

Kari Lynn Daly

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EDUCATION

- 2022 (expected) Ph.D., English, University of Connecticut, Storrs, CT
Dissertation in Progress: "Only a wall -- but what a wall!": The Autodidactic Narrative in Transatlantic Nineteenth-Century Texts
Advisor: Dr. Thomas Recchio
- 2014 M.A., English, Westfield State University, Westfield, MA
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
- 2004 B.A., Fine and Performing Arts, Massachusetts College of Liberal Arts, North Adams, MA
- 2000 A.A., Fine and Performing Arts, Berkshire Community College, Pittsfield, MA

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

Instructor of Record, English Department, University of Connecticut -- Storrs

Seminar in Academic Writing and Multimodal Composition

Required writing-intensive course for first-year students in which they compose through multiple forms of literacy, including rhetorical, digital, and information literacies necessary for twenty-first-century contexts. Students develop creatively intellectual inquiries through sustained engagement with texts, ideas, and problems.

Gender and Power Dynamics (1 section, enrollment 16)

Seminar in Academic Writing and Multimodal Composition Studio (3 sections, enrollment 32)

A collaborative composing studio in which students experiment with and apply the cognitive, creative, and technical skills needed for effective communication in a range of modes and through a number of traditional and emergent technologies.

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

General education course with an emphasis on writing. This course juxtaposed the traditional male canon of the American Renaissance against works by Anglo women and African American men and women which typically aren't as emphasized. Students were asked to re-evaluate the traditional canon against works by these marginalized individuals.

Introduction to Drama (1 section, enrollment 19)

Drama survey course from Greek drama through modern drama. Students were asked to consider performative as well as textual aspects of each play, putting themselves into the role of theatrical producer.

Seminar in Academic Writing

Required writing-intensive course for first-year students designed to teach rhetorical composition practices with a diverse range of technologies and communicative modes.

Exploring the Rhetoric of Community (2 sections, enrollment 24)

Staging the American Dream (1 section, enrollment 24)

The Search for Meaningful Work and the Definition of Success (3 sections, enrollment 22)

Negotiating Identity Through Language (1 section, enrollment 22)

FELLOWSHIPS

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

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

SELECTED PRESENTATIONS & COLLOQUIA

"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 DEVELOPMENT

Advanced Placement Exam Reader, English Language and Composition

Educational Testing Services, Tampa, FL (June 2018, 2019, 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.

REFERENCES

Dr. Thomas Recchio, University of Connecticut, trecchio@uconn.edu

Dr. Martha Cutter, University of Connecticut, mcutter@uconn.edu

Dr. Rachael Lynch, University of Connecticut, rlynch@uconn.edu