

Jialei Jiang, Ph.D.

Digital Writing, Design, and Teaching

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Education

Ph.D. in Composition and Applied Linguistics

Indiana University of Pennsylvania, Indiana, Pennsylvania, 2020

Primary areas of Interests: Writing Studies, Digital Rhetoric, Feminist Posthumanism, and Multimodal Pedagogy; Secondary concentrations: Identity and Literacy, Social Justice Issues, and Community Engagement

Dissertation: *From first-year writers to socially-responsible designers: Exploring the implications of posthuman ethics for multimodal composition and rhetoric*

Committee: Matthew Vetter (Chair), Daniel Weinstein, and Peter Sorrell

Master of Arts in Teaching English as a Second Language

Pennsylvania State University, State College, Pennsylvania, 2014

Concentration: Identity and Language Learning

Bachelor of Arts in English; Bachelor of Engineering in Clothing Design and Technology

Beijing Institute of Clothing Technology, Beijing, China, 2011

Appointments

Graduate Teaching Associate

Department of English, Indiana University of Pennsylvania, 2017-2019

Graduate Teaching Assistant

Department of English, Indiana University of Pennsylvania, 2015-2017

ESL Instructor

Intensive English Communication Program (IECP), Penn State University, 2014-2015

Part-time ESL and Chinese Instructor

Young Scholars Charter School, State College, 2014-2015

Part-time Chinese Instructor

Happy Valley Chinese School, State College, 2013-2014

Grants, Fellowships, and Awards

- CCCC Emergent Researcher Award (with Jason Tham), \$10,000, Conference on College Composition and Communication, 2019-2020
- Computers and Composition Ellen Nold Award, Best Article in Computers and Composition Studies, 2019
- CCCC Scholars for the Dream Travel Award, \$1000, Conference on College Composition and Communication, 2019
- Award for Exemplary Teaching of Literacy and Language, Graduate School, Indiana University of Pennsylvania, 2019
- Graduate Student Research Grant, Graduate School, \$1000, Indiana University of Pennsylvania, 2018
- Sweetland Digital Rhetoric Collaborative Graduate Fellowship, \$500, University of Michigan Center for Writing, 2018-2020
- Professional Accomplishments in Research Award, Graduate School, Indiana University of Pennsylvania, 2018
- Graduate Student Professional Development Award, \$300, Graduate School, Indiana University of Pennsylvania, 2018
- Graduate Student Travel to Present Papers, \$750, Graduate School, Indiana University of Pennsylvania, 2018
- Teaching Fair Faculty Choice Award, Graduate School, Indiana University of Pennsylvania, 2017
- Graduate Student Travel to Present Papers, \$750, Graduate School, Indiana University of Pennsylvania, 2017
- Graduate Student Travel to Present Papers, \$750, Graduate School, Indiana University of Pennsylvania, 2016
- Graduate Assistant Fellowship, Graduate School, Indiana University of Pennsylvania, 2015-2017

Publications

Peer-Reviewed Journal Articles

- Jiang, J. & Tham, J. (Accepted, Forthcoming, 2022). The thing-power of *Ring Fit Adventure* as embodied play: Tracing new materialist rhetoric across physical and cultural borders. *Computers and Composition*.
- Jiang, J. & Vetter, M. (2020). Addressing the challenges and opportunities of a feminist rhetorical approach for Wikipedia-based writing instruction in First-Year Composition. *Composition Forum*, 45.
- Jiang, J. (2020). "I never know what to expect": Aleatory identity play in *Fortnite* and its implications for multimodal composition. *Computers and Composition*, 55, 1-14.

- Jiang, J. & Vetter, M. (2020). The good, the bot, and the ugly: Problematic information and critical media literacy in the postdigital era. *Postdigital Science and Education*, 2(1), 78-94.
- Jiang, J. (2019). What monkeys teach us about authorship: Towards a distributed agency in digital composing practices. *Kairos: A Journal of Rhetoric, Technology, and Pedagogy*, 24(1). Retrieved from <http://kairos.technorhetoric.net/24.1/index.html>
- Vetter, M., Andelfinger, J., Asadolahi, S., Cui, W., **Jiang, J.**, Jones, T., Siddique, Z., Tanasale, I., Xing, J., & Ylonfoun, E. (2018). Wikipedia's gender gap and disciplinary praxis: Representing women and minority scholars in digital rhetoric and writing fields. *Journal of Multimodal Rhetorics*. Retrieved from <http://journalofmultimodalrhetorics.com/2-2-vetter-et-al>
- Jiang, J. (2016). Actor-network theory and digital literacy practices: An analysis on the “actant-pedagogy” for composition classrooms. *Journal of Global Literacies, Technologies, and Emerging Pedagogies*, 3(3), 516-532.

Book Chapters

- Jiang, J. (Accepted, Forthcoming, 2022). Making transfer matter across digital media platforms: First-year writers' design of multimodal campaigns for social advocacy. In R. Shepherd, L. P. Alexander, M. Davis, & L. W. Mina. (Eds.), *Multimodality and Writing Transfer*. Utah State University Press.
- Jiang, J. & Vetter, M. A. (2021). Writing against the “epistemology of deceit” on Wikipedia: A feminist new materialist perspective towards critical media literacy and Wikipedia-based education. In A. MacKenzie, I. Bhatt, & J. Rose (Eds.), *Dupery by design: The epistemology of deceit in a postdigital era*. Springer.
- Jiang, J. (2020). Activating multimodal public rhetoric in First-Year Composition: Exploring the potential of a social justice writing project. *Beyond the frontiers: Innovations in first year composition*. Newcastle: Cambridge Scholars Publishing.
- Jiang, J. (2019). Image and learning: The story of my literacy. In S. Canagarajah (Ed.), *Transnational literacy autobiographies and translingual writing*. New York: Routledge.
- Jiang, J. (2016). Translingual and digital ecologies: A cloud pedagogy for second language classrooms. In B. Gurung & M. Limbu (Eds.), *Integration of cloud technologies in digitally networked classrooms and learning communities*. Hershey, PA: IGI Global.

Works in Progress

- Jiang, J. (Under review). Composing to enact affective agency: Enacting multimodal anti-racist pedagogy in the first-year writing classroom. (Journal Article).
- Tham, J. & Jiang, J. (Under review). Understanding the design and impacts of multimodal social advocacy projects on writing pedagogy. (Journal Article).
- Jiang, J. (Under review). Composing, designing, and advocating: Toward an anti-racist first-year composition pedagogy. (Book Chapter).

Book Reviews

Jiang, J. (2020). Ethics is not dead: A review of *rhetoric, technology, and the virtues*. *Enculturation*.

Jiang, J. (2017). Review: Thinking with Bruno Latour in rhetoric and composition. *Composition Studies*, 45(1), 221-224.

Online Publications

Jiang, J. & Tham, J. (2019). Multimodal design and social advocacy. *Sweetland Digital Rhetoric Collaborative*. Retrieved from <http://www.digitalrhetoriccollaborative.org/2019/02/05/multimodal-design-social-advocacy/>

Jiang, J. (2018). Teaching with Wikipedia: A webinar on critical approaches to Wikipedia-based writing pedagogy. *Sweetland Digital Rhetoric Collaborative*. Retrieved from <http://www.digitalrhetoriccollaborative.org/2018/12/03/teaching-with-wikipedia-a-webinar-on-critical-approaches-to-wikipedia-based-writing-pedagogy/>

Jiang, J. (2018). Introductions to Jialei Jiang. *Sweetland Digital Rhetoric Collaborative*. Retrieved from <http://www.digitalrhetoriccollaborative.org/2018/09/29/introduction-to-jialei-jiang/>

Jiang, J. (2018). SlutWalk on social media: A new materialist reworking of women's identity. *Sweetland Digital Rhetoric Collaborative*. Retrieved from <http://www.digitalrhetoriccollaborative.org/2018/01/04/slutwalk-on-digital-media-a-new-materialist-reworking-of-womens-identity/>

Teaching Experience

Composition Courses Designed and Taught

ENGL 101 Composition and Public Advocacy

This course introduces students to college composition, with an eye toward encouraging students to connect with their communities of practice through multimodal public advocacy. Students will learn the public writing processes of researching a social problem, writing an argumentative essay to propose solutions, and designing a multimodal campaign to deliver their solutions. This course prepares students to become socially-responsible writers and designers who compose for not only academic but also public audiences.

ENGL 101 Composition and Digital Literacy

This course introduces students to college composition and academic writing with a focus on the rhetorical situations and writing processes of multiple genres, including both print-based and digital projects. Major assignments include a Wikipedia writing assignment, a researched argument, and a digital portfolio. This course prepares students to engage in computer-assisted composition through guided processes of research and design.

ENGL 202 Research Writing

In this course, students sustain a semester-long research inquiry project, through which they learn the brainstorming, drafting, and revising processes for presenting a focused argument and backing it up with credible sources to persuade the audience. Specifically, students create an argument about a current and contested issue in their fields of study, and interview professors or practitioners to support their argument. This course also teaches students how to evaluate and document sources, as well as how to analyze, paraphrase, and synthesize articles to avoid plagiarism.

Composition and Applied Linguistics Courses Co-Taught

ENGL 202 Research Writing (Online Course)

ENGL 203 Introduction to Language Studies

ENGL 644 Teaching Methods

ENGL 725 Second Language Literacy ENGL 742/842 Cross-cultural Communication (Online Course)

Worked with the course instructor in evaluating students' tasks, quizzes, and writing assignments; prepared teaching materials and collected data for the instructor; facilitated students' learning in online classes and in a computer laboratory; instructed students on how to design digital portfolios

ESL Courses Taught

Oral Communication and Academic Writing, Intensive English Communication Program (IECP), Penn State University, 2014-2015

Developed instructional curriculum; led classroom activities; designed assignments and rubrics to assess students' ability to communicate in English; graded weekly quizzes and assignments

Chinese Courses Taught

Chinese Language, Young Scholars Charter School, State College, 2014-2015

Selected and adapted K-8 curriculum for classroom instruction; prepared lesson plans combining interactive games, picture drawing, and role plays; led classroom activities to facilitate students' learning

Chinese Language and Culture, Happy Valley Chinese School, State College, 2014-2015

Taught Chinese language and culture to K-8 learners of Chinese; designed weekly activities, quizzes, and games; assisted students' learning with visual aids and cultural story-telling

ESL Tutoring Experience

ENGL 015 Class and IECP, Penn State University, 2012-2013

Tutored ESL 015 and ESL students in academic writing and American English pronunciation; acted as a volunteer writing tutor for IECP.

Research Experience

Research Assistant

Wikipedia's Gender Gap, Indiana University of Pennsylvania, 2017-2018

Assisted Dr. Matthew Vetter with his research examining the issue of gender gap on Wikipedia; conducted analysis on the gender gap; edited a Wikipedia article to enhance its representation of female scholars; wrote a reflection on the editing process; co-wrote a roundtable proposal for Conference on College Composition and Communication (2019).

ESL Textbook Authenticity, Indiana University of Pennsylvania, 2016-2017

Assisted Dr. Lilia Savova with her research examining the issue of authenticity in ESL textbook conversations; conducted a review of literature on authenticity and a conversation analysis of conversations selected from four ESL textbooks; communicated results at TESOL International Convention (2018).

Migration Studies Project, Penn State University, 2013-2014

Assisted Dr. Suresh Canagarajah with his research examining the knowledge, values, and skills that enable skilled migrants to negotiate their interactional dilemmas effectively; conducted interviews with five skilled migrants in the fields of science, technology, engineering, and mathematics; made transcriptions of and analyzed data collected from the interviews; communicated results at Migration and Language conference (2013) and during Migration Studies data sessions.

Professional Development

Mentoring Program Discussion Leader

Liberal Studies Mentoring Program, Indiana University of Pennsylvania 2017-2018

Led discussions on "Enhancing Students' Participation" during mentoring meetings; Providing mentoring help for upcoming instructors in the mentoring program.

Wikipedia Edit-a-Thon Facilitator

Department of English, Indiana University of Pennsylvania, 2018

Helped facilitate IUP's "Art + Feminism" Wikipedia Edit-a-Thon event; answered participants' questions, interviewed participants to gain feedback.

Curriculum Assessment

Department of English, Indiana University of Pennsylvania, 2016-2017

Helped design and carry out a research study that examined ENGL 101 and 202 students' writing samples to assess course outcomes and achievement.

Issue of Diversity Presenter

Douglas Institute for Intercultural Communication, Indiana University of Pennsylvania, 2017

Delivered a talk on the topic of "Raciolinguistic Stereotypes of Asian American Heritage Language Learners."

Workshop Leader

Department of English, Indiana University of Pennsylvania, 2015-2018

Held professional development workshops for first-year graduate students on "How to Publish Your First Journal Article" and "How to Write a Conference Proposal."

Safe Zone Training Experience

Safe Zone Program, Indiana University of Pennsylvania, 2018

Completed IUP's safe zone training tutorials; Developed ways to better support GLBT students and colleagues on college campus.

Editorial Experience

Assistant Editor

Kairos: A Journal of Rhetoric, Technology, and the Virtues, 2020-Present

Design Editor

Digital Book on Transfer of Learning, *WLN: A Journal of Writing Center Scholarship*, 2019-2020

Worked on coding and designing the website for an open-access digital book on transfer of learning edited by Dr. Dana Driscoll and Dr. Bonnie Devet, which will be published by the *WLN* journal in 2020.

Website Designer

Digital Literature Festival, Indiana University of Pennsylvania, 2019

Collaborated with Dr. Matthew Vetter and the digital humanities team at IUP in coding and designing the website for the Digital Literature Festival to take place in April, 2019; The Digital Literature Festival at IUP invites high school students to share their digital stories and explore interactive Twine story games.

Reviewer

Articles, *College Composition and Communication*.

PraxisWiki section, *Kairos: A Journal of Rhetoric, Technology, and Pedagogy*.

Special issue on Comics and Graphic Storytelling, *Technical Communication Quarterly*.

Digital Humanities (DH) Conference, Ottawa, 2020.

Conferences

Jiang, J. et al. (2022, March). "Multiperspectival Approaches to Researching Multimodality and Transfer." *Conference on College Composition and Communication*, Online. (Refereed).

Jiang, J., Tham, J. and Bahl, K. E. (2020, March). "Multimodal Design for Social Advocacy: (Un)Common Theories, Practices, and Rewards." *Conference on College Composition and Communication*, Milwaukee, WI. (Proposal accepted; conference cancelled).

Jiang, J. (2019, May). "Addressing the opportunities and challenges of a feminist rhetorical approach for Wikipedia-based writing instruction in first-year composition." *Computers and Writing Conference*, East Lansing, MI. (Refereed).

Jiang, J. (2019, March). "Critical approaches to Wikipedia-based education" (Roundtable). *Conference on College Composition and Communication*, Pittsburgh, PA. (Refereed).

Jiang, J. (2018, 30 March). "Raciolinguistics and ELL Identity: Narratives from Chinese immigrant students." *TESOL International Convention*, Chicago, IL. (Refereed).

Jiang, J. and Savova, L. (2018, 29 March). "Sustaining dialogues: Turn-taking in L2 conversations." *TESOL International Convention*, Chicago, IL. (Refereed).

Jiang, J. (2018, 17 March). "*Qi* rhetoric: A cross-cultural rethinking of 'vital things' in new materialism." *Conference on College Composition and Communication*, Kansas City, MO. (Refereed).

Jiang, J. (2018, 16 March). "Avatars, scripts, and voices: Teaching digital narratives with Plotagon." *CCCC Digital Praxis Poster Session*, Kansas City, MO. (Refereed).

Jiang, J. (2017, 19 November). "Raciolinguistic Ideologies and Language Learning: Asian American Students' Narratives of Their Heritage Language and Culture." *NCTE Annual Convention*. St. Louis, MO. (Refereed).

Jiang, J. and Elfana, R. (2017, 22 March). "Classroom management of floor: A case study on college ESL students." *TESOL International Convention*, Seattle, WA. (Refereed).

Jiang, J. (2017, 16 March). "Writing centers' support of multilingual writers: A survey on writing center administrators." *Conference on College Composition and Communication*, Portland, OR. (Refereed).

Jiang, J. (2016, 16 October). "Writing centers' support of multilingual writers: A survey on writing center administrators." *International Writing Center Associations Conference*, Denver, CO. (Refereed).

Jiang, J. (2015, 5 May). "Identity shift and language learning: A case study on Chinese immigrant students." *The Tenth International Symposium on Bilingualism*, New Brunswick, NJ. (Refereed).

Service

Graduate Fellow, *Sweetland Digital Rhetoric Collaborative*, University of Michigan Center for Writing, 2018-2019

Co-Editor-in-Chief, *Inspiring Pedagogical Connections: An Academic Journal*, Indiana University of Pennsylvania, 2017-2018

CCCC Panel Organizer, "Best of Both Worlds: Charting New Directions for Comparative Studies of Rhetoric and Pedagogy," Kansas City, MO, 2018

Research Article Editor, *Composition and Applied Linguistics Working Paper*, Indiana University of Pennsylvania, 2016-2017

Vice President and Conference Organizer, Three Rivers TESOL Organization, 2017-2018

Assistant Conference Organizer, English Graduate Organization Conference, Indiana University of Pennsylvania, 2017

Vice President, Composition and Applied Linguistics Graduate Association, Indiana University of Pennsylvania, 2016-2017

Selected Graduate Coursework

Rhetoric and Composition (IUP and Penn State)

Rhetorical Traditions

Theories in Composition

Studies in Rhetoric

Digital Rhetoric

Technology and Literacy

Teaching Writing

Applied Linguistics (IUP and Penn State)

Second Language Literacy

Theories in Second Language Acquisition

Language Socialization

Figurative Language and Cognition

Research in Cognitive Linguistics

Technology-Mediated Language Learning

Methodology (IUP)

Research Methods in Composition and Applied Linguistics

Research Design and the Craft of Writing

Qualitative Research Methods

Quantitative Research Methods

Other Related Courses (Penn State)

20th Century Poetry

Early Modern Philosophy

Computer Skills

Proficient in the following technologies:

Microsoft Office: Word, Excel, and PowerPoint

Online course management systems: D2L, Moodle, and Blackboard Collaborate

Film and sound editing software: Adobe Premiere, Audacity, and Podcast

Website design languages: HTML and CSS

Graphic design platforms: Adobe Photoshop, Adobe Illustrator, CorelDraw, Canva, and Piktochart

Statistics and data analysis software: Nvivo, Qualtrics, and SPSS

Professional Memberships

National Council of Teachers of English

TESOL International Association

International Writing Centers Association

References

Dr. Matthew Vetter, Associate Professor, English, Indiana University of Pennsylvania;
mvetter@iup.edu; 724-357-2261.

Dr. Lilia Savova, Professor Emeritus, English, Indiana University of Pennsylvania;
lsavova2003@yahoo.com; 412-477-3616.

Dr. Jason Tham, Assistant Professor, Technical Communication and Rhetoric, Texas Tech
University; jason.tham@ttu.edu; 320-310-9654.