

KARI L. DALY

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EDUCATION

Ph.D., English, University of Connecticut, Storrs, CT (2022)

Dissertation: "Equivocal Enrichment: Theorizing the Autodidact in Nineteenth-Century Literature"

Examines literary representations of autodidacts in nineteenth-century British and American texts, analyzing how these representations play out across class, gender, and race.

Dissertation Committee: Dr. Thomas Recchio (Advisor), Dr. Martha Cutter, Dr. Rachael Lynch

M.A., English, Westfield State University, Westfield, MA (2014)

Capstone: "'So many strings pulling at once': Morality and the Quest for Occupational Fulfillment in *Middlemarch* and *The Romance of a Shop*"

Advisor: Dr. Elizabeth Starr

B.A., Fine & Performing Arts, Massachusetts College of Liberal Arts, N. Adams, MA (2004)

A.A., Fine and Performing Arts, Berkshire Community College, Pittsfield, MA (2002)

RESEARCH AND TEACHING INTERESTS

Nineteenth- and early twentieth-century British and American literature; autodidacticism; education; representations of labor; theatre; modern drama; writing pedagogy.

PROFESSIONAL EXPERIENCE

Adjunct Instructor, English Department, Westfield State University, Westfield, MA

English Composition I (Fall 2022)

Gender and Power Dynamics (1 section, enrollment 16)

English Composition I (Westfield Promise)

Gender and Power Dynamics (1 section, enrollment 16)

Early College Experience English Program Assistant, University of Connecticut -- Storrs (Fall 2021-Spring 2022)

Instructor of Record, English Department, University of Connecticut -- Storrs
English for Non-Native Speakers (Fall 2022)
Academic Literacies for Multilingual Students (1 section, enrollment 16)

Seminar in Academic Writing and Multimodal Composition (Fall 2022-Spring 2023)
Gender and Power Dynamics (4 sections, enrollment 16)

Seminar in Academic Writing and Multimodal Composition (Fall 2020-Spring 2021)
What Does an Education Do? (3 sections, enrollment 16)

Multimodal Composition Studio (3 sections, enrollment 32) (Fall 2020)

American Literature to 1880 (W) (1 section, enrollment 19) (Fall 2019)

Introduction to Drama (1 section, enrollment 19) (Fall 2019)

Seminar in Academic Writing (Fall 2016-Spring 2020)
Exploring the Rhetoric of Community (2 sections, enrollment 24)
Staging the American Dream (1 section, enrollment 24)
The Search for Meaningful Work (3 sections, enrollment 22)
Negotiating Identity Through Language (1 section, enrollment 22)

Advanced Placement Exam Reader, Educational Testing Services, Tampa, FL
English Language and Composition (June 2018, 2019, 2020, 2021)

AWARDS & HONORS

Teaching Excellence Commendation, University of Connecticut -- Storrs (2020).

Doctoral Dissertation Fellowship, University of Connecticut -- Storrs (2019).

Predoctoral Fellowship Award, University of Connecticut -- Storrs (2019).

ARTICLES IN PEER-REVIEWED PUBLICATIONS

"Abetting 'Literary Sins': The *Dickensian* and the *Drood* Phenomenon." *Victorian Periodicals Review*, vol. 55, no. 1 (Spring 2022), pp. 51-71.

OTHER PUBLICATIONS

“Infographics Galore!” Blog post. University of Connecticut Early College Experience – English Blog. 6 April 2022. <https://ece.english.uconn.edu/2022/04/06/infographics-galore/>

“A Course Inquiry Journey.” Blog post. University of Connecticut Early College Experience – English Blog. 10 January 2022. <https://ece.english.uconn.edu/2022/01/10/a-course-inquiry-journey/>

“Untangling Studio Pedagogy.” Blog post. University of Connecticut Early College Experience – English Blog. 16 November 2021. <https://ece.english.uconn.edu/2021/11/16/untangling-studio-pedagogy/>

“Choosing Readings, Part One.” Blog post. University of Connecticut Early College Experience – English Blog. 30 September 2021. <https://ece.english.uconn.edu/2021/09/30/choosing-readings-part-one-getting-at-the-heart-of-antiracist-work-in-chavezs-the-antiracist-writing-workshop/>

“Course Inquiry.” Video. University of Connecticut Early College Experience – English Website. 2021. <https://ece.english.uconn.edu/course-inquiry/>

“Studio Pedagogy.” Video. University of Connecticut Early College Experience – English Website. 2022. <https://ece.english.uconn.edu/studio-pedagogy/>

“Writing Moves.” Video. University of Connecticut Early College Experience – English Website. 2022. <https://ece.english.uconn.edu/writing-moves/>

SELECTED PRESENTATIONS & COLLOQUIA

“One Syllabus, Three Ways.” University of Connecticut Conference on the Teaching of First-Year Writing, University of Connecticut, April 14, 2023.

With Scott Campbell. “The Studio Experience,” University of Connecticut Early College Experience Spring Conference (virtual), University of Connecticut, March 31, 2022.

“Designing A Course Inquiry,” University of Connecticut Early College Experience Spring Conference (virtual), University of Connecticut, March 31, 2022.

“Paralyzed by Empathy? Another View of Ebenezer Scrooge,” Northeast Modern Language Association Conference, Johns Hopkins University, March 10-13, 2022.

“Jane Eyre and the Circle of Feminine Pedagogy,” British Women Writers Conference, Auburn University, April 25-27, 2019.

Keynote Speaker. Berkshire Community College Second Annual Undergraduate Scholars Conference, Berkshire Community College, December 15, 2017.

PROFESSIONAL SERVICE

Course-Building Team for Professional and Technical Writing, University of Connecticut --
Member (May 2022-February 2023)

English Graduate Student Association (EGSA), University of Connecticut -- Treasurer
(2020-2022)

PROFESSIONAL DEVELOPMENT

Graduate Certificate in College Instruction

University of Connecticut -- Storrs (2021)

Preparing for Online Writing Instruction

University of Connecticut -- Storrs (2020)

Writing Across Technologies Initiative Pedagogy Certificate

University of Connecticut -- Storrs (2019)

LANGUAGES

Spanish (reading comprehension)

PROFESSIONAL MEMBERSHIPS

Modern Language Association, 2016--.

British Women Writers Association, 2019.

Northeast Modern Language Association, 2021--.

REFERENCES

Dr. Thomas Recchio, Professor of English, Emeritus, University of Connecticut,
thomas.recchio@uconn.edu

Dr. Martha Cutter, Professor English and Africana Studies, University of Connecticut,
martha.cutter@uconn.edu

Dr. Rachael Lynch, Professor of Irish Studies, Emerita, University of Connecticut,
rachael.lynch@uconn.edu