

Sept.-Nov. 2019                      Conducted Research at the University of Konstanz with Bettina Braun at BabySprachLabor. This research was part of the DDRIG listed above.

Sept. -Dec. 2013                      Research Assistant at Newcastle University: *How does linguistic input in infancy inform language change?* | Joel Wallenberg, PhD (PI)

## **Teaching Experience**

### Primary Instructor

\*Upcoming: Spring 2023              *The Multilingual Mind: A Cognitive Science Perspective* | Rutgers University

Fall 2022                                  *The Multilingual Mind: A Cognitive Science Perspective* | Rutgers University

Spring 2021                              *Psycholinguistics* | Johns Hopkins University

Spring Intersession 2020              *Learning from their Mistakes: Experimental Approaches to Language Learning*  
Johns Hopkins University

### Recitation Instructor

Duties included: planning and leading recitation sections, grading, holding office hours

Fall 2022                                  *Cognitive Neuroscience: Case Studies* | Rutgers University

Spring 2022                              *Introduction to Cognitive Science* | Rutgers University

Fall 2021                                  *Introduction to Cognitive Science* | Rutgers University

### Assistant Instructor

Duties included: grading, holding office hours, occasional lecturing

Spring 2022                              Deeper Data Analysis: Neuroscience and Psychology |  
Rutgers University  
Guest lecture: *Analyzing Language Data*

Teaching Assistantships

Duties included: grading, running review sessions, holding office hours, occasional lecturing  
Spring 2018

Bilingualism | Johns Hopkins University  
Guest lecture: *Bilingual Acquisition*

Fall 2017

Language and Mind | Johns Hopkins University  
Guest Lecture: *Language Processing*

Spring 2017

Bilingualism | Johns Hopkins University

Fall 2016

Language and Mind | Johns Hopkins University  
Guest Lecture *Introduction to Syntax*

Fall 2015

Cognition | Johns Hopkins University

Invited Guest Lectures

Spring 2021

Virtual Guest Lecture: *What can errors teach us about learning language?*  
For *Amany Alharbi*, Qassim University (Saudi Arabia)

Spring 2020

Guest Lecture: *First Language Acquisition*  
For *Julia Yarmolinskaya*, Johns Hopkins University

Fall 2019

Guest Lecture: *Experimental Methods in Psycholinguistics*  
For *Bettina Braun*, University Konstanz (Germany)

Fall 2019

Guest Lecture: *Language Development*  
For *Celia Litovsky*, Goucher College Prison Program

Spring 2019

Guest Lecture: *Bilingualism in the Brain*  
For *Julia Yarmolinskaya*, Johns Hopkins University

Undergraduate Mentoring Experience

Spring 2021-Present

Senior thesis research for two rising seniors. Both earned intramural fellowships to complete this research.

Spring 2021-Present

I lead a subset of my supervisor's lab (five students) and guide them through the process of designing stimuli, collecting and coding data, and some data analysis. We meet on a weekly basis for an hour and a half.

## **Publications**

Lutken, C.J., Legendre, G., and Omaki, A. (2020). Syntactic Creativity in Children's Wh-Questions. *Cognitive Science*. 44(7). E12849.

Lutken, C.J. & Legendre, G. (submitted) The relationship between working memory, production, and comprehension: evidence from children's errors in complex wh-questions (submitted to *Language Acquisition*)

Lutken, C.J. & Stromswold, K. (in prep) Childlike behavior: what do you think why adults talk like kids? (To be submitted to *Language Acquisition*)

Lutken, C.J. & Legendre, G. (in prep) Cross-Linguistic evidence for processing difficulties in complex question formation: Evidence from German. (To be submitted to *Journal of Child Language*)

Lutken, C.J., Legendre, G. (in prep) Pragmatic Constraints on the use of Wh-Scope Marking vs. Long Distance constructions cross-linguistically. (To be submitted to *Language*)

Lutken, C.J., Legendre, G. (in prep) A cross-linguistic analysis of Scope Marking at the syntax/semantics interface using Optimality Theory. (To be submitted to *Language*)

## **Research Presented at Professional Meetings**

### Invited Seminar and Conference Presentations

Lutken, C.J. (2022) Errors as Evidence: A cross-linguistic Investigation into children's use (and Misuse!) of Complex Wh-Questions. Rutgers University. Colloquium Talk.

Lutken, C.J. and Legendre, G. (2019) Syntax or Something Else? What causes systematic errors in children's production and comprehension of complex questions? Newcastle University, United Kingdom. Colloquium Talk.

Lutken, C.J. and Legendre, G. (2019) Errors as Evidence: What children's syntactic errors can tell us about how they learn grammar. University of Konstanz, Germany. Invited Talk.

Lutken, C.J. and Legendre, G. (2019) An Introduction to Optimality Theory: Survival of the Fit Enough. University of Pisa, Italy. Invited Talk.

Lutken, C.J. (2019) Syntactic Creativity: what we can learn about language acquisition from children's errors? Stevenson University. Invited talk.

Refereed by Abstract or Paper Submission

(\*) *Indicates undergraduate researcher*

Submitted, awaiting review:

\*Dharmapuri, A., **Lutken, C.J.**, Stromswold, K. (submitted). Telugu speakers prefer wh-questions with movement. Eastern Psychological Association.

**Lutken, C.J.**, \*Dharmapuri, A., Stromswold, K. (submitted). Does Telugu have wh-movement?: Surprising findings from native speakers. University of Pennsylvania Linguistics Conference.

\*Suchojad, J., **Lutken, C.J.**, Stromswold, K. (submitted). Polish as a Wh-scope Marking language- Investigation into its status and qualities. University of Pennsylvania Linguistics Conference.

**Lutken, C.J.** Stromswold, K. (submitted). Adults behaving childishly: errors in adult responses to wh-questions. University of Pennsylvania Linguistics Conference.

**Lutken, C.J.**, \*Dharmapuri, A., Stromswold, K. (submitted). What Telugu speakers' questions reveal about Telugu. Human Sentence Processing

**Lutken, C.J.**, \*Suchojad, K., Stromswold, K. (submitted). How are judgements different from responses: A look at Polish questions. Human Sentence Processing.

**Lutken, C.J.**, Stromswold, K. (submitted) Adults can be childish too: adult errors in response to complex questions. Human Sentence Processing.

Accepted

*Upcoming:* **Lutken, C.J.**, & Stromswold, K. (2023). Adults behaving badly: why do you think what that is?. Linguistics Society of America 97. Poster.

\*Suchojad, J., **Lutken, C.J.**, Stromswold, K. (2022). WH-scope marking in Polish: Jak vs. Co? Linguistics Beyond and Within 2022. Lublin, Poland. Oral Presentation.

**Lutken, C.J.**, Braun, B., Legendre, G. (2022). Processing limitations on acquisition of complex wh-questions in German. 35<sup>th</sup> Annual Conference on Human Sentence Processing. Poster.

**Lutken, C.J.** & Legendre, G. (2022). WH-Scope Marking: Cross-linguistic variation at the semantics-syntax interface. Linguistics Society of America 96. Poster.

**Lutken, C.J.** & Legendre, G. (2021). A Cross-linguistic comparison in children's interpretations of complex questions. Linguistics Society of America 95. Oral Presentation

**Lutken, C.J.,** & Legendre, G.(2020). Immature Syntax or Processing? What causes “scope marking errors” in English-Speaking 5-year-olds? Boston University Conference on Language Development 45. Boston, MA. Poster.

**Lutken, C.J.,** Omaki, A., and Legendre, G. (2019). What do you think what's the cause of children's errors in biclausal questions? Boston University Conference on Language Development 44. Boston, MA. Poster.

**Lutken, C.J.** and Legendre, G. (2019). An Optimality Theory analysis of Scope Marking at the syntax/semantics interface. Mid-Atlantic Colloquium of Studies in Meaning 8. New York, NY. Poster.

**Lutken, C.J.,** Legendre, G., and Omaki A. (2019). Syntax or something else: what is the source of systematic errors in children’s complex questions? Society for Research in Child Development 19. Boston, MA. Poster.

**Lutken, C.J.,** and Omaki, A. (2018). Children’s Medial Wh-questions: Asymmetry in comprehension and production. University of Delaware Linguistics and Cognitive Science Student Conference. Oral Presentation.

**Lutken, C.J.,** and Omaki, A. (2017). Production Comprehension Asymmetry in Children’s Medial Wh-Questions. Boston University Conference on Language Development 42. Oral Presentation.

**Lutken, C.J.,** and Omaki, A. (2017). Imbalance in English Speaking Children’s Production and Comprehension of Wh-Questions. Linguistics Society of America Summer Institute. Lexington, KY. Poster.

**Lutken, C. J.,** and Omaki, A. (2017). What do you think why American children produce Russian wh-questions?. CUNY Sentence Processing Conference. Boston, MA. Poster.

### **Other Honors**

2010- Fulbright Recommended Scholar to the English Teaching Assistantship Program in France (one of 55 students nation-wide)

Girl Scout Gold Award

### **Other Relevant Skills**

**English – Native**  
**French – Proficient**

### **Other Teaching Experience**

Jan.-May 2014

Primary tutor in all core subjects for 8<sup>th</sup> grade student with Autism

Jan.-May 2012	Tutor (remedial biology) for high school students who had failed the MS State Biology Exam.
Oct. 2010-May 2011	English Teaching Assistant in Dunkirk, France in two Middle schools
Sept. – Dec. 2008	Native Speaker- taught English lessons average of 6 hours a week at an elementary school in Nantes, France