

Hiram H. Maxim

Curriculum Vitae

Department of German Studies
Emory University
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I. EDUCATION:

Degrees Earned:

- Ph.D.** Department of Germanic Studies, University of Texas at Austin, 1999.
Dissertation: "The Effects of Extensive Authentic Reading on First-Semester German Students' Reading Comprehension, Cultural Horizon, and Language Proficiency." Recipient of the 2000 ACTFL-MLJ Emma Marie Birkmaier Award for Doctoral Dissertation Research in Foreign Language Education.
- M.A.** German Department, Middlebury College, 1988.
- B.A.** German and Economics Departments, Washington and Lee University, 1984.

Other Educational Experience:

- Emory Open Education Initiative, Emory University, Fall 2014
- Domain of One's Own Pilot Project, Emory College, Fall 2013
- Academic Learning Community sponsored by the Emory College Language Center on "Extending the Foreign Language Curriculum beyond the Classroom," Emory College Language Center, Spring 2013
- Instructional Technology Summer Institute (ITSI), Emory College Language Center, June 6-10, 2011
- Pre-conference Institute on "Applicable Discourse Analysis", 37th International Systemic Functional Conference, Vancouver, British Columbia, July 12-16, 2010.
- Center for Mind, Brain, and Cognition (CMBC) Workshop on Narrative and Discourse Analysis, Emory University, May 24-25, 2010.
- Piedmont Project IX on Sustainability across the Curriculum, Emory University, May 14-15, 2010.
- Interdisciplinary Seminar on Community-Engaged Learning, Emory University, Spring 2010.
- Teaching, Learning, and Technology Summer Institute (TLTSI), Center for New Designs in Learning and Scholarship, Georgetown University, May 2002.
- German Academic Exchange Service (DAAD) Research Scholarship, Freie Universität Berlin, 1997-98.

- DAAD 6-week Summer Seminar, “Context and Culture in Language Study,” led by Dr. Claire Kramsch, University of California-Berkeley, 1995.
- New Jersey State Teacher Certification in German and Social Studies, Rutgers University, 1988-89.

II. ACADEMIC AND PROFESSIONAL HISTORY

Post-doctorate Teaching Experience:

2013-present	<i>Professor</i> , Department of German Studies, Emory University <i>Core Faculty</i> , Program in Linguistics, Emory University
2007-2013	<i>Associate Professor</i> , Department of German Studies, Emory University; <i>Core Faculty</i> , Program in Linguistics, Emory University
2006-2007	<i>Associate Professor</i> , Department of German, Georgetown University
2001-2006	<i>Assistant Professor</i> , Department of German, Georgetown University
1999-2001	<i>Assistant Professor</i> , German Section, Department of Modern Foreign Languages and Literatures, University of Tennessee-Knoxville

Post-doctorate Administrative and Professional Experience:

2013-2018	Chair , Department of German Studies, Emory University (sabbatical 2014-15)
2010-2014	Director , Emory College Language Center
2008-2009	Interim Chair , Department of German Studies, Emory University
2011, 2013, 2015	Co-Director , Emory in Vienna Summer Program
2009	Director , Emory in Vienna Summer Program
2007-2011, 2012, 2013	Director of Undergraduate Studies , Department of German Studies, Emory University
2001-2007	Curriculum Coordinator , Department of German, Georgetown University
2005 & 2007	Director , Georgetown University Summer Program in Trier, Germany
1999-2001	Language Program Director , German Section, Department of Modern Foreign Languages, University of Tennessee-Knoxville

Post-secondary Courses Taught:

a. Undergraduate courses at Emory University:

- Introductory German I
- Introductory German II

- Intermediate German I
- Intermediate German II
- German Studies I: *Süße Pein* (fifth-semester German)
- *Wie Ideen zur Sprache kommen*: Analyzing political and social discourse in contemporary Germany (seventh-semester German)
- Cyber German (seventh-semester German)
- Discourse Studies: Issues and trends in contemporary German society and politics (seventh-semester German)
- Special Topics in Linguistics: Literacy, Language, & Education

b. Undergraduate courses at Georgetown University:

- Introductory German I
- Intermediate German I
- Intermediate German II
- Advanced German I
- Advanced German II
- Text in Context (seventh-semester German)
- Issues & Trends in Contemporary Germany (seventh-semester German)
- Berlin Stories (seventh-semester German)
- Images of America (eighth-semester German)

c. Graduate courses at Georgetown University:

- Fundamentals of German Language Instruction
- Text-based Approaches to Second-language Teaching and Learning

d. Undergraduate courses at the University of Tennessee-Knoxville:

- Introductory German I
- Introductory German II
- Intermediate German I
- Intermediate German II

e. Graduate course at the University of Tennessee-Knoxville:

- Teaching a Foreign Language

B.A. Honors Thesis Committees

William Snyder (reader, spring 2015, Emory University)
 Kathleen Donovan (reader, spring 2015, Emory University)
 Hazel Doctor (reader, spring 2014, Emory University)
 Robert Cooper (reader, spring 2013, Emory University)
 Lucia Lorenz (adviser, spring 2012, Emory University)
 Jennifer Clegg (reader, spring 2011, Emory University)
 Stephen Lapierre (reader, spring 2010, Emory University)
 Erica Umpierrez (reader, spring 2010, Emory University)

M.A. Committees

Brenda Casteen (adviser, spring 2008, Georgetown University)
Richard March (adviser, spring 2005, Georgetown University)
Matt Adams (reader, spring 2005, Georgetown University)
Ellen Titzkowski (adviser, summer 2004, Georgetown University)
Ahmed Abdelrahman (adviser, fall 2001, University of Tennessee-Knoxville)

Ph.D. Dissertation Committees

Margaret Keneman (adviser, summer 2013, French & Educational Studies, Emory University)
Lone Peterson (reader; spring 2013, Georgetown University)
Cori Crane (reader; fall 2007, Georgetown University)
Marianna Ryshina-Pankova (reader; spring 2006, Georgetown University)
Olga Liamkina (reader; summer 2005, Georgetown University)

Additional Teaching Experience:

1993-1999	<i>Assistant Instructor</i> , Department of Germanic Studies, University of Texas at Austin
1991-1993	<i>Teacher of English</i> , Holy Innocents' Episcopal School, Atlanta, GA
1990-1991	<i>Teacher of German</i> , Özel Tercüman Lisesi, Istanbul, Turkey
1989-1990	<i>Lecturer of English as a Second Language</i> , Rutgers University
1988-1989	<i>Instructor of German</i> , Rutgers University
1984-1987	<i>Teacher of German</i> , Woodberry Forest School, Orange, VA

III. PUBLICATIONS:

Research Interests:

1. Instructed adult second language acquisition
2. Systemic Functional Linguistics
3. Second language curriculum development
4. Genre-based pedagogy
5. Cultural literacy and intercultural communication
6. Intertextual approaches to second language writing
7. Teaching the linguistic landscape
8. Foreign language teacher development

Monographs:

- B 1 Byrnes, H., Maxim, H. H., & Norris, J. M. (2010). *Realizing Advanced L2 Writing Development in Collegiate Education: Curricular Design, Pedagogy, Assessment*. Monograph Issue, *Modern Language Journal*, 94, Issue Supplement. Wiley-Blackwell.

Edited Books:

- E 2 Allen, H. W. & Maxim, H. H. (Eds.). (2013). *Educating the Future FL Professoriate for the 21st Century*. AAUSC Series *Issues in Language Program Direction*. Boston: Cengage. (Introduction by Heather Willis Allen and Hiram H. Maxim; Chapters by Richard Kern; Heidi Byrnes; Todd Reeser; Kate Paesani; Marianna Ryshina-Pankova; Cori

Crane, Misumi Sadler, Jeeyoung Ah, and Peter Ojiambo; Amy Rossomondo; Carl Blyth; Heather Willis Allen and Beatrice Dupuy; Joshua Thoms; Emily Scida and Yitna Firdiyewek; Hiram H. Maxim and Heather Willis Allen)

- E 1 Byrnes, H. & Maxim, H. H. (Eds.). (2004). *Advanced Foreign Language Learning: A Challenge to College Programs*. AAUSC Series *Issues in Language Program Direction*. Boston: Heinle.
(Introduction by Heidi Byrnes and Hiram H. Maxim; Chapters by Richard Kern; Janet Swaffar; Heidi Byrnes and Katherine A. Sprang; Daniel J. Villa; Olga Kagan and Kathleen Dillon; Casilde A. Isabelli; Astrid Weigert; Cori Crane, Olga Liamkina, and Marianna Ryshina-Pankova; Hiram H. Maxim).

Peer-reviewed Articles and Chapters:

- A 18 Askildson, L., & Maxim, H. H. (2015). “‘Centering’ foreign language departments around useful outcomes assessment: Challenges and opportunities.” In J. M. Norris & J. McE. Davis (Eds.). *Student learning outcomes assessment in college foreign language programs* (pp. 57-69). Honolulu: University of Hawaii National Foreign Language Resource Center.
- A 17 Maxim, H. H. (2014). Curricular integration and faculty development: Teaching language-based content across the FL curriculum. In J. Swaffar & P. Urlaub (Eds.). *Transforming Postsecondary Foreign Language Teaching in the United States* (pp. 79-101). New York: Springer.
- A 16 Maxim, H. H., Hoeyng, P., Lancaster, M., Schaumann, C., & Aue, M. (2013). Overcoming curricular bifurcation: A departmental approach to curriculum reform. *Die Unterrichtspraxis*, 46, 1-26. Recipient of the Stephen A. Freeman Award for Best Published Article in 2013 from the Northeast Conference on the Teaching of Foreign Languages.
- A 15 Maxim, H. H. & Allen, H. W. (2013). “Foreign language graduate student teacher development in the Twenty-first century: Challenges and opportunities for collegiate foreign language studies.” In H. W. Allen & H. H. Maxim (Eds.), *Educating the Future FL Professoriate for the 21st Century* (pp. 231-237). Boston: Cengage.
- A 14 Maxim, H. H. (2009). “It’s made to match”: Linking L2 reading and writing through textual borrowing. In C. Brantmeier (Ed.), *Crossing Languages and Research Methods. Analyses of Adult Foreign Language Reading* (pp. 97-122). Charlotte, NC: Information Age Publishing.
- A 13 Maxim, H. H. (2009). An essay on the role of language in collegiate foreign language programmatic reform. *Die Unterrichtspraxis*, 42, 123-129.
- A 12 Maxim, H. H. (2009). Developing formal language abilities along a genre-based continuum. In J. Watzinger-Tharp & S. Katz (Eds.), *Conceptions of L2 Grammar: Theoretical Approaches and their Application in the L2 Classroom* (pp. 172-188). AAUSC Volume on *Issues in Language Program Direction*. Boston: Heinle.
- A 11 Byrnes, H., Crane, C., Maxim, H. H., & Sprang, K. (2006). Taking text to task: Issues and choices in curriculum construction. Special issue on task-based learning in the *ITL International Journal of Applied Linguistics*, 152, 85-110.

- A 10 Maxim, H. H. (2006). Integrating textual thinking into the introductory college-level foreign language classroom. *Modern Language Journal*, 90, 19-32.
- A 9 Maxim, H. H. (2006). Giving beginning adult language learners a voice: A case for poetry in the foreign language classroom. In J. Retallack & J. Spahr (Eds.), *Poetry and Pedagogy. The Challenge of the Contemporary* (pp. 251-259). New York: Palgrave Macmillan.
- A 8 Maxim, H. H. (2005). Enhancing graduate student teacher development through curricular reform. *ADFL Bulletin*, 36(3), 15-21.
- A 7 Maxim, H. H. (2005). Articulating foreign language writing development at the collegiate level: A curriculum-based approach. In C. Barrette & K. Paesani (Eds.), *Language Program Articulation: Developing a Theoretical Foundation* (pp. 78-93). AAUSC Volume on *Issues in Language Program Direction*. Boston: Heinle.
- A 6 Maxim, H. H. (2004). Expanding visions for the collegiate advanced foreign language learner. In H. Byrnes & H. H. Maxim (Eds.), *Advanced Foreign Language Learning: A Challenge to College Programs* (pp. 180-193). AAUSC Series *Issues in Language Program Direction*. Boston: Heinle.
- A 5 Maxim, H. H. (2003). Using cultural theory to navigate the cultural C's in the foreign language classroom. In B. A. Moser & S. E. Torres, (Eds.), *BRICHA Review. Journal of the Blue Ridge International Conference on the Humanities and the Arts* (158-163). vols. 1-2. Boone, NC: Appalachian State University.
- A 4 Maxim, H. H. (2002). A study into the feasibility and effects of reading extended authentic discourse in the beginning German language classroom. *Modern Language Journal*, 86, 20-35. Awarded 2004 ACTFL Paul J. Pimsleur Prize for Research in Foreign Language Education.
- A 3 Maxim, H. H. (2000). Integrating language learning and cultural inquiry in the beginning classroom. *ADFL Bulletin*, 32(1), 12-18.
- A 2 Maxim, H. H. (1998). Authorizing the foreign language student. *Foreign Language Annals*, 31, 407-430.
- A 1 Egbert, M. & Maxim, H. H. (1998). Incorporating critical thinking and authenticity into Business German testing. *Modern Language Journal*, 82, 19-32.

Other publications:

- P 3 Maxim, H. H. & Allen, H. W. (2013). Foreign language graduate student teacher development in the Twenty-first century: Challenges and opportunities for collegiate foreign language studies. In H. W. Allen & H. H. Maxim (Eds.), *Educating the Future FL Professoriate for the 21st Century* (pp. 231-237). Boston: Cengage.
- P 2 Byrnes, H. & Maxim, H. H. (2004). Introduction: Creating sites for collegiate advanced foreign language learning. In H. Byrnes & H. H. Maxim (Eds.), *Advanced Foreign Language Learning: A Challenge to College Programs* (pp. vii-xv). AAUSC Series *Issues in Language Program Direction*. Boston: Heinle.

- P 1 Maxim, H. H. (1997). A sample multimedia teaching unit for third-semester German. In M. Egbert & A. Vlatten (Eds.). *A Practical Primer for Developing a Business German Program* (pp. 50-63) Houston: Goethe-Institute.

Book Reviews:

- R 2 Hoeyng, P. & Maxim, H. H. (2015). [Review of the book *Wiener Urbanitäten. Kulturwissenschaftliche Ansichten einer Stadt*, edited by Brigitta Schmidt-Lauber, Klara Löffler, Ana Rogojanu, and Jens Wietschorke]. *Journal of Austrian Studies*, 48.4, 125-128.
- R 1 Maxim, H. H. (1995). [Review of the book *German for Business and Economics*. 2 vols., by Patricia Ryan Paulsell and Anne-Katrin Gramberg]. *Die Unterrichtspraxis* 28, 211-212.

IV. LECTURES, PRESENTATIONS:

Conference Presentations (selection):

- L 65 “Developing L2 learners’ new media literacies through genre.” Plenary address at the American Association of Teachers of Korean Annual Conference, Atlanta, Georgia, June 17, 2016.
- L 64 “Using the linguistic landscape to foster methodological awareness and language development in the L2 classroom.” American Association of Applied Linguistics (AAAL) Annual Conference, Orlando, FL, April 9-12, 2016.
- L 63 “Collegiate foreign language curriculum construction: Principles, pedagogies, and practices.” In the AATG-sponsored session “Making Language Studies Meaningful: Panel in Honor of Heidi Byrnes. Modern Language Association (MLA) Annual Convention, Austin, TX, January 7-10, 2016.
- L 62 “The ‘Domain of One’s Own’ Project: Composing German for the Web.” Joint presentation with Nicholas Block. American Association of Teachers of German (AATG)/American Council on the Teaching of Foreign Languages (ACTFL) Annual Meeting, San Diego, CA, November 20-22, 2015.
- L 61 "Raising methodological awareness among study abroad participants: Reflections from a student-driven linguistic landscape research project." 7th International Linguistic Landscape Workshop, Berkeley, CA, May 7-9, 2015.
- L 60 “Fostering advanced L2 writing: A longitudinal case study of curriculum-based L2 writing development.” AAAL Annual Conference, Toronto, Canada, March 21-24, 2015.
- L 59 "A study into curriculum-based language development." Alabama Association of Foreign Language Teachers Annual Conference, Montgomery, AL, January 30, 2015.
- L 58 “A study into curriculum-based development of collegiate foreign language writing.” AAAL Annual Conference, Portland, OR, March 22, 2014.

- L 57 “United we stand, bifurcated we fall: Curricular reform and the future of collegiate FL education.” MLA Annual Convention, Chicago, IL, January 11, 2014.
- L 56 “A genre-based approach to integrating language and content.” AATG/ACTFL Annual Meeting, Orlando, FL, November 22, 2013.
- L 55 “A functional linguistic comparative analysis of L2 genre-based writing.” AAAL Annual Conference, Dallas, TX, March 16, 2013.
- L 54 “Rethinking communicative competence as textual competence.” MLA Annual Convention, Boston, MA, January 4, 2013.
- L 53 “Working with texts across the curriculum.” Pre-conference workshop, Annual Convention of the Tennessee Foreign Language Teachers Association, Nashville, TN, November 2, 2012.
- L 52 “A ‘center-ed’ approach to useful outcomes assessment.” Plenary Session IV, ADFL Summer Seminar West, Eugene, OR, June 9, 2012.
- L 51 “Integrating faculty while integrating curricula: Teaching language-based content across the curriculum.” Reset / Reboot / Recoup: The New College Language and Cultural Studies. The 4th Biennial German Studies Workshop. University of Texas at Austin, March 3, 2012.
- L 50 “This is not a test! Making the case for utilization-based assessment in higher education.” In the roundtable discussion, “Responses to a Changing World: German Language, Literature, and Culture in the Twenty-First Century.” MLA Annual Convention, Seattle, WA, January 6, 2012.
- L 49 “A genre-based approach to sequencing content.” In the session “Transcending the divide: Integrating content and language in FL curriculum and pedagogy.” AATG/ACTFL Annual Meeting, Denver, CO, November 18-20, 2011.
- L 48 “Textual tension: Intermediate collegiate second language writers’ intertextual negotiation.” In the three-hour colloquium “Students’ textual practice as a multifaceted weaving of semiotic systems.” 38th International Systemic Functional Congress (ISFC). Lisbon, Portugal, July 27, 2011.
- L 47 “Establishing a curricular trajectory: A socio-semiotic perspective on text selection and sequencing.” In the three-hour colloquium “Perspectives on FL curriculum construction: Linking languaging, knowing, and L2 development.” AAAL Annual Conference, Chicago, IL, March 29, 2011.
- L 46 “Curricular reform in action: A report from the departmental trenches.” Joint presentation with Peter Höyng and Marianne Lancaster. AATG/ACTFL Annual Meeting, Boston, MA, November 20, 2010.
- L 45 “A longitudinal study of theme selection and progression in advanced L2 writing.” 37th International Systemic Functional Congress (ISFC). Vancouver, British Columbia, July 21, 2010.

- L 44 “‘Transforming the two-tiered system’: A report from a curricular reform in progress.” MLA Annual Convention, Philadelphia, PA, December 27, 2009.
- L 43 “Advanced L2 writing: What does it look like?” AATG/ACTFL Annual Meeting, San Diego, CA, November 21, 2009.
- L 42 “The development of the passive voice in L2 German writing: A functionally oriented longitudinal study.” Co-presentation with Lone Petersen. AAAL Annual Conference, Denver, CO, March 23, 2009.
- L 41 “Articulating German curricula: Focus on the second and third year.” Full-day pre-conference workshop with Heidi Byrnes and Olga Liamkina. AATG/ACTFL Annual Meeting, Orlando, FL, November 20, 2008.
- L 40 “The clausal manifestation of L2-German advancedness: A functionally oriented longitudinal study.” Co-presentation with Lone Petersen in the three-hour symposium “Researching advanced L2 writing: Theoretical, methodological, and empirical issues.” World Congress of the Association Internationale de Linguistique Appliquée (AILA), Essen, Germany, August 25, 2008.
- L 39 “The role of language in collegiate FL programmatic reform.” In the AATG-sponsored session “How Revolutionary are We? Current Issues on Curricular Shifts at Private Institutions.” MLA Annual Convention, Chicago, IL, December 30, 2007.
- L 38 “Students' textual borrowing practices and their development as advanced L2 writers.” AATG/ACTFL Annual Meeting, San Antonio, TX, November 17, 2007.
- L 37 “Textübernahmen als Basis des Fremdsprachenlernens.” Deutsch als Fremdsprache Gastvortragsreihe, Freie Universität Berlin, July 2, 2007.
- L 36 “Linking L2 reading and writing through textual borrowing: A learner-based perspective.” In the three-hour colloquium “Interacting Variables in Second Language Reading.” AAAL Annual Conference, Costa Mesa, CA, April 23, 2007.
- L 35 “Shifting the Grammatical Paradigm in Advanced-level Instruction: Developing Formal Language Abilities along a Genre-based Continuum.” In the session “Sociocultural Approaches to Grammar Teaching and Learning: From Theory to Classroom Practice.” AATG/ACTFL Annual Meeting, Nashville, TN, November 19, 2006.
- L 34 “Expanding the Interrogation beyond Communicative Competence: Theoretical, Institutional, and Professional Considerations.” American Association of University Supervisors and Coordinators (AAUSC) German Section Annual Meeting, Urbana-Champaign, IL, October 20, 2006.
- L 33 “Developing Advanced German Writing Ability: A Curriculum-based Perspective.” One-hour presentation with Heidi Byrnes as part of the larger symposium “Advanced Learner Varieties.” Annual Meeting of the German Society for Linguistics (*Deutsche Gesellschaft für Sprachwissenschaft*), Bielefeld, Germany, February 22-24, 2006.

- L 32 “Best Practices in Undergraduate Curricula.” In the session “Best Practices in Teaching Languages” arranged by the Division on the Teaching of Language. MLA Annual Convention, Washington, DC, December 29, 2005.
- L 31 “Linking Task and Language Acquisition: A Proposal for a Curricular Progression.” In the three-hour symposium “Taking Text to Task: Issues and Choices in Curriculum Construction.” International Conference on Task-based Language Teaching (TBLT), Leuven, Belgium, September 23, 2005.
- L 30 “Interpreting Syntactic Complexity in Curriculum-based Writing Development.” In the three-hour symposium co-organized by Heidi Byrnes and Hiram Maxim, “Revisiting L2 Writing Development: A Curriculum-based Study of Syntactic Complexity,” World Congress of the Association Internationale de Linguistique Appliquée (AILA), Madison, WI, July 29, 2005.
- L 29 “Teaching Others' Words: Literacy Acquisition through Explicit Textual Incorporation.” International Systemic Functional Congress (ISFC), Sydney, Australia, July 19, 2005. Paper read by Heidi Byrnes.
- L 28 “Implementing Genre-based Pedagogy for the Advanced Learner: Materials, Tasks, and Assessment.” Pre-conference Workshop conducted by Hiram Maxim, Cori Crane, Olga Liamkina, and Marianna Ryshina-Pankova for the Georgetown University Roundtable on Languages and Linguistics (GURT), Washington, DC, March 10, 2005.
- L 27 “Thinking Departmentally and Curricularly: An Integrated Approach to Graduate Student Teacher Education.” In the AAUSC-sponsored session “Best Practices in Training Students to be Professionals,” AATG/ACTFL Annual Meeting, Chicago, IL, November 19, 2004.
- L 26 “Teaching Others' Words: Literacy Acquisition through Explicit Textual Incorporation.” In the three-hour colloquium co-organized by Heidi Byrnes and Hiram Maxim “Expanding the Notion of Explicit Instruction: The Potential for Genre-based Tasks,” AAAL Annual Conference, Portland, OR, May 3, 2004.
- L 25 “Linking Curriculum-Based and Curriculum-Independent Assessment: Articulation and Accountability.” ACTFL Annual Meeting, Philadelphia, PA, November 22, 2003. Presentation with Peter Pfeiffer and Cori Crane.
- L 24 “Expanding learners' vocabulary through textual borrowing.” In the session “Contextualizing vocabulary acquisition in the intermediate and advanced FL classroom,” AATG Annual Meeting, Philadelphia, PA, November 22, 2003.
- L 23 “The Politics of Paradigms: Questioning Current Practices and Assumptions in Collegiate FL Learning.” AAUSC German Section Annual Meeting, Bloomington, IN, October 31, 2003.

- L 22 “Effects of Narrow Reading and Textual Borrowing on Interlanguage Development.” Southeast Conference on Linguistics (SECOL) LXVI, Washington, DC, April 11-13, 2003.
- L 21 “Using personal narratives to link language learning and culture learning at the Intermediate level.” In the session “Teaching toward the Standards as teaching with textual genre: From Intermediate to Advanced L2 learning,” Georgetown University Round Table on Languages and Linguistics (GURT), Washington, DC, February 15-17, 2003.
- L 20 “Preparing graduate students as teachers within a coherent departmental and curricular framework.” In the session “Language program direction: Preparing the future professoriate,” MLA Annual Convention, New York, NY, December 28, 2002.
- L 19 “Student and instructor perceptions of the advanced language learner.” In the session “Toward an understanding of advanced-level language learning,” AATG Annual Meeting, Salt Lake City, UT, November 22, 2002. Session organizer.
- L 18 “Developing a curriculum-based approach to oral assessment.” AAUSC German Section Annual Meeting, Ann Arbor, MI, November 9, 2002.
- L 17 “The Effects of Guided Extensive Reading on Beginning L2 Learners' Reading Behavior and Affect.” AAAL Annual Convention, Salt Lake City, UT, April 8, 2002.
- L 16 “Using Extensive Reading to Link Meaning and Form in the Beginning College Foreign Language Classroom.” Form Meaning Connections in Second Language Acquisition Conference, University of Illinois-Chicago, February 22, 2002.
- L 15 “A Study into the Effects of Linking Form and Meaning in the Beginning Foreign Language Classroom.” SECOL LXIV, Knoxville, TN, April 6, 2001.
- L 14 “Giving Students a Voice: A Case for Poetry in the Beginning Foreign Language Classroom.” MLA Annual Convention, Washington, DC, December 28, 2000.
- L 13 “Lessons from Abroad: A Study of German as a Second Language (DaF) Instruction in Germany.” AATG Annual Meeting, Boston, MA, November 18, 2000.
- L 12 “Selecting Appropriate Authentic Materials for the Foreign Language Classroom.” Tennessee Foreign Language Teachers Association (TFLTA) Annual Meeting, Nashville, TN, November 4, 2000.
- L 11 “Using Cultural Theory to Navigate the Cultural C’s in the Foreign Language Classroom.” Blue Ridge International Conference on the Humanities and the Arts, Boone, NC, April 14, and Linguistics Colloquium, Knoxville, TN, April 28, 2000.
- L 10 “The German Outreach Program at the University of Texas.” MLA Annual Convention, Chicago, IL. Co-presented with Kirsten Belgum, December 28, 1999.
- L 9 “Integrating Language Instruction and Cultural Inquiry Through Reading.” MLA Annual Convention, Chicago, IL, December 28, 1999.

- L 8 “In-Class Reading: The Neglected Component of Foreign Language Reading.” TFLTA Annual Convention, Nashville, TN, November 6, 1999.
- L 7 “Extensive Reading of Authentic Discourse in the Beginning Foreign Language Class.” AATG/ACTFL Annual Meeting, Chicago, IL, November 21, 1998.
- L 6 “Lesen längerer authentischer Texte in Anfängerkursen.” Annual Convention of the *Fachverband für Deutsch als Fremdsprache*, Jena, Germany, June 6, 1998.
- L 5 “Uncovering the Cultural Significance of Authentic Discourse: A Study of Cultural Theory’s Application in the Foreign Language Classroom.” MLA Annual Convention, Toronto, Canada, December 27, 1997.
- L 4 “How Reading Knowledge Becomes Grammar Knowledge.” MLA Annual Convention, Toronto, Canada, December 27, 1997.
- L 3 “The ‘Intermediate’ Intensive Course: An Innovative Approach to Intensive Language Instruction.” ACTFL Annual Meeting, Nashville, TN, November 22, 1997. Presented by Brent Adamson.
- L 2 “Integrating Group Work and Foreign Language Reading: A Student-Centered Approach for Increasing Comprehension.” Department of Germanic Languages Graduate Student Symposium, Austin, TX, April 25, 1997.
- L 1 “Transforming a Textbook: A Demonstration on Converting Traditional Grammar Exercises into Communicative Information Exchange Activities.” IDV/AATG Annual Conference at Stanford University, Palo Alto, CA, August 7, 1995.

Invited Presentations and Workshops (selection):

- I 29 “Teaching texts as genres in the second language classroom.” Two-day workshop, Center for Educational Resources in Culture, Language, and Literacy (CERCLL), Tuscon, Arizona, June 2-3, 2016.
- I 28 “Making collegiate language studies meaningful: Curriculum design, articulation, and assessment.” Presentation and workshop, USC Language Center, University of Southern California, April 1, 2016
- I 27 “Articulating the collegiate foreign language curriculum: The role of genre.” Workshop for the Department of German and Russian, Wake Forest University, December 9, 2016.
- I 26 “Using genre to guide textual thinking in German curriculum development.” Keynote presentation, AATG Chapter Meeting, Alabama Association of Foreign Language Teachers, Montgomery, AL, January 31, 2015.
- I 25 “Content-based instruction: The course in its curricular context.” Consortium for Language Teaching and Learning Symposium “Who Owns Content: Issues in Content-based Instruction.” Cornell University, October 3-4, 2014.
- I 24 “Second language writing development for collegiate language studies: A genre-based curricular approach.” University of Pennsylvania, Philadelphia, PA, September 26, 2014.

- I 23 “Teaching language while teaching texts.” Pre-service workshop, Department of Modern Foreign Languages and Literatures, University of Tennessee, Knoxville, TN, August 12, 2014.
- I 22 “Articulating writing across the collegiate language studies curriculum.” Daylong workshop, Department of World Languages and Cultures, Elon University, Elon, NC, March 11, 2014.
- I 21 “Re-visioning writing as textual thinking.” Elon University, Elon, NC, March 10, 2014.
- I 20 “There’s a text for that: Teaching language through texts across the curriculum.” Pre-service workshop, Department of Romance Languages, Harvard University, August 30, 2013.
- I 19 “Thinking curricularly, acting textually: The textual basis for collegiate foreign language curricula.” Duke University, Durham, NC, November 19, 2012.
- I 18 “Governing a ‘Language Center’: It’s not your father’s language lab.” Consortium for Language Teaching and Learning Symposium on “Rethinking the Language Center in the age of globalization.” Yale Center for Language Study, Yale University, New Haven, CT, November 9-10, 2012.
- I 17 “The textuality of language.” Keynote presentation, Annual Convention of the Tennessee Foreign Language Teachers Association, Nashville, TN, November 3, 2012.
- I 16 “Where to begin: Principles for selecting and sequencing content in collegiate FL curricula.” Vanderbilt University, Nashville, TN, October 21, 2011.
- I 15 “Which texts to teach when: Text-based curriculum articulation and construction.” Colby College, Waterville, ME, March 1, 2011.
- I 14 “Reconciling humanistic inquiry and language development in collegiate FL education.” Department of Modern Foreign Languages, University of Kentucky, Lexington, KY, October 1, 2010.
- I 13 “It’s all in the text: Reading, textual borrowing, and FL learning.” Delta Phi Alpha German Honor Society Induction Ceremony, Department of Modern Foreign Languages, University of Tennessee-Knoxville, April 21, 2010.
- I 12 “Establishing a language learning pathway: Collegiate FL curriculum construction and articulation.” Franklin & Marshall College, Lancaster, PA, February 24-25, 2010. Presentation and Workshop.
- I 11 “Who comes first, what comes second? Curricular sequencing in collegiate FL education.” University of Miami, Miami, FL, April 9, 2009.
- I 10 “Curriculum Construction for Collegiate Foreign Language Education.” University of North Carolina at Greensboro, October 14, 2008.

- I 9 “From Two Tiers to One: Integrating Language and Content in Foreign Language Education.” North Carolina State University, September 19, 2008. Workshop.
- I 8 “Collegiate German in the US: A Portrait of Three Programs.” Department of Germanic Languages and Literatures, Washington University, St. Louis, MO, March 24-25, 2008.
- I 7 “Curriculum Construction 101.” Emory College Language Center, Emory University, Atlanta, GA, March 20, 2008.
- I 6 “Developing L2 Writing from a Genre-based Perspective.” Dickinson College, Carlisle, PA, October 10, 2007.
- I 5 “Syllabi Plus: Integrating Content and Language.” In the DAAD and Goethe Institute Chicago Workshop for Advanced Graduate Teaching Assistantships in German Studies in the Midwest, “A Time for Change: New Trends in German Studies.” Chicago, IL, January 27, 2007.
- I 4 “Saying it in Others’ Words: Textual Borrowing and Interlanguage Development,” Johns Hopkins University, Baltimore, MD, October 12, 2006.
- I 3 “Implementing Genre-based Pedagogy for the Advanced Learner: Materials, Tasks, and Assessment,” George Washington University, Washington, DC, April 21, 2006. Workshop.
- I 2 “Thinking Curricularly in Collegiate Foreign Language Education: Got Genre?”, Emory University, Atlanta, GA, February 3, 2006.
- I 1 “The Intertextuality of L2 Writing”, Johns Hopkins University, Baltimore, MD, November 10, 2005.

Conference Session Organizer/Chair (selection):

Colloquium co-organizer with Sebastien Dubreil, “Look around you! Potential, opportunities, and challenges of linguistic landscapes in L2 learning,” American Association of Applied Linguistics, Orlando, FL, April 9-12, 2016

Co-leader, Seminar on “Integrating Language, Culture, and Content Learning Across the Undergraduate German Curriculum,” German Studies Association Annual Conference, Washington, D.C., October 1-4, 2015.

Second session chair, “Individualisierung der Lernprozesse.” XV. Internationale Tagung der Deutschlehrerinnen und Deutschlehrer (IDT). Bolzano, Italy, July 29 – August 3, 2013.

Session organizer, “The Role of Foreign Language Studies in Higher Education.” ACTFL/AATG Annual Meeting, Denver, CO, November 18-20, 2011.

Session organizer, “New Structures for Educating Graduate Student Teachers.” MLA Annual Convention, Philadelphia, PA, December 29, 2009.

Session organizer, “Advanced L2 Writing: What Does it Look Like?” ACTFL/AATG Annual Meeting, San Diego, CA, November 20-22, 2009.

Session organizer of the three sessions sponsored by the Division of Applied Linguistics at the 2007 MLA Annual Convention, Chicago, IL, December 26-30, 2007: “Applying Applied Linguistics in Foreign Language Programs”, “Linking Form and Meaning in the L2 Classroom”, and “Corpus-based Applied Linguistics Research.”

Session organizer, “Exploring the Nature of Vocabulary Acquisition in Textually Rich Learning Environments.” ACTFL/AATG Annual Meeting, San Antonio, TX, November 2007.

Session chair, “Year of Languages 2005: Research on Heritage Language Learners.” MLA Annual Convention, Washington, DC, December 29, 2005.

Session organizer, “Toward a Research Agenda for Collegiate Foreign Language Education.” ACTFL/AATG Annual Meeting, Baltimore, MD, November 18, 2005.

Session chair, “Research Perspectives on Study Abroad.” MLA Annual Convention, Philadelphia, PA, December 29, 2004.

V. SCHOLARSHIPS, AWARDS AND GRANTS (selection):

- 2015 Emory College Language Center Excellence in Language Teaching Award
 Summer Research Assistantship, Emory College Language Center
- 2014-2015 Selected participant, Emory Open Education Initiative
- 2013 Joint recipient of the Stephen A. Freeman Award for Best Published Article in 2013 from the Northeast Conference on the Teaching of Foreign Languages for the article “Overcoming curricular bifurcation: A departmental approach to curriculum reform.” *Die Unterrichtspraxis*, 46, 1-26 (2013) jointly written by Hiram Maxim, Peter Hoeyng, Marianne Lancaster, Caroline Schaumann & Maximilian Aue.
- 2012-2013 Faculty mentor to Undergraduate Fellow, Institute for Quantitative Theory and Methods, Emory University
 Faculty researcher and mentor, Scholarly Inquiry and Research at Emory (SIRE), Emory University
- 2011-2012 Community Builder, Office of Community and Diversity, Emory University
 Center of Excellence awarded to the Emory College German Studies Department, American Association of Teachers of German (AATG)
- 2010-2011 Honorary class ring recipient, Emory College Class of 2011 Ring Committee

- 2008-2009 Emory College Language Center
Curriculum Development Fellowship, Spring 2009 (\$5,000)
- 2007-2008 Research Grant in Humanistic Inquiry, Emory University, Summer 2008 (\$1,500)
- Summer Course Development Grant, Center for Teaching and Curriculum (CTC),
Emory University, Summer 2008
- International Travel Grant, Institute for Comparative and International Studies
(ICIS), Emory University, August 2008 (\$2,000)
- 2006-2007 Chair's Citation, German Department, Georgetown University
- 2004-2005 Paul J. Pimsleur Award for Research in Foreign Language Education, American
Council on the Teaching of Foreign Languages
- Junior Faculty Fellowship, Georgetown University Graduate School
- 2003-2004 Summer Academic Grant, Georgetown University Faculty of Languages and
Linguistics
- 2002-2003 Summer Academic Grant, Georgetown University Graduate School
- 2001-2002 Faculty Colloquium on New Learning Environments, Georgetown University, 2002
- 2000-2001 Emma Marie Birkmaier Award for Doctoral Dissertation Research in Foreign
Language Education, American Council on the Teaching of Foreign Languages
(ACTFL)
- 1997-1998 German Academic Exchange Service (DAAD) Annual Scholarship, Freie Universität
Berlin

VI. OTHER PROFESSIONAL ACTIVITIES

Manuscript and Grant Reviews:

- *Modern Language Journal*, 2001-2008, 2012-present
- *Die Unterrichtspraxis*, 2001-2004, 2006, 2010-present;
- *AAUSC Issues in Language Program Direction*, 2005-present;
- *L2 Journal*, 2014-present;
- *Reading in a Foreign Language*, 2015-present;
- Hong Kong Research Grants Council, 2012-present;
- *Foreign Language Annals*, 2007-present;
- Linguistics Program, National Science Foundation (NSF), 2010;
- *Language Teaching*, 2008-2010;
- *Language, Learning, and Technology*, 2003;
- *Southern Journal of Linguistics*, 2003.

Editorial Board Memberships:

- American Association of University Supervisors and Coordinators (AAUSC), 2004-present;
- *Die Unterrichtspraxis*, 2011-present.

Promotion and Tenure Reviews:

- External reviewer for promotion to Senior Lecturer, Harvard University, 2016
- External reviewer for promotion to Associate Professor with tenure, Haverford College, 2016
- External reviewer for promotion to Associate Professor with tenure, Carnegie Mellon University, 2016
- External reviewer for promotion to Professor, Northeastern University, 2015
- External reviewer for promotion to Professor of Practice, Duke University, 2015
- External reviewer for reappointment as Senior Lecturer, University of Pennsylvania, 2015
- External reviewer for promotion to Professor with tenure, University of California-Davis, 2014
- External reviewer for promotion to Associate Professor with tenure, University of Texas-Austin, 2014
- External reviewer for promotion to Associate Professor with tenure, University of Arizona, 2013
- External reviewer for promotion to Associate Professor with tenure, Kansas University, 2012
- External reviewer for promotion to Senior Lecturer, Harvard University, 2011
- External reviewer for promotion to Senior Lecturer, Mt. Holyoke College, 2011
- External reviewer for promotion to Associate Professor with tenure, Auburn University, 2010
- External reviewer for promotion to Associate Professor with tenure, Boston University, 2009

Additional Activities:

- Presenter, Student use of the mobile app Open Tour Builder in Vienna, Austria and in the German 380 class “mobiles Deutschlernen” as part of the CFDE-sponsored panel “Connect with Teaching: Infusing Teaching with Technology,” Emory University, March 28, 2016
- Participant in instructional technology workshops organized by the Emory Center for Digital Scholarship on “Using place-based mobile apps,” “Intro to text analysis (using Voyant),” and “Visualizing your data,” Spring 2015.
- Co-convenor, Academic Learning Community on Student Learning Outcomes Assessment organized by the Center for Faculty Development and Excellence, Emory University, Spring 2013.
- External Reviewer, Center for the Study of Languages, Rice University, February 2011.
- *Begutachter*, History Panel, Exzellenzinitiative in Deutschland, Deutsche Forschungsgemeinschaft, July 2006.
- Consultant for curricular and departmental reform, Department of Modern Foreign Languages, Albright College, April 2005.

- Co-Guest Editor, *Frontiers. The Interdisciplinary Journal of Study Abroad. Special Issue: Assessment of Study Abroad Learning*. Volume X, Fall 2004.
- Presenter, Workshop on applications of Blackboard Course Management Software, Center for New Designs in Learning and Scholarship (CNDLS), Georgetown University, Spring 2004.
- Participant, CNDLS-sponsored workshop for graduate students on syllabus design Georgetown University, April 2003.
- Faculty Facilitator, Pluralism in Action Project, Georgetown University, 2002-03.
- Participant, Georgetown University Office of International Programs DOE Title VI Grant Workshop: Assessment of Students Learning Abroad, December 8-9, 2002.
- Member, Editorial Board, *Teaching German in America: Past Progress and Future Promise*. George Peters (Ed.). Cherry Hill, NJ: AATG, 2002.
- Lecture: "Task-based Writing across the Curriculum." Faculty of Languages and Linguistics Faculty Development Workshop, Georgetown University, Washington, D.C., October 5, 2001.
- Lecture: "Authenticity Revisited: Cult or Culture?" German Studies Research Seminar, Georgetown University, Washington, D.C., September 12, 2001.
- Participant, Standard Setting Study for the CLEP German Exam, Educational Testing Service, 2000.
- Coordinator, Community Outreach Program, Department of Germanic Studies, University of Texas at Austin, 1998-99.

VII. ACADEMIC SERVICE

Departmental:

Department of German Studies, Emory University:

- Chair, 2013-2018
- Chair, Search Committee for Assistant Professor, 2015-16
- Director of Undergraduate Studies, 2007-2011, Fall 2012, 2013-14
- Chair, Curriculum Committee, 2007-present
- Faculty Liaison, PACE Advising System, 2010-present
- Coordinator, AmCham student internship program, 2010-present
- Honor's Program Coordinator, 2008-present
- Organizer, Climate Action Week, Fall 2010
- Organizer, *Do Deutsch* Campaign, Fall 2011
- Interim Chair, 2008-09

German Department, Georgetown University (2001-2007):

- Committee on Graduate Student Portfolio, 2007
- Committee on the Undergraduate Learning Experience, 2006-2007
- Coordinator, Committee on Curricular Level IV, 2005-2007
- Merit Committee, 2005-2007
- Graduate Admissions Committee, 2002-04
- First-Year Graduate Student Committee, 2003-04
- Search Committee, 2003-04

- Undergraduate Adviser, 2001-2007

College and University:

Emory University (2007-present):

- Member, Fox Center for Humanistic Inquiry Executive Committee, 2015-present
- Member, Emory College Language Center Executive Committee, 2015-present
- Member, Emory University Committee on the Environment, 2015-present
- Co-Chair, Learning through Innovation Sub-committee, Commission on the Liberal Arts, 2013-2014
- Member, Global Strategy Student and Curriculum Sub-committee, 2014
- Member, Emory College Climate Action Plan Committee, 2013-2014
- Elected Tenured Faculty Representative for the Humanities, Emory College Lecture Track Promotion Committee, 2010-2013
- Chair, Learning Outcomes Assessment Committee, Emory University, 2012-2013
- Member, Learning Outcomes Assessment Committee, Emory University, 2011-2012
- Member, Fulbright Selection Committee, 2009-present
- Member, SIRE Humanities Grant Review Committee, Emory College, 2009-2013
- Member, Credit Hour Implementation Committee, Emory College, 2011-2012
- Member, McMullan Prize Selection Committee, Emory College, 2011, 2012
- Member, Piedmont Project X Planning Team, Emory University, 2011
- Member, Climate Action Plan Committee, Emory University, 2010-2011
- Chair, Search Committee for Director of Institutional Effectiveness, Emory University, 2010
- Member, Research College Re-Visioning Committee, Support and Infrastructure Subcommittee, 2009
- Elected Faculty Representative for the Humanities, Emory College Curriculum Committee, 2008 – 2011
- Member, New General Education Requirements (GER) Implementation Committee, Emory College, 2008
- Member, Task Force to Revise General Education Requirements (GER), Emory College, 2007-2008

Georgetown University (2001-2007):

- Member, Main Campus Education Abroad Strategic Planning Committee, Georgetown University, 2002-2007
- Georgetown College Admissions Committee, 2005-2007
- Executive Council of the Georgetown University Graduate School, 2006-2007
- Executive Council of Georgetown College, Fall 2005

Professional:

- Member, Modern Language Association Kenneth W. Mildener Prize Selection Committee, 2011-2015
- Local Chair, AAAL Annual Convention, Atlanta, GA, March 6-9, 2010.
- Elected Member, Applied Linguistics Division of the Modern Language Association, 2003-2008
- Member, ACTFL Emma Marie Birkmaier Dissertation Award Committee, 2006

VIII. PROFESSIONAL AFFILIATIONS

American Association of Applied Linguistics (AAAL)
American Association of Teachers of German (AATG)
American Association of Teachers of German-Georgia Chapter
American Association of University Supervisors and Coordinators (AAUSC)
American Council on the Teaching of Foreign Languages (ACTFL)
International Systemic Functional Linguistics Association (ISFLA)
Modern Language Association (MLA)

Languages

Native speaker of English;
Near-native speaker of German;
Intermediate ability in French;
Reading knowledge in Dutch.

June 16, 2016