

Carolyn Jane Lutken
Postdoctoral Associate
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Contact

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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.

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

Professional Experience

Postdoctoral Teaching Associate, Rutgers University

Fall 2021-Present

Adjunct Professor, Johns Hopkins University

Spring 2021

Teaching Experience

Primary Instructor

*Upcoming: 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 organizing recitation sections, grading, holding office hours

- *Upcoming: Fall 2022 Cognitive Neuroscience: Case Studies | *Karin Stromswold*
Rutgers Center for Cognitive Science, Rutgers University
- Spring 2022 Introduction to Cognitive Science | *Austin Baker*
Rutgers Center for Cognitive Science, Rutgers University
- Fall 2021 Introduction to Cognitive Science | *Austin Baker*
Rutgers Center for Cognitive Science, Rutgers University

Teaching Assistantships

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

- Spring 2022 Deeper Data Analysis: Neuroscience and Psychology | *John McGann*
Guest lecture: *Analyzing language data*
Rutgers Center for Cognitive Science, Rutgers University
- Spring 2018 Bilingualism | *Julia Yarmolinskaya*
Guest lecture: *Bilingual Acquisition*
Cognitive Science Department, Johns Hopkins University
- Fall 2017 Language and Mind | *Colin Wilson*
Guest Lecture: *Language Processing*
Cognitive Science Department, Johns Hopkins University
- Spring 2017 Bilingualism | *Julia Yarmolinskaya*
Cognitive Science Department, Johns Hopkins University
- Fall 2016 Language and Mind | *Julia Yarmolinskaya*
Guest Lecture *Introduction to Syntax*
Cognitive Science Department, Johns Hopkins University
- Fall 2015 Cognition | *Colin Wilson*
Cognitive Science Department, Johns Hopkins University

Guest Lectures

- Spring 2021 Virtual Guest Lecture: *What can errors teach us about learning language?*
For *Amany Albarbi*, 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 Yarmolinkaya

Undergraduate Mentoring Experience

- Spring 2021-Present Senior thesis research for two rising seniors. In conjunction with my supervisor, I have guided design, implementation, and write up of two undergraduate research projects (One investigating question formation in Polish, one investigating topicalization in Telugu). Both earned intramural fellowships to complete this research.
- Spring 2021-Present I have led a subset of my supervisor's lab (five students) and guided 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.

Research Interests

First language acquisition of syntax, particularly complex structures
Cognitive Development
General cognitive and processing mechanisms underlying language and language learning
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

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)

Publications

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

Submitted

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

In Preparation

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

Lutken, C.J. & Legendre, G. 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. 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. 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

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

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

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

- 2019 Lutken, C.J. and Legendre, G. An Introduction to Optimality Theory: Survival of the Fit Enough. University of Pisa, Italy. Invited Talk.
- 2018 Lutken, C.J. Syntactic Creativity: what we can learn about language acquisition from children's errors? Stevenson University. Invited talk.

Refereed by Abstract or Paper Submission:

- 2022 Lutken, C.J., Braun, B., Legendre, G. Processing limitations on acquisition of complex wh-questions in German. 35th Annual Conference on Human Sentence Processing. Virtual Poster.
- 2022 Lutken, C.J. & Legendre, G. WH-Scope Marking: Cross-linguistic variation at the semantics-syntax interface. Linguistics Society of America 96. Virtual Poster.
- 2021 Lutken, C.J. & Legendre, G. A Cross-linguistic comparison in children's interpretations of complex questions. Linguistics Society of America 95. Oral Presentation
- 2020 Lutken, C.J., & Legendre, G. 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
- 2019 Lutken, C.J., Omaki, A., and Legendre, G. 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.
- 2019 Lutken, C.J. and Legendre, G. An Optimality Theory analysis of Scope Marking at the syntax/semantics interface. Mid-Atlantic Colloquium of Studies in Meaning 8. New York, NY. Poster.
- 2019 Lutken, C.J. Legendre, G., and Omaki A. 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.
- 2018 Lutken, C.J. and Omaki, A. Children's Medial Wh-questions: Asymmetry in comprehension and production. University of Delaware Linguistics and Cognitive Science Student Conference. Oral Presentation.
- 2017 Lutken, C.J. and Omaki, A. Production Comprehension Asymmetry in Children's Medial Wh-Questions. Boston University Conference on Language Development 42. Oral Presentation.
- 2017 Lutken, C.J. and Omaki, A. Imbalance in English Speaking Children's Production and Comprehension of Wh-Questions. Linguistics Society of America Summer Institute. Lexington, KY. Poster.

2017 Lutken, C. J. and Omaki, A. 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 th 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