

UNIVERSITY OF MIAMI
COLLEGE OF ARTS AND SCIENCES

THE DEPARTMENT OF MODERN LANGUAGES AND LITERATURES
INVITES YOU TO A LECTURE BY

Dr. Hiram Maxim
Emory University

“ Who comes first, what comes second?
Curricular sequencing in collegiate
foreign language education”



THURSDAY, APRIL 9, 2009, AT 4:00 P.M.

MERRICK BUILDING
CONFERENCE ROOM, MB 210-01

Refreshments will be served.

For over twenty years there have been increasing calls for and interest in overcoming the traditional division between lower-level "language" courses and upper-level "content" courses in collegiate foreign language (FL) education. The recommendation in the 2007 report by the Modern Language Association's Ad Hoc Committee on Foreign Languages to transform curriculum and departmental governance represents one of the most recent and public examples of this growing concern about the efficacy of bifurcated departmental curricula. While such pronouncements would seem to reflect a growing consensus in the profession about the need to address curricular incoherence in collegiate FL departments, there has been, to date, very little attention to theoretical principles or practical steps that can guide departments in accomplishing this daunting task. Specifically, one of the central challenges facing departments is the establishment of a four-year curricular sequence that integrates the study of language and content at all levels of the curriculum. This talk will respond to this shortcoming by presenting how genre can be a particularly helpful construct for conceptualizing, sequencing, and implementing an integrated four-year undergraduate curriculum. Examples from an ongoing genre-based curriculum reform project at an undergraduate FL department will be provided.

Hiram H. Maxim (Ph.D., University of Texas at Austin) is an Associate Professor and Director of Undergraduate Studies in the Department of German Studies and a Core faculty member in the Program in Linguistics. His research focuses on instructed adult second language acquisition (SLA) with specific interest in curricular models that support the longitudinal nature of second language development. He currently is applying much of this research as the coordinator of a full-scale revision of the undergraduate curriculum in his home department at Emory.