

Justin Nicholes, PhD

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.

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

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

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

AREAS OF EXPERTISE

Composition (AI Collaborative; Scientific-Empirical; First-Year; Multilingual)

Creative Writing Studies (CWS)

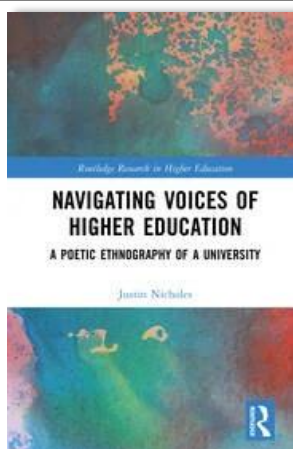
Research Methods (Arts-Based, Quant, Qual, Mixed)

Writing for Persistence/Retention

Writing Across the Curriculum (WAC)

SELECT PUBLICATIONS

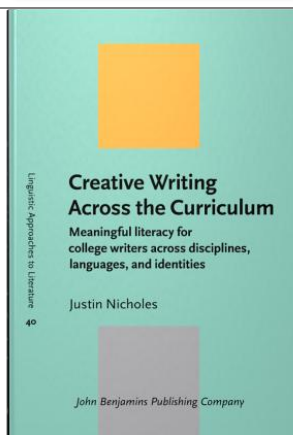
Books Authored



Navigating voices of higher education: A poetic ethnography of a university

Routledge: Research in Education Series

This research monograph presents a poetic ethnography of a university. The book 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.



Creative writing across the curriculum: Meaningful literacy for college writers across disciplines, languages, and identities

John Benjamins: Linguistic Approaches to Literature Series

This research monograph includes a systematic review of the evidence of how creative writing across the curriculum (CWAC) affects learning and is perceived by teachers and newly published research on creative writing as an educational practice among adults with various language and disciplinary backgrounds.

Book Edited

(2026) Advancing creative writing across the curriculum. (Texas Review Press: Creative Writing Studies Series)

In this edited collection, I present a group of international experts on intersections of creative writing and human experiences. The book advances and imagines what CWAC does and may look like in institutions of learning and features newly published research-based contributions.

Peer-Reviewed Journal Articles

(2025) Ownership, accuracy, and aesthetics: University writers' perceptions of GenAI poetry. *Written Communication*. doi:10.1177/07410883251349195

(2025) Writing to engage in Multivariate Calculus: Students' perceptions of math, writing, and the curriculum. *Across the Disciplines*, 22(1/2), 38-61. doi.org/10.37514/ATD-J.2025.22.1-2.03 [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.]

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.]**

SELECT CONFERENCE PRESENTATIONS

- (2025) Measuring College Writers' Perception of GenAI-Assisted Poetry. The Conference on College Composition and Communication (CCCC). Baltimore, MD.
- (2024) Science Fiction Prototyping as a Method for STEM/Humanities Integration. 9th Annual Creative Writing Studies Conference. Virginia Tech, Blacksburg, VA.
- (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.

RECENT ACADEMIC POSITIONS

- 2018 Aug.-
Present Associate Professor, promoted August 2022. FYC Director since 2025.
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. Director of First-Year Composition (2025-present). Chair of Advanced Writing (2019-2024). 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.-
2018 May Instructor of English
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.-
2018 May Instructor of English
Fort Hays State University, Fort Hays, KS
Taught 7 total sections of English 101 Online with a future career-self theme.
- 2016 & 2017
Jun.-Jul. Teacher of Writing for Upward Bound Math and Science
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.-
2014 Jul. Instructor of English
Fort Hays State University, at partner in Xinzhen City, Henan Province, China
Taught a 4/4 load of multilingual integrated-skills English Composition 1 & 2, with components of disciplinary and technical writing.

SELECT SERVICE TO PROFESSION

- 2018-
Present Reviewer
Across the Disciplines
A peer-reviewed journal publishing scholarship concerning writing across the curriculum.

2023- Present	<u>Reviewer</u> <i>WAC Repository</i> A peer-reviewed journal publishing scholarship concerning writing across the curriculum.
2023- Present	<u>Reviewer</u> <i>Written Communication</i> A peer-reviewed journal publishing scholarship related to writing studies.
2024- Present	<u>Chair of Research</u> Creative Writing Studies Organization (CWSO) Unite researchers with each other and resources, with an emphasis on equity and inclusivity.
2015- 2025	<u>Copy Editor and Reviewer</u> <i>Scientific Study of Literature</i> A peer-reviewed journal publishing empirical exploration of reading and writing literary genres.

SELECT UNIVERSITY & DEPARTMENTAL SERVICE

2019- Present	<u>Member of Institutional Review Board (IRB)</u> University of Wisconsin-Stout Review IRB proposals from across UW-Stout campus for ethical interaction with human participants.
2025- Present	<u>Director of First-Year Composition</u> University of Wisconsin-Stout Host monthly workshops on best practices, direct assessment efforts biannually, serve as contact for writing-related matters across the curriculum.
2025- Present	<u>Member of the AI Innovations Committee</u> University of Wisconsin-Stout Collaborate to shape UW-Stout's approach to AI integration across academic, operational, and industry-aligned initiatives
2018- 2024	<u>Member of First-Year Composition Committee</u> 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- 2024	<u>Chair of Advanced Writing Committee</u> University of Wisconsin-Stout Assess and promote courses cross-departmentally. Host 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- Staff Committee Member
2025 University of Wisconsin-Stout
Establish guidelines for recruitment, hiring, promotion, salary, tenure, and for all decisions concerning the welfare of the department.

PROFESSIONAL AFFILIATIONS

CCCC: Conference on College Composition and Communication

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

NCTE: National Council of Teachers of English

WITESOL: Wisconsin Teachers of English to Speakers of Other Languages