

DR. JUN AKIYOSHI

Assistant Teaching Professor of English
Program in Writing and Rhetoric, The Pennsylvania State University
Contact Information: NA on this version.

EDUCATION

Ph.D. in Composition and Applied Linguistics

Department of English, Indiana University of Pennsylvania, Indiana, PA, 2015-2022
Dissertation: Composition teacher identity and practice: Exploring composition teachers from international contexts in the rural Pennsylvania college composition courses
Committee: Dr. Gloria Park (Chair), Dr. Dana Lynn Driscoll, and Dr. Gian S. Pagnucci

M.A. in Teaching English as a Second Language

Department of English, Minnesota State University, Mankato, MN, 2011-2013
M.A. Thesis: The relationship between musical ability and the perception and production of L2 prosodic features
Committee: Dr. Karen E. Lybeck (Chair) and Dr. Glen Poupore

B.A. in Intercultural Studies

Faculty of Humanities, Miyazaki Municipal University, Miyazaki, Japan, 2006-2010
B.A. Thesis: Developing essential English oral communication skills in Japanese college students
Committee: Dr. Yuichi Todaka (Chair)

PRIMARY AREAS OF RESEARCH

Writing Teacher Identities
Pedagogical Applications of Autobiographical Narratives
Writing Center Studies

SCHOLARLY PUBLICATIONS

Published and Accepted for Publication

- Akiyoshi, J. & Sugisaki, L. (forthcoming) Why become a writing center tutor? Potential benefits for student writers to work at writing center. *Writing Spaces*, 7 [will be published in Summer/Fall 2025]
- Akiyoshi, J. & Alshareefy, R. (2024). ChatGPT and writing center tutors: Establishing a “both/and” relationship. *Another Word*.
- Yim, A., Vetter, M., & Akiyoshi, J. (2024). “I don't feel like it is ‘mine’ at all”: Assessing Wikipedia editors’ sense of individual and community ownership. *Written Communication Journal*, 41(3), 419-448.
- Akiyoshi, J. (2019). Pedagogical applicability of autobiographical narrative in college research writing class. *Humanising Language Teaching*, 21(5).
- Liang, D., Bai, Z., & Akiyoshi, J. (2019). Multimodality in poetry reading: The effects of tonal linguistic awareness on beauty judgement of audio-recorded poetry, *Inspiring Pedagogical Connections*, 4, 11-27.
- Akiyoshi, J. (2017). Japanese L2 writers’ self-perceived voice in haiku poetry and academic prose. *The Journal of Literature in Language Teaching*, 6(1), 37-54.

Current Research Projects

Alshareefy, R. & Akiyoshi, J. Composition Instructors' perspective and experiences with Generative AI in the college composition class (Ongoing research project)

CONFERENCE PRESENTATIONS

National Conferences

- Akiyoshi, J. & Sugisaki, L. (2026, March 4th-7th). Exploring identities and practices transferred from writing center to writing classroom: A collaborative autoethnographical narrative approach. 2026 Annual Conference on College Composition and Communication, Cleveland, Ohio.
[Proposal is Under Review]
- Sugisaki, L. & Akiyoshi, J. (2026, March 4th-7th). Tutors' transferable skills and knowledge from their writing center experience: A review of previous research findings. 2026 Annual Conference on College Composition and Communication, Cleveland, Ohio. **[Proposal is Under Review]**
- Alshareefy, R. & Akiyoshi, J. (2025, April 10th). Composition instructors' perspective and experiences with generative AI in the college composition classroom. 2025 Annual Conference on College Composition and Communication, Baltimore, Maryland.
- Akiyoshi, J. & Liang, D. (2023, November 3rd). Writing center as a bridge for writing teacher education: A narrative approach by two international multilingual writing tutors. The National Conference on Peer Tutoring in Writing (NCPTW), Pittsburgh, PA.
- Akiyoshi, J. (2023, April 4th). International composition teachers and their knowledge, experience, and teaching practice [videorecorded presentation]. 2023 TESOL International Convention & English Language Expo, Portland, OR.
- Akiyoshi, J. (2021, April 7th-10th). What do we know about college composition teachers from international contexts and their identity and teaching practice? An overview of previous literature. 2021 Annual Conference on College Composition and Communication, Spokane, WA.
(Proposal was accepted, and yet not presented due to [Rebuilding of 4Cs' Program](#))
- Akiyoshi, J. (2021, March 23rd-26th). Revisiting autobiographical narrative for aspiring teachers' reflective learning [videorecorded poster presentation]. TESOL 2021 International Convention & English Language Expo, Houston, TX.
- Akiyoshi, J. (2020, March 28th). Autobiographical narrative assignments in college composition courses: A legitimate way to empower student writers' lived experiences. 2020 Annual Conference on College Composition and Communication, Milwaukee, WI. [conference was cancelled due to COVID-19]
- Akiyoshi, J. (2019, March 14th). Personal case report: Helpful digital tools for NNES composition teachers in US college contexts (Poster). Digital Praxis Poster Session of 2019 Annual Conference on College Composition and Communication, Pittsburgh, PA.

Regional Conferences

- Akiyoshi, J. (2019, November 22nd). Pedagogical application of autobiographical narrative assignments in TESOL teacher education programs. 6th Annual Minnesota English Learner Education (MELED) Conference, Minneapolis, MN.
- Akiyoshi, J. (2018, November 17th). Language teacher identities as native and nonnative speaker of languages: Implications for TESOL program. 5th Annual Minnesota English Learner Education (MELED) Conference, Minneapolis, MN.
- Liang, D., Bai, Z., and Akiyoshi, J. (2019, October 19th). Effects of tonal awareness on beauty judgement of audio-recorded poetry. Three Rivers TESOL 2019 Fall Conference, Pittsburgh, PA.
- Akiyoshi, J. (2018, October 20th). Sharing lesson ideas: Autobiographical narrative assignments in research writing courses. Three Rivers TESOL 2018 Fall Conference, PA.

- Akiyoshi, J. (2016, October 22nd). Autobiographical narrative in ELL/ELT education. Three Rivers TESOL 2016 Fall Conference, Slippery Rock, PA.
- Akiyoshi, J. (2015, March 27th). Teacher written feedback in ESL composition classroom: Voices of NNESTs. Minnesota Writing and English (MnWE) Conference, Inver Hills, MN.
- Akiyoshi, J., and Sweeney, A. (2014, April 4th). Collaborative pair writing and ESL students' writing performance. Minnesota Writing and English (MnWE) Conference, White Bear Lake, MN.
- Akiyoshi, J., Sweeney, A., Huynh, V., and Zender, J. (2013, April 5th). Requestive e-mail: Generic move structure and politeness coding devices of ESL students taking introduction to composition and composition. Minnesota Writing and English (MnWE) Conference, Minneapolis, MN.
- Murakami, A., Akiyoshi, J., Kang, Y. (2013, April 5th). The impact of the audiovisual material on the ESL university students' note-taking and writing performance. Minnesota Writing and English (MnWE) Conference, Minneapolis, MN.
- Akiyoshi, J., Huynh, V., Park, S-M., Sweeney, A., and Zender, J. (2012, March 30th). The impact of top-down/bottom-up reading strategies on college ESL students' writing. Minnesota Colleges and Universities English and Writing (MnCU EW) Conference, Minneapolis, MN.

Graduate Student Conferences

- Akiyoshi, J. (2019, April 6th). Pedagogical applicability of autobiographical narrative assignments in basic writing, FYW, and research writing courses. English Graduate Organization Conference, Indiana, PA.
- Akiyoshi, J. (2018, August 22nd). Investigating online learning management systems: Edmodo and Google Classroom. Indiana University of Pennsylvania College of Education and Communications 15th College Technology Day, Indiana, PA.
- Akiyoshi, J. (2018, April 4th). Short autobiographical teacher narratives: My two language teacher identities as an ESL teacher and as a JFL teacher (Poster). Indiana University of Pennsylvania Graduate Scholars Forum 2018, Indiana, PA.
- Bai, Z., Jin, D., and Akiyoshi, J. (2017, April 5th). What are the expectations toward writing center? Perceptions from international ESL college students and composition instructors. Indiana University of Pennsylvania Graduate Scholars Forum, Indiana, PA.
- Bai, Z., Jin, D., and Akiyoshi, J. (2016, April 6th). Intercultural greetings among China, South Korea, and Japan (Poster). Indiana University of Pennsylvania Graduate Scholars Forum 2016, Indiana, PA.
- Bozhinoska, V., Jin, X., and Akiyoshi, J. (2014, April 26th). Which reading strategy is more effective for L2 learners: Summary-writing or note-taking?. 2nd Annual Minnesota State University, Mankato English Department Graduate Student Conference, Mankato, MN.
- Akiyoshi, J. (2014, April 26th). The relationship between musical ability and the perception and production of L2 prosodic features. 2nd Annual Minnesota State University, Mankato English Department Graduate Student Conference, Mankato, MN.
- Akiyoshi, J. (2013, October 17th). Relationship between musical ability and second language prosody production and perception (Poster). Celebration of Minnesota State University, Mankato College of Arts & Humanities, Mankato, MN.
- Akiyoshi, J., Sweeney, A., Huynh, V., and Zender, J. (2013, April 26th). Requestive e-mail: Generic move structure and politeness coding devices of ESL students taking introduction to composition and composition. 1st Annual Minnesota State University, Mankato English Department Graduate Student Conference, Mankato, MN.
- Akiyoshi, J. (2010, February 4th). Developing essential English oral communication skills in Japanese college students. Miyazaki Municipal University 14th Graduation Research Conference, Miyazaki, Japan.

PRIMARY AREAS OF TEACHING

Teaching College Composition (Multilingual, Basic, First-Year, and Advanced Levels)

Teaching English as an Additional Language (Reading and Writing)

Teaching Japanese as an Additional Language (Beginning – Advanced Levels)

TEACHING APPOINTMENTS (see the subsequent information for the list of courses that I taught)

Teaching College Composition

Assistant Teaching Professor of English (Fall 2022 – Present)

Department of English, Pennsylvania State University

Taught students in first-year college composition courses, focusing on rhetoric in writing (English 15), research writing in social science (English 202A), and teaching technical writing for STEM students (English 202C).

Teaching Associate of English (Fall 2017 – Spring 2019)

Department of English, Indiana University of Pennsylvania

Taught students in Basic Writing, Composition I, and Composition II courses that were designed to help students understand (1) rhetorical situations in writing, (2) academic writing in APA format, and (3) effective applications of lived experiences as a meaningful source of writing and research.

Teaching Multilingual Writing

Adjunct Instructor of English (Spring 2014)

Department of English, Minnesota State University Mankato

Taught a multilingual section of Composition I that was designed for international students to learn college level writing in different genres.

Teaching Assistant of English (Spring 2012 – Fall 2013)

Intensive English Language Institute, Minnesota State University Mankato

Taught ESL literacy courses that were designed to help international students at low-intermediate English proficiency level learn English writing and reading at college level.

Teaching Japanese as an Additional Language

Japanese Language Instructor (Fall 2015 – Spring 2017; Spring 2020; Fall 2021 – Spring 2022)

Critical Language Program, Indiana University of Pennsylvania

Taught students in beginning and intermediate level Japanese as an additional language courses that were designed to help students (1) learn new grammatical items and vocabulary words, and (2) actively join speaking activities without anxiety and fear.

Adjunct Instructor (Fall 2020 – Spring 2021)

Foreign Languages Department, Indiana University of Pennsylvania

Taught students in beginning and intermediate level Japanese as an additional language courses that were designed to help students (1) learn new grammatical items and vocabulary words, and (2) actively join speaking activities without anxiety and fear. Teaching was done adopting a hybrid instruction model and online education model.

Others (Nagasaki Prefectural Kamigoto High School, Japan)

Temporary Appointment Teacher of English (November 2014 – March 2015)

Kamigoto Highschool in Nagasaki

Taught 12th grade English classes that were designed to help students learn fundamental English grammar.

COURSES TAUGHT (HIGHER EDUCATION)

Pennsylvania State University (Fall 2022 – Present)

English 15: Rhetoric and Composition (3 sections in Fall 2022)
 English 15: Rhetoric and Composition (4 sections in Spring 2023)
 English 15: Rhetoric and Composition (3 sections in Fall 2023)
 English 202A: Writing in the Social Sciences (2 sections in Spring 2025)
 English 202C: Technical Writing (4 sections in Spring 2024)
 English 202C: Technical Writing (3 sections in Fall 2024)
 English 202C: Technical Writing (2 sections in Spring 2025)

Indiana University of Pennsylvania (Fall 2015 – Spring 2022)

English 100: Basic Writing (1 section in Fall 2018)
 English 101: Composition I (2 sections in Fall 2017)
 English 101: Composition I (2 sections in Spring 2019)
 English 202: Composition II (2 sections in Spring 2018)
 English 202: Composition II (1 section in Fall 2018)
 Critical Languages 108: Japanese I (1 section in Fall 2020)
 Critical Languages 108: Japanese I (1 section in Fall 2021)
 Critical Languages 158: Japanese II (1 section in Spring 2021)
 Critical Languages 158: Japanese II (1 section in Spring 2022)
 Critical Languages 208: Japanese III (1 section in Fall 2020)
 Critical Languages 208: Japanese III (1 section in Fall 2021)
 Critical Languages 258: Japanese IV (1 section in Spring 2016)
 Critical Languages 258: Japanese IV (1 section in Spring 2017)
 Critical Languages 258: Japanese IV (1 section in Spring 2020)
 Critical Languages 258: Japanese IV (1 section in Spring 2022)
 Critical Languages 481: Japanese V (1 section in Fall 2015)
 Critical Languages 481: Japanese V (1 section in Fall 2016)

Minnesota State University, Mankato (Spring 2012 – Spring 2014)

English 101: Composition (Multilingual Speaker Section) (1 section in Spring 2014)
 ESL 112: Intensive English for NNSs - Academic Literacy Skills I (1 section in Spring 2012)
 ESL 112/3: Intensive English for NNSs - Academic Literacy Skills I/II (1 section in Fall 2012)
 ESL 112/3: Intensive English for NNSs - Academic Literacy Skills I/II (1 section in Spring 2013)
 ESL 112/3: Intensive English for NNSs - Academic Literacy Skills I/II (1 section in Fall 2013)

OTHER EXPERIENCES RELATED TO TEACHING

Writing Tutor at Writing Center

Writing Center Tutor (Fall 2016 – Spring 2017; Fall 2019 – Summer 2022)

Kathleen Jones White Writing Center, Indiana University of Pennsylvania

Worked on both synchronous and asynchronous tutoring (face-to-face and online), as well as on writing workshops for college students. From Fall 2020, also worked for Graduate Editing Service embedded in writing center; main responsibilities included (1)

analyze thesis/dissertation writers' work through iThenticate for originality check and (2) discussing with thesis/dissertation writers about how to avoid plagiarism.

Writing Center Tutor for one Ph.D. Student (Fall 2018)

Kathleen Jones White Writing Center, Indiana University of Pennsylvania

Helped one Ph.D. student in Composition and Applied Linguistics program for their preparation of qualifying portfolio.

Qualifying Portfolio (QP) Tutor (Winter 2016-2017; Winter 2017-2018)

Kathleen Jones White Writing Center, Indiana University of Pennsylvania

Helped Ph.D. students in Composition and Applied Linguistics program for their writing qualifying portfolio (e.g., discussing potential topics, leaving comments on content and format of writing, and checking necessary documents before submission of qualifying portfolio).

Mentor/Assistant for Students' Research Projects

Quantitative Research Tutor (Fall 2017, 2018, and Summer 2019)

Department of English, Indiana University of Pennsylvania

Assisted and tutored Ph.D. students in English 820 (Quantitative Research in Composition & Applied Linguistics) for their research design, survey instruments, and data analyses.

Other Experiences Related to Language Education

Graduate Student Worker (Summer 2019, 2020)

Critical Languages Program, Indiana University of Pennsylvania

Created teaching materials including PowerPoint slides and handouts for Japanese as an additional language classes (e.g., Japanese 101/201; Critical Language 258/481).

Teacher's Assistant (Spring 2013 and 2014)

Department of English, Minnesota State University Mankato

Assisted professors in English 4/587: Methods of Teaching ESL (Spring 2013) and English 627: Research Seminar in TESL and 4/584-01/02: Pedagogical Grammar (Spring 2014) for their teaching (e.g., preparing teaching materials and grading students' discussions and papers).

Personal Tutor for ESL Students (Spring 2011; Fall 2011)

Department of English, Minnesota State University Mankato

Helped two international students for their English grammar (Spring 2011) and English pronunciation (Fall 2011) as a part of course assignments in English 584: Pedagogical Grammar/Academic English and English 582: The Structure of English: Pronunciation and Discourse.

Conversation Partner for ESL Students (Spring 2012)

Intensive English Language Institute, Minnesota State University Mankato

Attended a conversation group of international students in Intensive English Language Institute for their speaking practices.

Others (in Japan)

English Grammar Instructor (March – November 2010)**Eishin Shingaku Kyoushitsu**

Taught 7th-12th grade students for their (1) improved grammatical knowledge and (2) college entrance examinations (English).

Teacher's Assistant (Spring, 2008-2010)**Miyazaki Municipal University**

Assisted a professor in CALL A (Introduction to English Phonetics) for their teaching (e.g., preparing teaching materials and grading students' weekly assignments).

Practice Teacher (April – May, 2009)**Nagasaki Prefectural Sasebo West High School**

Attended a teaching practicum as a part of essential coursework to receive a teacher's license; main duties included class observation and teaching practice.

CERTIFICATES RELATED TO TEACHING

TOCC (Teaching Online Certification Course) – August 2021

CRLA International Tutor Training Program Certification Level I & II – Fall 2021

OTHER CERTIFICATES AND TRAINING EXPERIENCES

Pennsylvania State University: Training through Learning Resource Network Courses

- Moving from Bias to Inclusion in a DEI Journey (February 1, 2024)
- Understanding Unconscious Bias (February 1, 2024)
- Workplace Diversity, Equity, and Inclusion in Action (February 1, 2024)
- Academic Integrity at Penn State: Instructor Guidance (October 1, 2024)

SELECTIVE COURSE WORK**Course Work Related to Teaching Composition****Indiana University of Pennsylvania**

Theories of Composition; Research in Writing Center & Writing Program; Technology & Literacy; Teaching Writing

Minnesota State University, Mankato

Second Language Literacy Development

Course Work Related to Teaching English as a Second/Foreign Language Students**Indiana University of Pennsylvania**

Cross-Cultural Communication; Critical Perspectives on Second Language Teaching & Teacher Education

Minnesota State University, Mankato

Pedagogical Grammar and Academic English; English Structure and Pedagogical Grammar; Theories of Teaching ESL; Methods of Teaching ESL; Second Language Acquisition; Second Language Testing

Miyazaki Municipal University

English Teaching Methods I; English Teaching Methods II

Course Work Related to Education in General**Miyazaki Municipal University**

Comparative Education; Introduction to the Teaching Profession; Educational Theory and Curriculum; Educational Psychology I; Educational Psychology II; Curriculum and Extra-Curricular Activities; Educational Methodology; Seminar for Integrated Study; Teaching Practice at a Senior High School; Human Rights Education

TEACHER EDUCATION**Experiences Related to Teacher Education****Indiana University of Pennsylvania****Lead Presenter of LSE Mentoring Meeting (March 19th, 2019)**

Presented how to use digital technology in composition classrooms to fellow adjunct instructors of English in one of the Liberal Studies in English (LSE) meetings. The workshop was done with colleagues (Zhiqiang Bai and Mohamed Yacoub)

Lead Presenter of LSE Mentoring Meeting (April 17th, 2018)

Presented a workshop titled “The Negotiation Model and Meeting Students where they are” with three colleagues” (Lama Alharbi, Marissa McKinley, and Mohamed Yacoub)

Informal Mentor for an Embedded Tutor in English 100 (Fall 2018)

Helped an embedded tutor in my English 100: Basic Writing (1) interact with students in the classroom, (2) design a lesson plan and teaching materials for one of my classes, and (3) teach one of the classes for their practice.

Informal Mentor for Two Aspiring Teachers of English (September – October 2018)

Accepted to invite two students in English 323: Teaching Literature and Reading in the Secondary Schools to my English 100: Basic Writing for their teaching practice; for their teaching practice, I left comments on their (1) teaching materials and (2) teaching demonstration itself.

INVITED LECTURES AND WORKSHOPS**Writing Center Workshops****Academic Oral Presentation Workshop (1 workshop in Spring 2022)**

Taught some essential strategies to offer a successful academic oral presentation. This workshop was done as a part of IUP’s Research Week event.

Writing and Designing your Poster Presentation (1 workshop in Spring 2022)

Taught how to design a poster for conference presentations. Workshop was done for IUP writing center’s Wednesday workshop event.

Avoiding Plagiarism Workshop (1 workshop in Spring 2022)

Taught effective strategies to avoid plagiarism in academic writing such as thesis/dissertation. Workshop was done as an IUP writing center’s Wednesday workshop event.

APA Documentation (3 workshops in Fall 2019)

Taught how to use APA format (6th edition) to students in Safety Science 310 (9/30, 2019) and Political Science 668 (10/9, 2019), as well as to students who attended writing center's weekly workshop (10/30, 2019).

Understanding APA-Style Paper and Writing Your Literature Review (1 workshop in Spring 2021)

Taught how to structure APA-style research paper, and how to write literature review for a research project in GEOG 455/655 (3/8, 2021).

Peer Review Workshop (1 workshop in Fall 2019)

Taught how to work on an effective peer review to students in Political Science 668 (11/20, 2019).

Using Transition Workshop (1 workshop in Fall 2019)

Taught how to use transition signals in writing to students in American Language Institute 6100 (10/30, 2019).

Writing Professional Memos & Emails Workshop (1 workshop in Fall 2019)

Taught how to write memos and emails in professional contexts to students in Political Science 668 (10/9, 2019).

BLIND PEER REVIEWRE

For Journal Articles

A blind peer reviewer for *Inspiring Pedagogical Connections: Working Papers in Composition and TESOL* <https://wpctiup.wordpress.com> (2018-2019; 2021)

As a peer reviewer, I left comments and evaluation scores on submitted manuscripts that were written about "poetry writing, teacher education, and autobiographical narratives."

For Conference Proposals

A blind peer rater for 2020 Minnesota English Language Education Conference (Teacher Education Section) (2020)

As a peer rater of conference proposals, I evaluated and left comments on three conference proposals for Teacher Education section.

ACADEMIC AFFILIATIONS

MinneTESOL (2018 – 2020)

Three Rivers TESOL (2018 – Present)

Minnesota Writing and English (MnWE) (2014 – Present)

COMMUNITY SERVICE

Social Community

Associate Editor for Social Media at Writing Commons (April 2023 – Present)

I am in charge of social media section of Writing Commons, such as Twitter, Instagram, and Facebook.

Pennsylvania State University

Panel Interviewee in ESL 15 (December 2022)

As an invited panel interviewee, I talked with three groups of international students in ESL 15 about my writing experiences: how I developed my writing skills, how students would work on their writing, etc.

Indiana University of Pennsylvania

Community Writing Center at Indiana Free Library (April 2022)

As one of the graduate writing center tutors, I volunteered at Indiana Free Library to offer writing tutorials to the people in the local community.

Dissertation Boot Camp Presenter (Fall 2020; Spring 2021; Fall 2021; Spring 2022)

As one of the graduate writing center tutors, I worked for dissertation boot campus with director and assistant director of the writing center. Responsibilities included discussion about schedule and content, preparation of 50-minutes' workshop, virtual tutoring/peer feedback during dissertation boot camp event, etc.

- Workshop: Avoiding Plagiarism and Patchwriting
- Workshop: Writing Results – Visualizing and Writing about Data

Social Events Coordinator of Composition & TESOL Association (Fall 2016 – Spring 2018)

As a board member of student organization housed in Composition and Applied Linguistics program in English Department, I worked to hold academic workshops and social gatherings for Ph.D. students in this program. I also helped prospective students' campus visits and campus tours.

GRANTS AND AWARDS

- 2020 Award for Promising Future Interdisciplinary Research in Literacy (Spring 2020) from Composition and Applied Linguistics program at Indiana University of Pennsylvania.
- 2019 MinneTESOL Travel Scholarship Award (\$250) from Minnesota TESOL Association.
- 2019 Award for Exemplary Teaching of Literacy and Language (Spring 2019) from Composition and Applied Linguistics program at Indiana University of Pennsylvania.
- 2018 Outstanding Poster Award in the College of Humanities and Social Sciences (\$100) from 2018 IUP Graduate Scholar Forum for the poster presentation titled "Short autobiographical teacher narratives: My two language teacher identities as an ESL teacher and as a JFL teacher"