

CURRICULUM VITAE

CAROLYN QUAM

December 31, 2018

Education

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| Ph.D. | 2010 | Psychology with Certificate in Language and Communication Sciences, University of Pennsylvania |
| M.A. | 2005 | Psychology, University of Pennsylvania |
| B.A. | 2004 | Psychology with music minor, Stanford University |

Employment

Assistant Professor, Department of Speech and Hearing Sciences, Portland State University, 2016—present

Research Associate, Departments of Speech, Language, & Hearing Sciences and Psychology, University of Arizona, 2014–2016

Postdoctoral Fellow, Department of Psychology, University of Arizona, 2011–2014

Postdoctoral Fellow, Center for Research in Language, U.C. San Diego, 2010–2011

Dissertation

Children's sensitivity to pitch variation in language, August, 2010, advisor Daniel Swingley

Refereed Publications or Other Creative Achievements

- Quam, C., Wang, A., Maddox, W. T., Golisch, K., & Lotto, A. (2018). Procedural-memory, working-memory, and declarative-memory skills are each associated with dimensional integration in sound-category learning. *Frontiers in Psychology*, *9*:1828. doi: 10.3389/fpsyg.2018.01828.
- Quam, C., & Creel, S. C. (2017). Mandarin-English bilinguals process lexical tones in newly learned words in accordance with the language context. *PLOS-One*, *12*, e0169001. doi:10.1371/journal.pone.0169001.
- Quam, C., & Creel, S. C. (2017). Tone attrition in Mandarin speakers of varying English proficiency. *Journal of Speech, Language, and Hearing Research*, *60*, 293-305. doi: 10.1044/2016_JSLHR-S-15-0248.

- Quam, C., Knight, S., and Gerken, L.A. (2017). The distribution of talker variability impacts infants' word learning. *Laboratory Phonology: Journal of the Association for Laboratory Phonology*, 8, 1–27. DOI: <https://doi.org/10.5334/labphon.25>
- Gerken, L.A., & Quam, C. (2017). Infant learning is influenced by local spurious generalizations. *Developmental Science*, 20, e12410. doi: 10.1111/desc.12410
- Singh, L., & Quam, C. (2016). Can bilingual children turn one language off? Evidence from perceptual switching. *Journal of Experimental Child Psychology*, 147, 111-125.
- Creel, S. C., & Quam, C. (2015). Apples and oranges: Developmental discontinuities in spoken-language processing? *Trends in Cognitive Sciences*, 19, 713-716.
- Quam, C., Lotto, A., Golisch, K., Gallegos, C., & Gerken, L.A. (2015). Why are infants precocious language learners? Implications for adult second-language learning. *Online Proceedings Supplement of the 2014 Boston University Conference on Language Development*.
- Quam, C., & Swingley, D. (2014). Processing of lexical-stress cues by young children. *Journal of Experimental Child Psychology*, 123C, 73-89.
- Quam, C., & Swingley, D. (2012). Development in children's interpretation of pitch cues to emotions. *Child Development*, 83, 236-250.
- Quam, C., & Creel, S. C. (2012). What's in a rise? Effects of language experience on interpretation of lexical tone. *Proceedings of the 2011 Boston University Conference on Language Development*. Cascadilla Press.
- Quam, C. & Swingley, D. (2010). Phonological knowledge guides 2-year-olds' and adults' interpretation of salient pitch contours in word learning. *Journal of Memory and Language*, 62, 135-150.
- Quam, C., Yuan, J., & Swingley, D. (2008). Relating intonational pragmatics to the pitch realizations of highly frequent words in English speech to infants. *Proceedings of the Annual Conference of the Cognitive Science Society* (pp. 217-222). Austin, TX: Cognitive Science Society.

Presentations at Professional Meetings

***Indicates student co-author or co-presenter**

- *Atkinson, R., *Casey, L., *Minculescu, E., *Yu, W., & Quam, C. (2018, October). Implicit and explicit learning of visual and sound categories by preschoolers with and without developmental language disorder. *Oregon Speech-Language and Hearing Association Fall Conference, Salem, OR* (poster).
- *Elkinton, S., *Yuen, D., & Quam, C. (2018, October). Effects of English dominance on tone attrition in Mandarin-English bilinguals. *Oregon Speech-Language and Hearing Association Fall Conference, Salem, OR* (poster).

- Quam, C., *Clough, L., & Gerken, L.A. (2017, October). Does talker variability impact infants' discrimination of easy versus difficult sound contrasts? *2017 Cognitive Development Society meeting, Portland, OR* (poster).
- *Carlstrom, B., *McGrath, C., Quam, C., *Wang, A., & Lotto, A. (2017, October). Relationships between memory skills and sound-category learning. *Oregon Speech-Language and Hearing Association Fall Conference, Salem, OR* (poster).
- *Berry, M., *Davis, K., *Nystrom, K., *Small, C., & Quam, C. (2017, October). Implicit and explicit learning of sound categories by preschoolers with and without specific language impairment. *Oregon Speech-Language and Hearing Association Fall Conference, Salem, OR* (poster).
- Quam, C., *Wang, A., *Carlstrom, B., & Lotto, A. (2017, November). Relationships between memory skills and sound-category learning. *ASHA Annual Convention, Los Angeles, CA* (poster).
- Costanza-Smith, A., Larsen, J., Roberts, T., & Quam, C. (2017, November). Supporting critical thinking in an undergraduate language development course. *ASHA Annual Convention, Los Angeles, CA* (poster).
- Quam, C., Cardinal, H., & *Gallegos, C. (2017, June). Implicit and explicit learning of sound categories in preschoolers with and without specific language impairment. *Symposium on Research in Child Language Disorders, Madison, WI* (poster).
- Quam, C., Swingley, D., Yuan, J., & Wang, X. (2017, April). Tone production in mothers' infant-directed Mandarin speech. *Society for Research in Child Development Biennial Meeting, Austin, TX*.
- Quam, C. (2016, October). Connecting learning mechanisms across typical language development and developmental language disorders: Implications for intervention. *Oregon Speech-Language and Hearing Association Fall Conference, Salem, OR*.
- Quam, C., & Creel, S. C. (2016, August). Mandarin-English bilinguals process lexical tones in accordance with the language context. *CogSci 2016: The 38th Annual Meeting of the Cognitive Science Society* (poster).
- Quam, C., & Creel, S. C. (2015, October). Mandarin-English bilinguals process lexical tones in accordance with the language context. *Arizona Linguistics Circle*.
- *Meyer, J., & Quam, C. (2015, October). Predicting language dominance in Kyrgyz-Russian bilinguals. *Arizona Linguistics Circle*.
- Quam, C., Lotto, A., *Golisch, K., *Gallegos, C., & Gerken, L.A. (2014, November). Why are infants precocious language learners? Implications for adult second-language learning. *39th Annual Boston University Conference on Language Development* (poster).
- Singh, L., & Quam, C. (2014, July). Effects of context on integration of lexical tone in novel word learning. *International Conference on Infant Studies 2014 Biennial Meeting* (poster).

- Quam, C., Knight, S., & Gerken, L.A. (2014, July). Talker variability does not always facilitate infants' word learning: The case of bimodal talker gender. *International Conference on Infant Studies 2014 Biennial Meeting* (poster).
- Quam, C., Creel, S. C., Soon, A., & Singh, L. (2013, April). Language differentiation in bilinguals' interpretation of lexical tone. *Society for Research in Child Development Conference*.
- Quam, C., Knight, S., & Gerken, L.A. (2012, July). The role of variability in children's phonological learning. *International Conference on Infant Studies 2012 Biennial Meeting* (poster).
- Quam, C., & Creel, S. C. (2011, November). What's in a rise? Effects of language experience on interpretation of lexical tone. *Boston University Conference on Language Development*.
- Quam, C., & Swingley, D. (2010, July). Bunny? Banana? Late development of sensitivity to the pitch cue to lexical stress. *International Conference on Infant Studies 2010 Biennial Meeting* (poster).
- Quam, C., & Swingley, D. (2009, June). English-learning children's interpretation of pitch variation in their linguistic input. *International Child Phonology Conference, University of Texas at Austin*.
- Quam, C., Swingley, D., & Park, J. (2009, April). Developmental change in preschoolers' sensitivity to pitch as a cue to the speaker's emotions. *Society for Research in Child Development 2009 Biennial Meeting* (poster).
- Quam, C., Yuan, J., & Swingley, D. (2008, August). Relating intonational pragmatics to the pitch realizations of highly frequent words in English speech to infants. *CogSci 2008: The 30th Annual Meeting of the Cognitive Science Society*.
- Quam, C. & Swingley, D. (2007, November). Phonological knowledge trumps salient local regularity in 2-year-olds' word learning. *Boston University Conference on Language Development, 32* (poster).
- Quam, C., Thorpe, K., & Fernald, A. (2005, April). The origin of "exclusionary learning": A longitudinal study of online comprehension by infants from 14 to 18 months. *Society for Research in Child Development Biennial Meeting* (poster).
- Portillo, A.L., Early, T., Quam, C., Zangl, R., & Fernald, A. (2005, April). Young language learners use semantic knowledge of verbs to learn new object names. *Society for Research in Child Development Biennial Meeting* (poster).
- Fernald, A., Zangl, R., Early, T., Portillo, A.L., & Quam, C. (2004, November). Two-year-olds use verb information in rapid inferential learning of novel nouns. *Boston University Conference on Language Development*.
- Fernald, A., Zangl, R., Early, T., Portillo, A.L., & Quam, C. (2004, March). Two year olds use verb information in rapid inferential learning of novel nouns. *CUNY Conference on Human Sentence Processing*.

Honors, Grants, and Fellowships

Honors and Awards:

- American Speech-Language-Hearing Association's (ASHA) 2018 Lessons for Success conference, Rockville, Maryland* April, 2018
Selected to attend an all-expenses paid 3-day conference for early career scholars to develop grant-writing technique and other elements of career success.
- School of Mind, Brain, and Behavior Poster Session Best Poster Award Runner Up, University of Arizona* April, 2014
\$50 cash prize for poster titled, "Why are Infants Precocious Language Learners? Implications for Adult Second-Language Learning and Specific Language Impairment."
- Invited speaker, UCLA Phonetics Lab. Travel expenses paid.* May, 2012
- National Science Foundation IGERT Graduate Traineeship* 2008-2010
Two-year fellowship to conduct interdisciplinary research in language and communication at the University of Pennsylvania
- Junior Scholar Travel Award* March 2008
\$400 travel award to attend the Festschrift for Leslie B. Cohen, a preconference for the 2008 International Conference on Infant Studies in Vancouver, B.C.
- Norman Henry Anderson Graduate Fund Award* May 2007
\$1000 research grant awarded by the University of Pennsylvania Department of Psychology to one graduate student in experimental psychology
- Invited speaker, Stanford Alumni Association: Stanford in Seattle. All travel expenses paid.* 2004
- \$6000 National Merit Scholarship. Grantor: The Boeing Company* 2000–2004

Grants Funded:

- NSF CAREER Award #1845757* 2019-2024
Role: Consultant. Title: Understanding negation in positive terms. PI: Eduardo Blanco, University of North Texas. This is a project focused mainly on natural language processing and computational linguistics. My role as consultant is to collaborate on projects extending the PI's computational work to human subjects research on developmental language disorders.
- Pathway to Independence Award (K99/R00), NIDCD* 2014-2019
Principal investigator. Title: Age and group differences in language-learning biases. Total budget: \$936,578. Impact/Priority Score: 19. (No percentile given.)
Five-year grant to extend insights from typical language development to investigate common mechanisms that might account for language-learning difficulties in children and adults with language impairments and adults learning second languages.

Postdoctoral National Research Service Award, NICHD 2011-2014
 Principal investigator. Title: The role of variability in infants' phonological learning.
 Total budget: \$143,670. Sponsor: LouAnn Gerken, University of Arizona
 Impact/Priority Score: 18; Percentile: 7

National Science Foundation Graduate Research Fellowship 2005-2008

\$3000 Undergraduate Research Opportunities grant, Stanford University 2002

Other Teaching, Mentoring and Curricular Achievements

Teaching:

SPHR 372U. Speech & Language Development in Children. *PSU.* 2017-present
 Helped re-shape this course, changing several assignments.

SPHR 222. Introduction to Speech, Language, and Hearing Sciences. *PSU.* Fall, 2017
 Helped design this course using materials from my previous course, Language Science.

SPH/SLHS 340. Language Science. *University of Arizona.* 2014 & 2015

Certificate of completion, *Teaching Academy, Office of Instruction and Assessment, University of Arizona.* August, 2012
 Attended seminars on Universal Design, designing effective exams, and online teaching tools.

Teaching assistant, *Psychology 001; Psychology of Language. University of Pennsylvania.* 2006–2007
 For Psychology 001, taught a “mini-seminar” on infant research methods to 20 students.

Mentoring Activities:

Harris, Joryn (advisor, PSU). Research internship, Department of Communication. 2017-2018

Zhen, Anna (mentor, PSU). BUILD Exito research internship. 2018-present

Salmo, Carole (mentor, PSU). BUILD Exito research internship. 2018-present

Casey, Lauren (advisor, PSU). Honors research experience course. 2018-present

Cothrun, Alexis (advisor, UA). High school research internship. 2015-2016

Junior Mentor, *SRCD Millennium Scholars Program* March, 2011
 Mentored two women from underrepresented groups who were considering careers in child development. Helped them navigate the SRCD meeting.

Doctoral Dissertation Committee Service:

Meyer, Joshua (prelim committee member, UA Linguistics). 2013-2014

Master's Thesis Committee Service:

Yu Wanchi (Chair). *Title: Tone learning in preschoolers with and without developmental language disorder.* 2018-present (in progress)

Master's Special Project Committee Service:

Carlstrom, Benjamin (Chair, PSU). *Title: Relationships between memory skills and sound-category learning in adults with and without language-learning disabilities.* 2018-present (in progress).

Lopez, Catherine (Chair). *Title: Language learning in children and adults.* 2017-2018 (completed)

McGrath, Chelsea (Chair). *Title: Language learning in children and adults.* 2017-2018 (completed)

Ng, Agnes (Chair). *Title: Tone attrition in Mandarin-English bilinguals.* 2017-2018 (completed)

Tong, Fannie (Chair). *Title: Tone attrition in Mandarin-English bilinguals.* 2017-2018 (completed)

Undergraduate Honors Theses:

Elkinton, Sarah (advisor, PSU). *Effects of Mandarin dominance on tone and vowel attrition in Mandarin-English bilinguals.* 2018-present (in progress)

Wang, Alisa (supervisor, UA). *Memory and Language: The role of memory in foreign sound categorization.* 2015-2016 (completed)

Clough, Lauren (supervisor, UA). *Does variability impact infants' sound discrimination?* 2015-2016 (completed)

Gallegos, Celeste (supervisor, UA). *Why are infants such bright language learners? An insight into language learning in typically developing preschoolers and preschoolers with SLI.* 2015-2016 (completed)

Golisch, Kimberly (supervisor, UA). *The Benjamin Button effect: Shifting adults into an infant-like mode to improve second-language learning.* 2014-2015 (completed)

Student Presentations:

**Indicates student co-author or co-presenter*

- *Brown, H., *Nystrom, K., *Romanko, B., *Small, C., *Yu, W., & Quam, C. (2018). Implicit and explicit learning of visual and sound categories by preschoolers with and without developmental language disorder. *Portland State University Student Research Symposium* (poster).
- *Elkinton, S., *Yuen, D., & Quam, C. (2018). Effects of English dominance on tone attrition in Mandarin and English bilinguals. *Portland State University Student Research Symposium* (poster).
- Quam, C., *McGrath, C., *Lopez, C., *DePauw, R., & Lotto, A. (2018). Relationships between memory skills and sound-category learning. *Portland State University Student Research Symposium* (poster).

Scholarly Works in Progress

- Gerken, L.A., Quam, C., & Goffman, L. (under revision). Adults fail to learn a type of linguistic pattern that is readily learned by infants. *Journal submission expected winter, 2019.*
- Quam, C., Cardinal, H., & Gallegos, C. (under revision). Relationships between sound discrimination and sound-category learning in preschoolers with and without developmental language disorder. *Journal submission expected winter, 2019.*
- Quam, C., Swingley, D., Yuan, J., & Wang, X. (in preparation). How mothers' speech conveys phonetic categories: Pitch characteristics of infant-directed Mandarin and English. *Journal submission expected spring, 2019.*
- Quam, C., Clough, L., & Gerken, L.A. (in preparation). Does talker variability impact infants' discrimination of easy versus difficult sound contrasts? *Journal submission expected summer, 2019.*

Significant Professional Development Activities

- Participant in the *JumpStart Academic Writing Program* at Portland State University. 2016-present
- Founder, coordinator and participant for *Teaching-Focused Book Group*, Speech & Hearing Sciences Department, Portland State University. 2018-present
- Faculty book club that meets monthly to discuss books on improving teaching.

Governance and Other Professionally Related Service Governance Activities for the University, College, Department

University Service:

AAUP Unit Rep, Portland State University. 2018-present
Attend meetings with AAUP and disseminate union information to SPHR department.

Member, AAUP Parents and Caregivers caucus and Women's caucus. 2017-present
Drafted vision statement and conducted a brief literature review of research on health impacts of access to affordable childcare for the Parents and Caregivers Caucus.

College Service:

Contributor, College of Liberal Arts and Sciences Research Conversations. Summer, 2018
Helped identify the topic of Migration and set 1-, 3- and 5-year goals for developing an interdisciplinary institute.

Department Service:

Member, Curriculum Committee. 2018-present
Review and propose changes to undergraduate, post-bac., and graduate curricula.

Member, Ph.D. Committee. 2018-present
Pursue a Ph.D. program for the department.

Member, Student Recruitment, Retention, and Engagement Committee. 2018-present
Promote student success and work to increase student diversity in our programs.

Library Liaison Coordinator. 2016-present
Coordinate faculty requests for materials to be purchased by the PSU library.

Coordinator for guest lecture by librarian Emily Ford to the research faculty on increasing publication impact. 2016

Member, planning group for Fall, 2017 Faculty Retreat. Summer, 2017
In a small group of department faculty and outside facilitators, helped plan the retreat.

Professionally-related Service

Committee member, *Speech and Language Science Track, American Speech-Language-Hearing Association Annual Convention* 2017 & 2018

Regular reviewer for many developmental and psycholinguistics journals, including *Child Development* and *Journal of Speech, Language, and Hearing Research*. A summary of my review history can be viewed at <https://publons.com/author/1171079/carolyn-quam#profile>

Ad-hoc grant reviewer for the French National Research Agency and the *Language Learning Early Career Research Grant Program*.

Committee Member, “*PostDoc Place*,” *University of Arizona* 2015-2016
Informal committee in the Psychology department tasked with increasing support for postdoctoral scholars at the University of Arizona.

Coordinator, *Psychology department graduate applicant weekends, University of Pennsylvania* 2009
Arranged hosts and scheduled meetings with faculty for 30 prospective graduate students.

Outreach

Quam, C. (2017, March). How mothers’ speech conveys phonetic categories: A comparison of the pitch characteristics of infant-directed Mandarin vs. English. *Invited talk to Speech Pathologists Advocating for Bilingualism in Oregon (SABOR)*.

Quam, C. (2017, March). How mothers’ speech conveys phonetic categories: A comparison of the pitch characteristics of infant-directed Mandarin vs. English. *Department of Speech & Hearing Sciences Colloquium Series*.

Quam, C. (2017, February). Characterizing infants as flexible learners: Implications for bilingualism, second-language learning, and specific language impairment. *Invited talk at the Youth Services meeting for the Multnomah County Libraries*.

Quam, C. (2017, January). Diversifying research on early sound and word learning with bilingualism and non-western languages. *Invited talk to Speech Pathologists Advocating for Bilingualism in Oregon (SABOR)*.