

CURRICULUM VITAE

University of Idaho

NAME: Kurt QUELLER

DATE: August 21, 2019

RANK OR TITLE: Senior Instructor (Emeritus)

DEPARTMENT: English / Modern Languages and Cultures

OFFICE LOCATION AND CAMPUS ZIP: Brink 200 / 1102

OFFICE PHONE: none

FAX:

EMAIL: kqueller@uidaho.edu

WEB: <http://www.uidaho.edu/class/english/faculty-staff/kurt-queller>

DATE OF FIRST EMPLOYMENT AT UI: 1993

DATE OF TENURE: (Year or untenured) Untenured

DATE OF PRESENT RANK OR TITLE: 2015

EDUCATION BEYOND HIGH SCHOOL: Ph.D.

Ph.D. Stanford University (Linguistics) 1994.

M.A. University of Illinois at Urbana-Champaign (Speech and Hearing Science) 1978.

B.A. University of Illinois at Urbana-Champaign (History) 1976

EXPERIENCE:

Senior Instructor. Departments of English and of Foreign Languages and Literatures, University of Idaho, 2015–2018

Affiliate faculty / instructor. Departments of English and of Foreign Languages and Literatures, University of Idaho, 1993–2015.

Guest instructor in the University Studies Abroad Consortium program at the Université de Pau, Pau, France. Spring 2014.

Guest instructor in the University Studies Abroad Consortium program at the Università degli Studi della Tuscia, Viterbo, Italy. Spring 2009.

Guest instructor in the University Studies Abroad Consortium program at the Università degli Studi di Torino, Italy. Fall 2003 – Spring 2004.

Guest instructor in the University Studies Abroad Consortium program at the Universität Lüneburg, Lüneburg, Germany. Spring 2000.

Lecturer. Department of Linguistics, San Diego State University, 1989- 1991.

Lecturer. Department of Modern Languages. California State University, Chico, 1987.

Research Assistant. Department of Asian Languages, Stanford University, 1983-1986.
(Development of text and instructional materials to accompany dialogues for Advanced Chinese Conversation.)

TEACHING ACCOMPLISHMENTS:

Areas of Specialization: Linguistics, German, World Civilization and World Religions

Courses Taught:

Introduction to Linguistics. [English/Anthropology 241/441]

Descriptive Linguistics [English 524]

Cognitive Linguistics. [English 404/504]
 Introduction to English Syntax and Morphology. [English 442]
 Advanced English Grammar. [English 518]
 Sociolinguistics and Language Variation. [English 443]
 History of the English Language. [English 496]
 Discourse Analysis. [English 510]
 Psycholinguistics. [At San Diego State University]
 Child Language Acquisition. [At San Diego State University]
 English Word Origins. [FLEN 243]
 First-year German. [German 101/102]
 Second-year German. [German 201]
 Second and third-year German. [In Lüneburg, Germany, via University Study Abroad Consortium (USAC).]
 German Literature – Beginnings to Romanticism (taught in German). [In Lüneburg, via USAC.]
 German Children's Literature as a Mirror of Contemporary Society (taught in German) [ditto]
 Italian via Popular Culture (taught in Italian). [In Torino and Viterbo, Italy, via USAC.]
 Italian Conversational Usage (taught in Italian). [In Torino, Italy, via USAC.]
 First and second-year Spanish. [Spanish 102, 201]
 First and second-year Mandarin Chinese. [Summer intensive program at Stanford University.]
 First-year Latin. [At California State University, Chico.]
 History of World Civilizations. [History 101]
 Basic Skills for Writing (E.S.L. section). [English 101, 102]
 Phonological Theory and Analysis. [T.A. at Stanford University]
 Directed Research in Child Phonology. [At San Diego State University]
 The Sacred Journey (Freshman core discovery course on world religions.) [Core 106 / 116]
 Time Warps: Religion, Science and Cultures of Time. (Freshman core discovery course.) [Core 109/159]

Students Advised:

My position description specifies no advising component. However, I take my student mentoring role very seriously, frequently advising students on graduate school applications and other issues. In 2011–2012, I was on the committee for Leila Rotschy McLaughlin's English M.A. thesis. My non-tenure-track position precluded my chairing the committee, but the thesis project developed out of her work for one of my classes, and I was a primary reader/commenter on thesis drafts (as well as another article project of hers), and (together with Michael O'Rourke) I advised her on graduate school applications. Ms. Rotschy eventually received an offer for a 5-year full-ride scholarship for the doctoral program in linguistics at Yale University. The Ohio State University's linguistics doctoral program matched Yale's offer, and she accepted that offer (the OSU being more highly ranked in linguistics).

Materials Developed:

I have developed a wide range of handouts, powerpoints and other materials for all my classes. Particularly innovative, I think, are three sorts of material:

- The Voicethread interactive audio slide presentations that I have developed for the online version of FLEN 243 “English Word Origins;”
- The online “audio-journals” that I have designed (together with my colleague Karen Jennings) for our first-year German classes, allowing students to practice fluent oral delivery of specified material, record it online, and get detailed online audio feedback from us; and
- The interactive electronic handouts I have generated to introduce my upper-division and graduate students to corpus linguistics, which involve them in guided online problem-solving using the vast but meticulously organized sets of linguistic data found in internet corpora such as the Corpus of Contemporary American English (COCA).

In addition, I have set up detailed BbLearn web-pages for most of my current classes, with extensive links to relevant websites, as well as to material that I have generated myself for the courses. This has been especially useful for my course in the History of the English Language (ENGL 496), which I have recently been offering on a video-conferencing basis to students in Coeur d’Alene. Given the often unreliable quality of the video link, I’ve found it indispensable to have all the material that I use in class up on the web, where the CdA students can easily access it via laptop, as needed, and where all students can review it outside of class whenever they choose.

Courses Developed:

As an adjunct, my primary responsibility has been to provide coverage for existing courses, as needed. However, I have extensively modified existing courses like **Advanced English Grammar** (ENGL 518) with units on topics like corpus linguistics which are not covered by existing texts, and which require generating interactive materials for individual exploration of online corpora. In addition, there is one course in the regular offerings (**Discourse Analysis**—ENGL 510) which I have created and developed on my own. Most recently, I have resurrected the long-dormant FLEN 243 ‘English Word Origins’ course in a new format, and (in spring semester of 2017) converted it into a fully online course, using (among other things) innovative VoiceThread technology.

Invited Lectures:

- “‘Impairment’ vs. ‘Challenge’: The Hows and Whys of Our Shifting Language of Disability.” Invited presentation for the annual new member induction ceremony of the University of Idaho chapter of the Phi Beta Kappa Honors Society. [May 4, 2017]
- “*Voix moyenne indirecte en français et dans les dialectes américains régionaux et populaires.*” (in French). Invited lecture for the Linguistics Colloquium of the Faculté de Lettres, Université de Pau et des Pays d’Adour (France). [June 17, 2014]
- “‘Because internet!’ How new technologies are changing the English language.” Invited presentation for the Faculté de Lettres (Département d’Anglais), Université de Pau et des Pays d’Adour (France). [April 1, 2014.]
- “‘Crippled,’ ‘physically impaired,’ or ‘mobility challenged’? Our shifting language of disability.” (With Sophie Raineri.) University of Idaho Renfrew Interdisciplinary Colloquium presentation, August 27, 2013.
- "Beyond 'thinking for speaking': A new acquisitional perspective on the linguistic relativity hypothesis." Paper given to the Language Acquisition Workgroup of the Max Planck Institut für Anthropologie, Leipzig, Germany, June 2000.
- "Whose wife in the afterlife? Cynic ethos and anti-patriarchal ethic in the gospel of Mark." Invited address to the Classics Honor Society, University of Idaho, 1996.

Honors and Awards:

University of Idaho Award for Excellence in Teaching (2015).

SCHOLARSHIP ACCOMPLISHMENTS:**Publications, Exhibitions, Performances, Recitals:****Refereed/Adjudicated:** (book chapters)

"Toward a socially situated, functionally embodied lexical semantics: The case of *(all) over*." In *Body, Language and Mind. Vol. 2: Sociocultural Situatedness*. (Roslyn Frank, René Dirven, Tom Ziemke and Enrique Bernárdez, eds.) Berlin: Mouton de Gruyter. 2008. Pp. 265-300.

"Metonymic sense shift: Its origins in hearers' abductive construal of usage in context." In Hubert Cuyckens, René Dirven and John R. Taylor (eds.), *Cognitive Approaches to Lexical Semantics*. Berlin/New York: Mouton de Gruyter. 2003. Pp. 211-241.

"A usage-based approach to modeling and teaching the phrasal lexicon." In *Applied Cognitive Linguistics II: Language Pedagogy*. (Martin Pütz, Susanne Niemeier, René Dirven, eds.) Berlin: DeGruyter. 2001. pp. 55-83.

"At the crossroads of phonology and discourse: Structure and function in a one-year-old's *conduites d'approche*." *Papers and Reports in Child Language Development* **25** (1986), 83-103.

"Syllabification rules and the reality of output lexical representations in child phonology." (With Pornsiri Singhapreecha.) *Language and Linguistics* (Thammasat University), June-December 1992.

Peer Reviewed/Evaluated: (journal articles, proceedings)

"Wives and widows in medieval Flanders." (With Ellen Kittell.) *Social History* 41:4 (October 2016), 436-454. "'Stretch out your hand!' Echo and metalepsis in Mark's sabbath healing controversy." *Journal of Biblical Literature*, 129, no. 4 (Dec. 2010): 737-758.

"Whether man or woman!: Gender-inclusivity in the town ordinances of medieval Douai." (With Ellen E. Kittell.) *Journal of Medieval and Early Modern Studies* **30** (Winter 2000), 63-100.

"Templates and melodies: A typology of ordering constraints in early child phonology." In *Item Order in Natural Languages; Proceedings of LP'94*. (Bohumil Palek, ed.) Prague: Charles University Press. 1995.)

Review of N. Waterson, *Prosodic phonology: The theory and its application to language acquisition and speech processing*. In *Journal of Child Language* **15** (1988), 463-467.

Peer Reviewed/Evaluated (currently scheduled or submitted):

"Subjectification via metanalysis: The evolution of the vernacular American personal dative construction." With Liela Rotschy. Submitted at the editor's request to the *Journal of Historical Linguistics*; reviewers' comments have arrived, and the editors remain interested in publishing, subject to a number of revisions.

"'Co-aggrieved at the hardness of their hearts': Intertextual wordplay and blended mental spaces in the gospel of Mark." Invited submission for a volume, projected by Dr. Vito Evola (HumTec – a humanities research institute associated with the Rheinisch-Westphälische Technische Hochschule [Aachen, Germany]), on *Cognitive Linguistics and the Analysis of Sacred Texts*.

Professional Meeting Papers, Workshops, Showings, Recitals:

- “Play it right and you’re golden!’ Semantic / pragmatic idiosyncracies of a slang evaluative predicate.” Co-authored with Gracie Forthun presented at the Rocky Mountain MLA conference, Spokane, Washington [October 13, 2017]
- “Usage-based Pedagogy in the First-Year Second-Language Classroom.” Presented at the Palouse Language and Culture Symposium, Moscow, Idaho. [April 8, 2017]
- “Using Cartoons To Teach Situationally Specific ‘Language Games’.” Presented at the annual conference of WAESOL (Washington Association for Educators of Speakers of Other Languages), Spokane, Washington. [October 22, 2016.]
- “Intertextually Evoked Jubilee Themes in the Gospel of Mark.” Presented at the PNW Regional Meeting of the Society for Biblical Literature, Moscow, Idaho. [May 21, 2016.]
- “Teaching Language And Culture Through YouTube Pop-Culture Realia.” Presented at the Palouse Language and Culture Symposium, Moscow, Idaho. [April 8, 2016]
- “Dude, this weed is DANK!’ Spoken discourse as the locus of lexical semantic change.” Presentation for the International Conference on Spoken English, Universidade [sic] de Santiago de Compostela (Spain). [May 4–6, 2014.]
- “I wanna hear me a sad song’: The vernacular American ‘Personal Dative’ as an indirect middle construction.” Invited presentation for the American Dialect Society Panel at the Annual Meeting of the *Rocky Mountain Modern Languages Association*, Vancouver, Washington, Oct. 10–12 2013.
- “The ‘mapping fallacy’ in models of semantic change: Metaphorical sense shift in the absence of metaphor.” Paper delivered to the general session at the 8th *Studies in the History of the English Language (SHEL-8)*, Brigham Young University, Provo, Utah, Sept. 26-28 2013.
- “Negotiating Situated Meaning in Discourse: A New Approach to Teaching Semantic Change.” (With Fatma Bouhlal.) Invited presentation for the Pedagogical Session at the 8th *Studies in the History of the English Language* conference (*SHEL-8*), Brigham Young University, Provo, Utah, Sept. 26-28 2013.
- “Synchrony and diachrony of US English ‘PC’ [X-IMPAIRED] and [X-CHALLENGED] compound adjectives.” (With Sophie Raineri.) 2nd International Conference on Communication, Cognition and Media [CICOM]. Braga, Portugal, September 2012.
- “Subjectification via metanalysis: The evolution of the vernacular American personal dative construction.” (With Liela Rotschy McLachlan.) Invited presentation for the Workshop on Ethical Datives at the annual meeting of the *Societas Linguistica Europaea* (Logroño, Spain, Sept. 2011).
- “Must we think of time metaphorically in terms of space?” Presentation to the University of Idaho Interdisciplinary Colloquium. (Spring 2003).
- “Beyond stewardship: Non-dominionist Judaeo-Christian perspectives on ecological ethics.” Invited address for the University of Idaho Earth Day Forum, April 2003.
- “Conceptualizing to formula: How limited scope formulae influence what a child will choose to say (and think).” Paper given to the Language and Conceptualization Workshop at the annual meeting of the *Deutsche Gesellschaft für Sprachwissenschaft*, Marburg, Germany, March 2000.

Honors and Awards:

University of Idaho Award for Excellence in Teaching (2015)

Grant from the Center for East Asian Languages, Stanford University, for advanced language study and research in the Department of Chinese Language and Literature, Beijing University, Beijing, China (1985).

Grants from the Center for East Asian Languages, Stanford University, for development of Chinese language teaching materials (1983-6).

Doctoral Student Fellowship, Stanford University (1981-1985).

SERVICE:

Academic Mentor for Moscow High School ‘Extended Learning Internships.’ I have mentored five or six students for their research projects in this high-school gifted-and-talented program over the years, the most recent two in 2014–15. Two of these students have gone on to earn undergraduate scholarships to study linguistics at Stanford University.

Occasional invited talks (e.g. to upper-level French/Spanish students at Pullman High School).

Linguistic consultant for the Palouse Chorale Society. On three occasions, I have consulted with the Palouse Chorale Society on pronunciation of texts sung in languages other than English. For one concert, I coached the chorale in the French pronunciation of a canticle by Poulenc, and translated the text for the concert program notes. For a concert in spring, 2016, I worked with Dr. Michael Murphy, then chorale conductor, on materials for coaching the chorus in the pronunciation of Medieval Latin and Middle-High-German texts in Carl Orff’s *Carmina Burana*.

Popular Press / Interview Articles:

I am in the consultant rolodex for the *Inlander* magazine, and have occasionally been interviewed for articles on issues pertaining to slang, dialect and regional accent.

PROFESSIONAL DEVELOPMENT: (workshops and seminars attended)**Teaching:**

Participation as one of four panelists in the Pedagogical Session at the *Eighth ‘Studies in the History of the English Language’* conference (SHEL-8), Brigham Young University, Provo, Utah, Sept. 26-28 2013, learning about the teaching techniques of other panel members, in addition to presenting some of my own.

Participation in professional development seminars, as available—most recently, the Renfrew Interdisciplinary Colloquium special workshop on “Promoting Writing and Critical Thinking in Undergraduate Classrooms,” with Dr. John Bean, Seattle University (October 8, 2014).

Participation in the intensive UI “Writing Across the Curriculum” workshop series hosted by Dr. Elinor Michel, 1995–1997.

Scholarship:

Participation (class schedule permitting) in the Renfrew Interdisciplinary Colloquium (at which I have twice also been a presenter).