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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

Distinguished Research Professor	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 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 Causis (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
 Fellow, National Conference on Research on Language and Literacy, 1981

Fellow, American Psychological Association, 1980
 Presidential Award for Lifetime Career Achievement, Hofstra University, 1992

Selected Grants

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

Director, National Research Center on English Learning and Achievement, Institute of Educational Sciences -continuation, \$5,304,000 2001-2006

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. 2001-present

Co-Director (with Arthur Applebee), National Research Center on Literature Teaching and Learning, Federal Department of Education, Office of Educational Research and Improvement, \$5,000,000 1991-1996.

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

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

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, 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 Chinese).

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

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

Langer, J.A. *Getting to Excellent: How to Create Better Schools*, NY: Teachers College Press, 2004

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 forestallningsvarldar*. Goteborg, Sweden: Daidalos Press

Langer, J.A. (2005). *Pensamento e experiencia literarios*. Passo Fundo, Brasil: UPF Editoria.

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. (Presently being 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/

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.

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: Gutenberg 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

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)