Skyler Richard King

215 Primrose Dr., Blacksburg, VA | 909-708-7785 | Virginia Tech

Education

PhD in Rhetoric and Writing | Expected April 2025 | Virginia Tech

Dissertation: Hyperlocal Circulation and Global Reach: Using Distant Methods to Visualize How First-year Writing Scholarship Circulates Within and Beyond Writing Programs
Description: A discipliniographic study of 3,412 published first-year writing and research (FYWR) articles and 370 citations. It explores how first-year journals differentially circulate in writing programs, RCWS publications, and broader scholarship and argues this emergent yet established FYWR discourse carries the potential to reimagine the discipline's histories.
Committee: Dr. Tyechia Thompson (Chair), Dr. Derek Mueller, Dr. Shakil Rabbi, and Dr. Megan Weaver.

Related Coursework:

Rhetoric in Global Society
Classical Rhetoric in Written Communication
Modern Western Rhetoric
Research Design in Rhetoric and Writing
Rhetoric and Civic Engagement
Visual Rhetoric

Theories of Written Communication
Post-truth Rhetoric
Rhetoric of Science Technology and Medicine
Theory and Research in Technical Communication
Digital Humanities

MA English Composition | June 2020 | California State University San Bernardino

Related Coursework:

Contemporary Composition Theory
Critical Pedagogies
Computers and Writing

Issues in Teaching College Composition
Composition Internship
Western Rhetoric II

MA Applied Linguistics | May 2015 | University of Massachusetts Boston

Related Coursework:

Literacy and Culture
ESL Practicum
Foundations of Bilingual Education

Cross-cultural Perspectives
Linguistics
Sociolinguistics

BA English | August 2010 | Southern Virginia University

Composition Teaching Experience and Graduate Assistantships

Graduate Teaching Assistant | Department of English, Virginia Tech | Aug 2020-Present

- *English 1105: First-year Writing: Introduction to College Writing* (1 section). This course is designed to teach principles of rhetorical analysis to first-year students. My section emphasized understanding the effects of visual rhetoric and genre on readers.
- *English 1106: First-year Writing: Writing from Research* (2). This course is designed to teach evidence-driven genres common in academic contexts. My section emphasized exploring researchable questions or problems and using relevant methods to create research to submit to Virginia Tech's first-year journal, *Distinguished Writing*.

- *English 3764: Technical Writing with AI* (3). This course is designed to teach computer science and engineering students how to use AI to write ethically in academic and workplace situations. My sections emphasized UX, plain language, and accessibility in designing grant/proposal writing, fact sheets, user manuals, and resumes.
- *ACIS 3115 Intermediate Financial Accounting/4414 Financial Statement Auditing/4654 Accounting Analytics Auditing/5194 Financial Analytics/5314 Tax Concepts & Research/5414 Auditing Theory/5424 Research and Analysis in Accounting* (30). Assisted the Pamplin College of Business's Assurance of Learning Committee on career readiness and employability from August 2021-May 2024. As embedded writing consultant, I advised students on business rhetoric and accounting genre conventions in written coursework, master's theses, and dissertations. I collaborated with accounting faculty to create evaluation materials to track accounting student writing progress.

Online Adjunct Faculty | Southern New Hampshire University | Feb 2021-Present

- *English 122: English Composition I* (22 sections). Introduces students to academic discourse and presents writing as a process in narrative and analytical forms. My sections emphasized major-related genres and written conventions.
- *English 123: English Composition II* (2). This course is designed to introduce students to the research process. My sections focused on major-related research methods and extensive bibliographic source collection, annotation, and evaluation.
- *English 190: Research and Persuasion* (2). This course is designed to teach students the research process and the development of an evidence-based stance on a topic. My sections emphasized ethical integration of multiple viewpoints for professional contexts.

Teaching Associate | Department of English, California State University San Bernardino | Sept 2019-Mar 2020

- *English 105: Accelerated Stretch Composition I* (1). This course is designed to teach the norms of academic discourse and rhetoric to first-year students. My section emphasized a rhetorical genre analysis approach to teaching written and oral academic discourse.
- *English 106: Accelerated Stretch Composition II* (1). This course is designed to help students practice the conventions of research-based writing. My sections emphasized critical discourse analysis and a socioliterate approach to research the role of language in academic discourse communities.

Adjunct Faculty | Department of English, San Bernardino Valley College | Aug 2017- Dec 2017

- *English 914: Basic Writing* (1). This basic skills course is designed to prepare students for college composition. My section emphasized writing to learn through grammar, punctuation, and writing effective sentences, paragraphs, and short essays.

Adjunct Faculty | Department of Communications, English, and Languages, Moreno Valley College | Aug 2016- May 2017

- *English as a Second Language 51: Basic Writing and Grammar* (1). This course is designed to instruct non-native English-speaking students in standard written English.

My section focused on vocabulary acquisition and reading comprehension skills in academic and vocational situations.

- *English as a Second Language 55: Advanced Writing and Grammar* (1). This course is designed to instruct non-native English-speaking students in written rhetorical modes. My course emphasized logic and reading and writing as parallel processes.

Adjunct Faculty | Department of English, Chaffey College | Jun 2016- July 2016

- *English 1A: First-year Composition* (1). This course is designed to teach the norms of academic discourse to first-year students. My section emphasized rhetorical genre awareness in teaching academic discourse and introduced digital literacies.

Non-credit ESL Instructor | School of Communications and Humanities, College of the Desert | Aug 2015- May 2016

- *ESLN 309A – Foundations* (1). This foundation-level comprehensive English as a Second Language course emphasizes the development of basic English literacy skills. This course is for ESLN students who require basic skills development in reading, writing, speaking, and listening.
- *ESLN 310A – Comprehensive I* (1). This Level I (low-beginning) comprehensive English as a Second Language course introduces students to the main structures of functional American grammar and stresses the simple present and present continuous tenses in reading, writing, listening and speaking.

Adjunct Faculty in ESL | School of Communications and Humanities, Riverside City College | Jan 2016- Feb 2016

- *ESL 90M* (8 week online) – Articles and Prepositions (1). This online course provides students with basic instruction and practice in the use of prepositions and articles. Attention will focus on prepositional phrases, verbal and adverbial idioms, and the use of definite and indefinite articles.

Online Adjunct Faculty | Department of Languages, Brigham Young University Idaho | Jun 2016- Present

- *TESOL 102: Pedagogy I* (23). This course introduces students to second language acquisition theories, evidence-based ESL teaching methods, and multimodal lesson planning. My sections focus on creating communicative learner-centered activities.
- *TESOL 104: Grammar for TESOL* (1). This course introduces students to a linguistics-based approach to English grammar. My section evaluates reading, writing, and speaking strategies thru morphology, phonology, syntax, and semantics.
- TESOL 102 Online Course Representative (OCR) 2016-2018: with John Ivers, we developed the 14-week online course; increased from 2 instructors to 5 regular instructors.

ESL Instructor | ERDT EnVision | 2014-2019

- Instruct Chinese university students in academic and colloquial English in order to complete international curriculum called Sociological Research in America (SRA).
- Over 1 month, students write essays about on-site visits that explore and evaluate cross-cultural differences in education, government, health care, and volunteerism.

Writing Center and Professional Experience

Instructional Assistant IV | Chaffey College Language Success Center | Aug 2014-July 2020

- Managed daily individual and group sessions in coordination with English and Language faculty. I regularly trained tutors in metacognitive writing and tutoring practices according to CRLA standards. I interviewed, hired, and trained consultants.
- Met with college writing and language students from a range of languages (ESL and French) and writing courses on a variety of writing and language acquisition needs.

Advanced English Writer | Outlier.AI | Feb 2024-Present

- Engaged in machine learning of large language models (LLM) via reinforcement learning through human feedback (RLHF). As RLHF trainer, I curate training data for a LLM to learn from; I rate and rank chatbot output for truthfulness and instructions following.

Writing Center Consultant | Virginia Tech Writing Center | Summer 2023

- Consulted for the center in one-on-one sessions in-person and online. Met with graduate students from a range of disciplines on a variety of writing needs. In my sessions, I drew from metacognitive techniques and rhetorical genre conventions to guide undergraduate and graduate students' revision process.

Research Assistant | Name, Image, Likeness (NIL) Committee, Pamplin School of Business, Virginia Tech | Summer 2022

- Assisted Kevin Carlson, Associate Dean for Research and Faculty Affairs, and Danny White, Executive Associate Athletic Director. I coordinated communication between NIL staff, scheduled and conducted interviews, and transcribed interviews for the committee.
- Coordinated NIL research meetings and collected data for the project on activities from NIL coordinators at multiple Division I university athletic programs.

Editor | Journal of Student Research, California State University San Bernardino | Nov 2018-Feb 2019

- Coordinated submission review process for faculty reviewers and student authors. As editor, I administered the Digital Commons manuscript review process by initiating and maintaining reviewer status and fielding student author concerns.

Research

PUBLICATIONS

King, S. "Published First-year Writing Corpora: Analyzing Students' Use of Hedging and Boosting Terms to Determine Acquisition of Academic Discourse", (Research in Process) *The Journal of Writing Analytics*.

King, S. (2017). Review of *Edinburgh textbooks in TESOL: Practice in TESOL* by Fiona Farr. *Linguist List.*

King, S. (2016). Review of *Pronunciation Fundamentals: Evidence-Based Perspectives on L2 Teaching and Research* by Tracey Derwing & Murray Munro. *CATESOL Journal.*

King, S. (2016). Review of the book *A History of Applied Linguistics: From 1980 to the Present,* by Kees de Bot. *TESL-EJ,* (February 2016), 19(4).

CONFERENCE PRESENTATIONS

"Terminological Turns in First-year 'Writer's Statements': What First-year Writing Scholars Emphasize to Establish Writing and Publishing Process Ethos." (Accepted) Work-in-Progress Presenter for 38th Annual Research Network Forum @ 2025 CCCC Annual Convention, Baltimore, USA, April 2025.

"*Disposed to Suffer* Self-Censorship No More: Using Common Ground for Action Online Forums for First-year Students to *Right Themselves*." (Accepted) College English Association, CEA 2025/Freedom, Philadelphia, USA, March 2025.

"Traversing the Uncharted First Year Frontier." English Graduate Student Association, University of North Carolina Charlotte, USA, March 2022 (online).

"Establishing FYC Student Epistemic Authority in Composition Studies" 9th Annual "Meeting of the Minds." Student Research Symposium, California State University San Bernardino, USA, 2020.

"Dappled Disciples? Writing Student Knowledge Production in Composition Studies Publications." Corridors: Blue Ridge Writing and Rhetoric Conference, Virginia Polytechnic Institute and State University, September 2019.

"Imitative, Reconstructive, and Sacramental: How Tolkien's Mythopoeia Makes Modernity Medieval." Delivered at the Medieval and Renaissance Students Association, California State University Long Beach, USA, 2018.

"Imagined: Tolkien in the Mind of God." 51st Medieval Congress, Western Michigan University, USA, 2016.

"Divine intervention in The Lord of the Rings." Delivered at MythCon 40, University of California Los Angeles, USA, 2009.

Honors and Awards

ASI Student Research/Travel Grant, $750, California State University San Bernardino   2019

Service Activities and Professional Memberships

Abstract Reviewer | Council on Undergraduate Research | NCUR 2025, December 2024
- Assisted the NCUR 2025 Planning Team by reviewing presentation abstracts submitted by undergraduate students. I reviewed several abstracts using a rubric that emphasized clarity of research question, scholarly context, methodology, and results.

Outcomes and Assessments Committee | Chaffey College | Aug 2016-July 2018
- Assisted my committee partner and Dean, Laura Hope, in aligning course objectives and college outcomes for multiple academic programs.

Multicultural Committee: Racial Equity, Cultural Variation, Inclusion, and Identity | Chaffey College | Nov 2015-Nov 2016
- Facilitated faculty and staff trainings that centered inclusive practices to increase retention and time-to-completion for the college's underrepresented populations.

College English Association | 2025
Conference on College Composition and Communication | 2025
Council on Undergraduate Research | 2019-Present
Heterodox Academy | HxA at Virginia Tech, Campus Community | 2018-Present

Additional Skills

Languages: Fluent in Acadian French. Working knowledge in Spanish, Mandarin, and Arabic.
Extensive teaching experience with Learning Management Systems such as:

- Canvas
- Desire to Learn (D2L)
- Brightspace
- Blackboard
• Online and Hybrid Instruction
• Artificial Intelligence applications like ChatGPT, Claude, Grok,
    - AI research apps like Research Rabbit, Consensus, Perplexity
• Word, Excel, PowerPoint, and Google Docs, Sheets, and Slides
Google Scholar, Voyant Tools, Hedge-o-matic
• Designing lessons on and teaching Information Literacy
• Research Instruction

References

Jennifer Mooney - Senior Instructor and Director for Technical and Scientific Communication
and Professional and Technical Writing - Virginia Tech
jenmoon@vt.edu
(no phone) – 2024 to present

Gregory Creel - Instructional Specialist, Language Success Center - Chaffey College
gregory.creel@chaffey.edu
(909-652-6909) – 2014 to 2020

John Ivers - Faculty, Languages and International Studies - Brigham Young University Idaho
iversj@byui.edu
(208-496-4313) - 2016 to present