

Curriculum Vitae

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Teaching

- September 2013 - Director, Princeton Center for Language Study
- September 1991- Senior Lecturer in German,
Princeton University
- September 1989-90 Lecturer, English Language Institute
University of Hawai'i at Mano'a
- September 1985-91 Assistant Professor of German,
Binghamton University / Binghamton, NY
- Summer 1985 Instructor in German, Harvard Summer School,
Harvard University
- Spring 1985 Adjunct Instructor in German,
Massachusetts Institute of Technology
- Fall 1982 Visiting Assistant Professor of German,
Wheaton College (IL)
- 1980-85 Teaching Fellow in German,
Harvard University
- Fall 1979 Visiting Instructor in German,
Wheaton College (IL)

University/Professional Service

- 2019-2020 AP Visiting Fellow, German Advanced Placement Test Development
[College Board/ETS]
- 2016 - 2018 Member, Council on Teaching and Learning
- 2014 - 2015 Member, President's Task Force on Regional Studies

2013	Appointed Director of the Princeton Center for Language Study
2011 – 2017	Member, Committee on Discipline
2011-2012	Member, Senior Lecturer Committee (chair: Caryl Emerson)
2010-2011	Member of the sub-committee to investigate foreign language instruction at Princeton University (chair: Diana Davies)
2006-2008	Member of the AP German Test Development Committee (ETS/College Board)
2008	Member of the Visiting Committee to evaluate the Department Germanic Languages and Literatures, Harvard University
2008	Member of the Visiting Committee to evaluate the Department of German, Wellesley College
2007 -	Faculty Fellow/Adviser: Whitman College
2004 -2006	Member, Committee on Examinations & Standing
2003 -	Berlin Consortium for German Studies
2000 – 2001	Departmental Representative
1999 -	Director: Princeton-in-Munich
1995 - 1998	Bakke Fellowship Selection Committee
1992 - 2007	Faculty Fellow/Adviser: Mathey College
1992 -	The Consortium for Language Study

Affiliations

American Association of Teachers of German

Consulting Editor: *Die Unterrichtspraxis*

American Association of University Supervisors and Coordinators

Workshop Speaker, AATG [American Association of Teachers of German] National Office (1991 – present)

Awards / Fellowships / Grants

- 2014 Follow-up grant from the 250th Anniversary Fund to complete the work on **der|die|das**: Audio recordings (Princeton Broadcast Center), web design (Cape Design), and back-end programming.
- 2013 Princeton University 250th Anniversary grant to develop **der|die|das**, an online first-year textbook for German 101, in collaboration with the Humanities Resource Center, OIT, and graduate student TA's in the German Department.
- 2011 Princeton University grant to develop the **München auf einen Klick** website (an interactive information website for participants in the Princeton-in-Munich program)
- 2009 Consortium grant for development of a Google-map website in conjunction with the Princeton-in-Munich program
- 2007 Elected by students in Phi Beta Kappa (Princeton chapter) as a Phi Beta Kappa *Teacher of Excellence*; June, 2007
- 2006 Consortium grant for development of a TA training website, incorporating interactive task descriptions, related digital media, and streaming videos of classroom presentations
- 2004 Consortium grant for development of online placement testing for incoming Princeton students
- 2003 Consortium grant for materials pertaining to Extensive Reading for Intermediate German (pilot program)
- 2002 Consortium grant for *Flash* application: streaming video and audio/text/pictures for Beginning Japanese
- 2000 Language Consortium grant for *Director* software program [interactive video/audio/text modules for German 101]
- 1999 Max Kade Foundation: support for Princeton-in-Munich
- 1998 250th Anniversary Fund: Curriculum Innovation Grant for the Princeton-in-Munich Program [German 107 taught in conjunction with the Goethe-Institut in Munich, Germany]
- 1998 250th Anniversary Fund: Grant for mentoring graduate student AI's teaching in German 101-102

- 1996 Princeton: President's Award for Excellence in Teaching
- 1996 250th Anniversary Fund: Curriculum Innovation Grant for a graduate student workshop on computer multi-media authoring
- 1996 Tuck Fund Grant for materials development in multi-media computer language teaching
- 1996 Princeton Language Consortium: Grant for additional computer software and on-site videotaping for the CD-ROM project.
- 1996 Princeton Language Consortium: Grant for a Workshop on Language Class Portfolios, for AI's teaching German 102
- 1995 Princeton Language Consortium Grant for HyperCard German 101 language lab program
- 1994 Princeton Language Consortium Grant: Testing Workshop to develop machine-scanned proficiency tests for incoming students [now used during Orientation in German, French, and Spanish]
- 1992 Princeton Language Consortium Grant for materials development: Video series for German 101 classroom use
- 1991 Winner of Chancellor's Award for Excellence in Teaching, State University of New York (SUNY) / Binghamton
- 1991 Winner of the President's Award for Excellence in Teaching, Binghamton University (SUNY)
- 1990 *Die Unterrichtspraxis*/AATG 1989 Article of the Year Award ("Re-visiting the Besuch der alten Dame")
- 1987 Junior Faculty Development Grant for participation in a conference for Foreign Teachers of German, sponsored by the Herder-Institut, Leipzig, GDR (July 1-21)
- 1983-84 Bundesstipendium from the Swiss government for research on Jeremias Gotthelf in Bern, Switzerland
- 1982 Jack Stein Prize ("for excellence in teaching German"), Harvard University

1981 Harvard Committee on Undergraduate Education: Award for classroom excellence (based on student evaluations)

1980 Bernhard Blume Prize (academic honors for graduate study in German), Harvard University

Publications

der|die|das: Integrating vocabulary acquisition research into an L2 German curriculum. (2019). In Rott, S. & Ecke, P. (Eds.) *AAUSC Issues in Language Program Direction (2019): Acquiring L2 Vocabulary*. Boston: Cengage Publishing.

Handbuch zur deutschen Grammatik, 6/e, with Larry Wells. (2016). Boston: Cengage Learning (500 pp.)

Handbuch zur deutschen Grammatik: Arbeitsheft 6/e, with E. Pauline Hubbell. (2016). Boston: Cengage Learning (250 pp.).

Handbuch zur deutschen Grammatik, 5/e, with Larry Wells. (2011). Boston: Cengage Learning (500 pp.).

Handbuch zur deutschen Grammatik: Arbeitsheft 5/e, with E. Pauline Hubbell. (2011). Boston: Cengage Learning (250 pp.).

Wie geht's? 9/e. 15 discrete-item chapter tests; update of the test bank. (2010). Boston: Cengage Learning.

"The Role of Writing in Foreign Language (FL) Instruction: Research Insights for Teaching" (2008). In *AP German Language Special Focus: Writing in FL Instruction*.

"Does Reading the Research Make a Difference? A Case Study of Teacher Growth in L2 German" (2006). (with Florian Becker). *Modern Language Journal*, 90, 353-372.

"Easy Reader: An embedded study of extensive reading in intermediate German" (2006). *Die Unterrichtspraxis*, 38, 125-134. Winner: AATG Article of the Year, 2006.

Wie geht's? 8/e, a digital test bank for instructors. Boston: Heinle & Thomson. 2006. (Multi-format testing options for assessment, to be selected and copied to address individual teacher/classroom preferences for testing.)

Handbuch zur deutschen Grammatik, 4/e, with Larry Wells. (2004). Boston: Houghton Mifflin (450 pp.).

Handbuch zur deutschen Grammatik: Arbeitsheft 4/e, with E. Pauline Hubbell. (2004). Boston: Houghton Mifflin (250 pp.).

Handbuch zur deutschen Grammatik, 4/e: Audio Program. (2004). Boston: Houghton Mifflin. [scripts and task-based activities for listening comprehension modules, keyed to the chapters of the *Handbuch*]

"A role for Action Research in the Foreign Language Classroom." (2002). In G. Peters (Ed.), *Teaching German in America: Past Progress and Future Promise* (pp. 451-472). Cherry Hill, NJ: American Association of Teachers of German, pp. [Reprinted from *Die Unterrichtspraxis*, 32, 107-119. Winner: AATG Article of the Year, 1999.]

Handbuch zur deutschen Grammatik, 3/e, with Larry Wells (2001). Boston: Houghton Mifflin (430 pp.).

Handbuch zur deutschen Grammatik: Arbeitsheft, 3/e with E. Pauline Hubbell, [accompanying Wells, *Handbuch zur deutschen Grammatik*], D.C. Heath 245 pp. (2001).

"Reflections on SLA and language teaching from the other side of the desk." (1997). *Consortium News: The Consortium for Language Teaching and Learning*, 4-6.

"The Role of Research in Teaching." (1994). *Consortium News: The Consortium for Language Teaching and Learning*, 8-10.

"Hit or Miss, or Missing: The Role of Second Language Acquisition Research in Language Teacher Training." (1994). *Die Unterrichtspraxis*, 27, 18-27.

"Breaking the *Eis*: Communicative Opening Activities for the Beginning German Class." (1990). *Die Unterrichtspraxis*, 22, 164-174.

"Re-visiting *Der Besuch der alten Dame*: Strategies for Interaction and Interpretation." (1989). *Die Unterrichtspraxis*, 21, 24-34. Winner: AATG Article of the Year, 1989.

"Split Text/Split Reader: The Didactic Narratee of Jeremias Gotthelf," *Reader: Essays in Reader-response Theory, Criticism and Pedagogy*, 1991, 32-46.

"The Teacher(')s in the Text: Jeremias Gotthelf's *Schulmeister* and the Poetics of Pedagogy," *West Virginia University Philological Review*, 1990, 22-29.

"One Level Removed: Narrative Framing and Didacticism in the Tales of Jeremias Gotthelf," *Colloquia Germanica*, 23 (1990), 253-271.

"The Scotch Novels of George MacDonald and the *Bildungsromane* of Jeremias Gotthelf: *Edelweiss* in the Heather?" *Studies in Scottish Literature*, 24 (1990), 49-67.

"Spider in a Frame: The Didactic Structure of 'Die schwarze Spinne,'" *German Quarterly* 61 (1988), 403-418.

Materials / Program Development

- 2018 **der|die|das 2.0:** A wide-ranging update in cultural content throughout the curriculum, based on student feedback and input from collaborating institutions (Bowdoin, Wabash, Notre Dame)
- 2017 Wabash College (IN) adopts **der|die|das as** its first-year curriculum for Beginning German.
- 2016 Bowdoin College (ME) adopts **der|die|das as** its first-year curriculum for Beginning German.
- 2015 Notre Dame University (IN) adopts **der|die|das** as its first-year curriculum for Beginning German.
- 2014 **der|die|das:** a comprehensive first-year online textbook for German 101, focusing on the acquisition of high-frequency vocabulary; digitally recorded video and audio; modular design, which can be edited and personalized for a given group of students and TA's; piloted during 2-14-2015; used course-wide beginning in the Fall term 2015.
- 2011 The Facebook Project: a collaborative classroom pedagogy research project with two graduate AI's, using "Facebook Groups" as a means of investigating the extent to which generational differences affect students' use of social media in foreign language classrooms.
- 2010 München auf einen Klick: concept, design and development of an interactive Google map project that embeds student-created video and information pertaining to sites in Munich, to be used by current and future PIM participants. Web link: <http://languages.princeton.edu/munich/>
- 2008 Das Café-Projekt: coordination and development of a website for German 102/1025; simultaneously a website project for providing classroom-specific new media to students; and a AI training project for the critical development and deployment of this media, as the basis for a research/reflection paper.
- 2007 The AI-Website: development of a coordinated site for AI training, using Drupal software to organize syllabi, task descriptions, digital media for each day of class in German 101.
- 2006 Joined the Development Committee for the national AP German exam (ETS/College Board).
- 2005 Head developer of the online proficiency test for the Berlin Consortium for

German Studies; including test design; interaction with software programmer; script writing for video and audio segments; video editing; beta testing and organization.

- 2003 Conversion of *Wie geht's? interaktiv* to a Flash web-based program, working with graphic designers and programmers in OIT.
- 2003 Transfer of the Princeton German placement test to an online version, working with an outside vendor.
- 2003 Implementation a pilot program of Extensive Reading in German 105, using graded readers in an integrated extensive/intensive reading syllabus.
- 2000 Update of the CD-ROM program *Wie geht's? interaktiv*, using MacroMedia *Director*, and incorporating internet links, video, audio, picture, and text files in a task-based learning module.
- 1999 Princeton-in-Munich; funding, organization, and instruction for a subsidized intensive fourth semester course in Munich, in collaboration with the Goethe-Institut.
- 1997 Interactive CD-ROM program for German 101, using digitized video, audio, image and text; integrated with the German 101 textbook, *Wie geht's?* (SuperCard application); used at Vanderbilt University, Connecticut College, University of Cincinnati, and Binghamton University.
- 1995 Interactive computer activities for the Language Laboratory (HyperCard application; prototype for later SuperCard program).
- 1994 Development of a machined-scanned, computer-scored proficiency/placement test for use during Orientation (now used in German, French, and Spanish).
- 1993 Creation of video features to complement the topics and vocabulary of German 101-102 (listening comprehension and cultural literacy).
- 1992 Task-based exams for the German Reading Test (used during the Summer Reading Program and the November proficiency test).

Presentations

- “Essential Building Blocks for Effective and Efficient Vocabulary Learning.” Annual Convention of the American Council on the Teaching of Foreign Languages. November 16, 2018.
- “High-Frequency Vocabulary Right from the Start: Classroom Perspectives.” Annual Convention of the American Council on the Teaching of Foreign Languages. November 18, 2018.
- “L2 vocabulary and digital media: Curriculum choices and student strategies.” ACTFL/AATG national convention, Nashville, TN. November 18, 2017.
- “Interactive task design for the L2 classroom.” Wabash College, November 2, 2017.
- “L2 vocabulary pedagogy in the classroom.” 2017-18 Campus-wide Seminar in Language Acquisition: *Research into Action*. Bowdoin College, September 29, 2017.
- Conference presentation: “Shared Lessons: Collaborative Curriculum Development and TA Training.” 10th International Conference on Language Teacher Education: National Heritage Language Resource Center. UCLA. February 2-4, 2017.
- Colloquium: “So many words to learn ...: Vocabulary Acquisition in L2 instruction.” Center for the Study of Languages & Cultures. University of Notre Dame. November 1, 2015.
- Colloquium: “Developing a Vocabulary-based Curriculum for First-year German.” Spring colloquium of the Princeton Center for Language Study. March 8, 2015.
- “Corrective Feedback in SLA Research and L2 Classroom Pedagogy.” Keynote speaker / Dartmouth University “Language Share Fair,” April 16, 2013.
- “Vocabulary-focused Language Instruction.” Presented in the session “Word: A Vocabulary-centered approach to language acquisition,” at the ACTFL/AATG national conference, Philadelphia, November 17, 2012.
- “Theory and *Praxis* in Corrective Feedback in the L2 Classroom,” invited presentation for the Center for Language Study, Yale University, October 11, 2012.
- “The Facebook Project: Collaborating with tech-savvy TA’s to develop L2 applications for their tech-savvier undergraduate students.” Presented in the session “TA Development and Collaborative Change: Beliefs, Cognition, Technology” at the ACTFL/AATG national convention, Denver, CO. November 18, 2011.

“Does Written Corrective Feedback make a difference?” Rider University, May 5, 2011.

“Nip it in the bud? Theory and *Praxis* in oral/written feedback in Beginning German.”
Rutgers University, October 22, 2010.

“Current research and practice in corrective feedback.” Davidson College (Yale Pedagogy Seminar), May 13, 2010.

Paper: “Das Café-Projekt: A case study of TA training, technology and pedagogy.” AAUSC national conference, Michigan State University, East Lansing, MI. October 10, 2008.

Workshop: “The Role of Writing in Beginning L2 Instruction,” TA training, Center for Language Teaching, Yale University. August, 2008.

Conference presentation: “Taking Tests to Task: An Action Research Project on Assessment Procedures in Beginning German.” AATG/ACTFL national convention, Nashville, TN. November, 2006.

Symposium: “Program Development for Less Commonly Taught Languages.” Princeton University. October, 2006.

Workshop: “A workshop on Second Language Testing,” Bard College, Annandale-on-Hudson, NY. September, 2006.

Workshop: “Feedback and Task Design,” TA training, Center for Language Teaching, Yale University. August, 2006.

Symposium: “Communicative Language Teaching: Theoretical considerations and classroom implementation.” Plenary speaker, Kenyon College, Kenyon, OH. November, 2005.

Paper: “Extensive Reading: Theory and *Praxis* at the intermediate level.” Plenary speaker, Midwest Consortium for German Studies, Northwestern University, Evanston, IL. May, 2004.

Chair, Program Committee for the ACTFL/AATG national meeting in Chicago 2004.

Section Chair: *Collaborative TA Projects*. ACTFL / AATG meeting Philadelphia. November, 2003.

Paper: “Extensive Reading in the Intermediate German Classroom: A case study.” ACTFL/AATG national convention, Philadelphia. November, 2003.

Workshop: Increasing Student Participation in FL Classes; the Department of French and Italian, Princeton University. October, 2003

Workshop: "Input Processing: Theoretical bases and classroom applications in beginning FL instruction." Plenary speaker, annual meeting of the American Association of the Teachers of Korean, Berkeley, CA. June, 2003.

Paper: "Negotiated Meanings: Action Research and TA training," AATG/AAUSC national convention, Salt Lake City, UT. November, 2002.

Workshop: "Task Design and Task Sequencing in Beginning Language Instruction," Rutgers University, New Brunswick, NJ. February, 2002

Workshop: "Corrective Feedback in the Beginning German Classroom," AATG meeting, Goethe-Institut, New York City, NY. March, 2000.

Paper: "Theory-based Action Research: A Model for TA Training," ACTFL/AAUSC national convention, Dallas, TX. November, 1999.

Paper: "Designing Interactive Materials for the Beginning Language Classroom," ACTFL/AATG national convention, Chicago, IL. November, 1998.

Workshop: "Integrating Literary Texts into Intermediate German Instruction," for the graduate TA's in German, Rutgers University, New Brunswick, NJ. October, 1998.

Workshop: "Computer Applications for Beginning / Intermediate German Instruction," AATG meeting at Vassar College, February 28, 1998.

Workshop: "Authoring Interactive Multi-Media Programs," German Department at the University of Cincinnati, November 6-8, 1997.

Paper: "Action Research and TA Training," Brown University, Providence, RI. November, 1998.

Paper: "How to Waste Time on the Computer: A critique of software applications for language acquisition," for the Princeton colloquium series, "New Tools for Teaching and Learning," March, 1997.

Paper: "Language Teaching and Error Correction: Theory and application," Cotsen Seminar, Princeton University, March, 1996.

Paper: "Adaptive Language Lab Materials: a computer model," Rider College Language Laboratory, February, 1996.

- Paper: "Future Directions for the Language Laboratory in Second Language Pedagogy," New Media Center (Princeton University), December, 1995.
- Paper: "Open or closed: Task type, accuracy, and self-monitoring," American Association of Applied Linguists, Long Beach, CA, March, 1995.
- Paper: "Task Design and Grammatical Consciousness-Raising," Rutgers University, October, 1994.
- Paper: "Metacognitive Learning Strategies and Processing Constraints," Brown University Colloquium: "Foreign Languages Across the Curriculum," Providence, RI. April, 1994.
- Paper: "Issues in Syllabus Design: Needs Analysis and the Second Year Curriculum," German Department, Rutgers University, New Brunswick, NJ. April, 1994.
- Paper: "Taking Textbooks to Task: an analysis of first-year German textbooks in light of second language acquisition theory," Rutgers University, New Brunswick, NJ. April, 1992.
- Paper: "The Teacher(')s in the Text: The Poetics of Pedagogy in Jeremias Gotthelf's *Schulmeister* (1838)," Colloquium on Literature and Film, West Virginia University, Morgantown, WV. September, 1988.
- Paper: "Herbei, O Ihr (un)Gläubigen: The Changing Image of *Heiliger Abend* in 19th-century German literature," NEMLA, , Wilmington, DE April 1, 1989.
- Workshop: "A Grammar-Focus for Interactive Tasks," foreign language faculty of Union College, Schenectady NY. October, 1994.
- Workshop: "Beyond 'Turn-to-your-partner-and-say-something': Task Design and Interactive Classroom Discourse," AATG meeting, Dartmouth College, April, 1991.
- Workshop: "Strategies for Interactive Communication at the Beginning Level," Hartwick Language Conference, September 21, 1988
- Workshop: "Interactive Group Work for Beginning Language Classes" New York State Association of Foreign Languages, Binghamton University, Binghamton, NY. September, 1988, Binghamton University
- Workshop: "Communicative Resources for Beginning German New York Central Region AATG, Cortland, NY, April, 1988.

Education

Post-doctoral study in Second Language Acquisition/Foreign Language Pedagogy (1989-90);
Dept. of English as a Second Language, University of Hawai'i at Manoa

Ph.D in Germanic Languages & Literatures, Harvard University, 1985
Major Area: Nineteenth-century German prose fiction
Dissertation: "Framing the Mirror: Didactic Narration in the *Rahmennovellen* of
Jeremias Gotthelf" (Advisor: Prof. Dorrit Cohn)

M.A. in Germanic Languages & Literatures, Harvard University, 1981

A.B. in Music (concentration: piano performance), Wheaton College (IL),
summa cum laude, 1977

Foreign Language Study / Overseas Experience:

Dissertation research, Universität Bern (Switzerland), 1983-84
French language study, Alliance Française, Paris, Summer 1980
Swedish language study, Uppsala Universitet, Summer 1978
German language study, Goethe-Institut (Schwäbisch-Hall), BRD, 1977