

302 Howe Library
Burlington, VT 05405

nwelch@uvm.edu

Professor, Department of English, University of Vermont, 2007–present.
Coordinator, Graduate Writing Center, 2015–present.
Interim Director of First-Year Writing, 2012–2014.
Associate Professor, Department of English, University of Vermont, 2001–2007.
Assistant Professor, Department of English, University of Vermont, 1995–2001.

Ph.D., English (Composition/Rhetoric and Creative Writing: Fiction), 1995, University of Nebraska.
M.A., 1990, University of Nebraska.
B.A., *summa cum laude*, 1988, University of Massachusetts at Boston.

Unruly Rhetorics. Ed. Jonathan Alexander, Susan Jarratt, and Nancy Welch. Pittsburgh University Press, 2018.

Composition in the Age of Austerity. Ed. Tony Scott and Nancy Welch. Utah State University Press (imprint of the University of Colorado Press), 2016.

Living Room: Teaching Public Writing in a Privatized World. Boynton/Cook, 2008.

The Road from Prosperity: Stories. Southern Methodist University Press, 2005.

The Dissertation and the Discipline: Reinventing Composition Studies. Co-edited with Kate Latterell, Cindy Moore, and Sheila Carter-Tod. Boynton/Cook, 2002.

Getting Restless: Rethinking Revision in Writing Instruction. Boynton/Cook, 1997.

" Marxist Rhetorical Ethics for Uncertain Times." *Writing, Democracy, and Activism: The Political Turn in the Trump Era*. Ed. Shannon Carter, Deborah Mutnick, Steve Parks, and Jessica Pauszek. Routledge, 2019.

" Between Equal Rights: Rhetorical Discernment in an Age of Climate Conflict." With Tony Scott. *Works & Days*, Thirty-

in *Community Literacy Journal* 7.1 (Fall 2012). Special issue: Writing Democracy (winner of the Council of Editors of Learned Journals 2013 Best Public Intellectual Special Issue). 33-51. Expanded and updated version in *Unruly Rhetorics*. Ed. Jonathan Alexander, Susan Jarratt, and Nancy Welch. Pittsburgh University Press, 2018.

"'Everyone Should Have a Plan': A Neoliberal Primer for Writing Program Directors." *Writing Program Administration* 41.2 (Spring 2018): 104-112.

"Introduction: Composition in the Age of Austerity." With Tony Scott. In *Composition in the Age of Austerity*. Ed. Tony Scott and Nancy Welch. Logan, Utah State University Press, 2016. 3-17.

"First-Year Writing and the Angels of Austerity: A Re-Domesticated Drama." *Composition in the Age of Austerity*. Ed. Tony Scott and Nancy Welch. Utah State University Press, 2016. 132-145.

"One Train Can Hide Another: Critical Materialism for Public Composition." With Tony Scott. *College English* 76.6 (July 2014). Special issue: "Writing the Public: Re-imagining the Social Turn in Composition." 562-79.

"*La Langue de Coton*: How Neoliberal Rhetoric Pulls the Wool Over Shared Governance." *Pedagogy*. 11.3 (2011): 545-553.

"'We're Here and We're Not Going Anywhere': Why Working-Class Rhetorical Traditions Still Matter." *College English* 73 (2011): 221-242. Recipient of the Richard Ohmann Award for Outstanding Article in the 2010-2011 volume of *College English*.

"From Silence to Noise: The Writing Center as Critical Exile." (Reprint.) *The Writing Center Journal* 30 (2010): 66-81. One of five articles selected by the editorial board to reprint in celebration of the journal's 30th anniversary.

"'This Video Game We Call War': Multimodal Recruitment in *America's Army Game*" *Reflections: A Journal of Writing, Community Literacy, and Service Learning*. Special Issue on Peace: On the Frontlines of Non-Violence. Winter 2008. 162-191.

"Taking Sides" in *Teaching Rhetorica: Theory, Pedagogy, Practice*. Ed. Joy Ritchie and Kate Ronald. Boynton/Cook, 2006. 147-159.

"Living Room: Teaching Public Writing in a Post-Publicity Era." *College Composition and Communication* 56 (2005): 470-492.

"Ain't Nobody's Business? A Public Personal History of Privacy after *Baird v. Eisenstadt*" in *The Private, the Public, and the Published: Reconciling Private Lives and Public Rhetoric*. Ed. Barbara Couture and Thomas Kent. Utah State University Press, 2004. 17-30.

"'And Now that I Know Them': Composing Mutuality in a Service-Learning Course." *College*

Advanced Composition 13 (1993): 493–502.

"Resisting the Faith: Conversion, Resistance, and the Training of Teachers." *College English* 55 (1993): 387–401.

"Crossing the Threshold." (Foreword.) *Crossing Borders, Drawing Boundaries: The Rhetoric of Lines Across America*. Ed. Barbara Couture and Patti Wojahn. Utah State University Press, 2016. ix-xii.

"Comment and Response." With Tony Scott. A reply to Paul Lynch and Nathaniel A. Rivers' comment on "'One Train Can Hide Another': Critical Materialism for Public Composition" [Scott and Welch, *College English* 76.6 (July 2014)]. *College English* 77.6 (July 2015): 586-9.

Afterword. *Composing Public Space: Teaching Writing in the Face of Private Interests*. Mary Ann Cain, Michelle Comstock, and Lillian Brannon. Boynton/Cook 2010. 139–44.

"The Point Is to Change It: Problems and Prospects for Public Rhetors." (Invited review essay.) *College Composition and Communication* 63.4 (2012): 699-714.

"Toward an Excessive Theory of Revision." (Reprint

Center 25th Anniversary Symposium, February 2001.

"Imagining Stories: An Interview with Nancy Welch." Interview by Fred Santiago Arroyo and Alice Gillam. *Writing on the Edge* 12 (2001): 94-112.

Senior honors theses directed:

Alexander Collingsworth, "Heart for Hire: Vermont Stories"

Mariel Rae Golden, "Creative Communication in Feminist Political Theory."

Sophia Isaak, "The Animal Kingdom and Other Stories"

Kerri Riveley, "Using Psychoanalysis to Understand 'Zine Writing and Production"

Carly Baldwin, "Time's Coverage of the AIDS Epidemic: 1982-1992"

Teresa Hill, "Girls, Feminism, and Backlash"

Lori Kort, "Telling My Story through *You*: An Exploration of Genre, Point of View, and Poetic Form in Poetry Composition"

Jump-Start Camp, Camp Completion, and Winter Break Writing Camp: Two- to four-day camps for UVM thesis and dissertation writers, featuring daily mini-workshops, lunchtime speakers, individual consultations, and extended distraction-free writing time.

Mentoring Graduate Student Writers (three-day pre-semester workshop, followed by biweekly afternoon workshops, for new graduate writing center consultants)

Dissertation and Thesis Jump-Start Camp (four-day camp for graduate students with an approved proposal and ready to begin drafting their capstone projects)

Camp Completion (two-day camp for graduate students completing and preparing to defend their capstone projects)

Thesis and Dissertati

Founder/coordinator, UVM-