

Justin Nicholes

Associate Professor of Rhetoric and Composition
University of Wisconsin-Stout
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EDUCATION

PhD – English (Composition and Applied Linguistics) – Indiana University of Pennsylvania, Indiana, PA. 2018.

Advisor: David I. Hanauer

Dissertation: *Exploring How Chemistry and English Majors Understand and Construct Disciplinary Identities in Relation to Life, Departmental, and Writing Experiences: Implications for WAC and Retention*

MFA – Creative Writing (Fiction) – Wichita State University, Wichita, KS. 2007.

Advisor: Richard Spilman

Thesis/Novel: *Ash Dogs* (Another Sky Press, 2008)

MA – English (TESOL) – Kent State University, Kent, OH. 2003.

BA – English – Kent State University, Kent, OH. 2002 (Summa Cum Laude).

AREAS OF EXPERTISE

Composition (Advanced, First-Year, Multilingual)

(Creative) Writing Across the Curriculum

Research Methods (Arts-Based, Quant, Qual, Mixed)

Writing for Persistence/Retention

SCHOLARLY PUBLICATIONS

Books

(in progress/under contract) Poetic ethnography of a university. (Routledge)

This research monograph in progress aims to present a poetic ethnography of a university. The book innovatively advances poetic inquiry and writing-based research. The qualitative, arts-based approach provides unique insight into the embodied experiences of people working at a university.

(2022) Creative writing across the curriculum: Meaningful literacy for college writers across disciplines, languages, and identities. (John Benjamins)

In addition to presenting newly published research on creative writing as an educational practice among adults with various language and disciplinary backgrounds, this research monograph includes a systematic review of the empirical evidence of how creative writing across the curriculum (CWAC) affects learning and is perceived by teachers and students in and outside the classroom.

Edited Collections

(in progress/under contract) Advancing creative writing across the curriculum. (Texas Review Press)

In this edited collection, I am gathering a group of international experts on intersections of creative writing and human experiences. The book aims to advance and imagine what CWAC does and may look like in institutions of learning and will feature newly published research-based contributions.

Peer-Reviewed Journal Articles

(Accepted Pending Revisions) Writing to Engage in Multivariate Calculus: Students' Perceptions of Math, Writing, and the Curriculum. *Across the Disciplines*. [Skorczewski, T., & Nicholes, J.]

(2024) Analysis of narrative arcs of college writers' creative writing: Implications for engaging creative writing across the curriculum. *Journal of Creative Writing Studies*, 9(1), 1-19.

- (2022) Grading writing: A poetic (auto) ethnography. *Qualitative Inquiry*. doi.org/10.1177/10778004221124070
[Nicholes, J., Lukowski, A., & Reimer, C.]
- (2022) An exploratory study of fiction writing's relationship to additional-language narrative performance and ownership. *International Journal of TESOL Studies*, 4(4), 7-37. doi.org/10.46451/ijts.2022.04.02
- (2022) Exploring narrated belonging in/through disciplinary writing. *College Composition and Communication*, 73(3), 493-525.
- (2021) Assessing perceptions of Critical Writing across a career-focused campus. *Double Helix*, 9. doi:10.37514/DBH-J.2021.9.1.02 **[Nicholes, J., & Lukowski, A.]**
- (2021) The relationship between comfort with writing and comfort working with numbers in STEM majors. *Journal of Academic Writing*, 11(1), 92-106. doi:10.18552/joaw.v11i1.658
- (2021) The impact of taking Basic Writing on later writing-course performance and graduation at a career-focused four-year university. *Journal of Basic Writing*, 39(1), 36-65. **[Nicholes, J., & Reimer, C.]**
- (2020) Lab reports and horror stories: Exploring chemistry majors' evaluations of scientific and creative writing. *Journal for Learning through the Arts*, 16(1). doi.org/10.21977/D916140988
- (2020) Science fiction prototyping's features and impact on college students' perceptions of writing: An applied literariness study. *Scientific Study of Literature*, 10(1), 128-164.
- (2020) Engaging English majors with video games: Implications for English-major identity formation. *Journal of Teaching Writing*, 35(1), 33-56.
- (2020) Predictors of engagement and success in a flipped EFL classroom in China. *Electronic Journal of Foreign Language Teaching (e-FLT)*, 17(1), 272-286.
- (2020) Evaluating the impact of first-year writing course grades on college-student persistence. *Studies in Educational Evaluation*, 64. doi:10.1016/j.stueduc.2020.100841 **[Nicholes, J., & Reimer, C.]**
- (2019) Becoming and persisting as an English major: Implications for English major retention. *Journal for the Liberal Arts and Sciences*, 24(1), 3-20.
- (2019) How STEM majors' evaluations of quantitative literacy relate to their imagined STEM-career futures. *Across the Disciplines*, 16(2), 1-15.
- (2018) Developing STEM interest and genre knowledge through science fiction prototyping. *The STEAM Journal*, 3(2), 1-13. doi:10.5642/steam.20180302.14
- (2018) How exposure to and evaluation of writing-to-learn activities impact STEM students' use of those activities. *The WAC Journal*, 28, 189-206.
- (2018) Short-term research experiences (SRE) in the traditional lab: Qualitative and quantitative data on outcomes. *CBE—Life Sciences Education*, 17, 1-14. doi:10.1187/cbe.18-03-0046 [Hanauer, D., Nicholes, J., Liao, F.-Y., Beasley, A., & Henter, H.]
- (2017) Metacognition and creative writing: Implications for L1 and L2 college writing experiences. *The Journal of Literature in Language Teaching*, 6(1), 73-88. **[Alshreif, N., & Nicholes, J.]**
- (2017) Empirical studies of creative writing in the second language classroom: Challenging the oxymoron [Editorial]. *The Journal of Literature in Language Teaching*, 6(1), 5-7. **[Hanauer, D., Beasley, A., Liao, F.-Y., & Nicholes, J.]**
- (2017) Exploring imagined disciplinary identity in future-scenario autobiographical L2 writing. *The Journal of Literature in Language Teaching*, 6(2), 5-17.
- (2017) Measuring ownership of creative versus academic writing: Implications for interdisciplinary praxis. *Writing in Practice: The Journal of Creative Writing Research*, 3(1). Retrieved from <http://www.nawe.co.uk>
- (2016) Measuring writing engagement and emotional tone in L2 creative writing: Implications for interdisciplinarity. *Journal of Creative Writing Studies*, 2(1), 1-21.
- (2016) Video-sharing website writing as identity performance. *International Journal of Education & the Arts*, 17(15), 1-27

- (2016) Measuring the impact of language-learning software on test performance of Chinese learners of English. *The Electronic Journal for English as a Second Language (TESL-EJ)*, 20(2), 1-20.
- (2015) Short story analysis and writing in English Composition in China. *The Journal of Literature in Language Teaching*, 4(1), 8-20.
- (2012) Accuracy development through computerized storytelling: A preliminary study on student-generated CALL. *Language Education in Asia*, 3(1), 18-31 doi:10.5746/LEiA/12/V3/I1/A03/Nicholes

Book Chapters

- (in press) Interpretive quantitative methods, applied literariness, and creative writing studies. In J. Udelson & B. Ristrow (Eds.), *Seeking our places: Innovations in creative writing research, methodologies, and practices* (pp. pending). Peter Lang. [Nicholes, J., & Hanauer, D.]
- (2022) Creative writing across the curriculum: Defining and illustrating a method for STEM/humanities integration. In V. Kao & J. Kiernan (Eds.), *Writing STEAM: Composition, STEM, and a new humanities* (pp. 146-164). Routledge.
- (2022) Fiction writing and second-language identity. In A. Iida & P. B. Chamcharatsri (Eds.), *International perspectives on using creative writing in second language education* (pp. 86-108). Routledge. doi:10.4324/9781003183914-8
- (2020) The Writing Across the Curriculum Graduate Organization: Where we've been, where we are, and where we're going. In L. E. Bartlett, S. L. Tarabochia, A. R. Olinger, & M. J. Marshall (Eds.), *Diverse approaches to teaching, learning, and writing across the curriculum: IWAC at 25* (pp. 25-34). The WAC Clearinghouse. [Russell, A., Chase, J., Nicholes, J., & Sockwell, A.]

Book Reviews

- (2022) Schreiber, B. R.; Lee, E.; Johnson, J. T.; & Fahim, N. (Eds.). Linguistic justice on campus: Pedagogy and advocacy for multilingual students. *The WAC Journal*, 32. 99-104.
- (2017) Emerson, L. The forgotten tribe: Scientists as writers. *Across the Disciplines*, 14(2).
- (2017) Zyngier, S. (Ed.). Language, discourse, style: Selected works of John McH. Sinclair. *Scientific Study of Literature*, 7(1). 172-176
- (2017) Zhou, Y. Second language creative writers: Identities and writing processes. *Working Papers in Composition and TESOL*, 2, 49-52.
- (2016) Dörnyei, Z., & Ryan, S. The psychology of the language learner revisited. *System*, 56, 148-149. doi:10.1016/j.system.2015.12.007
- (2015) Ricento, T. (Ed.). Language policy and political economy: English in a global context. *Language Policy*, 15(2), 219-221. doi:10.1007/s10993-015-9387-6

Editor-Reviewed Articles

- (2022) STEM and WAC/WID: Co-navigating our shifting currents. *Across the Disciplines*, 19(1/2). doi:10.37514/ATD-J.2022.19.1-2.01 [Hendrickson, B., & Nicholes, J.]
- (2019) The role of faculty-graduate student mentorship in WAC studies: Evaluating the cross-institutional mentoring project (A White Paper for the Writing Across the Curriculum Graduate Organization). *WAC-GO Newsletter*. [Russell, A., Nicholes, J.]
- (2019) Academic identities in flux. *WAC-GO Newsletter*. [Russell, A., Nicholes, J.]
- (2016) Engagement with WAC: Examining "coverage." *WAC-GO Newsletter*.
- (2014) Flipping the classroom in China. Computer Technology column of *TESOL's Higher Education Interest Section Newsletter*.
- (2014) Cross-border higher education in China: Reflections and advice. *TESOL's Higher Education Interest Section Newsletter*.

CONFERENCE PRESENTATIONS

- (2024) Ownership and Evaluation of a STEAM Activity Compared to Other Science-Communication Genres. 2024 Research Day. University of Wisconsin-Stout, Menomonie, WI.
- (2024) Science, Poetry, and the Environment: A Content Analysis of Eco-poetic Reports and Their Potential to Enhance Environmental Awareness and Action. 2024 Digital Qualitative Research Network at the Conference on College Composition and Communication (CCCC). Spokane, WA. Virtual.
- (2023) Creative Writing Across the Curriculum: A Systematic Review. 8th Annual Creative Writing Studies Conference. Virtual.
- (2022) Science Fiction Prototyping's Features and Impact on College Students' Perceptions of Writing. 2022 Research Day. University of Wisconsin-Stout, Menomonie, WI.
- (2022) Creative Writing for Meaningful Multilingual Literacy: An Approach for Meaningful Writing & Linguistic Justice. WITESOL-Sponsored Spring Workshop. Virtual.
- (2021) Fiction Writing's Relationship to L2 Narrative Performance and Language Ownership. 2021 WITESOL Fall Conference. Virtual.
- (2021) Fiction Writing and Second-Language Identity. 17th Annual CamTESOL Conference on English Language Teaching, National Institute of Education, Phnom Penh, Cambodia.
- (2020) General-Education Writing Courses as Sites for WAC/WID Intervention and Predictors of College-Student Retention. International Writing Across the Curriculum (IWAC) Conference. Colorado State University, Fort Collins, CO.
- (2019) Lab Reports and Horror Stories: Leveraging STEM Majors' Writing Interests for Academic Engagement and Writing Success. Polytechnic Summit 2019 / 2019 Research Day UW-Stout. University of Wisconsin-Stout, Menomonie, WI.
- (2019) Performing Persistence and Displaying Dispositions: Writing Program Design for Engagement and Retention. The Conference on College Composition and Communication (CCCC). Pittsburgh, PA.
- (2018) How Chemistry Majors Perceive and Construct Disciplinary Identities in Relation to Disciplinary Writing Experiences: Implications for WAC and Retention. International Writing Across the Curriculum (IWAC) Conference. Auburn University, Auburn, AL.
- (2018) How English Majors Perceive and Construct Disciplinary Identities in Relation to Disciplinary Writing Experiences: Implications for WAC and Retention. Research Network Forum of the 2018 Conference on College Composition and Communication (CCCC). Kansas City, MO.
- (2017) Writing to Learn STEM: Determining Relationships Between Writing-to-Learn Strategies and Quantitative Literacy of STEM College Students. Work-in-progress presentation at the Research Network Forum of the 2017 Conference on College Composition and Communication (CCCC). Portland, OR.
- (2016) Recruiting and Retaining English Majors. English Association of Pennsylvania State Universities. Clarion University of Pennsylvania, Clarion, PA.
- (2016) Creative Writing as Engaging Language-Classroom Activity. Sixth TESOL/Applied Linguistics/Foreign Languages Conference. West Chester University, West Chester, PA.
- (2016) Measuring Ownership of Creative and Academic Writing (poster presentation). 6th Annual Graduate Scholars Forum, Indiana University of Pennsylvania, Indiana, PA.
- (2015) Heuristic Inquiry Into the Experience of the Technology-Mediated Discoursal Self of Life of Agony's Mina Caputo. IUP English Graduate Organization 2015 Annual Interdisciplinary Conference, Indiana University of Pennsylvania, Indiana, PA.
- (2014) A Quasi-Experiment to Supplement English Composition With Online Learner-Centered Tools. Three Rivers TESOL, Chatham University, Pittsburgh, PA.

(2012) Using Cummins' Language Acquisition Theories to Help Chinese Learners Develop Academic Language Proficiency. The Fifth National Symposium on Second Language Acquisition, Huazhong University of Science and Technology, Wuhan, China.

(2012) Student-Generated CALL for Verb Tense Accuracy. 8th Annual CamTESOL Conference on English Language Teaching, National Institute of Education, Phnom Penh, Cambodia.

SELECT ACADEMIC POSITIONS

2018 Aug.- Associate Professor, promoted August 2022.

Present University of Wisconsin-Stout, Menomonie, WI
Teach composition (advanced, multilingual, first-year), critical writing, scientific communication, and graduate-level field-project coursework. Assess courses and writing experiences across the curriculum. Serve on first-year composition and chair advanced-writing committee. Serve on university IRB committee. Advise the Chinese Culture Association. Teach with the Office of International Education domestically and internationally. (Assistant Professor: August 2018-August 2022; Associate Professor: August 2022-present.)

2016 Aug.- Instructor of English

2018 May Indiana University of Pennsylvania, Indiana, PA
Taught 2 sections of English 202 (Composition 2) with a writing-in-the-disciplines theme and English 101 (4 sections) and English 100 (2 sections) with a future career-self theme.

2016 Aug.- Instructor of English

2018 May Fort Hays State University, Fort Hays, KS
Taught 7 total sections of English 101 Online with a future career-self theme.

2016 & 2017 Teacher of Writing for Upward Bound Math and Science

Jun.-Jul. Indiana University of Pennsylvania, Indiana, PA
"Writing and Research Skills" teacher for UBMS, a federally funded program that recruits students entering grades 9-12.

2007 Aug.- Instructor of English

2014 Jul. Fort Hays State University, at partner in Xinzheng City, Henan Province, China
Taught a 4/4 load of multilingual integrated-skills English Composition 1 & 2, with components of disciplinary and technical writing.

COURSES TAUGHT @ UW-Stout

@ University of Wisconsin-Stout (Fall 2018-present)

English 090 Writing Workshop (3 sections—Fall 2018)
English 101 Composition 1 (1 section—Fall 2018)
English 090 Writing Workshop (1 section—Spring 2019)
English 101 Composition 1 (2 sections—Spring 2019)
English 102 Composition 2 (1 section—Spring 2019)
English 090 Writing Workshop (2 sections—Fall 2019)
English 101 Composition 1 (1 section—Fall 2019)
English 247 Critical Writing (1 section—Fall 2019)

English 090 Writing Workshop (1 section—Spring 2020)
 English 101 Composition 1 (1 section—Spring 2020)
 English 102 Composition 2 (2 sections—Spring 2020)
 English 735 Field Project (1 section—Spring 2020)
 English 247 (Online) Critical Writing (1 section—Summer 2020)
 English 090 (Hybrid) Writing Workshop (3 sections—Fall 2020)
 English 410 (Online) Scientific Communication (1 section—Fall 2020)
 English 101 (Hybrid) Composition 1 (1 section—Spring 2021)
 English 102 (Hybrid) Composition 2 (3 sections—Spring 2021)
 English 245 (Multilingual Approach) (Online) Creative Writing (1 section—Summer 2021)
 Literature 304 (Multilingual Approach) (Online) American Folklore (1 section—Summer 2021)
 English 90 Writing Workshop (2 sections—Fall 2021)
 English 90 Writing Workshop (1 emergency overload section—Fall 2021)
 English 247 Critical Writing (1 section—Fall 2021)
 English 410 (Online) Scientific Communication (1 section—Fall 2021)
 English 101 Composition 1 (1 section—Spring 2022)
 English 102 Composition 2 (2 sections—Spring 2022)
 English 410 (Online) Scientific Communication (1 section—Spring 2022)
 ESLI 61 Academic Reading, Writing, & Grammar (1 section—Summer 2022)
 ESLI 64 Oral Communication Workshop (1 section—Summer 2022)
 Literature 304 (Multilingual Approach) (Online) American Folklore (1 section—Summer 2022)
 English 90 Writing Workshop (2 sections—Fall 2022)
 English 247 Critical Writing (1 section—Fall 2022)
 English 410 (Online) Scientific Communication (1 section—Fall 2022)
 English 735 Field Project (1 section—Fall 2022)
 English 101 Composition 1 (1 section—Spring 2023)
 English 102 Composition 2 (2 sections—Spring 2023)
 English 410 (Online) Scientific Communication (1 section—Spring 2023)
 ESLI 62 University Success (1 section—Summer 2023 in China)
 Literature 304 (Multilingual Approach) American Folklore (1 section—Summer 2023 in China)
 English 90 Writing Workshop (2 sections—Fall 2023)
 English 247 Critical Writing (1 section—Fall 2023)
 English 410 (Online) Scientific Communication (1 section—Fall 2023)
 English 101 Composition 1 (3 sections—Spring 2024)
 English 410 (Online) Scientific Communication (1 section—Spring 2024)
 ESLI 62 University Success (1 section—Summer 2024 in China)
 Literature 304 (Multilingual Approach) American Folklore (1 section—Summer 2024 in China)
 English 90 Writing Workshop (3 sections—Fall 2024)
 English 410 (Online) Scientific Communication (1 section—Fall 2024)
 TRDIS 196 First-Year Polytechnic Seminar (1 section—Fall Q1 2024)

SELECT SERVICE TO PROFESSION

2015- Copy Editor and Reviewer
 Present *Scientific Study of Literature*
 A peer-reviewed journal publishing empirical exploration of reading and writing literary genres.

- 2018-
Present Reviewer
Across the Disciplines
A peer-reviewed journal publishing scholarship concerning writing across the curriculum.
- 2023-
Present Reviewer
WAC Repository
A peer-reviewed journal publishing scholarship concerning writing across the curriculum.
- 2023-
Present Reviewer
Written Communication
A peer-reviewed journal publishing scholarship related to writing studies.
- 2024-
Present Chair of Research
Creative Writing Studies Organization (CWSO)
Unite researchers with each other and resources, with an emphasis on equity and inclusivity.

SELECT UNIVERSITY & DEPARTMENTAL SERVICE

- 2018-
Present Member of First-Year Composition Committee
University of Wisconsin-Stout
Assist in course assessment and professional development. Presented in October 2019 on how to promote student retention in first-year writing courses, and November 2020 on meaningful writing assignments.
- 2019-
Present Member of Institutional Review Board (IRB)
University of Wisconsin-Stout
Review IRB proposals from across UW-Stout campus for ethical interaction with human participants.
- 2019-
2024 Chair of Advanced Writing Committee
University of Wisconsin-Stout
Assessed and promoted courses cross-departmentally. Hosted professional-development WAC workshops: "Exploring Approaches for Building Meaningful Communication Skills Across the Curriculum"; "Exploring Approaches for Meaningful WAC/WID"; "What Does Writing Look Like in Your Department/Major/ Program/Class?"; "Helping Students Enter Scholarly and Disciplinary Conversations in Their Research."
- 2023-
Present Staff Committee Member
University of Wisconsin-Stout
Establish guidelines for recruitment, hiring, promotion, salary, tenure, and for all decisions concerning the welfare of the department.

SELECT AWARDS & NOMINATIONS

- 2024. Recipient of a Digital Literacy AI course proposal stipend from the Provost's Office of UW-Stout to revise ENGL-410/-610 Scientific Communication.
- 2021. Recipient of a Teaching Excellence Award (Outstanding Teacher, 2021-2022) for tenure-track faculty in the College of Arts, Communication, Humanities and Social Sciences.
- 2021. Recipient of an Outstanding Dissertation Award from the Association for Writing Across the Curriculum and the WAC Clearinghouse.

PROFESSIONAL AFFILIATIONS

CWSO: Creative Writing Studies Organization (Executive Board Member: Chair of Research)

WITESOL: Wisconsin Teachers of English to Speakers of Other Languages