

Cynthia S. Chalupa

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EDUCATION

Ph.D., German, The Ohio State University (2001)

Concentration: contemporary German literature and culture, theories of decadence, foreign language pedagogy, and assessment.

M.A., German, The Ohio State University (1995)

Germanistik, Rheinische Friedrich-Wilhelms-Universität Bonn (1993-94)

B.A., English and German, University of Michigan (1991)

EMPLOYMENT

Associate Professor of German and Director of Basic German Language Program, Department of World Languages, Literatures, and Linguistics, West Virginia University (August 2007-present; Assistant Professor August 2001- 007): Teach a wide variety of graduate and undergraduate language, culture, and literature courses, including film, theory, and business German. Developed and administer basic language curriculum and supervise/mentor TAs in lesson preparation, materials development, multimedia use, assessment design, and teaching strategies. Determine course placement for advanced language students.

Guest Professor, Fulda International Winter University (2014-present). Conduct a culture seminar in German for international students.

Guest Professor, Fulda International Summer University (2007-present). Conduct a culture seminar in German for international students.

Assistant Director, Foreign Language Center, The Ohio State University (1998-2001): Coordinated the Collaborative Articulation and Assessment Project, a nationally recognized, FIPSE-funded project to promote articulation between secondary and post-secondary language programs and the development of proficiency-based assessments. Acted as liaison to foreign language faculty and TAs and was faculty member during pre-service GTA orientation workshop. Served as coordinator of the Individualized Language Learning Center, a program for self-directed foreign language study. Developed content and structure for Center's web page and web-delivered proficiency assessments. Conducted outreach and teacher development workshops. Managed student employees and participated in grant and budget writing.

Other Teaching Experience

Faculty Director, WVU/Fulda University Intensive Study and Work Abroad Program (2006-present). Developed intensive study and work abroad program with collaborators in Germany. Taught intensive German for the Professions course, served as faculty liaison to German internship representatives, led cultural excursions, and served as mentor to students during their participation in the International Summer University.

Guest Professor of Business English, Fulda University of Applied Sciences Business School (Summer 2007): Conducted a two-week intensive Business English class with German students from multiple disciplines.

Coordinator 3rd Level, German Summer School, Middlebury College (2003-2006): Designed course syllabus and content for third-level language and culture classes. Coordinated three instructors teaching in the level-three program. Middlebury Summer School faculty member from 2002 to 2006.

Lifelong Learning Program City of Upper Arlington, Beginning-Intermediate German (1998): Responsible for course syllabus and materials development. Worked with non-traditional students to develop introductory German skills.

Office of Continuing Education, The Ohio State University, Beginning-Intermediate German (1995-1996): Responsible for course syllabi and materials development. Worked with non-traditional students to develop introductory German skills.

RESEARCH

Books

Interkulturell 1. German Language Textbook, Novice-Low to Novice-High (Freeport, ME: Wayside Publishing) (forthcoming).

Interkulturell 2. Novice German Language Textbook, Novice-High to Intermediate-Low (Freeport, ME: Wayside Publishing) (forthcoming).

Neue Blickwinkel: Wege zur Kommunikation und Kultur. Intermediate-Advanced German Language and Culture Textbook. Co-authored (Freeport, ME: Wayside Publishing, 2012 1st ed., 2017 2nd ed.).

Gearing Up in the Twenty-First Century: An Instructor's Guide to Teaching German Television and Media Literacy. Co-authored (Goethe Institut/AATG, 2005).

Articles/Reviews

"Interculturality and GTA Training in the Age of Globalization." *Unterrichtspraxis* 52.2 (2019): 223-29.

"Improving Student Motivation through Autonomous Learning Choices," *NECTFL Review* 74 (2014): 55-86.

"Race for the Magic Mountain: Mountaineering and the National Socialist Agenda in Europe," *The International Journal of Sport and Society* 1.3 (2010): 219-28

Review of Klaus Zeyringer *Österreichische Literatur seit 1945: Überblicke-Einschnitte-Wegmarken.* *Modern Austrian Literature* 43.3 (2010): 110-12.

"E.T.A. Hoffmann." *Encyclopedia of Folk and Fairy Tales.* Westport, CT: Greenwood Press (2007): 455-57.

"The Mirror." *Encyclopedia of Folk and Fairy Tales.* Westport, CT: Greenwood Press (2007): 628-30.

"Re-Imagining the Fantastic in E.T.A. Hoffmann's 'The Story of the Lost Reflection.'" *Marvels and Tales* 20.1 (2006):11-29.

Review of *Literature in Vienna at the Turn of the Centuries*, Ed. Ernst Grabovski and James Harden. *German Quarterly* 76.3 (2003): 337-39.

"The Mirror and the Poetic Persona: Self-Portraiture in Twentieth-Century German Poetry." *Mirror or Mask? Self-Representation in the Modern Age.* Ed. Pia Kleber and David Blostein. Berlin: VISTAS Verlag (2003): 137-55.

Introduction. *Common Expectations for World Languages: Model Assessments.* Ed. Virginia Ballinger, Cynthia Chalupa and Deborah Wilburn Robinson. (Columbus: Ohio Department of Education, 2002).

"Meeting the Needs of International TAs in the Foreign Language Classroom: A Model for Extended Training." *Mentoring Foreign Language TAs, Lecturers, and Adjunct Faculty.* *AAUSC Series: Issues in Language Program Direction* (peer-reviewed). Ed. Benjamin Rifkin. Boston: Heinle & Heinle (2001): 179-211.

PRESENTATIONS (selected)

"From NGE to AP: Developing Interpretive Communication through Assessment," ACTFL, Washington, D.C., 2019

"Moving Forward Together: Articulation, Proficiency and the Role of Assessment (keynote address)," AFLA, Anchorage, 2019

"Bridging the High School-College Gap with Authentic Materials," NECTFL, New York City, 2019

"Fostering AP Student Success in College Classes: What You Need to Know ," ACTFL, New Orleans, 2018

“Using the National German Exam to Develop Interpretive Communication Skills,” ACTFL, New Orleans, 2018

“Improving Student Motivation and Performance through Individualized Assessment,” ACTFL, Nashville, 2017

“AATG National German Exam: Strategies for Success,” ACTFL, Nashville, 2017wvu

“Improving Learners’ Interpretive Communication by ‘Reading between the Lines,’” NECTFL, New York, 2017

“Reading Across AP Levels: Strategies for Working with Authentic Texts,” ACTFL, Boston, 2016

“Making the Case! How to Write an Effective Argument Using Source Materials,” ACTFL, Boston, 2016

“Building Bridges through Service Learning: Foreign Language Exploratory Programs and the University Capstone Course,” CSCTFL, Columbus, 2016

“Addressing Essential Questions through Thematic Units,” CSCTFL, Minneapolis, 2015

“Preparing Future World Language Teachers: Voices from the Field,” ACTFL, Orlando, 2014

“Teaching with *Neue Blickwinkel*: A Thematic Unit Approach to Teaching the AP Themes,” NECTFL, Boston, 2014.

“Individualizing Assessment: The Language Learning Journal and Course Portfolio,” ACTFL, Orlando, 2013

“Improving Student Motivation through Autonomous Learning Activities,” NECTFL, Baltimore, 2013

“Los geht’s! Planning and Teaching the Revised AP German Course” ACTFL, Philadelphia, 2012

“Taking it up a level: Teaching the AP German Course” NECTFL, Baltimore: 2012

“Cultivating Lifelong Learners: Student Autonomy in the Foreign Language Classroom,” ACTFL, Denver: 2011

“Life at the Margins: Teaching the Sudeten German Experience,” ACTFL, Boston: 2010

“Schnacken, schwätzen, babbele:” Innovative Approaches to Teaching with Dialects,” ACTFL, San Diego: 2009

“Wie bitte? Pronunciation in the German Classroom,” ACTFL, San Diego: 2009

Politics of the Summit: Philip Stölzl’s *Nordwand*,” GSA, Washington, D.C.: 2009

“Let’s talk “Platt”: Using Dialects in the German Classroom,” ACTFL, Orlando: 2008

“Das Ende dieser Geschichte kenne ich nicht: Transient Identities in Texts by Judith Hermann,” GSA, St. Paul: 2008

“Open the Window on Culture: Teaching Culture and Critical Thinking Skills through Media.” ACTFL, San Antonio: 2007

“Do More with Study Abroad: Advocating for Foreign Languages through Collaborative Study and Work Abroad Programs,” ACTFL, San Antonio: 2007

“Where’s the Center? (Re)defining Europe in Stanislaw Mucha’s *Die Mitte*,” GSA, San Diego: 2007.

“Tuning in to the Twenty-First Century: Teaching with German Television,” ACTFL, Nashville: 2006

“Image and Word: Teaching Culture through Poetry Writing,” ACTFL, Nashville: 2006 (AATG Professional Focus Session)

Revival of the Decadent in Contemporary German Literature: Elke Naters’s *Mau Mau*” GSA, Pittsburgh: 2006

Ende von Etwas? Notions of Decadence in Judith Hermann’s *Sommerhaus, später*, Kentucky Foreign Language Conference, Lexington: 2006

“Tune in, Turn on: German TV Programming in the Classroom” (Professional Focus session), ACTFL, Baltimore: 2005 (co-presenter)

“Wo liegt die Mitte: Teaching the Expanding European Union with Stanislaw Mucha’s Film *Die Mitte*.” ACTFL, Baltimore: 2005 (co-presenter)

“Generation Ecstasy: Decadent Discourses in German Literature at the Turn of the Millennium,” NEMLA, Boston: 2005

“Get Turned On: ‘German TV’ in the Classroom,” Kentucky Foreign Language Conference, Lexington: 2005.

“Revisiting the Decadent Aesthetic in Turn-of-the-Millennium German Literature: Elke Naters’ Mau Mau,” ACTFL/AATG, Chicago: 2004

- “Turn on the TV: Germany’s On! An Introduction to German TV,” ACTFL, Chicago: 2004
- “Seeking Germany: National Identity and Selfhood in Christian Kracht’s *Faserland*,” GSA, Arlington, VA: 2004
- “Chanel Lipstick and KaDeWe Gold: Post-postmodern Berlin in Elke Nater’s *Königinnen*,” NEMLA, Pittsburgh: 2004
- “Advocating for Foreign Languages: How to Build a Network,” West Virginia Foreign Language Teachers’ Association, Charleston: 2003
- “‘Uns selbst müssen wir misstrauen’: Language as Resistance in Ilse Aichinger’s Early Texts,” WVU 28th Colloquium on Literature and Film, Morgantown: 2003
- “Philistines and the Fantastic: A Revaluation of Art and Bourgeois Identity in E.T.A. Hoffmann’s ‘Geschichte vom verlorenen Spiegelbild,’” NEMLA, Boston: 2003
- “Deutschland in der EU: Ideen für den Unterricht,” West Virginia Foreign Language Teachers’ Association, Canaan Valley, September 2002
- “‘Wie ein Ton, der in Spiegel schaut’: Silence, Vision, and the Mirror in Rilke’s Poetics,” Kentucky Foreign Language Conference, April 2002
- “‘Den Spiegel zum Fenster machen’: Ilse Aichinger’s Poetics of Silence,” 20th-Century Literature Conference, University of Louisville, Louisville, February 2002
- “Measures for Success in Language Learning: Ohio’s Model Assessment Project,” ACTFL, Washington D.C., November 2001
- “‘Im Spiegel tut man alles, daß es vergeben sei:’ The Mirror and Poetic Transcendence in the Works of Ilse Aichinger,” Kentucky Foreign Language Conference, April 2001
- “The Ohio Foreign Language Association – Department of Education Model Assessment Project,” Ohio Foreign Language Association, Akron, March 2001
- “Making the Transition: Collaborative Articulation in Ohio Foreign Language Programs,” Ohio Foreign Language Conference, Akron, March 2001
- “Enhancing Self-Directed Language Programs with New Technologies,” ACTFL, Boston, November 2000
- “The Mirror as a Poetic Space in 20th-Century German Lyric,” German Studies Association Conference, Houston, October 2000

Invited Lectures and Workshops,

- “Nach Tschernobyl: Umweltschutz und die Anti-Atomkraft-Bewegung in Deutschland,” AP Daily, The College Board, 2020
- „AP German Language and Culture,” AP World Language and Culture Symposium, The College Board, 2020
- “Reading Across the Curriculum: Developing Students’ Interpretive Skills,” AFLA, Anchorage: 2019
- “Teaching Germany is Teaching Europe: More with Mucha’s ‘Die Mitte,’” ACTFL, Nashville: 2006 (co-presenter)
- “Get Turned On: German Television Programming in the Classroom,” WP-AATG, Pittsburgh: 2006
- “Building Bridges: A Collaborative Approach to Program Articulation,” WVFLTA, Morgantown: 2006
- “Live from Germany: Teaching with German TV Programming,” ACTFL, Baltimore: 2005 (co-presenter)
- “Broadcasting Germany in the Classroom: Methods and Materials Workshop,” ACTFL, Chicago: 2004 (co-presenter)
- “Bridging the Gap: Articulating German Programs in West Virginia,” West Virginia AATG Immersion Weekend: West Virginia University, 2004
- “Dichten im Unterricht,” West Virginia AATG Immersion Weekend: West Virginia University, 2004
- “Getting Connected: Web Materials in the Foreign Language Classroom,” The Central Ohio Teachers’ Association Plenary Meeting: Ohio State University, October 2000
- “CAAP Online: An Introduction to the Collaborative Articulation and Assessment Project,” Tri-County Department of Education, December 2000; Youngstown Department of Education, October 2000; Fostoria High School, September 2000

“The Collaborative Articulation and Assessment Project - Orientation,” Gilmour Academy, August 2000; Sylvania High School, March 2000; Hoover High School, September 1999; Olentangy High School, February 1999; Fairview High School, October 1998
“Teaching in a Multimedia Classroom: Materials and Methods,” The Ohio State University, 1999
“Working with the Core Curriculum,” Columbus Public Schools, 1997

TEACHING

Undergraduate courses taught

Foreign Language Methods: Course designed to introduce future secondary school teachers to foreign language pedagogy, professional standards and organizations, instructional practices, and learner styles. Students must complete the course in preparation for student teaching and certification.

Advanced Communication and Culture: Advanced language and culture courses structured around authentic texts from the *Kaiserreich* to the present. Focus is placed on the development of proficiency in all modes of communication.

German for the Professions: Course sequence designed for advanced undergraduates with a dual interest in German and international commerce/relations to develop language skills used in the professional world.

German Capstone Experience – Study/Internship Program in Fulda, Germany: Course designed for students to integrate theoretical language learning with practical experience. Students complete a two-week intensive Business German course, a three-week internship with a local business, and a four-week summer cultural and academic program in Germany.

History of German Film: German studies course that brings together students of diverse language levels to learn about the history of German filmmaking and cinema.

Nordic Mythology: Foreign Culture in Translation course that provides an introduction to the world of medieval Scandinavia and to the practices and pantheon of the pagan religion of the time.

German Pronunciation: Course designed to develop advanced students’ pronunciation skills and to provide overview of German phonology, diction, and dialects.

German Pop Culture: Course focused on the various aspects of contemporary pop culture in Germany (literature, film, television, music, and fashion).

TurboDeutsch: Intensive advanced-level course in which students reviewed all of German grammar and studied and practiced stylistic nuances, idioms, and superior-level language usage.

Texts in Context. Course focused on the development of the modes of communication through the reading of the adolescent literature.

Germany and the European Union: Course in which students explore the political, social, and economic developments in united Europe.

Graduate courses taught

Friedrich Nietzsche and Literary Interpretations of his Work: Upper-level undergraduate- and graduate level course designed to give students an overview of the primary elements of Nietzsche’s thought and the critical reception of it.

Einführung in die Literaturwissenschaft: Graduate-level course, which introduces students to literary theory.

Reflexion und Selbst-Reflexion in der deutschen Literatur von 1800 bis 1945: Upper-level undergraduate- and graduate-level survey course structured around the mirror motif that examines notions of self- reflection in prose and poetic texts of the late eighteenth to the twentieth centuries.

Study Abroad (program developer and director)

WVU-Fulda University of Applied Sciences Intensive Study Abroad/Internship Program: Initiated and developed summer study abroad program with the Office of International Programs and in consultation

with the College of Business and Economics (pilot program Summer 2006). Continuation of program includes: recruitment of students, communication with constituents at Fulda University to make arrangements for summer teaching and placement of students at internships, teaching of intensive two week course, organization and execution of cultural excursions, and mentorship of students during internship and International Summer University programs.

PROGRAM DIRECTION RESPONSIBILITIES

Staff basic German courses (14 sections of German 101-204; average enrollment per semester 350 students)

- Advertise program and recruit teaching assistants from universities both in the U.S. and abroad.
- Review graduate teaching assistant (GTA) language abilities and teaching skills.
- Make teaching assignments according to instructors' teaching ability and scheduling needs.

Train, supervise, and mentor GTAs

- Conduct intensive GTA orientation workshop for new and returning instructors prior to the start of the fall semester.
- Conduct weekly meetings in which issues of professional development and classroom management are discussed (4-6 hours per week).
- Develop written and oral assessments with GTAs, design and review course assessments with GTAs.
- Discuss and guide lesson planning and develop materials with GTAs during weekly meetings.
- Observe each instructor for two class periods during each semester and follow each observation with a one-on-one debriefing conference and written report.

HONORS/AWARDS

2015 Stephen A. Freeman Award for Best Published Article on Language Teaching Techniques, NECTFL (2015)

Eberly College of Arts and Sciences Course Development Grant, West Virginia University (2015)

ACTFL Oral Proficiency Certified Rater (2014)

Faculty Senate International Grant, West Virginia University (Spring 2011)

West Virginia University Foundation Teaching Award for Outstanding Teaching (Spring 2008)

Eberly College of Arts and Sciences Outstanding Teaching Award, West Virginia University (Fall 2006, Nominee, Fall 2005)

Eberly College of Arts and Sciences Summer Grant for Course Development, West Virginia University (2005)

Riggle Fellowship in the Humanities for Research, West Virginia University (Summer 2004)

Goethe Institute/AATG Summer Fellowship (2003)

AATG TraiNDaF Leadership Program (2002)

Senate Research Committee Grant, West Virginia University (2002)

Provost's Linked Course Initiative Development Grant, West Virginia University (2002)

College of Humanities Summer Dissertation Fellowship, Ohio State University (2001)

Goethe Institute/AATG Summer Fellowship (2000)

U.S. Department of Education Foreign Language Area Studies Fellowship for Summer Research (1999)

College of Humanities Summer Dissertation Fellowship, Ohio State University (1998)

Graduate Associate Leadership Award, Ohio State University (1996)

Graduate Associate Teaching Award, Ohio State University (1995)

Provost's Teaching Award Fellowship, Ohio State University (1995)

Ohio State University-Bonn Graduate Exchange Fellowship (1993-94)

SERVICE

National:

AP German Exam Development Committee, Committee Member (Co-chair 2018-2021; member 2015-2018): Responsible for developing the AP Language and Culture Exam for German.

NECTFL Board of Directors, Member (2018-2022): Responsible for leading efforts surrounding the Northeast Conference on the Teaching of Foreign Languages and providing service to the profession.

AP German Language and Culture Exam, Reader (2016-present): Responsible for grading specific tasks on the exam.

National German Exam Advisory Committee, (Co-chair 2015-present; member 2013-2015): Responsible for developing the exam structure and writing items that reflect current standards.

ACTFL/DLI Standards Setting Consultant (November 2016): Worked with a committee to set scoring standards for the Defense Language Institute's German exam.

Item Writer, ETS Praxis II, World Language Pedagogy Exam (2010): Responsible for writing a variety of items to be used on the Praxis II exam. Writing items required the gathering of authentic texts and composing multiple-choice and free-response questions.

Co-Chair, AATG conference panels at ACTFL convention (2007-2008): Responsible for organizing 30 planned sessions, 20-25 open sessions, 12-15 professional sessions, and four workshops. Organization includes proposing panels, finding panel chairs, reading proposals, selecting presenters, and working with panelists in preparation for sessions to be held during the ACTFL national convention.

Consultant, German Language Commission, College Board Advanced Placement Program and the Educational Policy Improvement Center (Fall 2006-2008): Assess best practices in the profession and identify courses that reflect those practices; evaluate and annotate best practices courses, identifying use of standards and current teaching methodologies.

Consultant, Advisory Board for ACTFL/ETS Praxis II Exam (Winter 2006 to 2008): Attend regular meetings; assist in evaluating current Praxis II exam and make suggestions for future exams; help create professional survey that distributed to educators throughout the country; draft recommendations for future Praxis II assessment procedures

AATG Professional Development Consultant (Fall 2006): Conduct workshops on specialized topics (media literacy in the classroom, teaching with German television programming, teaching German culture in the context of Europe) at chapter meetings throughout the country

AATG German On-line Language: Distance Education Network (GOLDEN), Research Assistant (Summer 1998)

Reviewer for McGraw-Hill Textbook and Connect Divisions

State:

American Association of Teachers of German, West Virginia Chapter, Testing Chair (2009-2012)

American Association of Teachers of German, West Virginia Chapter, Secretary (2006-2007)

American Association of Teachers of German, West Virginia Chapter, President (2004-2006): Planned and implemented immersion weekend activities, held meetings, applied for chapter grants, communicated with organization members; attended regular meetings

West Virginia Foreign Language Teachers' Association, Member of Executive Committee (2004-2006): Assisted in planning and implementation of yearly conference; attended regular planning meetings

American Association of Teachers of German, West Virginia Chapter, Vice-President (2002-2004): Assisted in the planning of chapter meetings and immersion weekend activities; presented at various meetings; attended regular meetings, attended AATG Chapter Presidents' Meeting at ACTFL

The Ohio Department of Education Model Assessment Project, Director (1999-2002): Worked with a team of educators to develop sample assessments based on state and national standards and to provide teachers statewide with guidelines for developing their own classroom proficiency exams.

The Collaborative Articulation and Assessment Project, Project Coordinator (1998-2001): Directed a proficiency-based articulation program designed to address the problems typically associated with the language learner's transition from high school to post-secondary foreign language study.

University

WVU Professional Education Coordinating Council – Foreign Languages Program Co-coordinator, (2007 present): Serve as representative to council in which NCATE accreditation, teacher certification measures, and professional development programs are discussed and prepared for implementation.

Undergraduate Adviser (German) (2002-present): Advise up to 30 majors and 15 minors each semester; attend majors' fair, and hold informational meetings for potential majors.

Undergraduate Studies Committee – Chair (2006-present): Committee organizes materials and gathers data for university assessment project. Conducts program assessment, data collection and analysis and prepares assessment reports for university assessment program and NCATE accreditation process.

Faculty Evaluation Committee (2002-03; 2007-09; 2013-15; 2017-2019): Review files submitted for yearly evaluation; summarize committee's comments in evaluation letter.

WVU Faculty Senate (2009-10).

Assessment Committee (2001-present): Design assessment measures for different language skills; create assessment plan to be implemented during departmental curricular review.

Curriculum Committee (2005-2007): Helped develop new curricula for undergraduate and graduate programs, reviewed new course proposals, evaluated criteria for major and minor.

Assistant Professor Search Committee (2002-03, 2013-14): Evaluated applications for 75 applicants; conducted MLA interviews with ten candidates.

WVU Annual Colloquium on Literature and Film Committee (2002): Responsible for meeting technology needs, reading and selecting papers, moderating panels, advertising, and event organization.

Professional Organizations

American Association of Teachers of German

American Council on the Teaching of Foreign Languages

German Studies Association

American Association of University Supervisors and Coordinators

West Virginia Foreign Language Teachers' Association

Languages

English (native speaker)

German (native-like fluency)

French (reading knowledge)

Dutch (reading knowledge)

References

Angel Tuninetti (Associate Professor Spanish, Department of World Languages, Literatures, & Linguistics), West Virginia University, angel.tuninetti@mail.wvu.edu

Keith Cothrun (Executive Director), American Association of Teachers of German, keith@aatg.org

Thomas Schittny (Professor of Electrical Engineering and Information Technology/Director of the International Summer University), Fulda University, Thomas.Schittny@et.hs-fulda.de