

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:

- Teaching, Learning, and Technology Summer Institute (TLTSI), Center for New Designs in Learning and Scholarship, Georgetown University, May 2002.
DAAD Research Scholarship, Freie Universität Berlin, 1997-98.
DAAD Summer Seminar, "Context and Culture in Language Study," 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:

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| 2007-present | <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 *Assistant Professor*, Department of German, Georgetown University

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

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*, Özel Tercüman Lisesi, Istanbul, Turkey

1989-1990 *Lecturer of English as a Second Language (ESL)*, Rutgers University

1988-1989 *Instructor of German*, Rutgers University

1984-1987 *Teacher of German*, Woodberry Forest School, VA

Administrative and Professional Experience:

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

2009 *Director*, Emory in Vienna Summer Program

2007-present *Director of Undergraduate Studies*, Department of German Studies, Emory University

2001-2007 *Curriculum Coordinator*, Department of German, Georgetown University
Responsible for the coordination of graduate student teacher education and the coordination and enhancement of four-year, integrated undergraduate curriculum "Developing Multiple Literacies".

2005 & 2007 *Director*, Georgetown University Summer Program in Trier, Germany

2003-2008 *Elected Member*, Applied Linguistics Division of the Modern Language Association

1999-2001 *Language Program Director*, German Section, Department of Modern Foreign Languages, University of Tennessee-Knoxville

Post-secondary courses taught:

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

Undergraduate: Introductory German I; Introductory German II; Intermediate German I; Intermediate German II; Advanced German I; Advanced German II; Text in

Context; Issues & Trends in Contemporary Germany; Berlin Stories; Images of America

M.A. Committees

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

Ph.D. Dissertation Committees

Lone Peterson (reader; spring 2010)
Cori Crane (reader; fall 2007)
Marianna Ryshina-Pankova (reader; spring 2006)
Olga Liamkina (reader; summer 2005)

III. PUBLICATIONS:

Monographs:

- B 1 *Realizing Advanced L2 Writing Development in a Collegiate Curriculum: From Outcomes Expectations to Assessment* (co-authored with Heidi Byrnes and John Norris). Monograph Series of the *Modern Language Journal*, December 2010.

Edited Books:

- E 2 *Educating the Future FL Professoriate for the 21st Century*. Ed. with Heather Allen. AAUSC Series *Issues in Language Program Direction*. Boston: Heinle, 2012.
- E 1 *Advanced Foreign Language Learning: A Challenge to College Programs*. Ed. with Heidi Byrnes. AAUSC Series *Issues in Language Program Direction*. Boston: Heinle, 2004.
(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/Chapters:

a. in journals and scholarly books:

- A 14 “‘It’s made to match’: Linking L2 reading and writing through textual borrowing.” *Reading in Languages Other Than English*, Cindy Brantmeier and Keiko Koda (Eds.), forthcoming.
- A 13 “An Essay on the Role of Language in Collegiate Foreign Language Programmatic Reform.” *Die Unterrichtspraxis* 42.2, forthcoming (refereed).
- A 12 “Developing Formal Language Abilities along a Genre-based Continuum.” In *Conceptions of L2 Grammar: Theoretical Approaches and their Application in the L2 Classroom*, Johanna Watzinger-Tharp and Stacey Katz (Eds.), AAUSC Volume on *Issues in Language Program Direction*. Boston: Heinle (2009): 172-188. (refereed).
- A 11 “Taking Text to Task: Issues and Choices in Curriculum Construction.” (with Heidi Byrnes, Cori Crane, Katherine Sprang). Special issue on task-based learning in the *ITL International Journal of Applied Linguistics* 152 (2006): 85-110. (refereed).
- A 10 “Integrating Textual Thinking into the Introductory College-level Foreign Language Classroom.” *Modern Language Journal* 90 (2006): 19-32. (refereed).
- A 9 “Giving Beginning Adult Language Learners a Voice: A Case for Poetry in the Foreign Language Classroom.” In *Poetry and Pedagogy. The Challenge of the Contemporary*, Joan Retallack and Julianna Spahr (Eds.). New York: Palgrave Macmillan, 2006. 251-259. (refereed).
- A 8 “Enhancing Graduate Student Teacher Development through Curricular Reform.” *ADFL Bulletin* 36.3 (2005): 15-21. (refereed)
- A 7 “Articulating Foreign Language Writing Development at the Collegiate Level: A Curriculum-Based Approach,” In *Language Program Articulation: Developing a Theoretical Foundation*, Catherine Barrette & Kate Paesani (Eds.), AAUSC Volume on *Issues in Language Program Direction*. Boston: Heinle, 2005. 78-93. (refereed).
- A 6 “Introduction: Creating Sites for Collegiate Advanced Foreign Language Learning.” (with Heidi Byrnes). In *Advanced Foreign Language Learning: A Challenge to College Programs*, Heidi Byrnes & Hiram H. Maxim (Eds.), AAUSC Series *Issues in Language Program Direction*. Boston: Heinle, 2004. vii-xv.
- A 5 “Expanding Visions for the Collegiate Advanced Foreign Language Learner.” In *Advanced Foreign Language Learning: A Challenge to College Programs*, Heidi Byrnes & Hiram H. Maxim (Eds.), AAUSC Series *Issues in Language Program Direction*. Boston: Heinle, 2004. 180-193. (refereed).
- A 4 “A Study into the Feasibility and Effects of Reading Extended Authentic Discourse in the Beginning German Language Classroom.” *Modern Language Journal*, 86

(2002): 20-35. (refereed). Awarded 2004 ACTFL Paul J. Pimsleur Prize for Research in Foreign Language Education.

- A 3 “Integrating Language Learning and Cultural Inquiry in the Beginning Classroom.” *ADFL Bulletin* 32.1 (2000): 12-18. (refereed).
- A 2 “Authorizing the Foreign Language Student.” *Foreign Language Annals* 31 (1998): 407-430. (refereed).
- A 1 “Incorporating Critical Thinking and Authenticity into Business German Testing.” *Modern Language Journal* 82 (1998): 19-32. Co-authored with Maria Egbert. (refereed).

b. in handbooks, conference proceedings:

- H 2 “Using Cultural Theory to Navigate the Cultural C’s in the Foreign Language Classroom.” In *BRICHA Review. Journal of the Blue Ridge International Conference on the Humanities and the Arts*, Beverly A. Moser and Sixto E. Torres, (Eds.), vols. 1-2. Boone, NC: Appalachian State University, 2003. 158-163. (refereed).
- H 1 “A Sample Multimedia Teaching Unit for Third-Semester German.” *A Practical Primer for Developing a Business German Program*. Maria Egbert and Andrea Vlatten. (Eds.). Houston: Goethe-Institute, 1997. 50-63.

Book Reviews:

- R 1 *German for Business and Economics*. 2 vols., by Patricia Ryan Paulsell and Anne-Katrin Gramberg. *Die Unterrichtspraxis* 28 (1995): 211-212.

IV. LECTURES, PRESENTATIONS:

- L 45 “‘Transforming the two-tiered system’: A report from a curricular reform in progress.” Modern Language Association (MLA) Annual Convention, Philadelphia, PA, December 27, 2009.
- L 44 “Advanced L2 writing: What does it look like?” American Association of Teachers of German (AATG)/American Council on the Teaching of Foreign Languages (ACTFL) Annual Meeting, San Diego, CA, November 20-22, 2009.
- L 43 Respondent to the panel discussion, “*Bridging the Perceived Gap between Language and Cultural Studies at Small Institutions*.” German Studies Association (GSA) Annual Meeting, Washington, DC, October 8-11, 2009.

- L 42 “The development of the passive voice in L2 German writing: A functionally oriented longitudinal study.” Co-presentation with Lone Petersen. American Association of Applied Linguistics (AAAL) Annual Conference, Denver, CO, March 21-24, 2009.
- L 41 “Articulating German curricula: Focus on the second and third year.” Full-day pre-conference workshop with Heidi Byrnes and Olga Liamkina. American Association of Teachers of German (AATG)/American Council on the Teaching of Foreign Languages (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 21-24, 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. Modern Language Association (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, August 7, 1995.

Invited presentations and workshops:

Workshop: "Collegiate curriculum construction." Franklin & Marshall College, February 24-25, 2010.

- Presentation: "Who comes first, what comes second? Curricular sequencing in collegiate FL education." University of Miami, April 9, 2009.
- Presentation: "Curriculum Construction for Collegiate Foreign Language Education." University of North Carolina at Greensboro, October 14, 2008.
- Workshop: "From Two Tiers to One: Integrating Language and Content in Foreign Language Education." North Carolina State University, September 19, 2008.
- Presentation: "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.
- Presentation: "Curriculum Construction 101." Emory College Language Center, Emory University, Atlanta, GA, March 20, 2008.
- Presentation: "Reading to Write." AATG Georgia Chapter Meeting, Emory University, Atlanta, GA, November 10, 2007.
- Workshop: "Developing L2 Writing from a Genre-based Perspective." Dickinson College, Carlisle, PA, October 10, 2007.
- Workshop: "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.
- Presentation: "Saying it in Others' Words: Textual Borrowing and Interlanguage Development", Johns Hopkins University, Baltimore, MD, October 12, 2006.
- Workshop: "Implementing Genre-based Pedagogy for the Advanced Learner: Materials, Tasks, and Assessment", George Washington University, Washington, DC, April 21, 2006.
- Presentation: "Thinking Curricularly in Collegiate Foreign Language Education: Got Genre?", Emory University, Atlanta, GA, February 3, 2006.
- Presentation: "The Intertextuality of L2 Writing", Johns Hopkins University, Baltimore, MD, November 10, 2005.
- Presentation via Videoconference: "A Curriculum-based Approach to Developing Advanced Language Abilities." Prof. Glenn Levine's graduate course, "Critical Approaches to Curriculum Design for the Language Professional," University of California-Irvine, February 11, 2005.

Session organizer, session chair:

Session chair, "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. OTHER PROFESSIONAL ACTIVITIES

Manuscript Reviews:

Modern Language Journal;
Language Learning;
Die Unterrichtspraxis;
AAUSC Issues in Language Program Direction;
Language, Learning, and Technology;
Foreign Language Annals.

Editorial Board:

American Association of University Supervisors and Coordinators (AAUSC)

Additional Activities:

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.

VI. SCHOLARSHIPS, AWARDS AND GRANTS:

a. internal

Emory College Language Center Curriculum Development Award, Spring 2009

Emory College Research Grant in Humanistic Inquiry, Summer 2008

Center for Teaching and Curriculum (CTC) Summer Course Development Grant, Emory University, Summer 2008

Institute for Comparative and International Studies (ICIS) International Travel Grant, Emory University, August 2008.

Chair's Citation, German Department, Georgetown University (2006)

Georgetown University Graduate School Junior Faculty Fellowship (2004)

Georgetown University Faculty of Languages and Linguistics Summer Academic Grant (2003)

Georgetown University Graduate School Summer Academic Grant (2002)

Georgetown University Faculty Colloquium on New Learning Environments (2002)

Georgetown University Center for New Designs in Learning and Scholarship (CNDLS) Follow-Up Grant (2002)

b. external

ACTFL Paul J. Pimsleur Award for Research in Foreign Language Education (2004)

ACTFL-MLJ Emma Marie Birkmaier Award for Doctoral Dissertation Research in Foreign Language Education (2000)

DAAD Annual Scholarship, Freie Universität Berlin (1997-98)

VII. 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)

Modern Language Association (MLA)

VIII. ACADEMIC SERVICE

Departmental:

Department of German Studies, Emory University:

Interim Chair (2008-09)

Director of Undergraduate Studies (2007-present)

Chair, Curriculum Committee (2007-present)

Faculty Advisor, Delta Phi Alpha German Honor Society (2009-present)

German Department, Georgetown University:

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)

University-wide:

Member, SIRE Grant Review Committee, 2009-present

Member, Fulbright ETA Selection Committee, 2009-present

Member, Research College Re-Visioning Committee, Support and Infrastructure Subcommittee, 2009

Faculty Representative, 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)

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:

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

September 14, 2009