

Drew J. Scheler

St. Norbert College
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EDUCATION

University of Virginia, Charlottesville, VA (May 2013)
Doctor of Philosophy, English Language and Literature

University of Virginia, Charlottesville, VA (December 2009)
Master of Arts, English Language and Literature

University of Wisconsin-Madison, Madison, WI (May 2006)
Bachelor of Arts, With Distinction, English and Classics

EMPLOYMENT

Director of Writing Across the Curriculum, St. Norbert College, De Pere, WI (Aug. 2014-present)

- Promote, coordinate, and develop a writing program to which all college instructors contribute.
- Provide support and faculty development for teachers of writing and writing-intensive courses.
- Participate in a committee that manages changing general education curriculum requirements.
- Participate in a task force developing a first year common course.
- Develop a program of assessment for the Writing Across The Curriculum program.
- Create strategic partnerships with the SNC Library, Writing Center, and Faculty Development.
- Maintain a working knowledge of research and best practices in composition pedagogy.
- Conduct independent research projects in the area of composition pedagogy.

Assistant Professor of English, St. Norbert College, De Pere, WI (Aug. 2014-present)

- Teach introductory and advanced composition courses.
- Teach introductory and advanced writing-intensive literature courses.
- Conduct independent research projects in my area of literary studies (Renaissance literature).
- Advise students formally and informally.
- Participate in governing bodies, including: Faculty Senate, Honor Code, Classics Committee, etc.

Director of Writing Center, University of Virginia, Charlottesville, VA (Aug. 2012-May 2013)

Assistant Director of Writing Center, University of Virginia, Charlottesville, VA (Aug. 2011-May 2012)

- Hire, train, and schedule about 35 graduate student writing tutors per semester.
- Build and manage a budget drawn from several different institutional sources.
- Create and maintain strategic partnerships with Writing Program, Libraries, ESL, and Athletics.
- Promote the Writing Center using print, digital, and social media.
- Manage the day-to-day operations of a free, large-scale tutoring service at 4 locations on campus.
- As Director, train the following year's Assistant Director.
- As Assistant Director, help the Director with the above duties and plan year of Directorship.

Developer, groundsforargument.org, University of Virginia, Charlottesville, VA (Jan. 2009- May 2013)

- Plan, draft, revise, and edit content for an online teaching tool for composition classes.

- Participate in the large-scale theoretical approach to teaching writing in an interactive format.
- Acquire elementary literacy in Drupal and html.

TA and Instructor, Transition Program, University of Virginia, Charlottesville, VA (Summers. 2009-12)

- TA for an introductory program designed to transition underprepared and disadvantaged pre-first year students into a college environment (2009-2011).
- Act as lead instructor for a group of particularly underprepared writers (2012).
- Mentor a small group of students academically and socially.
- Participate in syllabus design, assignment design, and TA training.

TA and Instructor of English, University of Virginia, Charlottesville, VA (Aug. 2008- May 2012)

- Teach introductory and advanced composition courses.
- Teach introductory and advanced writing-intensive literature courses.

COMMUNITY ENGAGEMENT

English Coordinator, College Credit Program, St. Norbert College, 2013-present

- Direct, support, and develop college-level English courses taught at local high schools.
- Evaluate the program's current and prospective teachers.

Curriculum Consultant, Cesar Chavez Charter School, Washington DC, Fall 2011-Spring 2013

- Advise and support the Public Policy Senior Thesis curriculum.
- Judge student final project presentations.

PUBLICATIONS

“‘Speak plainly and home’: Herbert’s Plain Style and the Architecture of Character” (under review at *The George Herbert Journal*)

“Equitable Poetics and the State of Conflict in Edmund Spenser’s *Two Cantos of Mutabilitie*” (forthcoming in *Rhetorica*)

Review of Maria Franziska Fahey, *Metaphor and Shakespearean Drama: Unchaste Signification in The Sixteenth Century Journal* 43.3 (2012): 936.

ADDITIONAL SKILLS

Expertise in Little Red Schoolhouse methods of research, argumentation, style, and clarity.

REFERENCES

Jon D’Errico, Associate Director of Academic and Professional Writing

Department of English
University of Virginia
E: jd5j@virginia.edu
T: 434-924-7072

Anthony Sigismondi, Information Literacy & Instruction Librarian

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