

## CURRICULUM VITAE

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### Laura Sterponi

**Address:** Institute of Human Development & Graduate School of Education  
5643 Tolman Hall  
University of California, Berkeley  
Berkeley, California 94720-1670

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#### POSITION HELD:

2011- present Associate Professor  
Language, Literacy and Culture  
Graduate School of Education, University of California, Berkeley

2005 – 2011 Assistant Professor  
Language, Literacy and Culture  
Graduate School of Education, University of California, Berkeley

#### EDUCATION:

2004 Ph.D. in Applied Linguistics, UCLA

2002 Ph.D. Psychology, University of Rome “La Sapienza”.

1997 State Exam for Professional Qualification in Psychology.  
University of Rome “La Sapienza”. Enrollment in the Italian  
Psychologists List.

1994 Laurea in Psychology (equivalent to Master Degree).  
Specialization in Developmental and Educational Psychology,  
University of Rome “La Sapienza”, Italy

#### SCHOLARSHIP AND AWARDS:

2015 University of Rome “La Sapienza”, Visiting Scholar Award

2014 UC Berkeley Committee on Research Faculty Award

2010 Hellman Family Faculty Award

- 2006 – 2010                      Research Assistantship in the Humanities (awarded by UC Berkeley Committee on Research)
- 2006 – 2007                      Junior Faculty Research Grant (awarded by UC Berkeley Committee on Research)

**PUBLICATIONS:**

PEER-REVIEWED JOURNAL ARTICLES:

- Sterponi, L.** & de Kirby, K. (in press). A multidimensional reappraisal of language in autism: Insights from a discourse analytic study. *Journal of Autism and Developmental Disorders*.
- Sterponi, L.**, de Kirby, K. & Shankey, J. (2015). Rethinking language in autism. *Autism*, 19(5), 517-526.
- Sterponi, L.** & Shankey, J. (2014). Rethinking echolalia: Repetition as interactional resource in the communication of a child with autism. *Journal of Child Language*, 41(2), 275-304.
- Sterponi, L.** & Lai, P. (2013). Literacy. In J. Jackson (ed.), *Oxford Bibliographies in Anthropology*. New York: Oxford University Press.
- Sterponi, L.** & Bhattacharya, U. (2012). Dans les traces de Hymes et au-delà: les études de la socialization langagière. *Langage & Société*, 139, 67-82.
- Sterponi, L.** & Fasulo, A. (2010). *How to go on*: Intersubjectivity and progressivity in the communication of a child with autism. *Ethos*, 38(1), 116-142.
- Sterponi, L.** (2009). Accountability in family discourse: Socialization into norms and standards and negotiation of responsibility in Italian dinner conversations. *Childhood*, 16(4), 441-459.
- Sterponi, L.** (2008). Introduction. In L. Sterponi (guest editor), The spirit of reading: Practices of reading sacred texts. Special issue of *Text & Talk*, 28(5), 555-559.
- Sterponi, L.** (2008). Reading and meditation in the middle ages: Lectio divina and books of hours. In L. Sterponi (guest editor), The spirit of reading: Practices of reading sacred texts. Special issue of *Text & Talk*, 28(5), 667-689.
- Sterponi, L.** (2007). Reading as involvement with text: Insights from a study of high-functioning children with autism. *Rivista di Psicolinguistica Applicata*, VII, 3, 87-114.

- Sterponi, L.** (2007). Clandestine interactional reading: Intertextuality and double-voicing under the desk. *Linguistics & Education*, 18(1), 1-23.
- Ochs, E., Solomon, O. & **Sterponi, L.** (2005). Limitations and transformations of habitus in child-directed communication. *Discourse Studies*, 7(4-5), 547-583.
- Sterponi, L.** (2004). Construction of rules, accountability and moral identity by high-functioning children with autism. *Discourse Studies*, 6(2), Special Issue: Discourse and Autism. E. Ochs & O. Solomon (eds.), 207-228.
- Sterponi, L.** (2003). Account episodes in family discourse: The making of morality in everyday interaction. *Discourse Studies*, 5(1), 79-100.
- Sterponi, L.** & Pontecorvo, C. (2003). Morale situata: Costruzione discorsiva delle norme e del posizionamento morale attraverso l'attività del "render conto". (Situated morality: Accountability and the discursive construction of norms and moral positioning). *Rivista di Psicolinguistica Applicata*, III, 1, 137-156.
- Sterponi, L.** (2002). Exploring children's spontaneous accomplishments of reading activity. In J.E. Alatis, H.E. Hamilton & A. Tan (eds.), *Georgetown University Round Table on Languages and Linguistics (GURT) 2000. Linguistics, Language, and the Professions: Education, Journalism, Law, Medicine, and Technology*. Washington, D.C.: Georgetown University Press. Pp. 141-161.
- Santagata, R & **Sterponi, L.** (2001). Aspetti culturali del discorso a scuola: uno studio delle pratiche educative in classi e famiglie italiane e statunitensi. (Cultural aspects of school discourse: An investigation of educative practices in Italian and U.S. classrooms and families). *Rassegna di Psicologia*, XVIII, 3, 41-54.
- Pontecorvo, C., Fasulo, A. & **Sterponi, L.** (2001). Mutual apprentices: The making of parenthood and childhood in family dinner conversations. *Human Development*, 44, 340-361.
- Sterponi, L.** & Santagata, R. (2000). Mistakes in the classroom and at the dinner table: A comparison between socialization practices in Italy and United States. *Crossroads of Language, Interaction and Culture*, 3, 57-72.
- Pontecorvo, C., Pirchio, S. & **Sterponi, L.** (2000). Are there just two people in a dyad? Dyadic configurations in multiparty family conversations. *Rivista Svizzera di Scienze dell'Educazione*, 3, 535-556.
- Sterponi, L.** (2000). Lo sviluppo discorsivo dell'identità. Note sulle modalità di riferimento interpersonale nelle conversazioni familiari a tavola (The discursive development of identity. Remarks on interpersonal references in family dinner conversations). *Studi Italiani di Linguistica Teorica ed Applicata*. XXIX, 3, 525-542.

Pontecorvo, C., Fasulo, A. & **Sterponi, L.** (1998). L'apprendistato reciproco nell'interazione familiare (The mutual apprenticeship in family interaction). *Ikon*, 36, 107-130.

Bonaiuto, M. & **Sterponi, L.** (1997). Attribuzione di intenzionalità retorica nell'interazione adulti-bambini (The attribution of rhetorical intentionality in adult-child interactions). *Rassegna di Psicologia*, Vol. XIV, n. 1, 107-137.

**Sterponi, L.** & Pontecorvo, C. (1996). Discourse at family dinner: how children are socialized through arguing. In D. Brixhe (ed.), "Construction de savoirs". Numéro thématique de *Interaction et Cognitions*, 2, 329-366.

**Sterponi, L.** & Pontecorvo, C. (1996). Il farsi e il disfarsi dell'argomento di discorso nelle conversazioni familiari a tavola (The making and unmaking of discourse topic in family dinner conversations). *Rassegna di Psicologia*, Vol. XIII, n. 3, 39-68.

#### BOOK CHAPTERS:

**Sterponi, L.**, de Kirby, K. & Shankey, J. (2015). Subjectivity in autistic language: Insights on pronoun atypicality from three case studies. In M. O'Reilly & J. Lester (eds.), *The Palgrave handbook of child mental health*. London: Palgrave Macmillan. Pp. 272-295.

Everri, M. & **Sterponi, L.** (in press). Co-constructing the adolescent's identity: Agency and autonomy as interactional accomplishments. In S. Bagga-Gupta, A.L. Hansen & J. Feilberg (eds.), *Identity revised and reimagined. Empirical and theoretical contributions on embodied communication across time and space*. London: Palgrave Macmillan.

**Sterponi, L.** & Lai, P.F. (2015). Culture and language development. In F. Sharifian (ed.), *The Routledge handbook of language and culture*. London & New York: Routledge. Pp. 325-338.

**Sterponi, L.** & Shankey, J. (2014). Situating communicative (in)competence in (performative) context: Insights from autism. In S. Bornand & C. Leguy (eds.), *De compétences en performances*. Paris: Éditions Karthala. Pp. 205-236.

**Sterponi, L.** (2014). Caught red handed: How Italian parents engage children in moral discourse and action. In C. Wainryb & H. Recchia (eds.), *Talking about right and wrong: Parent-child conversations as contexts for moral development*. Cambridge, UK: Cambridge University Press. Pp. 122-142.

Hull, G., Stornaiuolo, A. & **Sterponi, L.** (2013). Imagined readers and hospitable texts: Global youth connect online. In D.E. Alvermann, N.J. Unrau & R.B. Ruddell (eds.), *Theoretical models and processes of reading* (6th ed.). Newark, DE: International Reading Association. Pp. 1208-1240.

- Sterponi, L.** (2012). Literacy socialization. In A. Duranti, E. Ochs, & B.B. Schieffelin (eds.), *Handbook of language socialization*. Malden, Mass.: Wiley-Blackwell. Pp. 227-246.
- Sterponi, L.** (2010). Learning communicative competence. In D.F. Lancy, J. Bock, & S. Gaskins (eds.), *The Anthropology of learning in childhood*. New York: Rowan & Littlefield. Pp. 235-259.
- Sterponi, L.** (in press). Vicarious accounts: Morality and responsibility in Italian family dinner conversations. In J. Cromdal and M. Tholander (eds.), *Children, morality and interaction*. Nova Science: Hauppague, N.Y.
- Pontecorvo, C. & **Sterponi, L.** (2008). Explication et justification dans les séquences de rendre compte (accountability): moralité et raisonnement dans les discours familiaux. In C. Hudelot, A. Salazar Ovig & E. Veneziano (eds.), *L'explication. Enjeux cognitifs et interactionnels*. Louvain: Peeters Editions. Pp. 245-254.
- Sterponi, L.** (2007). Voci sussurrate sottobanco: *habitus* e agentività nelle pratiche di lettura (Whispered voices under the desk: *habitus* and agency in reading practices). In A. Donzelli & A. Fasulo (a cura di), *Agentività nell'interazione umana*. Roma: Carocci. Pp. 237-262.
- Sterponi, L.** & Fasulo, A. (2006). Introduzione. In A. Fasulo & L. Sterponi (eds.), *Linguaggio e cultura. L'acquisizione della competenza comunicativa*. (Language and culture. The acquisition of conversational competence). Italian translation of a compilation of essays by Elinor Ochs. Roma: Carocci Editore. Pp. 13-24.
- Ochs, E. & **Sterponi, L.** (2003). Analisi delle narrazioni (Narrative analysis). In G. Mantovani and A. Spagnoli (eds.), *Metodi qualitativi in psicologia*. Bologna: Il Mulino. Pp. 131-158.
- Pontecorvo, C., & **Sterponi, L.** (2002). Learning to argue and reason through discourse in educational settings. In G.Wells and G.Claxton (eds.), *Learning for life in the 21th century: Sociocultural perspectives on the future of education*. Oxford, UK: Blackwell. Pp. 127-140.
- Pirchio, S., Pontecorvo, C. & **Sterponi, L.** (2002). “Dialogare” nelle conversazioni in famiglia. In C. Bazzanella (ed.), *Le forme del dialogo*. Milano: Guerini e Associati. Pp. 47-57.
- Amendola, S. e **Sterponi, L.** (1996). Strategie discorsive e forme linguistiche nella socializzazione a tavola (Discursive strategies and linguistic forms within the socialization at dinner table) In C. Gallo Barbisio (ed.), *Trasformazioni e narrazioni*. Torino: Editrice Tirrenia Stampatori.

EDITED BOOK & SPECIAL ISSUE:

**Sterponi, L.** (guest editor) (2008). The spirit of reading: Practices of reading sacred texts. Special Issue of *Text & Talk*, 28(5).

Fasulo, A. & **Sterponi, L.** (eds.) (2006). *Linguaggio e cultura. L'acquisizione della competenza comunicativa.* (Language and culture. The acquisition of conversational competence). Italian translation of a compilation of essays by Elinor Ochs. Roma: Carocci Editore.

#### **KEYNOTE ADDRESSES:**

2014 *Una prospettiva multidimensionale sul linguaggio. (A multidimensional perspective on language)* Workshop on "Communication in medical settings." Department of Psychology of Developmental and Socialization Processes, University of Rome, "La Sapienza", Italy, December, 4th.

2010 *Rethinking echolalia in the communication of children with autism spectrum disorders.* National Student Speech Language Hearing Association (NSSLHA) Annual Spring Conference. San Francisco State University, April 24<sup>th</sup>.

2007 Roundtable on "*Sciences et discours scientifique.*" Université Joseph Fourier, Grenoble, March 13<sup>th</sup>.

#### **INVITED LECTURES:**

2015 *Towards understanding autistic language as social action and mode of experience.* Autism Spectrum Disorders in Global, Local and Personal Perspective: A Cross-cultural Workshop. Universidade do Estado do Rio de Janeiro, Brazil, September 13<sup>th</sup>.

*Ripensare il linguaggio autistico: una prospettiva multidimensionale (Rethinking autistic language: a multidimensional perspective).* Department of Psychology, University of Parma, Italy, July 2<sup>nd</sup>.

2014 *Soggettività e linguaggio in tre casi di autismo: un'analisi delle forme di riferimento interpersonale (Subjectivity and language in autism: An analysis of personal reference forms in three children with autism).* Department of Psychology of Developmental and Socialization Processes, University of Rome, "La Sapienza", Italy, July 14<sup>th</sup>.

2012 *The interactional matrix of autism echolalia.* Discourse Analysis in Educational Research Conference, Ohio State University, Columbus, Ohio, June 1-3.

2011 *Ripensare l'echolalia nel disturbo autistico (Rethinking echolalia in autism spectrum disorders).* Department of Psychology of Developmental and Socialization Processes, University of Rome, "La Sapienza", Italy, June 24<sup>th</sup>.

- Communicative (in)competence as interactional outcome: insights from autism.* Atelier international et pluridisciplinaire “De compétences en performances...”, Université Paris-Sorbonne (France), November 4<sup>th</sup>.
- Rethinking echolalia: Repetition and ventriloquation in the communication of children with autism spectrum disorders.* Language, Interaction and Social Organization, UC Santa Barbara. December 2<sup>nd</sup>.
- 2010 *Rethinking echolalia: Repetition as interactional resource in the communication of children with autism spectrum disorders.* Institute of Human Development, UC Berkeley, April 29<sup>th</sup>.
- Rethinking discourse and development: Insights from autism.* Teachers College, Columbia University, May 12<sup>th</sup>.
- 2009 *La lettura come pratica sociale (Reading as social practice).* Department of Psychology of Developmental and Socialization Processes, University of Rome, "La Sapienza", Italy, July 9<sup>th</sup>.
- 2007 *Reading habitus and clandestine reading: Some remarks on children's agency in literacy socialization.* Center for Language, Interaction, and Culture (CLIC) International Symposium on “Language Socialization, Interaction and Culture”, University of California, Los Angeles (UCLA), February 23-24.
- Signes du savoir : le rôle de la médiatisation sémiotique dans la construction et la communication de la connaissance scientifique (Signs of knowledge: the role of semiotic mediation in the construction and transmission of scientific knowledge.)* Module di Collège Doctoral “Médiatisation des Sciences”, Université Joseph-Fourier, Grenoble (France), April 18<sup>th</sup>.
- Accountability and responsibility in family discourse: The making of morality in everyday interaction.* Psychomuse – Centre de recherche en psychologie et musicologie systématique, Département de Psychologie, Université Paris X, Nanterre (France), June 23<sup>rd</sup>.
- 2005 *Non solo autori e lettori: agentività distribuita nelle pratiche di lettura (Beyond authors and readers: distributed agency in reading practices.)* Workshop on “Agency nell’interazione umana”, Università degli Studi di Milano Bicocca, Italy, October 27<sup>th</sup>.
- 2004 *Vicarious account: A key move for the socialization into accountability and the negotiation of responsibility in Italian family discourse.* Workshop sponsored by the UCLA Sloan Center on Everyday Lives of Families on “Emotional Meaning in Social Interaction: Toward an Integration of the Subjective and the Social”. UCLA, January 29-30.
- Pratiche di lettura interattiva in bambini nei primi anni della scolarità. (Interactional reading practices in young children)* Visual Anthropology Research Laboratory, University of

Rome, “La Sapienza”, Italy, October 12.

*Reading as involvement with text.* Ecole Normale Supérieure de Lyon, France, October 25<sup>th</sup>.

*Leggere insieme nei primi anni della scolarità: uno sguardo etnografico. (Reading together among first graders: an ethnographic view)*, Department of Psychology of Developmental and Socialization Processes, University of Rome, "La Sapienza", Italy, November 18<sup>th</sup>.

#### **PAPERS PRESENTED AT PROFESSIONAL MEETINGS:**

2014 5<sup>th</sup> Ethnography and Qualitative Research Conference, Bergamo, Italy, 5-7 June. Everri, M. & **Sterponi, L.** *Co-constructing the adolescent identity: Agency and autonomy as interactional accomplishments.*

4<sup>th</sup> International Conference on Conversation Analysis, Los Angeles, June 28<sup>th</sup>. **Sterponi, L.** & Rae, J. (Panel organizers and chairs). *The interactional matrix of communication in autism.*

4<sup>th</sup> International Conference on Conversation Analysis, Los Angeles, June 28<sup>th</sup>. **Sterponi, L.**, de Kirby, K. & Shankey, J. *An interactional, praxeological and phenomenological reappraisal of autistic language.*

2013 American Educational Research Association. San Francisco, April 28. **Sterponi, L.** *Dimensions of context in the study of child language: Insights from language socialization.* Symposium: Language socialization research in education: Legacies, innovations and new directions.

19<sup>th</sup> Annual Conference on Language, Interaction and Social Organization. UC Santa Barbara, May 11. Shankey, J. de Kirby, K. & **Sterponi, L.** *Toward understanding autistic language as social action and mode of experience.*

“Atypical Interaction: Conversation Analysis and Communication Impairments” Conference. University of Sheffield, UK, 27-28 June. **Sterponi L.** & Shankey, J. *Subjectivity in autistic language: A reappraisal of pronominal reversal and avoidance.*

Language and Social Interaction Working Group (LANSI) Annual Meeting, Teachers College, 18-19 October. **Sterponi L.**, de Kirby, K. & Shankey, J. *Subjectivity in autistic language: A reappraisal of pronominal reversal and avoidance.*

Conference “On the Future of Anthropology in Schools of Education”. Teachers College, Columbia University, 18-19 October. Baquedano-López, P., García Sanchez, I., Howard, K., Moore, L. & **Sterponi, L.** *Exploring the intersection of language socialization research and the anthropology of education.*



- “Revisiting Identity” Interdisciplinary International Workshop, School of Humanities, Education and Social Sciences, Örebro University, Sweden, 21-24 October. Everri, M. & **Sterponi, L.** *Co-constructing the adolescent’s identity: Agency and autonomy as interactional accomplishments.*
- 2012 12<sup>th</sup> European Association of Social Anthropology Biennial Conference, Paris, 10-13 July. Shankey, J. & **Sterponi, L.** *Unpacking repetition in the communication of children with autism spectrum disorders.*
- 12<sup>th</sup> European Association of Social Anthropology Biennial Conference, Paris, 10-13 July. **Sterponi, L.** & Fasulo, A. *Uncertain communication: managing intersubjectivity between children with intellectual disabilities and their caregivers.*
- 2011 12<sup>th</sup> International Pragmatics Conference, Manchester, UK, 3-8 July. **Sterponi, L.** & Shankey, J. *More than just echoing: Repetition and ventriloquation in the communication of children with autism spectrum disorders.*
- 12<sup>th</sup> International Pragmatics Conference, Manchester, UK, 3-8 July. Discussant: **Sterponi, L.** *Affective stances, accountability and moral order in adult-child interactions* (panel organizers: A. Cekaite & A. Ewaldsson).
- American Association for Applied Linguistics (AAAL) Annual Conference. Chicago, March 26<sup>th</sup>. Hull, G., Stornaiuolo, A., & **Sterponi, L.** *Haters, real Africans, and random persons: Youth make friends on an international social network.* Special Event: TESOL Session.
- Society for Research in Child Development (SRCD) Biennial Meeting. Montreal, March 31<sup>st</sup>. **Sterponi, L.** *Caught red-handed: How Italian parents engage children in moral discourse and action.* Symposium: Parent-child conversations as contexts for moral development.
- 2010 Symposium on Communicative Practices in the Lifeworld. Berkeley, April, 9<sup>th</sup>. Shankey, J. & **Sterponi, L.** *Rethinking echolalia: Repetition as interactional resource in the communication of children with autism spectrum disorders.*
- Jean Piaget Society Annual Meeting, St. Louis (MO), June 4<sup>th</sup>. Sterponi, L. & Shankey, J. *Rethinking echolalia: Repetition as interactional resource in the communication of children with autism spectrum disorders.*
- 2009 National Reading Conference. Albuquerque, December 4<sup>th</sup>. **Sterponi, L.** *Exploring children’s reading competency through an analysis of spontaneous interactional reading among peers.*
- American Educational Research Association. San Francisco, April 14<sup>th</sup>. Chair of symposium: *On the multiple forms of engagement with text: Religious*

- reading as situated practice.*
- American Educational Research Association. San Francisco, April 14<sup>th</sup>.  
**Sterponi, L.** *Reading, meditation and prayer in Medieval Christian tradition.*
- 2007 10<sup>th</sup> International Pragmatics Conference, Gothenburg, Sweden, 9-14 July.  
**Sterponi, L.** *Talking and acting as a moral family: Accountability and responsibility at dinner table.*
- 2006 American Educational Research Association. San Francisco, April 9<sup>th</sup>.  
**Sterponi, L.** *Clandestine interactional reading: Intertextuality and double-voicing under the desk.*
- 2005 104<sup>th</sup> American Anthropological Association Meeting. Washington, DC, November 30<sup>th</sup>. **Sterponi, L.** *Vicarious accounts: Socializing children to moral accountability and social order.*
- 9<sup>th</sup> International Pragmatics Conference, Riva del Garda, Italy, 10-15 July. Panel Organizer: **Sterponi, L.** *The spirit of reading: Practices of reading sacred texts.*
- 9<sup>th</sup> International Pragmatics Conference, Riva del Garda, Italy, 10-15 July.  
**Sterponi, L.** *Reading and meditation in the Middle Ages: Lectio divina and books of hours.*
- 9<sup>th</sup> International Pragmatics Conference, Riva del Garda, Italy, 10-15 July. Panel Discussant: **Sterponi, L.** *Narrating in conversation* (panel organizers: F. Orletti & A. Fasulo).
- 2004 International Workshop on “Interaction, Artefacts and Situated Cognition”. Bielefeld University, Germany, November 5-6. **Sterponi, L.** *Reading and meditation in the Middle Ages: Lectio Divina and books of hours.*
- 2002 The Eighth Annual Conference on Language, Interaction, and Culture, Los Angeles, May 23-25. **Sterponi, L.** *Account episodes in family discourse: the making of morality in everyday interaction.*
- Three day workshop on “Exploring Psychological Development as a Social and Cultural Process”, Corpus Christi College, Cambridge, UK, September 3-5. Pontecorvo, C. & **Sterponi, L.**, *Account episodes in family discourse: morality and responsibility in everyday interaction.*
- 2001 International Conference on Cultures of Learning: Risk, Uncertainty, and Education; University of Bristol, April 19-22. Pontecorvo, C., Fasulo, A. & **Sterponi, L.**, *Learning as a cultural practice: Mutual Apprenticeship in Italian families.*
- S.R.C.D. (Society for Research in Child Development) Biennial Conference,

- Minneapolis MN, April. Poster: Santagata, R. & **Sterponi, L.**, *Teaching is a cultural practice: evidence from a study of socialization within and outside the classroom.*
- Workshop on Interdisciplinary Perspectives on Dialogue. University of Turin, Department of philosophical studies, May 8<sup>th</sup>. S. Pirchio, S., Pontecorvo, C. & **Sterponi, L.**, *“Dialogare” nelle conversazioni in famiglia. (“To Dialogue” in family conversations)*
- Colloque international “L’explication: enjeux cognitifs et communicationnels”, University of Paris V and University of Nancy, France, November 30<sup>th</sup> and December 1<sup>st</sup>. Pontecorvo, C. & **Sterponi, L.**, *Explication et justification: moralité et raisonnement dans les discours familiaux (Explanations and justifications: moral reasoning in family discourse)*
- 2000 Georgetown University Round Table on Languages and Linguistics (GURT): Linguistics, Language, and the Professions: Education, Journalism, Law, Medicine, and Technology, Washington, D.C., May 4-6. **Sterponi, L.** *Exploring children’s spontaneous accomplishments of reading activity.*
- The Sixth Annual Conference on Language, Interaction, and Culture, Los Angeles, May 18-20. **Sterponi, L.** & Santagata, R. *Mistakes in the Classroom and at the Dinner Table: A Comparison between Italian and North American Socialization Practices*
- III Congresso Nazionale SIPEF (National Congress of the Italian Society of Psychology of Education and Teaching) Napoli, September 21-23. Santagata R., & **Sterponi, L.**, *Errori in classe e a tavola: Un confronto tra pratiche di socializzazione italiane e statunitensi. (Mistakes in the Classroom and at the Dinner Table: A Comparison between Italian and United States Socialization Practices).*
- 1999 Society for Research in Child Development (SRCD) Biennial Conference, Albuquerque, April. Poster: **Sterponi, L.** & Pontecorvo, C., *The social construction of identities in family dinner conversation.*
- IV International Conference on Family Education, Abano Terme (Padua), April 14-17. **Sterponi, L.** & Pirchio, S., *A pragmatic approach to children’s reported speech.*
- 1997 S.R.C.D. (Society for Research in Child Development) Biennial Conference, Washington D.C., April, 3-7. Poster: Pontecorvo, C. & **Sterponi, L.**, *Discourse in family dinner talk: How Italian parents practice to speak as parents.*
- 7th European Conference for Research on Learning and Instruction, Athens, 26-30 August. Pontecorvo, C. & **Sterponi, L.**, *The making of thought: Learning sequences in family conversation.*
- 1996 Department Workshop: “La mente argomentativa (The argumentative mind)”,

University of Rome “La Sapienza”, Department of Psychology of development and socialization processes, July 9. Bonaiuto, M. & **Sterponi, L.**, *Attribuzione di intenzionalità retorica nell’interazione adulti-bambini (The attribution of rhetorical intentionality in adults-children interaction)*.

“Mind and Time” International Conference, Neuchâtel, Switzerland, September 8-10. Poster: Fasulo, A., Pontecorvo, C. & **Sterponi, L.**, *Speaking of age. The meaning of “piccolo” and “grande” in family and school talk.*

E.A.E.S.P. Small Group Meeting on Language, Amsterdam, 11-13 April. Bonaiuto, M., **Sterponi, L.**, *The attribution of rhetorical intentionality in adult-child interactions.*

A.I.P. (Italian Association of Psychology), National Congress, Capri, October 3-4. Pontecorvo, C. & **Sterponi, L.**, *Pratiche discorsive e tutoring nelle cene familiari (Discursive practices and tutoring in family dinners).*

1995 6° International Meeting: Reversibilità e irreversibilità del racconto. Seminari e Convegni “Narrative Studies”, Ansedonia, September. **Sterponi, L.** & Pontecorvo, C., *Il farsi e il disfarsi dell’argomento di discorso nelle conversazioni familiari a tavola. (The making and unmaking of discourse topic in family dinner conversations).*

1994 5° International Meeting: Narrazioni e Trasformazioni. Seminari e Convegni “Narrative Studies”, Ansedonia, September. Amendola, S. & **Sterponi, L.**, *Strategie discorsive e forme linguistiche nella socializzazione a tavola (Discourse strategies and linguistic forms of socialization at dinner table).*

**TEACHING:**

UC Berkeley, Language and Literacy, Society and Culture (M.A. and Ph.D.)  
Theoretical Issues in the Study of Literacy  
Reading Research  
The Ethnography of Reading  
Language Study for Educators  
Communication and Autism

UC Berkeley, Language and Literacy, Society and Culture (Multicultural Urban Secondary English Master's and Credential Program)  
Language Study for Educators

UC Los Angeles, Department of Applied Linguistics  
Discourse Analysis (Teaching Assistant)  
Language Socialization (Teaching Assistant)  
Social Foundation of Language (Teaching Assistant)

Università di Roma “La Sapienza”, Department of Psychology  
Developmental Psychology (Teaching Assistant)  
Culture and Communicative Practices (Teaching Assistant)

**PROFESSIONAL SERVICE:**

**Steering Committee** UC Linguistic Minority Research Institute (2006-June2009)

UC Berkeley and San Francisco State University research project “Integrated Play Groups: Promoting Symbolic Play, Social Engagement and Communication with Peers across Settings in Children with Autism” (funded by Autism Speaks).

**Journal Reviewer**

Ethos  
First Language  
Journal of Applied Linguistics  
Journal of Linguistic Anthropology  
Journal of Pragmatics  
Research on Language and Social Interaction  
Reading Research Quarterly  
Text and Talk  
American Anthropologist  
Language Awareness  
Discourse Studies  
Discourse & Society

**Grant Reviewer**

The Alfred P. Sloan Foundation  
Swiss National Science Foundation  
UC Linguistic Minority Research Institute

**Paper/Panel Reviewer**

UC Linguistic Minority Research Institute Annual Conference (2005 through 2009)  
AERA 2010 Division G Section 5  
Encyclopedia of Language and Education, Vol. 8  
ISCAR 2011 Conference  
Jean Piaget Society Annual Conference

**MEDIA:**

Quoted and research cited in “Reading Crisis? Do today’s youth read less than past generations?,” *Congressional Quarterly Researcher*, February 22, 2008: Volume 18, number 8, pages 169-192.

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