

## Curriculum Vitae

Judith A. Langer  
School of Education  
University at Albany, SUNY  
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### Educational Background

Hofstra University Ph.D.  
City University of New York M.S.  
City University of New York B.S.

### Employment History

Vincent O’Leary Distinguished Professor Emeritus 2014-  
Vincent O’Leary Distinguished Professor 2010-2014  
Distinguished Professor, SUNY Albany 2001-2010  
Professor, SUNY Albany 1987-2001  
Director, Center in English Learning & Achievement 1996-2018  
Director, Albany Institute for Research in Education 1997-2010  
Director, National Research Center on Literature Teaching & Learning 1987-1996  
Associate Professor, School of Education, Stanford University 1980-1987  
Senior Researcher, Language Behavior Research Laboratory,  
University of California, Berkeley 1980-1984  
Adjunct Assistant Professor, New York University,  
Dept. of Educational Psychology 1978-1980  
Adjunct Assistant Professor, Long Island University,  
C.W. Post School of Education 1973-1978

### Selected Honors

Invited Keynote and Lecturer, Aristotle University, Greece, 2018  
Invited Keynote and Lecturer, University of Trondheim, Norway, 2017  
Invited Visiting Professor, Institute of Education, Singapore, 2013  
David H. Russell Award for Distinguished Research in the Teaching of English, NCTE, 2012  
Invited Visiting Professor, Universiti Teknologi Malaysia, 2010  
Inaugural Fellow, American Educational Research Association, 2009  
“12 Imaginative Scientists Worldwide” award, Lund University, Sweden, 2007  
Invited Scholar, University of Passo Fundo, Brazil, 2005  
Honoris Causa (Honorary Doctorate) Uppsala University, Sweden, 2005  
Inaugural Fellow, American Educational Research Association  
International Reading Hall of Fame, 2003

Albert J. Harris Award, International Reading Association, 2003  
Distinguished Professor, State University of New York System, 2002  
State University of New York Chancellor's Award for Exemplary Contributions to Research, 2001  
Distinguished Visiting Scholar, Turku University, Finland, 1998  
Presidential Excellence in Research Award, University at Albany, 1998  
Distinguished Benton Fellow-in-Residence, University of Chicago, 1997  
Visiting Scholar, University of Trondheim (Norway), 1996  
Fellow and Scholar-in-Residence, Rockefeller Foundation, Bellagio, Italy, 1995  
Presidential Award for Lifetime Career Achievement, Hofstra University, 1992  
Fellow, National Conference on Research on Language and Literacy, 1981  
Fellow, American Psychological Association, 1980

#### Selected Grants

Co-Director (with Arthur Applebee), National Study of Writing Instruction (with Arthur N. Applebee), Years 1 and 2 (2006-2008) National Writing Project and College Board \$300,000; Years 3-5 Spencer Foundation, \$497,767 (2009-2012).

Co-Director, National Research Center on English Learning and Achievement, Institute of Educational Sciences -continuation, \$5,304,000 2001-2005

Co-Director (with Arthur Applebee), National Research Center on English Learning and Achievement, Federal Department of Education, Office of Educational Research and Improvement, \$11,500,000. 1996-2001.

Co-Director (with Arthur Applebee), and Improvement National Research Center on Literature Teaching and Learning, Federal Department of Education, Office of Educational Research, \$5,000,000. 1991-2005

Founder & Director, Albany Institute for Research in Education, several projects acquired (\$12,319,600).

Director, Partnership for Literacy – funding from multiple foundations and school districts (\$598,798. 2003-2013

Principal Investigator, Academic Learning and Critical Reasoning, Field Initiated Grant, Office of Educational Research and Improvement, 1989-1991 \$78,981.

Co-Director, National Center for the Learning and Teaching of Literature (with Arthur Applebee & Alan Purves), Federal Department of Education, Office of Educational Research and Improvement, \$1,500,000. 1987-1990.

Co-Principal Investigator, Policy and Practice in the Teaching of Reading, Office of Educational Research and Improvement, 1987-1988.

Principal Investigator, Academic Learning in High School Subjects, Office of Educational Research and Improvement, 1986-1987.

Principal Investigator, Literacy Learning of Mexican-American Students, Spencer Foundation, 1986-1988.

Co-Principal Investigator, Policy and Practice in the Teaching of Writing, Spencer Foundation, 1986-1987.

Principal Investigator, Cognitive Relationships Between Reading and Writing: A Developmental View, National Institute of Education, 1982-1985.

Principal Investigator, Reading and Writing Relationships Across Discourse Modes, National Council of Teachers of English, 1982-1985.

Co-Principal Investigator, Writing and Learning in the High School Curriculum. National Institute of Education, 1982-1986.

Investigator, A Text Semantic Analysis of Standardized Reading Tests, Charles Fillmore PI, National Science Foundation, 1980-1982.

## Publications

### Books

Applebee, A.N. & Langer, J.A. (2013). *Writing Instruction that Works: Proven Methods for Middle and High School Classrooms*. NY: Teachers College Press. (Translated into Danish; Chinese).

Langer, J.A. (2011). *Envisioning Knowledge: Building Literacy in the Academic Disciplines*. NY: Teachers College Press. (Translated into Chinese).

Langer, J.A. (2011). *Envisioning Literature*, 2nd edition. NY: Teachers College Press. (Translated into Chinese, Swedish, Korean).

J.A. *Getting to Excellent: How to Create Better Schools*, NY: Teachers College Press, 2004 (translated into Chinese).

Langer, J.A. *Effective Literacy Instruction: Building Successful Reading and Writing Programs*. Urbana, IL: National Council of Teachers of English, (2002).

Langer, J.A. *Envisioning Literature: Literary Understanding and Literature Instruction*. NY: Teachers College Press, 1995

also published as:

Langer, J. A. (2005). *Litterara foreställningsvärldar*. Goteborg, Sweden: Daidalos Press

Flood, J. & Langer, J.A. (Eds.) *Literature Instruction: Practice and Policy*. NY: Scholastic Press, 1995.

Langer, J.A. (Ed.) *Literature Instruction: A Focus on Student Response*. Urbana, IL: National Council of Teachers of English, 1992. (translated into Greek.)

Langer, J.A. and Applebee, A. *How Writing Shapes Thinking: Studies of Teaching and Learning*. Research Monograph Series. Urbana, IL: National Council of Teachers of English, 1987. Available at [http://wac.colostate.edu/books/langer\\_applebee/](http://wac.colostate.edu/books/langer_applebee/)

Langer, J.A. (Ed.) *Language, Literacy, and Culture: Issues of Society and Schooling*, Norwood, NJ: Ablex, 1987.

Langer, J.A. *Children Reading and Writing: Structures and Strategies*. Norwood, NJ: Ablex, 1986.

Kamil, M., Langer J.A. and Shanahan, T. *Understanding Reading and Writing Research*. Allyn and Bacon, 1985.

Langer, J.A. and Smith-Burke, M. (Eds.). *Reader Meets Author/Bridging the Gap: A Psycholinguistic and Sociolinguistic Perspective*. Barksdale, Delaware: International Reading Association, 1982.

#### Selected Articles

Langer, Judith A. (in preparation). *Langer on Disciplinary Literacy: A Review across 35 Years*, Desenredo. Passo Fundo, Brazil: University of Passo Fundo.

Langer, Judith A. (2018). The role of literature education in the 21st century, In Apostolidou, V, Hodolidou, E; Kokoris, D, & Bakogiannis, M (Eds.). *Reading literature in school and society*. Thessaloniki & Athens, Greece: Guttenberg Publishing.

Langer, Judith A. (2017). Arthur Applebee: A scholar's life in retrospect. In R. Durst, G. Newell & J. Marshall (Eds.) *English language arts research and teaching: Revisiting and extending Arthur Applebee's contribution*. New York: Taylor & Francis/Routledge, 1-24.

Langer, J.A. & Applebee, A.N. (2016). English research from 1984-2015: A then, newer and now look through the eyes of our RTE editorship, *Research in the Teaching of English.*, 50, 333-343.

Langer, J.A. (2013). The role of literature and literary reasoning in ELA and English classrooms. In Goodman, Y, Goodman, K, & Calfee, R.(Eds.). *Whose knowledge counts*. NY: Routledge.

Langer, J. A. (2012). Creative and critical thinking. In L. Zhao, & Y. Li (Eds.). *International studies on teacher professional development* (pp. 210-219) (in Chinese). Shanghai: East China Normal University Press

Langer, J.A. (2011). The interplay of creative and critical thinking in instruction. In D.Dai (Ed). *Design Research on Learning and Thinking in Educational Settings: Enhancing Intellectual Growth and Functioning*, NY: Teachers College Press, 65-82.

Applebee, A.N. & Langer, J.A. (2011). A Snapshot of Writing in Middle and High Schools, *English Journal*, 100 (6), 14-27.

Applebee, A.N., Langer, J.A. & Nachowitz, M. (2010). NCTE and the teaching of literature. In E. Lindemann (Ed.), *A Centennial History of the National Council of Teachers of English*, Urbana, IL: National Council of Teachers of English.

Applebee, A.N. & Langer, J.A. (2009). "What is happening in the teaching of writing?" *English Journal*, 98, 5, 18-28.

Flood, J., Lapp, D., Brice-Heath, S. & Langer, J.A. (2009). The communicative, visual and performative arts: Core components of literacy education. In Y. Goodman & J. Hoffman (Eds.) *Changing Literacies for Changing Times*. NY: Routledge. Pp.3-16.

Langer, J.A. (2008). Contexts for adolescent literacy. In Christenbury, L., Bomer, R. & Smagorinsky, P. (Eds.). *Handbook of Adolescent Literacy Research*. NY: Guilford Press. Pp. 49-64.

Arthur N. Applebee, Mary Beth Curtis, Don Deshler, Bonnie Grossen, John Guthrie, Judith Langer, Carol Lee, Sharon Vaughn, (2007). "Part two: Advice from experts about improving academic literacy instruction for adolescents. In Joseph K. Torgesen, Debra D. Houston, Lila M. Rissman, Susan M. Decker, Greg Roberts, Sharon Vaughn, Jade Wexler, David J. Francis, Mabel O. Rivers, and Nonie Lesaux, *Academic literacy instruction for adolescents: A Guidance document from the Center on Instruction*. Portsmouth, NH: RMC Research Corporation, Center on Instruction, Pp. 118-163.

Langer, J. (2005). The literate mind in school and life. In A. Kulinen (Ed.) *Literacy in Mother Tongue* 94-112. Helsinki, Finland: University of Turku Press. (I)

Close, E.A., Hull, M. & Langer, J.A. (2005). Writing and reading relationships in literacy learning. In (Indrisano, R. & Paratore, J.R. *Learning to Write/Writing to Learn: Theory and Research in Practice*. Newark, DE: International Reading Association. 176-194.

Applebee, A.N., Langer, J. , Nystrand, M. & Gamoran, M. (2003). Discussion-based approaches to developing understanding: Instruction and achievement in middle and high school English, *American Educational Research Journal*, 40, 3, 685-730.

Langer, J.A. (2001). Beating the odds: Teaching middle and high school students to read and write well. *American Educational Research Journal*.38, 4, 837-880.

Langer, J.A. (2001). Succeeding against the odds. *English Journal*, 91, 1, 37-42.

Langer, J.A. (March 2001). Turning obstacles into opportunity. *Harvard Education Letter*, 6-7.

Langer, J.A. (2001). Literature as opening possibilities. In L. Vanderhoeven & C. Snow (Eds.) *Creating a world of engaged readers*. NY: Erlbaum

Langer, J.A. (2000). Excellence in English in Middle and High School: How teachers' professional lives support student achievement. *American Educational Research Journal* . 37, 2, 397-439.

Langer, J.A. & Flihan, S. (2000). Writing and reading relationships: Constructive tasks. In R. Indrisano & J. Squire (Eds.). *Writing and Research/Theory/Practice*. Newark, DE: International Reading Association.

Langer, J.A. (1998). Thinking and doing literature: An 8-year study. *English Journal*. 87, 2, 16-22.

Langer, J.A. (1997). Literacy through literature. *Journal of Adolescent and Adult Literacy*. 40, 8, 606-615.

Langer, J.A. (1995). Literature and learning to think, *Journal of Curriculum and Supervision*, 10, 3, 207-226.

Langer, J.A. (1995). The Debate on Critical Thinking in the English Language Arts. *Encyclopedia of the English Language Arts*. NY: Scholastic.

Langer, J.A. (1995). Reading and Writing Connections. *Encyclopedia of the English Language Arts*. NY: Scholastic.

Langer, J.A. (1994). Teaching disciplinary thinking in academic coursework. In J.N. Mangieri & C. Collins (Eds.), *Advanced educational psychology: Creating effective schools and powerful thinkers*. NY: Harcourt, Brace, Javonovich, 82-109.

Langer, J. (1994). A response-based approach to reading literature. *Language Arts*, 71, 3, 203-211.

Langer, J.A. (1994). Reader-based literature instruction. In J. Flood and J. Langer (Eds.) *Literature instruction: Practice and policy*. NY: Scholastic Press.

Langer, J. (1992). Rethinking literature instruction. In J. Langer (Ed.) *Literature Instruction: A Focus on Student Response*. Urbana, IL: National Council of Teachers of English.

Langer, J.A. (1992). Speaking of knowing: Conceptions of understanding in academic disciplines. In A. Herrington and C. Moran (Eds.). *Writing, teaching, and learning in the disciplines*. NY: Modern Language Association.

- Langer, J. (1992). Discussion as exploration: Literature and the horizon of possibilities. In G. Newell and R. Durst (Eds.) *Exploring texts: The role of discussion and writing in the teaching and learning of literature*. Norwood, MA: Christopher Gordon Publishers.
- Langer, J.A. & Allington, R. (1992). Curriculum research in writing and reading. In P. Jackson (Ed.) *Handbook of research on curriculum*. NY: Macmillan., 687-725.
- Langer, J.A. (1992). Reading, writing, and genre development: Making connections. In M.A. Doyle & J. Irwin (Eds.) *Reading and Writing Connections*, Newark DE: International Reading Association.
- Langer, J.A. (1991). Literacy and schooling: A sociocognitive perspective. In Hiebert, E. (Ed.) *Literacy for a diverse society*. NY: Teachers College Press, 9-27.
- Langer, J.A. (1990). The process of understanding: Reading for literary and informational purposes. *Research in the Teaching of English*, 24, 3, 229\_260.
- Langer, J.A. (1990). Understanding literature. *Language Arts*, 67, 8, 817-823.
- Langer, J.A.; Bartolome, L.; Lucas, T.; & Vasquez, O. (1990). Meaning construction in school literacy tasks: A study of bilingual students. *American Educational Research Journal*, 27, 3, 427-471.
- Langer, J.A. (1988). The state of research on literacy, *Educational Researcher*, 17, 3, 42-46.
- Langer, J.A. (1988) Research on the enterprise of writing instruction. In J. Davis and J. Marshall (Eds.), *Ways of knowing: Research and practice in the teaching of writing*. IA: Iowa Council of Teachers of English
- Langer, J.A. (1988). The role of literature in cognitive development. Reading, writing, and civic literacy. St. Louis MO: Department of Education.
- Langer, J. A. (1987). A sociocognitive perspective on literacy learning, in J. Langer (Ed.), *Language literacy and culture: Issues of society and schooling*. Norwood, NJ: Ablex.
- Langer, J.A. (1987). The Construction of meaning and the assessment of comprehension: An Analysis of Reader Performance on Standardized Test Items, in R. Freedle (Ed.) *Cognitive and linguistic analyses of standardized test performance*, Norwood, New Jersey: Ablex.
- Langer, J.A. (1987). Envisionment: A reader-based view of comprehension, *The California Reader*, 20, 3, 4-7.
- Langer, J.A. (1986). Reading, writing, and understanding: An analysis of the construction of meaning, *Written Communication*, 3, 2, 219-267.

Langer, J. and Applebee, A. (1986). Reading and writing instruction: Toward a theory of teaching and learning, in E. Rothkopf, Review of Research in Education, Vol. 13, Washington, DC: AERA, 171-194.

Langer, J.A. (1986). Learning through Writing: Study skills in the content areas, *Jou5*, 401-406.

Langer, J. (1985). What eight-year-olds know about expository writing, *Educational Perspectives*, 23, 3, 27-33.

Langer, J.A. (1985). Children's sense of genre: A study of performance on parallel reading and writing tasks, *Written Communication*, 2, 2, 157-188.

Langer, J. and A. Applebee (1985). Learning to write: Learning to think, *Educational Horizons*, 64, 1, 36-39.

Langer, J.A. (1985). Levels of questioning: An alternative view, *Reading Research Quarterly* 20, 5, 586-602.

Langer, J.A. and Gates, V.P. (1985). Knowledge and comprehension: Helping students use what they know, in T. Harris and E. Cooper (Eds.) *Reading, writing and concept development*. New York: The College Board, 53-71.

Langer, J.A. (1985). Computers in the classroom: Perspectives and directions, in J. Orasanu (Ed.) *A decade of reading research: Implications for practice*, Hillsdale, New Jersey: Lawrence Erlbaum Associates, 189-203.

Langer, J.A. (1984). Literacy instruction in American schools: Problems and perspectives, *American Journal of Education*, 93, 1, 107-132. Reprinted in N. Stein (Ed.) (1986). *Literacy in American schools*. Chicago, IL: University of Chicago Press.

Langer, J.A. (1984). The effects of available information on responses to school writing tasks, *Research in the Teaching of English*, 18, 1, 27-44. This body of work is also reported in J. Langer, *Where problems start*, A. Applebee (Ed.), *Contexts for learning to write: Studies of secondary school instruction*, Norwood, NJ: Ablex, 1984.

Langer, J.A. (1984). Examining background knowledge and text comprehension, *Reading Research Quarterly*, 14, 4, 468\_481.

Langer, J.A. and Applebee, A. (1984). Writing instruction: Negotiating the message, in A. Applebee (Ed.) *Contexts for learning to write*, Norwood, New Jersey: Ablex.

Langer, J. & Applebee, A. (1984). Language, learning & interaction: A framework for improving the teaching of writing. In A. Applebee (Ed.), *Contexts for learning to write*. Ablex: Norwood, NJ.

Langer, J.A. and Pradl G. (1984). Standardized testing: A call for action, *Language Arts*, November 764–67.

Applebee, A.N. & Langer, J. (1983). Instructional scaffolding: Reading and writing as natural language activities, *Language Arts*, 60, 2, 168-175. Reprinted in J. Jensen (Ed.), *Composing and comprehending*. Urbana, IL: NCRE/ERIC, 1984, 183-190. Also reprinted in J. Britton (Ed.) *English teaching: An international exchange*, London: Heinemann, 1984.

Langer, J.A. (1982). The reading process, in H. Alan Robinson and Alan Berger (Eds.), *Secondary school reading: What research reveals about classroom practice*. Urbana, IL: National Conference on Research in English, 39-52.

Langer, J.A. (1982). Reading, thinking, writing...and teaching, *Language Arts*, 59, 4, 336-341.

Langer, J.A. (1982). Facilitating text comprehension: The elaboration of prior knowledge, in J. Langer and M. Smith\_Burke (Eds.), *Reader meets author: Bridging the gap*, Newark, Delaware: International Reading Association, 1982, 149-162.

Langer, J.A. (1981). From theory to practice: A pre-reading plan, *Journal of Reading*, 25, 2, 152-156.

Langer, J.A. (1981). The effects of available information on responses to school writing tasks. *Research in the Teaching of English*, 18, 1, 27-44.

Langer, J.A. and Nicolich, M. (1981). Prior knowledge and its effect on comprehension, *Journal of Reading Behavior*, 13, 4, 373-381.

Langer, J.A. (1981). Pre\_reading plan (PREP): Facilitating text comprehension, in J. Chapman (Ed.), *The reader and the text*. London: Heinemann, 1981, 125-131.

Grundin, H., Courtney, Brother L., Langer, J., Pehrsson, R., Robinson, H.A., and Sakamoto, T. (1981). A cross cultural study of main idea and cloze procedure. *Journal of Research in Reading (United Kingdom)*, 4, 2, 104-122). Also translated for *Journal of the Science of Reading (in Japanese)*, 1981.

Langer, J.A. (1980). Relation between levels of prior knowledge and the organization of recall, in M. Kamil and A.J. Moe (Eds.), *Perspectives in Reading Research and Instruction*, 28-33.

Grundin, H., Courtney, Brother L., Langer, J., Pehrsson, R., Robinson, H.A., and Sakamoto, T. (1978). Cloze procedure and comprehension: An exploratory study across three languages, in D. Feitelson (Ed.), *Cross\_cultural perspectives on reading and reading research*, Barksdale, Delaware: International Reading Association, 48-61.

National Assessment Reports

- (1995) Reading Assessment Redesigned. Princeton, N.J.: Educational Testing Service (with J. Campbell, S. Neuman, I.V.S. Mullis, H. Persky, and P. Donahue).
- (1994). Writing Report Card. Princeton, NJ: Educational Testing Service (with A. Applebee, I.V.S. Mullis, A.S. Latham, & C.A. Gentile).
- (1990). Learning to Write in Our Nation's Schools: Instruction and Achievement Princeton, NJ: Educational Testing Service (with A. Applebee, I.V.S. Mullis, and L.B. Jenkins).
- (1990). Learning to Read in Our Nation's Schools. Princeton, NJ: Educational Testing Service (with A. Applebee, I.V.S. Mullis, and M. A. Foertsch).
- (1990). The Writing Report Card. Princeton, NJ: Educational Testing Service (with A. Applebee, I.V.S. Mullis, and L.B. Jenkins).
- (1989). Crossroads in American Education. Princeton, NJ: Educational Testing Service (with A. Applebee and I.V.S. Mullis).
- (1989). Understanding Direct Writing Assessments. Princeton, NJ: Educational Testing Service (with A. Applebee and I.V.S. Mullis).
- (1988). Who Reads Best? Factors Related to reading Achievement in Grades 3, 7, and 11. Princeton, NJ: Educational Testing Service (with A. Applebee and I.V.S. Mullis).
- (1987). Grammar, Punctuation, and Spelling: Controlling the Conventions of Written Language, Princeton, NJ: Educational Testing Service (with A. Applebee and I.V.S. Mullis).
- (1987). Literature and U.S. History: The Instructional Experiences and Factual Knowledge of High School Juniors. Princeton, NJ: Educational Testing Service (with A. Applebee and I.V.S. Mullis).
- (1987). Learning to be Literate in America: Reading, Writing and Reasoning. Princeton, NJ: Educational Testing Service, 1987(with A. Applebee and I.V.S. Mullis).
- (1986). The Writing Report Card: Writing Achievement in American Schools, Princeton, NJ: Educational Testing Service (with A. Applebee and I.V.S. Mullis).
- (1986). Writing Trends Across the Decade, 1974\_1984. Princeton, NJ: Educational Testing Service (with A. Applebee and I.V.S. Mullis). Also condensed in Education Digest, February 1987, 24\_27.
- (1985). The Reading Report Card: Progress Toward Excellence in Our Schools; Trends in Reading over Four National Assessments, 1971\_1984, Princeton, NJ: Educational Testing Service (with A. Applebee and I.V.S. Mullis).

#### Technical Monographs

Langer, J.A. (1999). English instruction in schools that beat the odds: Teaching Middle and High School Students to Read and write Well. Report Series 12014. Albany, NY: National Research Center English Learning and Achievement. OERI Grant No. R305A60005.

Langer, J.A. (1999). Excellence in English in Middle and High school: How Teachers' Professional Lives Affect Student Achievement, Report Series 12002. Albany, NY: National Research Center English Learning and Achievement. OERI Grant No. R305A60005.

Langer, J.A. (1993). Approaches toward understanding in low and high rated readers. Center for the Learning and Teaching of Literature, SUNY Albany, Albany NY. OERI Grant No. R117G10015.

Langer, J.A. (1992). Academic Learning and Critical Reasoning: A Study of Knowing in Academic Subjects Final Report to the United States Department of Education, Office of Educational Research and Improvement, Grant No. R117E0051.

Langer, J.A. (1992). Critical thinking and English language arts instruction. Report series 6.5, National Research Center on Literature Teaching and Learning, SUNY Albany, Albany, NY. OERI Grant No. R117G10015.

Langer, J.A. (1991). Literary Understanding and Literature Instruction. Report Series 2.11, Center for the Learning and Teaching of Literature, SUNY Albany, Albany, NY. OERI Grant No. G008720278.

Roberts, D. and Langer, J. (1991). Supporting the process of literary understanding: Analysis of classroom discussion. Report Series 2.12. Center for the Learning and Teaching of Literature, SUNY Albany, Albany NY. OERI Grant No. G008720278.

Langer, J.A. (1989). The development of literary understanding. Report 2.1, Center for the Learning and Teaching of Literature, SUNY Albany, Albany NY. OERI Grant No. G008720278.

Applebee, A.N., Langer, J.A., and Green, M. (1990). Policy and Practice in the Teaching of Literacy. Final Report to the Department of Education Grant No. G008710015.

Langer, J.A. and Applebee, A. (1988). Speaking of Knowing: Conceptions of Learning in Academic Subjects, Final Report to the Office of Educational Research and Improvement, Grant No. G008610967.

Langer, J.A., Meaning Construction in School Reading Tasks: A Study of Mexican-American Students, Final Report to the Spencer Foundation, 1988.

Langer, J.A., Policy and Practice in the Teaching of Writing, Final Report to the Spencer Foundation, 1988.

Langer, J.A., Writing and Learning in the Secondary School, Final Report, National Institute of Education, Grant No. NIE\_G\_82\_0027, 1986.

Langer, J.A., Reading and Writing in School-Age Children: A Developmental View, Final Report, National Institute of Education Grant No. NIE\_82\_0025, 1984.

Editorials, Book Reviews, and Columns

Langer, J. (1999). Common Instructional Features in Uncommonly Successful English/Language Arts Programs. English Update.

Langer, J. (1999). Teachers Excel in Rich professional Environments. English Update.

Langer, J. (1998). Beating the Odds: Critical Components Boost Student Performance. English Update.

Langer, J.A. (1997). Forward, In S. Hynds. Negotiating the Brink. NY: Teachers College Press

Langer, J.A. (1997). Beyond Winners and Losers. English Update.

Langer, J.A. (1995). Envisionment. Encyclopedia of the English Language Arts. NY: Scholastic.

Langer, J.A. Reflections on Research in the English Language Arts. Research in the Teaching of English, 25, 4, 388\_390, 1991 (with A. Applebee).

Langer, J.A. The interplay of emotions in writing. Contemporary Psychology, 35, 10, 1990.

Langer, J.A. Literate Thinking and Schooling, Thinking, 8, 3, 29-31, 1989.

Langer, J.A. Literate Thinking and Schooling, Literacy Research Newsletter, 5, 1. University of Pennsylvania, Spring 1989.

Langer, J.A. Reading Children's Writing: A Linguistic View, Language in Education, Fall 1989.

Langer, J.A. From Research to Coursework: Rethinking the Shape of Academic Programs in Literacy, Research in the Teaching of English, 22, 2, 1988.

Langer, J.A. Testing and the Inhibition of Educational Reform, Research in the Teaching of English, 21, 4, 1987.

Langer, J.A. Commentary on R. Calfee, The Design of Comprehensible Text, in J.R. Squire (Ed.) The Dynamics of Language Learning. NCRE, 1987.

Langer, J.A. Some Thoughts on Testing, Forum, Fall, 1986.

Langer, J.A. Red Herrings in Language Research: Qualitative versus Quantitative Methods, Research in the Teaching of English, 21, 2, 1987.

Langer, J.A. PReP: Preparing to learn from academic writing. Ignite: Building Higher Level Thinking Skills. Newark, DE: International Reading Association, 1987.

Langer, J.A. Research on Learning and Instruction: Assessing Our Progress, Research in the Teaching of English, 20, 4, 1986.

Langer, J.A. Computers and Conversation, Research in the Teaching of English, 20, 2, 1986.

Langer, J.A. A Sociocognitive Approach to Language Learning, Research in the Teaching of English, 19, 4, 1985.

Langer, J.A. Cognition and Instruction, Research in the Teaching of English, 19, 2, 1985.

Langer, J.A. Novice and Expert Distinctions, Research in the Teaching of English, 18, 4, 1984.

Langer, J.A. Process and Product, Research in the Teaching of English, 18, 2, 1984.

Langer, J.A. Research Directions, Research in the Teaching of English, 18, 1, 1984. (with A. Applebee).

Langer, J.A. What Students Know and What they Write: Ways to Focus a Writing Conference, National Writing Project Newsletter, 1981, 4, 1.

Langer, J.A. Pre-Reading Language and Concept Organizers, Sunrise Semester Bulletin, New York University, Spring 1979.

#### Editorial and Review Activities

Editor (1984-1992), Research in the Teaching of English

Editorial Board, Discourse Processes

Editorial Board, English International

Editorial Board, Journal of Literacy Research

Editorial Board, Newsletter, Laboratory of Comparative Human Cognition

Editorial Board, Journal of Reading and Writing

Editorial Board, International Journal of Reading and Writing

Editorial Board, LSP International, Universiti Teknologi Malaysia

Reviewer, Journal of Learning Sciences

Reviewer, Pedagogies, Routledge UK

Reviewer, Research in the Teaching of English

Reviewer, Journal of Educational Psychology

Reviewer, Journal of Reading Behavior

Reviewer, American Educational Research Journal

Reviewer, American Journal of Education

Reviewer, Anthropology in Education Quarterly

Reviewer, Contemporary Psychology

Reviewer, College English

Reviewer, College Composition  
Reviewer, National Reading Conference Yearbook  
Reviewer, Reading Research Quarterly  
Reviewer, Linguistics and Education  
Reviewer, Language and Education  
Reviewer, Journal of Curriculum Studies  
Reviewer, Teachers College Record

#### University Committees and Service

Chair, Promotion Committee, 2020-2021  
University CLUE committee member, review of UAlbany process of promotion and tenure  
2009-2012  
Chair, ETAP doctoral Admissions Committee 2001-2010  
University Selective Investment Committee, 2006-7  
Trustee, Board of Directors, University at Albany Research Foundation 10 years (1997-2007)  
SUNY Central Statewide Committee to Select Honorary Doctorates, 2003-present  
University Policy Council, University at Albany, 2005-6  
Search Committee for University President, 2004-5  
Search Committee for Provost and Vice President for Academic Affairs, 2001-2; 2005-6  
Search Committee Vice President for Research, 2004-5  
Search Committee for Assistant Vice President for Research; 2005-6  
University Committee for Promotion and Continuing Appointment; 1987-89  
Member, University Senate, 1987-89  
Search Committee, Dean for School of Education  
Chair School of Education Faculty Council, 1990-92  
Chair, Department of Educational Theory and Practice, -1992-2000  
Chair, Doctoral Admissions Committee – 2000-present  
Chair, many department faculty searches – 2000 –present  
Including: Instructional Technology, Science & Educational Diversity – 2006-7; Science – 2008

#### Committees, Advisory Board and Consultant Experience (selected)

IES Panel on Reading for Understanding 2010  
IES Standing Panel in Reading & Writing, Institute for Educational Sciences, Washington, D.C.  
2008; 2009-2011  
Advisory Board, Technology and Literacy (research study), Kent State University, Ohio 2007  
Advisory Board, Pathways to Literacy (research study), University of California, Irvine 2007-  
Advisory Board, Just for the Kids, New York State, continuing  
Founding Member, Consortium for Responsible School Change  
Task Force Member, National Commission on Education Standards and Testing (Congressional  
Committee)  
Advisory Boards, National Assessment of Educational Progress, Reading and Writing  
Assessments, 1980 to 2008  
Executive Committee, Organization of Research Centers  
Reviewer, Social Sciences, Humanities, and Science Research Foundation, Israel.

Reviewer, Singapore Research Council.  
Reviewer, Canadian Council for the Arts and Humanities  
Reviewer, Hong Kong Council for Scientific Research  
Research Review Panelist, national Institute of Educational Research  
Expert Reviewer and Consultant, NC, TX, CA, CT, FL State Standards  
Content Advisor, Annenberg/Corporation for Public Broadcasting, Maryland Public Television  
Member, Long Term Planning Committee National Reading Council  
Trustee, Research Foundation, National Council of Teachers of English  
Member, Research Committee, National Council of Teachers of English  
Advisory Committee, New Standards in Education Project, Literacy Unit, LRDC and National Center on Education and the Economy  
Advisory Board, National Council of Chief State School Officers, National Objectives in Reading  
Member, National Standards Committee in the English Language Arts, International Reading Association  
Analysis and writing of NAEP Report Cards and Trend Data Reports in Reading, Writing and Literature – 1980 to present  
Item Development Committees, Reading and Writing Assessments, National Assessment of Educational Progress -1980 to present  
Consultant, California Assessment Program, California State Department of Education  
Review Board, Outstanding Annual Research Report, American Educational Research Association  
Program Review Board, Division C, American Educational Research Association  
Review Board, Promising Researcher, National Council of Teachers of English  
Advisory Board, Policy and the Higher Literacies, Education Commission of the States  
Program Chair, American Educational Research Association, Division C-2.  
Reviewer, Research proposals, International Reading Association  
Reviewer, Research Proposals, National Reading Conference  
Consultant, Center for Language Education and Research (Center for Bilingual Research)  
Consultant, Center for the Study of Writing, Review of Research on Reading and Writing Relationships  
Advisory Board, National Assessment of Adult Literacy, Educational Testing Service  
Consultant, Office of Bilingual Education and Minority Language Affairs  
Reviewer, Promising Researcher Awards, National Council of Teachers of English  
Reviewer, Alva Knight Research Awards, International Reading Association  
Consultant, Michigan State Education Dept. -MEAP Assessment in Reading  
Commission on Reading, National Council of Teachers of English  
Committee on Research, National Council of Teachers of English  
Consultant, National Institute of Education and Office of Educational Research and Improvement  
National Advisory Board – Bolt, Beranek and Newman Project, The Utilization of Technology to Teach Writing  
National Advisory Panel, Needs and Development Opportunities for Educational Computer Software- Reading, Writing, and Communication, American Institute for Research  
Reader and Panelist, Teaching and Learning Research Grants Competition, National Institute of Education

Reader and Panelist, Unsolicited Research Proposals Program, National Institute of Education  
Member, Task Force in the Use of Computers to Teach Reading and Writing, National Institute of Education

Project Evaluator, Learning to Write: Writing to Learn, San Mateo Public Schools (1980-1982)

Reviewer and Evaluator, Center for the Study of Reading

IRA Psycholinguistics and Sociolinguistics Special Interest Group, co-founder and Secretary  
/Treasurer, 1978-1980

#### Professional Organizations

American Psychological Association, Fellow

American Educational Research Association, Fellow

National Conference on Research in English, Fellow

Conference on College Composition and Communication

International Reading Association

Modern Language Association

National Reading Conference

National Council of Teachers of English

Organization of Research Centers

Society for Research in Child Development

Society for Text and Discourse

SIG Literature, AERA

SIG Basic Skills in Reading, AERA

SIG Language and Social Processes, AERA

SIG Research in Writing, AERA

Research Assembly, NCTE

#### Educational Materials

Holt-McDougal Littell Literature (2008) 6-12 Evanston IL: Holt-Mc Dougal Littell

Responding to Literature, (1992) 9-12 Evanston IL: McDougal, Littell

Literature and Language, (1993) 6-12, Evanston, IL: McDougal, Littell/Houghton Mifflin

Multicultural Perspectives, (1993), Evanston IL: McDougal Littell

Contemporary Short Stories, (1993) Evanston IL: Mc Dougal, Littell

Writer's Craft, 6-12, McDougal (1995), Evanston IL: Mc Dougal, Littell/Houghton Mifflin

The Language of Literature, (1997) 6-12, Evanston, IL: McDougal, Littell/Houghton Mifflin

Conversation Circles: Theme-Based Lesson Plans (2006) 6-9, Evanston, IL: McDougal  
Littell/HM

McDougal Littell Literature (2007) 6-12, Evanston, IL: McDougal Littell/Houghton Mifflin

#### Television Series and Videos (all as consultant as well as on-screen)

Annenberg/CPB Channel; produced by Maryland Public TV

Conversations in Literature Series – 8 one-hour shows, first run 2002

Making Meaning in Literature – 8 one-hour shows, first run 2003

Making Meaning in Literature Video Library – packet of 9 videos  
Engaging in Literature – 8 one-hour shows  
Engagement in Literature Video Library – packet of 9 videos

Canter/Laureate Publications -Three Professional Development Video Series: Instruction for Administrators; The Struggling Reader; Writing Across the Curriculum

NCTE/PBS Adult Learning Satellite, Curriculum for the 21st Century (with Arthur Applebee and James Moffett)

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