

# Katherine B. Lang

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## Education

- **University of Pittsburgh**, April 2009  
Instructional I Certificate, English  
Pittsburgh, PA  
GPA: 3.9
- **Don Quijote Language Schools**, July 2008  
40 Hour Spanish Certification  
Granada, Spain  
Level B1
- **Carnegie Mellon University**, May 2008  
Master of Arts, Literary Cultural Studies  
Pittsburgh, PA  
GPA: 3.9
- **Duquesne University**, May 2007  
Bachelor of Arts, English  
Pittsburgh, PA  
GPA: 3.9
  - Psychology Minor

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## Publications

- “Service-learning Leads to Unlikely Friends,” *Boyce Collegian*, April 2013.
- “Community Partnerships are Key for Need-based Service-learning,” *ATD Newsletter*, February 2013.
- “Community College Project Brings Together Unlikely Friends,” *Penn-Franklin News*, January 2013.
- “Readers Share Their Holiday Cookie Recipes,” *Pittsburgh Post Gazette*, December 2012.
- “Animal Tales: Walks in the Park Attract Characters and Confrontation,” *Pittsburgh Post Gazette*, April 2011.
- “Voice for America,” *Squirrel Hill Magazine*, Summer 2008.
- “Nights in Daleville, Alabama,” *Red Clay Review*, Spring 2008.
- “Backyard Press,” *Squirrel Hill Magazine*, Fall 2007.
- “Calle S. Marco,” *Lexicon*, Fall 2006.
- “Her Room,” *Spirit Magazine*, Spring 2004.

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## Teaching Experience

COMMUNITY COLLEGE OF ALLEGHENY COUNTY, August 2013 – Present      Pittsburgh, PA  
**ASSISTANT PROFESSOR, ENGLISH**

- Served as a member of the Curriculum Subcommittee
- Design online and traditional courses with objectives, activities, and assignments that align with Bloom’s Taxonomy
- Develop effective classroom assessment techniques to evaluate student understanding, progress, achievement of objectives, and instructor effectiveness
- Implement service-learning projects that support CCAC’s civic engagement initiatives
- Advised and communicate with students online and traditionally with office hours
- Attend professional development workshops and conferences
- Support students through conferencing, tutoring, or online communication
- Utilize Dziak Faculty Development and Education Fund award to facilitate civic engagement opportunities for students
- Employ Panopto lecture capture software while instructing
- Participated in Expository Writing Project, Accelerated Learning Project, the Annual Assessment, the Big Read, and PLATO training
- Delivered professional development workshop “Becoming Service-learning Savvy”
- Online courses taught: ENG101, ENG 102, Creative Writing, Fiction, Women Writers, General Literature, American Literature to the Civil War

- Traditional courses taught: DVS103 (Developmental), ENG089 (Developmental), ENG100 (Developmental), ENG 101, ENG 102

**FORUM NEWSPAPER ADVISOR/COORDINATOR**, January 2014 – May 2017

- Edited and compiled all material for the newspaper
- Recruited student writers, editors, and photographers for newspaper
- Taught students ethics of responsible journalism
- Worked with MediaMate to place ads in the paper
- Published the paper

**FACULTY FELLOW, ENGLISH**, August 2012 – August 2013

- Construct courses with objectives, activities, and assignments that align with Bloom's Taxonomy
- Utilize effective Classroom Assessment Techniques to evaluate student understanding, progress, achievement of objectives, and instructor effectiveness
- Implement service-learning projects that support CCAC's civic engagement initiatives
- Attend CCAC's Civic Engagement Seminar
- Advise and communicate with students through the Faculty Resource Program
- Attend professional development workshops
- Actively support students

**LEARNING COMMONS FACULTY LIAISON, BOYCE CAMPUS**, January 2013 – May 2013

- Work with faculty in the English and Communication Arts departments to synchronize curriculum for developmental support
- Promote services of Learning Commons
- Coordinate activities within Learning Commons and maintain a current schedule
- Implement professional development workshops
- Generate reports as requested

**ADJUNCT FACULTY, ENGLISH**, August 2010 – August 2012

- Built course curriculum and syllabi in accordance with college goals and Bloom's Taxonomy
- Provided feedback to students several times per day
- Incorporated writing assignments that involve various levels of Bloom's Taxonomy
- Facilitated meaningful service-learning opportunities
- Instructed students on the usage of databases, online research, MLA format, and basic word processing
- Exposed students to writing and reading opportunities within the college, the community, the career field, and scholarly canon
- Guided students through the writing process
- Participated in professional development programs

*DUQUESNE UNIVERSITY*, July 2012-August 2012

Pittsburgh, PA

**COMMUNITY ENGAGEMENT SCHOLARS PROGRAM MANAGER**

- Worked with community partners, faculty, and scholars to implement successful civic engagement endeavors
- Evaluated and approved students' service learning and community engagement experiences
- Coordinated and implemented faculty host, student, and community partner events

- Designed activities for and execute a civic engagement-focused overnight retreat for students
- Contacted community partners interested in participating in the University's service-learning curriculum
- Planned and delivered a seminar focused on civic engagement for scholars

*SELF-EMPLOYED*, March 2006 – Present Pittsburgh, Pennsylvania

**PRIVATE TUTOR – FIFTH TO ELEVENTH GRADE, ADULT**

- Conceptualized individual lesson plans during sessions to assist students in learning difficult material. Students' grades and confidence improved.
- Coached and instructed students in **Hebrew, Spanish, and English**, enabling students to improve understanding of material
- Prepared students for Bat/Bar Mitzvah

*AXIA COLLEGE, UNIVERSITY OF PHOENIX*, December 2009 – August 2010 Online

**FACULTY, ENGLISH 101**

- Facilitated student learning through online interface
- Support and provide feedback to students several times per day
- Implemented curriculum that guided students through the writing process
- Introduced different styles of writing including research writing and accompanying MLA citation guidelines
- Composed assignments that effectively reviewed and applied grammar and usage critical to cultivating advanced writing skills
- Prepared students for career writing
- Utilized technology to communicate with and respond to students
- Constructed lesson plans that engaged students and provided authentic learning experiences

*BISHOP CANEVIN HIGH SCHOOL*, August 2009 – June 2010 Pittsburgh, Pennsylvania

**SPANISH TEACHER**

- Planned, created, and executed a Spanish language curriculum for students learning Spanish
- Constructed and implemented daily lesson plans that involve authentic language activities
- Wrote and adapted assessments including both formative and summative assessments
- Cultivated a learning environment that fostered motivation and growth for language learners
- Adapted lesson plans, activities, and assessments for students with special needs

*DUQUESNE UNIVERSITY*, January 2007 – May 2007 Pittsburgh, Pennsylvania

**WRITING CENTER CONSULTANT/TUTOR**

- Assisted students with essay, research paper, and thesis writing to improve grammar, focus, organization, content, and overall writing ability
- Edited student papers, coached students throughout the brainstorming process, provided positive reinforcement and supported increased confidence in writing
- Previewed and constructively critiqued resumes with students and professionals
- Reported progress to professors by establishing solid communications pathways among student, consultant, and professor

*TEMPLE SINAI*, September 2003 – May 2006 Pittsburgh, Pennsylvania

**HEBREW TEACHER – FOURTH GRADE**

- Redesigned curriculum to facilitate student achievement and interest by restructuring self-paced curriculum into curriculum involving multimodal and direct instruction approaches for differentiated learning styles. Parents approved and students exuded increased self-efficacy.
- Explained Hebrew alphabet and vowel sounds
- Created practice worksheets that enhanced student understanding
- Fostered a dynamic environment with scaffolded learning for struggling students and enrichment activities for gifted students

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## Related Work Experience

*SQUIRREL HILL MAGAZINE*, September 2007 – May 2008 Pittsburgh, Pennsylvania

### **FREE LANCE WRITER**

- Conducted phone and in-person interviews, processed information, composed, and edited articles to appear in locally distributed magazine

*CARNEGIE MELLON UNIVERSITY*, August 2007 – February 2008 Pittsburgh, Pennsylvania

### **RESEARCH ASSISTANT**

- Assisted professor with publications to spotlight community members

*CARNEGIE MELLON UNIVERSITY*, July 2007 – August 2007 Pittsburgh, Pennsylvania

### **TECHNICAL WRITER**

- Collected data on descriptive language used to assist technology team in constructing suspect recognition systems

*UNIVERSITY OF PITTSBURGH MEDICAL CENTER*, June 2006 – December 2006 Pittsburgh, PA

### **RESEARCH ASSISTANT**, Department of Epidemiology, Western Psychiatric Institute

- Transcribed C DIS IV tapes into the system for doctoral research studies
- Created and formatted APA style bibliographies in Endnote, demonstrated usage to professors
- Edited drafts of research papers and grants, offered suggestions, enhanced clarity of papers

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## Awards/Professional Affiliations

- Dziak Fellow 2012-2013
  - American Federation of Teachers Member
  - CCAC Expository Writing Project Participant
  - CCAC Accelerated Learning Program Participant
  - Eber and Wein Publishing second place award winner, “Calle S. Marco,” 2009
  - Duquesne University McAnulty College of Liberal Arts Creative Writing Excellence Award Winner, 2007
  - Carroll Creative Writing Scholarship Award Winner, Duquesne University, 2006-2007
  - Duquesne University Presidential Merit Award, Provost Award, Dean’s List, Division of Student Life Certificate of Achievement, Fall 2003-Spring 2007
  - National Council of Teachers of English Member
  - Golden Key Honor Society
  - Phi Eta Sigma Honor Society
  - Phi Kappa Phi Honor Society
  - Franklin Regional Education Association Award
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**Conferences**

- CCAC All College Conferences
- Farm to Table Conference, Pittsburgh, PA, 2009-2013
- Western Pennsylvania Community College Conference, 2012

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**Language Skills**

- Proficient in reading and writing Spanish; intermediate in speaking Spanish
- Fluent Hebrew reading, letter, and noun identification; basic Hebrew vocabulary