

AATJ 2016 ANNUAL SPRING CONFERENCE

Sheraton Seattle Hotel, Seattle, Washington
Meeting Rooms (4th Floor, Union Street Tower): Jefferson, Columbia, Boren, Seneca,
University, Virginia

Thursday, March 31, 9:00 a.m.–5:00 p.m.

(On-site Registration and Check-in: 4th Floor Lobby)

Papers whose titles appear in Japanese in the program will be delivered in Japanese; those with only English titles will be delivered in English

9:00 a.m.–10:40 a.m. — Session 1

SESSION 1-A: PEDAGOGY PANEL [SENECA ROOM]

Chair: Noriko Fujioka-Ito, University of Cincinnati

Panel Title: 「日本語教育におけるテクノロジーを活用した学習方法の変化と今後の展望」(Change of Learning Methods Utilizing Technology and Future Directions in Teaching Japanese as a Second Language)

「テクノロジー支援日本語学習の変遷と調査研究への展望」(History of technology assisted Japanese language learning and future direction of research)

Noriko Fujioka-Ito, University of Cincinnati

「発音自律学習の促進とテクノロジー」(Enhancing learner autonomy for Japanese pronunciation learning)

Tomoko Shibata, Princeton University

「日本語クラスにおけるブレンデッドラーニング—オンライン活動とクラス内活動で紡ぐグループでの協働—」(Application of blended learning strategy in a Japanese classroom: Weaving online and in-class activities for group collaboration)

Hisae Matsui, Princeton University

「オンライン日本語コースに関する学生の動向の変化」(Exploring students' attitude change towards university beginning online Japanese courses)

Satomi Suzuki, Georgia Institute of Technology

SESSION 1-B: PEDAGOGY PAPERS [COLUMBIA ROOM]

Chair: Satoru Ishikawa, Boston University

「第二言語読解理論を応用した初中級 CBI コースの実践: ポップカルチャーを題材に」(Second language reading theory and Content-Based Instruction: A report of a CBI course on pop-culture)

Yoshiro Hanai, University of Wisconsin, Oshkosh

「グローバルスカラー育成のための内容重視授業(CBI)「生物学」(Biology in Japanese: Content-based instruction (CBI) to foster "Global Scholars" at the University of Oregon)

Yukari Furikado-Koranda, University of Oregon

「学生個々の興味と必要性を重視した上級日本語クラスにおける日本研究教授との協働授業の可能性」(Exploring possibilities of collaboration with content specialists in an advanced-level Japanese course emphasizing students' individual interests and needs)

Shino Hayashi, Washington University in St. Louis

「演劇的手法を取り入れた読解、作文、会話、音声表現の指導の試み ～小説の読解を脚本につなげて朗読する～」(Trial in applying a theatrical approaches to reading, writing, dialogue and phonetic practices: Connecting novel reading, writing, and discussion)

Satoru Ishikawa, Boston University; Mika Oidaira, Hiroshima University

SESSION 1-C: PEDAGOGY PAPERS [BOREN ROOM]

Chair: Mieko Kawai, University of Virginia

「学習者同士のフィードバックを活かした個人プロジェクト」(Collaborating with classmates in an independent project)

Junko Hatanaka, University of Texas, Austin

「実践と応用の場を作るー日本文化と生活を探るプロジェクト」 (Creating hands-on experiences for language learners: A project that explores Japanese culture and life)

Kayo Nonaka, New York University

「上級日本語コースにおける「研究プロジェクト」: 学習者が用いた戦略の考察」 (A study on learning strategies used in a research project for advanced Japanese learners)

Ibuki Aiba, Dickinson College

「「発表」をゴールとしないファイナルプロジェクト: 学びの共有を目指すカリキュラムの試み」 (Process-focused final project in a collaborative learning curriculum)

Mieko Kawai, Tomoko Marshall, and Tomomi Sato, University of Virginia

SESSION 1-D: PROFICIENCY ASSESSMENT SIG PANEL [JEFFERSON ROOM]

Chair: Ken-Ichi Miura, Franklin & Marshall College

Panel Title: 「新しい時代の学生のための日本語教育: Proficiency Guidelines 2012 を基にして」 (Japanese Language Education in the New Era: Proficiency Guidelines 2012 and Their Usage)

「言語運用能力ガイドライン 2012 版を基盤とした初級後半コースのカリキュラム構築の試み」 (Creating curricula for advanced-beginning level courses based on the ACTFL Proficiency Guidelines 2012)

Mayumi Ishida, Dartmouth College

「デジタル・ネイティブ世代の学習者を対象にした学習者オートノミー獲得への一実践例」 (Exploring ways to support digital native generation learners' acquisition of learner autonomy)

Momoyo Kubo Lowdermilk, Stanford University

「アニメ、漫画から社会問題へ: 中上級におけるポップカルチャー」 (Anime, manga and societal issues: Pop culture in intermediate and advanced Japanese classes)

Ken-Ichi Miura, Franklin & Marshall College

“Japanese language (Nihongo) education for immigrant students in public schools in Japan and the issue of language proficiency”

Naomi Asakura, Franklin & Marshall College

SESSION 1-E: LINGUISTICS PAPERS [UNIVERSITY ROOM]

Chair: Hidemi Riggs, University of California, Irvine

“Showing subjectivity in the construction of intersubjectivity: Use of ‘shi’ in conversations among Japanese native speakers”

Noriko Noma, Kapiolani Community College

“Multiple levels of style-shifting in Japanese discourse”

Shiho Yamamoto, University of Arizona

“A corpus analysis of the modal marker 'daroo' in Japanese

Tamika Jimbo, University of Oregon

「現代母語者の「帰る」「戻る」の使い分け: 補助動詞も含めて」 (Rule, pattern, and meaning in the word selection of 'kaeru' and 'modoru' in modern Japanese)

Hidemi Riggs, University of California, Irvine

SESSION 1-F: LITERATURE PAPERS [VIRGINIA ROOM]

Chair: Joanne Quimby, North Central College

“Reviving Good Wife/Wise Mother ideology: Kataoka Teppe's "Two Professional Working Women" as nationalist propaganda”

Yumi Soeshima, West Virginia University

“Transpacific feminism: Yamada Waka and Japanese immigrant women in the Pacific Coast region”

Rika Saito, Western Michigan University

“Alternate (re)productive bodies in Shirai Yumiko's "Wombs"”

Kazue Harada, Miami University

“Visualizing female sexuality in Matsuura Rieko's "The Apprenticeship of Big Toe P"”

Joanne Quimby, North Central College

10:50 a.m.-12:30 p.m. — Session 2

SESSION 2-A: PEDAGOGY PANEL [SENECA ROOM]*Chair: Yuka Kumagai, University of Southern California*

Panel Title: 「読む！読む！読む！：日本語力全般を引き上げる自発的読書の支援」 (Read! Read! Read! – Supporting students' free voluntary reading to enhance Japanese language proficiency)

「多読授業における教師の役割・評価・学生の伸び方」 (Teacher's role, assessment, and students' progress patterns in Extensive Reading class)

Yuka Kumagai, University of Southern California

「「読む」から「創る」へ：日本語多読プロジェクトの試み」 (From input to output: Creative projects in Japanese extensive reading)

Noriko Hanabusa, University of Notre Dame

「多読向けの読みもの：レベル別読みものの作成方法と市販本の選び方」 (Books for extensive reading: How to write Japanese graded readers and how to choose from authentic books)

Kazuko Kawamoto, NPO TADOKU Supporters

「読んで世界を広げよう--中上級向け読みプロジェクト」 (Expand your world by reading: Reading project for mid-advanced learners)

Yoshimi Nagaya, Massachusetts Institute of Technology

SESSION 2-B: PEDAGOGY PAPERS [COLUMBIA ROOM]*Chair: Michiru Ishihara Lowe, Vanderbilt University*

「日本語教育でのテクノロジーの位置づけ」 (The place of technology in Japanese classrooms)

Kozue Miyama, Amherst College

「キャンパス内の『日本』を見つける-日本語学習を促進するためのGPSゲームの利用」 (Find "Japan" on campus: Promoting Japanese language learning through a GPS-based game)

Yumiko Tashiro, Washington and Lee University; Shinji Shimoura and Kazumi Hatasa, Purdue University

「身近なテクノロジーを利用した自己モニター音声教育の実践報告」 (Self-monitoring pronunciation activities using commonly-available technology)

Emi Yamanaka, Boston University

「動画インタビューサイトとマンガを活用した中上級授業-学習者主体のピアラーニングの試み」 (An upper-intermediate class utilizing online video interviews and manga: A student-centered peer learning approach)

Michiru Ichihara Lowe, Vanderbilt University

SESSION 2-C: PEDAGOGY PAPERS [BOREN ROOM]*Chair: Jun Xu, University of Denver*

"Exploring a flipped classroom approach in a Japanese language classroom"

Yuko Prefume, Baylor University

「反転授業を用いた次世代型学習への取り組み」 (Flipped classroom: Transforming the course for a new generation of teaching and learning)

Yoshie Kadowaki and Sayumi Suzuki, University of Nevada, Reno

「日本語発音指導の必要性に関する調査-学習者調査と教師調査の比較から見えてくるもの-」 (Survey on the views and practices on Japanese pronunciation: Comparing students' and teachers' beliefs)

Mayu Miyamoto and Natsumi Suzuki, Purdue University

「初級日本語における終助詞「よ」の指導について -『げんき1』を例に-」 (Teaching the sentence-final particle 'yo' in elementary Japanese: Using "Genki I" examples)

Jun Xu and Yuki Arita, University of Denver; Hironori Nishi, University of Iowa

SESSION 2-D: SECOND LANGUAGE ACQUISITION (SLA) PAPERS [JEFFERSON ROOM]*Chair: Mariko Wei, Purdue University*

「第二言語学習者におけるアクセント習得-認知的要因とアクセントタイプの検討-」 (Acquisition of L2 lexical accent: Examination of cognitive factors and accentual patterns)

Yukiko Hatasa, Hiroshima University; Eriko Takahashi, Meiji University

"Perceptions of the Japanese imperfective aspect marker 'teiru' among native speakers and L2 learners of Japanese"

Yoshiyuki Hara, University of Oregon

"Pedagogical mediation for game-mediated Japanese learning"

Kayo Shintaku, University of Arizona

“Teaching reading to English-Japanese bilingual children with autism spectrum disorder”
Mariko Wei, Purdue University

SESSION 2-E: LINGUISTICS PANEL [UNIVERSITY ROOM]

Chair: **Fumiko Nazikian**, Columbia University

Panel Title: 「文末表現の言語学的考察」 (Study on Sentence-Final Expressions in Japanese)

「トイウコトデについての一考察」 (A Study on ‘to iu koto de’)

Michio Tsutsui, University of Washington

「の」真偽疑問文に関する一考察」 (Some observations on Japanese yes-no questions marked by ‘no’)

Naomi McGloin, University of Wisconsin, Madison; **Yan Wang**, Carthage College

「終助詞ネのオプションナル用法：ポライトネスの観点から」 (An analysis of “optional ne” from a politeness perspective)

Mutsuko Endo Hudson, Michigan State University

「よね」と「でしょう」の確認機能の比較：談話機能と相互関係機能について」 (A comparative analysis of ‘yone’ and ‘deshoo’: From the point of view of discourse and interactional functions)

Fumiko Nazikian, Columbia University

SESSION 2-F: LITERATURE PAPERS [VIRGINIA ROOM]

Chair: **Miyabi Yamamoto**, Independent scholar

“Railways and the formation of the nation-state in modern Japanese literature”

Jing Wang, University of Toronto

“Spiritual Recovery in Yoshimoto Banana: From Kitchen to Honeymoon”

Yuko Ogawa, Purdue University

“Challenging ideals of romance in Japanese girls’ comics”

Miyabi Yamamoto, Independent scholar

“Abstinence makes the heart grow fonder”

Luciana Sanga, Stanford University

12:30 a.m.–1:30 p.m. — Lunch Break

1:30 p.m.–3:10 p.m. — Session 3

SESSION 3-A: PEDAGOGY PANEL [SENECA ROOM]

Chair: **Yasu-Hiko Tohsaku**, University of California, San Diego

Panel Title: 「ソーシャルネットワーキングアプローチ (SNA)：グローバル社会とつながるための言語教育」
 (Social Networking Approach: Language Education to Connect to Global Society)

「ソーシャルネットワーキングアプローチ：人、モノ、情報、社会、文化をつなぐ言語教育」 (Social networking approach: Language education to connect people, things, information, societies, and cultures)

Yasu-Hiko Tohsaku, University of California, San Diego

「SNAの視点からみた留学生の「つながる」社会力の育成プロセス」 (The process of learning social skills for connecting to the real world from the perspective of social networking approach)

Hideko Shimizu and **Naruhiko Shiratori**, Kaetsu University

「ソーシャルメディアによる言語の社会化と日本語談話表現の習得」 (Language socialization through social media and the acquisition of discourse expressions)

Yuki Matsuda, University of Memphis

「社会を組み替え、構築するデザイン力の育成」 (The ability to design and construct society)

Noriko Okamoto, Tokyo International University

SESSION 3-B: PEDAGOGY PAPERS [COLUMBIA ROOM]

Chair: Junko Tokuda, University of California, San Diego

「構想（プランニング）の作文への影響」 (Effects of planning on second language writing)

Tomoko Okuno and Ayaka Sogabe, University of Michigan

「中級学習者の作文におけるピア・ラーニング」 (Peer learning in intermediate learners' writing tasks)

Hiromi Uchida, University of Hawaii, Manoa

「インタラクションから見る日本語ペア作文の効果」 (Collaborative writing activities in the JFL classroom: Product, process, and students' reflections)

Yuta Mori, University of Michigan, Ann Arbor; Mayumi Hirano, University of Nevada, Las Vegas; Megumu Tamura

「書く活動」を通して生み出される学習者のやる気・創造力と日本語レベルの向上：初級、中級、上級レベルでの実践報告」 (Implementing writing activities for enhancing students' motivation, creativity, and proficiency levels)

Junko Tokuda, University of California, San Diego

SESSION 3-C: PEDAGOGY PAPERS [BOREN ROOM]

Chair: Yasuko Akiyama, Indiana University

「「おもしろさ」を「伝える」話術へのアプローチ」 (How can we make a story funnier? Cultivating self-monitoring skills through applying storytelling techniques)

Miki Yagi and Wakana Maekawa, Harvard University

「オノマトペの副詞用法とアクション主体の総合教授法」 (Integrated method of teaching adverbial Japanese onomatopoeia through action)

Junko Baba, University of South Carolina

「言語景観と日本語教育：日本語学習者が収集した言語景観データの分析と活用法」 (Linguistic landscape and Japanese language education: An analysis of linguistic landscape data collected by JFL learners)

Asako Hayashi-Takakura, University of California, Los Angeles

「人生は紙飛行機」比喩的表現を意識させる中級授業での試み ("Life is a paper plane": Report on incorporating metaphor instruction in intermediate Japanese class)

Yasuko Akiyama and Natsuko Tsujimura, Indiana University

SESSION 3-D: SECOND LANGUAGE ACQUISITION (SLA) AND LANGUAGE AND CULTURE SIG PAPERS [JEFFERSON ROOM]

Chair: Soichiro Motohashi, Kalamazoo College

"On the learning of viewpoint consistency in Japanese narratives"

Akiko Kashiwagi-Wood, Oakland University

"L2 Japanese learner's development in conversational style: An analysis of overlap in talk-in-interaction"

Rie Maruyama, University of Arizona

"Japanese politeness behavior in a Level 2 classroom: Cultural politeness norms and perceptions"

Karen Curtin, Ohio State University

「ビジネス・プロジェクトを使用した中級日本語学習者のための言語・文化学習：在米日系企業の日本人雇用者によるオンライン・レクチャーの有効性」 (The effectiveness of a Japanese employee's online lecture to enhance high-intermediate learners' linguistic and contextual competence)

Soichiro Motohashi, Kalamazoo College

SESSION 3-E: LINGUISTICS PANEL [UNIVERSITY ROOM]

Chair: Polly Szatrowski, University of Minnesota

Panel Title: 「日本語母語話者・非母語話者・英語母語話による話し言葉と書き言葉の談話分析一言及表現を中心に」 (Reference in native Japanese, nonnative Japanese, and English written and spoken discourse)

「どのように日本人大学生は文章ジャンルによって1人称「私」と「私たち」を使い分けるのか」 (How do Japanese university students use first person pronouns 'watasi' 'I' versus 'watasi-tati' 'we' across different text genres?)

Mitsuko Kido, University of Tsukuba

「物語談話において言語化しにくい指示対象にどう言及するか？」 (How do Japanese and English speakers refer to referents difficult to verbalize in narrative discourse?)

Fumio Watanabe, Yamagata University

「ストーリーの語りにおける発話末の「んです+φ / よ / ね / けど」の形式選択について」 (On the selection of sentence final n desu+φ/yo/ne/kedo 'It's that ...φ./you know/isn't it/but' forms in Japanese native and nonnative speech)

Mariko Masuda, University of Tokyo

“Negotiation of references for unfamiliar food in Japanese, English, and nonnative Japanese Taster Lunch conversations”

Polly Sztatrowski, University of Minnesota

SESSION 3-F: LITERATURE PAPERS [VIRGINIA ROOM]

Chair: Lawrence Marceau, University of Auckland

“Employing the films of Ozu Yasujiro to teach Japanese culture”

Scott Langton, Austin College

“Cultural memory and constructions of gender in modern Japan: Reexamining the legacy of Hara Setsuko”

Kelly Hansen, San Diego State University

“Premodern poetics for a modern lyric voice”

Rachel Epstein, Philadelphia University

“Esopo, Isopo, Aesop: Early modern Japan's fables and the Isopo monogatari emaki”

Lawrence Marceau, University of Auckland

3:20 p.m.-5:00 p.m. — Session 4

SESSION 4-A: PEDAGOGY PAPERS [SENECA ROOM]

Chair: Mitsue Tabata-Sandom, University of Hawaii, Manoa

「年少者用 SPOT の開発 — 日本の公立小学校、米国日本語補習校、インターナショナルスクールでの実施結果から —」 (Development of SPOT for children: Results in a Japanese supplementary school, a public elementary school of Japan, and an international school)

Takako Sakai, Chieko Kano, and Noriko Kobayashi, University of Tsukuba

「流暢性指標の縦断的研究」 (A longitudinal study of fluency development in Japanese learners using objective measures)

Saori Masumoto Houston, Purdue University

「日本語初級コースにおけるタイムドディクテーションの効果—カタカナ書字における正確さと流暢さを中心に—」 (Effects of a timed-dictation activity in an introductory course in Japanese: Focusing on the accuracy and fluency of writing katakana)

Aya Okada, Purdue University

“Speed reading training for advanced learners of Japanese”

Mitsue Tabata-Sandom, University of Hawaii, Manoa

SESSION 4-B: PEDAGOGY AND PROFESSIONAL DEVELOPMENT SIG PAPERS [COLUMBIA ROOM]

Chair: Kazuaki Nakazawa, Yuan Ze University (Taiwan)

“Classroom interactional competence and teacher development”

Yumiko Tateyama, University of Hawaii, Manoa

「「ダイバージェント」日本語教師に対する学生の視点と観察データ分析」 (Observational analysis and students' perceptions of "divergent" Japanese language teachers)

Shinsuke Tsuchiya, Ohio State University

「現役日本語教師と教師を目指す大学院生のITリテラシー認識調査」 (Investigation of pre- and in-service Japanese teachers' self-efficacy of IT literacy)

Kazuaki Nakazawa, Yuan Ze University (Taiwan)

SESSION 4-C: AP JAPANESE SIG AND STUDY ABROAD SIG PAPERS [BOREN ROOM]

Chair: Akiko Murata, Hosei University

“Engagement and Rigor in the AP Japanese Language and Culture Curriculum”

Ann Jordan, CAJLT

「日本で日本語を学ぶ留学生の友人関係構築」 (Friendship development during study abroad in Japan)

Fumi Yamakawa, Toyo University

“How short-term study abroad leads to great language gains: An exploratory study”

Magara Maeda, University of Wisconsin, River Falls; **Megumi Tsuchida**, Kansai Gaidai University

「双方向国際インターンシップを通じた言語文化的な学び」 (An analysis of language and culture learning through two-way international internships)

Akiko Murata, Hosei University

SESSION 4-D: JAPANESE AS A HERITAGE LANGUAGE (JHL) AND JAPANESE FOR SPECIFIC PURPOSES (JSP) SIG

PAPERS [JEFFERSON ROOM]

Chair: Lindsay Yotsukura, University of Maryland

「継承日本語学校で学ぶ児童・生徒の4年間における話す力の発達」 (Japanese Saturday school heritage language learners' oral proficiency development over four years)

Kiyomi Chinen, **Masako O. Douglas**, and **Hiroko C. Kataoka**, California State University, Long Beach

「学習者との交渉によるシラバス：日本語継承語学習者の読み書き学習に対するモチベーション向上を目指した試み」 (A negotiated syllabus for Japanese heritage language learners: An attempt to motivate JHL learners to develop reading and writing skills)

Naemi McPherson, University of Hawaii, Manoa

「理工学系ゼミ内話し言葉の特徴語 一理工学系話し言葉コーパスとBCCWJとの比較において」 (Keywords in Science and Engineering seminar talks: SESJ (Science and Engineering Spoken Japanese Corpus) in comparison with BCCWJ)

Yumiko Furuichi, **Natsumi Ito**, and **Yuko Sugaya**, School of Engineering, University of Tokyo; **Naoko Endo**, Hiroshima Institute of Technology

“Developing sociocultural competence in Japanese politeness strategies through the study of business e-mail discourse”

Lindsay Yotsukura, University of Maryland

SESSION 4-E: JAPANESE LANGUAGE AND CULTURE SIG PANEL [UNIVERSITY ROOM]

Chair: Hideki Hara, Japan Foundation, Los Angeles

Panel Title: “Japanese Language Studies in the United States: Paradigms and Prospects”

“Japanese studies is alive and well in the US”

Patricia Steinhoff, University of Hawaii, Manoa

“A bird's-eye view of Japanese language education in the US”

Susan Schmidt, AATJ

“Content-based Japanese language instruction: A critical approach”

Ryuko Kubota, University of British Columbia

Discussant

Hideki Hara, Japan Foundation, Los Angeles

SESSION 4-F: CLASSICAL JAPANESE LANGUAGE SIG AND PEDAGOGY PAPERS [VIRGINIA ROOM]

Chair: Yuri Kumagai, Smith College

“WakaPoetry.net: A new development for waka in the Digital Humanities”

Thomas McAuley, Sheffield University

“Women poets in a Shinto anthology in the famine years: the ‘Tsukimōdeshū’ (1182) of Kamo no Shigeyasu”

Robert Khan, University of London, SOAS

“An exploration of genre hybridity and its thematic implications in Shōtetsu's travel diary ‘Nagusamegusa’ (1418)”

Penelope Shino, Massey University

“Collaborative curricular initiatives: Translating between the disciplines of language and literature”

Yuri Kumagai and **Kimberly Kono**, Smith College

PART TWO
ACT Theatre
700 Union St., Seattle, Washington
Thursday, March 31, 6:00 p.m.

6:00 p.m.: Refreshments, Membership Update, and Open Forum

7:00 p.m.: Conference Keynote Speech
Laurel Rasplica Rodd (University of Colorado, Boulder):

"There is nothing whatever/that is not dependently existent": A Lifetime in Languages

8:00 p.m.: Networking

Other AATJ-sponsored Events in Chicago

Friday, April 1, 12:45 – 2:45 p.m.
Room 303 (Level 3), Washington Convention Center

Scholar, Translator, Teacher, Leader; In Honor of Laurel Rasplica Rodd

This panel is part of the Association for Asian Studies program and requires registration for the AAS conference.

Chair:

Amy Vladeck Heinrich (Columbia University)

Panelists:

Sonja Arntzen (University of Toronto)

Kyoko Saegusa (University of Colorado)

Stephen Snyder (Middlebury College)

Motoko Tabuse (Eastern Michigan University)

Friday, April 1, 7:30 – 9:30 p.m.
Classical Japanese SIG presentation and meeting
Columbia Room, Seattle Sheraton Hotel

Approaches to Teaching Waka, in Honor of Steven Carter and Laurel Rasplica Rodd

This session will bring attention to the scholarship and pedagogy of Steven Carter and Laurel Rasplica Rodd, share knowledge about current approaches to teaching *bungo* and *waka*, and consider what efforts must be made to ensure the future of *waka* studies at our institutions.

The panel will be introduced by Anne Commons (University of Alberta) and Christina Laffin (University of British Columbia). Edward Kamens (Yale University) will present on "Waka: The Challenge of Access" and discuss some of the challenges we must overcome in order for students to be able to use online databases and platforms like the Shinpen kokka taikan and the Koten Library. Mack Horton (University of California, Berkeley) and Joshua Mostow (University of British Columbia) will discuss the contributions of Steven Carter and Laurel Rasplica Rodd. Steven Carter (Stanford University) and Laurel Rasplica Rodd (University of Colorado, Boulder) will each present on their teaching approaches. All are encouraged to take part in a lively general discussion.