**Jacquelyne Kibler**

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**EDUCATION**

PhD Rhetoric, Composition and the Teaching of English Received 2022

University of Arizona, Tucson, AZ, USA

MFA Creative Writing Received 2009

Emerson College, Boston, MA, USA

BS Theatre Received 2004

Northern Arizona University, Flagstaff, AZ, USA

**TEACHING EXPERIENCE**

*English Instructor* 2013 – Present

Arizona State University, Tempe, AZ, USA

Writers’ Studio, College of Integrated Sciences and Arts

Instruct a diverse population of students in first-year English composition. Work in a collaborative online teaching environment to create an innovative, engaging online first-year composition experience supporting multimodality and student reflection guided by *The Framework for Success in Postsecondary Writing.*

*Adjunct Creative Writing Instructor* 2010 – 2015

Maricopa Community College District, Phoenix, AZ, USA

including Phoenix College and Estrella Mountain

Guided students in the development of stories, poems, and/or creative nonfiction essays through analysis of published works, writing prompts, and work-shopping original student pieces.

*Adjunct English Instructor* 2009 – 2013

Maricopa Community College District, Phoenix, AZ, USA

including Phoenix College, Estrella Mountain, Glendale, and South Mountain

Instructed a diverse population of students in first-year and developmental English writing skills. Created syllabi, assignments, and writing exercises. Developed research and writing skills through a variety of individual and group exercises appealing to different learning styles.

*Writing Tutor*  2009 – 2013

Phoenix College Writing Center, South Mountain Community College Writing Center,

Phoenix, AZ, USA

Tutored a diverse population of students in English and writing skills, including second language learners, first-year composition students, and students with writing projects from various disciplines. Helped students understand the writing process and used examples and other supporting material to assist students in improving their writing.

**COURSES TAUGHT**

**Arizona State University**

*English 101 First-Year Composition*

Taught in collaborative, online teaching program focusing on reflective writing and the relationship between rhetorical principles, multimodality, audience, and genre with an emphasis on exploratory and analytical writing projects.

*English 102 First-Year Composition*

Taught in collaborative, online teaching program focusing on problem analysis and solution proposals with an emphasis on the connection between writer ethos, topic, audience, genre/medium, multimodality. Students reflect on writing outcomes and habits of mind as part of a final portfolio displaying their work.

*English 102 First-Year Composition*

Taught in-person Downtown campus. Emphasized critical reading and persuasive writing, cumulating in an online portfolio that includes reflective writing on their revision and class learning outcomes.

**Maricopa Community College**

including Phoenix College, Estrella Mountain, Glendale, and South Mountain

*English 101 First-Year Composition*

Expository writing emphasis.

*English 102 First-Year Composition*

Research and persuasive writing emphasis.

*English 081 Basic Writing Skills*

College composition preparation course with an emphasis on foundations skills.

*English 091 Fundamentals of Writing*

College composition preparation course with an emphasis on organizational skills.

*Creative Writing 150 Intro. Creative Writing*

Focus on techniques of various forms including poetry, fiction, creative nonfiction, and

screenwriting.

*Creative Writing 170 Intro. Writing Fiction*

Practice in writing fiction and forms of fiction.

*Creative Writing 270 Intermediate Fiction*

Writing and work-shopping original short fiction pieces and exploring and analyzing

published stories. Developed and taught a themed version of this course that focuses on

magical realism and supernatural writing.

*Creative Writing 200 Readings for Writers*

One-on-one course exploring readings that relate to a student’s particular genre or style

of writing.

*Creative Writing 251 Topics in Fiction: Non-traditional Narrative*

Focused on the non-traditional narrative, including stream of consciousness, metafiction,

and multiple points of view.

*Creative Writing 251 Topics in Fiction: Horror Writing*

Focused on practicing techniques of traditional, modern, and culturally influenced

elements of horror through several writing exercises cumulating in three short

stories with corresponding workshops.

**PUBLICATIONS**

Kibler, J.S. (under review) “Indigenous Knowledges and New Materialism: A Citation Analysis

of Exclusion”

Kibler, J. S. (2019). [Review of the book *The Science of Enlightenment* by Shinzen Young]. *JAEPL,* 24, 126-129.

**CONFERENCES**

Kibler, J. (June 2023) “Indigenous Knowledges and New Materialism: A Citation Network

Analysis of Exclusion,” panel session, Rhetoric in Society Conference

Kibler, J. (May 2022) “Indigenous Knowledges and New Materialism: A Citation Analysis of

Exclusion,” panel session, International Communication Association Conference

Kibler, J. (March 2022) “On Faking a Burke-asm: Allyship as Critical Ignorance,” panel session,

Conference on College Composition and Communication

Kibler, J. (Oct. 2019) “Mindfulness as a Pedagogical Strategy to Resist Institutional Racism,”

panel session, Western States Rhetoric and Literacy Conference

Kibler, J. (Sept. 2019) “By Your Bootstraps: The Shifting Ideograph of Immigrant in the United

States,” paper session, Rhetoric in Society 7

Kibler, J. (Mar. 2019) “The Performativity of Contemplative Terms,” roundtable, Conference on College Composition and Communication

Kibler, J. (Oct. 2018) “Habits of Mind: A Mindfulness Translation in First-Year Writing,” poster

session, Association for Contemplative Mind in Higher Education Conference

Kibler, J. (April 2018) “Setting Intentions: Aligning Buddhist Practice with New Materialism

Concepts,” University of Arizona New Directions Conference

Kibler, J. (March 2018) “Mindfulness, Meditation, and Dialogue: Embodying and Supporting

Empathetic Discourse in the Persuasive Writing Classroom,” panel session, Conference

on College Composition and Communication

Kibler, J. (Oct. 2017) “That’s a Knee-Slapper: Cultivating Inclusivity Through Humor Writing,”

Two-Year College Association Conference West

Kibler, J. (Oct. 2017) “Screencasting As a Diverse Assessment Tool in the Online Composition

Course,” Two-Year College Association Conference West, roundtable

Kibler, J. (Nov. 2016) “Mindfulness and Habits of Mind Infusion in Online Beginning

Composition,” National Council of Teachers of English Convention

Kibler, J. (March 2015) “Mindfulness in the Composition Classroom: Embedded Curricula and

Embodied Practices,” Conference on College Composition and Communication

Kibler, J. (Feb. 2014) “Mindfulness in Education,” Arizona State University’s Composition

Conference

**RESEARCH PROJECTS**

Assessing First-Year Composition, Writers’ Studio, IRB: examines effectiveness of mindfulness practice inaddressing the habits of mind, 2014-2016

Mindfulness in the Composition Classroom, IRB: examines mindfulness practices and meditation’s effect on empathy and alternate perspectives and student engagement in first-year composition, 2016

**PROFESSIONAL LEADERSHIP AND DEVELOPMENT**

University of California Los Angeles Mindful Awareness Research Center’s 2015

Intensive Practice Long-Distance Program,

Co-developed a proposal and workshop for a creative writing course for the 2013

Capstone Academy at Phoenix College’s Nursing Program

Created and coordinated open-mics at Phoenix College, 2012-2013

Coordinated and hosted New Voices, a Maricopa district-wide reading 2011-2012

of creative writing students

Created and hosted A Hint of Muse, a regular creative writing workshop 2011-2012

linked with a blog at Phoenix College

**SERVICE**

Volunteer Copyeditor for Newfound Journal, Austin, TX, 2016-2018

Past-Chair of Creative Nonfiction Standing Group, CCCC, 2019

Donald Murray Prize reader 2017-2018

Provided editorial feedback to Flat World Knowledge for their textbook *Writing for Success*