

U.S. Department of Education
Washington, D.C. 20202-5335

APPLICATION FOR GRANTS
UNDER THE

Language Resource Centers

CFDA # 84.229A

PR/Award # P229A180003

Grants.gov Tracking#: GRANT12658671

OMB No. , Expiration Date:

Closing Date: Jun 25, 2018

PR/Award # P229A180003

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="06/21/2018"/>	4. Applicant Identifier: <input type="text"/>
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5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>
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State Use Only:

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
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8. APPLICANT INFORMATION:

* a. Legal Name: <input type="text" value="The University of Texas at Austin"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="746000203"/>	* c. Organizational DUNS: <input type="text" value="170230239"/>

d. Address:

* Street1:	<input type="text" value="3925 West Braker Lane"/>
Street2:	<input type="text" value="Suite 3.340"/>
* City:	<input type="text" value="Austin"/>
County/Parish:	<input type="text" value="Travis"/>
* State:	<input type="text" value="TX: Texas"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="78759-5316"/>

e. Organizational Unit:

Department Name: <input type="text" value="Office of Sponsored Projects"/>	Division Name: <input type="text"/>
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f. Name and contact information of person to be contacted on matters involving this application:

Prefix: <input type="text"/>	* First Name: <input type="text" value="Meghan"/>
Middle Name: <input type="text" value="T"/>	
* Last Name: <input type="text" value="Daniels"/>	
Suffix: <input type="text"/>	

Title: <input type="text" value="Grants & Contract Specialist"/>
--

Organizational Affiliation: <input type="text" value="The University of Texas at Austin"/>

* Telephone Number: <input type="text" value="512-471-6424"/>	Fax Number: <input type="text" value="512-232-6649"/>
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* Email: <input type="text" value="m.daniels@austin.utexas.edu"/>

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.229

CFDA Title:

Language Resource Centers

*** 12. Funding Opportunity Number:**

ED-GRANTS-052418-001

* Title:

Office of Postsecondary Education (OPE): Language Resource Centers Program CFDA Number 84.229A

13. Competition Identification Number:

84-229A2018-1

Title:

Language Resource Centers 84.229A

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

*** 15. Descriptive Title of Applicant's Project:**

Center for Open Educational Resources and Language Learning

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="769,464.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="769,464.00"/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 08/31/2020

Name of Institution/Organization

The University of Texas at Austin

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	123,863.00	126,340.00	128,867.00	131,444.00		510,514.00
2. Fringe Benefits	35,970.00	36,689.00	37,423.00	38,171.00		148,253.00
3. Travel	11,150.00	8,825.00	6,200.00	9,525.00		35,700.00
4. Equipment						
5. Supplies	3,650.00	250.00	250.00	250.00		4,400.00
6. Contractual						
7. Construction						
8. Other	3,400.00	3,400.00	3,400.00	3,400.00		13,600.00
9. Total Direct Costs (lines 1-8)	178,033.00	175,504.00	176,140.00	182,790.00		712,467.00
10. Indirect Costs*	14,243.00	14,040.00	14,091.00	14,623.00		56,997.00
11. Training Stipends						
12. Total Costs (lines 9-11)	192,276.00	189,544.00	190,231.00	197,413.00		769,464.00

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 09/01/2016 To: 08/31/2018 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify): Department of Health and Human Services

The Indirect Cost Rate is 56.50%.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? Yes No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?

Yes No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? Or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 8.00%.
PR/Award # P229A180003

Name of Institution/Organization The University of Texas at Austin	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Elena V Mota</p>	<p>TITLE</p> <p>Assistant Director</p>
<p>APPLICANT ORGANIZATION</p> <p>The University of Texas at Austin</p>	<p>DATE SUBMITTED</p> <p>06/21/2018</p>

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB

4040-0013

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
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4. Name and Address of Reporting Entity:

Prime SubAwardee

* Name

* Street 1 Street 2

* City State Zip

Congressional District, if known:

5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:

6. * Federal Department/Agency: <input type="text" value="Department of Education"/>	7. * Federal Program Name/Description: <input type="text" value="Language Resource Centers"/> CFDA Number, if applicable: <input type="text" value="84.229"/>
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8. Federal Action Number, if known: <input type="text"/>	9. Award Amount, if known: \$ <input type="text"/>
--	--

10. a. Name and Address of Lobbying Registrant:

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1 Street 2

* City State Zip

b. Individual Performing Services (including address if different from No. 10a)

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1 Street 2

* City State Zip

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* Signature:

* Name: Prefix * First Name Middle Name
* Last Name Suffix

Title: Telephone No.: Date:

Federal Use Only:	Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)
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NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005
Expiration Date: 04/30/2020

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

COERLL_TitleVI_2018_GEPA1031746761.pdf

Add Attachment

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General Education Provisions Act (GEPA)

The social justice impulse of Open Education compels COERLL to overcome the economic, social, and physical barriers that limit educational opportunity. People cannot participate if they do not have access. Therefore, COERLL will make provisions for members of groups that have been traditionally underrepresented because of their lack of access. In addition to complying with all university rules in this regard, COERLL will seek to identify those who may have special needs. For example, announcements and invitations to all workshops and other training programs will regularly solicit participants' needs related to mobility, sign interpretation, or diet. Housing for teacher events will be wheelchair accessible. The UT campus is now completely converted to provide wheelchair access to all classrooms, libraries, offices, and dormitories. Students with learning disabilities or with hearing and visual impairments identify themselves to the faculty members, who have been instructed in how to comply with all the provisions of the Americans with Disabilities Act to the fullest extent possible.

UT-Austin is committed to equal access to employment as well as equal treatment. No person will be discriminated against because of age, ancestry, disability or handicap, national origin, race, religious creed, sex, sexual orientation, or veteran status. This policy of equal opportunity applies to every aspect of personnel policy and practice in the employment, development, advancement, and treatment of employees and applicants for employment at the University. COERLL is committed to an educational and working environment that provides equal opportunity to all members of the University community in accordance with federal and state laws. The Fall 2017 undergraduate and graduate student body at UT was composed of 42.4% White; 20.4% Hispanic (any combination); 3.9% Black only; 0.7% Black (2 or more excluding Hispanic); 18.2% Asian only, 0.2% American Indian only, 0.1% Hawaiian/Pacific Islander only; 2.6% Two or more ethnicities excluding Hispanic and Black; 10.2% Foreign; and 1.2% Unknown.

Two additional considerations specific to COERLL operations concern the language of publications and website accessibility. Although the majority of COERLL's programs and research publications will be in English, there may be times when we find it necessary to publish in a language other than English. COERLL and UT-Austin have adopted Web Access guidelines developed by the Web Accessibility Initiative of the World Wide Web Consortium. All of the websites developed and maintained by COERLL during the grant period will follow accessibility guidelines with respect to text information, graphics, tables, PDF files, and so forth, and all sites will be reviewed annually to ensure that they comply with Section 508 of the Rehabilitation Act of 1973 and the Telecommunications Act of 1996. UT-Austin's Accessibility Compliance Officer has given COLA's websites (including the COERLL site) a 99% rating.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION The University of Texas at Austin	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input type="text"/>	* First Name: <input type="text" value="Elena"/> Middle Name: <input type="text" value="V"/>
* Last Name: <input type="text" value="Mota"/>	Suffix: <input type="text"/>
* Title: <input type="text" value="Assistant Director"/>	
* SIGNATURE: <input type="text" value="Elena V Mota"/>	* DATE: <input type="text" value="06/21/2018"/>

**U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424**

1. Project Director:

Prefix: Dr.	First Name: Carl	Middle Name: S.	Last Name: Blyth	Suffix:
----------------	---------------------	--------------------	---------------------	---------

Address:

Street1:	201 W. 21st St., Stop B7600
Street2:	
City:	Austin
County:	Travis
State:	TX: Texas
Zip Code:	78712-1800
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
512-232-2312	512-471-8492

Email Address:

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

Yes No Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

Yes No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #: 1 2 3 4 5 6

No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

	Add Attachment	Delete Attachment	View Attachment
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Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

Abstract: Center for Open Educational Resources and Language Learning

The University of Texas at Austin (UT) requests funding for the operation of the Center for Open Educational Resources and Language Learning (COERLL). A national leader in the development of Open Educational Resources (OER) (e.g., openly licensed textbooks, grammars, corpora, etc.), COERLL emphasizes native Internet practices that hold unique potential to expand the nation's FL capacity. COERLL's goal is to create *an open digital environment for sharing* so that FL learners and teachers can exchange products, practices, and findings. COERLL's outcomes fall into five categories: **Open courseware for LCTLs** results in pedagogical materials that focus on less commonly taught and priority languages; **Open courseware for K-16 Spanish** results in pedagogical materials that focus on teaching Spanish as a second and a heritage language; **Teacher Development** results in workshops and networks to improve the training of in-service FL teachers and faculty and provide CPE credits; **Applied Linguistic Research** results in scholarly publications and case studies on the use of advanced technologies and open resources for language teaching; and **Outreach** results in the dissemination of information about language instructors and their innovative work. All activities employ practices common to Open Education: user-generated materials, open licenses, and communities of practice. In addition, COERLL's proposal focuses on addressing Competitive Priority 1 (LCTLs) and Competitive Priority 2 (MSIs and Community Colleges). Finally, in keeping with the collaborative nature of Open Education, COERLL's activities involve a high degree of collaboration with our sister LRCs, national organizations, and faculty and teachers from many different institutions.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

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To add more Project Narrative File attachments, please use the attachment buttons below.

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APPENDICES

- Appendix A: CVs of COERLL Faculty, Staff and Advisors/Evaluators (alphabetical order)
- Appendix B: Letters of Support
- Appendix C: Performance Measure Form

Introduction: Transforming Foreign Language Learning & Teaching Through Open Education

The University of Texas at Austin (UT)—a Research 1 institution with faculty specialists in foreign languages and cultures, second language acquisition, bilingualism, foreign language pedagogy, and language technology—requests funding for the operation of the **Center for Open Educational Resources and Language Learning (COERLL)**. Coined in 2002 during a UNESCO meeting, the term “OER” refers to any educational material offered freely and openly for anyone to use, typically involving permission to edit and redistribute. At COERLL, we see Open Education as the answer to the question *How can world language education flourish in the face of rising costs and shrinking budgets?* “Open Education” is an international movement of educators seeking to expand access to learning via the Internet. In this context, “open” refers to the elimination of educational barriers, such as geographic isolation and economic disadvantage. Open educators envision a virtual “knowledge ecology” in which students, teachers, and researchers collaborate across institutional and disciplinary boundaries. The goal is to give learners and teachers access to low-cost, high-quality resources to improve learning, and to give researchers access to data to hasten scientific progress.

COERLL seeks to go beyond building materials and hosting teacher development workshops. Rather, our mission is to create *an open digital environment for sharing* so that language learners and teachers can freely exchange pedagogical products and practices with each other and with the world. As a charter member of the EdX Consortium for free online learning, along with MIT, Harvard and UC-Berkeley, UT-Austin has demonstrated a strong commitment to the creation and dissemination of openly licensed educational content. In fact, thanks to

COERLL, *UT-Austin has become the nation's top producer of OER for language learning, including such things as open textbooks, open grammars, and open corpora.* Currently, COERLL hosts open materials in 21 languages that are accessed by 3,555,763 users per year, according to our most recent web analytics.

The rapid expansion of OER has caught the attention of the US Department of Education. In 2014, the DoE's Office of Educational Technology launched the #GoOpen Initiative to aid school districts across the country with the implementation of OER (<https://tech.ed.gov/open/>). As part of this initiative, COERLL has been consulting with language teachers across the US who are creating their own world language curricula based on available OER. In addition to DoE's support of Open Education, the U.S. Congress included funding for a \$5 million open textbook program in the 2018 federal budget. This marks the first major investment by the federal government in OER as a solution to the rising cost of textbooks.

All of COERLL's projects employ practices common to Open Education: open licenses, open source programming, and open communities of practice. Moreover, initial groundwork for every project described in this grant proposal has already been accomplished. In several cases, the content for the project has already been created and now requires digitization and programming. Moreover, COERLL's projects focus on addressing Competitive Priority 1 (LCTLs) and Competitive Priority 2 (collaboration with MSIs and Community Colleges). Finally, most of our projects involve collaboration with other organizations: Title VI LRCs (CARLA, CASLS, CERCLL, NFLRC), Title VI NRCs (Center for European Studies, Center for Russian, East European and Eurasian Studies, Lozano Long Institute of Latin American Studies,

and South Asia Institute), MSIs (e.g., Texas A&M-Commerce, UT-San Antonio, UT-Rio Grande Valley,) and national FL organizations (ACTFL and AAUSC).

1. PLAN OF OPERATION

1.1 Management of COERLL

COERLL takes advantage of the extensive resources in FL research and development at the University of Texas at Austin. Specifically, COERLL draws on two well-established units within the College of Liberal Arts (CoLA): the Texas Language Center (TLC) and Liberal Arts Instructional Technology Center (LAITS), as well as faculty from across campus.

The **Director**, Dr. Carl S. Blyth, Associate Professor of French Linguistics (CoLA), serves as the overall head of COERLL and meets directly with the Steering Committee and the National Advisory Board to set policy and review the evaluation plan. He is also responsible for COERLL's outreach efforts, including social media and conference exhibits.

The **Associate Director of Teacher Development**, Dr. Thomas Garza, Associate Professor of Russian and Director of the Texas Language Center, assists the Director by overseeing COERLL's teacher training symposia, conferences, and workshops.

The **Associate Director of Technology**, Dr. Joe TenBerge, Assistant Dean for Instructional Technology (CoLA), assists the director with all aspects of project supervision related to technology.

The **Project Coordinator**, Sarah Sweeney, develops, administers, and coordinates the programs and projects. She also manages the communications and organizes project data for federal reporting.

The **Publications Manager and Web Developer**, Nathalie Steinfeld Childre, is responsible for publication and dissemination of COERLL products in all formats (e.g., web-based multimedia materials, white papers, monographs, workbooks, manuals, etc.), She also designs the information architecture for technology projects and ensures that web accessibility requirements and quality standards are met.

The **Budget Manager**, Steven Miller, maintains COERLL's accounts and assures compliance with university and federal laws governing grant monies. Steven also works as the Administrative Manager for LAITS.

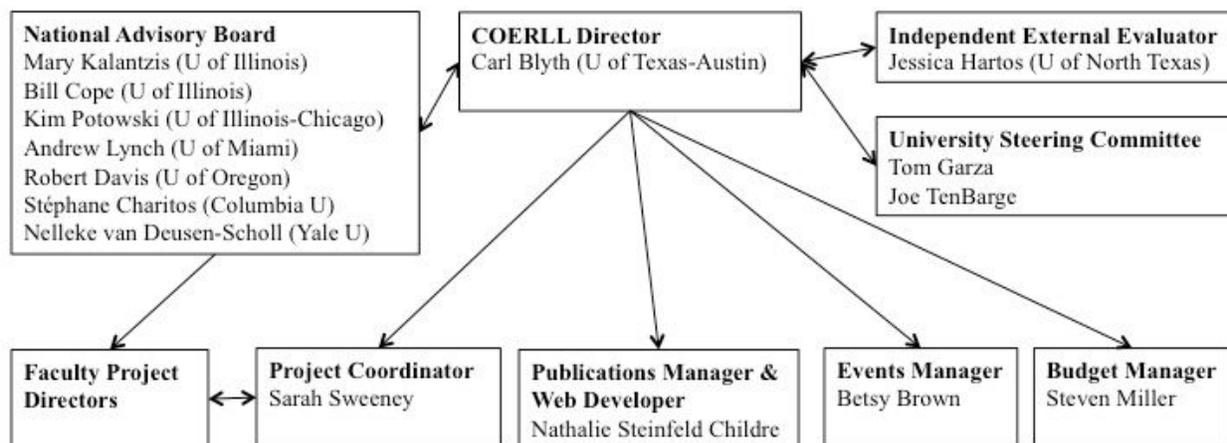
The **Events Manager**, Betsy Brown, Senior Program Coordinator for TLC, manages logistics for COERLL's events, including registration and payment. She also organizes event data for federal reporting.

The **Steering Committee** is made up of the Director and the Associate Directors. The Steering Committee assists the Director in monitoring the progress of projects, determining strategic plans, and approving hiring priorities. The Steering Committee ensures equal access to COERLL's programs by members of underrepresented groups, including racial or ethnic minorities, women, people with disabilities, and the elderly.

COERLL's **National Advisory Board** (NAB) is composed of content area experts who report to the Director. Board members meet once a year via Skype to ensure that COERLL's activities align with criteria specified in the Evaluation Plan (See section 4). Dr. Bill Cope and Dr. Mary Kalantzis (University of Illinois) are specialists in Multiliteracies and Digital Learning Design. Dr. Kim Potowski (University of Illinois-Chicago) and Dr. Andrew Lynch (University of Miami) are experts in the field of Heritage Spanish. Dr. Robert Davis (University of Oregon)

is an international authority in the development of L2 pedagogical materials for secondary and post-secondary education. Finally, Dr. Stéphane Charitos (Columbia University) and Dr. van Deusen-Scholl (Yale University) are LCTL experts. In the upcoming grant cycle, Dr. Jessica Hartos (University of North Texas) will serve as COERLL’s **Independent External Evaluator**. Dr. Hartos will be responsible for organizing and assessing data as well as for reporting results for all performance measures on an annual basis per federal requirements.

Table 1. Chart of COERLL Management Personnel



1.2 COERLL Projects

Our projects address all areas mandated by the Title VI LRC grant legislation (e.g., teaching materials, K-12 initiatives, digital tools and resources, less commonly taught languages, teacher development, outreach and dissemination, language assessment, and applied linguistic research). Taken as a whole, the projects meet all the Competitive Priorities (See Table 2). COERLL projects are divided into five categories: OER for LCTLs, OER for K-16 Spanish,

Teacher Professional Development, Applied Linguistic Research, and Outreach. Faculty project coordinators are advised by the advisory board specialists.

Table 2: Overview of COERLL’s Proposed Projects

Category	Priority *	Project Title	Collaborator(s)
OER for LCTLs	CP1	Brazilpod Teacher’s Guide and Lesson Index	LLILAS, CES
	CP1	Intermediate Turkish: Her Şey bir Merhaba ile Başlar (Everything Begins with a Hello)	
	CP1	Print-on-demand textbook for ClicaBrasil	LLILAS
	CP1	OER for Teaching and Learning Nahuatl	LLILAS
	CP1	Reality Czech: A Course in Contemporary Czech Language and Culture	CREEES, CES
	CP1	LCTLs OER Consultancy	SAI, U of Chicago, U of Pittsburgh
OER for K-16 Spanish		Mi Vida: A Multiliteracies Approach to Collegiate Spanish	Texas A&M-College Station
		Recorridos: AP Spanish Literature Anthology	
		Juntos: The Heritage Spanish Lesson Project	
Teacher Development		Language Program Direction Modules	CARLA, CERCLL
	CP2	Texas Coalition for Heritage Spanish (TeCHS)	Texas A&M-Commerce, Texas A&M, U of Houston, Houston Baptist, Baylor, UT-RGV
		Games2Teach Collaboratory	CASLS
		Foreign Languages & the Literary in The Everyday (FLLITE)	CERCLL, AAUSC, U of Utah
Applied Linguistic Research		Language Learning & Technology Journal	NFLRC
		“Open Education and Foreign Language Learning and Teaching” (book)	Multilingual Matters Publisher
Outreach	CP2	Language OER Network (LOERN)	
		More Than A Skill	UT NRCs, TLC
		Collaborators Stipend Program	CERCLL
<p>* <i>Competitive Priorities Key</i></p> <p>CP1 Competitive Priority 1 (LCTLs)</p> <p>CP2 Competitive Priority 2 (MSIs & Community Colleges)</p>			

Project Category 1: OER for LTCLs

Advisors: Dr. Stéphane Charitos (Columbia) and Dr. Nelleke van Deusen-Scholl (Yale)

This category emphasizes LCTL projects that result from collaborations with four Title VI National Resource Centers at UT-Austin (e.g., Center for European Studies, Center for Russian, East European and Eurasian Studies, Lozano Long Institute of Latin American Studies, and South Asia Institute), and two external universities (e.g., University of Chicago, University of Pittsburgh). In addition, UT-Austin has applied for the establishment of a Portuguese Language Flagship (Dept of Defense, National Security Education Program). Both of the Portuguese OER projects mentioned below are also part of the Portuguese Flagship grant proposal.

Brazilpod teacher's guide and lesson index

Project Director: Dr. Orlando Kelm (UT-Austin)

For the past eight years, COERLL has been developing Brazilpod, a digital repository where learners and teachers of Portuguese can find high-quality pedagogical materials. While Brazilpod is used by Portuguese learners around the world (an average of around 65,000 users yearly), many instructors and independent learners have asked COERLL to develop lesson plans to help them integrate these open materials with their textbooks. Therefore, this project will develop a teacher's manual that integrates Brazilpod with commercial materials. In particular, the project director will correlate the Brazilpod content with the chapters in *Ponto de Encontro* (Pearson), the most widely adopted Portuguese textbook in American higher education. The project will extend the functionality of Brazilpod by allowing teachers and learners to sort the Portuguese OER by level, topic, and grammar item. Finally, the developers will create learning objectives

and extensive lesson plans based on ‘can-do statements’ as promoted by ACTFL. Brazilpod Website: <http://coerll.utexas.edu/brazilpod/>

Print-on-demand textbook for ClicaBrasil

Project Director: Dr. Vivian Flanzer (UT-Austin)

Several years ago, the Portuguese program at UT-Austin developed ClicaBrasil, an intermediate online course that develops skills in reading, writing, listening and speaking. ClicaBrasil contains videos shot on location in Brazil that feature Brazilians talking in a conversational manner about their lives. While the ClicaBrasil materials have proven successful, many users have asked the developers for print resources. As a result, the project director (who is also the Director of the Portuguese Language Program at UT-Austin) will publish a print-on-demand textbook to accompany the online content. As with all COERLL print-on-demand materials, the ClicaBrasil textbook will be made available through a third party publisher such as Lulu.com. Learners who don’t wish to purchase the openly licensed textbook may download free PDFs of the content. ClicaBrasil Website: <http://www.laits.utexas.edu/clicabrasil/>

Reality Czech: A course in contemporary Czech language and culture

Project Director: Dr. Christian Hilchey (UT-Austin)

UT-Austin is home to one of the best Czech programs in the country thanks in large part to a special endowment for Czech Studies. For the past four years, Dr. Christian Hilchey (PhD, University of Chicago, director of Lower Division Czech), has collaborated with COERLL to develop a variety of digital materials for learning Czech. For this project, Dr. Hilchey will now

develop an independent, print-on-demand textbook to accompany his completed media components. All materials will be made available under a Creative Commons license. Unlike commercially produced textbooks, Reality Czech is based on open media content found online that sets a new standard for innovation in foreign language publishing. Open content radically changes the nature of pedagogical materials. First, open content is created by Czech speakers themselves and is therefore more natural than commercial content. Second, because the content of Reality Czech carries an open license, teachers and learners have the rights to edit the materials to suit their local needs. Reality Czech Website: <https://realityczech.org/>

OER for teaching and learning Nahuatl

Project Director: Dr. Sergio Romero (UT-Austin)

In 2014, the UT-Austin Center for Indigenous Languages of Latin America (CILLA), a constituent of the Title VI NRC Teresa Lozano Long Institute of Latin American Studies (LLILAS), was established to advance knowledge of the indigenous languages of Latin America. In 2017, Dr. Sergio Romero, Director of CILLA, completed a courseware project with COERLL that resulted in extensive OER for the teaching of K'iche' (<http://tzij.coerll.utexas.edu/>), a language spoken in the highlands of Guatemala. Building on his K'iche' success, Dr. Romero's Nahuatl project will develop 30 units of learning materials for Huasteca Nahuatl, an indigenous language of Mexico. The OER will constitute a complete online course aimed at developing the four skills--reading, writing, speaking, and listening. In addition, the materials will foster an awareness of indigenous language issues in Mexico and in the United States. We expect that the materials will be of great interest to Latin American Studies scholars in the US as well as

teachers in bilingual schools in Mexico and in the US. The first eight units have already been written. We expect the entire thirty lessons to be ready for final publication by 2020.

Intermediate Turkish: Her Şey bir Merhaba ile Başlar (Everything begins with a hello)

Project Director: Dr. Jeannette Okur (UT-Austin)

The Turkish language program at UT-Austin, under the direction of Dr. Jeannette Okur, has developed a set of print materials that facilitate Intermediate-Mid to the Advanced-Mid proficiency in all four communicative skills. The materials are based on authentic media that promote knowledge and understanding of contemporary Turkish society and culture. The materials have been used in both “flipped” and “blended” classrooms. This project aims to bring these materials to the Internet public by digitizing them and making them available to the public as OER. Unfortunately, most textbooks designed for learners of Modern Turkish, and especially books beyond the Intermediate-Mid proficiency level, are poorly integrated in terms of grammar and vocabulary. A key feature of our Turkish materials is the effective spiraling of vocabulary and grammatical structures, both within each unit and from unit to unit. Thus, the content and design of this OER will address students’ need for review and repetition of linguistic material at the intermediate level. The materials will also oblige learners to use the Turkish language to investigate, explain and reflect on contemporary Turkish society.

Consultancy for LCTL OER

Project Director: Dr. Carl Blyth (UT-Austin)

During the past eight years, COERLL has established itself as a national leader in the design and development of OER for language learning. As a consequence, universities and schools routinely contact COERLL for advice about open licenses and open design. COERLL is currently involved in three grant-funded LCTL projects in the capacity of external consultant. These projects are supervised by another grant-funded entity while receiving extensive advice about open pedagogical design from the COERLL staff:

- ***UT-Austin's LCTL Resources Initiative*** of the South Asia Institute brings students, teachers, and community-based language teaching organizations together to produce open lesson plans for teachers of six south Asian languages: Hindi, Urdu, Malayalam, Tamil, Bengali, and Sanskrit.

(Project director: Dr. Donald Davis; <https://liberalarts.utexas.edu/southasia/languages.php>)

- ***University of Pittsburgh's SEED LCTL Project*** builds OER for listening exercises in less-commonly-taught languages (LCTLs): Turkish, Swahili, and Quechua. This project will involve: 1) collecting speech samples; 2) creating ACTFL-standards-based listening exercises; 3) creating a searchable repository; and 4) publishing both model and methods. (Project director: Ms. Gretchen Aiyangar, University of Pittsburgh; <http://chancellor.pitt.edu/pitt-seed-project>).

- ***University of Chicago's Mellon Grant for OER Development*** seeks to establish a team of LCTL faculty from Big Ten universities (e.g., Ohio State, Iowa, Illinois, Indiana, Purdue) to collaborate on the production of OER for LCTLs taught at their institutions. COERLL-affiliated faculty have already participated in two Mellon-sponsored workshops for Big Ten LCTL faculty and have promised to continue their participation for the next three years of the grant cycle.

(Project director: Dr. Catherine Bauman, University of Chicago)

Project Category 2: OER for K-16 Spanish

Advisors: Dr. Robert Davis (University of Oregon), Dr. Andrew Lynch (University of Miami), Dr. Kim Potowski (University of Illinois-Chicago)

This category focuses on the creation of Spanish OER for use in secondary and post-secondary education. Two projects target heritage Spanish students enrolled at Minority-serving institutions, a historically underserved population. Another project seeks to create much-needed materials for AP Spanish courses. Finally, all three projects constitute important collaborations between COERLL and foreign language specialists who work for other educational institutions (e.g., Texas A&M University, Dallas Independent School District, and Education Region 10).

Mi Vida: A multiliteracies approach to collegiate Spanish

Project Director: Dr. Gabriela Zapata (Texas A&M University)

The objective of this project is the application of the multiliteracies pedagogy *Learning by Design* (Cope & Kalantzis, 2015) and of performance-based assessment to the development of OER for beginning and intermediate Spanish. The project will begin with a student needs analysis as well as an extensive review of existing Spanish OER. Next, the project will focus on training graduate students at Texas A&M University to design and develop tasks, units and assessment tools. Finally, the Spanish Language Program Director at Texas A&M, Dr. Gabriela Zapata, will work with the COERLL team to create a set of coherent OER for four courses, the equivalent of a two-year Lower Division language requirement. The first course will compare the learners' lifeworlds to the lifeworlds of Spanish speakers from around the world, including

Heritage Spanish speakers living in the US. The second semester course will focus on narrating life experiences in the past. The third course will focus on envisioning one's future life, including one's future career. The fourth course will review the content from the three previous courses by obliging students to tell and illustrate their life story--their past, their present and their future--for publication in a digital magazine entitled *Mi vida!*

Juntos: The heritage Spanish lesson project

Project Director: Dr. Meredith Clark (Texas Region 10)

Facing a dearth of materials for heritage Spanish, a team of curriculum developers from Dallas Independent School District headed by Dr. Meredith Clark decided to create lessons for their district's teachers. The team also conducted professional development sessions to help heritage Spanish teachers understand proficiency standards. In the summer of 2016, a member of the Dallas team attended a COERLL workshop and learned about OER and open design. Following the workshop, COERLL recruited Dr. Clark and her collaborators from Dallas Independent School District to create open lessons and to share them with secondary Heritage Spanish teachers across the country. The open materials focus on scenarios relevant to American high school learners, such as personal life, college and career readiness, and civic participation. The lessons are aligned with the K-12 Texas Essential Knowledge and Skills Inventory (TEKS). The purpose of this project is to take these lessons and turn them into digital OER for all Spanish Heritage learners and teachers to use. In addition, the project will provide Heritage Spanish teachers with templates for creating their own OER.

Recorridos: A literary anthology for AP Spanish

Project Directors: Ms. Rose Potter (UT-Austin) and Ms. Betsy Arnold (independent author)

Literary language can be frustrating for many foreign language learners. Unfortunately, literary anthologies do not often provide enough support to guide readers towards a deep understanding of difficult literary texts. In 2017, COERLL published *Recorridos—Don Quijote*, an open workbook and teacher’s guide for the study of Cervantes’ masterpiece. The materials include authentic spoken and written tasks to develop interpretive, interpersonal and presentational communication skills, to foster learner interest, and to promote personalized learning. The student workbook deepens students’ understanding of the text through reading, pre-reading, and post-reading activities and glosses. And the companion teacher’s guide facilitates the teaching of Don Quijote through student-centered strategies and activities, historical and cultural information, quizzes and exams. For this project, COERLL will publish *Recorridos: Siglo XVII Barroco* that will follow the same format as the initial volume. The new OER will include a detailed exposition of the challenging literary text *El Burlador de Sevilla*.

Website: <http://espanolabierto.org/recorridos/>

Project Category 3: Teacher Professional Development

Advisors: Dr. Mary Kalantzis (University of Illinois) and Dr. Bill Cope (University of Illinois)

This category focuses on teacher professional development and includes hands-on workshops, symposia and webinars offered throughout the year. Many of the events expose teachers to innovative practices in open pedagogy. Participants in professional development events are

eligible for digital badges as well as CPE credits. COERLL publishes videos of all its professional development events to open up access to anyone unable to attend in person.

Games2Teach Collaboratory

Project Director: Dr. Julie Sykes (University of Oregon)

Based on the Games2Teach project pioneered by CASLS (Oregon) and CERCLL (Arizona), the Games2Teach Collaboratory will be a partnership between COERLL and CASLS that will target language educators who wish to explore the potential of digital gaming for language learning. A *collaboratory* is a space where educators can explore new practices and ideas in an open and collaborative environment. Teachers will have the opportunity to play various kinds of technology-mediated games with each other and to learn how various game design principles promote language acquisition. Participants will not only play a variety of cutting-edge games, but will also learn from each other how to implement those games in their classrooms. The first Games2Teach Collaboratory will take place at UT-Austin in the summer of 2019. The second event will occur at the University of Oregon in the summer of 2021. Participants at each Collaboratory (2019 and 2021) will be asked to write follow-up reports of their curricular innovations to be posted on the project's website. An important part of the project will be the creation of a professional community that will oblige members to participate beyond the summer event itself. Website: <https://games2teach.uoregon.edu/>

Foreign Languages and the Literary in the Everyday (FLLITE)

Project Directors: Carl Blyth (UT-Austin) and Chantelle Warner (University of Arizona)

The Literary in the Everyday project proposes a set of principles for the development of user-generated materials that are applicable to all languages and adaptable to all levels of proficiency. In brief, FLLITE aims to give instructors training in the development of L2 literacy materials. The general goal of the project is to bridge the language/literature divide still prevalent in FL programs by creating an educational community of practice whose members (professors, secondary school teachers and graduate students) generate crowdsourced literacy-based materials in the form of FLLITE lessons: open lessons based on media and texts (written, oral, visual). Crucial to the success of FLLITE is a professional editorial board composed of FL professors from around the country who are committed to giving valuable feedback to participants on their FLLITE lessons. After several rounds of editorial review, participants are able to publish their lessons on the FLLITE website. Currently, there are 32 FLLITE lessons in 6 languages (e.g., Chinese, French, German, Persian, Portuguese, Spanish), 3 of which are priority languages. Last year, the American Association of University Supervisors and Coordinators (AAUSC) endorsed the project and agreed to promote FLLITE. Thanks to this project, Language Program Directors at universities around the country will be able to offer FLLITE training as an integral part of their own methods courses. In addition, the University of Utah has agreed to host an annual summer workshop for secondary teachers using the FLLITE approach. Project directors will moderate the Utah workshop. Website: www.fllite.org

Texas Coalition for Heritage Spanish (TeCHS)

Project Directors: Dr. Jocelly Meiners (UT-Austin) and Dr. Flavia Belpoliti (Texas A&M-Commerce)

In the past fifteen years, the population of Texas has increased by 31%, including a large number of Spanish-speakers. In 2015, the Hispanic community represented 40% of the state's total population. The rapid growth of the state's Hispanic population has placed new demands on education, health care, and social services. For example, a third of Hispanic students drop out of Texas high schools, an attrition rate that far surpasses that of white and African-American students. Currently, there are only a handful of colleges and universities in Texas with Spanish Heritage Language (SHL) programs, and these programs work in relative isolation rarely sharing information with each other. To respond to this situation, COERLL proposes the creation of TeCHS, a coalition of the state's SHL programs that will serve as a platform to strengthen relationships and advance common goals within the SHL community. Held on the campus of UT-Austin during the summer, the annual TeCHs meeting will bring together Heritage Spanish educators from across the state of Texas. Many Heritage Spanish programs are located at Minority Serving Institutions (MSIs) such as Texas A&M--Commerce and UT--Rio Grande Valley. These MSIs have collaborated with us on other projects over the last four years and will be key participants in this project. In general, TeCHS will be designed to serve as a vehicle to enhance existing SHL programs and to initiate new programs across the state, particularly in MSIs. In brief, the TeCHS project aims to:

- (1) Serve as a platform for sharing ideas, data, and resources such as syllabi and materials;
- (2) Design and promote effective SHL language programs, especially in MSIs;
- (3) Support initiatives to connect Hispanic organizations with universities/colleges;
- (4) Help inform policy-making bodies such as the Texas Education Agency;

(5) Establish connections with Texas Association for Bilingual Education and the Texas Foreign Language Association to create a comprehensive framework for SHL language programs.

Website: <https://heritagespanish.coerll.utexas.edu/>

Language Program Direction Project

Project Director: Dr. Kate Paesani (University of Minnesota)

CARLA's *Language Program Direction* project, in collaboration with COERLL, CERCLL, and the American Association of University Supervisors and Coordinators (AAUSC), seeks to enhance professional development for future LPDs by providing hands-on, online modules on key topics in postsecondary language program direction. CARLA director Dr. Kate Paesani will lead the project and oversee creation of seven web-based learning modules, authored by experts in the field, including the directors of COERLL and CERCLL. Each module will include a research-based summary of the topic, a list of best practices, video testimonials, role plays, a self-assessment of knowledge, and a bibliography of scholarly and practical resources. Module topics will be: (1) understanding the work of the LPD (Paesani); (2) developing and sustaining teacher professional development beyond the methods course (Crane); (3) program evaluation and improvement (Barrette); (4) the LPD as scholar (Warner); (5) using open educational resources in language program direction (Blyth); (6) conceptualizing and creating the syllabus (Dupuy); and (7) preparing to teach beyond the language program (Allen). Each module will be piloted with experienced LPDs and fine-tuned before being published on the CARLA website. The project will also include three dissemination activities: a pre-conference workshop at the 2021 *Language Teacher Education* conference; a workshop at the AAUSC Annual Business

Meeting held during the 2021 ACTFL convention; and three webinars, one each offered by the three participating LRCs and recorded for dissemination on their respective websites. Finally, COERLL will award digital badges for every module.

Project Category 4: Applied Linguistic Research

Advisors: Dr. Mary Kalantzis (University of Illinois) and Dr. Bill Cope (University of Illinois)

Research guides and supports the development of new approaches and tools. Our proposal includes two projects that focus on the dissemination of applied linguistic research with practical implications for foreign language teaching and learning: the publication of the well-known open journal *Language Learning & Technology* (LLT) and the publication and dissemination of the openly licensed book *Open Foreign Language Education: The Rise of a New Knowledge Ecology* (Multilingual Matters).

“Language Learning & Technology” (Journal)

Project Director: Dr. Julio Rodriguez (University of Hawai'i)

Language Learning & Technology (LLT) is a fully-refereed, online journal that has been in publication since 1997. Published triannually (February, June, and October), the journal disseminates research to foreign and second language educators on issues related to technology and language education. The focus of LLT is not technology per se, but rather issues related to language learning and language teaching, and how they are affected by the use of digital technologies. LLT has an editorial board of scholars in the fields of second language acquisition and computer-assisted language learning. LLT will be sponsored and funded by the National

Foreign Language Resource Center (NFLRC) and the Center for Language & Technology (CLT) at University of Hawai'i at Mānoa, and COERLL at the University of Texas at Austin. Due to the open nature of the journal, LLT readers are allowed to download, copy, distribute, print, or link to the full texts of the articles, or use them for any other lawful purpose, without asking prior permission from the publisher or the author, as long as LLT is cited as the source of the content. Authors are not charged article processing charges for submitting articles or for publication of accepted articles. Authors maintain copyright over their articles. LLT is indexed in the Current Contents/Social and Behavioral Sciences, ISI Alerting Services, Institute for Scientific Information's (ISI) Social Sciences Citation Index (SSCI), Linguistics Abstracts, PsycINFO, and Social Scisearch databases. Since 2007, LLT has ranked in the top 20 Linguistics journals and in the top 30 Education journals in the Thomson Reuters Journal Citation Reports.

Website: <http://www.lltjournal.org/page/15>

“Open Education and Foreign Language Learning and Teaching: The Rise of a New Knowledge Ecology” (Book)

Project directors: Dr. Carl Blyth (UT-Austin) and Dr. Joshua Thoms (Utah State University)

Although FL researchers have recently begun to explore OER, there is a lack of research in the field of FL learning and teaching. To fill this gap, COERLL will sponsor a volume that seeks to (a) contextualize open education as it pertains to FL learning and teaching via an historical overview of the movement along with in-depth explorations of how the open movement affects FL education beyond the classroom context, (b) fill the research void by exploring aspects of open language learning and teaching across a range of educational contexts, and (c) illustrate new ways of creating, adapting, and curating FL materials that are freely shared among FL

educators and students. In 2017, COERLL negotiated a contract with the British publisher Multilingual Matters. The volume will carry an open copyright to allow foreign language specialists to share its content freely without cost. Most books about Open Education describe the movement from the perspective of the STEM fields. In contrast, this book will be the first to describe the impact of Open Education from the perspective of FL educators. Thus, the goal of this book project is to summarize the research literature on OER and OEP in order to give an empirically-grounded analysis of how Open Education is disrupting the teaching of foreign languages. Contributors from the US and Europe have agreed to write fifteen original chapters touching on various aspects of open Foreign Language Education. The tentative publication date is January 2019.

Project Category 5: Outreach and Dissemination

Advisor: Dr. Robert Davis (University of Oregon)

Outreach and dissemination are basic to COERLL's mission to promote and improve FL education in the US. Three COERLL projects focus on outreach to teachers and students.

Language OER Network (LOERN)

Project directors: Sarah Sweeney (COERLL Projects Manager, UT-Austin) and Nathalie Steinfeld Childre (COERLL Publications Manager, UT-Austin)

The goal of this project is the creation of a professional network of language educators who promote open educational resources (OER) and open educational practices (OEP). In essence, COERLL aims to recognize the achievements of language educators by listing their names on the

LOERN page and by assigning to them a COERLL digital badge. A digital badge is an online representation of earned knowledge or skills. When teachers decide to join LOERN, they fill out a form corresponding to their role in open language education (e.g., OER Ambassador, OER Creator, OER Teacher, OER Reviewer). Once their achievements have been verified by COERLL, their name will be published on the LOERN homepage. In addition, they will receive a digital badge from COERLL to be displayed on their CV or in a digital portfolio. LOERN will serve as a way for language educators, especially those from Minority Serving Institutions or community colleges who are often early adopters of OER, to gain recognition for their achievements and to find like-minded individuals interested in open foreign language education. In short, LOERN seeks to give educators the means to build and curate their own professional network. The Consortium of Community Colleges for OER (CCCOER), a group of community and technical colleges committed to expanding access to education, has pledged its support of LOERN.

Website: <https://community.coerll.utexas.edu/>

More Than A Skill: Language Learning as Personal Transformation

Project Directors: Dr. Don Davis (UT-Austin) and Dr. Tom Garza (UT-Austin)

COERLL, the Texas Language Center (TLC), and the language departments and NRCs at UT-Austin will join forces to hold a series of presentations, group discussions, lectures, and trainings about the ethical implications, effects, and aspirations underlying language learning and teaching during Years 1 and 2 of the grant cycle. The general impression of language learning as “mere skill-building” undervalues the power of language proficiency to create and sustain

relationships of all kinds. Communication occurs between people who are connected over time, and not merely in transactional situations. This campus conversation will draw on the huge pool of experienced language teachers, pedagogy experts, and successful students who will collectively reflect on how language learning is critical for demonstrating care, practicing equality, and embodying diversity. In addition, COERLL will film these events and disseminate the videos through a new webpage dedicated to foreign language advocacy. In year 3, COERLL, in conjunction with NFLRC (University of Hawai'i), will host an event similar to a TED talk that will include several prominent speakers discussing the benefits of multilingualism during the ACTFL conference in San Antonio (2020).

Collaborators Stipend Program

Project director: Dr. Tom Garza (UT-Austin)

The Collaborators Stipend Program will encourage graduate students and teachers to collaborate with COERLL. For example, to increase participation at professional development events, COERLL and CERCLL set aside travel stipends earmarked for teachers who submit an idea for a FLLITE lesson. COERLL also gives competitive stipends to Spanish Heritage language teachers who propose an original OER lesson for the TeCHS meeting. To date, the Collaborators Stipend Program has been an integral part of the FLLITE project and the Heritage Spanish project. During the upcoming grant cycle, COERLL will expand the program to include all professional development events. The program is jointly sponsored by COERLL and CERCLL (U of Arizona).

1.3 Dissemination of COERLL's Products and Programs

COERLL website: The primary vehicle for dissemination will be COERLL’s website. Each of our projects will include social media components such as a blog or a forum where users can post queries or comments. The goal will be to create *communities of practice* around COERLL’s initiatives.

Social Media: COERLL has more than 325,000 subscribed followers on its social media network (Facebook, Twitter, YouTube, email, and blog). On our blog “Open Up,” we post news, opinions, and learning resources and host on-going conversations between members of the FL and Open Education communities. We send monthly updates to our email list, and also send regular email updates to special interest mailing lists, such as teachers of heritage Spanish, and German teachers who use our OER Deutsch im Blick.

NFLRC’s Portal and Listserv: In 2017, CASLS and COERLL redesigned the NFLRC web portal (<http://www.nflrc.org>). Our goal was to make the portal a more dynamic database that pushes content out to potential Internet users. This will help bring COERLL products to the attention of FL teachers and learners in a more aggressive way than before. COERLL will collaborate with CASLS (U of Oregon) to create a system for users to curate LRC materials.

Digital Repositories: Digital repositories such as MERLOT, OER Commons, and the Open Textbook Library are key to COERLL’s dissemination strategy. A digital repository is a place where teachers and learners can share resources for curriculum alignment, quality evaluation, social bookmarking, tagging, rating, and reviewing. COERLL has worked with MERLOT, OER Commons, and the Open Textbook Library to keep its listings up to date. Repository users have consistently rated COERLL’s materials with either 4 or 5 stars.

Language Learning Communities: COERLL has successfully hosted learning communities on Facebook and Wordpress built on our popular OER, *Français interactif*, *Deutsch im Blick*, *Brazilpod*, *FLLITE*, and *Heritage Spanish*. For the upcoming grant cycle, we will hire “community organizers” dedicated to animating and curating these communities.

Conferences and Summer Workshops: COERLL will disseminate information via presentations as well as through our exhibit booth at regional and national conferences. Our summer teacher events will also be a major vehicle for dissemination. During the past grant cycle, more than 700 teachers attended COERLL’s summer events, and more than 4,000 watched our conference videos. We will increase these numbers by continuing to videotape and webcast events.

Biannual Newsletter: COERLL will publish a biannual newsletter as a PDF and send it to subscribers on our email list. COERLL newsletters will contain a letter from the Director, two feature articles, project updates, an events report, and a calendar. In addition, print newsletters will be distributed at the COERLL booth at conferences such as ACTFL and CALICO.

Occasional dissemination projects: COERLL will publish “occasional” promotional materials. For example, during the past grant cycle (2014-2018), COERLL published a FL Advocacy brochure, several OER infographics and LOERN, an online network that showcases the achievements of FL professionals.

1.4 Non-discriminatory Employment Practices (GEPA)

The social justice impulse of Open Education compels COERLL to overcome the economic, social, and physical barriers that limit educational opportunity. People cannot

participate if they do not have access. Therefore, COERLL will make provisions for members of groups that have been traditionally underrepresented because of their lack of access. In addition to complying with all university rules in this regard, COERLL will seek to identify those who may have special needs. For example, announcements and invitations to all workshops and other training programs will regularly solicit participants' needs related to mobility, sign interpretation, or diet. Housing for teacher events will be wheelchair accessible. The UT campus is now completely converted to provide wheelchair access to all classrooms, libraries, offices, and dormitories. Students with learning disabilities or with hearing and visual impairments identify themselves to the faculty members, who have been instructed in how to comply with all the provisions of the Americans with Disabilities Act to the fullest extent possible.

UT-Austin is committed to equal access to employment as well as equal treatment. No person will be discriminated against because of age, ancestry, disability or handicap, national origin, race, religious creed, sex, sexual orientation, or veteran status. This policy of equal opportunity applies to every aspect of personnel policy and practice in the employment, development, advancement, and treatment of employees and applicants for employment at the University. COERLL is committed to an educational and working environment that provides equal opportunity to all members of the University community in accordance with federal and state laws. The Fall 2017 undergraduate and graduate student body at UT was composed of 42.4% White; 20.4% Hispanic (any combination); 3.9% Black only; 0.7% Black (2 or more excluding Hispanic); 18.2% Asian only, 0.2% American Indian only, 0.1% Hawaiian/Pacific Islander only; 2.6% Two or more ethnicities excluding Hispanic and Black; 10.2% Foreign; and 1.2% Unknown.

Two additional considerations specific to COERLL operations concern the language of publications and website accessibility. Although the majority of COERLL's programs and research publications will be in English, there may be times when we find it necessary to publish in a language other than English. COERLL and UT-Austin have adopted Web Access guidelines developed by the Web Accessibility Initiative of the World Wide Web Consortium. All of the websites developed and maintained by COERLL during the grant period will follow accessibility guidelines with respect to text information, graphics, tables, PDF files, and so forth, and all sites will be reviewed annually to ensure that they comply with Section 508 of the Rehabilitation Act of 1973 and the Telecommunications Act of 1996. UT-Austin's Accessibility Compliance Officer has given COLA's websites (including the COERLL site) a 99% rating.

2. QUALITY OF KEY PERSONNEL

Brief CVs for all COERLL faculty, staff and project personnel (including national advisory board members) are presented in alphabetical order in Appendix A.

2.1 COERLL Staff

Dr. Carl Blyth, Director of COERLL, is Associate Professor of French Linguistics in the Department of French & Italian. In 2013, Dr. Blyth was named a UT Provost Teaching Fellow in recognition of his innovative contributions to undergraduate and graduate teaching at UT-Austin. His teaching and research interests lie at the intersection of sociolinguistics, applied linguistics, and technology. In 2009, he was honored with two national awards for his work in foreign language technology by MERLOT and CALICO. His articles have appeared in *The*

Modern Language Journal, *CALICO Journal*, *L2 Journal*, *Issues in Language Program Direction*, and *The Journal of Educational Computing Research*. He is the editor of *The Sociolinguistics of Foreign Language Classrooms* (Heinle, 2003), co-author with Stacey Katz of *Teaching French Grammar in Context* (Yale University Press, 2007), and co-author with N. Megharbi and S. Pellet of *Pause-café: Moving Towards Fluency* (McGraw-Hill, 2009). He has collaborated with colleagues on an online reference grammar of French (*Tex's French Grammar*) and a multimedia first-year French program (*Français interactif*). He will dedicate 10% of his time to COERLL.

Dr. Thomas Garza is University Distinguished Teaching Associate Professor of Russian and the director of the TLC. Prior to establishing the TLC, he was chair of the Department of Slavic and Eurasian Studies and the director of the Center for Russian, East European, and Eurasian Studies (CREEES), a Title VI National Resource Center. His teaching and research focuses on the pedagogy of Slavic languages, including the use of media for the teaching of culture. He is the author or co-author of five EFL textbooks – including one for speakers of Russian, four Russian language texts, as well as numerous articles on the teaching of Russian language and culture. He is also an OPI tester in Russian.

Mr. Joe TenBarge, Assistant Dean for Instructional Technology and Facilities, has led LAITS for fourteen years. He has assisted faculty in completing over 250 technology projects. Under Mr. TenBarge's leadership, the College of Liberal Arts has realized significant upgrades to its audio and video facilities, which are now optimally designed for web broadcasting, podcasting, and digital archiving. TenBarge sits on a number of campus technology policy

committees. As chairman of the University Technology Classroom Committee, he led the installation of multimedia technology in hundreds of UT's "smart" classrooms.

Ms. Nathalie Steinfeld Childre is Publications Manager for COERLL. She holds a BA in Fine Arts and a minor in Computer Science from Texas State University. Ms. Steinfeld is responsible for managing the editing, layout, review, and production of all digital and print content. She will commit 100% of her time to COERLL.

Ms. Sarah Sweeney is Projects Manager for COERLL. Sarah holds an MA in Global Communications from the American University of Paris and a BA in French from Gettysburg College. At COERLL, she has worked with project teams on the development and implementation of projects, while managing email and social communications about openly licensed language learning materials. She will dedicate 100% of her time to COERLL.

Ms. Betsy Brown is the Senior Program Coordinator for TLC. She holds a BS in Computer and Information Sciences from The University of Florida. During the last 30+ years, she has managed software, documentation, and educational projects in the computer industry and educational institutions. She will commit 10% of her time to COERLL.

Mr. Steven Miller is the Administrative Manager for LAITS. He holds a BA in Fine Arts from UT-Austin and has over twenty years of professional experience providing post-award grant administration for federal grants and will provide any administrative support needed by COERLL. He will commit 10% of his time to COERLL.

2.2 Faculty Project Directors (in alphabetical order)

Ms. Gretchen Aiyangar is the LCTL Coordinator in the Department of Linguistics at the University of Pittsburgh. She is experienced in curriculum design and language instructor training, and has over a decade of experience teaching Russian, German, and English.

Ms. Betsy Arnold is a language teaching consultant in the publishing industry, with decades of experience as a master AP and college-level Spanish teacher. She is the co-author of *Recorridos por la literatura hispana*.

Dr. Catherine Baumann is director of the German language program and of the University of Chicago Language Center. She is a certified ACTFL tester and trainer, and does consulting for K-16 language programs on a variety of curricular and assessment-related issues.

Dr. Flavia Belpoliti is Assistant Professor of Spanish and Director of the Spanish Language Programs at Texas A&M University-Commerce. Her publications include the co-edited volume *Los hispanos en las ciudades de los Estados Unidos* and contributions to several Spanish textbooks.

Dr. Meredith Clark is the Consultant for World Languages at Region 10 Educational Service Center which includes 81 school districts and 40+ charter schools in Texas. She serves on the Texas Foreign Language Association board.

Dr. Donald Davis is an Associate Professor in the Department of Asian Studies, and Director of the South Asia Institute at UT-Austin. His research interests include Sanskrit and Malayalam language and literature, Dharmaśāstra literature, and South Indian history.

Dr. Vivian Flanzer is the Portuguese Language Program Director in the Department of Spanish & Portuguese. She is the author of the Portuguese OER *ClicaBrasil*. Her main interests are the teaching of culture in the FL classroom and the creation of pedagogical materials.

Dr. Tom Garza is University Distinguished Teaching Associate Professor in the Department of Slavic and Eurasian Studies and Director of the Texas Language Center. He has received numerous prizes for undergraduate and graduate teaching.

Dr. Christian Hilchey is a lecturer in the Department of Slavic and Eurasian studies, teaching courses related to Czech language and culture. He also has a deep interest in gastronomy and frequently teaches a course Cuisine and Culture of Central and Eastern Europe.

Dr. Orlando R. Kelm, Associate Professor of Hispanic Linguistics, focuses on language and culture for professional purposes. He currently serves as the Associate Director of Business Language Education for UT-Austin's Center for International Business Education and Research.

Dr. Jocelly Meiners is a Lecturer in the Department of Spanish and Portuguese at the University of Texas at Austin, and the Community Moderator for COERLL's Spanish heritage language community. She presents widely on the topic of Spanish heritage language learners.

Dr. Mary Neuburger, chair of the Department of Slavic and Eurasian Studies, is a professor of modern Eastern European history. She recently co-edited *Communism Unwrapped: Consumption in Cold War Eastern Europe*.

Dr. Jeannette Okur coordinates the Turkish Studies program in the Department of Middle Eastern Studies at UT-Austin. She is the co-author of *Voices from Turkey*, and is active in the American Association of Teachers of Turkic languages.

Dr. Kate Paesani is the Director of CARLA and affiliate Associate Professor at the University of Minnesota. She received a faculty recognition award for her co-authored book, *Multiliteracies Framework for Collegiate Foreign Language Teaching*.

Ms. Rose Potter is a teacher, writer, consultant, and mentor with 45 years of experience in the language teaching field. She has worked with teams to write state and national language learning standards. Most recently, she co-authored *Recorridos por la literatura hispana*.

Dr. Sergio Romero is an Associate Professor at UT-Austin. He directs the Indigenous Languages Initiative at LLILAS. His research interests include language variation and change, registers in indigenous languages, and linguistic revitalization.

Dr. Julio Rodriguez is the Director of the NFLRC and the Center for Language & Technology at the University of Hawai‘i at Mānoa. He has lead and participated in over 20 grant-funded research and materials development projects.

Dr. Julie Sykes is the Director of CASLS and an Associate Professor in the Department of Linguistics at the University of Oregon. She is the recipient of the 2018 University of Oregon Research Award for Impact and Innovation.

Dr. Joshua Thoms is Associate Professor of Spanish and Applied Linguistics at Utah State University. He co-edited the book *Hybrid language teaching and learning: Exploring theoretical, pedagogical and curricular issues*.

Dr. Chantelle Warner is Associate Professor of German and a faculty member of the Interdisciplinary Program in Second Language Acquisition and Teaching at the University of Arizona. She serves as Co-Director of CERCLL.

Dr. Gabriela Zapata is Associate Professor and Director of Lower Division Spanish Instruction in the Department of Hispanic Studies at Texas A&M University. She has published articles on SLA and bilingualism in a variety of journals, and also L2 Spanish textbooks.

3. BUDGET AND COST-EFFECTIVENESS

Every effort has been made to devise a budget that is cost-effective and that puts resources where they are needed most. COERLL has achieved cost-effectiveness by partnering closely with the University and the College of Liberal Arts (CoLA). COERLL will drastically reduce operating costs by sharing physical resources with other units in CoLA. For example, COERLL's offices are strategically located in the same building as Liberal Arts Instructional Technology Services (LAITS). For a minimal charge, LAITS allows COERLL to use its state-of-the-art facilities (e.g., radio and television studios, computer servers, classroom studios) as well as LAITS' technical staff (e.g., videographers, sound mixers, graphic artists) and technical services (e.g., film editing). At no cost, COERLL will share human resources with LAITS and TLC whose administrative staff members will assist COERLL with accounting and event planning.

COERLL also lowers costs by collaborating with strategic partners, such as the NRCs at UT-Austin, other LRCs and language-related organizations. Many of our LCTL programs are heavily subsidized by the NRCs at UT-Austin (e.g., Reality Czech, Nahautl and Portuguese). The Center for European Studies will subsidize many of COERLL's summer events since they attract teachers specializing in the more commonly taught European languages such as French, German and Spanish. COERLL has also explored creative ways to collaborate with our sister LRCs (CARLA, CASLS, CERCLL, NFLRC) as well as several American universities (Chicago, Pittsburgh, Texas A&M, and Utah) in an effort to reduce costs. During the last grant cycle, COERLL and CASLS collaborated on the redesign of the LRC portal (nflrc.org), a website

where teachers and learners can access the entire digital collection of pedagogical materials produced by the LRCs. In the future, COERLL will continue to partner with CASLS to maintain and update the portal for the benefit of all the LRC community. In addition, COERLL will contribute \$1000 per year to the maintenance of the website, along with all the other LRCs. COERLL has also been able to leverage strategic partnerships with national foreign language organizations such as AAUSC whose members directly benefit from COERLL's projects.

In an effort to create a more sustainable financial model, COERLL has adopted a “freemium business plan” much like Internet companies such as Google. “Freemium” means that COERLL's products and services are “free” but that a “premium” product or service is often available for a small fee. For example, all of our materials are free in digital format, however selected print materials such as the *Français interactif* textbook is available for \$30 via a third party publisher. To date, COERLL has produced six print-on-demand publications. These print-on-demand publications allow COERLL to cover the costs associated with printing. The revenue generated by our print-on-demand publications continues to grow. In 2017, COERLL earned over \$20,000 in royalties from our print-on-demand materials. These monies are used to pay for various expenses such as honoraria for workshop speakers as well as for travel stipends for teachers who wish to attend our summer events. As in the past, COERLL will continue to keep careful accounting records of these growing revenue streams. It is important to note that we reinvest all of our print-on-demand royalties back into our continuing operations, an example of economic sustainability. We strongly believe that the revenue generated from our proposed print-on-demand Spanish OER will help us to achieve even greater sustainability in the future.

In 2010, when the LRCs suffered budget reductions because of federal budget cuts, faculty members working with COERLL were asked to forgo their promised monetary compensation. The Director explained that the remaining grant monies would go to the technical staff members without whom it would be impossible to realize projects. This cost-cutting strategy has proven so successful that all our faculty project coordinators have agreed to reprise it. Thus, *no grant monies will be used to compensate faculty project coordinators*. In other words, they will be paid from other sources such as departmental funds, endowments or external grants unrelated to the LRC grant. In addition, all project coordinators have agreed to participate in summer workshops and symposia, at no extra charge against COERLL's budget. Therefore, the lion's share of grant funds will be used to pay the salaries of essential technical staff such as the Project Manager and the Publications Manager. The remaining grant funds will primarily be spent for travel, office supplies and the external evaluator (Dr. Jessica Hartos, University of North Texas Health Science Center).

To recap, the COERLL budget achieves impressive cost-effectiveness thanks to several financial strategies: 1) partnerships with the University and the College of Liberal Arts; 2) collaboration with LAITS and TLC; 3) collaboration with NRCs and sister LRCs; 4) adoption of the "freemium business model" for greater economic sustainability, and 5) faculty coordinators who work with COERLL but who are subsidized by other funding sources.

4. EVALUATION PLAN

For the upcoming grant cycle, COERLL will focus on four main goals. **Goal 1 is to consult on, develop, publish, and disseminate new openly licensed instructional materials**

for teaching and learning less commonly taught languages (LCTLs) in secondary school, higher education, and continuing education by developing five coursewares for four different LCTLs; consulting on at least two projects for developing teaching and learning materials for at least nine LCTLs; and disseminating coursewares and materials for learning LCTLs to at least 6,000 teachers and students over four years across the United States. For all activities we will track the number of coursewares, lessons, languages, quizzes, teacher guides, authors consulted, number and scope of teachers reached, and number of users. We will also gather feedback from users through surveys and interviews on the usefulness of the materials and suggestions for further work.

Goal 2 is to develop, publish, and disseminate original open educational resources for teaching and learning Spanish in secondary and higher education by developing three coursewares for teaching Spanish for heritage and L2 learners and disseminating coursewares and materials for learning Spanish to at least 6,000 teachers and students over four years across the United States. For all activities we will track the number of coursewares, lessons, quizzes, teacher guides, number and scope of teachers reached, and number of users. We will also gather feedback from users through surveys and interviews on the usefulness of the materials and suggestions for further work.

For Goals 1 and 2, the quality and effectiveness of the materials being developed will be ensured by the iterative process of development that COERLL and our project teams employ. Instructors and graduate students who develop materials will for the most part be using their materials in the classroom as they develop them, which will allow developers the chance to receive feedback from students and make edits to their OER. COERLL often publishes materials

before they have been finalized, to give faculty and graduate students the chance to collect feedback from the community outside of their classroom who will be using the materials.

Goal 3 is to provide professional development on effective teaching strategies and using new technologies for in-service teachers by organizing training workshops, round-tables, and webinars; growing a network of language instructors to create and review pedagogical materials based on training from COERLL; and providing a badge system for faculty to digitally track their achievement on seven modules in postsecondary language program direction. For every event we host, we will track the number of hours of events organized, the number of instructors in attendance, whether MSIs or Community Colleges were represented, the number of professional development videos and guides produced, the number of pedagogical materials created as a result of events, the number of contributors and peer reviewers to these materials, and the number of users of all materials created. We will also gather feedback from users on the usefulness of the event and suggestions for future events. For the badge system we are designing, we will track the number of badges created and earned, and the number of people involved.

Goal 4 is to conduct outreach and dissemination on new and improved methods for teaching foreign languages, including the use of advanced educational technology and open educational resources by publishing articles, columns, reviews, book chapters, and case studies by faculty and teachers using advanced educational technology or open educational resources for language learning; by conducting informational presentations about COERLL's mission of promoting language learning and creating and using OER; and by bringing attention to language instructors who use, create, or promote OER. We will count the number of articles, columns, reviews, book chapters, and case studies published, the number of readers of these works, the

number of events produced, and the numbers of readers and participants in all cases. For the badge system that we will use to bring attention to language instructors, we will count the number of instructors who earned badges, and the number of those who are from an MSI, Community College, or who teach a LCTL.

For each of COERLL's projects, the Project Directors have completed a Project Proposal, which includes the names of three contacts who can serve as peer reviewers. This will ensure that all work will be a collaborative effort, taking into account as many viewpoints as possible.

Internal Advising: COERLL staff and project faculty will be responsible for collecting and tracking data for activities, attendance, and feedback from participants. COERLL staff and faculty will also be responsible for amassing and entering data into spreadsheets created for their project at the end of each semester. As part of internal advising, COERLL's Projects Manager will ensure that faculty coordinators write annual project reports that clearly indicate progress made toward all stated objectives and determine next steps. Finally, once a year, the Director and Project Manager will meet with the National Advisory Board to discuss the progress of COERLL's projects.

External Review: COERLL will hire Dr. Jessica Hartos (Associate Professor University of North Texas Health Science Center) as the independent external evaluator. Dr. Hartos' training and expertise are in the areas of program development and evaluation and applied research and statistics. Dr. Hartos' independence as an external evaluator will be assured by the fact that she is not affiliated with UT-Austin and is not connected to COERLL in any way.

For all goals and performance measures listed for the upcoming grant cycle, COERLL staff and faculty will be responsible for collecting and tracking data for (1) numbers of activities,

partners, participants, and users and (2) feedback from partners, participants, and users, and entering data into spreadsheets created for this project at the end of each semester. At the beginning of the project, Dr. Hartos will be responsible for designing feedback surveys for partners, participants, and users as well as spreadsheets for entering data. She will also be responsible for receiving and assessing data and reporting results for the project annually. She will also be available year-round for questions, comments, and concerns related to evaluation.

5. ADEQUACY OF RESOURCES

The University of Texas at Austin is one of the largest public universities in the United States with over 15,000 faculty and staff, and more than 50,000 students. The graduate school is a national leader with more than 3,000 Master's and PhD degrees awarded annually. UT-Austin's library system is the nation's seventh-largest academic library and one of the top 15 research libraries in the nation, with more than ten million volumes within the 17 libraries on campus. COERLL is an active participant in the campus OER working group run by the UT Libraries and in a Technology Enhanced Learning group run by the Faculty Innovation Center. The university has a very diverse student population that reflects similar demographics to the city of Austin. As an institution committed to international impact, UT-Austin supports an extensive study abroad program, which sends an average of 3,500 students abroad each academic year.

CoLA remains the largest college at the university—more than 72 degrees are offered through 25 departments, 19 centers, and 11 institutes. Over 600 faculty members have won some of the highest honors in their fields, including Guggenheim and MacArthur Fellows and membership in the National Academy of Sciences and the American Academy of Arts and

Science. CoLA enrolls 14,000 students each year, and is the home of nine Area Studies and Language & Literature departments that offer regular instruction in 34 languages:

- **African & African Diaspora Studies:** Yoruba
- **Asian Studies:** Bengali, Chinese, Hindi, Japanese, Korean, Malayalam, Sanskrit, Tamil, Telugu, Urdu
- **Classics:** Greek, Latin
- **Linguistics:** American Sign Language
- **Middle Eastern Studies:** Arabic, Hebrew, Persian, Turkish
- **French & Italian:** French, Italian
- **Germanic Studies:** Danish, Dutch, German, Norwegian, Swedish, Yiddish
- **Slavic & Eurasian Studies:** Czech, Polish, Russian, Bosnian, Serbo-Croatian
- **Spanish & Portuguese:** Portuguese, Spanish
- **Teresa Lozano Long Institute of Latin American Studies:** K'iche', Nahuatl

COERLL has established close ties with all five of UT-Austin's Title VI National Resource Centers: **Lozano Long Institute of Latin American Studies** (LLILAS, established in 1940); **South Asia Institute** (SAI, established in 2005), **Center for Russian, East European and Eurasian Studies** (CREES, established 1988), **Center for Middle Eastern Studies** (CMES, established in 1960), and the **Center for European Studies** (CES, established in 2010).

COERLL also benefits from UT-Austin's Department of Linguistics that conducts research in phonetics, phonology, syntax, and semantics as well as psycholinguistics, computational linguistics, and documentary linguistics. In addition, several FL departments offer graduate programs in linguistics and applied linguistics: French and Italian, Germanic

Studies, and Spanish and Portuguese. A notable feature of UT-Austin is the development of open digital archives for language research and teaching: **Texas German Dialect Project** (<http://www.tgdp.org/>), **Digital Archive Services** (<https://dase.laits.utexas.edu/collections>), **Archive of the Indigenous Languages of Latin America** (<http://www.ailla.utexas.org/site/welcome.html>), and COERLL's **SpinTX Video Archive** (<http://www.coerll.utexas.edu/spintx/>).

In order to support these efforts in FL research and instruction, CoLA has invested significant resources into its technology infrastructure. Through Liberal Arts Instructional Technology Services (LAITS), a special service unit comprised of around 100 professional full-time graphic designers, audio and video specialists, web developers, programmers, and network administrators, CoLA has provided a wealth of technology support for instruction, research, and administration, including classroom technology, desktop computers, web sites, networks and servers, digital audio and video, and many other technologies. For several years, Assistant Dean for Technology Joseph TenBarge has provided faculty grants to forward-thinking CoLA scholars to explore technologies both inside and outside the classroom. The result was the creation of the Texas Language Technology Center (TLTC) in 2006. In 2010, TLTC became COERLL, thanks to a Title VI grant from the Department of Education. Finally, several language programs at UT-Austin (e.g., French, Russian) have undertaken the development and implementation of online language classes under the guidance of LAITS. COERLL has an ideal location adjacent to LAITS and to the university's language learning classrooms and labs. Few universities can match the assembled resources of LAITS and COERLL and the dozens of new smart classrooms that serve as our laboratory for planning, building, and testing OER.

6. NEED AND POTENTIAL IMPACT

The United States has reached an educational tipping point: *forty million Americans collectively hold a student debt of more than one trillion dollars*. While this staggering debt results primarily from rising tuition, the cost of textbooks is a major contributing factor. Today, according to Congressional records, the average American college student pays \$1300 per year on textbooks. In short, textbook prices have become an educational barrier, particularly for low- and moderate-income students enrolled in community colleges where textbook costs are often equivalent to tuition. This situation is even worse in primary and secondary education where school districts around the country are dealing with the cumulative effects of budget shortfalls at the state level. As a result, many public school teachers refuse to allow students to take their textbooks home for fear they will be lost. While cuts to state budgets touched all disciplines, foreign language education was especially hard hit given its status as a non-core discipline. As a consequence, the need for affordable FL resources has never been greater.

At COERLL, we are convinced that digital technology must play a greater role in solving the current problems besetting FL programs. *Simply put, we believe that digital materials when combined with the reach of the Internet hold the greatest potential for expanding the nation's FL capacity in the 21st century. As such, COERLL is committed to Open Education whose practices and products are native to the Internet and therefore uniquely qualified to exploit its vast potential.* COERLL has already produced several large-scale, comprehensive OER (*Brazilpod, Français interactif, Deutsch im Blick*), akin to textbooks, that leverage the portability, flexibility, and convenience of an online environment. The end result has been to raise the quality and

availability of FL OER by putting control of the production directly into the hands of teachers and learners. Today, all of COERLL's websites are in heavy use and open to the Internet public (no passwords, no fees). We have been gratified by the rapid growth and geographic spread of our websites; millions of end users throughout the world have accessed our materials. Importantly, our usage statistics indicate that many of our materials have already achieved widespread acceptance in American secondary and higher education. For example, 3,100 K-16 teachers are registered for COERLL's *Français interactif* curriculum. At last year's ACTFL convention, COERLL materials were featured in two presentations given by non-COERLL affiliated instructors. And instructors from high schools and colleges in 25 states have registered to use eComma, an open tool for social reading. Finally, COERLL's materials have been integral to several #GoOpen school districts making the switch to OER.

The open publication process that COERLL has pioneered is the foundation for the design and implementation of all our projects. Such a process results in significant changes to the final pedagogical product: (1) the inclusion of language varieties normally ignored by commercial publishers (e.g., LCTLs and heritage languages); (2) a greater emphasis on collaboration and user-generated content; and (3) usability testing and formative evaluation that lead to learner-centered materials. The lack of affordable, high-quality materials is particularly serious for LCTLs and heritage languages. Commercial publishers ignore LCTLs because they are rarely profitable, and publishers avoid heritage languages because they continue to hold biased attitudes against non-standard language varieties. We believe that two of our proposed Spanish projects--*Mi Vida* and *Juntos*--will go a long way towards meeting the need for materials that accurately reflect Spanish *as it is spoken in the United States*. We also believe that our OER

projects will have a substantial impact on how languages are represented in commercial materials.

OER and Open Education allow LCTL and heritage teachers and learners who are usually shut out of the development process to play a more active role. This is best seen by the inclusion of user-generated content. Our heritage Spanish projects will rely on Spanish speakers from minority-serving institutions to create their own language materials with editorial and pedagogical guidance from COERLL. The FLLITE project reflects the collaborative nature of Web 2.0 technology where graduate students become co-producers of content with other members of an online community such as LPDs and FL professors.

COERLL's influence has grown steadily since it was established in 2010. Today, COERLL maintains 84 language learning websites that comprise many thousands of videos, audio samples, online exercises, lessons, and other instructional materials made freely available as OER. According to our web analytics, COERLL's online materials have received more than *20 million pageviews in the 2017-2018 academic year alone*. OER for priority languages such as Portuguese and Turkish are strongly represented in COERLL's portfolio per Competitive Priority 1. For instance, *BrazilPod*, a collection of Brazilian Portuguese OER, received more than 2 million hits this past year.

We believe that our OER are particularly impactful because they give rise to a *community of practice*. Whereas print materials are typically the product of a small authoring team, OER are products of a community of teachers and learners who share their best practices with each other thereby assuring the improvement and dissemination of the materials. COERLL's strategy of moderating online language learning communities has been a particularly

high-impact method of dissemination. For example, we currently have more than 350,000 subscribers across all our social media outlets (Facebook, Twitter, YouTube, and blog). And most of these subscribers have found COERLL within the past two years, testimony to the viral nature of social media and the reach of the Internet. Collaboration lies at the heart of the Open Education movement and is key to increasing our center's impact. In this proposal, we have detailed plans to collaborate with four LRCs (CASLS, CERCLL, CARLA, NFLRC) as well as four UT-Austin NRCs (CES, CREEES, LLILAS, SAI) and two national FL organizations (AAUSC, ACTFL).

Final measures of COERLL's impact are the major awards that our OER have recently won. In June 2013, the International Association of Language Learning Technology (IALLT) recognized *SpinTX*, a searchable archive of videotaped interviews of Spanish speakers from Texas, as the best language technology project presented at their national conference. And in 2014, MERLOT, a collection of peer-reviewed online learning materials curated by the California State University System, selected COERLL website *Spanish Proficiency Exercises* as the winner of the MERLOT Award for Exemplary Online Language Learning Resources. Finally, last year, the Open Textbook Library (University of Minnesota-Twin Cities) showcased COERLL's open textbooks in their searchable archive.

7. LIKELIHOOD OF ACHIEVING RESULTS

COERLL has a proven track record of achieving significant results. We successfully completed all but one of 15 proposed projects for the 2014-2018 grant cycle. As described above, COERLL works closely with UT-Austin's Liberal Arts Instructional Technology Services (LAITS) and

Texas Language Center (TLC) to form a coherent plan of operations. Our projects are innovative and exciting, but most important, they have well-defined goals and evaluation plans. In short, our projects are achievable largely because *the groundwork has already been laid*. In some cases, the OER or tool already exists but simply needs testing or modification (e.g., *FLLITE*, *LOERN*, *Reality Czech*, *ClicaBrasil*, *Brazilpod*, etc.).

COERLL employs highly qualified personnel and staff, possesses ample office space for its operations, and has the full support of the CoLA Dean as well as of the Provost and the Vice President of Research. The faculty coordinators are all fully committed to their projects because they are strategic extensions of their research. And finally, our evaluation plan has been vetted and will be administered by an independent external evaluator (Dr. Jessica Hartos) who will meet with the Director on an annual basis. Dr. Hartos is also the external evaluator for all of UT-Austin's NRCs with whom COERLL works closely. In summary, COERLL has a high likelihood of achieving success because of the following:

- The adoption of Internet-native practices to maximize impact;
- Solid support from UT-Austin's administration;
- Sharing of human and physical resources with LAITS and TLC;
- Institutional strength in applied linguistics and teacher training;
- A commitment to collaboration with other national FL organizations;
- An iterative publishing process of development, testing, and revision;
- Dissemination strategies that include RSS feeds, social media, and digital repositories;
- A National Advisory Board whose members have excellent reputations in their fields;
- Projects based on faculty members' research and teaching agendas;

- A workflow that requires routine progress reports from project coordinators;
- An evaluation plan based on careful analysis of performance data and analytics.

8. DESCRIPTION OF FINAL FORM OF RESULTS

OER for LCTLs will result in pedagogical materials: five open coursewares and additional sets of lesson plans distributed through websites and LMS, comprised of lessons, teacher guides and activity books, interactive exercises, authentic audiovisual materials, PDFs, and print-on-demand textbooks. These materials will be published in the following languages: Bengali, Czech, Hindi, Malayalam, Nahuatl, Portuguese, Quechua, Sanskrit, Swahili, Tamil, Turkish, and Urdu.

OER for K-16 Spanish will result in pedagogical materials: three open Spanish coursewares distributed through websites and comprised of print-on-demand textbooks and teacher's guides, grammar exercises, lessons, templates, and workbooks for use in classrooms with heritage and L2 learners.

In addition to the new OER outlined above, COERLL will maintain legacy OER in 21 different languages as well as our social media learning communities in French, German, Portuguese, and heritage Spanish.

Teacher Development will result in professional development events and resources, as well as pedagogical materials: a website and badges for Language Program Director training, the annual FLLITE workshop, the annual TeCHs workshop, the semi-annual Games2Teach Collaboratory and two year-round webinar series, plus recordings of all of these events. All of COERLL's conferences, workshops, and webinars will offer Continuing Professional Education

(CPE) credits for registered in-service teachers, and in many cases the materials created by teachers at these events will be published as OER.

Applied Linguistic Research will result in scholarly publications: *Language Learning & Technology*, an internationally recognized, peer-reviewed journal and an openly licensed book entitled *Open Foreign Language Education* published by Multilingual Matters.

Outreach will result in informational presentations and digital badges: presentations by COERLL faculty at regional, national and international conferences (e.g., ACTFL, CALICO, IALLT, TFLA), campus events to showcase the impact of language learning, and digital badges for language teachers as part of the Language OER Network.

9. COMPETITIVE PREFERENCE PRIORITY #1

Five of COERLL's projects will result in materials for eleven less commonly taught languages (LCTLs): Bengali, Czech, Hindi, Malayalam, Nahuatl, Portuguese, Quechua, Swahili, Tamil, Turkish, and Urdu. Nine of these languages are priority languages. At least two more of COERLL's projects – Foreign Languages and the Literary in the Everyday, and the Language OER Network – can be applied to all languages and already include participants who teach LCTLs and priority languages.

10. COMPETITIVE PREFERENCE PRIORITY #2

COERLL's Texas Coalition for Heritage Spanish (TeCHS) meets **Competitive Preference Priority #2**. For this project, COERLL will collaborate with Texas A&M-Commerce, an MSI whose student body is 20% Hispanic. Faculty from other MSIs

(UT-Rio Grande Valley, Texas State, University of Houston, Houston Baptist University) have worked with us over the past four years and have already agreed to participate in this new project. Finally, COERLL's Language OER Network (LOERN) has already awarded badges to language faculty from MSIs and community colleges, and will continue to promote this opportunity to those groups, as they are often early adopters of OER.

Glossary of acronyms

AAUSC	American Association of University Supervisors, Coordinators, and Directors of Language Programs
ACTFL	American Council on The Teaching of Foreign Languages
CALICO	Computer-Assisted Language Instruction Consortium
CARLA	Center for Advanced Research on Language Acquisition
CASLS	Center for Applied Second Language Studies
CCCOER	Community College Consortium for Open Educational Resources
CERCLL	Center for Educational Resources in Culture, Language, and Literacy
CES	Center for European Studies
CIBER	Center for International Business Education and Research
CILLA	Center for Indigenous Languages of Latin America
CMES	Center for Middle Eastern Studies
CoLA	College of Liberal Arts
CREEES	Center for Russian, East European, and Eurasian Studies
FL	Foreign Language
FLLITE	Foreign Languages and the Literary in the Everyday
IALLT	International Association for Language Learning Technology
L2	Second Language
LAITS	Liberal Arts Instructional Technology Services
LCTL	Less Commonly Taught Language
LLILAS	Teresa Lozano Long Institute of Latin American Studies
LLT	Language Learning and Technology Journal
LMS	Learning Management System
LOERN	Language OER Network
LPD	Language Program Director
LRC	Language Resource Center
MERLOT	Multimedia Educational Resource for Learning and Online Teaching
MSI	Minority-serving Institution
NAB	National Advisory Board
NFLRC	National Foreign Language Resource Center
NRC	National Resource Center
OEP	Open Educational Practice
OER	Open Educational Resource
SAI	South Asia Institute
SHL	Spanish Heritage Language
SLA	Second Language Acquisition
TeCHS	Texas Coalition for Heritage Spanish

TEKS	Texas Essential Knowledge and Skills
TFLA	Texas Foreign Language Association
TLC	Texas Language Center
TLTC	Texas Language Technology Center
UT	The University of Texas
UT-RGV	The University of Texas at Rio Grande Valley

Other Attachment File(s)

* **Mandatory Other Attachment Filename:**

To add more "Other Attachment" attachments, please use the attachment buttons below.

CARL S. BLYTH

Department of French & Italian
University of Texas at Austin
cblyth@austin.utexas.edu

EDUCATION

- 1990 **PhD** in French Linguistics, Cornell University
Dissertation: *Evaluation in Oral Québécois Narrative: The Function of Non-Referential Meaning in Discourse* (Dr. Linda R. Waugh, director)
- 1986 **MAT** in French, University of North Carolina—Chapel Hill
- 1980 **BA** in International Relations, University of North Carolina, with honors

ACADEMIC EMPLOYMENT

- 2010-present Director, Center for Open Educational Resources and Language Learning
- 2006-2009 Director, Texas Language Technology Center, UT-Austin
- 2001-2002 Director of Technology, Literacy and Culture, UT-Austin
- 2000-present Associate Professor of French, Univ. of Texas at Austin
- 1993-00 Assistant Professor of French, Univ. of Texas at Austin
- 1990-93 Assistant Professor of French, LSU, Baton Rouge

AWARDS

- 2013-15 Provost's Senior Teaching Fellow, UT-Austin
- 2012 Faculty Research Assignment (FRA), UT-Austin
- 2009 Exemplary Online Learning Resource Award (given to TLTC),
Multimedia Educational Resource for Learning and Online Teaching
- 2009 Access to Language Education Award (given to *Français interactif*),
CALICO Executive Committee, CALICO Annual Conference
- 2006 Best of the Humanities on the Web (given to *Français interactif*)
National Endowment for the Humanities
- 2004 Innovative Instructional Technology Awards, First Place,
Center for Instructional Technology, UT-Austin
- 1998 President's Associates Teaching Excellence Award, UT-Austin

FELLOWSHIPS AND GRANTS

- | | |
|---|-------------|
| 2014-18 Department of Education, Title VI
"National Foreign Language Resource Center" | \$775,000 |
| 2010-14 Department of Education, Title VI
"National Foreign Language Resource Center"
Center for Open Educational Resources and Language Learning | \$1,343,000 |
| 2010-12 Department of Education, FIPSE
"Foreign Language Collaborative Publishing Consortium" | \$250,000 |
| 2008-10 Texas Higher Education Coordinating Board
"Foreign Language Professional Development Modules" | \$250,000 |
| 2007-09 Department of Education, FIPSE
"The Texas Language Technology Open Access Initiative" | \$550,000 |

PUBLICATIONS

•Books

1. Koike, D. and Blyth, C. (eds). (2015.) *Dialogue in Multilingual and Multimodal Communities*. Amsterdam/Philadelphia: John Benjamins, 314 pages.
2. Katz, S. and Blyth, C. (2007). *Teaching French Grammar in Context: Theory and Practice*. New Haven, CT: Yale University Press, 265 pages.
3. Blyth, C. (Ed.) (2003). *The Sociolinguistics of Foreign Language Classrooms: Contributions of the Native, the Near-native, and the Non-native Speaker. Issues in Language Program Direction Series*. Boston: Heinle, 294 pages.
4. Blyth, C. (1999). *Untangling The Web: Nonce's Guide to Language and Culture on the Internet*. New York: Nonce Publishers (second edition), 166 pages.

•Peer-reviewed journal articles and book chapters

1. Blyth, C. (2018). Designing Meaning and Identity in Multiliteracies Pedagogy: From Multilingual Subjects to Authentic Speakers. *L2 Journal*, vol. 10 (2), pp. 62-86.
2. Blyth, C. (2018). Immersive Technologies and Language Learning. *Foreign Language Annals* 51, 225-232.
3. Blyth, C. and Dalola, A. (2016). Translingualism and Open Educational Practice: Promoting Critical Language Awareness via Facebook. *ALSIC Revue* (Language Learning and Information and Communication Systems), volume 19. <https://alsic.revues.org/2962>
4. Koike, D. and Blyth, C. (2016). Metadialogic Approach to Intercultural Dialogue: Uncovering Hidden Motivations. *Language and Dialogue* 6:2, pp. 223-253.
5. Blyth, C. (2015). Exploring the Complex Nature of Language and Culture Through Intercultural Dialogue: The Case of Cultura.” In D. Koike & C. Blyth (eds). *Dialogue in Multilingual and Multimodal Communities* (pp. 139-165). Amsterdam/Philadelphia: John Benjamins.
6. Koike, D. and Blyth, C. (2015). Introduction. In D. Koike & C. Blyth (eds)., *Dialogue in Multilingual & Multimodal Communities* (pp. 1-22). Amsterdam/Philadelphia: John Benjamins.
7. Blyth, C. (2014). Exploring the Affordances of Digital Social Reading for L2 Literacy: The Case of eComma. In J. Guikema & L. Williams (eds.), *Digital Literacies in Foreign and Second Language Education*. CALICO Monograph Series, Volume 12, pp. 201-226. San Marcos, TX: CALICO.
8. Blyth, C. and Koike, D. (2014). Grammatical Constructions and Interactive Frames. In S. Katz & L. Myers (eds), *Perspectives on Linguistic Structure and Context* (pp. 87-110). Amsterdam/Philadelphia: John Benjamins.
9. Blyth, C. (2012). Opening Up Foreign Language Education with Open Educational Resources: The Case of *Français interactif*. In F. Rubio and J. Thoms (eds.). *Hybrid Language Teaching and Learning: Exploring Theoretical, Pedagogical and Curricular Issues*, (pp. 196-218). Boston: Heinle Cengage.
10. Blyth, C. (2012). Cross-cultural stances in online discussions: French and American ways of expressing opinions. In C. Felix-Brasdefer and D. Koike (eds). *Pragmatic Variation in*

First and Second Language Contexts: Methodological Issues, (pp. 49-79). Amsterdam: John Benjamins.

11. Blyth, C. (2011). Cultural linguistics and foreign language education: From language-and-culture to language-as-culture. In H. Allen and H. Maxim (eds.), *Educating the Future Foreign Language Professoriate for the 21st Century* (pp.) Boston: Heinle Cengage.
12. Blyth, C. (2009). The Impact of Pedagogical Materials on Critical Language Awareness: Assessing Student Attention to Patterns of Language Use. In Turnbull, M., and J. Dailey-O'Cain (eds.). *First Language Use in Second and Foreign Language Learning*. London: Multilingual Matters, pp. 156-178.
13. Blyth, C. (2009). From Textbook to Online Materials: The Changing Ecology of Foreign Language Publishing in the Era of ICT. In M. Evans (Ed.), *Foreign Language Learning with Digital Technology*. London: Continuum, pp. 174-202.
14. Blyth, C. (2007). Research Perspectives on Online Discourse and Foreign Language Learning. In S. Magnan (Ed.), *Mediating Discourse Online*. Amsterdam: John Benjamins, pp. 47-70.
15. Blyth, C. and Davis, J. (2007). Using Formative Evaluation in the Development of Learner-Centered Materials. *Calico Journal* 25, 1: 1-21.
16. Blyth, C. (2005). From Empirical Findings to the Teaching of Aspectual Distinctions. In D. Ayoun and R. Salaberry (Eds.). *Tense and Aspect in Romance Languages* (pp. 211-252). John Benjamins: Amsterdam.
17. Blyth, C. (2003). Playing Games With Literacy: The Poetic Function in the Age of Communicative Language Teaching. In P. Patrikis (Ed.). *Reading Between the Lines: Perspectives on Foreign Language Literacy*. New Haven, CT.: Yale University Press.

PROFFESIONAL SERVICE

- Vice President/President Elect, AAUSC, 2018-2020
- Editorial Board, *Intercultural Pragmatics (Mouton de Gruyter)* 2015-present
- Editorial Board, *AAUSC Issues in Language Program Direction* 1998-present
- Series Editor, *AAUSC Issues in Language Program Direction* 2005-2010
- Journal Article Referee
 - L2 Journal* (2015-present)
 - Foreign Language Annals* (2017-present)
 - Language Learning & Technology* (2000-present)
 - Modern Language Journal* (1999-present)
 - Calico Journal* (2000-present)
 - AAUSC Issues in Language Program Direction* (1997-present)
 - The French Review* (1996-present)
 - International Journal of Applied Linguistics* (1999, 00, 01)
 - Canadian Modern Language Journal* (1997, 1999, 2004-present)
- Grant Referee --National Science Foundation (1994, 1996, 2000, 02, 04)



Nathalie Steinfeld Childre

Professional Experience

Publications Manager/ Web Developer - COERLL

March 2008 - present

- Conceptualized, coded, and themed new, and maintained over 40 legacy framework and CMS web projects.
- Recorded and edited media (audio and video) for in house web projects.
- Worked/coordinated with audio, video, and graphic design teams to develop media for large projects.
- Created content management system (CMS) and learning management system (LMS) apps and modules .
- Rebranded center and created logo, website, newsletter, banners, brochures, etc..
- Oversaw center's print production including amongst others textbooks, newsletters, advertisements, and brochures.
- Led production of merchandise and promotional articles including USB drives, T-Shirts, etc..
- Designed layouts for social media channels including direct mail, Facebook pages, YouTube, and Twitter.

Graphic Designer/ Print Artist - Compu Signs

April 2006 - March 2007

- Management of production team in fast paced environment with approximately 15 new sign orders per day.
- Negotiated market-driven pricing with customers.
- Created custom layouts with PC/Mac based design programs for signage.
- Coordinated sign production and installation to adhere to deadlines.

Freelance Graphic/ Web Designer & Developer - Antago design

February 2004 - 2010

- Developed web-based materials, as well as interactive and multimedia components for user interface designs.
- Developed creative and innovative concepts, graphics, web page layouts and comps, and converted print collateral into web-friendly formats.
- Provided superior client service and met every deadline.
- Designed web-based front end for existing web applications with a consistent look and feel.
- Designed corporate direct mail piece with 10% response rate.

Areas of Expertise

Fluent in German and English. Conversational in Hebrew, Spanish, and French.

Web Design & Development • Logo Design and Branding • Information Architecture • Interaction Design • User Interface Design • User Experience Focused Design • Multimedia development and integration • Accessibility • Usability testing • Email Design • Social Media • Webinars • Illustration • Image Editing • Flash Animation • Advertising • Newsletter Design • Brochures • Business Cards • Posters • Video Production and Editing • Storyboarding • Audio Production and Editing • Customer Service

Programming

PHP • C++ • Java • CSS • Assembly • HTML • HTML 5 • XHTML • XML • Actionscript 3 • Flex • jQuery • jQuery Mobile • JavaScript • MySQL

Applications / Database Management / CMS Platforms

Proficient in Mac/PC programs: Photoshop CC • Illustrator CC • InDesign CC • Acrobat DC • Dreamweaver • Adobe Fireworks • Flash • Word • PowerPoint • Excel • Access • Filemaker Pro • PhpMyAdmin • Final Cut Pro • WordPress • Drupal

Education

San Marcos, Texas

Bachelor of Arts, Texas State University, 2006

Major in Art History and Minor in Computer Science

Zürich, Switzerland

Fachhochschule f. Gestaltung & Kunst (Art school), 2004

SARAH SWEENEY

2903A Breeze Terrace, Austin, TX 78722 | sweesa01@gmail.com | 978 257 6654 | Skype: sweesa01

An internationally oriented Content Manager with strong editing skills and an interest in education

EXPERIENCE

Project Coordinator | COERLL, University of Texas | Austin, TX | August 2015 – Present

Oversee budget, workflow, and promotion of educator-authored Creative Commons-licensed language learning materials

- ▶ Engage language teachers and learners through social media, blog posts, emails, brochures, newsletters
- ▶ Partner with faculty and graduate students to manage workshops and creation of pedagogical materials
- ▶ Gather data and report on success based on performance measures for the federal grant

Global Product Launch Manager | Dell | Round Rock, TX | Feb 2013 – July 2015

Coordinate development and launch of product details content for new products in 27 languages on dell.com

- ▶ Oversaw remote Development team in creating, localizing, and editing web pages with the CMS
- ▶ Ensured accurate, brand compliant, and consistent messaging across all regions and segments
- ▶ Documented and shared processes and process improvements; lead team training sessions

External Quality Manager – French (freelance) | TransPerfect | New York, NY | Jun 2012 – Present

- ▶ Check French to English translations for accuracy, completeness, and adherence to style guides

Associate Content Project Manager | Transparent Language | Nashua, NH | Oct 2007 – Aug 2009, Jun 2012 – Nov 2012

Managed digital content production and editing for five language learning products in 30+ languages

- ▶ Organized global contractors (translators, writers, proofreaders, voice artists, teachers)
- ▶ Coordinated project launches and bug fixes with QA, UX, Marketing, Development
- ▶ Created instructions and style guides for internal and external content production
- ▶ Researched pedagogical ideas and established content guidelines with Advanced Concepts team

Marcom Manager and Content Editor | Women Equity | Paris, France | May 2011 – Jan 2012

Managed bilingual content and projects to advance knowledge on the topic of women in business

- ▶ Researched and wrote editorial and promotional content for womenequity.com and social media
- ▶ Translated and proofread corporate communications (fund website, fund prospectus, etc.)

EDUCATION

M.A. in Global Communications, American University of Paris, Paris, France (Sep 2009 – Mar 2011)

B.A. in French, Gettysburg College, Gettysburg, PA (Sep 2002 – May 2006)

SKILLS & ACTIVITIES

- ▶ Language: English (native); French (fluent); some coursework in Portuguese, German, Arabic
- ▶ Tools: Microsoft Office, SharePoint, XML, Adobe Scene 7, Wordfast, Jira, Asana, Google Docs

Gretchen M. Aiyangar

CURRICULUM VITAE

University of Pittsburgh
Department of Linguistics
2816 Cathedral of Learning
Pittsburgh, PA 15260
412.624.3168
gma21@pitt.edu

EDUCATION

2001 M.A. in Slavic Languages and Literature
University of Wisconsin – Madison
1998 B.A. in Russian with Honors
Grinnell College

TEACHING EXPERIENCE

Curriculum Development

2016 – present Led LCTL instructors in establishing ACTFL-aligned learning objectives for each level of language instruction, and developing curricula to meet those objectives, University of Pittsburgh, LCTL Center
2017 Led LCTL instructors in developing a unified strategy for teaching English-medium culture courses, University of Pittsburgh, LCTL Center
2014 Co-Taught Syllabus Workshop, University of Pittsburgh, LCTL Center
2001 Waldsee German Language Village, Concordia Language Villages, Bemidji, MN
Intensive Summer Language Study Curriculum Development

Russian Language

Department of Slavic Languages & Literature, University of Wisconsin – Madison
2004 – 2005 Third Semester Russian; Fourth Semester Russian
2000 – 2001 First Semester Russian; Second Semester Russian
2001 – 2002 Individual Lessons in Introductory Russian

Grinnell College Russian Department

1996 – 1998 Russian Tutoring for Heritage Learners

German Language

Waldsee German Language Village, Concordia Language Villages, Bemidji, MN
2014 - 2017 Co-curricular German Language Activities (Adult Learners)
2001 Intensive Intermediate/Advanced German (K-12)
1995 – 1996 Intensive Intermediate/Advanced German (K-12)
1994 – 1995 Elementary After-School Language Program, Grinnell College
Introductory German (Elementary)

English Language

1997 Aleksandr Nevskii Monastery, St. Petersburg, Russia
Introductory English (Elementary)

Other

2012 – 2013 Waldorf School of Pittsburgh, Pittsburgh, PA
Little Friends Program Instructor
2005 – 2009 GE Healthcare, Madison, WI
Data Management Workshops and individual instruction

ACADEMIC ADMINISTRATIVE EXPERIENCE

2015 – present Less-Commonly-Taught Languages Center, University of Pittsburgh
Language Program Coordinator
2012 – 2015 Less-Commonly-Taught Languages Center, University of Pittsburgh
Administrative Assistant
2003 – 2004 Center for Russia, East Europe & Central Asia, University of Wisconsin – Madison
Outreach Coordinator
2001 Waldsee German Language Village, Concordia Language Villages, Bemidji, MN
Staff Counselor

INTERNATIONAL EXPERIENCE

- 2000 – 2011 Rochdale International Co-op, Madison, WI
President, Treasurer, Maintenance Officer
- 2009 Dübendorf, Switzerland, 6-month stay
- 2003 Pune, India, 6-month in-home family stay
- 1997 St. Petersburg, Russia, ACTR, 12-month study abroad
- 1992 – 1993 Sonsbeck, Germany, AFS/Congress-Bundestag, 12-month exchange

AWARDS & HONORS

- 2009 – 2010 Ethel M. Brann Scholarship for study of Library and Information Science
- 2008 GE Healthcare Management Award
- 1999 – 2000 Foreign Language & Area Studies (FLAS) Fellowship, Russian
- 1998 Phi Beta Kappa, Grinnell College
- 1997 Fulbright Travel Grant, ACTR, Study Abroad: Russia
- 1994 – 1998 Trustee Honor Scholarship, Grinnell College
- 1992 Congress-Bundestag Scholarship

UNIVERSITY SERVICE

- 2017 – present LCTL Center Social Media Presence (twitter, Instagram, Facebook)
- 2016 – present Search Committee Coordinator responsible for finding and hiring instructors of Greek, Hindi, Irish, Persian, Quechua, Swahili, Swedish, and Turkish
- 2015 – present LCTL Center Bi-Weekly Faculty Meeting and Pedagogical Workshops, Coordinator
- 2012 – present LCTL Center Outreach to Title VI Centers and Advising Faculty & Staff
- 2016 – 2017 LCTL Center Website Redesign (www.lctl.pitt.edu)
- 2004 Summer Teacher's Workshop, Coordinator, Center for Russia, East Europe & Central Asia, University of Wisconsin – Madison
- 2004 "A Day in East Europe" Coordinator, University of Wisconsin – Madison
- 2001 World Languages Day Presenter, Russian, University of Wisconsin – Madison
- 1999 – 2005 Translation Services, University of Wisconsin, Department of Slavic Languages & Literature
- 1999 – 2005 Slavic Graduate Student Association, University of Wisconsin – Madison

Curriculum Vitae

FRANCES ELIZABETH (Betsy) ARNOLD

14906 El Miranda Drive - Houston, Texas 77095

281-701-9701

betsy@impaxbev.com

Objective: **Presenter, Trainer** who will add value and deliver measurable results to a company's sales through in-service-presentations and/or training representatives to maximize presentation skills. Based in Houston, Texas.

QUALIFICATIONS

- Professional activities include assisting and managing a team of Spanish teachers and designing in-service opportunities for High School teachers
- Houston Area Teachers of Foreign Language-President -1993
- Publisher of 2 Textbooks: Recorridos I-Don Quijote de la Mancha, Recorridos II Barroco-Siglo de Oro,
- Named "Spotlight Teacher of the Year" Cypress Fairbanks ISD in 1996 and 2015
- Nominated as Teacher of the National Honor Society of Scholars 2006-7 and 2009-10
- Summer study abroad with students in Spain at the University of Cantabria 1997-2014
- Professor of English at the University of Cantabria, Spain (Summer 1999/ Summer 2000)
- LOTE Coach for Spanish Native Speakers I and Spanish III (Writing resources 2015-16)
- National Consultant for Santillana USA 2016-2017

PROFESSIONAL and TEACHING EXPERIENCE

- | | |
|---|-------------------|
| • ELL Consultant and tutor at Cy-Lakes High School | Present |
| • Designed in-service opportunities for teachers in CFISD | 2010-2016 |
| • LOTE Coach for Spanish Native Speakers I and Spanish III CFISD | 2015-2016 |
| • Presented "Teaching with Poetry" at TFLA | 2011 |
| • Cy-Falls High School (Cypress Fairbanks, ISD, Houston) | 1992-2015 |
| • Lone-Star College (Adjunct professor of Spanish) | 2007-2016 |
| • Cy-Fair High School (Cypress Fairbanks, ISD, Houston) | 1983-1992 |
| • Bellaire High School (Houston ISD) (English as a Second Language and Spanish) | 1981-1983 |
| • Spanish Instructor (Spanish I-III) | 1981-1993 |
| • Spanish III and AP Language and Literature Instructor | 1994-2015 |
| • Spanish Adjunct Professor (Lone Star College) | 2007-2015 |
| • Spanish Team Leader (Spanish III-IV) | 1990-2015 |
| • Professor of English (University of Cantabria, Spain) | Summer 1999, 2000 |

EDUCATION

KENT STATE UNIVERSITY, Kent, Ohio
Master of Arts in Spanish Literature, 1980

KENT STATE UNIVERSITY, Kent, Ohio
Bachelor of Arts in Spanish and Secondary Education, 1978

Catherine C. Baumann
178 North Scoville
Oak Park, IL 60302
ccbauman@uchicago.edu

EDUCATION

University of Minnesota, Minneapolis, Minnesota

Ph.D. Curriculum and Instruction, August 1994

Dissertation: Effects of Glosses and Previews on the Comprehension of Beginning and Intermediate Readers of German

M.A. German Literature, November 1987, B.S. Elementary Education, June 1979

Current Position

Director, University of Chicago Language Center, Autumn 2013-present

Lead the Center forward, greatly expanding professional development programs for both graduate students and language lecturer colleagues. Established a new Summer Language Institute by renewing the pedagogy of current languages while creating new course offering unique to Chicago. Established a new campus-wide English Language Institute to meet the needs of ESL students. Worked with several agencies in the Humanities Division and across the University to craft a Mellon grant proposal for shared curriculum; awarded \$2 million for a 5-year project beginning Autumn, 2016. Developed a Certificate in Second Language Pedagogy for graduate students in cooperation with the University's Chicago Center for Teaching. Established the Chicago Language Center Testing Office to develop, update, oversee and provide all language related testing on campus (including graduate reading exams, College competency and placement exams, ESL testing). Oversee the day-to-day operation of the Language Center.

Senior Lecturer, Department of Germanic Studies, University of Chicago, Autumn 1999-present

Responsible for all aspects of the College German language program, including curriculum design and assessment, staffing of instructors, placement, competency and advanced proficiency testing, recruiting and advising for study abroad programs including Fulbright and DAAD grants. Also responsible for the professional development of graduate students in language instruction in the Germanic Studies Department, including teaching a graduate-level pedagogy course, working with graduate student lecturers on course design and implementation and observing and evaluating them as teachers.

Previous Positions

Assistant Professor of German Instruction, Department of German and Slavic, Wayne State University, Fall 1993-Spring 1999. Language Program Director.

Workshop Director, American Council on the Teaching of Foreign Languages, 1990-1992. Directed ACTFL's Professional Development program.

PROFESSIONAL SOCIETY MEMBERSHIPS

American Association of Teachers of German (AATG)

American Association of University Supervisors and Coordinators (AAUSC)

American Council on the Teaching of Foreign Languages (ACTFL)

International Language Testers Association (ILTA)
Association of Language Testers of Europe (ALTE)

SERVICE

University Marshal, appointed by the President, July 2009-June 2015

Committee Assignments:

SEIU Management Committee Member, June 2016-Present

Bargaining on the part of management for the lecturer unionization.

Yiddish Lecturer Search Committee, 2016-2017.

College Discipline Committee, 1999-2002 and 2013-Present

Currently panel chair for the newly established College discipline committees

AIS Faculty Advisory Committee, 2016-present

Advanced Placement Exam Committee, 2015-2016

Search Committee for the Director of the Center for the Study of Languages, 2012-2013

Council on Teaching, 2008-2009

Humanities Division/Humanities Collegiate Division Committee on Lecturers and Senior Lecturers, 2008-2010

Center for the Study of Languages Advisory Committee 2006-present

Board Member, Consortium on Language Teaching and Learning, 2006-present, elected president to serve three-year term beginning in 2013

Chair, campus committee to co-host annual Language Symposium with Northwestern University and the University of Illinois, Chicago

Berlin Consortium for Germanic Studies, committee member and scoring/norming of placement exam

College Fulbright Committee, 2002-present

University Fulbright Committee, 2013

Language Instruction Coordinating Committee, 1999-2006 (supplanted by CSL Advisory Committee in 2006)

College Foreign Language Acquisition Grant (FLAG) Committee, 2001, 2002

Served on a committee with Elizabeth Chandler to develop a Certificate in Teaching for the Center for Teaching and Learning.

Consulting:

Oral Proficiency Interview German Tester and Trainer for the American Council on the Teaching of Foreign Languages (ACTFL) since 1987. I conduct, rate, or double rate over 100 interviews or written tests each year.

NoIL-AATG Program Chair, Autumn 2003-Spring 2007. Coordinate speakers, organize and implement chapter meetings in April and October each year.

AATG Professional Development Consultant, 1998-present

Modern Language Journal manuscript review jury, 1998-present

Die Unterrichtspraxis manuscript review jury, 2005-present

HONORS/AWARDS

Michigan Association of Governing Boards of State Universities Distinguished Faculty Award, April, 1998

Wayne State University President's Excellence in Teaching Award, February, 1997

University of Minnesota Graduate School Fellowship Recipient, \$1,000, January, 1989

Certificate of Appreciation, University of Minnesota Office of Students with Disabilities, June 1988

Salzburg Summer School Scholarship Recipient, 1982

Graduate with Distinction, BS Degree, June 1979

Dean's List: Fall, 1978, Winter and Spring, 1979

Illinois State Scholar, 1975

National Merit Letter of Commendation Recipient, 1975

PUBLICATION AND RESEARCH

Works Published

Review of *Teaching and Learning Second Language Listening. Metacognition in Action*, by Larry Vandergrift and Christine C. M. Goh. *Modern Language Review*, forthcoming Summer 2013.

Kreise: Erstes Jahr Deutsch im Kontext. With Jermaine Arendt, Gisela Peters and Ray M. Wakefield. Boston: Heinle & Heinle, 1992. First year text including all four skills and culture.

VOCI: Video Oral Communication Instrument. Invited consultant to develop video-mediated test of oral proficiency under auspices of the federally funded National Foreign Language Research Center. Wrote, scripted and filmed video. San Diego, CA. July, 1995.

German Pronunciation. With Stanley Connell. Lincolnwood, IL: National Textbook Company, 1990.

Schriftbilder: A Collaborative Work by German Department graduate students at the University of Minnesota. Directed five graduate students in the writing of a beginning reader, 1988.

PAPERS AND TALKS

"Where Else Can I Teach?" Lead panel discussion, part of GRADUCon. Sponsored by UChicagoGrad. April 7, 2017.

"Teaching Language by Design: Maximizing Classroom Interaction." Invited talk at the University of Illinois Urbana-Champaign. April 1, 2017

Revised questionnaire and presented data. Big Ten Academic Alliance German Meeting, Northwestern University, February 24, 2017.

"The Impact of the Proficiency Guidelines and OPI on Teaching and Assessment." Session organizer. ACTFL, Boston, November 18, 2016.

"The Shifting Roles of Input and Output in Contemporary Language Teaching." Invited talk at DePaul University, Chicago, IL. October 26, 2016.

Panel participant, Partnerships for Student Exchange. Transatlantic Forum, University of Chicago, October 25, 2016.

"Answering the Call for a Meaningful Measure of Graduate-Level L2 Reading Comprehension." Consortium on Useful Assessment in Language & Humanities Education, South Bend, IN, October 8, 2016.

Flavia L. Belpoliti

Department of Literature and Languages
Hall of Languages (HL) 318
flavia.belpoliti@tamuc.edu

Areas of interest

Spanish Linguistics. Spanish Second Language Acquisition and Spanish Heritage Language Acquisition. Discourse Analysis and Discourse Linguistics.

Education

- 2011 PhD in Spanish Linguistics.
Dissertation: *Los conectores consecutivos en el español de herencia de Houston: un estudio de los efectos de la instrucción formal*.
Director: Dr. Manuel Gutiérrez. Department of Hispanic Studies, University of Houston.
- 2001 Postgraduates Studies. Master in Discourse Analysis.
College of Philosophy and Letters. Universidad de Buenos Aires.
- 1995 Bachelor Degree in Letters (*Summa cum Laude*).
College of Philosophy and History. Universidad del Salvador (USAL University).
Buenos Aires.

Professional Experience — Academic & Teaching

- 2014-present Assistant Professor of Spanish
Director of the Spanish Language Programs
Department of Literature and Languages. Texas A&M University - Commerce. Commerce, TX
- 2010-2014 Instructional Assistant Professor
Director of the Spanish Language Program
Department of Hispanic Studies. University of Houston. Houston, TX
- 2008-2010 Visiting Professor.
Coordinator of the Spanish for Heritage Learners Program.
Department of Hispanic Studies. University of Houston. Houston, TX
- 2006-2008 Spanish Adjunct.
Lone Star College, Cy Fair. Houston, TX
- 2004-2008 Spanish Lecturer. Spanish for Heritage Learners Program.
University of Houston. Houston, TX
- 2000-2003 Assistant Professor
Spanish Linguistics I and II.
Villasoles Institute. Sign Language Interpreter Career. Buenos Aires
- 1997-2003 Assistant Professor
General Linguistics.

USAL University, Faculty of Letters. Buenos Aires

1997-2002 Coordinator of Introductory Courses: “Reading-comprehension and textual production”
USAL University, Faculty of Letters. Buenos Aires

Courses taught

UNDERGRADUATE

- Spanish Grammar Review (University of Houston, TX)
- Spanish Grammar for Teachers – 4000 level (University of Houston, TX)
- Written Comm. for Spanish Heritage Learners (University of Houston, TX)
- Advance Oral Comm. for Spanish Heritage Learners (University of Houston, TX)
- Written Comm. for Second Language Learners (University of Houston, TX)
- Oral Comm. for Second Language Learners (University of Houston, TX)
- Intensive Elementary Spanish for Heritage Learners (University of Houston, TX)
- Intermediate Spanish for Heritage Learners I and II (University of Houston, TX)
- Beginning Spanish I and II (University of Houston; North Harris College- Tomball; Cy-Fair College, TX)
- Intermediate Spanish I and II (University of Houston, North Harris College; Cy-Fair College, TX)
- Spanish Language for English Translators I and II (University of El Salvador, Argentina)
- Intensive Spanish Grammar (University of El Salvador, Argentina)
- General Linguistics (University of El Salvador, Argentina)
- Semiology (CBC Program, University of Buenos Aires, Argentina)

GRADUATE

- Linguistic Tools for the Translator (intensive seminar) (University of Houston, TX)
- Introduction to Discourse Analysis. (University of Houston, TX)
- Second Language Teaching Methods (University of Houston, TX)
- Spanish Grammar for Teachers – 6000 level (University of Houston, TX)
- Introduction to Language Philosophy (Intensive Seminar. University of El Salvador, Argentina)

Professional Experience — Research

- 2012-2014 Curriculum Designer and Program Developer for the “Spanish-to-English Translation Certificate”. Department of Hispanic Studies and Continuing Education Program. University of Houston, TX
- 2011-2012 Co-writer and Developer of the QEP Grant: “Second Year-Spanish Student Success through Differentiated Instruction”. University of Houston, TX
- 2010-2012 Consultant. Project: “LearnSmart” and “Mundo Interactivo” online learning tools for *Puntos de Partida*, 9th edition. McGrawHill
- 2010-2011 Advisor and Reviewer. Project “Division of TA Online Training Modules”. UH Center for Teaching Excellence – Division of TA Training University of Houston, TX
- 2009-2010 Research Assistant. Project: “Spanish Language Variation and Transfer among Generations in Houston”. Director: Dr. Manuel Gutierrez. University of Houston, TX.

- 2007-2009 Research Assistant. Project: "Computerized Placement Exam for Heritage Speakers of Spanish". Director: Dr. M. Fairclough. University of Houston, TX.
- 2008 Lead Researcher. Project: "LiveMocha System Evaluation: Toward optimality". Live Mocha Language Learning. Bellevue, WA
- 2001-2003 Junior Researcher. Project: *UBACYT UO18* "Conceptual Change and Metacognition: from the informal argumentative discourse to the academic argumentative discourse". University of Buenos Aires, Argentina.
- 1999-2001 External Consultant. Project: *Curriculum Development and Articulation - Third Level of General Basic Education* "Language Practices". Curricular Direction. Secretary of Education of the Government of the City of Buenos Aires, Argentina.

Publications

- 1999 "Jaqueline Authier-Revuz: un discurso habitado" In: *Gramma Magazine*, USAL Press. Buenos Aires.
- 1999 "De la expropiación a la apropiación: algunas estrategias identitarias en el reclamo de tierras mapuche." *Acts of VIII International Congress of SAL*.
- 2001 "M. Bakhtine: a critic bibliographic review" *Gramma Magazine*, N. 34. USAL Press, Buenos Aires.
- 2011 "*Spanish Boot Camp*: Differentiated Instruction through Online Learning Modules". *SOCALLT Proceedings 2011*. (in press)
- 2011 *Cuadros (four-semester Spanish textbook)* 2012. "Instructor Manual-Lesson Plans Teaching Suggestions" . Cengage
- 2012 *Puentes 6th Ed. (Spanish High Beginners Spanish textbook)* 2012. Testing Program, Strand A Cengage.

In collaboration

- 2013 Belpoliti, F. and Plascencia-Vela, A. "Translation Techniques in the Spanish for Heritage Learners' Classroom: Promoting Lexical Development". Dina Tzagari and George Floros (Eds.) *Translation in Language Teaching and Assessment*. Newcastle upon Tyne: Cambridge Scholars Press, 65-92
- 2010 Fairclough M., Belpoliti F. and Bermejo E. 2010. "Developing an Electronic Placement Exam for Heritage Learners of Spanish: Challenges and Payoffs". *Hispania*, 93- 2, 273-291
- 2008 Marc Zimmerman , Flavia Belpoliti and Cardenio Bedoya. 2008, *Orbis/Urbis Latino. Los hispanos en la ciudades de los Estados Unidos*. Bravo y Allende/Global CASA
- 2002 Belpoliti, F, Lonchuck M, and Rubione, A. 2003. *Lecturas sobre la abducción de Charles Sanders Peirce*. Ebook-Ethos: Ciencias de la Conducta, Educación. Availble at: <http://www.libronauta.com>
- 2002 "Reglas inferenciales del modelo abductivo en la reformulación metacognitiva para la interpretación de textos literarios". In: *Acts of Internacional Congress in honor to Oswald Ducrot*. Buenos Aires, 2002
- 2001 "La perspectiva metacognitiva en el desarrollo de competencias de comprensión lectora a partir de géneros literarios" *Acts of Internacional Symposium of the Reading Association for*

Stéphane Charitos, Ph.D.

Language Resource Center
353 IAB, Columbia University
420 W. 118th Street
New York, NY 10025

Email: sc758@columbia.edu
(212) 854-6341 office
(212) 854-9225 fax

Education

- 1992 Ph.D. - French & Spanish – The U. of North Carolina at Chapel Hill
Major fields: 16th and 20th Century French Literature
Minor field: Contemporary Spanish Literature
Dissertation: Du corps sacrifié au corps redressé. L'économie corporelle chez F. Rabelais et G. Bataille.
- 1983 M.A. – French – The U. of Arkansas
- 1981 B.S. - Data Processing & Quantitative Analysis – The U. of Arkansas
- 1979 B.S. - Econometrics & Statistics – The U. of Athens, Greece
- 2002 Certificate – Executive IT Management – Columbia University

Administrative Experience

- 1998 – Present *Director, Language Resource Center*, Columbia University, NY
- 1997 – 1998 *Director, Foreign Language Multimedia Center*, Florida Atlantic University, FL

Teaching Experience

- 2007 – Present *Core Lecturer*, Columbia University, NY
- 1996 – 1997 *Assistant Professor of French*, The University of Memphis, TN
- 1991 – 1996 *Assistant Professor of French*, Old Dominion University, VA
- 1990 – 1991 *Graduate Fellow*, Trinity College, Hartford, CT
- 1989 – 1990 *Visiting Assistant Professor of French*, The U. of North Carolina at Wilmington, NC

University Service

- 2017 Member of the Lecturer Preliminary Planning Committee (subcommittee of the PPC)
- 1998 – Present Chair of the Language Committee.
- 1998 – Present Member of the Interregional Council.
- 1998 – Present Member of the Standing Committee on Language Lecturers.
- 1998 – Present Columbia Representative to the Consortium for Language Teaching and Learning.
- 1998 – Present Member of the Advisory Council for the Language Resource Center.

Professional Service

- External Reviewer: Horace Mann Schools (December 2012)
- External Reviewer: Washington University, Language Resource Center (September 2000)
- Consultant: University of Pretoria, Faculty of Humanities (August 2006)
- External Reviewer: Dartmouth College, Arts and Humanities Resource Center (October 2007)
- Consultant, Sanata Dharma University, English Language Program (November 2008)

Academic Honors and Awards

- 2017 *Course Sharing for Sustainable Programs*, Andrew W. Mellon Foundation (\$55K).

2016	<i>Mapping for the Urban Humanities Summer Bootcamp</i> , Columbia University.
2015	<i>Chavkin Chang Global Core Summer Workshop</i> , Columbia University.
2013	<i>Fulbright Award</i> . Fulbright International Education Administrator Program 2013.
2012	<i>Principal Investigator</i> . Grant to establish a framework for sharing less commonly taught languages (with Yale University and Cornell University). Andrew W. Mellon Foundation (\$2.4 million).
2007	<i>Consortium for Language Teaching and Learning Grant</i> (with Princeton University and the University of Pennsylvania) “Repository of Best Practices for the Training of Language Teachers.” (\$71,000).
2006	<i>Consortium for Language Teaching and Learning Grant</i> (with Dartmouth College and Brown University) “Metadata Standards for Language Methodology and Pedagogy.” (\$7,500.00).
2004	<i>Principal Investigator</i> . Follow-up grant to connect activities of the Language Resource Center at Columbia University to area studies. Andrew W. Mellon Foundation (\$675K).
2000	<i>Principal Investigator</i> . Grant to establish a Language Resource Center at Columbia University. Andrew W. Mellon Foundation (\$1.2 million).
1998	Co-Principal Investigator. Initial planning grant to conceptualize a Language Resource Center at Columbia University. Andrew W. Mellon Foundation (\$375K).
1995	<i>Research Grant</i> , The Greek Ministry of Culture and the Greek Film Center.
1994	<i>Faculty Research Grant</i> , Old Dominion University.
1989	<i>Dissertation Grant</i> , The University of North Carolina at Chapel Hill.
1989	<i>Travel Grant</i> , The University of North Carolina at Chapel Hill.

Publications

Charitos, Stéphane and Van Deusen-Scholl, N. (forthcoming). Engaging the city: language, space and identity in urban environments. In S. Dubreil and S. Thorpe (Eds.). *Engaging the World: Social Pedagogies and Language Learning*. AAUSC Volume 2017.

Charitos, Stéphane and Van Deusen-Scholl, N. The Shared Course Initiative: Toward curricular collaboration across institutional boundaries. In J. Watzinger-Tharp and P. Urlaub (Eds.). *The Interconnected Language Curriculum: Critical transitions and interfaces in articulated K-16 contexts*. AAUSC Volume 2016.

“*In a small European Colony circa 2013 A.D.*” Greek Diaspora Intellectuals Reflect on Cavafy. C.P. Cavafy Forum. Window to Greek Culture, Modern Greek Program, U. of Michigan. April 2013

“Un Monstre du rire et un rire monstrueux: directions pour une étude sur François Rabelais et Georges Bataille,” *Romance Notes*, Vol. XXVIII, Number 3, Spring 1988, p. 217–25.

“The New Novel in Spanish America” by Donald Shaw, *New Novel Review*, Volume I, n°1, October, 1993. (translation)

“Portrait de l’artiste en dieu Thot” by Mireille Calle-Gruber, *New Novel Review*, Volume I, n°2, April, 1993. (translation)

“Spanish American Testimonial Novel - Some Afterthoughts” by Elzbieta Sklodowska, *New Novel Review*, Vol. I, n°2, April, 1993. (translation)

"Design and Development of a Hybrid Instruction Model for a New Teaching Paradigm", Oge Marques, Jeff Woodbury, Sam Hsu, and Stephane Charitos, Proceedings of the 1998 ASEE/IEEE Frontiers in Education Conference (FIE '98), November 4-7, 1998, Tempe, Arizona.

Conferences Presentations and Lectures

2017

- *Language Education and Global Institutions: Maintaining Diversity and Sustainability through Cross-Institutional Collaboration*, with N. Van Deusen-Scholl presentation at the American Association of Applied Linguistics, Portland, OR, March 18 – 21, 2017.

2016

- *Maintaining the autonomy of the university language center within globalizing institutions*, What Spaces for Learning and Researching Languages in the Digital Age? 24th Annual Conference, RANACLES, Paris, France, November 24-26, 2016.
- *Language education in a global(izing) context: policy opportunities, challenges, and hurdles*, Language Learning in the Digital Era: Challenges and Opportunities for Global Universities. University of Stellenbosch, South Africa, November 1-3, 2016.
- Invited Workshop, with David Malinowski, *Here, there and everywhere. Place-based learning and the language classroom*. CLS Instructional Innovation Workshop Yale University, New Haven, CT, May 17, 2016.
- *From One to Two: Reading the City 2.0, Reading the City #2* Symposium at the London School of Economics, London, March 18, 2016.
- *Multilingual education in global universities: Language planning at the institutional level*. With Nelleke Van Deusen-Scholl, The International conference on language policy in multicultural and multilingual settings, Mandalay, Myanmar, February 8th – 11th, 2016.
- Invited workshop, with Richard Feldman and Nelleke Van Deusen Scholl, *Implementing a shared course model for the LCTLs*, University of Arizona, Center for Educational Resources in Culture, Language and Literacy, January 21, 2016.

2015

- *Seeing and Reading the City: Linguistic Landscapes and the Language Classroom* with Steve Welsh, Globalization and Localization in Computer-Assisted Language Learning, Daejeon, South Korea, November 11-14, 2015.
- *The Columbia/Yale/Cornell Shared Course Initiative: Creating a Collaborative Model of Instruction* with Nelleke Van Deusen-Scholl, Richard Feldman, David Malinowski and Steve Welsh, Foreign Language Education and Technology Conference, Harvard University, August 11-15, 2015.
- *CIRCLE: Community, Identities and Research through Collaborative Language Education* with Andrew Ross, Foreign Language Education and Technology Conference, Harvard University, August 11-15, 2015.
- *The Value of Language Education for Global Institutions* with Nelleke Van Deusen-Scholl, Bridging Language Acquisition and Language Policy Symposium, Lund University, June 17-18, 2015.

Meredith G. Clark

1200 Main St. #1613
Dallas, TX 75202
214-923-4340
meredithgclark@outlook.com

Leader and designer of engaging, research-based professional development for educators. Creator of strategic pathways for adult learning, online courses, curriculum and assessments. Collaborative problem-solver who adds value in a fast-paced, diverse educational institutions.

EXPERIENCE

Region 10 ESC, Consultant for LOTE, Fine Arts and Special Areas, 2017 to present

Coordinate transition to new LOTE standards in 3 school districts, collaborate with regional advisory teams to plan 2 conferences, craft and deliver interdisciplinary training with LOTE/CTE and STEAM, design and carry out 2-4 professional learning sessions per month, engage in coaching practices with coworkers and teachers, answer questions regarding LOTE requirements and nursing.

Dallas Independent School District, Instructional Specialist of World Languages, 2015 - 2017

Lead and design face to face and digital professional learning aligned to the LOTE TEKS for 220 educators across 60 campuses. Create annual professional development plan, services and web-based products to achieve district goals. Evaluate data to measure effectiveness. Provide feedback to educators on the implementation of 21st century LOTE instruction. Collaborate with central staff and teachers to develop curriculum and assessments.

First Presbyterian Church of Dallas, Summer Camp Instructor, 2014

Developed 2, 8-week courses on creativity and publishing for low-income Hispanic students, grades 1-6.

College of William and Mary, Williamsburg, Virginia, Visiting Assistant Professor of Hispanic Studies, 2012-2014

Designed student-centered, interdisciplinary curriculum for 7 courses. Trained 4 Teaching Assistants in effective instructional planning.

University of Texas at Austin, Department of Spanish and Portuguese, Assistant Instructor of Spanish, 2006-2010

Co-wrote task-based, inductive lessons and assessments for multiple course sections. Taught 4 Spanish courses. Mentored 20 peer instructors. Voluntarily developed and executed instructor orientation.

Northeast Independent School District, McArthur High School, San Antonio, Texas, Spanish Teacher, 2004-2006

Fostered cultural awareness through dance lessons, art talks, mural design and creative writing. Mentored 2 Hispanic students admitted to college.

Surry County Schools, Surry Central High School, Dobson, North Carolina, Teacher of English as a Second Language, 2002-2004

Reengineered 4 course levels to meet state standards. Tested and tracked language proficiency for 110 students. Guided Migrant Student Club.

EDUCATION	PhD Hispanic Literature, University of Texas at Austin, 2012 MA Hispanic Literature, University of Texas at Austin, 2008 BA Spanish, College of Charleston, SC, 2002
CERTIFICATIONS	TEA Certified in Spanish 6-12 LOTE and ESL
HONORS & SERVICE	Director of Outreach and Advocacy for Texas Foreign Language Association, 2017 Leadership Initiative in Language Learning in Skokie, IL. Nominated in 2017 and 2018 by National Association of District Supervisors of Foreign Languages Lesson project for Spanish Heritage Speakers in conjunction with Center for Open Educational Resources for Language Learning at UT Austin
PROFESSIONAL ORGANIZATIONS	Metroplex Foreign Language Supervisors, Member Texas Foreign Language Association, Board Member Texas Area Language Supervisors, Member National Association of District Supervisors of Foreign Languages, Member American Council for the Teaching of Foreign Languages, Member
PRESENTATIONS	<p>"Leading in LOTE: Reflections from ACTFL's Leadership Initiative for Language Learning." Texas Foreign Language Association Annual Conference in Arlington, TX: "Ready, Set, Go: Get on the Path for World Language Proficiency and Global Citizenship." October 12-14, 2017. Co-presenter with Stephany Sipes, Coordinator of World Languages, Plano ISD.</p> <p>"Framing Instruction for College, Career & 21st Century Skills." Southwest Conference on Language Teaching Annual Conference in Oklahoma City: "There's a Proficiency Storm Brewing in OKC." March 2-4, 2017.</p> <p>"Spanish for Heritage Speakers: Spice up Literature Lessons with Proficiency!" Region 10 ESC Annual Foreign Language Summit in Richardson, TX: "The World Is Calling." February 11, 2017. Co-presenter with José Sologuren, Teacher DISD.</p> <p>"Transitioning to Proficiency: What Is This and Why Are We Doing It?" Region 10 ESC Annual Foreign Language Summit in Richardson, TX: "The World Is Calling." February 11, 2017.</p> <p>"Prepping Students to Present in Mandarin." Region 10 ESC Annual Foreign Language Summit in Richardson, TX: "The World Is Calling." February 11, 2017. Co-presenter with Ru Miin Wang, Teacher, DISD.</p> <p>"SPEAK UP' for World Languages! Unite and Move Teachers towards Proficiency!" American Council on the Teaching of Foreign Languages Annual Conference in Boston, MA: "IMPACTFL." November 18-20, 2016. Co-presenter with Amy Anderton, Director of World Languages, DISD.</p> <p>"Keeping it Real and Relevant: Presentational Communication for Heritage Speakers in Spanish Classes." Texas Foreign Language Association Annual Conference in Austin, TX: "Connect, Engage, Inspire." October 13-15, 2016. Co-presenter with José Sologuren, teacher DISD.</p>

"Let the Culture Teach Itself: Using Authentic Texts to Facilitate Student Interpretation of the Target Culture." Texas Foreign Language Association Annual Conference in Austin, TX: "Connect, Engage, Inspire." October 13-15, 2016.

"Frameworks for Adapting Instruction for College & Career in a Cross-Cultural, Proficiency-Centered Classroom." Texas Foreign Language Association Annual Conference in Houston, TX: "Proficiency and Beyond." October 15-17, 2016. Lead presenter with Jazmin Mier and Bryn Hafemeister, Instructional Specialists, DISD.

"Getting Students to Speak: Interpersonal Communication in the Spanish for Native Speakers' Classroom." Region 10 ESC Annual Foreign Language Summit in Richardson, TX: "Communicating with the Real World." February 14, 2016. Co-presenter with José Sologuren, Teacher, DISD.

LANGUAGES

English, native. Spanish, near native. Portuguese, intermediate. French, reading knowledge.

TECHNOLOGY

Word, Excel, PowerPoint, Google Products, Final Cut Pro, Easel.ly, Blackboard, SchoolNet

REFERENCES

Greta Lundgaard, Consultant and Retired LOTE Coordinator, Plano ISD
gretafromtexas@gmail.com
214-532-3407

Stephany Sipes, LOTE Coordinator, Plano ISD
Stephany.sipes@pisd.edu
469-752-8196

Michelle Salas, LOTE and Professional Development Coordinator, Allen ISD
michelle.salas@allenisd.org
469-593-7452

Bill Cope
Professor, Education Policy, Organization and Leadership
217-244-4157
billcope@illinois.edu
326 Education Building 1310 S. Sixth St. Champaign, IL 61820

Key Professional Appointments

Professor, Educational Policy Studies, University of Illinois at Urbana Champaign, 2006 - present

Adjunct Professor, Globalism Institute, RMIT University, Melbourne, Australia, 2006 - present

Director, Common Ground Publishing, 2001 - present

Research Associate, Globalism Institute, RMIT University, Melbourne, Australia, 2001 - 2005

First Assistant Secretary, Dept. of the Prime Minister & Cabinet, Government of Australia, 1995 - 1996

Director, Office of Multicultural Affairs, Government of Australia, 1995 - 1996

Director, Bureau of Immigration, Multicultural and Population Research, Dept of Immigration & Multicultural Affairs, Government of Australia, 1995 - 1996

Director, Centre for Workplace Communication and Culture, University of Technology Sydney & James Cook University of North Queensland, 1993 - 1995

Education

Ph.D., History, Macquarie University, Sydney, Australia, 1987

B.A., History, Macquarie University, Sydney, Australia, 1979

Publications

Cope, W., & Kalantzis, M. (2017) *e-Learning Ecologies: Principles for New Learning and Assessment* Routledge: New York

Kalantzis, M., & Cope, W. (2016) *New Media and Productive Diversity in Learning. Diversity in der LehrerInnenbildung* Waxmann: Münster, Germany

Kalantzis, M., Cope, B., & Cope, W. (2013) *Multiliteracies in Education. Blackwell*

Kalantzis, M., Cope, B., & Cope, W. (2012) *Literacies..* Cambridge University Press: Cambridge UK

Kalantzis, M., Cope, B., & Cope, W. (2012) *New learning: A charter for change in education* *Critical Studies in Education* 53 (1), 83-94

Kalantzis, M., Cope, B., & Cope, W. (2012) *The work of writing in the age of its digital reproducibility.* In Sandra Schamroth Abrams and Jennifer Rowsell (Eds.), *Rethinking Identity and Literacy Education in the 21st Century.* National Society

- Wilson, D., Cope, W., & Peters, M. (2012) The Parable of the Physicist and the Postmodernists *Policy Futures in Education* 10 (2), 229-233
- Cope, B., & Cope, W. (2011) Method for the Creation, Location and Formatting of Digital Content.. US Patent No
- Cope, B., Kalantzis, M., & Cope, W. (2011) "Design" in Principle and Practice: A Reconsideration of the Terms of Design Engagement *The Design Journal* 14 (1), 45-63
- Cope, B., Kalantzis, M., McCarthy, S., Vojak, C., Kline, S., & Cope, W. (2011) Technology-Mediated Writing Assessments: Paradigms and Principles. *Computers and Composition* 28 (2), 79-96
- Vojak, C., Kline, S., Cope, B., McCarthy, S., Kalantzis, M., & Cope, W. (2011) New Spaces and Old Places: An Analysis of Writing Assessment Software *Computers and Composition* 28 (2), 97-111
- Cope, B., Kalantzis, M., & Cope, W. (2008) The social web: Changing knowledge systems in higher education. Geographies of knowledge, geometries of power: Framing the future of higher education. World Yearbook of Education Routledge: London
- Kalantzis, M., Cope, B., & Cope, W. (2008) 'From Literacy to Multiliteracies: Learning to Mean in the New Communications Environment', English Studies (South Africa)..
- Kalantzis, M., Cope, B., & Cope, W. (2008) Language education and multiliteracies. Encyclopedia of language and education Springer: New York
- Kalantzis, M., Cope, B., & Cope, W. (2008) New learning: Elements of a science of education Cambridge University Press: NY
- Cope, B., Kalantzis, M., & Cope, W. (2007) *New media* 14 (1), 75-79
- Cope, B., Phillips, A., & Cope, W. (2006) The future of the book in the digital age.. Chandos Publishing: Oxford
- Kalantzis, M., Cope, B., & Cope, W. (2006) A question of truth: The role of the 'critical' in pedagogy *Journal of Educational Change* 7(3), 209-214
- Kalantzis, M., Cope, B., & Cope, W. (2006) Multicultural education and cultural diversity. Early Childhood Education: An International Encyclopedia 4 , 874-879
- Kalantzis, M., Cope, B., & Cope, W. (2006) On globalisation and diversity *Computers and Composition* 23 (4), 402-411
- Cope, B., Kalantzis, M., & Cope, W. (2000) A place in the sun: Recreating the Australian way of life. Sydney,. Harper Collins: Australia
- Cope, B., Kalantzis, M., & Cope, W. (2000) Multiliteracies: Literacy learning and the design of social futures.. Routledge: London
- Cope, B., Kalantzis, M., & Cope, W. (1996) Productive diversity: A new Australian approach to work and management. Sydney,. Pluto Press: Australia
- Cope, B., Kalantzis, M., & Cope, W. (1993) The powers of literacy: A genre approach to teaching writing.. University of Pittsburgh Press: Pittsburgh

Courses

Independent Study

New Learning

Ubiquitous Learning

Assessment for Learning

New Media and Literacies

Independent Study

Learning & Hum Dev w/ EdTech

Analysis of Educational Tech

Mobile Learning

Learning Technologies

e-Learning Ecologies

New Media & Learner Differences

DONALD RICHARD DAVIS, JR.

Department of Asian Studies, WCH 4.134
University of Texas at Austin
120 Inner Campus Dr Stop G9300
Austin, TX 78712-1251
email: drdj@austin.utexas.edu

EDUCATION

University of Texas at Austin, Ph.D. 2000
Asian Cultures and Languages

University of Texas at Austin, M.A. 1995
Asian Studies

Harvard University, A.B. (*magna cum laude*) 1992
Anthropology, Sanskrit & Indian Studies

EMPLOYMENT

Associate Professor (with tenure), Fall 2013-present
Department of Asian Studies
University of Texas at Austin
Austin, TX

Associate Professor (with tenure), Fall 2009-Fall 2013
Assistant Professor, Fall 2004-Fall 2009
Department of Languages & Cultures of Asia
University of Wisconsin-Madison
Madison, WI

Visiting Assistant Professor, Department of Asian Languages & Cultures
Public Goods/ Mellon Postdoctoral Fellow
University of Michigan
Ann Arbor, MI Fall 2002-Fall 2004

Assistant Professor, Department of Religion (tenure-track)
 Bucknell University
 Lewisburg, PA Fall 2000-Fall 2004 (on leave 2002-04)

GRANTS, FELLOWSHIPS, AND ACADEMIC AWARDS

H.I. Romnes Faculty Fellowship, UW-Madison, 2011-12 (\$50,000 research award for “exceptional faculty” in the early post-tenure years)
 Grant for Mellon Workshop on “Comparative Religious Law,” Center for the Humanities, UW-Madison, 2010-12 (co-organizer with Jordan Rosenblum)
 Named an “Honored Instructor” by students in University Housing, UW-Madison: Spring 2013, Fall 2012, Fall 2011, Spring 2010
 Class of 1955 Distinguished Teaching Award, UW-Madison, 2010
 Phillip R. Certain Distinguished Faculty Award, UW-Madison (awarded to the “single most outstanding member of this year’s group of newly-tenured faculty in the College of Letters and Science”), 2009
 UW Graduate School Research Award (funded by WARF), 2009-10—Project Assistantship for research on “Islamic Law in Kerala”
 Wabash Center for Teaching and Learning in Theology and Religion, Faculty Workshop Fellowship, 2008-09
 DoIT Engage Award: Technology-Enhanced Collaborative Group Work, UW-Madison, Fall 2008—wiki-based collaborative project for a course on “Hindu Law”
 NEH Fellowship, “The Spirit of Hindu Law,” 2007-08
 UW Institute for Research in the Humanities Fellowship, Spring 2007
 UW Graduate School Research Award (funded by WARF), 2006-07—Project Assistantship for the [Cooperative Annotated Bibliography of Hindu Law and Dharmasāstra](#) and Summer Salary for the editing of Rocher, *Studies in Hindu Law and Dharmasāstra*
 NEH Summer Stipend, “Scripture and the Concept of Law in India,” 2002
 Pitcairn-Crabbe Curricular Development Grant, Bucknell Univ., 2001
 US/ED Academic Sharing Program Grant, Univ. of Michigan, May 2001
 Collection Development Grant—Gladys Brooks Fund, Bucknell Univ., 2001

BOOKS

2014. *Irreverent History: Essays for M.G.S. Narayanan*. Edited volume, co-edited with Kesavan Veluthat. Delhi: Primus Books.

2012. *Studies in Hindu Law and Dharmaśāstra* by Ludo Rocher. Edited with a critical introduction and notes. Anthem South Asian Normative Traditions Series. London/New York/Delhi: Anthem Press.

2010. *The Spirit of Hindu Law*. Cambridge/New York: Cambridge University Press. [South Asia reprint](#), 2010.

REVIEWS: 1) [Hinduism Today \(Jun-Sep 2010\), p.61](#); 2) [Journal of Hindu Studies 3:3 \(2010\), pp.373-5](#); 3) [Archives de Sciences Sociales des Religions 152 \(2010\), doc. 152-36](#); 4) [Journal of the American Oriental Society 130:3 \(2010\), pp.445-451](#); 5) [Sehepunkte 11:2 \(2011\)](#); 6) [The Statesmen \(New Delhi\) \(March 12, 2011\)](#); 7) [Numen 58:2-3 \(2011\), pp.424-428](#); 8) [The Hindu \(May 31, 2011\)](#); 9) *The Book Review* (New Delhi, July 2011), p.28; 10) [Organiser \(New Delhi, July 24, 2011\), p.17](#); 11) [History of Religions 51:2 \(2011\), pp.183-185](#); 12) [Religious Studies Review 38:3 \(2012\), pp.188-189](#); 13) [Indo-Iranian Journal 55:4 \(2012\), pp.379-382](#).

2010. *Hinduism and Law: An Introduction*. Edited volume, co-edited with Timothy Lubin and Jayanth Krishnan, Cambridge/New York: Cambridge University Press. [<http://www.cambridge.org/us/catalogue/catalogue.asp?isbn=0521716268>]

REVIEWS: 1) [Bulletin of the School of Oriental and African Studies 74:3 \(2011\), pp.496-497](#); 2) [The Hindu \(Dec 12, 2011\)](#); 3) [Journal of Asian Studies 70:4 \(2011\), pp.1188-1190](#); 4) [Journal of Church and State 54:1 \(2012\), pp.134-136](#); 5) *Journal of the American Academy of Religion* (2012).

2005. *The Train that Had Wings: Selected Short Stories of M. Mukundan*. Translated with an Introduction. Ann Arbor: Centers for South and Southeast Asian Studies, University of Michigan.

2004. *The Boundaries of Hindu Law: Tradition, Custom, and Politics in Medieval Kerala*. Corpus Iuris Sanscricum et Fontes Iuris Asiae Meridianae et Centralis. Vol. 5. Ed. Oscar Botto. Torino (Italy): CESMEO. [revision of Ph.D. dissertation]

Robert Davis

Professor of Spanish

Director of Language Instruction

E-mail: rldavis@uoregon.edu

Phone: 541-346-0956

Office: 209 Friendly Hall

Education

Ph.D. in Linguistics (1991) U North Carolina-Chapel Hill

M.A. in Linguistics (1987) U North Carolina-Chapel Hill

B.A. in Spanish (1983) U Southern Mississippi

Research and Interests

I began my study of Spanish in high school, and a study abroad scholarship in college took me to Madrid, Spain, where my life-long passion for Iberian culture began. Since that first trip in 1981, I have studied or worked in Salamanca, Seville, Segovia, Granada, and Huelva (also Marseille, France, and Rome, Italy), and I have travelled to every corner of the Iberian peninsula. I speak Spanish and French and continue to learn Portuguese, Catalan, and Italian.

After completing a BA in Spanish literature, I studied linguistics at the graduate level, and here at UO I teach Spanish and Romance linguistics courses. My position as Director of Language Instruction led me to work on issues in language program direction, teaching methodologies, and teacher training, and my research since coming to UO has centered on content-based instruction, using technology in L2 teaching, teaching culture, and second-language assessment. I have co-authored several textbooks used nationally for beginning and advanced language study, as well as articles in the research areas above.

From 2009 to 2014, I was the director of the [Middlebury at Mills Spanish School](#) (at Mills College, Oakland CA), a language immersion program of the [Middlebury Language Schools](#).

Publications

Books / Instructional materials

- Mar, A., R.L. Davis, M. Sloan, and G. Watson-López (2016) [EntreCulturas: Communicate, Explore, and Connect Across Cultures \(Book 1\)](#). Freeport ME: Wayside Publishing.
- Ramos, A. and R.L. Davis (2008) *Portafolio*. McGraw Hill.
- Curland, D., R. L. Davis, and L. Verano (2005) *Hispanidades: España, La primera hispanidad*. McGraw Hill.

- Curland, D., R. L. Davis, F. Lomelí (2005) *Hispanidades: Latinoamérica y los Estados Unidos*. McGraw Hill.
- Davis, R. L., J. Siskin and A. Ramos (2000, second edition 2004) *Entrevistas: An Introduction to Language and Culture*. San Francisco: McGraw Hill.
- Davis, R. L. (1996) Testing Program for *Fuentes*, Intermediate Spanish Program. Boston: Houghton Mifflin and Co.
- Davis, R. L. and M. Losada (1995, second edition 2001) *Tertulia: Advanced Conversation Skills in Spanish*. Heinle and Heinle (Cengage).

Articles/Chapters

- Hardwick, S. and R.L. Davis (2009) Content-Based Language Instruction: [A New Window of Opportunity in Geography Education](#). *Journal of Geography* 108 (4-5):163-173.
- Davis, R. L. (2007) MOSAIC: Content-based Instruction in Spanish. In C. Falsgraf (ed.), NETS•S Curriculum Series: Second Language Units for Grades 9–12. Eugene, OR: International Society for Technology in Education, pp. 61-105.
- Davis, R. L. (1997) Group Work is NOT Busy Work: Maximizing Success in Group and Pair Activities in the L2 Classroom. *Foreign Language Annals* 30 (2), 265-279.
- Siskin, J., M. Knowles and R. L. Davis (1996) “Le français est mort; vive le français!” Rethinking the function of French. 35-69 in J. Liskin-Gasparro (ed.), *Patterns and Policies: The Changing Demographics of Foreign Language Instruction*, American Association of University Supervisors and Coordinators (AAUSC) Issues in Language Program Direction, A Series of Annual Volumes. Boston: Heinle & Heinle.
- Siskin, J. and R. L. Davis (1996) Authentic Documents Revisited: Teaching for Cross-cultural understanding. 1-18 in E. Spinelli (ed.), *Creating Opportunities for Excellence Through Language Teaching*, Report of Central States Conference. Lincolnwood IL: National Textbook Company.
- Davis, R. L. and J. Siskin (1994) “I Can’t Get Them to Talk”: Task Content and Sequencing in the Advanced Conversation Class. 39-53 in G. Crouse (ed.), *Meeting New Challenges in the Foreign Language Classroom*, Report of Central States Conference. Lincolnwood IL: National Textbook Company.
- Davis, R. L. and J. Turner (1993) After the Classroom Visit: A Model for the Training of Peer Supervisors. 201-222 in D. Benseler (ed.), *The Dynamics of Language Program Direction*, American Association of University Supervisors and Coordinators (AAUSC) Issues in Language Program Direction, A Series of Annual Volumes. Boston: Heinle & Heinle.

Technology

- Davis, R. L. (2005) (editor and project co-director) MOSAIC: Linking Languages and Content. <http://casls.uoregon.edu/mosaic>.

- Davis, R. L., (ed.) (2003) Classpak: On-line tools for teachers of Spanish. (<http://teacher.classpak.net>). Eugene, OR: Language Learning Solutions.
- Davis, R. L. (2003) Reading Lesson Builder (in ClassPak, <http://teacher.classpak.net>). Eugene, OR: Language Learning Solutions.
- Davis, R. L., J. Siskin and A. Ramos (2000) Interactive CD-ROM to accompany *Entrevistas: Introduction to Culture and Language in Spanish*. San Francisco: McGraw Hill.

Recent Classes

SPAN 150 The Spanish-speaking World
 SPAN 238 Spanish Around the World
 SPAN 324 Spanish Phonetics
 SPAN 420/520* Spanish Dialectology
 SPAN 420/520* Advanced Grammar of Spanish
 SPAN 420/520* The Languages of Iberia
 SPAN 424/524* History of Spanish Language
 RL 407/507* Romance Linguistics
 RL 608 Second Language Teaching Methods

*These graduate courses may count for any period of the M.A. degree, depending on the topic of the final project, and with the advisor's approval.

Awards

Ray Verzasconi Award for Contribution to the Profession (2007), Confederation in Oregon for Language Teaching (COFLT)
 Williams Fellow, University of Oregon (2006-2007)
 Exemplary TA training program (with H. Jay Siskin, UO Romance Languages). A description of our TA training program appeared in a volume entitled *Preparing Graduate Students for Teaching*, American Association of Higher Education (1993)

Vivian Flanzer

Department of Spanish and Portuguese
The University of Texas at Austin
vflanzer@austin.utexas.edu

EDUCATION

Ph.D. candidate in Iberian and Latin American Languages and Cultures, University of Texas at Austin (expected 2017)

M.A. in Foreign Language Education, University of Texas at Austin (2013). Phi Kappa Phi student.

M. A. in Anthropology, Federal University of Rio de Janeiro (1994).

B.A. in Communications, Helio Alonso College (Brazil: 1989).

PROFESSIONAL TEACHING AND LANGUAGE RELATED APPOINTMENTS

THE UNIVERSITY OF TEXAS (Austin: 2001-present).

Lecturer (2001-2012)

Senior Lecturer (2012-present)

Coordinator of Portuguese Language Program (2001-present),
Department of Spanish and Portuguese

THE UNIVERSITY OF TEXAS (Austin: 2001-present).

Affiliated faculty member of The Teresa Lozano Long Institute of Latin American Studies.

FREELANCE TRANSLATOR AND EDITOR (1995-2001).

American Airlines Publishing (*Nexos*) in-flight magazine for Latin American routes.

National Geographic Magazine, Brazilian edition

Berlitz Translation Services, Freelance editor

UNIVERSITY OF SOUTHERN MAINE (Portland: 2000).

Instructor at the Center for Continuing Education

YALE CENTER FOR INTERNATIONAL AND AREA STUDIES (1999-2000). Research assistant to Anthropology Professor Patricia Pessar

THE LANGUAGE EXCHANGE (Portland: 1997-2000).

Portuguese Instructor & Cross-Cultural Trainer

WORLD TRADE INSTITUTE (New York City: 1995-1997).

Portuguese Instructor

BRAZILIAN ANTHROPOLOGICAL ASSOCIATION (ABA) (Brazil: 1993-1995). Editor of newsletter

HELIO ALONSO COLLEGE (Brazil: 1994).

Adjunct Professor, Anthropology

UNIVERSIDADE FEDERAL DO RIO DE JANEIRO (1993).

Instructor of Anthropology at the Program for Continuing Education

COURSES TAUGHT AT THE UNIVERSITY OF TEXAS AT AUSTIN

POR 601D - Introductory Portuguese (formerly POR 406)
POR610D - Intermediate Portuguese I (formerly POR 407)
POR 611D - Intermediate Portuguese II
POR 610S - Portuguese for Spanish Speakers I (formerly POR 508)
POR 611S - Portuguese for Spanish Speakers II
POR 362 – Advanced Composition (Study Abroad in Bahia)
POR 327 – Introduction to Brazilian Literature

OTHER UT-RELATED TEACHING ASSIGNMENTS

Portuguese Instructor for the “K-16 Portuguese for Spanish Speakers Workshop” Title VI funded and organized by The Teresa Lozano Long Institute of Latin American Studies (LLILAS) (May, 2015 and May 2016).

Instructor of Title VI funded Portuguese Weekend Workshop for the UT and Austin Community (2001-2010).

Portuguese Instructor for directors and staff of The Teresa Lozano Long Institute of Latin American Studies (LLILAS) (2008-2009).

Portuguese Instructor of the Texas K-12 Teacher Training Overseas Program in Bahia, Brazil (Summer 2004).

Portuguese Instructor for the “Arts and Empowerment in Brazil: Seminar and Curriculum Development Project for Educators”, a program for American K-12 teachers in the Brazilian cities of Rio de Janeiro, São Paulo and Salvador (Summer 2010).

RESPONSIBILITIES OF THE COORDINATOR OF THE PORTUGUESE LANGUAGE PROGRAM (2001-PRESENT)

Development of curriculum, syllabi, and creation of original exams, assignments and teaching materials for all Portuguese Lower-Division courses.

Supervision of all Portuguese language assistant instructors (AIs), a number that can vary 6-10 per semester. AI supervision includes in-class observations and evaluations (followed by meetings to provide feedback), exam preparation training, advice on teaching methodologies and any other issue pertaining to Portuguese Lower-Division teaching. Organize meetings throughout the semester to provide course-specific administrative information and pedagogical training for each POR level.

Train one Portuguese language-teaching assistant per semester: train TA to write lesson plans, organize a course, teach a class, prepare exams, grade assignments, and work with Canvas.

Train new AIs and TAs during the Department of Spanish and Portuguese Beginning of the Semester Orientation.

Respond to queries from students, assistant instructors, faculty and administration regarding Portuguese language Program.

Organize Portuguese Language Instructors Canvas site with all pertinent Portuguese information.

Member of the Undergraduate Committee, Department of Spanish and Portuguese (to decide course scheduling, course descriptions and prerequisites).

Portuguese language evaluator for UT's Measurement and Evaluation Center, FLAS and Fulbright Scholarship.

Assist department in hiring Portuguese Assistant Instructors that are external to the department, by evaluating their CV, performing interviews and assigning courses.

Outreach and liaison for Portuguese Lower-Division and LLILAS, Study Abroad Office, LAITS, and Texas Language Center.

ADMINISTRATIVE AND COMMITTEE AND PROFESSIONAL PUBLIC SERVICE

Created new exams and rubrics for courses POR 601D, POR 610D, POR 611D, POR 610S and POR 611S – a total of 27 new exams (2014-2015)

Created syllabus, calendar and ordered textbooks for POR 327C, a Portuguese Upper-Division course taught by another instructor. (Fall 2014)

Member of the Undergraduate Committee, Department of Spanish and Portuguese (2011-present).

Prize committee member for the video competition of the Illinois Portuguese Language Connection. April, 2014

Created the University of Texas Portuguese Placement Test for the Center of Teaching and Learning – this test has 75 questions including listening comprehension, reading comprehension, grammar, vocabulary, writing and metalinguistic awareness. Wrote the script for the four audios, and oversaw recording and editing. Assisted CTL with administering the test. Spring, 2014

Created the Portuguese Language Program Canvas site – this site contains information for all levels of Portuguese Language Instructors, including exams, labs, writing activities, rubrics and all kinds of relevant resources. Spring 2014

Developed the Intermediate Portuguese II Canvas site – increased POR 611D curriculum with the creation of this site that includes all class materials including videos, activities and rich resources. Spring 2014

Invited Speaker - Promotion and Tenure Panel. University of Texas at Austin, April 2013

Summer Abroad Program in Brazil - Director in Residence (2010, 2005); Site Visit Academic Evaluator (2008 and 2009); Faculty (2003 and 2004).

THOMAS JESÚS GARZA
UT REGENTS AND UNIVERSITY DISTINGUISHED TEACHING
ASSOCIATE PROFESSOR
DEPARTMENT OF SLAVIC AND EURASIAN STUDIES
DEPARTMENT OF MEXICAN AMERICAN AND LATINA/O STUDIES
COLLEGE OF LIBERAL ARTS
UNIVERSITY OF TEXAS AT AUSTIN

I. PERSONAL

Born 20 August 1958 in Refugio, TX

US citizen

Married to Elizabeth Richmond, University Distinguished Teaching Associate Professor of English and Director of the Program in Comparative Literature, UT-Austin

II. EARNED DEGREES

- | | |
|-----------|--|
| May, 1987 | Ed.D., Teaching, Curriculum, and Learning Environments
Harvard University, Graduate School of Education, Cambridge, MA |
| May, 1985 | M.A., Slavic Languages and Literatures
Harvard University, Graduate School of Arts and Sciences, Cambridge, MA. |
| May, 1981 | M.A., Russian Language and Literature
Bryn Mawr College, Bryn Mawr, PA |
| May, 1980 | B.A. <i>magna cum laude</i>, Russian Language and Literature
Haverford College, Haverford, PA |

III. EMPLOYMENT

- | | |
|-------------|--|
| 2015 – | Director, Arabic Flagship Program
University of Texas, Austin, TX |
| 2009 – | Director, Texas Language Center
University of Texas, Austin, TX |
| 2004 – 2009 | Chairperson, Department of Slavic and Eurasian Studies
University of Texas, Austin, TX |
| 2002 – 2009 | Director, Center for Russian, East European and Eurasian Studies
University of Texas, Austin, TX |
| Spring 2000 | Visiting Professor of Humanities and English as a Foreign Language
Moscow State Linguistic University, Moscow, Russia |

- 1996 – Associate Professor of Slavic and Eurasian Studies
University of Texas, Austin, TX
- 1990-1996 Assistant Professor of Slavic and Eurasian Studies
University of Texas, Austin, TX
- 1988-1990 Language Training Supervisor, Serbo-Croatian Languages and Cultures
Foreign Service Institute, School of Language Studies, US Department of
State, Washington, DC
- 1987-1988 Visiting Assistant Professor of Russian
University of Maryland, College Park, MD
- Summers 1986-1990 Coordinator of Intensive Language and Culture Programs for Soviet
Teachers of English
American Council for Collaboration in Education and Language Study,
Washington, DC
- Summers 1983-1986 Course Team Head: EFL Pronunciation
Harvard University, Cambridge, MA
- 1983-1985 Teaching Fellow in Russian Language
Harvard University, Cambridge, MA
- 1982-1983: Assistant to the Resident Director, ACTR Russian Language Programs
Pushkin Institute, Moscow, USSR
- Summer 1982 English Language (EFL) Counselor/Instructor
Harvard University, Cambridge, MA

IV. SCHOLARLY ACCOMPLISHMENTS

A1. BOOKS

[co-author 33%] *Russian Stage Three: Focus on Speaking*, contributor, Maria D. Lekic, textbook project for advanced Russian language and culture, focusing on development of oral proficiency (QR material-integrated textbook). [In progress.]

[contributor 15%] *Russian Stage One: Live from Russia!* vol. 2, D.E. Davidson, M.D. Lekic, and K. Gor, in collaboration with I. Dubinina, T. Garza, and N. Vanyushkina, Dubuque: Kendall-Hunt Publishers, Inc., 2009, 563 pp.

[contributor 15%] *Russian Stage One: Live from Russia!* vol. 1, D.E. Davidson, M.D. Lekic, and K. Gor, in collaboration with I. Dubinina, T. Garza, and N. Vanyushkina, Dubuque : Kendall-Hunt Publishers, Inc., 2008, 490 pp.

[co-author 30%] *Прорыв! Американский вариант английского языка для русско-говорящих* [*Breakthrough! American English for Speakers of Russian, Level 1,*] B.A. Lapidus, T.J. Garza, A.A. Barchenkov, and S.D. Tolkacheva, Russian-American Collaborative Project on the English Language, D.E. Davidson and I.I. Khaleeva, series Eds., Vysshiaia shkola: Moscow, 1995, 350 pp.

[single author 100%] *Fundamentals of Russian Verbal Conjugation for Students and Teachers: A Dictionary/Handbook of the One-Stem System with Commentaries*, Dubuque: Kendall/Hunt Publishers, Inc. and ACTR Publications, 1994, 235 pp.

[co-author 50%] *Growing Up in America*, with Diane Warshawsky, textbook to accompany video tapes in the *In America* English language series, International Horizons, Inc., Curaçao, N.V., 1985, 94 pp.

[co-author 50%] *Rockin' in America*, with Alan Turri, textbook to accompany video tapes in the *In America* English language series, International Horizons, Inc., Curaçao, N.V., 1985, 95 pp.

[co-author 50%] *Then and Now in America*, with Alan Turri, Cheryl Pavlik, and Victoria Kimbrough, textbook to accompany video tapes in the *In America* English language series, International Horizons, Inc., Curaçao, N.V., 1985, 95 pp.

CURRENT BOOK PROJECT:

Bandits No More: Marginal Masculinities in Contemporary Mexican and Russian Popular Cultures

A cultural reading and critical response, using works from masculinity studies and gender theory, to the filmic, musical, and televised portraits of Russian and Latino men in the 1990s and 2000s, focusing on the parallel cultural shift in both Russian and Mexican cultures from traditional “*macho*” male roles, to an intellectualized, “*feminized*” new *machismo* of the new millennium. Examples drawn from cultural products – film, television, popular music, and press – from the last twenty years offer evidence of a palpable shift in the popular presentations and consumer perceptions of *machismo* in these two diverse cultural environments. [Submitted for review.]

A2. REFEREED BOOK CHAPTERS

“Making the *Standards* the standard: *World Readiness Standards* and the teaching and learning of Russian in the U.S.,” *The Art of Teaching Russian*, Bloomington: Slavica Publishers, 2016 [in preparation].

“Raise the Flag(ship)! Creating hybrid language programs on the Flagship model,” *The U.S. Language Flagship Program: Professional Competence in a Second Language by Graduation*, Bristol UK: Multilingual Matters, 2015 [in press].

Jessica L. Hartos, PhD

Associate Professor, Physician Assistant Studies
College of Health Professions, UNT Health Science Center
(817) 735 – 2454 * jessica.hartos@unthsc.edu

Education & Training

Post-Doctoral Fellowship, Program Development & Evaluation, Applied Research & Statistics, Health & Education Outcomes
Prevention Research Branch, National Institute of Child Health & Human Development; Bethesda, MD; 1998 – 2001

Ph.D., Developmental Psychology
University of Houston; Houston, TX; 1996 – 1998

M.A., Psychology
University of Houston; Houston, TX; 1994 – 1996

B.S., Double Major: Psychology & Sociology; Cum Laude
University of Houston, Clear Lake (UH-Clear Lake); Houston, TX; 1990 – 1992

A.A., General Education; highest GPA in graduating class: 4.0
San Jacinto College, North; Houston, TX; 1988 – 1990

Professional Experience

Associate Professor (non-tenure track); Coordinator of Research and Evaluation; Director of Academic Education
Physician Assistant Studies, College of Health Professions, UNT Health Science Center; Fort Worth, TX; 2013 – present

Research Associate V & Lecturer
College of Natural Sciences, University of Texas at Austin; Austin, TX; 2011 – 2013

Research Associate V
Center for Teaching and Learning, University of Texas at Austin; Austin, TX; 2010 – 2011

Coordinator of Research & Evaluation/Research Associate V
Mental Health Transformation Project, Texas Department of State Health Services; Austin, TX; 2009 – 2010.
★ I received 1 merit award for contributions to project activities

Associate Professor (tenured) & Coordinator of Undergraduate Programs
Department of Public Health Sciences, University of North Carolina at Charlotte; Charlotte, NC; 2008

Assistant Professor (tenure-track) & Coordinator of Undergraduate Programs
Department of Public Health Sciences, University of North Carolina at Charlotte; Charlotte, NC; 2003 – 2008

Research Fellow
Prevention Research Branch, National Institute of Child Health and Human Development (NICHD); Bethesda, MD; 2001 – 2003
★ I received 1 merit award & 2 on-the-spot awards for contributions to Branch activities

Teaching Fellow
Department of Psychology, University of Houston; Houston, TX; 1994 – 1998

Children's Program Coordinator
The Bridge over Troubled Waters; Pasadena, TX; 1992 – 1994

Teaching

Department of Physician Assistant Studies, UNT Health Science Center, 2013 – present

Graduate Evidence-based Medicine; Spring 2014, Spring 2015, Spring 2016; Fall 2017
Master's Project; Summer 2014, Summer 2015, Summer 2016; Spring 2017

Department of Statistics and Computational Science, University of Texas at Austin, 2010 – 2013

Undergraduate Biostatistics for Public Health; Spring 2012, Fall 2012, Spring 2013, Summer 2013
Statistics for Healthcare; Fall 2011
★ Recognized for Undergraduate Teaching Excellence; Spring 2013
PR/Award # P229A180003

Department of Public Health Sciences, University of North Carolina at Charlotte, 2003 – 2008

Undergraduate Public Health Education and Promotion; Spring 2008
 Health and Quality of Life; Spring 2003-2008
 Healthy Lifestyles; Fall 2003-2007
 Safety through the Lifespan; Fall 2005

Graduate Research Methods in Public Health; Spring 2004-08
 Health Promotion Planning and Evaluation; Fall 2004-07
 Proposal and Budget Development; Summer 2005
 Health Promotion Measurement; Fall 2003
 ☆ Nominated for Graduate Teaching Excellence Award; 2005-06

Department of Psychology, Catholic University of America, Spring 1999

Undergraduate Lifespan Development, Spring 1999

Department of Psychology, University of Houston, 1994 – 1998

Undergraduate Adolescent Psychology, Fall 1995-97; Spring 1996-98; Summer 1996-98
 Child Development, Spring 1995, Summer 1995

Mentoring

University of North Texas Health Science Center, 2013 – present

Master's Projects 73 PA students completed individual data analysis and group posters, Summer 2017
 69 PA students completed individual data analysis and group posters, Summer 2016
 72 PA students completed individual data analysis and reports, Summer 2015
 74 PA students completed individual “mini” systematic reviews, Summer 2014

University of Texas at Austin, 2010 – 2013

Teaching Assistants Graduate student, Andrea Hall, PhD candidate Civil Engineering, Fall 2011 – Spring 2013
 Undergraduate student, Daniel Naranjo, Pre-Med, Spring 2012
 Undergraduate student, Sandy Pingali, Public Health; Fall 2012
 Undergraduate student, David Thornberry, Pre-Med, Spring 2013

Research Assistants Graduate student, Mia Kim, PhD candidate, Educational Psychology, Fall 2012 – Spring 2013
 Undergraduate student, DaMarcus Baymon, Pre-Med; Spring 2012
 Undergraduate student, Sandy Pingali, Public Health; Summer 2012

Department of Public Health Sciences, University of North Carolina at Charlotte, 2003 – 2008

Master's Theses and Projects Shasta Burton, Master's Thesis, “Sex Advice in Popular Magazines in Light of HIV”; 2006-07
 Elizabeth Cook, Master's Project, “Assessing Nutrition Guidelines for Elementary Schools”; 2006-07
 Felicia Dozier Cannata, Master's Project, “Assessing TB and HIV in Migrant-Worker Populations”; 2006-07
 Pilar Zuber, Master's Thesis, “Safety Behaviors among University of North Carolina at Charlotte Students”; 2005-06
 Davita Galloway, Master's Thesis, “A Journey into the Closet: Knowledge, Attitudes, and Behaviors of Black Women Related to the ‘Down Low’”; 2005-06
 Matthew Petty, Master's Project, “Strategies for Effective Programs in Health and Fitness for College Students”; 2005-06
 Lapronda Spann, Master's Project, “Thomasboro-Hoskins Community Youth Assets Mapping”; 2004-05
 Julie Witte, Master's Project, “Assessing the Recruitment Strategies of Fit City Challenge”; 2004-05
 Lynn Holmes, Master's Thesis, “Assessing Health Information in Popular Magazines”; 2004-06
 Nicole Dowsett, Master's Thesis, “Chronic Obstructive Pulmonary Disease (COPD) Rehabilitation Outcomes and Maintenance”; 2003-06
 Angel Roberts, Master's Project, “Project Get Fit”; 2003-04

Prevention Research Branch, National Institute of Child Health and Human Development, 1998 – 2003

Fellows and Interns Trained and supervised a combination of 2-10 graduate students, post-baccalaureate fellows, and summer interns each year

University Service

UNT Health Science Center, 2013 – present

University-level Member, UNTHSC Academic Program Assessment Review Team (APART), 2014 – present
Member, Faculty Grievance and Appeal Committee, 2014 – present
Member, Career Placement Tracking Coalition, 2016 – present

School-level Member, SHP Promotion & Tenure Committee, 2015 – present

Department-level Director of Academic Education, 2017 – present
Chair, Performance Enhancement Committee, 2013 – present
Member, then Chair, PA Studies Admissions Committee, 2014 – present
Coordinator of Research and Evaluation, 2013 – present

University of Texas at Austin, 2010 – 2013

University-level Member, Consortium of Academic Support Programs (CASP); 2010 – 2011
Chair, Assessment subcommittee; Consortium of Academic Support Programs (CASP); 2011
Member, Research and Policy Analysis Consortium (RPAC); 2010 – 2011

College-level Member, College Readiness Initiative; 2011 – 2012

University of North Carolina at Charlotte, 2003 – 2008

University-level Department Representative, Faculty Council; 2004 – 2008
Coordinator, Health Communications Forum Listserv; 2004 – 2005

College-level Member, Research Advisory Committee; 2004 – 2005

Department-level Undergraduate Program Coordinator
✦ Minor in Interdisciplinary Health Studies (IDHS); 2004 – 2008
✦ Bachelor of Science in Public Health (BSPH); 2005 – 2008
Chair, Bachelor of Science in Public Health (BSPH) Admissions Committee; 2007 – 2008
Member, Curriculum Committee; 2005 – 2008
Member, Public Health Program Governance Committee; 2007 – 2008

Search Committees Chair, Assistant/Associate Professor in Health Administration; 2006 – 2007
Member, Assistant/Associate Professor in Health Administration; 2005 – 2006
Chair; Assistant/Associate Professor in Public Health; 2004 – 2005

Professional Activities

Associations Physician Assistant Education Association (PAEA); 2013 – present
American Academy of Health Behavior (AAHB); ✦ **Invited member** 2006 – 2011
Transportation Research Board (TRB); 2001 – 2010
✦ **Invited member**, Committee on Alcohol & Other Drugs; Appointment term 2001 – 2004
✦ **Invited member**, Committee on Operator Education and Regulation; Appointment term 2004 – 2010
Society for Prevention Research (SPR); 1999 – 2003
Society for Adolescent Research (SRA); 1997 – 1999
Society for Research on Child Development (SRCD); 1995 – 1999

Manuscript Review *Accident Analysis & Prevention*, *American Journal of Health Behavior*, *Injury Prevention*, *Journal of Adolescent Health*, *American Journal of Public Health*, *American Journal of Preventive Medicine*, *Journal of*

Grants & Contracts**Author of the project evaluation and/or statistical analysis sections**

- SUBMITTED: PI Dr. Lisa Nash, UNTHSC; HRSA Primary Care Workforce Enhancement Program, 2016-2019
- SUBMITTED: PI Dr. Metin Yavuz, UNTHSC; National Institute of Diabetes, Digestive, and Kidney Disease (NIDDK), 2016-2018
- SUBMITTED: PI Dr. Metin Yavuz, UNTHSC; American Diabetes Association, Innovative Clinical or Translational Science Award, 2016
- AWARDED: PI Dr. Janice Knebl, UNTHSC; HRSA, Geriatrics Workforce Enhancement Program, 2015-2018
- AWARDED: Center for European Studies (CES), UT Austin; International funding, European Union Centers of Excellence in the United States, 2015
- AWARDED: Center for European Studies (CES), UT Austin; Title VI federal funding, National Resource Centers and Foreign Language and Area Studies Fellowships Programs, 2014-2018
- AWARDED: South Asian Institute (SAI), UT Austin; Title VI federal funding, National Resource Centers and Foreign Language and Area Studies Fellowships Programs, 2014-2018
- AWARDED: Russian, Eastern European and Eurasian Studies (CREEES), UT Austin; Title VI federal funding, National Resource Centers and Foreign Language and Area Studies Fellowships Programs, 2014-2018
- AWARDED: TLL Institute of Latin American Studies (LLILAS), UT Austin; Title VI federal funding, National Resource Centers and Foreign Language and Area Studies Fellowships Programs, 2014-2018
- AWARDED: Center for Middle Eastern Studies (CMES); Title VI federal funding, National Resource Centers and Foreign Language and Area Studies Fellowships Programs, 2014-2018
- AWARDED: Texas Department of State Health Services; Jail Diversion and Trauma Recovery Program- Priority to Veterans; Substance Abuse and Mental Health Services Administration (SAMHSA), 2009

Funded Role: Project Evaluator

- PI Dr. Janice Knebl, UNTHSC; HRSA funding, Geriatrics Workforce Enhancement Program, 2015-2018
- Center for European Studies (CES), UT Austin; Title VI federal funding, National Resource Centers and Foreign Language and Area Studies Fellowships Programs, 2014-2018
- South Asian Institute (SAI), UT Austin; Title VI federal funding, National Resource Centers and Foreign Language and Area Studies Fellowships Programs, 2014-2018
- Russian, Eastern European and Eurasian Studies (CREEES), UT Austin; Title VI federal funding, National Resource Centers and Foreign Language and Area Studies Fellowships Programs, 2014-2018
- TLL Institute of Latin American Studies (LLILAS), UT Austin; Title VI federal funding, National Resource Centers and Foreign Language and Area Studies Fellowships Programs, 2014-2018
- Center for Middle Eastern Studies (CMES); Title VI federal funding, National Resource Centers and Foreign Language and Area Studies Fellowships Programs, 2014-2018
- Center for Open Educational Resources and Language Learning (COERLL), UT Austin; Title VI federal funding, Language Resource Centers, 2014-2018
- Center for European Studies (CES), UT Austin; Title VI federal funding, National Resource Centers and Foreign Language and Area Studies Fellowships Programs, 2010-2014
- South Asian Institute (SAI), UT Austin; Title VI federal funding, National Resource Centers and Foreign Language and Area Studies Fellowships Programs, 2010-2014

Funded Role: Principal Investigator

- The Effectiveness of Interventions to Increase Parental Management of Teen Driving; Preusser Research Group (\$36,653); 2005-06
- Evaluation of the Family Guide to Teen Driving; Centers for Disease Control and Prevention (CDC) No. 200-2005-M-13176 (\$49,838); 2005-06
- Analyses of Data from Young Drivers Intervention Study; NICHD No. 263-MD-509689 (\$20,365); 2005
- Montana Teen Driver Training Study; Western Transportation Institute, Montana State University No. G283-05-W0434 (\$8,500); 2005
- Increasing Parent Involvement in Driver Education in Montana: Needs Assessment; College of Health and Human Services, University of North Carolina at Charlotte (\$7,000); 2004-05
- Recipient, Faculty Grants Program for General Education; University of North Carolina at Charlotte (\$2000); 2004
- Analyses of Data from Young Drivers Intervention Study; NICHD No. 263-MD-409763 (\$16,787); 2004
- Driving Experience among University of North Carolina at Charlotte Freshmen; Junior Faculty Grant, University of North Carolina at Charlotte (\$6,000); 2004-05

- New Driver Study: The Effect of Parent Behaviors on Teen Driving; NICHD (\$25,000); 1997-2000
- A Survey of Risky Driving Among Young Drivers; National Institute for Child Health and Human Development (NICHD; \$16,000); 1996-99

Funded Role: Co-Investigator

- Preventing Aggression among Early Adolescents; NICHD (\$3.5 million); 2002-06
- Maryland Young Driver Intervention Study; NICHD (\$120,000); 2001-03
- Violence Prevention among High Risk Youth; Maternal and Child Health Bureau (MCHB; \$650,000); 1999-2004
- Young Driver Intervention Study: A Randomized Trial; NICHD No. 1-HD-8-3285 (\$3.5 million); 1998-2005
- A Survey of Risky Driving Among Young Drivers; National Institute for Child Health and Human Development (NICHD; \$16,000); 1996-99

Publications

Peer-reviewed Journal Articles (chronological order)

1. **Hartos, J. L., & Power, T. G.** (1997). Mothers' awareness of their early adolescents' stressors: Relation between awareness and adolescent adjustment. *Journal of Early Adolescence*, *17*(4), 371-389.
2. **Hartos, J. L., Eitel, P., Haynie, D. L., & Simons-Morton, B. G.** (2000). Can I take the car? Relations among parenting practices and adolescent problem driving practices. *Journal of Adolescent Research*, *15*(3), 352-367.
3. **Hartos, J. L., & Power, T. G.** (2000). Association between mother and adolescent reports for assessing relations between parent-adolescent communication and adolescent adjustment. *Journal of Youth and Adolescence*, *29*(4), 441-450.
4. **Hartos, J. L., & Power, T. G.** (2000). Relations among single-mothers' awareness of their adolescents' stressors, mother-adolescent communication, maternal monitoring, and adolescent adjustment. *Journal of Adolescent Research*, *15*(5), 546-563.
5. **Hartos, J. L., Eitel, P., & Simons-Morton, B. G.** (2001). Do parent-imposed delayed licensure and restricted driving reduce risky driving behaviors among newly-licensed teens? *Prevention Science*, *2*(2), 113-122.
6. **Hartos, J. L., Nissen, W. J., & Simons-Morton, B. G.** (2001). Acceptability of the Checkpoints parent-teen driving agreement: Pilot test. *American Journal of Preventive Medicine*, *21*(2), 1-4.
7. **Hartos, J. L., Eitel, P., & Simons-Morton, B. G.** (2002). Parenting practices and adolescent risky driving: A three-month prospective study. *Health Education and Behavior*, *29*(2), 194-206.
8. Beck, K. H., **Hartos, J. L., & Simons-Morton, B. G.** (2002). Teen driving risk: The promise of parental influence and public policy. *Health Education and Behavior*, *29*(1), 71-82.
9. Simons-Morton, B. G., **Hartos, J. L., & Leaf, W. A.** (2002). Promoting parental management of teen driving. *Injury Prevention*, *8*(supplement II), 24-38.
10. Simons-Morton, B. G., & **Hartos, J. L.** (2003). How well do parents manage young driver crash risks? *Journal of Safety Research*, *34*, 91-97.
11. Simons-Morton, B. G., **Hartos, J. L., & Beck, K. H.** (2003). The persistence of effects of a brief intervention on parental restrictions of teen driving privileges. *Injury Prevention*, *9*(2), 142-146.
12. Simons-Morton, B. G., & **Hartos, J. L.** (2003). Improving the effectiveness of countermeasures to prevent motor vehicle crashes among young drivers. *American Journal of Health Education*, *34*(5), 357-361.
13. Beck, K. H., Shattuck, T., Raleigh, R., & **Hartos, J. L.** (2003). Does graduated licensing empower parents to place greater restrictions on their newly licensed teens' driving? *Health Education and Behavior*, *30*(6), 695-708.
14. Simons-Morton, B. G., **Hartos, J. L., & Haynie, D. L.** (2004). Prospective analysis of peer and parent influences on minor aggression among early adolescents. *Health Education & Behavior*, *31*(1), 22-33.
15. Simons-Morton, B. G., **Hartos, J. L., & Beck, K. H.** (2004). Increased parent limits on teen driving: Positive effects from a brief intervention administered at the Motor Vehicle Administration. *Prevention Science*, *5*(2), 101-111.
16. **Hartos, J. L., Beck, K. H., & Simons-Morton, B. G.** (2004). Parents' intended limits on adolescents' approaching unsupervised driving. *Journal of Adolescent Research*, *19*(5), 591-606.
17. **Hartos, J. L., Shattuck, T., Simons-Morton, B. G., & Beck, K. H.** (2004). An in-depth look at parent-imposed driving rules: Their strengths and weaknesses. *Journal of Safety Research*, *35*, 547-555.
18. **Hartos, J. L., Simons-Morton, B. G., Beck, K. H., & Leaf, W. A.** (2005). Parent-imposed limits on high-risk adolescent driving: Are they stricter with graduated driver licensing? *Accident Analysis & Prevention*, *37*(3), 557-562.
19. Simons-Morton, B. G., **Hartos, J. L., Leaf, W. A., & Preusser, D. F.** (2005). The persistence of effects of the Checkpoints Program on parental restrictions on teen driving privileges. *American Journal of Public Health*, *95*(3), 447-452.
20. Beck, K. H., **Hartos, J. L., & Simons-Morton, B. G.** (2005). Parent-teen disagreement of parent-imposed restrictions on teen driving after 1 month of licensure: Is discordance related to risky teen driving? *Prevention Science*, *6*(3), 177-185.

Christian T. Hilchey

hilchey@utexas.edu
Department of Slavic and Eurasian Studies
University of Texas
2505 University Avenue, Stop F3600, Austin, TX 78712

EDUCATION

- Ph.D. University of Chicago, Slavic Linguistics, March 2014
Dissertation Title: *Prefixation of Simplex Pairs in Czech: An Analysis of Spatial Semantics, Distributive Verbs, and Procedural Meanings*
- M.A. University of Chicago, Slavic Linguistics, March 2007
- B.A. University of Virginia, Russian and Linguistics, March 2003

TEACHING EXPERIENCE

The University of Texas at Austin – Lecturer (2014 – present)

Courses Taught

- Czech, 1st - 5th year
- Cuisine and Culture of Central and Eastern Europe
- Texas Czechs: Cowboys and Kolaches
- Intro to Russian, Eastern European, and Eurasian Studies

University of Chicago Slavic Department – Graduate Student Instructor (2005-2013)

- Czech, 1st - 3rd year
- Russian, 1st - 2nd year

Indiana University (SWSEEL) – Instructor

- Intensive Elementary Czech at Summer Workshop in Slavic, East European and Central Asian Languages (Summer 2009, 2010, 2011, 2012)
- Russian Level 1 and 2 Conversation (Summer 2014)

CONFERENCE PRESENTATIONS

- “Building an Open Curriculum - Lessons from Reality Czech”, Chicago Language Symposium, April 2018
- “Getting the Most from Video - Finding, Adapting and Delivering Content to Our Students” with Anna Szawara, American Association of Teachers of Slavic and East European Languages, Washington D.C., February 2018
- “Reality Czech Interviews – Unscripted Content as Models for Developing Proficiency”, American Association of Teachers of Slavic and East European Languages, Washington D.C., February 2018

- “Finding, Adapting, and Creating Open Content: Videos for the Reality Czech Curriculum”, American Association of Teachers of Slavic and East European Languages, San Francisco, February 2017
- “Presenting the Reality Czech curriculum - A complete course for beginners”, American Association of Teachers of Slavic and East European Languages, San Francisco, February 2017
- “Developing an Open Source Online Czech Language Course”, American Association of Teachers of Slavic and East European Languages, Austin, January 2016
- “A Corpus-Based Approach to Analyzing Czech Perfective Doublets”, American Association of Teachers of Slavic and East European Languages, Austin, January 2016
- “Intermediate and Advanced Czech Through *Večerníček*”, American Association of Teachers of Slavic and East European Languages, Boston, January 2013
- “Czech Aspect, Verbs of Motion, and the Cluster Model”, Slavic Linguistics Society, University of Chicago, October 2010
- “Profiling Change of State: Distributives in Czech”, Slavic Cognitive Linguistics Association, Brown University, October 2010
- “Czech Diglossia, or What it Means to Speak like a Real Prager”, Summer Workshop in Slavic, East European and Central Asian Languages, Indiana University, July 30, 2009
- “Realization of the Predicate in Czech Distributive Verbs”, Slavic Linguistics Society, The Ohio State University, June 2008
- “Perfective Doublets in Czech”, American Association of Teachers of Slavic and East European Languages, Chicago, December 2007
- “Perfective Doublets in Czech”, Slavic Cognitive Linguistics Conference, University of Chicago, October 2007

INVITED TALKS

- “Reality Czech: Creating and Adapting Content for an Open Curriculum”, Open-Source Learning and the Future of Language Education, University of Pennsylvania, December 9, 2017
- “Thinking Open – Strategies and Techniques for Utilizing Open Content in our Curricula”, University of Pennsylvania, December 8, 2017
- “Opening the Textbook: Cultivating a Suite of Tools for the Reality Czech Curriculum”, Texas Language Center, April 13, 2016
- “When Less is More: Multimodal Learning Through Czech *Večerníček*”, SWSEEL, Indiana University, June 2012

FELLOWSHIPS, GRANTS AND AWARDS

- University of Chicago Provost’s Summer Fellowship to study Georgian at Indiana University SWSEEL, Summer 2008
- SSRC Summer Fellowship to study Georgian at Indiana University SWSEEL, Summer 2008
- University of Chicago *Procházka* fellowship to study Slovak in Slovakia, Summer 2007

- SSRC Summer Fellowship to study Slovene at Indiana University SWSEEL, Summer 2006
- FLAS (Title VI), Russian, Academic Year 2006-2007
- ACLS Southeast European Language Training Grant, 2005 (declined)
- FLAS (Title VI), Bosnian/Croatian/Serbian, Academic Year 2005-2006
- FLAS (Title VI), language study in Croatia, Summer 2005
- University of Chicago *Procházka* fellowship to research Perfective Doublets in Prague, Summer 2005
- FLAS (Title VI), Bosnian/Croatian/Serbian, Academic Year 2004-2005
- David A. Harrison Undergraduate Research Award, University of Virginia, Czech Republic, Summer 2002, Project Title: “Varieties of Spoken Czech”

SUMMER LANGUAGE PROGRAM PARTICIPATION

- Summer Workshop Slavic Eastern European, and Central Asian Languages, Elementary Georgian, Summer 2008
- Studia Academica Slovaca, Summer School of Slovak Language and Culture, Bratislava, Summer 2007
- Summer Workshop Slavic Eastern European, and Central Asian Languages, Elementary Slovene, Summer 2006
- Centar za strane jezike, Center for Foreign Languages, Dubrovnik, Summer 2005
- Hrvatska matica iseljenika, Croatian Heritage Foundation, Zagreb, Summer 2005
- Summer Prague University at Charles University, Summer 2001
- Summer Foreign Language Institute, University of Virginia, Elementary Russian, Summer 2000

LANGUAGE SKILLS

- | | |
|----------------------------|----------|
| ● Czech | superior |
| ● Russian | advanced |
| ● Slovak | reading |
| ● Bosnian/Croatian/Serbian | reading |
| ● Slovene | reading |
| ● German | reading |
| ● French | reading |

TRANSLATION EXPERIENCE

- Eurolingua spol. s r.o. (<http://www.eurolingua.cz>) –translation and editing texts from Czech into English (February 2004 –August 2004)

SERVICE

- Czech and Slovak Cultural Organization – University of Chicago Czech Table, Organized film screenings, Marketing Czech Language

PROFESSIONAL MEMBERSHIPS

- International Association of Teachers of Czech (IATC)
- American Association of Teachers of Slavic and East European Languages
- Slavic Cognitive Linguistic Association (SCLA)

Professor Mary Kalantzis
BRIEF CURRICULUM VITAE

Personal

- Born, 18 October 1949, Valcouvina, Greece. Arrived in Australia 1953, naturalised Australian citizen, 1958. Speaker of English and Greek.

Academic

- Ph.D., *White Man Dreaming: Drawing Australia's Cultural Boundaries. Changes in Commonwealth Immigration and Aboriginal Policies, 1945-1967*, School of History, Philosophy and Politics, Macquarie University, 1991.
- B.A. (hons) Dip. Ed., Macquarie University, 1980. Majors in history and linguistics with first class honours in history.

Employment

- Professor, Department of Education Policy, Organization and Leadership 2016 -
- Dean of the College of Education and Professor of Education, Department of Curriculum and Instruction, University of Illinois, Urbana/Campaign, USA 2006- 2016
- University Professorial Fellow, School of Education, Charles Darwin University, Darwin, Northern Territory, Australia, 2013-
- Adjunct Professor, Globalism Institute, RMIT University, Melbourne, Australia, 2006-
- Chair of Education, Research and Innovation Portfolio, RMIT University, Melbourne, 2004-2006
- Research Professor, Globalism Institute, RMIT University, Melbourne, 2004-2006
- Executive Dean, Faculty of Education, Language and Community Services, RMIT University, Melbourne, 1997-2003
- Professor of Education and Director of the Institute of Interdisciplinary Studies, James Cook University of North Queensland, Townsville, 1994-1997.
- Director, Centre for Workplace Communication and Culture, University of Technology, Sydney, 1990-1993; Research Director, 1994- .
- Senior Research Fellow, Centre for Multicultural Studies, University of Wollongong, 1984-1990.
- Teacher: Primary, Secondary and Tertiary level, since 1979.
- Trainer and Adult Educator: Professional development of educators, managers, and community workers, assisting in the development of multicultural and adult education policies, courses and training programs on workplace learning, cross-cultural communication and managing cultural diversity in the workplace, since 1979.
- Coordinator and writer of the *Social Literacy Project*, involving materials development and teacher training for social studies/science in years 4-12, 1979-1985.

Positions

- Chair, Instructional Space Advisory Committee, University of Illinois, 2015-
- Chair, Search Committee, Vice Provost of International Affairs & Global Strategies 2014.
- Member, College of Business, University of Illinois, Strategic Planning Committee 2013-
- Chair, Organization of Institutions Affiliates, Committee, American Educational Research Association. (AREA), 2011 – 2013
- Member of the UIUC Strategic Planning Liaisons group, 2012
- Member of UIUC Facilities & Services Oversight Committee. 2011 - 2014
- Member, UIUC Multidisciplinary Summit Steering Committee, 2010- 13
- Member, UIUC Program Review Committee/Task Force Nov., 2010
- Chair, UIUC Stewarding Excellence Project – Revenue Generation Report –2010
- Member, UIUC Academy for Entrepreneurial Leadership (AEL) Advisory Board, 2010-
- Member UIUC Health and Wellness Initiative, Implementation Committee, 2008

- Trustee, Illinois Science and Math Academy, Chicago 2007 –
- Scientific Expert to Greek Ministry of Education and to the Pedagogical Institute, Athens, Greece. 2006
- Member, Arts Victoria, Multicultural Arts Advisory Committee 2006
- Expert Member, WITS Innovation & Excellence School Cluster.2005-
- Member Australian Schools Innovation in Science, Technology & Mathematics Advisory Group for Victoria, 2005-2006
- Board Member, National Institute for Quality Teaching & School Leadership 2004-2005.
- Reference Group Member, National Inquiry into the Teaching of Literacy, 2005.
- Member Victorian Schools Innovation Commission Learning & Design Technical Advisory Team, Blueprint for Building Sustainable Schools, 2004 - 2005.
- Member, LOTE Essential Learning Framework Reference Group, Victorian Curriculum and assessment Authority, 2004 – 2005
- Board Member, Asia Education Foundation, 2003-2005.
- Member, Microsoft Partners in Learning Advisory Board, 2003- .
- Member, Western Public Health and Social Research Institute, 2002- 2006 .
- President, Australian Council of Deans of Education, 2000-2004.
- Member, AVCC Advisory Group on Indigenous Higher Education, 2000-2002.
- Scientific Consultant, Advisor to the General Secretariat for Adult Education, Ministry of Education, Hellenic Republic 2000- .
- Advisory Committee for the School of International Studies, Division of Education, Arts and Social Sciences, University of South Australia, 2000-2006.
- Vice-President, Community Broadcasting Foundation, 2000-2003
- Chair, National Ethnic and Radio Training Taskforce, 2000-2003.
- Chair, Indigenous Education Working Party, RMIT University, 1999-2000.
- Chair, Education Quality Review Committee, RMIT University, 1998-2000.
- Hearing Commissioner, Human Rights and Equal Opportunity Commission, 1995-1997.
- Vice President, National Languages and Literacy Institute of Australia, 1995-1998.
- Member, Advisory Board, Bureau of Immigration, Multicultural and Population Research, 1994-1996.
- Chair, Queensland Ethnic Affairs Ministerial Advisory Committee, 1994-1996.
- Member, Arts Queensland Advisory Committee, 1994-1996.
- Member, Community Cultural Development Board of the Australia Council, 1988-1993.
- Member, Editorial Boards: *International Journal of Inclusive Education; Language, Society and Culture* (an International Internet Journal); *International Journal of Adult Literacy; Australian Journal of Education; Meanjin; Glossikos Ipologistis: Journal of the Centre of Greek Language, Athens; Pedagogies: An International Journal.*

Awards/Recognition

- Appointment as a Fulbright Ambassador December 2016 -2017.
- Ranked 2nd on the 30 Most Influential Deans of Education in the US, by Mometrix, 2015
- Featured in the Australian Hellenic Museum’s “Through a Child’s Eyes” Exhibition, Melbourne, November 2012.
- Australian Association of Educational Research, Radford Award and Annual Radford Lecture, 2005.
- Australian Council of Deans of Education Award for Distinguished Service, 2005.
- Centenary of Federation Medal, 2002.
- Fulbright Scholar in Residence, Keene State College, University of New Hampshire System, New Hampshire, USA, 1990-1991 academic year.
- Individual Artist Award from the Literature Board of the Australia Council, 1983-1984.
- Commonwealth Postgraduate Research Award, 1982-1983.

Writing-Books

- Author or co-author of 20 books, 30 research reports, 57 refereed journal articles or book chapters and numerous smaller articles on matters of education, ethnicity, gender, culture, workplace change, training, curriculum and literacy.
- Palgrave Macmillan, *A Pedagogy of Multiliteracies, Learning by Design*, Eds Cope, Bill and Kalantzis, Mary, 2015
- Kritiki, Nea Mathesis (Greek edition of Elements of a Science of Education, October 2013
- Cambridge University Press, Kalantzis, Mary and Bill Cope, '*Literacies*, 2012
- Cambridge University Press, Kalantzis, Mary and Bill Cope, '*New Learning: Elements of a Science of Education*, Second Edition 2012
- Woodhead Publishing, Cambridge UK, Cope, Bill, Mary Kalantzis and Liam Magee, *Connecting Knowledge in Academic Research: Towards a Semantic Web*, 2011
- Illinios Press, Ubiquitous Learning, 2010
- Cambridge University Press, Kalantzis, Mary and Bill Cope, '*New Learning*' 2007
- *Learning by Design*, with Bill Cope, and the Learning by Design Project Group, Victorian Schools Innovation Commission, Melbourne, 2005, 323pp.
- *Learning for the Future: New Worlds, New Literacies, New Learning, New People*, with Gella Varnarva-Skourea and Bill Cope (eds), Common Ground, Melbourne, 2002, 255pp.
- *A Pedagogy of Multiliteracies*, Routledge, London, 2000, an extended version of a paper of the same name published in the Spring 1996 issue of the *Harvard Educational Review*, edited with Cope.
- *A Place in the Sun: The Promise of the Australian Way of Life*, Harper Collins, Sydney, 2000, a commentary on Australian society at the Centenary of Federation, with Cope.
- *Productive Diversity: Organisational Life in the Era of Civic Pluralism and Total Globalisation*, Pluto Press, Sydney, 1997, with Cope. A revised and updated edition of this book is to be published in 2003.
- *The Powers of Literacy: A Genre Approach to Teaching Writing*, edited with Cope, Falmer Press, London, and University of Pittsburgh Press, Pennsylvania, 1993.
- *Mistaken Identity: Multiculturalism and the Demise of Nationalism in Australia*, with Castles, Cope and Morrissey, Pluto Press, Sydney, 1988. Second edition, 1990. Third edition, 1992.
- *Cultures of Schooling: Pedagogies for Cultural Difference and Social Access*, with Cope, Noble and Poynting, Falmer Press, London, 1990.
- *Minority Languages and Dominant Culture: Issues of Education, Assessment and Social Equity*, with Cope and Slade, Falmer Press, London, 1989.

Research & Grants

- Assessing Complex Performance: A Postdoctoral Training Program Researching Students' Writing & Assessment in Digital Workspaces, USA, Institute of Education Sciences, 2011-2013
- u-learn.net: An Anywhere/Anytime Formative Assessment and Learning Feedback Environment, USA, Institute of Education Sciences, 2010-2012
- 'The 'Learning Element': A Lesson Planning and Curriculum Documentation Tool for Teachers, USA, Institute of Education Sciences, 2010-2012
- Implementing 'Learning by Design' in Greek Elementary and Secondary Schools: A Pilot Study, Pedagogical Institute, Greek Ministry of Education, 2011
- 'Asses As you Go Writing Assistant', USA, Institute of Education Sciences. 2009 - 2012
- University of Patra, Greece, Multiliteracies and Learning by Design Project, 2013
- University of Thessaloniki, Program Evaluation. OECD Operational Programme 'Education And Lifelong Learning Act: "Education Of Roma Children In The Region Of Central Macedonia, Western Macedonia And Eastern Macedonia" 2010 -
- Research Director of the Knowledge Design Forum, RMIT University
- Established the Globalism Institute at RMIT, University
- Founding Director of the Centre for Workplace Communication and Culture.

- Responsible for the management of, or major participant in, 116 research and development projects since 1991, with grant funding of approximately \$10 million.
- Recipient of ten large and four small Australian Research Council grants.
- '*Learning by Design*', two Discovery and one Linkage ARC grant to extend the ARC funded Multiliteracies research in the area of multimodality and pedagogy, working with teachers in Victoria, ACT, New South Wales and Queensland.
- *A Pedagogy of Multiliteracies*, two ARC Large Grants won over a period of six years involving a team of internationally renowned researchers from Australia, the United States and Britain investigating the dual challenges for literacy teaching of cultural diversity and new communication technologies. A 'Google' search on 'multiliteracies' (a term coined to describe this research program) as of August 2005 returns 19,500 pages
- *New Learning: A Charter for Australian Education*, based on an analysis of trends in education in Australia and internationally. Also, *New Teaching, New Learning: A Vision for Australian Education*. A policy and advocacy document for the Australian Council of Deans of Education.
- *Local Diversity, Global Connections*, a training program developed for the Office of Multicultural Affairs in the Department of the Prime Minister and Cabinet.
- *The National Framework of Adult Language, Literacy and Numeracy Competence*, a national policy document.
- The development of *Cultural Understandings* as the eighth Key Competency, a national policy document linking school to work.
- The *Review of Ethnic Affairs in Queensland*, commissioned by the Premier of Queensland: a major cross-portfolio review of services provided to immigrant communities in Queensland in conjunction with the Queensland Ministerial Advisory Committee on Ethnic Affairs, chaired by Mary Kalantzis.
- *Education for Cultural and Linguistic Diversity*, case study research for an international comparative study by the Organisation for Economic Cooperation and Development, Paris.
- Major research and consultancy projects working with Aboriginal and Torres Strait Islander people, including a language competency framework for Batchelor College in the Northern Territory and a national project on the literacy skills required for work and training for the Federal Department of Employment, Education and Training.

Orlando René Kelm
Curriculum Vitae



(QR - homepage)

PERSONAL DATA

Work Address:

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University of Texas at Austin
1 University Station – B3700
Austin, TX 78712
Tel: (512) 232-4534
e-mail: orkelm@austin.utexas.edu
homepage: <http://orlandokelm.wordpress.com>

Personal Address:

12068 Trotwood Drive
Austin, TX 78753
Tel: (512) 832-6474

EDUCATION

- 1989 University of California, Berkeley
 Ph.D., Hispanic Linguistics
 Dissertation: *Temporal Aspects of Speech Rhythm Which Distinguish Mexican Spanish and Brazilian Portuguese*. Director: Milton Azevedo
- 1985 Brigham Young University
 M.A., Second Language Acquisition – Spanish
- 1985 Brigham Young University
 Teaching English as a Second Language – Certificate
- 1983 Brigham Young University
 B.A., Portuguese

TEACHING EXPERIENCE

- 1995 - Associate Professor, University of Texas, Austin
2012 - 2015 Online Lecturer, University of North Carolina at Chapel Hill
2009 (January) Visiting Professor, Universidad Católica de Santiago, Chile
1989 - 1994 Assistant Professor, University of Texas, Austin
1985 - 1989 Grad. Student Instr., University of California, Berkeley
1983 - 1985 Graduate Student Instructor, Brigham Young University
1980 - 1985 Portuguese Language Coordinator, MTC, Provo, Utah

AREAS OF TEACHING AND RESEARCH

The teaching of foreign language for professional purposes; The use of innovative technology in foreign language education; The cultural aspects of international business; Applied linguistics, phonetics; Languages: Portuguese, Spanish

COURSES TAUGHT

Undergraduate

Portuguese language courses
Advanced Portuguese Grammar
Advanced Portuguese Conversation
Portuguese Practical Phonetics
Spanish language courses
Advance Spanish Grammar
Spanish Practical Phonetics
Spanish Applied Linguistics
Business Spanish

Graduate

Portuguese Phonetics and Phonology
Portuguese Linguistics
Spanish Phonetics and Phonology
Language for Specific Purposes
Business in Latin America (MBA)

PUBLICATIONS

I. BOOKS

1. Kelm, Orlando R., and David Victor. *The Seven Keys to Communicating in Brazil: An Intercultural Approach*. Washington, DC: Georgetown University Press, 2016.
2. Kelm, Orlando R. *Conversa Brasileira*. Reproduced and distributed on demand by the Center for Open Educational Resources and Language Learning (COERLL), The University of Texas at Austin. 2013. Pp 352.
3. Kelm, Orlando R., John N. Doggett, and Haiping Tang. *When we are the foreigners: What Chinese think about working with Americans*. Charleston, SC: Createspace.com. 2011. Pp 146.
4. Kelm, Orlando R., Mary Risner. *Brazilians Working with Americans: Cultural Case Studies*. Austin, TX: The University of Texas Press, 2007. Pp 196.

II. CHAPTERS IN BOOKS OR PROCEEDINGS

1. Kelm, Orlando R. 2014. "Portuguese for L1 English-L2 Spanish Speakers: Tá Falado." In Laura Callahan (ed.), *Spanish and Portuguese Across Time, Place, and Borders: Studies in Honour of Milton M. Azevedo*. 200-214. Palgrave Macmillan Publishers.
2. Kelm, Orlando R. 2011. "Innovative Technologies and the Teaching of Portuguese." In José Marcelo Freitas de Luna (ed.), *O Ensino de Português nos Estados Unidos*. 99-117. Jundiaí: Paco Editorial.
3. Kelm, Orlando R. 2005. "Foreign Language Materials for Business Portuguese: The Role of Technology in the Development of Foreign Language Curricula." In David V. Gibson, Manuel V. Heitor and Alejandro Ibarra-Yunez (eds.), *Learning and Knowledge for the Network Society*. 443-452. West Lafayette, Indiana: Purdue University Press.

4. Kelm, Orlando R. 2004. "Portuguese for Specific Purposes: It Applies 100% of the Time." Antônio Simões, Ana Maria Carvalho, and Lyris Wiedemann (eds.). *Português para falantes de espanhol: Artigos selecionados escritos em português e inglês*. 193-206. Campinas, SP: Editora Pontes.
5. Kelm, Orlando R. 1999. "Increased Access to Technology as a Stimulus for Improved Experimental Research Design." Joseph H. Matluck and Carlos A. Solé (eds.), *Simposio Internacional de la Lengua Española: Pasado, Presente y Futuro Actas*. 237-242. Austin, Texas: Department of Spanish and Portuguese, The University of Texas at Austin.
6. Kelm, Orlando R. 1999. "On Using Technology to Help Blend Language Proficiency and Language for Special Purposes." Christiane E. Keck and Allen G. Wood (eds.), *Global Business Languages: Technological Advances, Electronic Data and Languages for Specific Purposes*. 03-26. West Lafayette, Indiana: Purdue Research Foundation.
7. Kelm, Orlando R. 1998. "Tarefas Comunicativas de Português na Internet." Proceedings from *V Congresso Internacional para o Ensino de Português como Língua Estrangeira*. 227-238. Centro de Estudios de Lenguas Extranjeras, La Universidad Nacional Autónoma de México, October, 1998.
8. Kelm, Orlando R. 1998. "The Use of Electronic Mail in Foreign Language Classes." Janet Swaffar, Susan Romano, Phillip Markley, and Katherine Arens (eds.), *Language Learning Online: Theory and Practice in the ESL and L2 Computer Classroom*. 141-153. Austin, Texas: Labyrinth Publications.
9. Kelm, Orlando R. 1997. "The Potential of Multimedia in Language for Business and the Professions." T. Bruce Fryer and Gail Guntermann (eds.), *Spanish and Portuguese for Business and the Professions*. 229-240. The American Association of Teachers of Spanish and Portuguese. Lincolnwood, Illinois: National Textbook Company.
10. Kelm, Orlando R. 1997. "Using Available Technology to Create Pedagogical Materials for Foreign Language." Christiane E. Keck and Allen G. Wood (eds.), *Global Business Languages: Cultures and Cross Cultural Awareness in the Professions*. 199-203. West Lafayette, Indiana: Purdue Research Foundation.
11. Kelm, Orlando R. 1996. "Applications of Computer Networking in Foreign Language Education: Focusing on Principles of Second Language Acquisition." Mark Warschauer (ed), *Telecollaboration in Foreign Language Learning*. 19-28. University of Hawaii at Manoa: Second Language Teaching and Curriculum Center.

IV. INTERNET BASED PUBLICATION PROJECTS

1. "Cultural Interviews with International Business Executives" 2015. Updated version of the nearly 1000 previous Spanish, German, Chinese, Turkish and Japanese online interviews. <<http://culturalinterviews.wikispaces.com>>.
2. "Língua da Gente." 2014-2016. Audio podcast lessons with accompanying PDF files, and discussion blog. <<http://linguadagente.coerll.utexas.edu>>.

Andrew Lynch

Associate Professor of Spanish

305-284-3229

a.lynch@miami.edu

Education

Ph.D., Hispanic Linguistics, University of Minnesota, 1999

M.A., Hispanic Linguistics, University of Minnesota, 1995

B.A., Spanish Language (major), German Language (minor), University of North Carolina, 1993

Research Specializations

- Sociolinguistics / Language in society
- Bilingualism / Language contact
- Heritage language acquisition and pedagogy
- Sociolinguistic, cultural and ideological aspects of Spanish in the United States

Selected Publications

- **Book**
 - *El español en contacto con otras lenguas* (with Carol A. Klee). Washington, DC: Georgetown University Press, 2009.
- **Journal Articles**
 - Valencia, Marelys, and Andrew Lynch. "Migraciones mediáticas: la translocación del español en televisoras hispanas de Estados Unidos." *Cuadernos AISPI. Revista de la Associazione Ispanisti Italiani* 8 (2016): 171-196.
 - Carter, Phillip, and Andrew Lynch. "Multilingual Miami: Current Trends in Sociolinguistic Research." *Language and Linguistics Compass* 9 (2015): 369-385.
 - Lynch, Andrew. "The first decade of the *Heritage Language Journal*: A retrospective view of research on heritage languages." *Heritage Language Journal* 11 (2014): 224-242.
 - Lynch, Andrew, and Kim Potowski. "La valoración del habla bilingüe en Estados Unidos: Fundamentos sociolingüísticos y pedagógicos en *Hablando bien se entiende la gente*." *Hispania* 97 (2014): 32-46.
 - Lynch, Andrew. "A Sociolinguistic Analysis of Final /s/ in Miami Cuban Spanish." *Language Sciences* 31 (2009): 767-790.
 - Lynch, Andrew. "Expression of Cultural Standing in Miami: Cuban Spanish Discourse about Fidel Castro and Cuba." *Revista Internacional de Lingüística Iberoamericana* 14 (2009): 21-48.
- **Chapters in Edited Volumes**
 - Lynch, Andrew. "The Social Diffusion of English-Based Lexical Innovations in Miami Cuban Spanish." *Cuban Spanish Dialectology: Variation, Contact and Change*. Ed. Alejandro Cuza. Washington, DC: Georgetown University Press, 2017.
 - Lynch, Andrew. "Sociolinguistic Perspectives." *Routledge Handbook of Hispanic Applied Linguistics*. Ed. Manel Lacorte. London: Routledge, 2014. 78-95.

Lynch, Andrew. "Observaciones sobre comunidad y (dis)continuidad en el estudio sociolingüístico del español en Estados Unidos." *El español en los Estados Unidos: E pluribus unum? Enfoques multidisciplinares*. Eds. Domnita Dumitrescu and Gerardo Piña-Rosales. New York: Academia Norteamericana de la Lengua Española, 2013. 67-83.

- o Lynch, Andrew. "Key Concepts for Theorizing Spanish as a Heritage Language." *Spanish as a Heritage Language in the United States: The State of the Field*. Eds. Sara Beaudrie and Marta Fairclough. Washington, DC: Georgetown University Press, 2012. 79-97.

Editorial experience

- Editor in Chief, *Heritage Language Journal*, published by National Heritage Language Resource Center, University of California at Los Angeles:
<http://www.heritagelanguages.org/about.aspx?about>
- Editorial Board, *Lengua y Migración/Language and Migration* (Universidad de Alcalá, Spain)
- Editorial Board, *Diálogo de la Lengua* (University of Arkansas/ Universidad Complutense de Madrid)

Selected Keynotes/Plenary addresses

- "(Re)configuración de la voz auténtica: tendencias actuales de la variabilidad identitaria en contextos bilingües." Keynote speech. Seventh Annual Hispanic & Luso-Brazilian Linguistics Conference. Arizona State University, Tempe AZ. March 30, 2018.
- "A historical view of US *Latinidad* and Spanish as heritage language." Plenary address. 26th Conference on Spanish in the United States. Brigham Young University, Provo, UT. April 8, 2017.
- "(Re)configuración de la voz auténtica: tendencias actuales de la variabilidad identitaria en contextos bilingües." Inaugural plenary address. VI Jornadas Internacionales de Lingüística Hispánica. Universidade de Lisboa, Portugal. April 4, 2017.
- "Locations of Spanish in the Postmodern Era." Keynote speech. XXIX Biennial Louisiana Conference on Hispanic Languages & Literatures, Louisiana State University, Baton Rouge. February 2014.
- "Ideological and sociolinguistic dimensions of Spanish in the United States." Plenary address. 66th Annual Kentucky Foreign Language Conference, University of Kentucky, Lexington. April 2013.
- "Locating bilingualism in the Spanish heritage language classroom." Plenary address to the Spanish Heritage Language (SHL) Special Interest Group of the American Council on the Teaching of Foreign Languages (ACTFL). Annual Convention of ACTFL. Philadelphia, PA. November 2012.
- "The cultural linguistic analysis of political discourse: Cuban exile in Miami." Keynote speech. Second Colloquium on Hispanic/Latin American Literatures, Linguistics & Cultures, University of Florida, Gainesville. October 2006.
- "Sociolinguistic discontinuity in bilingual Miami: Implications for a theory of language shift." Keynote speech. Symposium on Spanish in the Americas. University of Iowa, Iowa City. March 2001.

Grants and awards

- Government of Spain: Ministerio de Economía y Competitividad. *Procesos translingües y transculturales en jóvenes de origen autóctono y extranjero: estudio de actitudes lingüísticas y prácticas multilingües en contextos de superdiversidad*. Lead researcher: Mireia Trenchs Parera, Universitat de Pompeu Fabra, Barcelona, 2015-2018.
- Provost Research Award, College of Arts & Sciences, University of Miami, 2010.
- Presenter's Award, Spanish for Native Speakers Special Interest Group of the American Council on the Teaching of Foreign Languages (ACTFL), Annual Convention, San Antonio, TX, 2007.
- Max Orovitz Summer Award, College of Arts & Sciences, University of Miami, 2006.
- *Curriculum vitae of Andrew Lynch -13-*
- Faculty Travel Grant, College of Liberal Arts & Sciences, University of Florida, Fall 2003, Fall 2004. Humanities Scholarship Enhancement Award, University of Florida, Summer 2002.
- Internet Instructional Development Grant (with Gillian Lord Ward), Center for Instructional Technology, University of Florida, 2002.
- Outstanding Professor of the Year, awarded by the Organization of Graduate Students, Romance Languages & Literatures, University of Florida, 2001-2002; 2002-2003.
- Research and Professional Development Award, College of Liberal Arts & Sciences, University of Florida, 2001-2002; 2002-2003.

Courses Taught

- Seminar in Bilingualism (graduate)
- Ideologies of Language (graduate)
- Sociolinguistics (undergraduate)
- Spanish in Contact with Other Languages (undergraduate)
- Culture, Language, and Identity (undergraduate)

Jocelly G. Meiners
University of Texas at Austin
150 W 21st St. Stop B3700
Austin, TX 78712
jocelly@utexas.edu

Education

2013 **PhD, Hispanic Linguistics**, University of Texas at Austin

Dissertation: “Sympathy and compassion in Spanish and English: Cross-cultural and interlanguage perspectives on emotional expression”

Director: Dr. Dale Koike

2007 **MA, French Linguistics**, University of Texas at Austin

2005 **BA, French and Astronomy** (with honors), University of Texas at Austin

Teaching Experience

2014 – present **Lecturer**, Department of Spanish and Portuguese, University of Texas at Austin

2013 – 2014 **Part-Time Assistant Professor of Spanish**, Southwestern University

2010 – 2014 **Spanish Instructor**, ArthroCare Corporation

2013 **Spanish Instructor**, Freestyle Language Center

2008 – 2012 **Spanish Assistant Instructor**, University of Texas at Austin

2007 – 2008 **French Assistant Instructor**, University of Texas at Austin

2005 – 2007 **French Teaching Assistant**, University of Texas at Austin

Courses Taught

Upper division Spanish

SPN 327N Academic Writing for Heritage Learners

Lower division Spanish

SPN 612 Accelerated Intermediate Spanish for Heritage Learners

SPN 604 Accelerated Introductory Spanish for Heritage Learners

SPN 611D Intermediate Spanish II

SPN 610D Intermediate Spanish I

SPN 610D Intermediate Spanish I – Bilingual/Bicultural

SPN 601D Introductory Spanish

SPN 312K Second Year Spanish I
SPN 508K Alternate First Year Spanish II
SPN 506 First Year Spanish I

Lower division French

FR 118L Practice in Spoken French II
FR 507 First Year French II
FR 506 First Year French I

Other Professional Experience

- 2017 **Reader**, Advanced Placement Spanish Language and Culture Exam (ETS)
Graded 470 Spanish AP oral exams in one week.
- 2016 – present **Community Moderator**, Heritage Spanish (heritagespanish.coerll.utexas.edu),
COERLL (Center for Open Educational Resources and Language Learning)
Performing outreach as well as monitoring and managing content for the website.
Organizing a two-day workshop for heritage Spanish instructors.
- 2014 – 2015 **Editing Assistant**, *Dialogue in Multilingual and Multimodal Communities*
Edited articles for the book *Dialogue in Multilingual and Multimodal
Communities* (D. A. Koike and C. Blyth, Eds. Published in 2015 by John
Benjamins Press.)
- 2013 **Translator and Actor**, Institute for Public School Initiatives
Translated scripts and acted in Spanish and English videos about mathematics and
science concepts for middle and high school students in Texas public schools.
- 2013 **Spanish Language Expert**, Lingo Live Corporation
Created language-learning material for an online Spanish learning program.
Duties included creating video tutorials explaining Spanish grammar concepts and
corresponding assessments.
- 2009 – 2011 **Research Assistant**, Spanish Corpus Proficiency Level Training website
Produced, transcribed and revised material for a Spanish proficiency training
website.
- 2008 – 2009 **Editing Assistant and Translator**, *Dialogue in Spanish*
Dialogue in Spanish: Studies in Functions and Context (D. A. Koike and L.
Rodríguez-Alfano, Eds. Published in 2010 by John Benjamins Press)

Publications

Meiners, Jocelly. 2017. "Cross-cultural and Interlanguage Perspectives on the Emotional and Pragmatic Expression of Sympathy in Spanish and English". In Vahid Parvaresh & Alessandro Capone (eds.), *The Pragmeme of Accommodation: The Case of Interaction around the Event of Death*, 319-348. Springer International Publishing.

Conference Presentations

- 2018 “Spanish Heritage Learners’ Language Attitudes Regarding Language Maintenance and Resistance under a Difficult Political Climate” (co-presented with Delia Montesinos)
5th National Symposium on Spanish as a Heritage Language, Univ of Iowa, Iowa City.
- 2018 “Preparing Heritage Language Learners for the Professional World through Project Based Learning” (co-presented with María Luisa Echavarría)
5th National Symposium on Spanish as a Heritage Language, Univ of Iowa, Iowa City.
- 2017 “Exploring Spanish Heritage Learners’ Language Attitudes as a Tool to Understand Their Commitment to Resistance and Language Maintenance Under a Difficult Political Climate” (co-presented with Delia M. Montesinos)
Midwest Modern Language Association Conference, Cincinnati, Ohio
- 2017 “The impact of formal Spanish heritage language and culture instruction on students’ attitude towards their heritage language” (co-presented with Delia M. Montesinos)
Fourth National Symposium on Spanish as a Heritage Language, UC Irvine
- 2016 “Development of a self-report instrument to measure Spanish heritage speakers’ attitudes toward their heritage language”
Third National Symposium on Spanish as a Heritage Language, University of Oregon
- 2013 “A tool for oral proficiency evaluation for teachers”
(co-presented with Lori Czerwionka, Abigail Dings, Dale Koike and Karyn Rayburn)
American Association of Teachers of Spanish and Portuguese, San Antonio, Texas
- 2012 “Sympathy and compassion in Spanish and English: Expressing emotion in the L2”
Pragmatics Festival, Indiana University, Bloomington
- 2011 “Spanish proficiency training: Learner corpus and exercises”
(co-presented with Dale Koike, Karyn Rayburn and Robert Sauveur)
South Central Association for Language Learning Technology, UT Austin
- 2009 “Preparing L2 Spanish students for study abroad: The pragmatics of dinner table conversation” (co-presented with Rachel Showstack)
18th Colloquium on Hispanic and Luso-Brazilian Literatures and Linguistics, University of Texas at Austin
- 2007 “Learning to apologize: A study of grammatical, lexical, and pragmatic form in L2 Spanish learners’ interlanguage”
Hispanic Linguistics Symposium, University of Texas at San Antonio
- 2007 “Expressing compassion: A study of speech acts and pragmatic transfer from L1 English to L2 Spanish”
Spanish and Portuguese Dialogue Studies Conference, University of Texas at Austin

DR. JEANNETTE SQUIRES OKUR

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SUMMARY OF QUALIFICATIONS

- 18 years' experience of teaching foreign language/literature/cultural studies at the secondary and post-secondary levels, in the United States, Turkey and Austria.
- 6 years' experience designing and teaching interdisciplinary Turkish Studies and Middle Eastern Studies courses (in English) and beginning, intermediate and advanced level Turkish language courses at Texas universities
- 11 years' experience in foreign language program development, including curricular materials and assessment tool design, diagnostic testing, course design and sequencing, and implementation of faculty-led study abroad programs
- 7 years' experience teaching general humanities and writing skills courses
- Unflagging energy and vision to develop a successful interdisciplinary program in Turkish Studies in the United States

SUMMARY OF SKILLS

- Near-native proficiency in modern Turkish; superior reading/research skills in modern Turkish and German; fair reading skills in French
- Particular familiarity modern/contemporary Turkish film and prose literature, 20th-21st century Turkish cultural history, late Ottoman/Turkish women's studies, German-Turkish literature and film, *tasawwuf* (Sufi) literature, and Turkish-language *tefsir*
- Extensive experience in dramatic arts and vocal/choral music
- Competent use of email, the Internet, databases, spreadsheets, Blackboard, digital recording devices, video cameras, etc.

PROFESSIONAL BACKGROUND

EDUCATION

Degrees:

- Ph.D. in German Language and Literature, Ankara University in Turkey, April 2007, specialty in Modern Turkish/Comparative Literature
- M.A. in German Language and Literature, University of Wisconsin-Madison, May, 2001.
- M.S. in Curriculum & Instruction in English and German Education, University of Tennessee-Knoxville, May, 1997.
- Magna Cum Laude, B.A. in American Literature/Creative Writing at Middlebury College, Vermont, May, 1992.

Courses:

- Oral Proficiency Interview Assessment Workshop, University of Texas at Austin, April 2011; rated "Superior" on ACTFL Turkish OPI interview, Aug. 8, 2011
- Certificate for completion of highest level Turkish Course (Sertifika: "A" Kuru Türkiye Türkçesi Kursu), Gazi University in Ankara, Turkey, June, 2002.

Other Accreditations:

- Austrian Teaching Certificate in "Deutsch als Fremdsprache" (German as a Foreign Language) at Karl-Franzens-Universität, Graz, Austria, July, 1995.

PH.D DISSERTATION

- (In German.) English title: Transnational Literature: The Portrayal of Intercultural Encounters in the Literary Works of Füzuan, Alev Tekinay and Elif Şafak. Advisor: Prof. Gürsel Aytaç, 371 p.

Abstract: This dissertation explores how selected literary works of three widely traveled Turkish authors heighten the reader's awareness of diverse, and sometimes hybrid linguistic and cultural dimensions of contemporary human life. These works, namely Füzuan's Berlin'in Nar Çiçeği, Tekinay's Nur der Hauch vom Paradies, and Şafak's The Saint of Incipient Insanities, merit a comparative analysis that is culture-oriented precisely because they increase the reader's consciousness that multiple linguistic and cultural dimensions exist in texts, as well as in real life. A lengthy discussion of these works' portrayal of intercultural encounters and socio-cultural change, which includes such subjects as "Social Displacement as a Part of Cultural Change," "Integration as Reorientation," and "The Possibility of Overcoming Linguistic and Cultural Barriers," is followed by an analysis of how each work contributed to respective Turkish, German and American public discourses on "culture" at the time of its publication. The study is rounded off by a comparison of the three author's careers, literary works and their public statements on the nature of culture and language, as well as by a final comparison of the three novels' cultural concepts, structure, style and reception. Finally, several possible relationships between cultural and literary studies, which were discussed theoretically at the beginning of the study, are reviewed in light of these transnational literary works.

HONORS, AWARDS, AND ACHIEVEMENTS

- University of Texas at Austin Curriculum Innovation Grant Recipient (Jan., 2015)
- University of Texas at Austin, Texas Language Center Foreign Language Educator Professional Development Award (May, 2013)
- Edith M. Deuss Fellowship at the University of Wisconsin-Madison (2000-01)
- Belmont Foundation for Education Excellence in Teaching Award in Belmont, Massachusetts, September, 1999
- Fulbright Scholar at Karl-Franzens-Universität in Graz, Austria, 1992-93

TEACHING EXPERIENCE

Turkish Program Coordinator and Lecturer in Middle Eastern Studies, Department of Middle Eastern Studies, University of Texas at Austin (Aug., 2010-present)

- **Developed/taught new upper-division, interdisciplinary MES undergraduate courses**, titled "Love in the East and West", "Inspired by Istanbul", "Negotiating Urbanization in the Middle East: Case Studies in Turkey", "Women Filmmakers in the Middle East" and "Turks in Europe"
- **Developed/taught Intensive (Beginning), Intermediate and Advanced Turkish courses**
- **Served as Faculty Coordinator of UT Austin's new interdisciplinary "Language and Culture in Turkey" study abroad program**, implemented in Summer 2012 and approved for Summer 2014
 - Planned and implemented all academic and financial components of this 9-week FLAS-eligible program,
 - Participated in all student recruitment, selection and orientation activities; advised, mentored, taught and traveled with all student participants in Turkey
- **Coordinated all Turkish Studies activities**, including the U.T. Turkish Film Series, the U.T. Turkish Choir, Turkey-related lectures and weekly Turkish tea & conversation hour, and **Turkish Studies program development**, including advertising, student advising, diagnostic and evaluative language testing, communication with program sponsors/donors, and hosting of prospective students
- Chaired the 2011-12 Center for Middle Eastern Studies Literary & Cultural Events Series and served on the 2011 and 2012 FLAS Scholarship Advisory Committees. Currently serving on the MES Undergraduate Curriculum Committee and the CMES/DMES Graduate Studies Committee.

TEACHING EXPERIENCE (CONTINUED)

Lecturer in Turkish and Turkish History, University of Houston (Aug., 2009-July, 2010)

- Developed Beginning and Intermediate Turkish language courses, as well as the upper-division “Introduction to Turkish History” course

Part-time Lecturer in Turkish Cultural History, Rice University’s Glasgow School of Continuing Studies (Winter/Spring, 2010)

- Developed a series of eight thematically-organized cultural history lectures for adult learners

Coordinator of the Language Arts Program, Texas Gulf Institute, Houston. (Feb., 2008 to Aug., 2009).

- Developed/taught four intensive 8-week courses in Business Communication and English as a Second Language for adult learners.
- Held weekly meetings with ESL instructors to coordinate TOEFL instruction.

Tenure-Track Lecturer/Researcher, Department of Turkish Language and Literature, TOBB University of Economics and Technology, Ankara, Turkey. (Sept., 2006-Dec., 2007).

- Served on the department’s Undergraduate Curriculum Development Committee
- Developed/taught of all undergraduate courses in literary theory and comparative literature
- Assisted TOBB-ETU’s Library Director during the founding years of the university; helped research and select the university’s English-language humanities and social science online journals and print acquisitions

Part-time Lecturer in English-as-a-Second-Language, Department of Foreign Languages at TOBB University of Economics and Technology, Ankara, Turkey. (2005-2006)

- Taught Advanced Reading/Conversational Skills, Advanced Reading/Writing Skills, and Conversational English classes.
- Assisted in departmental diagnostic and evaluative language testing.

Part-time Lecturer in English-as-a-Second-Language, Fatih University, Ankara Meslek Yüksekokulu, Ankara. 2001-2003.

- Taught Pre-Intermediate English to general students and developed/taught a new “English for Nurses” course sequence for nursing students
- Taught Intermediate and Advanced English to small groups of university professors and administrators

German/American Literature Teacher, Belmont High School, Belmont, Massachusetts, 1997-2000.

- Coordinated the BHS German Language Program; taught 9-12th grade German (levels 1-4) as well as 11th grade English (American Literature).
- Developed a new upper-level German language curriculum for juniors and seniors and coordinated their participation in state-level AATG language competitions and extra-curricular activities; also supervised the BHS German Club’s weekly activities and field trips.
- Coordinated a German high school group's three-week stay in Belmont, MA, and Belmont High School’s study abroad program in Bonn, Germany (1998-1999).
- Chaperoned Belmont High School Youth Orchestra's musical tour of Germany, Austria, and Italy (1998).

German Teaching Assistant at Middlebury College’s German Summer School in Middlebury, Vermont, Summer 1999

- Tutored Intensive Beginning German students and assisted Intensive Beginning German instructors with grading

RESEARCH INTERESTS (CONTINUED)

- Currently researching an article on the experiences of Muslim Turks in lands annexed by the Russian Empire/Soviet Union, as portrayed in 20th century prose literature by Turkic authors.
- Planning/researching an interdisciplinary “textbook” that will introduce late Ottoman, early Republican and contemporary Turkish women’s studies/women’s history to American university students (with Ottoman historian Suphan Kırmızıaltan). Topics to be covered include: historical changes in women’s legal and social status; issues surrounding women’s participation in the empire’s/nation’s workforce and educational systems; trends in women’s artistic, scientific and general economic production; social, cultural and religious problems experienced by rural and urban women; intergenerational relationships among Turkish women; oral histories and biographies of significant Turkish women; comparison analysis of various feminist movements in the late Ottoman Empire and the Republic of Turkey; significant images of Turkish women in film, television and other media, etc.

PUBLICATIONS

- English translation of Ali Fuat Bilkan’s *Marallar İnince Suyu [When the Does Descend to the Water]*. To be submitted to London Books, Inc. [January, 2014, publication pending].
- English translation of Mustafa Kutlu’s *Sir [The Secret]*. submitted to Texas University Press [June, 2011, publication pending].
- *Tales from Rumi. Mathnawi Selections for Young Readers*. Ed. Ali Fuat Bilkan. New Jersey: The Light Publ., 2008. (English translation)
- **“Feminist Edebiyat Eleştirisi Açısından Selma Rıza’nın *Uhuvvet* Romanı Üzerine Bir İnceleme.”** (“A Feminist Literary Analysis of Selma Rıza’s novel *Uhuvvet*”). *Folklor/Edebiyat Kültür Dergisi*. 9/36 (2003/4): 155-172.

PRESENTATIONS AND PUBLIC APPEARANCES

- **“Contemporary Turkish Literature’s Readership: Limited, but Politically Vocal”** (presented at the American Comparative Literature Association’s Annual Meeting, Mar. 27, 2015)
- **“Walking a Fine Line between Sensitization and Sensationalism: The Narrative Logic and Potential Social Impact of Elif Şafak’s *Honour* and Feo Aladağ’s *When We Leave*”** (presented at the Modern Language Association Convention, Jan.12, 2014)
- **“Re-Telling the Classic: Postmodern Narrative Elements in Nazan Bekiroğlu’s *Yûsuf ile Züleyha – Kalbin Üzerinde Titreyen Hüzün [Yusuf and Zulaikha – The Sadness Hovering over the Heart]*”** (presented at 2013 Middle Eastern Studies Association Annual Convention, Oct.11, 2013)
- **“Goat Herders and Grape Gatherers: The Portrayal of Anatolian Mountain Village Women's Interaction with the Natural Environment in Contemporary Turkish Film”** (presented at 2012 Middle Eastern Studies Association Annual Convention, Nov. 20, 2012)

KATE PAESANI

Center for Advanced Research on Language Acquisition
University of Minnesota
140 University International Center, 331 17th Ave. SE
Minneapolis, MN 55414

612.625.8882 (phone)
612.624.7514 (fax)
kpaesani@umn.edu
<http://works.bepress.com/paesani/>

EDUCATION

Ph.D., French Linguistics, Indiana University, 2001
M.A., French Linguistics, Indiana University, 1992
B.A., French, University of Connecticut, 1990

ACADEMIC APPOINTMENTS

Director, Center for Advanced Research on Language Acquisition (CARLA), Global Programs and Strategy Alliance, University of Minnesota (2016-present)
Affiliate Associate Professor, College of Liberal Arts, University of Minnesota (2016-present)
Associate Professor & Director of Basic French Courses, Department of Classical & Modern Languages, Wayne State University (2007-2016)
Assistant Professor & Director of Basic French Courses, Department of Classical & Modern Languages, Wayne State University (2000-2007)
Adjunct Faculty, Southern Oregon University French Summer Language Institute, Angers, France (2013, 2014)
Adjunct Faculty, Department of Modern Languages, Anderson University (1997)
Instructor & Chaperone, Indiana University Honors Program in Foreign Languages, St. Briec, France (1995)
Advisory Associate Instructor, Department of French & Italian, Indiana University (1993-1994)
Associate Instructor, Department of French & Italian, Indiana University (1990-1992; 1994-1996; 1999-2000)
Assistante d'anglais, Lycée Val de Saine, Grand Quevilly, France (1992-1993)

PUBLICATIONS

Books

- 2016 Paesani, K., Allen, H. W., & Dupuy, B. *A multiliteracies framework for collegiate foreign language teaching*. Upper Saddle River, NJ: Pearson.
- 2006 Progovac, L., Paesani, K., Casielles, E., & Barton, E. (Eds.) *The syntax of nonsententials: Multidisciplinary perspectives*. Amsterdam, Netherlands: John Benjamins.
- 2005 Barrette, C. M., & Paesani, K. (Eds.) *Language program articulation: Developing a theoretical foundation*. AAUSC Issues in Language Program Direction. Boston, MA: Heinle & Heinle.

Peer-reviewed journal articles

- In press Paesani, K. Literature, literacy, and the undergraduate foreign language curriculum. *ADFL Bulletin*, 44(1), 1-13.
- 2016 Paesani, K. Investigating connections among reading, writing, and language development: A multiliteracies perspective. *Reading in a Foreign Language*, 28(2), 266-289.
- 2015 Paesani, K. Student perceptions of multiliteracies-oriented and traditional grammar activities: A mixed-methods case study. *Konin Language Studies*, 3(1), 31-55.
- 2012 Paesani, K., & Allen, H.W. Beyond the language-content divide: A review of research on advanced collegiate foreign language teaching and learning. *Foreign Language Annals*, 45, s54-s75.
- 2011 Paesani, K. Research in language-literature instruction: Meeting the call for change? *Annual Review of Applied Linguistics*, 31, 161-181.
- 2010 Allen, H. W., & Paesani, K. Exploring the feasibility of a pedagogy of multiliteracies in introductory foreign language courses. *L2 Journal*, 2, 119-142.
- 2010 Barrette, C. M., Paesani, K., & Vinall, K. Toward an integrated curriculum: Maximizing the use of target language literature. *Foreign Language Annals*, 42, 216-230.
- 2009 Paesani, K. Exploring the stylistic content of *Exercices de style*. *The French Review*, 82, 1268-1280.
- 2007 Paesani, K. *Exercices de style*: Developing multiple competencies through a writing portfolio. *Foreign Language Annals*, 39, 618-639.
- 2006 Paesani, K. A process-oriented approach to *Zazie dans le métro*. *The French Review*, 79, 762-778.
- 2005 Paesani, K. Literary texts and grammar instruction: Revisiting the inductive presentation. *Foreign Language Annals*, 38, 15-24.

Peer-reviewed book chapters

- In press Allen, H. W., & Paesani, K. *Invitation au voyage*: A multiliteracies approach to teaching genre in an advanced writing course. In C. Krueger (Ed.), *Approaches to teaching Baudelaire's prose poems*. New York, NY: Modern Language Association of America.
- 2013 Paesani, K. A sociocultural approach to foreign language teacher professionalization: Lesson planning and concept development. In D. Sonesson & E. Tarone (Eds.), *Expanding our horizons: Language teacher education in the 21st century* (pp. 225-242). Minneapolis, MN: CARLA.

- 2013 Paesani, K. A literacy-based approach to foreign language teacher development. In H. W. Allen & H. H. Maxim (Eds.), *Educating the future foreign language professoriate for the 21st century* (pp. 60-81). Boston, MA: Heinle & Heinle.
- 2005 Paesani, K., & Barrette, C. M. The role of the language program director within a three-dimensional model of articulation. In C. M. Barrette & K. Paesani (Eds.), *Language program articulation: Developing a theoretical foundation* (pp. 2-20). Boston, MA: Heinle & Heinle.
- 2004 Paesani, K. Using literature to develop foreign language proficiency: Toward an interactive classroom. In C. J. Stivale (Ed.), *Nineteenth- and twentieth-century French literary studies: Pedagogical strategies* (pp. 13-25). New York, NY: Modern Language Association of America.
- 2003 Paesani, K. Auxiliary selection in pronominal verb constructions: The case of the *passé surcomposé*. In R. L. Nunez-Cedeno, L. Lopez, & R. Cameron (Eds.), *A Romance perspective on language knowledge and use* (pp. 327-340). Amsterdam, Netherlands: John Benjamins.

Invited book chapters (non-refereed)

- In press Paesani, K. Introduction. In E. W. Glisan & R. Donato, *Enacting the work of language instruction: High-leverage teaching practices*. Alexandria, VA: ACTFL.
- 2006 Paesani, K. Extending the nonsentential analysis: The case of special registers. In L. Progovac, K. Paesani, E. Casielles, & E. Barton (Eds.), *The syntax of nonsententials: Multidisciplinary perspectives* (pp. 147-182). Amsterdam, Netherlands: John Benjamins.
- 2006 Progovac, L., Paesani, K., Casielles, E., & Barton, E. Introduction. In L. Progovac, K. Paesani, E. Casielles, & E. Barton (Eds.), *The syntax of nonsententials: Multidisciplinary perspectives* (pp. 1-9). Amsterdam, Netherlands: John Benjamins.
- 2006 Progovac, L., Paesani, K., Casielles, E., & Barton, E. Epilogue: Wherefrom and whereto? In L. Progovac, K. Paesani, E. Casielles, & E. Barton (Eds.), *The syntax of nonsententials: Multidisciplinary perspectives* (pp. 323-353). Amsterdam, Netherlands: John Benjamins.
- 2005 Barrette, C. M., & Paesani, K. Introduction: From description to theory. In C. M. Barrette & K. Paesani (Eds.), *Language program articulation: Developing a theoretical foundation* (pp. vii-xii). Boston, MA: Heinle & Heinle.

Published teaching materials

- 2009 Paesani, K. Instructor's Resource Manual. *Chez nous: Branché sur le monde francophone*. 4th Edition. Upper Saddle River, NJ: Prentice Hall.

Rose M Potter
Clinical Assistant Professor
UTeach-Liberal Arts, The University of Texas at Austin

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RECENT CONTRIBUTIONS

ACTFL (American Council on the Teaching of Foreign Languages) Annual National Conference 2017 (NOV)

Designed, created and scheduled to present:

- *Easily Teach the **Quijote** with Free Open Ed Curriculum and Resources*
- *Mentor Successful Educators Through Meaningful, Hands-On Teacher Training*
- *Create Student-Centered, Inquiry-Based Lesson Plans That Work!* (4 UTeach 1st Year Teachers present grant-winning lessons designed in UTL 640 LOTE, S2016)

TFLA (Texas Foreign Language Association) Annual State Conference 2017 (OCT)

Invited to design and present (*fifth consecutive year*)

- *TFLA New Teacher Academy*

Designed, created and presented:

- *Easing the Way through the Challenges of Teaching of the **Quijote***

Mexican/American Fulbright Commission (COMEXUS) 2017

Designed, created and presented a workshop to Mexican Fulbright Scholars:

- *The Power of Active Learning & Collaboration in the Language Learner Classroom*

Center for Open Educational Resources for Language Learners (COERLL) 2017

- Co-Authored an open educational resource on the [Center for Open Educational Resources for Language Learners \(COERLL\)](#) at UT Austin, with co-author, Betsy Arnold, [a student textbook](#) and [teacher resources](#) to support the study of *El Ingenioso Hidalgo, Don Quijote de la Mancha*.

Université de Grenoble-Alpes / Innovalangues 2017

- Attended planning session in Lyon, France to initiate the Global Classroom Curriculum for Spring 2017.

Hemispheres, the International Outreach Consortium 2017

- Guided four students to develop 5Es Lesson Plans that includes Social Studies TEKS (Texas Essential Knowledge and Skills) that were awarded a [Longview Foundation](#) grant to enable their professor and all four students to present [the plans](#) at a national conference in 2017 (ACTFL)

Department of French and Italian 2017

Invited to UT French classrooms to present the value of majoring in French and the skill set of a teacher.

- *Why business hires teachers.*

Center for Open Educational Resources for Language Learners (COERLL) 2017

Incorporated COERLL resources into engagement activities that connect to the Texas LOTE Standards.

Linked files and more support documents available at:

https://www.dropbox.com/sh/ued16qgs9ct8otv/AAB-1JqBZLU6t9yT-w75_spoa?dl=0

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Global Classroom Curriculum Integration Grant Co-Recipient 2017

Funded by the *UT International Office* to redesign curriculum for an intercultural global classroom online to connect UT at Austin French students with English students at the University Grenoble-Alpes, France.

Two-day workshop in Lyon, France to coordinate the global classroom curriculum.

Professional Development Award 2017

Funded by the *Texas Language Center* to assist the *Intercultural Communication Online* project.

Pan American Round Table (PART) 2017

Keynote Speaker:

- *Where are the Spanish Teachers? We Need Them!*

Center for Open Educational Resources for Language Learners (COERLL) 2017

Designed, created and presented a lesson planning workshop:

- *Engage, Explore and Discover!*

McGraw-Hill Education Spanish Symposium 2016

Designed, created and presented:

- *Demystify Grammar and Engage Students Through Noticing and Co-constructing*

ACTFL (American Council on the Teaching of Foreign Languages) Annual National Conference 2016

Designed, created and presented:

- *From Critical Thinking to Meaningful Writing*

Department of Spanish and Portuguese 2016

Invited to UT Spanish classrooms to present the value of majoring in Spanish and the skill set of a teacher.
Why business hires teachers.

TFLA (Texas Foreign Language Association) Annual State Conference 2016

Invited to design, create and present (*fourth consecutive year*)

- *TFLA New Teacher Academy*

Designed, created and presented:

- *Design A+ Lesson Plans that Keep Students Engaged!*
- *Engage, Explore and Discover! Integrate STEM concepts into LOTE Lessons*

San Antonio Teacher Workshop 2016

Designed, created and presented a half-day workshop:

- *SUCCESS in the 21st Century LOTE Classroom*

Linked files and more support documents available at:

https://www.dropbox.com/sh/ued16qgs9ct8otv/AAB-1JqBZLU6t9yT-w75_spoa?dl=0

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Center for Professional Education at the University of Texas at Austin 2016

Facilitate a team to design curriculum and syllabus for a course to train students to become Certified Spanish Medical Interpreters.

Mexican/American Fulbright Commission (COMEXUS) 2016

Designed, created and presented two workshops to two groups of Mexican Fulbright Scholars:

- *The Power of Active Learning & Collaboration in the Language Learner Classroom*

UTeach-Natural Sciences (UTNS) 2015 – 2016

Co-organized and participated in a [two-week international educator exchange program](#):

- Facilitated the exchange experience of future STEM teachers from Grenoble, France (Spring 2016) who visited the UT campus, classes and Austin area schools.
- Accompanied UTNS students to France (*Summer 2016*) and mentored them during their two-weeks exploration of the French education system.

UTeachWeTeach.com 2015 – Present

Co-founded and facilitate a wiki-blog with UTeach-Liberal Arts graduates who accepted emergency, mid-semester jobs in low socioeconomic status schools and recognized the need for peer support:
<http://www.uteachweteach.com/>

- Vision: An education system strengthened by successful new teachers who stay in the classroom
- Mission: Provide a forum to unite and support teachers, especially new teachers

Professional Development Center, The University of Texas at Austin 2016 – Present

Designed and delivered noncredit certificate programs, seminars, and workshops for people interested in professional improvement or who seek a credential or a career change:

- Assemble and direct a writing team of master Spanish teachers to create curriculum for students seeking national certification as a Spanish medical interpreter; projected implementation: Fall 2016

Students Expanding Austin Literacy (SEAL) (2015 – 2016)

Served as advisor and guest speaker to UT Students who created organization that facilitates reading buddies through Communities in Schools on a weekly basis, serving 1st-3rd grade students at risk.

Author: ¡Exploremos! En busca de una vida sana 2015 – Present

Co-authored with the goal of incorporating health science vocabulary and health awareness into Spanish curriculum at multiple levels:

- Piloted currently in two UT at Austin programs: School of Nursing and School of Sociology
- Queued for production with the COERLL
 - Textbook: <https://www.dropbox.com/s/d7ikdrpegwh7b5j/Exploremos.Workbook.1.17.2016.pdf?dl=0>
 - Teacher Resources: https://www.dropbox.com/s/jv0vhdc53cw4dno/Exploremos_Resources_1.17.2016.pdf?dl=0

TESOL Course and Internship in China, Korea and México 2012 – 2015

Designed an innovative, intensive, six-hour summer TESOL teacher preparation program that included a six-week internship to Teaching English as a Second Language (TESOL) abroad:

- Taught the three-hour second language acquisition pedagogy and methodology course

Linked files and more support documents available at:

https://www.dropbox.com/sh/ued16qgs9ct8otv/AAB-1JqBZLU6t9yT-w75_spoa?dl=0

PR/Award # P229A180003

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JULIO CESAR RODRIGUEZ

Center for Language & Technology
1890 East-West Rd. Moore Hall 256 | Honolulu, HI 96822
808.956.8047 | <http://clt.manoa.hawaii.edu>

EDUCATION

2006 **PH.D., CURRICULUM AND INSTRUCTIONAL TECHNOLOGY**

IOWA STATE UNIVERSITY, AMES, IA

Dissertation: *Weaving technology in the design of learning experiences in world language teacher education: The development of a cognitive tool, an instructional device and an exploration.*

Committee: Ann Thompson (Major Professor), Carol Chapelle (Major Professor), Dale Niederhauser, Denise Schmidt, Marcia Rosenbusch.

Awards: Research Fellow at La Villa Media, Grenoble, France (from Jan. through July 2003)

1998 **M.A., ENGLISH (TESL/APPLIED LINGUISTICS)**

IOWA STATE UNIVERSITY, AMES, IA

Thesis: *Assessing the impact of asynchronous computer-mediated communication environments on second language learning activities.*

Committee: Carol Chapelle (Major Professor), Susan Conrad, Ann Thompson

1995 **B.A., GERMAN LANGUAGE AND LITERATURE**

WHITMAN COLLEGE, WALLA WALLA, WASHINGTON

1992 **GRADUATE DEGREE IN ENGLISH-SPANISH TRANSLATION AND INTERPRETATION**

UNIVERSIDAD NACIONAL DE CORDOBA, CORDOBA, ARGENTINA

ACADEMIC APPOINTMENTS

2012- PRESENT **ASSISTANT SPECIALIST FACULTY (TENURE-TRACK)**

CENTER FOR LANGUAGE & TECHNOLOGY
COLLEGE OF LANGUAGES, LINGUISTICS & LITERATURE
UNIVERSITY OF HAWAII AT MĀNOA

2015 - PRESENT **FULL MEMBER OF THE GRADUATE FACULTY**

DEPARTMENT OF LANGUAGES AND LITERATURES OF EUROPE AND THE AMERICAS
UNIVERSITY OF HAWAII AT MĀNOA

2013 - PRESENT **COOPERATING FACULTY**

CENTER FOR INTERPRETATION AND TRANSLATION STUDIES
UNIVERSITY OF HAWAII AT MĀNOA

2008 - 2011 **FULL MEMBER OF THE GRADUATE FACULTY**

GRADUATE COLLEGE
IOWA STATE UNIVERSITY, AMES, IA

2007 - 2012 **ADJUNCT ASSISTANT PROFESSOR**
DEPARTMENT OF WORLD LANGUAGES & CULTURES
IOWA STATE UNIVERSITY, AMES, IA

PROFESSIONAL EXPERIENCE

2012 - PRESENT **DIRECTOR**
CENTER FOR LANGUAGE & TECHNOLOGY
COLLEGE OF LANGUAGES, LINGUISTICS & LITERATURE, UNIVERSITY OF HAWAII AT MĀNOA
<http://clt.manoa.hawaii.edu>

Reorganized Center staff, restructured its function and remodeled a significant part of its facilities. Some activities included renaming the center from Language Learning Center to Center for Language & Technology, updating staff duties and responsibilities, creating a faculty advisory committee, formalizing a vision and mission for the CLT, redesigning the CLT website and creating new support sites for faculty and students, revising professional development workshops for faculty and TAs, establishing collaborations with the Mānoa Centers for Teaching Excellence, Instructional Support, the Information Technology Services office, and the College of Education, and updating and creating technology-enhanced spaces for teaching, learning, and research.

2015 - PRESENT **CO-DIRECTOR**
LANGUAGE FLAGSHIP TECHNOLOGY INNOVATION CENTER
UNIVERSITY OF HAWAII AT MĀNOA
<http://www.thelanguageflagship.org/>

The Language Flagship Technology Innovation Center was founded in 2015 by an award from the Language Flagship, a program sponsored by the U.S. Department of Defense. The Center is the only one of its kind in the nation. Its mission is to provide vision and leadership for technology integration into 22 Language Flagship institutions across the U.S. As part of this project, I organized three national symposia that, through a design thinking process, have helped provide useful information that will offer guidance and direction in the application of technology in the learning and teaching of foreign languages. The symposia took place in Honolulu, Pittsburgh, and San Francisco, and brought together expertise in businesses, academia, and government. As part of this initiative, I also forged a collaboration with the New Media Consortium which will result in a technology brief that highlights exemplary work in the profession.

2014 - PRESENT **DIRECTOR**
NATIONAL FOREIGN LANGUAGE RESOURCE CENTER (NFLRC)
UNIVERSITY OF HAWAII AT MĀNOA
<http://nflrc.hawaii.edu>

The NFLRC is one of 16 national Title VI Language Resource Centers. In my capacity as director of the NFLRC, I wrote the proposal that renewed funding from 2014 through 2018. I oversee multiple projects that have national and international impact, including the publication of scholarly journals and monographs and the organization of professional events (conferences, symposia, etc.).

- 2012 - 2013 **ASSOCIATE DIRECTOR**
 NATIONAL FOREIGN LANGUAGE RESOURCE CENTER (NFLRC)
 UNIVERSITY OF HAWAII AT MĀNOA
 Represented the NFLRC at the 2012 and 2013 Council of Directors meeting during ACTFL conference and in a state-wide initiative to improve world language education.
- 2013 **RESIDENT DIRECTOR**
 STUDY ABROAD PROGRAM
 UNIVERSITY OF HAWAII AT MĀNOA
 Served as resident director of the 6-week Spanish Study Abroad Program in Mendoza, Argentina.
- 2011 - 2012 **DIRECTOR OF CURRICULUM DEVELOPMENT**
 ENGINEERING – LAS ONLINE (ELO)
 IOWA STATE UNIVERSITY, AMES, IA
 Created and implemented a course development process based on instructional design models and guidelines for quality control; oversaw over 100 course development projects involving people, resources, funding and stakeholder feedback; regularly met with faculty and lead development teams to improve online course design and delivery; mentored graduate students working on online course development projects; lead a faculty development initiative in collaboration with the College of Human Sciences.
- 2005 - 2011 **DIRECTOR**
 LANGUAGE STUDIES RESOURCE CENTER (LSRC)
 IOWA STATE UNIVERSITY, AMES, IA
 Significantly improved the LSRC's operations and services by standardizing procedures and creating opportunities for student and faculty involvement; led several successful funding requests for instructional projects with other campus units; lead the redesign of Department and Center websites; managed several grant-funded instructional technology projects (see Grants) and LSRC budget; designed and taught technology workshops for faculty and teaching assistants, collaborated with faculty securing funding and doing research.
- 2009 - 2011 **INSTRUCTIONAL DEVELOPMENT CONSULTANT**
 VIRTUAL LANGUAGE STUDIES (VLS)
 DRAKE UNIVERSITY, DES MOINES, IA
 Mentored program faculty in instructional design and technology to teach online and designed a multiple course Moodle platform for online language learning (Chinese and Russian courses). Created the visual identity for all courses.
- 2009 - 2010 **INSTRUCTIONAL DESIGN CONSULTANT**
 CENTER FOR DISTANCE AND ONLINE LEARNING (CDOL)
 IOWA STATE UNIVERSITY, AMES, IA
 Guided the instructional design and development of 7 online courses, including a suite of 5 graduate-level courses that make up an online graduate certificate and created the visual identity for all courses; advised faculty in the graphic and instructional design of courses.
- 2007 - 2008 **LANGUAGE TEST DEVELOPER**
 DEPARTMENT OF ENGLISH
 IOWA STATE UNIVERSITY, AMES, IA
 This test was created as part of an external evaluation of the Drake

CURRICULUM VITAE			
NAME Sergio Romero	POSITION TITLE Associate Professor LLILAS/Dept. of Spanish and Portuguese University of Texas at Austin		
INSTITUTION AND LOCATION	DEGREE	YEARS	FIELD OF STUDY
University of Pennsylvania, Philadelphia PA	Ph.D.	2001-2006	Linguistics
Tulane University, New Orleans LA	M.A.	1998-2001	Anthropology
Universidad del Valle, Guatemala City, Guatemala	Licentiate	1993-1997	Anthropology

PROFESSIONAL APPOINTMENTS

Associate Professor, Department of Spanish and Portuguese/LLILAS, University of Texas at Austin. July 2017-ongoing.

Assistant Professor, Department of Spanish and Portuguese/LLILAS, University of Texas at Austin. July 2012-2017.

Assistant Professor, Department of Anthropology, Vanderbilt University. July 2006-May 2012.

Lecturer, University of Chicago. January 2006-June 2006. University of Chicago.

ACADEMIC SOCIETIES

Academia de Geografia e Historia de Guatemala, Guatemala City (Numerary Member)

American Anthropological Association

Linguistic Society of America

American Society of Ethnohistory

GRANTS AND FELLOWSHIPS

Gerda Henkel Stiftung Research Fellowship. January 2018-

NEH Digital Humanities Implementation Grant: Reading the First Books: Multilingual, Early-Modern OCR for Primeros Libros. Project Director. Fall 2015-ongoing. \$215,830

NEH Translation Grant: *Theologia Indorum*: A Critical Translation of Friar Domingo de Vico's Theology *for* and *of* the Maya. Project Collaborator. Total 2016-ongoing. \$290,000.

LLILAS/Mello Summer Research Grant. Summer 2015. \$3500

College Research Fellowship. Spring 2014. \$15000
 LLILAS/Mellon Summer Research Grant. Summer 2013. \$4000
 Provost's Research Scholar Grant, Office of the Provost, Vanderbilt University.
 Summer 2011. \$6000
 Vanderbilt University Faculty Fellow Robert Penn Warren Center for the
 Humanities,
 Vanderbilt University. Fall 2010-Spring 2011. \$4000.00
 Library Fellow, American Philosophical Society. Summer 2009. \$4000
 Provost's Research Scholar Grant, Office of the Provost, Vanderbilt
 University. Summer 2007. \$5000

UNIVERSITY AND DEPARTMENTAL SERVICE

Director – Indigenous Languages Initiative, LLILAS (2012-ongoing)
 Member – Advisory Committee, Native American and Indigenous Studies
 Program (NAIS) (2012-ongoing)
 Member – Graduate Studies Committee, Dept, of Span. and Port. (2012-
 ongoing)
 Member – Undergraduate Studies Committee, Dept, of Span. and Port. (2014-
 ongoing)
 Member- Graduate Student Admission Committee, Dept. of Span. and Port.
 (2013-ongoing)
 Member - Faculty Search Committee, Dept, of Span. and Port. (2013-2014)
 Member - UT-Universidad Ixil Collaboration Committee (2013-ongoing)

ADVISING AND STUDENT-RELATED SERVICE

Dissertation Committees

University of Texas, Austin

Cassandra Knaff, Spanish linguistics. 2016-present (Chair)
 Natalie Rangel, Spanish linguistics. 2015-present. (Chair)
 José Ignacio Carvajal, Spanish literature. 2014-present. (Co-chaired with Kelly
 McDonough)
 Brendan Reagan, Spanish linguistics, 2013-present. (Member)
 Jeffrey Michno, Spanish linguistics, 2013-present. (Member)
 Christian Greaser, Spanish linguistics, 2014-present. (Member)
 Edwin Román (LLILAS), Latin American Studies, 2015-present. (Member)
 Amy Olen, PhD in Spanish literature, 2015. (Member)
 René Carrasco, PhD in Spanish literature, 2015. (Member)
 Brandon Baird, PhD in Spanish linguistics, 2014. (Member)
 Jennifer Lang-Rigal, PhD in Spanish linguistics, 2014. (Member)
 Rachel Showstack, PhD in Spanish linguistics, 2013. (Member)

Universidad Nacional Autónoma de México (UNAM)

Margarita Cossich Vielman, Mesoamerican Studies, 2015-present. (Co-chair)

Krakow University (Poland)

Monika Erva Banach, Anthropology, 2016-present. (Co-chair)

Vanderbilt University, Nashville

Jamie Zuehl, PhD in Anthropology, 2014. (Member)

Jennifer Vogt, PhD in Anthropology, 2013. (Member)

Avery Dickinson, PhD in Anthropology, 2008. (Member)

Alberto Esquit, PhD in Anthropology, 2008. (Member)

Masters Committees**University of Texas at Austin**

Perla Miranda, M.A. in Latin American Studies, 2014. (Chair)

Rigoberto Ajcalón Choy, M.A. in Latin American Studies, 2014. (Member)

Shayna Friday, M.A. in Latin American Studies, 2014. (Member)

Jeffrey Michno, M.A. in Spanish Linguistics, 2014. (Member)

Vanderbilt University

Andrew Larason, M.A. in Latin American Studies, 2009. (Chair)

Undergraduate Honors Theses**Vanderbilt University**

Lisa Chang, Spanish linguistics, 2009. (2nd reader)

PUBLICATIONS**BOOKS**

1. *Language and ethnicity among the K'ichee' Maya*. University of Utah Press, 176 pp, (2015).

JOURNAL ARTICLES

2. Ethnicity and Regional Stereotypes in Standard Ixhil (Ixil) Mayan. *Language and Communication* (In Press).
3. Los manuscritos en náhuatl centroamericano y la historia cultural de Guatemala. *Anales de la Academia de Geografía e Historia de Guatemala*. (In Press)
4. 'Brujos', mitos y modernidad en la historia oral k'iche'. *Estudios de cultura maya* **50**, 249-270 (2017).
5. 'Bill Gates speaks K'ichee': The corporatization of linguistic revitalization in Guatemala. *Language and Communication* **47**, 154-166 (2016).
6. The emergence of negative concord in Santa María Chiquimula K'iche' (Mayan): A

- variationist perspective. *Language Variation and Change* **27**, 2, 187-201 (2015).
7. Language, catechisms and Mesoamerican lords in Highland Guatemala: Addressing 'God' after the Spanish conquest. *Ethnohistory* **62**, 3, 623-650 (2015).
 8. Grammar, dialectal variation and honorific registers in Nahuatl in 17th century Guatemala. *Anthropological Linguistics* **56**,1, 1-24 (2014).
 9. "¡Cuánto sufrir! Solo la fe de indio me ha mantenido firme...": Jorge Ubico y el indigenismo del presbítero Celso Narciso Teletor. *Mesoamérica* **56**, 1-23 (2014)
 10. Mito e idioma en las crónicas indígenas de Guatemala. *Anales de la Academia de Geografía e Historia de Guatemala* **89**, 125-148 (2014)
 11. "They don't get speak our language right": Language standardization, power and migration among the lowland Q'eqchi' Maya. *Journal of Linguistic Anthropology* **22**, 2, 21-42 (2012).
 12. A Maya Version of Jespersen's Cycle: The diachronic evolution of negative markers in K'iche' Mayan. *International Journal of American Linguistics* **78**, 1,76-97 (2012).
 13. Nahuatl and Pipil in Colonial Guatemala: A Central American Counterpoint". *Ethnohistory* **59**, 4, 765-783 (2012). Co-authored with Laura Matthew.

BOOK CHAPTERS

14. Dominican lessons taught and sung: The *Coplas* by Friar Luis de Cáncer, O.P.: Context. In *The Americas' First Theologies Early Sources of Post-Contact Indigenous Religion*. Ed. Garry Sparks. Oxford: Oxford University Press, (2017). Pp. 168-181.
15. Dialectology and the history of Nahua peoples in Guatemala. In *The Migrations of Epiclassic to Middle Postclassic Mesoamerica*. Eds. Beekman, Christopher and William Fowler. Boulder: University of Colorado Press, (In Press)
16. The labyrinth of diversity: The sociolinguistics of Mayan languages. In *The Mayan languages*. Eds. Judith Aissen, Nora England and Roberto Zavala. New York: Routledge, 379-400, (2017).
17. "Our parents don't talk like us!" Migration, Adolescence and New Dialect Formation in Q'eqchi' Maya. In *A Celebration of the Life and Work of Pierre Robert Colas*. Eds. Helmke, Christophe and Frauke Sachse. Munich: Verlag Anton Saurwein, 337-352, (2014).
18. Phonological markedness and regional identity in Mayan: the fricativization of intervocalic /l/ in K'iche'. In *Variation in Indigenous Minority Languages*. Eds. Dennis Preston and James Stanford. Amsterdam: Benjamins, 237-252, (2009).
19. Los Idiomas de Mesoamérica. In *Mesoamérica*. Ed. Horacio Cabezas. Guatemala City: Universidad Mesoamericana, 21-38, (2006).
20. Los Idiomas de Mesoamérica. In *Mesoamérica*. Ed. Horacio Cabezas. Guatemala City: Universidad Mesoamericana, 21-38, (2006).

CONFERENCE PROCEEDINGS

21. El k'iche' evangeliza al q'eqchi': Las lenguas indígenas como modelo de discurso doctrinal en la primera evangelización del altiplano guatemalteco. In *Memorias del VIII Congreso Internacional de Lingüística Misionera*, (In Press).
22. Una visión “negativa” del cambio sintáctico en los idiomas mayas: El surgimiento de la concordancia negativa en maya k'ichee'. In *Memorias del IV Coloquio Internacional de Lingüística Mauricio Swadesh*, (In Press)
23. The sacrifice of Tolk'om: Pre-Christian ritual in highland Maya colonial texts. In *The dimensions of rituality 2000 years ago and today, 80th Society of American Archaeology Meetings*. Eds. Christa Schieber de Lavarreda, Miguel Orrego Corzo and Heber Delfino Torres Estrada. Guatemala City, Guatemala: Parque Arqueológico Nacional Tak'alik Ab'aj y Ministerio de Cultura y Deportes, 114-123, 2016.
24. The Linguistic Construction of Maya Christianity: Social History and Pastoral Q'eqchi'. In *In Maya Daily Life (Proceedings of the 13th European Maya Conference, Paris, December 5-6, 2008), Acta Mesoamericana, 24. Markt Schwaben, Verlag Anton Saurwein*, 129-138, (2012).
25. De calendarios e historia: Tiempo e ideología en el pensamiento maya. *Revista Voces*. IX Congreso de Estudios Mayas. Oxlañuj B'aqtun: Cambio de ciclo y sus desafíos, 6, 2,143-154, (2011).
26. Historia, migraciones y cambio lingüístico en Q'eqchi': Homogenización dialectal o resignificación de las diferencias? In *Cultura de Guatemala XXIX*, 1, *Memorias del VI Congreso de Estudios Mayas*, 41-64, (2007).

LANGUAGES

INDOEUROPEAN

Spanish	Mother Tongue
English	Near-native speaker fluency
French	Speaks, reads and writes fluently.
German	Speaks, reads and writes at intermediate level.
Latin	Reading knowledge.

MAYAN

K'iche'	Speaks, reads and writes fluently.
Kaqchikel	Speaks, reads and writes fluently.
Q'eqchi'	Speaks, reads and writes fluently.
Ixil	Speaks, reads and writes fluently.
Yucatec	Speaks, reads and writes at intermediate level.

OTHER

Nahuatl	Speaks, reads and writes fluently
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CURRICULUM VITAE

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EDUCATIONAL HISTORY

- Ph.D. University of Minnesota, May 2008.
9 Pleasant St. SE, 51 Folwell Hall, Minneapolis, MN 55455
Hispanic Linguistics
Areas of Specialization: Second Language Acquisition, Computer-Assisted Language Learning (CALL), Interlanguage Pragmatic Development
Graduate Certificate in School Technology Leadership
- Dissertation Title: *A Dynamic Approach to Social Interaction: Synthetic Immersive Environments and Spanish Pragmatics*
- Advisors: Professor Carol A. Klee, Department of Spanish and Portuguese, University of Minnesota
Professor Andrew D. Cohen, Institute of Linguistics, ESL, and Slavic Languages, University of Minnesota
- M.A. Arizona State University, May 2004.
Hispanic Linguistics
Areas of Specialization: Second Language Acquisition, Computer-Assisted Language Learning (CALL), Pragmatics
- B.A. California Lutheran University, May 2001.
Spanish-Summa Cum Laude
International Studies-Summa Cum Laude

EMPLOYMENT HISTORY – PRINCIPAL POSITIONS

- August 2013-present **Director**, Center for Applied Second Language Studies
Associate Professor, Linguistics (beginning 9/2016),
Courtesy Appointment, Department of Romance Languages,
University of Oregon (2013-2016)
5290 University of Oregon
Eugene, OR 97403
- August 2008-July 2013 **Assistant Professor**, Department of Spanish and Portuguese,
University of New Mexico
1 University of New Mexico
MSC03 2100
Albuquerque, NM 87131-0001

- August 2006-May 2008 **Graduate Instructor**, Department of Spanish and Portuguese, University of Minnesota
9 Pleasant St. SE, 51 Folwell Hall
Minneapolis, MN 55455
- August 2005-August 2006 **Research Assistant**, The Center for Advanced Research in Language Acquisition (CARLA), University of Minnesota
140 University International Center
331 17th Ave SE
Minneapolis, MN 55414
- August 2004-May 2005 **Intermediate Spanish Level Coordinator, Spanish Lecturer**, Department of Languages and Literatures, Arizona State University
P.O. Box 870202
Tempe, AZ 85287-0202
- August 2001-May 2004 **Assistant to Section Coordinator**, Department of Languages and Literatures, Arizona State University
P.O. Box 870202
Tempe, AZ 85287-0202
- August 2001-May 2004 **Teaching Assistant**, Department of Languages and Literatures, Arizona State University
P.O. Box 870202
Tempe, AZ 85287-0202
- EMPLOYMENT HISTORY – CONCURRENT, TEMPORARY, VISITING**
-
- August 2014-present **UO Resident Scholar**, University of Oregon, Eugene, OR
1710 E. 15th Ave
Eugene, OR 97403
- Summer 2007-2009 **Educational Testing Services Advanced Placement Grader**, Spanish San Antonio, TX, Spanish Writing
P.O. Box 6080
Princeton, NJ 08543-4912
- December 2004-July 2005 **Assistant Onsite Director and Instructor Supervisor**, Mexico Summer Program, Arizona State University Summer Study Abroad Programs
P.O. Box 870202
Tempe, AZ 85287-0202
- June 2002-July 2004 **Correspondence Course Instructor**, Department of Languages and Literatures, Distance Learning, Arizona State University
P.O. Box 870202
Tempe, AZ 85287-0202

January 2003-
December 2003 **Spanish Language Instructor and Consultant**, Maricopa County
Employee Training Center and Clinic for the Homeless, Phoenix, AZ
Elementary Spanish for Clinicians

August 2003-
December 2003 **Graduate Course Intern**, Technology in the Foreign Language
Classroom, Department of Languages and Literatures,
Arizona State University
FLA598-Technology in the Foreign Language Classroom
P.O. Box 870202
Tempe, AZ 85287-0202

PROFESSIONAL RECOGNITION

2018-University of Oregon Innovation and Impact Award

2015-present Chair, Language Resource Center Coordinating Council, Title VI
National Language Resource Center Council.

2014-present Resident Scholar, University of Oregon.

2011-2012 Outstanding New Faculty of the Year, University of New Mexico,
Albuquerque.

2012 Young Alumni of the Year, California Lutheran University, Thousand Oaks,
CA.

2010-2011 New Faculty of the Year Nominee, University of New Mexico.

2009-2010 New Faculty of the Year Nominee, University of New Mexico.

2008 Computer Assisted Language Instruction Consortium Graduate Student of the
Year.

2007 Article of the Year, *CALICO Journal* (co-authors, Barbara A. Lafford and Peter
Lafford); Awarded 2008.

Spanish Linguistics Student Award, Arizona State University, 2004.

Award for the Improvement of Language Teaching, grant to create computer-based
materials to accompany SPA 101 & SPA 111, 2003, Arizona State
University.

Gail Gunterman Award for Teaching Excellence, awarded annually to the best
teaching assistant of the year, 2002, Arizona State University.

Member of Sigma Delta Phi, Spanish Honor Society, 2000-present.

Joshua J. Thoms

CURRICULUM VITAE

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Utah State University, Logan, UT 84322

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E-mail: joshua.thoms@usu.edu

EDUCATION

2008 Ph.D. Second Language Acquisition, University of Iowa

Dissertation: “Teacher-Initiated Talk and Student Oral Discourse in a Second Language Literature Classroom: A Sociocultural Analysis.” Recipient of the 2010 ACTFL-*Modern Language Journal* Emma Marie Birkmaier Award for Doctoral Dissertation Research in Foreign Language Education.

Advisors: Associate Professor Emeritus Judith E. Liskin-Gasparro, FLARE and Department of Spanish and Portuguese

Professor Carol Severino, FLARE and Department of Rhetoric

Comprehensive examination areas: SLA Theory, Instructional Discourse, SLA and Technology

2003 M.A. Spanish Literature, University of Iowa

1997 B.A. Spanish, Secondary Education Minor, St. John’s University

PROFESSIONAL AND ACADEMIC POSITIONS

2011– Assistant Professor, Department of Languages, Philosophy, and Communication Studies, Utah State University

2011– Core Faculty Member, Master of Second Language Teaching Program, Utah State University

2012, 2013 Invited Faculty Member, Summer Language Institute for Spanish Teachers, Southern Oregon University, Guanajuato, Mexico (3-week session)

2008–2011 Assistant Professor and Spanish Language Coordinator, Department of Foreign Languages and Literatures, Louisiana State University

2008–2011 Affiliated Faculty Member, Interdepartmental Linguistics Program, Louisiana State University

2001–2008 Teaching Assistant, Department of Spanish and Portuguese, University of Iowa

- 1998–2001 High School Spanish Teacher, Sibley East Schools, Arlington, MN
- 1997–1998 Spanish/English Teacher, *Santa María del Mexicano* Residential School, Colon, Mexico

PUBLICATIONS (refereed)

Edited book

- 2013 *Hybrid language teaching and learning: Exploring theoretical, pedagogical and curricular issues*. (Co-edited with Fernando Rubio) Boston: Heinle Cengage. [Reviewed in *Modern Language Journal*, 98, 883–885 (Sept. 2014); the book is also listed as a resource for hybrid language learning and teaching on the Association of Departments of Foreign Languages website (March 2014)].

Introductory chapter by Fernando Rubio and Joshua J. Thoms; Subsequent chapters by Robert Blake; Senta Goertler; Luis Cerezo; Lara Ducate, Lara Lomicka, and Gillian Lord; Dolly Jesusita Young and Jason Lee Pettigrew; Fernando Rubio; Susanne Rott; Joshua J. Thoms; Carl S. Blyth; Amy E. Rossomondo.

Articles

- 2014 An ecological view of whole-class discussions in a second language literature classroom: Teacher reformulations as affordances for learning, *Modern Language Journal*, 98, 724–741.
- 2014 Open educational resources in the United States: Insights from university foreign language directors. *System*, 45, 138–146 (with Becky L. Thoms).
- 2014 The future tense in Spanish L2 textbooks. *Spanish in Context*, 11, 27–49 (with Rafael Orozco).
- 2012 Classroom discourse in FL classrooms: A review of the literature. *Foreign Language Annals*, 45 (Special Issue), s8–s27.
- 2007 Journal-based self-studies of L1 English/L2 Spanish speakers learning L3 Kichwa in Ecuador and L3 Guaraní in Paraguay. *Entre Lenguas*, 12, 61–75 (with Carol Severino).
- 2005 The use of L1 in an L2 on-line chat activity. *Canadian Modern Language Review*, 62, 161–182 (with Jianling Liao & Anja Szustak).

Book chapters

- 2013 Analyzing linguistic outcomes of L2 learners: Hybrid vs. traditional course contexts. In F. Rubio & J. Thoms (Eds.), *Hybrid language teaching and learning: Exploring theoretical, pedagogical and curricular issues* (177–195). Boston: Heinle Cengage.
- 2013 Hybrid language teaching and learning: Looking forward. In F. Rubio & J. Thoms (Eds.), *Hybrid language teaching and learning: Exploring theoretical, pedagogical and curricular issues* (pp. 1–9). Boston: Heinle Cengage (with Fernando Rubio).

- 2011 Investigating foreign language graduate student instructors' perceptions and use of technology in the classroom. In H. Maxim & H. W. Allen (Eds.), *Educating the future foreign language professoriate for the 21st century* (pp. 192–211). Boston: Heinle Cengage.
- 2011 Researching the (dis)connection between literary discussions and speaking functions: A replication with intermediate learners. In A. Cortazar & R. Orozco (Eds.), *Lenguaje, arte, y revoluciones ayer y hoy: New approaches to hispanic linguistic, literary, and cultural studies* (pp. 315–346). Newcastle, UK: Cambridge Scholars Publishing.

Proceedings

- 2011 Hybrid language teaching and learning: Assessing pedagogical and curricular issues. In C. Wilkerson & P. Swanson (Eds.), *Dimension 2011* (pp. 21–34). Valdosta, GA: SCOLT Publications.

Book reviews

- 2013 Nicolson, M., Murphy, L., & Southgate, M. (Eds.) *Language teaching in blended contexts*. In *Modern Language Journal*, 97, 574–575.
- 2010 Cole, K., & Zuengler, J. (Eds.) *The research process in classroom discourse analysis*. In *Modern Language Journal*, 94, 346–347.
- 2008 Walsh, S. *Investigating classroom discourse*. In *Modern Language Journal*, 92, 152–153.

Other

- 2005 Guided Independent Study Course Manual for Intermediate Spanish I. Iowa City, IA: Center for Credit Programs, University of Iowa.
- 2005 Guided Independent Study Course Manual for Intermediate Spanish II. Iowa City, IA: Center for Credit Programs, University of Iowa.

WORK IN PROGRESS

** = graduate student

- Under review Investigating linguistic, literary, and social affordances of L2 collaborative reading (with Frederick Poole**)
- Under review Investigating the linguistic and pedagogical affordances of an L2 open reading environment via *eComma*: An exploratory study in a Chinese language course (with Ko-Yin Sung & Frederick Poole**)
- In preparation Language teachers and the open education movement: A national survey

NELLEKE VAN DEUSEN-SCHOLL

WORK ADDRESS	HOME ADDRESS
Center for Language Study Yale University 370 Temple Street New Haven, CT 06520 phone: 203/432-6456 fax: 203/432-4485 e-mail: nelleke.vandeusen-scholl@yale.edu	11 Wildcat Road Madison, CT 06443 phone: 203/779-5110

EDUCATION

<i>University of Florida</i> Ph.D., Linguistics Dissertation: "A sociolinguistic and conversational analysis among second generation Moroccans in the Netherlands."	1988
M.A., English (emphasis on Old and Middle English; historical linguistics)	1983
Graduate Exchange Program, University of Utrecht and University of Florida	1978-1979
<i>University of Utrecht</i> (The Netherlands) B.A., English Literature and Linguistics	1978

PROFESSIONAL EXPERIENCE

<i>Yale University</i> Director, Center for Language Study Associate Dean, Yale College Professor (Adjunct) of Linguistics	2007-present 2013-present 2012-present
<i>University of Pennsylvania</i> Director, Penn Language Center Adjunct Associate Professor of Education, Graduate School of Education	2001 - 2007
<i>University of California at Berkeley</i> Lecturer, Dutch Studies Program, Department of German Academic Coordinator, Berkeley Language Center Associate Coordinator, ESL Summer Program	1994 - 2001 1997 - 2000 1995 - 2000
<i>California State University, Chico</i> Assistant Professor of Linguistics, Department of English Coordinator of the English as a Foreign Language Program	1991-1994
<i>Indian River State College</i> Coordinator, English as a Second Language Program	1988 - 1991

PUBLICATIONS

- Van Deusen-Scholl, N. and Stephen May. (Eds.) (in preparation). *Encyclopedia of Language and Education*, 3rd Edition, Volume 4: *Second and Foreign Language Education*. Springer.
- Van Deusen-Scholl, N. and Suzanne Young. (under review). "The role of language centers in the professional development of non-tenure track language faculty." In: F. Kronenberg. *From Language Lab to Language Center and Beyond: The Past, Present, and Future of the Language Center*.

- Charitos, Stéphane and Van Deusen-Scholl, N. (under review). The Shared Course Initiative: Toward curricular collaboration across institutional boundaries. In J. Watzinger-Tharp and P. Urlaub (Eds.). *The Interconnected Language Curriculum: Critical transitions and interfaces in articulated K-16 contexts*. AAUSC Volume 2016.
- Van Deusen-Scholl, Nelleke. (2015). Assessing outcomes in online foreign language education. What are the key measures for success? In Tarone, E. Perspectives. Online Foreign Language Education: What are the proficiency outcomes? *The Modern Language Journal* 99,2: 398-400.
- Van Deusen-Scholl, N. (2014) Current issues in heritage language research. Book chapter, in Wiley, T. et al. (Eds.). *Handbook of Heritage and Community Languages in the United States: Research, Educational Practice, and Policy*. Routledge.
- Van Deusen-Scholl, N. (2014). The Shared Course Initiative; A model for instructional collaboration across institutions. *FLTMAG* (<http://fltmag.com/the-shared-course-initiative/>).
- Van Deusen-Scholl, Nelleke and Carreira, M. (Eds.). (2010) *Heritage Language Learning and Identity*. Special Issue of the *Heritage Language Journal*, Vol. 7, no. 2.
- Van Deusen-Scholl, Nelleke. (2008). "Online discourse strategies: A longitudinal study of computer-mediated foreign language learning." In S. Magnan. *Mediating Discourse Online*. Amsterdam/Philadelphia: John Benjamins.
- Van Deusen-Scholl, N. and Hornberger, N. (Eds.). (2008) *Encyclopedia of Language and Education*, 2nd Edition, Volume 4: *Second and Foreign Language Education*. Springer. [paperback edition: 2010]
- Van Deusen-Scholl, Nelleke, Christina Frei, and Edward Dixon. (2005). Co-constructing learning: The dynamic nature of foreign language pedagogy in a CMC environment. *CALICO Journal*, 22 (3), pp. 657-678.
- Van Deusen-Scholl, Nelleke. 2003. "Toward a definition of heritage language: Pedagogical and sociopolitical considerations." *Journal of Language, Identity, and Education* 2(3), 211-230.
- Hoene, Linda von and Nelleke Van Deusen-Scholl. 2001. "Creating a framework for the professional development of lecturers: The Berkeley model." In: *Research and Practice in Language Teacher Education: Voices from the Field*, edited by Bill Johnston and Suzanne Irujo. Minneapolis: Center for Advanced Research on Language Acquisition, 251-265.
- Van Deusen-Scholl, Nelleke. 2000. "Language, linguistics, and ideology: the role of Afrikaans after Apartheid." *The Dutch Language at the Millennium*, edited by Thomas F. Shannon and Johan P. Snapper. Lanham, MD: University Press of America, 270-290.
- Van Deusen-Scholl, Nelleke, Linda von Hoene, and Karen Møller-Irving. 1999. "The professionalization of language teachers: A case study of the professional development of lecturers at UC Berkeley." *Research Issues in Language Program Direction*, edited by L. Kathy Heilenman, 245-275.
- Van Deusen-Scholl, Nelleke. 1998. "Heritage language instruction: issues and challenges." *AILA (International Association for Applied Linguistics) Newsletter*, Vol. 1, No. 1 (Fall 1998): 12-14.
- Van Deusen-Scholl, Nelleke. 1998. "Crosstalk in the examining room: Miscommunication in cross-cultural provider-patient encounters." *Patient Education and Counseling*, Vol. 34. Suppl. 1, 37-38.
- Van Deusen-Scholl, Nelleke. 1997. "Speling in de spelling: Een sociolinguïstisch perspectief." [Variation in the spelling: A sociolinguistic perspective]. *Taalschrift*.
- Van Deusen-Scholl, Nelleke. 1995. "Variation in Modern Dutch d-weakening: a historical perspective." *Proceedings of the Twenty-First Annual Meeting of the Berkeley Linguistics Society*, edited by Jocelyn Ahlers et al., 503-510.
- Van Deusen-Scholl, Nelleke. 1995. "Language policy in the Netherlands after 1993: A macro-sociolinguistic perspective." In *The Berkeley conference on Dutch linguistics 1993: Dutch linguistics in a changing Europe*, edited by Thomas F. Shannon and Johan P. Snapper, 1-15. Lanham, MD: University Press of America.

- Van Deusen-Scholl, Nelleke. 1994. "Thuis Nederlands spreken!: Codeswitching behavior of a Dutch-English bilingual child." In *Studies in Netherlandic culture and literature. Publications of the American Association for Netherlandic Studies 7*, edited by Martinus A. Bakker and Beverly H. Morrison, 227-241. Lanham, MD: University Press of America.
- Van Deusen-Scholl, Nelleke. 1993. "Ethnography and Teacher Training." In *New Ways in Teacher Education*, edited by Donald Freeman, 187-191. Alexandria, VA: TESOL Publications.
- Van Deusen-Scholl, Nelleke. 1992. "Educational rights of language minorities: Is 'Family Fairness' really fair?" *Refugee Concerns*, Fall 1992: 1-5.
- Van Deusen-Scholl, Nelleke and Patricia Baker. 1988 "Natural Conversation: When and How." *Florida Occasional Contributions to the Advancement of Linguistics*, 1:42-51.
- Grinstead, T.E., N. Van Deusen-Scholl, J. Scott, and S.S. Krzyston. 1987. "Listeners' Reactions to Regional and Ethnic Accents in Broadcasting." *Southeast Conference on Linguistics Review XI*, 115-134.

CONFERENCE PRESENTATIONS AND LECTURES

2016

- Invited workshop, with Richard Feldman and Stephane Charitos, *Implementing a shared course model for the LCTLs*, University of Arizona, Center for Educational Resources in Culture, Language and Literacy, January 21, 2016.

2015

- *Globalizing Higher Education: Is There a Role for Language Acquisition Planning?* With Stéphane Charitos, Bridging Language Acquisition and Language Policy Symposium, Lund University, June 17-18, 2015.
- Invited keynote presentation, *Maintaining the diversity of LCTLs: Toward sustainable models*, Indiana University, Center for Languages of the Central Asian Region, May 22, 2015.
- *Heritage learning in a distance environment: Creating a community of practice*. ClaireFest, University of California, Berkeley, April 17, 2015.
- Panel presentation with Stéphane Charitos, *The Shared Course Initiative: Creating a collaborative model of instruction*. Panel on *Communities of practice in the foreign language classroom*, organized by Jennifer Redman, Modern Language Association annual conference, January 9, 2015.

2014

- *The unseen complexities of technology: Administrative, pedagogical, technical, and research insights into a shared distance initiative for Yale language courses*. Presentation with David Malinowski, Minjin Hashbat, and Adam Hummel, Yale Tech Summit, October 31, 2014.

Gabriela C. Zapata

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Spanish Basic Language Website: <https://www.spanprogtexasam.com/>

Applied Psycholinguistics and Cognition Lab: <https://www.appliedpsychcoglab.com/>

EDUCATION

- 1999-2002 Ph.D., Spanish Applied Linguistics, The Pennsylvania State University.
Areas of Specialization: Instructed Second Language Acquisition; Heritage Language Pedagogy; Teacher Education; Language Program Direction; Open Educational Resources (OER) Materials Development; Bilingualism; Computer Assisted Language Learning in Second Language Classrooms
- 1996-1998 M.A., Teaching English as a Second Language, The Pennsylvania State University.
- 1987-1990 B.A. and Teaching Certificate, Teaching English as a Foreign Language, Instituto Nacional de Enseñanza Superior "Olga Cossetini," Rosario, Argentina.

CERTIFICATIONS

- February 2014 Certified ACTFL Oral Proficiency Interview Tester

ACADEMIC POSITIONS

Associate Professor

Director of Lower Division Spanish Instruction

Texas A&M University

Department of Hispanic Studies

August 2016-Present

- Research:
 - Open Educational Resources and L2 Learning
 - The benefits of social reading on the development of intermediate mid students' performance in the interpretive mode
 - Multiliteracies (*Learning by Design*) and the teaching of Spanish to L2 learners with the use of technology
 - The implementation of ACTFL standards and Integrated Performance Assessment in L2 Spanish classes
 - The psycholinguistic investigation of Spanish Heritage Speakers' language competence using the Visual World Eyetracking approach
- Teaching: Graduate and undergraduate classes on L2 Teaching Methods and Hispanic and Applied Linguistics.
- Program Direction: Responsible for all pedagogical and administrative aspects of the Spanish Language Program comprised of approximately 24 instructors and 900 students per semester. Determine theoretical and pedagogical bases for program and develop curriculum for all courses. Develop and maintain the program's website and eCampus (Blackboard) course sites for all courses in the program. Train and supervise instructors (Graduate Teaching Assistants and Lecturers). Organize training workshops for instructors teaching in the program.

Assistant Professor, Spanish Linguistics
Coordinator of Spanish Language Program
Coordinator of Spanish Area

California State University, Monterey Bay
 School of World Languages and Cultures
 August 2014-July 2016

- Research:
 - The development and use of digital multimodal material (based on the *Learning by Design* pedagogy) for the teaching of Spanish to heritage speakers.
 - The implementation of ACTFL standards and Integrated Performance Assessment in L2 Spanish classes and Spanish courses for heritage speakers.
 - Bilingualism and Corpus Linguistics: Investigation of the linguistic and pragmatic characteristics of the Spanish spoken in the Salinas Valley; development of a corpus of this variety.
- Teaching: Undergraduate classes on L2 Spanish and Hispanic Linguistics
- Program Direction: Responsible for all pedagogical and administrative aspects of the Spanish Language Program comprised of approximately 10 instructors and 900 students per semester. Determined theoretical and pedagogical bases for program and developed curriculum for all courses. Trained and supervised instructors (lecturers). Organized training workshops for instructors teaching in the program.
- Coordination of Spanish Area: Responsible for advising of all majors and minors and organizing and scheduling of lower and upper division classes. Promoted major and directed seniors' capstone projects.

Associate Professor (Teaching)
Director of Spanish and Portuguese Programs

University of Southern California
 Department of Spanish and Portuguese
 July 2012-July 2014

- Research: Bilingualism and L1 attrition; the implementation of ACTFL standards and Integrated Performance Assessment in L2 classes; L2 Spanish vocabulary acquisition and syntax; task-based instruction.
- Teaching: Undergraduate classes on L2 Spanish, Hispanic Linguistics, and Discourse Analysis; graduate class on L2 methodology
- Program Direction: Responsible for all pedagogical and administrative aspects of the Spanish and Portuguese Language Programs comprised of approximately 25 instructors and 1200 students per semester. Determined theoretical and pedagogical bases for program and develop curriculum for all courses. Developed and maintained Blackboard course sites for all courses in the program and web page for language program. Trained and supervised instructors (Graduate Teaching Assistants and Lecturers). Organized training workshops for instructors teaching in the program.

Associate Professor, Spanish Applied Linguistics
Language Program Coordinator

University of Alberta
 Department of Modern Languages and Cultural Studies
 July 2009 – July 2012

Assistant Professor, Spanish Applied Linguistics
Language Program Coordinator

University of Alberta
 Department of Modern Languages and Cultural Studies
 July 2005 – June 2009

- Research: Bilingualism and L1 attrition; L2 teacher education; L2 Spanish vocabulary acquisition and syntax; Computer Assisted Language Learning
- Teaching: Graduate and undergraduate classes on Bilingualism, L2 Teaching Methods, Hispanic and Applied Linguistics, L2 Spanish, and Spanish for Heritage Speakers.

- Program Coordination: Responsible for all pedagogical and administrative aspects of the Basic Spanish Language Program and advanced Spanish classes, comprised of approximately 25 instructors and 700 students per semester. Determined theoretical and pedagogical bases for program and developed material for all courses. Trained and supervised instructors (Graduate Teaching Assistants and Lecturers). Organized training workshops for instructors teaching in the program.

Assistant Professor

Language Program Director

Tulane University

Department of Spanish and Portuguese; Linguistics Program

July 2003 – June 2005

- Research: L1 incomplete acquisition/attrition; relationship between L2 instructors' beliefs and practice.
- Teaching: Graduate and undergraduate classes on L2 pedagogy and Second Language Acquisition.
- Program Direction: Responsible for all pedagogical and administrative aspects of the Spanish Basic Language Program, comprised of approximately 30 instructors and 1,000 students per semester. Determined theoretical and pedagogical bases for program and develop material for all courses. Secured funding for language program. Trained and supervised instructors (Graduate Teaching Assistants and Lecturers). Organized training workshops for instructors teaching in the program.

Assistant Professor

Director of Spanish Basic Language Program

University of Illinois, Urbana-Champaign

Department of Spanish, Italian, and Portuguese

May 2002 – June 2003

- Research: L1 incomplete acquisition/attrition; relationship between L2 instructors' beliefs and practice; culture in L2 Spanish classes.
- Teaching: Graduate and undergraduate classes on L2 pedagogy and Latin American culture.
- Program Direction: Responsible for all pedagogical and administrative aspects of the technology-enhanced Spanish Basic Language Program, comprised of approximately 40 graduate teaching assistants and 2,000 students per semester. Developed pedagogical material for language program. Secured funding for program. Trained and supervised instructors (Graduate Teaching Assistants). Organized training workshops for instructors teaching in the program.
- Other: Directed study-abroad program in Cuba.

Spanish I and II Supervisor

The Pennsylvania State University

Department of Spanish, Italian and Portuguese

August 2000 – December 2001

- Developed syllabi, lesson plans, and pedagogical materials; created material for, organized, and conducted pedagogical sessions in training workshop for new teaching assistants; and designed material for courses. Trained and supervised Graduate Teaching Assistants.

Researcher

The Pennsylvania State University

Department of Spanish, Italian and Portuguese

August 2000 – May 2001

- Data collection for a study on the effectiveness of a technology-based program for beginning Spanish classes.
- Participated in the "Penn State University Foreign Language Tele-Collaboration Project" research study, funded by the U.S. Department of Education's International Research and Studies Program.

Materials and Curriculum Developer

The Pennsylvania State University

Department of Spanish, Italian and Portuguese

May 2000 – August 2000

- Developed curriculum and web-based activities for use with the textbook *Temas* as part of a technology-based program for the basic Spanish language program at the Pennsylvania State University.

Teaching and Research Assistant

The Pennsylvania State University

Department of Spanish, Italian and Portuguese

August 1999 – May 2001

- Taught beginning Spanish and advanced Spanish grammar and writing classes and a technology-based advanced grammar and writing class for undergraduate students.
- Assisted Prof. Rafael Salaberry in second language acquisition research projects on the use of computer-mediated communication in Spanish as a foreign language classes.
- Assisted Prof. Sandra Savignon with the edition of the International Association of Applied Linguistics (AILA) 99 Review volume.

ESL Instructor

Intensive English Communication Program

The Pennsylvania State University

Summer 1999, Summer 2001

- Designed and conducted a seminar entitled “Mainstream Society and Multiculturalism in the United States” for advanced students of English as a Second Language. The pedagogical foundations of the seminar were theories of multimodality and the use of instructional technology. Taught lower intermediate speaking, an advanced writing seminar, intermediate grammar and listening classes to students of English as a Second Language.

Graduate Fellow

Spanish Department

Georgetown University

1998 - 1999

- Assisted Prof. Cristina Sanz and Prof. Alfonso Morales Front in research in Linguistics and Prof. Roberto Esquenazi Mayo in Latin American literature. In addition, edited faculty papers for publication.

Teaching Assistant, Research Assistant, and Instructor

Department of Speech Communication

The Pennsylvania State University

1996 - 1998

- Taught beginning and intermediate academic writing classes for first-year international undergraduate students and a speaking and listening class for international teaching assistants.
- Assisted faculty members at the MA TESL program with the creation and subsequent update of a web site for teaching assistants; developed an English phonetics and phonology workshop for students in the program; created a bibliographic database.
- Taught low-intermediate writing classes, beginning and intermediate grammar classes, and an advanced critical reading seminar to students of English as a Second Language. Also participated in the Nihon University (Japan) exchange summer program, as a teacher of a Writing-Grammar class and curriculum developer for the 1998 program.

Assistant Director/Counselor

Sonoma State University

California Summer Language Adventure

Summer 1996

- Developed instructional material for different levels of Spanish proficiency; taught intermediate and advanced Spanish classes; fulfilled director's duties (program organization, counselor supervision, etc.) when required; acted as residence hall mentor.

Language Assistant

Department of Spanish

Grinnell College

1994-1996

- Taught intermediate level conversation classes; supervised Language Lab and tutors; assisted faculty members in the development of instructional material for and in the teaching of beginning Spanish classes.

Lecturer

Certification Program in Teaching English as a Foreign Language

Instituto de Estudios Superiores "Cristóforo Colombo" (Rosario, Argentina)

1993-1994

- Taught English Grammar and Discourse Analysis to first-year students and Contemporary American and English Literature to second-year students.

EFL Instructor

Asociación Rosarina de Cultura Inglesa (Private institution depending on the British Council – Rosario, Argentina)

1990-1994

- Taught beginning, intermediate, and advanced general English classes to children, adolescents, and adults of different proficiency levels and ages. Prepared students for Oxford and Cambridge examinations of English as a foreign language.

EFL Instructor

Colegio "Mirasoles" (Private Catholic high school– Rosario, Argentina)

1992-1993

- Taught intermediate and advanced general English classes to thirteen- and seventeen-year-old students. Prepared students for Cambridge First Certificate examination.

EFL Instructor

Colegio "La Salle" (Private Catholic primary school– Rosario, Argentina)

1992-1993

- Taught beginning general English classes to seven-year-old students.

PUBLICATIONS

Books:

Zapata, G. C., & Lacorte, M. (Eds.) (2018). *Multiliteracies pedagogy and language learning: Teaching Spanish to heritage speakers*. New York: Palgrave Macmillan.

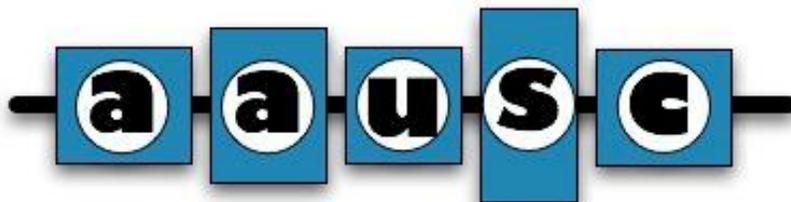
Journal Articles:

Zapata, G. C., Ribota, A., & Robles, D. (2018). Integrated Performance Assessment in Spanish university classes: A look at students' performance in the interpretive and presentational modes. *Under review*.

Zapata, G. C. (2018). L2 Spanish university students' perceptions of the pedagogical benefits of culture portfolios. *Language, Culture and Curriculum*. Published online: DOI:10.1080/07908318.2018.1457682.

Zapata, G. C., & Ribota, A. (2017). Digital publications in language classes: Performance, multiliteracies, and learner autonomy. *Language Educator*, 12(3), 52-54.

Zapata, G. C. (2016). University students' perceptions of Integrated Performance Assessment and the connection between classroom learning and assessment. *Foreign Language Annals*, 49(1), 93-104.



Dr. Carl Blyth
COERLL Director
University of Texas at Austin

June 15, 2018

Dear Carl,

I write this letter to confirm our commitment to partner with COERLL and CERCLL as a supporter of FLLITE. We support the FLLITE project for several reasons. First, FLLITE provides a valuable professional development opportunity for graduate students in Foreign Languages who wish to learn about the production of pedagogical materials. Second, FLLITE can be easily integrated into FL teaching methods courses, providing real world experience for FL teaching assistants (TAs). Third, FLLITE creates a professional learning community for FL specialists and faculty who wish to share their expertise with each other about multiliteracies pedagogy. At present, AAUSC members make up the majority of the FLLITE editorial board, an indication of how much our organization supports the initiative. While AAUSC is not financially committed to FLLITE, we are ready to assist the project directors (Carl Blyth, Chantelle Warner and Beatrice Dupuy) who are all long-standing members of AAUSC. In fact, we believe that more collaboration between AAUSC and the NFLRCs such as COERLL and CERCLL is in everyone's best interest.

AAUSC is pleased to work with COERLL to increase the nation's foreign language capacity.

Sincerely,

A handwritten signature in black ink, appearing to read 'Lara Lomicka'.

Dr. Lara Lomicka (on behalf of the Executive Committee)
President, The American Association of University Supervisors and Coordinators (AAUSC)

UNIVERSITY OF MINNESOTA

Twin Cities Campus

*Center for Advanced Research on
Language Acquisition
Global Programs and Strategy Alliance*

*140 University International Center
331 17th Avenue Southeast
Minneapolis, MN 55414 USA
Phone: 612-626-8600
Fax: 612-624-7514
www.carla.umn.edu
carla@umn.edu*

June 13, 2018

Dear Dr. Blyth,

I am writing in support of the Center for Open Educational Resources and Language Learning (COERLL) at the University of Texas at Austin in its application for the Title VI grant for the National Foreign Language Resource Centers. In particular, I write to offer my support for our collaboration on the *Language Program Direction* project, which the Center for Advanced Research on Language Acquisition (CARLA) at the University of Minnesota is proposing as part of its LRC grant application. This project seeks to create online modules for the professional training of new and future language program directors (LPDs). We look forward to working with you as you author one of the seven modules for this project. We will also count on your experience with using digital badging systems to create a system for awarding badges to LPDs for completing these professional development modules.

LPDs in postsecondary language departments are responsible for all aspects of lower-level language instruction, such as curriculum design, assessment, program evaluation, materials development, teacher supervision and development, scheduling, and troubleshooting. In addition, many LPDs must be active scholars and mentor graduate students to be effective teacher-scholars. The complexity of the job thus requires a range of knowledge and skills, yet few professional development opportunities for this group of language educators exists. CARLA's *Language Program Direction* project, a collaborative effort between CARLA, CERCLL, COERLL, and AAUSC, will thus enhance professional development for new and future LPDs by providing hands-on, online learning modules on key topics in postsecondary language program direction.

As the Director of CARLA, I am committed to all facets of this four-year collaboration between CARLA and COERLL, including the joint dissemination efforts we have planned. I have full confidence that our two centers will work together successfully to create the learning modules and share the results of our work with language departments across the nation.

Sincerely,



Kate Paesani
Director, Center for Advanced Research on Language Acquisition (CARLA)
Affiliate Associate Professor, College of Liberal Arts



UNIVERSITY OF OREGON

June 1, 2018

Dr. Carl Blyth
Center for Open Educational Resources and Language Learning
University of Texas at Austin
158 W 21st Street, Stop B3500
Mezes Hall 2.126
Austin TX 78712

Dear Dr. Blyth,

This letter is in support of COERLL's 2018 Title VI grant proposal. CASLS and COERLL hope to combine forces on the development of modules targeting digital games in the language classroom. Partnering on the VAuLT/Games2Teach Collaboratory would build a professional community of teachers implementing games in their classrooms and contributing to a collection of case studies about their work.

Although there is wide interest in using games in the classroom, most language teachers have not yet fully explored how to harness the benefits of games to enhance language learning. Through workshops, communities of practice, and mentorship programs, COERLL has already trained hundreds of teachers to work together to create and publish pedagogical materials. This experience makes COERLL a useful partner in bringing the research-based knowledge from CASLS's and CERCLL's Games2Teach repository into practical implementation in the classroom. The lessons and case studies that participants write will be available as open educational resources for any teacher to use, and the professional relationships that come from the project will help spread best practices to even more classrooms.

In summary, I commit my support for CASLS's collaboration with COERLL and am confident it will lead to widespread adoption of new technologies and practices in the language classroom.

Sincerely,

Julie M. Sykes, Director
Center for Applied Second Language Studies (CASLS)

CENTER FOR APPLIED SECOND LANGUAGE STUDIES (CASLS)

5290 University of Oregon, Eugene OR 97403-5290 T (541) 346-5699 F (541) 346-6303 casls.uoregon.edu

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June 13, 2018

Dr. Carl Blyth
Center for Open Educational Resources and Language Learning
University of Texas at Austin
158 W 21st St Stop B3500
Mezes Hall 2.126
Austin, TX 78712

Dear Dr. Blyth,

The Center for Educational Resources in Culture, Language and Literacy (CERCLL) is pleased to be collaborating with the Center for Open Educational Resources and Language Learning (COERLL) on our applications for Title VI funding as National Foreign Language Resource Centers. We will be working together on a shared project – Foreign Languages and the Literary in the Everyday.

The project Foreign Languages and the Literary in the Everyday (FLLITE) takes the creative moments found in everyday language use as the basis for lessons in second language literacy. With some support from the American Association of University Supervisors, Coordinators, and Directors of Language Programs (AAUSC) COERLL will host yearly workshops for the project. These events will provide us the opportunity to work with language program directors and their graduate students to write and publish lessons that will build on our existing collection of lessons in Chinese, French, German, Persian, Portuguese, and Spanish. A network of peer reviewers will provide feedback directly to the lesson authors, ensuring that this project produces quality materials for public use, but also serves as professional development for its participants. The FLLITE website which houses the existing instructor-authored lessons can easily be expanded to include other less commonly taught languages, for which there are often limited published teaching materials available and for which the high costs of traditional textbooks are sometimes prohibitive. be

In 2018-2022, CERCLL plans to create five Professional Learning Online Networks (PLONs), one of which will focus on FLLITE. Participants in each PLON will commit to participate regularly in discussions about classroom activities, ideas and issues related to FLLITE's pedagogical approach, thus allowing professional learning to carry on beyond any single event. Each PLON will be supported by an engagement facilitator and university faculty from the University of

Arizona and beyond whose expertise relates to the needs of PLON members. Members will be supported in submitting proposals to regional and national conferences, and some travel funding will also be available.

Through our past collaboration, we have successfully joined COERLL's strengths in technology and language teaching with our expertise in second language literacy. For this reason, we are excited to continue working with your center to promote access to quality teaching materials and pedagogies.

Warmly,

Beatrice Dupuy, Chantelle Warner

Sincerely,

A handwritten signature in black ink, appearing to read "Beatrice Dupuy". The signature is fluid and cursive, with a long horizontal stroke at the end.

Beatrice Dupuy
Co-Director, CERCLL

A handwritten signature in black ink, appearing to read "Chantelle Warner". The signature is fluid and cursive, with a long horizontal stroke at the end.

Chantelle Warner
Co-Director, CERCLL



CENTER FOR EUROPEAN STUDIES
THE UNIVERSITY OF TEXAS AT AUSTIN

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ces@austin.utexas.edu

June 12, 2018

Dear Dr. Blyth,

The Center for European Studies (CES) is pleased to be collaborating yet again with COERLL on a series of European language projects: *Mi Vida: Open Courseware for Beginning and Intermediate Spanish*; *Reality Czech: An Open Course in Czech Language and Culture*; and *Língua da Gente: From Podcasts to Language Lessons*.

We look forward to working with your team once more, as we have in the past: this time in providing teachers of Spanish, Portuguese, and Czech with openly licensed materials that they can adapt for their learners to suit their local needs. This is especially important for the two European LCTLs, Portuguese and Czech, where there is a lack of commercial resources, but also important for Spanish, where many teachers are looking for more affordable and pedagogically innovative materials that are not commercially published. The remarkable success of COERLL's *Français Interactif*—which won the U.S. Department of Education Fund for the Improvement of Post-Secondary Education FIPSE Grant and the CALICO Access to Language Education Award, among others—makes me also extremely confident that we will be furnishing language teachers in universities and high schools across the country with much-needed materials.

As I understand it, the *Língua da Gente* Portuguese podcasts are already widely used by independent learners and in classrooms. Over the next grant cycle, our collaborations entail having the creation in the target language of lessons, complete with objectives and can-do statements, that will help guide teachers and students in using these Portuguese materials. For *Reality Czech*, we have agreed over the next four years to organize our existing Czech materials (grammar exercises, vocabulary flashcards, videos) into a full online Czech curriculum and print-on-demand textbook. The *Mi Vida* project, according to the scope of our shared plan, will provide by the end of the grant cycle a full curriculum of open materials for Spanish teachers, complete with performance-based assessment. The “learning by design” framework of *Mi Vida* will set it apart from other textbooks.

COERLL, CES, and a group of other centers at UT Austin will also work together from 2018 to 2022 to host “More Than a Skill,” a series of presentations, round table events, lectures, and workshops about the ethical implications, effects, and aspirations behind language learning and teaching.

I look forward to working with COERLL to develop materials and events that will give more people access to high-quality language learning opportunities.

Yours,

A handwritten signature in blue ink, appearing to read "Douglas Biow".

Douglas Biow
Superior Oil Company-Linward Shivers Centennial Professor
Director, Center for European Studies
Director, France-UT Institute



CENTER FOR RUSSIAN, EAST EUROPEAN AND EURASIAN STUDIES
THE UNIVERSITY OF TEXAS AT AUSTIN

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<http://www.utexas.edu/cola/depts/slavic>

June 13, 2018

Dear Dr. Blyth,

As Director for the Center for Russian, East European and Eurasian Studies (CREEES), I would like to express my support for the Center for Open Educational Resources and Language Learning's (COERLL) proposal for the Title VI National Foreign Language Resource Center grant funded by the US Department of Education. As a National Resource Center funded by the US Department of Education, currently submitting a proposal for the new grant cycle, CREEES is committed to working with language departments and centers like yours at UT to advance language learning through technical innovation.

In the coming grant cycle we plan to work with COERLL, the Department of Slavic and Eurasian Studies (DSES), and the Center for European Studies on a number of projects, including the development of a second year web-based Czech language textbook, as a follow-up for the first year "Reality Czech" project. Drawing on the DSES faculty expertise of Christian Hilchey, with a specialization in Czech language and applied linguistics, CREEES will offer its time and expertise as needed for the success of this project, funded in part by a \$50,000 UT Curriculum Innovation Grant received by CREEES and CES in April of 2014. This project will benefit from the experience and success of past CREEES projects working with the Texas Czech community around Austin and of COERLL projects such as *Français interactif*, as well as its workshops on digital materials and language pedagogy.

We are excited to work with you on the project outlined above, as well as consult with you on other language and technology related initiatives, such as the web-based Russian project "We will be in Touch". COERLL's partnership with Liberal Arts Instructional Technology Services (LAITS) of UT Austin and its proximity to so many language faculty makes UT is an ideal place for us to develop educational technology for language learning. Under your leadership, COERLL has been influential in making the university a top producer of online language learning materials.

Best wishes,

Mary Neuburger

A handwritten signature in blue ink that reads "Mary Neuburger".

Director, Center for Russian East European and Eurasian Studies
Professor, Department of History
University of Texas at Austin

June 1, 2018

Dear Ladies and Gentlemen,

The Center for Open Educational Resources and Language Learning (COERLL) has requested that I serve as the external program evaluator for the evaluation plan for the 2018 grant application for Title VI funding from the Department of Education for Language Resource Centers Programs. I have comprehensive knowledge and extensive experience in developing, coordinating, and conducting multiple, short-term and long-term research/evaluation programs/projects related to higher education outcomes, program planning and evaluation, and applied research methods and statistics. In addition, I have served as the external program evaluator for several years for other Title VI grants for National Resource Centers and Foreign Language and Area Studies Fellowships Programs at UT Austin.

The evaluation will assess the quality of COERLL program activities based on the attainment of their stated project objectives. For each of the performance measures, COERLL will collect both quantitative and qualitative data over the four-year period, beginning in Fall 2018. All data collections will be incorporated into regular program procedures. As such, measures for data that is not currently being collected will be developed and implemented in Fall 2018. Sources for data include tracking, program databases, and program surveys.

For each reporting period, I will obtain the evaluation data, analyze it according to the performance measures, and write up a report of the results. Findings will be expressed in narrative, tables, and graphs as appropriate. Evaluation reports will (a) summarize data and feedback collected for each performance measure; (b) indicate the extent to which performance measures are on target; and (c) document any changes to indicators and/or data sources that were made during the reporting period. Reports will be submitted to the COERLL Project Director.

I am enthusiastic about partnering with COERLL for the upcoming cycle and look forward to working with them. If you need any further information, do not hesitate to contact me.



Jessica Hartos, PhD

Associate Professor, School of Health Professions
UNT Health Science Center
Jessica.Hartos@unthsc.edu * (817) 735-2454



1859 East-West Road #106
Honolulu HI 96822-2322
nflrc@hawaii.edu
Phone: 808.956.9424

Dr. Carl Blyth
Center for Open Educational Resources
and Language Learning (COERLL)
University of Texas at Austin

June 8, 2018

Dear Carl,

This is to confirm our commitment to partner with COERLL to sponsor a TED Talk-style event at an upcoming ACTFL conference. As discussed, your LRC will provide funding for travel and a modest honorarium for a featured speaker. Similarly, the NFLRC commits support for logistics (professional videography, sound, slide design, event organization, and common website) as well as an additional featured speaker for the event.

We look forward to collaborating on this exciting opportunity to offer professional development and open materials for language educators.

Me ke aloha pumehana.


Julio C. Rodríguez
NFLRC Director

Dr. Carl Blyth
Center for Open Educational Resources
and Language Learning (COERLL)
University of Texas at Austin

June 8, 2018

Dear Carl,

We are pleased to write in support of your application to the Title VI Language Resource Center program competition in 2014-18. We are excited to initiate this promising collaboration with COERLL, which will result in keeping one of the most prestigious journals in the field of language education and technology open to a wide audience of researchers and practitioners in this area. We believe this collaboration helps strengthen our nation's capacity in critical languages by making accessible valuable information and insights at the intersection of second language acquisition and technology.

The impact that this successful open publication has had in the field has been well documented. Smith & Lafford, which ranked LL&T highest for overall quality among nineteen educational technology-related journals. In 2016, the LL&T impact Factor according to the ISI Journal Citation Reports was 2.293, which ranks the LL&T very high among top tier research publications (number 8 out of 180 journals in Linguistics and number 26 out of 235 journals in education). Similarly, the Thomson Reuters Journal Citation Reports has consistently ranked LL&T in the top twenty Linguistics journals and in the top twenty Education journals since 2007.

We would like to confirm our mutual commitment to supporting the LL&T. Specifically:

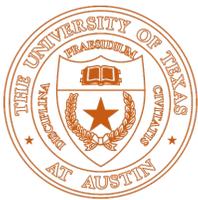
- NFLRC and the Center for Language & Technology at the University of Hawai'i will jointly fund a research assistantship for a doctoral student at the University of Hawai'i to act as Managing Editor of the journal; this position not only provides indispensable support for the operation of the journal but also first-hand experience for graduate students in the publication process of a top-tier journal;
- NFLRC and COERLL will provide a modest stipend to the two editors;
- NFLRC and COERLL will share evenly in the annual cost of ScholarOne, the manuscript management system now being used by the journal;

We wish you success in your endeavor to secure funding for another productive COERLL cycle, and look forward to further collaboration.

Me ke aloha pumehana.



Julio C. Rodriguez
NFLRC Director



SOUTH ASIA INSTITUTE
THE UNIVERSITY OF TEXAS AT AUSTIN

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Prof. Carl Blyth, Director
Center for Open Educational Resources and Language Learning (COERLL)
University of Texas at Austin

May 29, 2018

Dear Prof. Blyth:

On behalf of the South Asia Institute (SAI), I am writing in strong support of COERLL's application for grant funding as a Language Resource Center under the Title VI program of the Department of Education. In recent years, COERLL has been instrumental in giving SAI a clear direction for its own mission to produce high-quality language resources for the study of South Asian LCTL languages. The open educational resource (OER) idea is transforming many areas of scholarship and language pedagogy is prominent among these.

Our language faculty have created myriad resources for their classes, since ready-made resources for languages such as Malayalam, Bangla, and Tamil just do not exist in great numbers. It is rather a take-it-or-leave-it situation with the one or two grammar textbooks available for these languages. Therefore, we have an acute need for more materials that enable communicative language instruction for South Asian languages. With COERLL's help, we have already produced a few lesson plans and short curricular units. The COERLL staff have been immensely patient and helpful as our language faculty learn to take full advantage of the promise of OER.

In our own application to receive grant funding as an NRC/FLAS Center, a critical part of our request is support to create more and better OER for South Asian languages. Our collaboration with COERLL will ensure that the work we produce will be useful pedagogically, open to all, and in line with the highest academic aspirations for language teaching. SAI very much wants to help South Asian language pedagogy become an integral part of the vibrant language pedagogy community and our work with COERLL will be an important step toward that goal.

For these reasons, our strong support of COERLL's proposal to be an LRC comes also with great enthusiasm and excitement for the future of our own efforts.

Sincerely,

A handwritten signature in black ink, appearing to read "Donald R. Davis, Jr.".

Donald R. Davis, Jr.
Associate Professor, Department of Asian Studies
Director, South Asia Institute



LLILAS BENSON

LATIN AMERICAN STUDIES AND COLLECTIONS

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Center for Open Educational Resources and Language Learning
158 W 21st St Stop B3500
Mezes Hall 2.126
Austin, TX 78712

June 19, 2018

Dear Dr. Blyth,

I am writing in support of the projects on which COERLL and LLILAS Benson will be collaborating. Three sets of materials will result from this collaboration: a workbook to accompany online Portuguese videos and readings (available for free or as a low-cost print on demand book), a set of lesson plans that incorporate widely used Portuguese podcasts and videos from the *Brazilpod* website, and a collection of 30 multimedia lessons for beginning Nahuatl.

COERLL offers expertise on a host of issues pertinent to developing these materials, such as choice of publishing platform, editing of audio files, and instructional design. For the past 18 years, COERLL and Liberal Arts Instructional Technology Services (LAITS) at the University of Texas at Austin have been working together to create online Portuguese language learning materials, which are well-known and widely used by teachers and students alike. COERLL and LLILAS Benson have already collaborated successfully to complete a set of multimedia lessons for beginning K'iche', which are being used in schools in the United States and abroad. Together we have developed a sustainable model for providing pedagogical materials for languages that are not covered by commercial publishing companies, but which are of interest to students for cultural enrichment and research.

In summary, as the director of LLILAS Benson, I pledge our center's enthusiastic support of COERLL's proposed collaborative projects. We are confident that the materials will find an appreciative audience of Portuguese and Nahuatl learners and educators.

Sincerely,

Virginia Garrard, Ph.D.
Director and Professor of History



LLILAS Benson
Latin American Studies and Collections
University of Texas
SRH 1.314D, 2300 Red River St., Stop D0800
Austin, Texas 78712-1428
512.232.2409



Professor Carl Blyth, Director
COERLL
University of Texas at Austin
Austin, TX, 78712

May 25, 2018

Dear Carl,

I am writing to pledge, on behalf of the Texas Language Center, support of COERLL's proposal for the 2018-2022 Title VI grant for a Language Resource Center, which includes plans for several annual workshops, as well as other accreditation and networking opportunities for secondary and post-secondary teachers. COERLL currently provides professional development to teachers across the country through workshops, invited guest lecturers, videos, and publications.

The Texas Language Center has worked with COERLL in the past to organize professional development events for faculty, graduate students, and K-12 language teachers. We would like to continue this cooperation in offering our services as the principal center for professional development of language instructors at the University of Texas.

We hear from many teachers that the time allotted to professional development by their school districts is dwindling each year. COERLL and the Texas Language Center will continue to work to make our events and workshops accessible to as many people as possible by keeping registration fees low and offering travel scholarships. Participants come from Texas and all corners of the country. They always leave having created a product they can take back to use in their classrooms and receive professional education credits that demonstrate learning to their employers. Participant feedback for these events is overwhelmingly positive and many teachers return year after year to add to their knowledge.

We at the Texas Language Center are confident that COERLL's plans for providing professional development will find an appreciative audience of language teachers from across Texas and beyond. We wish you the best in your pursuit of grant support for COERLL!

Best,

Thomas J. Garza
UT Regents and University Distinguished
Teaching Associate Professor and Director,
Texas Language Center and
Arabic Flagship Program

Center for Open Educational Resources and Language Learning LRC Performance Measure Form

PROJECT GOAL 1: Consult on, develop, publish, and disseminate new openly licensed instructional materials for teaching and learning less commonly taught languages in secondary school, higher education, and continuing education.

Performance Measure	Activities	Data Indicators	Freq.	Data Source	Baseline	Yearly Targets			
						Y1	Y2	Y3	Y4
PM1: Develop five coursewares for teaching four less commonly taught languages.	A1. Create multimedia language learning lessons.	I1. Number of LCTL coursewares	Yearly	COERLL's website	0	1	2	1	1
		I2. Number of LCTL lessons created	Yearly	COERLL's website	0	10	20	10	10
		I3. Number of less commonly taught languages	Yearly	COERLL's website	0	1	2	1	1
	A2. Create quizzes to test student performance at intervals of courseware use.	I1. Number of LCTL quizzes created.	Yearly	COERLL's website	0	0	5	5	5
	A3. Create guides or templates to aid teachers in using courseware.	I1. Number of LCTL teaching guides/templates created.	Yearly	COERLL's website	0	1	1	1	1
PM2: Consult on at least two projects for developing teaching and learning materials for at least nine less commonly taught languages.	A1. Correspond and meet with language teachers developing lessons for teaching less commonly taught languages.	I1. Number of less commonly taught languages	Yearly	Project Director correspondence	0	1	1	2	1
		I2. Number of LCTL authors/contributors consulted with	Yearly	Project Director correspondence	0	1	1	2	1
		I3. Number of LCTL lessons created under consultation	Yearly	Project Director correspondence	6	12	10	14	12
PM3: Disseminate coursewares and materials for learning less commonly taught languages to at least 6,000 teachers and students across the United States over four years.	A1. Communicate with teachers about availability of online resources.	I1. Number of teachers reached in communications about LCTL coursewares.	Yearly	Email marketing software, social media platforms, etc.	2,605	2,605	3,455	4,000	6,000
		I2. Number of states reached by communications about LCTL coursewares.	Yearly	Email marketing software, social media platforms, etc.	43	43	44	45	50
	A2. Assess LCTL courseware and materials usage	I1. Number of users of LCTL coursewares.	Yearly	Web analytics	0	750	1,250	1,750	2,000
		I2. Percentage of user evaluations that rate the LCTL coursewares favorably.	Yearly	Qualtrics survey software	0	80%	80%	80%	80%

PROJECT GOAL 2: Develop, publish, and disseminate original open educational resources for teaching and learning Spanish in secondary and higher education.

Performance Measure	Activities	Data Indicators	Freq.	Data Source	Baseline	Yearly Targets			
						Y1	Y2	Y3	Y4
PM1: Develop three coursewares for teaching Spanish for heritage and L2 learners.	A1. Create multimedia language learning lessons.	I1. Number of Spanish coursewares	Yearly	COERLL's website	0	2	2	1	2
		I2. Number of Spanish lessons	Yearly	COERLL's website	0	18	6	6	24
		I3. Number of lessons for Spanish as a heritage language	Yearly	COERLL's website	0	12	0	0	0
	A2. Create quizzes to test student performance at intervals of courseware use.	I1. Number of Spanish quizzes.	Yearly	COERLL's website	0	0	3	3	6
	A3. Create guides and templates for teachers on how to use lessons.	I1. Number of Spanish teaching guides/templates	Yearly	COERLL's website	0	1	0	0	2
	PM2: Disseminate coursewares and materials for learning Spanish to at least 6,000 teachers and students across the United States over four years	A1. Communicate with teachers about availability of online resources.	I1. Number of teachers reached by communications about Spanish coursewares.	Yearly	Email marketing software, social media platforms, etc.	0	2,605	3,455	4,000
I2. Number of states reached by communications about Spanish coursewares			Yearly	Email marketing software, social media platforms, etc.	0	43	44	45	50
A2. Assess Spanish courseware usage.		I1. Number of users of Spanish coursewares.	Yearly	Web analytics	0	100	200	400	800
		I2. Percentage of user evaluations that rate the Spanish coursewares favorably	Yearly	Qualtrics survey software	0	80%	80%	80%	80%

PROJECT GOAL 3: Provide professional development on effective teaching strategies and using new technologies for in-service teachers.

Performance Measure	Activities	Data Indicators	Freq.	Data Source	Baseline	Yearly Targets				
						Y1	Y2	Y3	Y4	
PM1: Over four years , organize at least ten teacher training events (e.g. workshops, round tables, webinars) to train teachers in effective teaching strategies.	A1. Organize workshops, round tables, and webinars for professional development.	I1. Number of teacher training events organized.	Yearly	Program records	0	3	2	3	2	
		I2. Number of instructors attending professional development events.	Yearly	Workshop sign-in	0	100	80	100	80	
		I3. Number of events with representatives from an MSI or Community College.	Yearly	Workshop registration form	0	1	1	1	1	
	A2. Use event content to publish videos or written guidelines that teachers can use for self-guided professional development.	I1. Number of professional development videos produced.	Yearly	COERLL's website	0	3	2	3	2	
		I2. Number of professional development guidelines documents written.	Yearly	COERLL's website	0	1	1	1	1	
		I3. Number of users of professional development videos and/or guidelines.	Yearly	COERLL's website	0	75	50	75	50	
	A3. Assess professional development event outcomes.	I1. Percentage of user evaluations that rate the professional development events favorably.	Yearly	Qualtrics survey software	0	80%	80%	80%	80%	
	PM2: Grow by ten people each year a network of peer reviewers and teacher-authors to create and review pedagogical materials based on the training they receive from COERLL.	A1. Oversee peer review of teacher-authored case studies and lessons.	I1. Number of peer reviewers of teacher-authored case studies/lessons.	Yearly	Project director correspondence	11	5	5	5	5
			I2. Number of peer reviews of teacher-authored case studies and lessons.	Yearly	Project director correspondence	20	5	12	15	3
A2. Publish case studies written by teachers on their use of games in the language classroom.		I1. Number of case study authors.	Yearly	COERLL's website	0	0	15	0	15	
		I2. Number of teacher-authored case studies published.	Yearly	COERLL's website	0	0	15	0	15	
		I3. Number of users of teacher-authored case studies.	Yearly	Web analytics	0	0	50	50	50	
A3. Publish teacher-authored lessons that use a multiliteracies		I1. Number of teacher-authored lessons published.	Yearly	COERLL's website	14	7	7	7	9	
		I2. Number of lesson authors.	Yearly	COERLL's website	12	7	7	7	7	

	approach to language learning.	I3. Number of users of teacher-authored lessons.	Yearly	Web analytics	1,150	50	50	50	50
PM3: Provide a badge system that awards faculty achievement in each of the seven modules on postsecondary language program direction.	A1. Design a badge system to track competency in language program direction.	I1. Number of language program direction (LPD) badges created	Yearly	CARLA's website	0	0	0	7	0
	A2. Award badges for competencies developed in language program direction.	I1. Number of total LPD badges earned	Yearly	CARLA's website	0	0	0	7	14
		I2. Number of people who have earned LPD badges	Yearly	CARLA's website	0	0	0	1	2

PROJECT GOAL 4: Conduct outreach and dissemination on new and improved methods for teaching foreign languages, including the use of advanced educational technology and open educational resources

Performance Measure	Activities	Data Indicators	Freq.	Data Source	Baseline	Yearly Targets			
						Y1	Y2	Y3	Y4
PM1: Publish yearly about using advanced educational technology or open educational resources for language learning.	A1. Publish articles, columns, and reviews by faculty and teachers using technology or open educational resources for language learning.	I1. Number of articles, columns, and reviews about FL teaching	Yearly	Language Learning and Technology website	0	27	27	27	27
		I2. Number of article/column/review authors	Yearly	Language Learning and Technology website	0	20	20	20	20
		I3. Number of readers of articles/columns/reviews	Yearly	Web analytics	1,000	1,000	1,000	1,000	1,000
	A2. Publish book chapters and/or case studies by faculty and teachers using open educational resources for language learning.	I1. Number of book chapters and case studies	Yearly	Multilingual Matters website	0	15	0	0	0
		I2. Number of book chapter/case study authors	Yearly	Multilingual Matters website	0	20	0	0	0
		I3. Number of book chapter/case study readers	Yearly	Multilingual Matters website	0	0	200	200	200
PM2: Conduct yearly informational presentations about COERLL's mission of promoting language learning and creating and using OER.	A1. Host events to promote language learning at UT Austin.	I1. Number of language promotion events conducted.	Yearly	Program records	0	2	2	0	0
		I2. Number of people attending language promotion events.	Yearly	Program records	0	40	40	0	0
	A2. Give presentations about open educational resources to teachers.	I1. Number of informational OER presentations conducted.	Yearly	Program records, Project director records	0	3	3	3	3
		I2. Number of participants across informational OER presentations	Yearly	Program records, Project director records	0	45	45	45	45
PM3: Bring attention to language instructors who use, create, or promote open educational resources by publicizing the work of at least thirty teachers and faculty annually.	A1. Award badges to instructors who have used, created, or promoted open educational resources.	I1. Number of instructors who earned badges for OER	Yearly	LOERN website	50	30	30	30	30
		I2. Number of OER badged instructors from an MSI or Community College.	Yearly	LOERN website	8	4	4	4	4
		I3. Number of OER badged instructors who teach a less commonly taught language.	Yearly	LOERN website	13	7	7	7	7

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

To add more Budget Narrative attachments, please use the attachment buttons below.

THE UNIVERSITY OF TEXAS AT AUSTIN
Center for Open Educational Resources & Language Learning (COERLL)
Dr. Carl S. Blyth, Principal Investigator

Line Item Budget Per Project Year	YEAR 1	YEAR 2	YEAR 3	YEAR 4
Personnel				
Publications Manager 100% time / 12 months	72,384	73,832	75,308	76,814
Projects Manager 100% time / 12 months	51,479	52,509	53,559	54,630
	123,863	126,340	128,867	131,444
Fringe Benefits Permanent, Full-Time Staff (29.04%)	35,970	36,689	37,423	38,171
Travel (Domestic)				
ACTFL				
Air/Ground Transportation	2,600	2,300	1,350	2,300
Lodging	2,100	1,800	1,150	2,300
Meals	500	400	400	400
CALICO				
Air/Ground Transportation	2,000	1,400	1,050	1,600
Lodging	2,000	1,600	1,050	1,600
Meals	450	375	250	375
TX FLA				
Air/Ground Transportation	500	250	250	250
Lodging	750	500	500	500
Meals	250	200	200	200
	11,150	8,825	6,200	9,525
Supplies				
Office Supplies	2,250	250	250	250
Software	1,400	0	0	0
	3,650	250	250	250
Other				
Printing Costs	1,000	1,000	1,000	1,000
Evaluation Services (UNTHSC)	2,000	2,000	2,000	2,000
Email marketing platform	400	400	400	400
	3,400	3,400	3,400	3,400
Total Direct Costs	178,033	175,504	176,140	182,790
Indirect Costs (8%)	14,243	14,040	14,091	14,623
TOTAL COSTS	192,276	189,544	190,231	197,413
4-YEAR TOTAL	769,464			

COERLL Budget Narrative (2018-2022)

Personnel

COERLL Staff

The large majority of the budget is directed to the salaries of COERLL's technical staff—the Publications Manager (Nathalie Steinfeld Childre) and the Projects Manager (Sarah Sweeney). These two employees are essential to COERLL's operations since our digital projects are media rich and require sophisticated technical skills. They will commit 100% of their time yearly over the course of twelve months.

Fringe Benefits

Fringe benefits have been calculated at 29.04% of the anticipated salaries of funded personnel. Sponsored awards are responsible for the actual fringe benefits incurred by each employee. Fringe benefits costs have been calculated using The University of Texas at Austin's standard fringe rate for full-time, permanent staff effective September 1, 2018. Fringe benefits are charged (billed) to the sponsored project at the time the cost is incurred, based on the salary and benefits-eligibility of the individual.

Travel

Travel funds are requested to attend three FL conferences each year. These conferences have been chosen because they align with COERLL's focus on FL technology (e.g., Computer Assisted Language Instruction Consortium/CALICO) and because they are the most prominent national

(ACTFL) and regional (Texas FL Association/TFLA) conferences. The main purpose of attending these conferences is to connect with FL teachers who use our materials, to disseminate our OER, to promote our professional development opportunities and to meet with the other LRC directors (ACTFL).

The national conferences (ACTFL and CALICO) will be attended by the Director and two other representatives of COERLL. COERLL will be represented at the regional TFLA conference by two staff members. Cost estimates include flights or ground transportation, 2-3 nights lodging, and \$40 per diem for travelers. COERLL's faculty project coordinators will be eligible to receive travel grants from their academic departments for travel to conferences to present on COERLL-related activities. This will ensure that COERLL has several representatives at the national conferences each year of the grant cycle. The costs for TFLA are estimated to be significantly less than the other conferences because they are regional, typically within driving distance from COERLL's Austin office (e.g., Houston or Dallas).

The University of Texas at Austin has travel contracts with Anthony Travel and Corporate Travel Planners to ensure lowest available airfares for faculty and employee traveling.

Supplies

The line item *Office/Project Supplies* includes items for storage and management of digital media produced for our projects. Portable external hard drives will be acquired for the materials

development project (8 drives at \$250 each). Digital tapes, SD cards and replacement batteries compatible with existing cameras will be also purchased in order to record new audiovisual media.

Item	Cost per unit	Quantity	Year 1	Year 2	Year 3	Year 4
Portable external hard drives	\$250	8	\$2000			
High Capacity SD memory cards	\$50	5 per year	\$250	\$250	\$250	\$250
			\$2250	\$250	\$250	\$250

Software includes upgrades for graphic design and web development application packages (e.g., Adobe Creative Suite) and for video editing and screen capture applications (e.g., Screenflow). These applications will be used exclusively for the production of COERLL’s digital and print materials. We will need to spend more on software in Year One in order to set up our office.

Item	Cost per unit	Quantity	Year 1	Year 2	Year 3	Year 4
Adobe Creative Suite upgrade	\$600	2	\$1200			
Screenflow	\$100	2	\$200			
			\$1400			

Other

Project Evaluator Fees

COERLL’s independent external evaluator, Jessica L. Hartos, will be paid \$2000 annually for consultation and project evaluation activities. At the beginning of the project, Dr. Hartos will be responsible for designing feedback surveys for partners, participants, and users, as well as spreadsheets for entering data. She will also be responsible for receiving and assessing data and reporting results for the project annually. In addition, she will be available year-round for

questions/comments/concerns related to program evaluation activities. (See p. 39 in Project Narrative for complete description of Dr. Hartos' duties as independent external evaluator).

E-mail marketing platform

In order to distribute information and materials to e-mail list subscribers, \$400 is allocated for an annual subscription for an e-mail marketing platform (e.g. Constant Contact) to distribute information and materials to e-mail list subscribers.

Printing Costs

Despite COERLL's focus on digital materials, print remains important to our outreach activities. COERLL produces many different print materials for the public: a printed version of our biannual newsletter, handouts advertising our OER, and brochures that explain features of Open Education ("OER Basics," "Understanding Copyright"). COERLL also occasionally has the need to print signage for conferences and events, and sample editions of our print-on-demand open textbooks to show to FL teachers at events and conference exhibits.

Indirect Costs

The Department of Education limits the indirect cost rate on this grant to 8% calculated on modified total direct costs.