Hiram H. Maxim

Curriculum Vitae

Department of German Studies
Emory University
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Education

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.

Post-doctoral Appointments

2026-present	Goodrich C. White Professor of German Studies and Linguistics, Emory University
2018-2026	*Professor,* Department of German Studies and Program in Linguistics, Emory University
2019-2022	Masse-Martin/NEH Distinguished Teaching Professor of German Studies and Linguistics, Emory University
2018-2019	Fulbright-Botstiber Visiting Professor of Austrian-American Studies, Department of English and American Studies, University of Vienna, Austria
2013-2018	*Professor,* Department of German Studies, Emory University *Core Faculty*, Program in Linguistics, Emory University
2007-2013	*Associate Professor*, Department of German Studies, Emory University; *Core Faculty*, Program in Linguistics, Emory University

2006-2007 *Associate Professor*, Department of German, Georgetown University

2001-2006 *Assistant Professor*, Department of German, Georgetown University

1999-2001 *Assistant Professor*, German Section, Department of Modern Foreign Languages and Literatures, University of Tennessee-Knoxville

Post-doctoral Administrative Experience

2022-2023 ***Interim Chair***, Department of Spanish and Portuguese, Emory University

2013-2018 ***Chair*****,** Department of German Studies, Emory University (sabbatical 2014-15)

2011, 2013, 2015, 2017-19, 2023, 2026 ***Co-Director*****,** Emory in Vienna Summer Program

2010-2014 ***Director,*** Emory College Language Center

2009 ***Director***, Emory in Vienna Summer Program

2008-2009 ***Interim Chair***, Department of German Studies, Emory University

2007-2014, 2016, 2021-2025-present ***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

Publications

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 5 Dubreil, S., Malinowski, D., & Maxim, H. H. (Eds.) (2023). *Spatializing language studies: Pedagogical approaches in the linguistic landscap*e. Springer.

E 4 Maxim, H. H. & Arens, K. (2023). *Celebrating Janet Swaffar: A Festschrift*. Austin: Agarita Press.

E 3 Malinowski, D., Maxim, H. H. & Dubreil, S. (Eds.). (2020). *Language teaching in the linguistic landscape: Mobilizing pedagogy in public space*. New York: Springer. https://link.springer.com/book/10.1007/978-3-030-55761-4.

E 2 Allen, H. W. & Maxim, H. H. (Eds.). (2013). *Educating the future foreign language professoriate for the 21st century*. AAUSC Series *Issues in Language Program Direction*. Boston: Cengage.

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.

Peer-reviewed Articles and Chapters:

A 26 Maxim, H. H. (in press). A nexus analysis-based comparative case study of instructed adult L2 development. In R. Dressler, E. Räsänen, & M. Källkvist (Eds.). *Nexus analysis in applied linguistics.* De Gruyter Mouton.

A 25 Maxim, H. H. (2025). Developing and renewing collegiate language curricula. In A. V. Brown, C. Crane, B. C. Dupuy, & E. Ene (Eds.). *The Routledge handbook of language program development and administration* (pp. 303-313). Routledge. https://doi.org/10.4324/9781003361213-29.

A 24 Maxim, H. H. (2024). Affecting multiple literacies in the linguistic landscape. In D. Gorter & E. Krompák (Eds.). *Educational agency and activism in linguistic landscape studies* (pp. 125-161). Peter Lang. https://doi.org/10.3726/b22161

A 23 Maxim, H. H. (2023). Developing advanced L2-German writing: A functionally oriented longitudinal study. *Modern Language Journal, 107*(4), 965-990. https://doi.org/10.1111/modl.12884

A 22 Maxim, H. H., & Ryshina-Pankova, M. (2023). Do language classrooms socialize linguistic indifference? *German Quarterly, 96*(3), 386-394. https://doi.org/10.1111/gequ.12368

A 21 The Pipestone Group (Edward C. Dawson, Hannah Eldridge, David Gramling, Hiram Maxim, Sharon Munger Wailes, Patrick Ploschnitzki, Caroline Rieger, Julia Ruck, Marianna Ryshina-Pankova, Chantelle Warner). (2023). Introduction: On linguistic indifference. *German Quarterly, 96*(3), 378-382. https://doi.org/10.1111/gequ.12374

A 20 Maxim, H. H. (2021). A longitudinal case study of curriculum-based L2 writing development. *System, 96*. https://doi.org/10.1016/j.system.2020.102397

A 19 Maxim, H. H. (2020). A methodological and pedagogical framework for designing L2 student-based linguistic landscape research. In D. Malinowski & S. Tufi (Eds.). *Reterritorializing linguistic landscapes: Questioning boundaries and opening spaces* (pp. 346-363). New York: Bloomsbury. https://doi.org/10.5040/9781350077997.0027

A 18 Maxim, H. H. (2018). Der Aufbau eines lernerzentrierten Projekts zur Untersuchung der Sprachlandschaft. *Der Deutschunterricht*, *4*, 44–52.

A 17 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 16 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. https://doi.org/10.1007/978-94-017-9159-5_4

A 15 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 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. https://doi.org/10.1007/978-1-137-11449-5_18

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.

Reviews, Interviews, and other Publications:

P 11 Malinowski, D., Maxim, H. H., & Dubreil, S. (2023). Introduction: Spatializing language studies in the linguistic landscape. In S. Dubreil, D. Malinowski, & H. H. Maxim (Eds.), *Spatializing language studies. Pedagogical approaches in the linguistic landscape* (pp. 1–17). Springer.

P 10 Maxim, H. H. (2023). Language learning as textual thinking. In H. H. Maxim & K. Arens (Eds.), *Celebrating Janet Swaffar: A Festschrift* (pp. 147–163). Agarita Press.

P 9 Maxim, H. H. (2021). [Review of the book *In Motion: Theaterimpulse zum Sprachenlernen. Von neuesten Befunden der Neurowissenschaft zu konkreten Unterrichtsimpulsen*, by Michaela Sambanis and Maik Walter]. *Die Unterrichtspraxis, 54.1*, 143-145.

P 8 Malinowski, D., Maxim, H. H., & Dubreil, S. (2020). Introduction. In D. Malinowski, H. H. Maxim, & S. Dubreil (Eds.), *Language teaching in the linguistic landscape. Mobilizing pedagogy in public space* (pp. 1–13). Springer.

P 7 Maxim, H. H. (2020). [Review of the book *Sloganization in Language Education Discourse*, edited by Barbara Schmenk, Stephan Breidbach, and Lutz Küster]. *Fremdsprachen Lernen und Lehren, 49.1*, 138-141.

P 6 Published Interview: Kim, S.-Y. (2017). An Interview with Hiram Maxim, Emory University. *The Korean Language in America*, *21*(1), 3–9.

P 5 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.

P 4 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 3 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 2 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.

P 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.

Lectures, Presentations

Conference Presentations (selection):

L 81 "'The campus has become so vanilla': Spatial ideologies in a resemiotized educationscape." 17th International Linguistic Landscape Workshop, Limerick, Ireland, June 4-6, 2026

L 80 "Teaching about language in this political moment." Joint presentation with Marjorie Pak and Susan Tamasi. Southeastern Conference on Linguistics (SECOL), Atlanta, Georgia, March 26-28, 2026

L 79 "Looking forward while looking backward: Language program administration in the 21st century." Modern Language Association (MLA) Annual Convention, Toronto, Canada, January 8-10, 2026.

L 78 "Lived experiences in a newly regulated universityscape." 16th International Linguistic Landscape Workshop, Essen, Germany, September 3-5, 2025

L 77 "Student stories about Atlanta's multilingual landscape." Atlanta Studies Symposium, Morehouse College, Atlanta, Georgia, May 2, 2025

L 76 "Affective border crossings in the linguistic landscape." 15th International Linguistic Landscape Workshop, Wellington, New Zealand, June 20-22, 2024.

L 75 "A nexus analysis-based comparative case study of instructed adult Ln development." World Congress of the Association Internationale de Linguistique Appliquée (AILA), Lyon, France, July 17-21, 2023.

L 74 "German-American Studies today." Participant in roundtable discussion at annual German Studies Association conference, Houston, Texas, September 18, 2022.

L 73 "From the classroom to the strip mall: Student multiliteracies development in the linguistic landscape." 13th International Linguistic Landscape Workshop, Hamburg, Germany, September 6-9, 2022.

L 72 "The intersection of graffiti and commerce along Vienna's Danube Canal." American Association of Applied Linguistics (AAAL) Annual Conference, Houston, TX, March 20-23, 2021. Presented virtually.

L 71 “Texte als Modelle im Anfängerunterricht: Eine Fallstudie des Schreibprozesses in einem textgestützten Curriculum.” Schreiben in Kontexten – Soziokulturelle Dimensionen der Textproduktion in Deutsch als Fremdsprache, Vienna, Austria, May 2-3, 2019.

L 70 “A comparative multiple-case study of domestic and international student L2/L3 writing development.” Joint presentation with Glenn Levine. AAAL Annual Conference, Chicago, Il, March 25, 2018.

L 69 “L2 learning in linguistic landscapes: Global engagement at home and abroad.” AATG/ACTFL Annual Meeting, Nashville, TN, November 17-19, 2017.

L 68 “International students’ L3 development in the L2 classroom.” Joint presentation with Glenn Levine. AATG/ACTFL Annual Meeting, Nashville, TN, November 17-19, 2017.

L 67 “Guiding L2 learners toward uncovering linguistic diversity amidst apparent societal stability: An iterative approach to classroom-based linguistic landscape research.” 9th International Linguistic Landscape Workshop, Campus Belval, University of Luxembourg, Luxembourg, March 30-April 1, 2017.

L 66 “A multiple-case study of international students’ L3 development in the U.S. university language classroom.” Joint presentation with Glenn Levine. AAAL Annual Conference, Portland, OR, March 18-21, 2017.

L 65 “Linguistic variation amidst curricular coherence: A longitudinal case study of curriculum-based L2 writing development.” Diversity and Variation in Language Conference, Emory University, Atlanta, GA, February 10-11, 2017.

L 64 “Using the linguistic landscape to foster methodological awareness and language development in the L2 classroom.” 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. AATG/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, Austin, TX, 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, "Socio-cultural 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 45 “Curricular Redesign.” American Association of University Supervisors and Coordinators (AAUSC) Spotlight Series for Language Program Directors, virtual presentation, April 23, 2026.

I 44 “Developing multiliteracies in the linguistic landscape.” Department of Germanic Languages and Literatures, Ohio State University, January 25, 2023

I 43 “Taming the wilds of language learning: Lessons from the language classroom and beyond.” Keynote address, Presidential Inauguration, Washington College, October 7, 2022

I 42 Workshop on multiliteracies pedagogy and curriculum construction, Department of Germanic Languages and Literatures, Yale University, April 4 and 25, 2022

I 41 “All aboard! A departmental approach to FL curricular reform.” Yale University Center for Language Study, October 28, 2021.

I 40 “Ok, bifurcation: Toward a unified approach to second language education.” Department of German Studies, University of Cincinnati, February 6, 2020.

I 39 “Teaching texts: A systemic-functional approach.” Department of Germanic Languages and Literatures, Washington University in St. Louis, January 17, 2020.

I 38 “Language learning as textual thinking.” Center for Language Studies, Brown University, November 15, 2019.

I 37 “A systemic-functional linguistic approach to L2 curriculum construction.” Educational Linguistics Circle, Institute for English and American Studies, University of Vienna, April 5, 2019.

I 36 “Genre-based pedagogy.” Presentation via Skype to graduate seminar “Second Language Research and Practice.” Harvard University, March 6, 2019.

I 35 "Thinking textually and curricularly with genre in foreign language education." Spanish Department, Amherst College, Amherst, MA, April 16, 2018.

I 34 "*German Studies* und Lehrerausbildung in den USA: Getrennte Welten." Ko-Vortrag, Internationale Tagung der Deutschlehrerinnen und Deutschlehrer (IDT), Fribourg, Switzerland, August 3, 2017.

I 33 "Overcoming the bifurcated curriculum." Association of Departments of Foreign Languages (ADFL) Summer Seminar East, Atlanta, GA, May 24-27, 2017.

I 32 "Articulation." Plenary III, ADFL Summer Seminar East, Atlanta, GA, May 24-27, 2017.

I 31 "Learning the rules to play the game: Genre-based pedagogy and learner autonomy." PhD Program in Second Language Acquisition, University of Wisconsin-Madison, Madison, WI, April 11-12, 2017.

I 30 "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.

I 29 "Teaching texts as genres in the second language classroom." Two-day workshop, Center for Educational Resources in Culture, Language, and Literacy (CERCLL), Tucson, 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." Daylong 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." Penn Language Center, 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, Cambridge, MA, August 30, 2013.

I 19 "Thinking curricularly, acting textually: The textual basis for collegiate foreign language curricula." Department of German Studies, 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, "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." Center for Second Language Studies, Vanderbilt University, Nashville, TN, October 21, 2011.

I 15 "Which texts to teach when: Text-based curriculum articulation and construction." Department of German and Russian, 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, TN, April 21, 2010.

I 12 "Establishing a language learning pathway: Collegiate FL curriculum construction and articulation." Presentation and Workshop, German Department, Franklin & Marshall College, Lancaster, PA, February 24-25, 2010.

I 11 "Who comes first, what comes second? Curricular sequencing in collegiate FL education." Department of Modern Languages and Literatures, University of Miami, Miami, FL, April 9, 2009.

I 10 "Curriculum construction for collegiate foreign language education." Department of Languages, Literatures, and Cultures, University of North Carolina at Greensboro, October 14, 2008.

I 9 "From two tiers to one: Integrating language and content in foreign language education." Department of Foreign Languages and Literatures, North Carolina State University, Raleigh, NC, 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." World Languages Department, 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." Department of Modern Languages and Literatures, Johns Hopkins University, Baltimore, MD, October 12, 2006.

I 3 "Implementing genre-based pedagogy for the advanced learner: Materials, tasks, and assessment." Afternoon workshop, George Washington University, Washington, DC, April 21, 2006.

I 2 "Thinking curricularly in collegiate foreign language education: Got genre?" Department of German Studies, Emory University, Atlanta, GA, February 3, 2006.

I 1 "The intertextuality of L2 writing." Department of Modern Languages and Literatures, Johns Hopkins University, Baltimore, MD, November 10, 2005.

Conference Session Organizer/Chair (selection):

Workshop leader, DAAD Fortbildungsseminar "Genre-basierte Fremdsprachenpädagogik." December 7, 2019.

Workshop leader, DAAD Fortbildungsseminar "Genre-basierte Fremdsprachenpädagogik." December 2, 2017.

Conference organizer, Consortium on Useful Assessment in Language and Humanities Education (CUALHE), Atlanta, GA, October 28-29, 2017.

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 (with Marianna Ryshina-Pankova), 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 (with Maik Walter), "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.

Symposium co-organizer (with Heidi Byrnes), "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.

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.

Colloquium co-organizer (with Heidi Byrnes), "Expanding the Notion of Explicit Instruction: The Potential for Genre-based Tasks," AAAL Annual Conference, Portland, OR, May 3, 2004

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

Scholarships, Grants, Awards

2026	Emory College Language Center Student Assistantship ($480)
2025	Purposeful Teaching Fellowship, Emory University Center for Faculty Development and Excellence
	Emory College Language Center Student Assistantship ($480)
2024	Zero Waste Ambassador of the Semester, Spring 2024, Emory University Office for Sustainability Initiatives
2023	Community Engaged Learning Grant, Emory University Center for Faculty Development and Excellence ($500)
2022	Emory College Pedagogy Mini-Grant ($300)
	Emory College Language Center Student Assistantships (2 x $300)
2020	Global Atlanta Innovative Teaching Grant, Emory University Center for Faculty Development and Excellence and Emory University Halle Institute ($3,850)
	Emory College Language Center Student Assistantship ($300)
2019-2022	Masse-Martin/NEH Distinguished Teaching Professorship, Emory College of Arts and Sciences
2019	University Research Committee-Halle Institute International Research Award ($30,000)
2018	Fulbright-Botstiber Visiting Professorship for Austrian-American Studies, University of Vienna ($20,000)
2017	Emory Williams Distinguished Teaching Award, Emory College of Arts & Sciences
	Emory University Sustainability Innovator Award

2015	Emory College Language Center Excellence in Language Teaching Award
	Summer Research Assistantship, Emory College Language Center ($300)
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

Teaching Experience

Courses Taught:

a. Undergraduate German courses at Emory University:

- Introductory German I
- Introductory German II
- Intermediate German I
- Intermediate German II
- *Süße Pein*: Love and hate in 20th and 21st century Germany (third-year German)
- America, the Beautiful? *Amerika-Bilder in der deutschsprachigen Welt* (third-year German)
- *Wie Ideen zur Sprache kommen*: Analyzing political and social discourse in contemporary Germany (fourth-year German)
- Cyber German (fourth-year German)
- Issues and trends in contemporary German society and politics (fourth-year German)
- German in Georgia (fourth-year German)
- *Die Gegenwart der Vergangenheit* – The presence of the past in the contemporary German-speaking world (fourth-year German)
- Green Germany (fourth-year German)
- *Perspektiven auf Wien* – Perspectives on Vienna (second-year German, Emory summer program in Vienna)
- *Integration in Österreich* – Integration in Austria (third-year German, Emory summer program in Vienna)
- *Lebenswertes Wien* – Livable Vienna (third-year German, Emory summer program in Vienna)
- *Multikulturelles Österreich* – Multicultural Austria (third-year German, Emory summer program in Vienna)
- *Die Gegenwart der Vergangenheit* – The presence of the past in the contemporary German-speaking world (third-year German, Emory summer program in Vienna)
- iGerman: Student-centered grammar review (One-credit, third-year German)
- First 100 Days of National Socialist Germany (One-credit, third-year German)
- *mobiles Deutschlernen* – Learning German on the go (One-credit, third-year German)

- *US-Wahl 2020* – German perspectives on the 2020 US election (One-credit, third-year German)
- *Emory auf Deutsch* – architectural and environmentally sustainable highlights of Emory's campus (One-credit, third-year German)

b. Undergraduate Linguistics courses at Emory University:

- Literacy, Language, & Education (special topics course, LING 385)
- Reading Atlanta (first-year seminar, co-taught with Dr. Yu Li)
- Multilingual Atlanta (special topics course, LING 385)
- Second Language Acquisition (LING 318)
- Foundations of Linguistics (LING 201)
- Languages Across Metro Atlanta (special topics one-credit course, LING 385)

c. Undergraduate courses at Georgetown University:

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

d. Graduate courses at Georgetown University:

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

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

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

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

- Teaching a Foreign Language

Public-facing Pedagogical Projects:

Summer 2023	Student-generated walking tour of "The Presence of the Past in Contemporary Vienna," using the Emory-developed app OpenTour Builder in the third-year German course "*Die Gegenwart der Vergangenheit*"

Spring 2022 & 2023	Student-generated website, "Languages Across Metro Atlanta (LAMA)," using the Emory-supported Scholarblogs application in the one-credit Linguistics course, "Languages across metro Atlanta."
Spring 2021	Student-generated walking tour of ecological and historical sites on Emory's campus, using the Emory-developed app OpenTour Builder in the one-credit third-year German course "*Emory auf Deutsch*," co-taught with Peter Höyng
Summer 2019	Student-generated walking tour of "Sustainable Vienna," using the Emory-developed app OpenTour Builder in the third-year German course "*Lebenswertes Wien*"
Summer 2018	Student-generated website, "Multicultural Vienna," using the Emory-supported Scholarblogs application in the third-year German course "*Multikulturelles Österreich*"
Fall 2017	Student-generated website, "German in Georgia," using the Emory-supported Scholarblogs application in the fourth-year German course "German in Georgia"
Spring 2017	Student-generated website, "First 100 Days of National Socialist Germany," using Weebly in the one-credit third-year course
Spring 2016	Student-generated geolocative game, "Emory Ausbau," using the app ARIS, in the one-credit third-year German course "*mobiles Deutschlernen*"
Summer 2015	Student-generated walking tours of Vienna, using the Emory-developed app OpenTour Builder in the third-year German course "*Integration in Österreich*"
Fall 2015	Student-generated grammar tutorials for the YouTube channel "German Grammar at Emory" in the one-credit third-year German course "iGerman"
Summer 2013	Student-generated website "*Integration in Österreich*" in the third-year German course "*Integration in Österreich*"
Fall 2013	Student-generated individual websites in third-year German as part of the Emory College initiative, Domain of One's Own

B.A. Honors Thesis Committees:

Yvette Wang (reader, 2025-2026, Linguistics, Emory College of Arts and Sciences)
Amelia Heppe (reader, 2024-2025, Chemistry, Emory College of Arts and Sciences)
Melinda Zhang (reader, 2023-2024, Linguistics, Emory College of Arts and Sciences)
Rachel Lawrence (advisor, 2023-2024, Linguistics, Emory College of Arts and Sciences)
Jacob Choi (reader, 2023-2024, Computer Science, Emory College of Arts and Sciences)
Kristin Wadsworth (advisor, 2021-2022, German, Emory College of Arts and Sciences)
Alex Levine (reader, 2021-2022, History, Emory College of Arts and Sciences)
Qifan Wang (advisor, 2020-2021, Linguistics, Emory College of Arts and Sciences)
Albert Li (reader, 2019-2020, Computer Science, Emory College of Arts and Sciences)
Elliot Hicks (reader, 2019-2020, Chemistry, Emory College of Arts and Sciences)
Jeffrey Haylon (reader, 2017-2018, History, Emory College of Arts and Sciences)
Zoey Zhang (reader, 2018-2018, German Studies, Emory College of Arts and Sciences)
Michael Zhong (advisor, 2016-2017, Linguistics, Emory College of Arts and Sciences)
William Snyder (reader, 2014-2015, Anthropology, Emory College of Arts and Sciences)

Kathleen Donovan (reader, 2014-2015, Economics, Emory College of Arts and Sciences)
Hazel Doctor (reader, 2013-2014, Psychology, Emory College of Arts and Sciences)
Robert Cooper (reader, 2012-2013, German Studies, Emory College of Arts and Sciences)
Lucia Lorenz (advisor, 2011-2012, German Studies, Emory College of Arts and Sciences)
Jennifer Clegg (reader, 2010-2011, Psychology, Emory College of Arts and Sciences)
Stephen Lapierre (reader, 2009-2010, Sociology, Emory College of Arts and Sciences)
Erica Umpierrez (reader, 2009-2010, German Studies, Emory College of Arts and Sciences

M.A. Committees:

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

Ph.D. Dissertation Committees:

Timothy Lawrence (reader; 2024, Applied Linguistics, University of Cantabria, Spain)
Margaret Keneman (advisor; 2013, French & Educational Studies, Emory University)
Lone Peterson (reader; 2013, German, Georgetown University)
Cori Crane (reader; 2007, German, Georgetown University)
Marianna Ryshina-Pankova (reader; 2006, German, Georgetown University)
Olga Liamkina (reader; 2005, German, Georgetown University)

Independent Studies:

Mathew Kang, 2025-26, Linguistics, Emory College of Arts and Sciences
Umi Pak, Spring 2026, Linguistics, Emory College of Arts and Sciences
Melinda Zhang, Summer 2022 & 2022-23, Linguistics, Emory College of Arts and Sciences
Eula Wang, Spring 2022, Linguistics, Emory College of Arts and Sciences
Lilith Edwards, Fall 2021, German Studies, Emory College of Arts and Sciences
Jesse Steinman, Fall 2020, German Studies, Emory College of Arts and Sciences
Viviana Barreto Roballo, Fall 2020, Linguistics, Emory College of Arts and Sciences
Kristin Wadsworth, Summer 2020, Linguistics, Emory College of Arts and Sciences
Meghan Hurley, Fall 2019, Linguistics, Emory College of Arts and Sciences
Caleb Ziems, Shelby Cane, Ben Alpert, Fall 2017, Linguistics, Emory College
Xinyue Tong, Spring 2016, German Studies, Emory College of Arts and Sciences
Hannah Rose Blakeley, Fall 2013, German Studies, Emory College of Arts and Sciences
Jiaqi Guo, Spring 2013, Linguistics, Emory College of Arts and Sciences
Alex Vidor, Spring 2011, German Studies, Emory College of Arts and Sciences
Yuri Madenokoji, Spring 2011, Linguistics, Emory College of Arts and Sciences
Chase Pashkowich, Fall 2010, Linguistics, Emory College of Arts and Sciences
Sarah Brandt, Spring 2008, German Studies, Emory College of Arts and Sciences

Additional Teaching Experience:

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

Other Professional Activities

Professional Development:

- Purposeful Teaching Fellowship, Emory University Center for Faculty Development & Excellence, Spring 2025
- Academic Learning Community on Multimodal and Multigenre Pedagogy, Spring 2025
- Emory College Online Teaching Strategies (ECOTS), Summer 2020
- Quality Enhancement Plan Faculty Workshop, Spring 2017
- 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 "Appliable 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.
- 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.

Manuscript and Grant Reviews:

- *Linguistic Landscape Journal*, 2025-present
- *Applied Linguistics*, 2022
- *Modern Language Journal*, 2001-2008, 2012-present
- *Die Unterrichtspraxis*, 2001-2004, 2006, 2010-present
- *AAUSC Issues in Language Program Direction*, 2005-2020
- *L2 Journal*, 2014-present
- *Reading in a Foreign Language,* 2015-present
- Hong Kong Research Grants Council, 2012-2015
- *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), 2004-2020.
- *Die Unterrichtspraxis*, 2011-2018.

Promotion and Tenure Reviews:

- External reviewer for promotion to Professor with tenure, University of Minnesota
- External reviewer for promotion to Professor with tenure, University of Louisville
- External reviewer for promotion to Professor with tenure, University of Kentucky
- External reviewer for promotion to Professor with tenure, University of Arizona
- External reviewer for promotion to Professor with tenure, University of Washington
- External reviewer for promotion to Associate Professor with tenure, St. Olaf's College
- External reviewer for promotion to Associate Professor with tenure, University of Kentucky
- External reviewer for promotion to Professor with tenure, Ohio State University
- External reviewer for promotion to Professor with tenure, UC-Santa Cruz
- External reviewer for promotion to Professor with tenure, Kansas University
- External reviewer for promotion to Professor with tenure, Portland State University
- External reviewer for promotion to Senior Lecturer, Harvard University
- External reviewer for promotion to Associate Professor with tenure, Haverford College
- External reviewer for promotion to Associate Professor with tenure, Carnegie Mellon University
- External reviewer for promotion to Professor, Northeastern University
- External reviewer for promotion to Professor of Practice, Duke University

- External reviewer for reappointment as Senior Lecturer, University of Pennsylvania
- External reviewer for promotion to Professor with tenure, University of California-Davis
- External reviewer for promotion to Associate Professor with tenure, University of Texas-Austin
- External reviewer for promotion to Associate Professor with tenure, University of Arizona
- External reviewer for promotion to Associate Professor with tenure, Kansas University
- External reviewer for promotion to Senior Lecturer, Harvard University
- External reviewer for promotion to Senior Lecturer, Mt. Holyoke College
- External reviewer for promotion to Associate Professor with tenure, Auburn University
- External reviewer for promotion to Associate Professor with tenure, Boston University

Additional Activities:

- Co-convener (with Marjorie Pak) of discussion series, "How we use language in this political moment," Spring & Fall 2025, Spring 2026
- Presenter, "What if there is no silver bullet? Recruiting and retaining German students in the 21st century," AATG-Georgia Chapter *Sprachbad*, November 15, 2025
- Convener of Lunchtime Lecture Series, "German Studies in the Present," Spring 2025
- Presenter, "Learning German after High School: *Irgendwie gleich, doch anders*," AATG-Georgia Chapter *Sprachbad*, November 9, 2024
- Co-convener (with Lisa Dillman and Ana Teixeira) of the Academic Learning Community on "Generative AI in Second Language Studies," 2023-2024
- Panelist, "Lessons for U.S. from Nations That Confront Atrocities with Reflection," WABE Political Rewind with Bill Nigut, Summer 2021.
- Presenter, "A case study into international students' early writing development in a genre-based L2 German curriculum," LingLunch, University of Vienna, March 29, 2019.
- Guest lecturer, "Inhaltsorientierter Fremdsprachenunterricht durch Genre," Prof. Dr. Karen Schramm's graduate seminar DaF/Z Methodik Erwachsenbildung, University of Vienna, November 26, 2018.
- Presenter, "German in Georgia," AATG-Georgia Chapter Meeting, Athens, GA, October 22, 2017.
- Presenter, "Connecting Research to the Classroom," Oxford College Center for Academic Excellence, Oxford, GA, March 15, 2017.
- Facilitator, Workshop on "Teaching International Students," Center for Faculty Development and Excellence, Emory University, August 11, 2016.
- Presenter, "Student use of the mobile app *OpenTour Builder* in Vienna, Austria and in the German 380 class 'mobiles Deutschlernen,'" as part of the Center for Faculty Development and Excellence (CFDE)-sponsored panel "Connect with Teaching: Infusing Teaching with Technology," Emory University, March 28, 2016
- Co-convener, 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, October 5, 2001.
- Presenter, "Authenticity Revisited: Cult or Culture?" German Studies Research Seminar, Georgetown University, 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.

Academic Service

Departmental:

Department of German Studies, Emory University:

- Coordinator, First-year German, 2020-present
- Coordinator, Departmental Peer Tutoring Program, 2020-2025
- Director of Undergraduate Studies, 2007-2011, Fall 2012, 2013-14, Fall 2016, 2020-2022, 2025-present
- Departmental Liaison, AATG Georgia Chapter, 2019-present
- Member, Search Committee for Assistant Teaching Professor, 2022-2023
- Faculty Liaison, Orientation Experiences Advising Program, 2019-2023
- Coordinator, Fulbright Foreign Language Teaching Assistantship, 2020-2023
- Faculty Advisor, German Language Apartment, 2021-2023
- Co-Director of Undergraduate Studies, 2019-2020
- Chair, 2013-2018 (on sabbatical 2014-15)
- Chair, Search Committee for Visiting Assistant Professor, 2017-2018
- Chair, Search Committee for Assistant Professor, 2015-16

- Coordinator, AmCham student internship program, 2010-2018
- Chair, Curriculum Committee, 2007-2014
- Honor's Program Coordinator, 2008-2012
- Organizer, *Do Deutsch* Campaign, Fall 2011
- Organizer, Climate Action Week, Fall 2010
- 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):**

- Elected member, Emory College Faculty Senate, 2025-present
- Member, Emory University Committee on the Environment, 2024-present
- Emory Bike Champ Ambassador, Transportation and Parking Services, 2020-present
- Member, Discussion Group on AI in Teaching, 2026-present
- Member, Advisory Committee for Writing Across Emory, 2025-present
- Zero Waste Ambassador, 2021-present
- Member, Search Committee for Associate Dean for Academic Affairs, Emory College, Spring 2026
- Member, Sustainability Minor Steering Committee, 2020-present
- Faculty marshal, Emory University Commencement, 2019-2025
- Member, Emory University Sustainability Vision Committee, 2024
- Freie Universität Berlin Exchange Faculty Committee, 2024
- First-year international student teaching demonstration, fall orientation 2023
- Interim Chair, Department of Spanish and Portuguese, 2022-2023
- Member, Practices and Policies for Evaluation of Teaching (PPET) Implementation Committee, 2022-2023
- Member, faculty review committee, Professional Development Support Funds Grant, Laney Graduate School, 2022-23
- Member, university search committee for new director of the Office of Sustainability Initiatives, 2022-23
- Invited faculty participant, Phi Eta Sigma Scholarship Night, 2021, 2022
- Peer Teaching Evaluator as part of Teaching Chair in Emory College, 2021-2022
- Co-facilitator, Teaching Enhancement Fellows Program, 2021
- Chair, Emory College Tenure and Promotion Committee, 2021-2022

- Elected member, Emory College Tenure and Promotion Committee, 2019-2022
- Member, Emory University Committee on the Environment, 2020-2023
- Member, Emory Williams Teaching Award Selection Committee, 2021
- Co-Facilitator, Teaching Fellows Program, 2020
- Chair, Emory University Committee on the Environment, 2016-2018, 2019-2020
- Reader, Emory College Admission files, 2017, 2020
- Reviewer, University Research Committee Annual Grant, 2019
- Member, General Education Working Group, 2017-2018
- Member, Humanities Pathways Committee, 2018
- Member, Fox Center for Humanistic Inquiry Executive Committee, 2015-2017
- Member, Emory College Language Center Executive Committee, 2015-2018
- Member, Pedagogy and Curriculum Committee, Emory College, 2016-2017
- Member, Emory University Committee on the Environment, 2015-2016
- 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, 2013, 2016, 2017
- 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:

- DAAD Graduate Scholarship Selection Committee (Humanities), 2021-present
- Strand reviewer, AAAL annual conference, 2019, 2021, 2022
- Mentor to graduate students as part of Conference Connections, AAAL, 2020, 2021
- Chair, Search Committee for Editor of *Die Unterrichtspraxis*, 2016
- Member, Modern Language Association Kenneth W. Mildenberger 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

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 Professors (AAUP)
American Association of University Supervisors and Coordinators (AAUSC)
American Council on the Teaching of Foreign Languages (ACTFL)
German Studies Association (GSA)
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;
Novice ability in Spanish.

July 22, 2026