

# BASIL ‘CHAD’ CHISHOLM, PHD

## EDUCATION

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2008-2013      The University of Texas-Arlington      Arlington, TX  
*Ph.D./Rhetoric; Composition; Children’s literature*

—**Dissertation:** “The Possibilities of Children’s Literature: A Rhetoric-Oriented Approach to Juvenile Texts

- Rhetorical criticism
- Rhetoric of Children’s Literature
- Composition and Assessment theory

2001-2004      Clemson University      Clemson, SC  
*M.A./English and literature*

- American literature
- Southern cultural studies
- First in graduating class to be published in a scholarly journal.

1998-2000      The University of Mississippi      Oxford, MS  
*B.A./English and history*

- Sigma Tau Delta and Phi Alpha Theta
- Wrote articles for the *Daily Mississippian* and *Mississippi Folklife*.

Summer 1998      Kings College      London, UK  
*Study Abroad Program/History*

- Field research in Normandy.
- Research in government archives.

1998-1996      Hinds Community College      Raymond, MS  
*A.A./General education*

- Dean’s Scholar

## PROFESSIONAL EXPERIENCE

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2014-              Southern Wesleyan University      Central, SC  
*Assistant Professor of English*      (864) 644-5212

- Worked with General Education students and English majors
- Created SWU C.S. Lewis Society
- Served on Honors Committee and Hiring Committee

2005-2014      Rust College      Holly Springs, MS  
*Instructor of English*      (662) 252-8000

- Introduced Digital Rhetorics and Multimodal Composition
- Proofed and edited the 2013 QEP document for 10-year SACS review
- Taught remedial, college, and honors English composition classes.
- Taught sophomore literature.
- Taught a Major Authors class (Fall 2006) which covered novels by Twain, Faulkner, Hurston, Ellison, Orwell, and Ishiguro.
- Taught History of the English Language (Spring 2006) which was a survey of the origins and development of English.
- Served as the faculty representative on the President's Cabinet, the policy-making body at Rust College (2006-2007, 2007-2008).
- Worked with the writing center newsletter.
- Supervised student workers on an Audio Book project.
- Director/founder of the Audio Book Learning program.
- Served on Writing Across the Curriculum board (WAC), a Rust College program designed to encourage writing in all academic disciplines.
- Faculty sponsor of Sigma Tau Delta (English Honor Society).
- Used Blackboard and Plato technology in courses.
- Worked as a freshman advisor.
- Rewrote criteria for students wanting to become English majors.
- Wrote revisions for the probationary and removal procedures for English majors who fail to meet academic competencies.
- Worked on revisions for the English Proficiency Exam (EPE) rubric.

2008-2010      The University of Texas at Arlington      Arlington, TX  
*English Graduate Teaching Assistant*      (817) 272-0954

- Introduced Digital Rhetorics and Multimodal Composition
- Taught first-year English composition (ENGL 1301 and 1302)
- Taught a comedy-themed research composition class (ENGL 1302).

2004-2005      Hinds Community College      Pearl, MS  
*Adjunct Instructor of English (full-time)*      (601) 932-5237

- Taught remedial and college English on three branch campuses.
- Used Blackboard technology.

2003-2005      Books-A-Million      Jackson, MS  
*Café operator*      (601) 366-3008

- Operated the café

2001-2003      Clemson University      Clemson, SC  
*Graduate Assistant/Tutor*      (864) 656-3151

- Managed a satellite writing center.
- Attended staff training sessions each week.
- Proofed theses and dissertations.
- Worked with the International office.

## SEMINAR DEVELOPMENT

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- Topics in Teaching Composition (ENGL 5389, UTA)
- Argumentation Theory (ENGL 5359, UTA)
- Writing Assessment, Evaluation, and Response (ENGL 5358, UTA)
- Composing Processes (ENGL 5356, UTA)
- Foundations of Rhetoric and Composition (ENGL 5311, UTA)
- Theory and Practice in English Studies (ENGL 5300, UTA)
- Seminar in Teaching Literature (ENGL 5337, UTA)
- Classical Rhetoric (ENGL 5350, UTA)
- Donald Davidson and Philosophies of Language (ENGL 5360, UTA)
- Shakespeare and his Contemporaries (ENGL 808, Clemson)
- American Literature Since 1865 (ENGL 823, Clemson)
- British Romantic Literature (ENGL 811, Clemson)
- Southern Gothic Literature (ENGL 823, Clemson)
- Confessional Poets (Plath, Hughes, Lowell, etc.) (ENGL 831, Clemson)
- James Joyce (ENGL 831, Clemson)
- Modern American Literature (ENGL 623, Clemson)
- Fiction Writing Workshop (ENGL 645, Clemson)
- Poetry Writing Workshop (ENGL 646, Clemson)

## PROFESSIONAL DEVELOPMENT AND CONFERENCES

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2013 Mississippi Writing Centers Association Conference at Mississippi College, March 1-2.

2011 SWCA in Tuscaloosa, Alabama, February 17-19. (Panel presenter)

2010 CCCC in Louisville, Kentucky, March 17-20, 2010. (Presented paper)

31<sup>st</sup> SWTX PCA/ACA in Albuquerque, New Mexico, February 10-13, 2010. (Presented paper)

2008 C.S. Lewis and His Friends lecture series, April 8, 2008, hosted by the Memphis Theological Seminary and featuring speaker Dr. Hal Poe of Union University.

2007 Oxonmoot Conference, September 14-16, hosted by the J.R.R. Tolkien Society at the University of Oxford in Oxford, England. (Presented paper)

2007 Oxford Conference for the Book, March 22-24, 2007 in Oxford, Mississippi.

18<sup>th</sup> Annual Natchez Literary and Cinema Celebration, February 22-25, 2007: "Southern Accents: Language in the Deep South" at Natchez, Mississippi. Recognized as a William Winter Scholar.

Plato Learning Workshop, February 19-20, 2007 at Rust College. Plato is a

comprehensive computer software program designed to help students master pre-college competencies.

6<sup>th</sup> Annual Mississippi Writing Centers Association Conference, September 29, 2006: "State Writing Objectives: Engagement, Grammar, and Assessment" at Tougaloo College. (Presented workshop)

#### PRESENTATIONS

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"The Writing Center Reflection Paper: Tutor-Teacher Collaboration," February 17, 2011 for the Southeastern Writing Center Association 2011 Conference at the University of Alabama in Tuscaloosa.

"Strengthen the Things that Remain? Rethinking our Assessment Goals at Small Colleges," March 20, 2010 for the Conference on College Composition and Communication (CCCC) in Louisville, Kentucky.

"Archetypes in Seven and Kind Hearts and Coronets: an Intertextual Confluence," February 13, 2010 for the Southwest Texas Popular Culture and American Culture Association (SWTX PCA/ACA) in Albuquerque, New Mexico.

"Teaching Christianity's Past and Revisionism," April 4, 2008 at the Stephen Olford Center at Union University (Memphis, TN) for the Christianity and the Academy Conference.

"Winston and Frodo: Demons, Choice, and Grace in The Lord of the Rings," September 15, 2007 at the University of Oxford for the J.R.R. Tolkien Society at Lady Margaret Hall.

"Personality and College English: An Innovative Approach to Teaching Developmental Writing at HBCUs," September 29, 2006 at Tougaloo College.

"Critical Thinking in our College Classrooms," February 22, 2006, for the Faculty Development Morning at Rust College.

#### AWARDS RECEIVED

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Summer 2013 Dissertation Writing Fellowship (UT-Arlington, Graduate School)

2007-2008 Exemplary Teacher Award (United Methodist Board of Higher Education)

2006-2007 William Winter Scholar (Rust College)

Ella Sommerville Honorable Mention for poetry (Ole Miss)

#### PROFESSIONAL MEMBERSHIPS

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National Council for Teachers of English (NCTE)

J.R.R. Tolkien Society (Oxford, UK)

C.S. Lewis Society (Memphis, TN)

Phi Alpha Theta (History International Honor Society)

Sigma Tau Delta (English International Honor Society)

Mississippi Historical Society

## PUBLICATIONS

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“Death of *The Hobbit*” (review of the film *The Hobbit*) in *Mallorn* 54, journal of the J.R.R. Tolkien Society (2013)

“Roger Lancelyn Green and the Possibilities of Literature” in *Festival in the Shire*, an online journal ‘discussing all things Tolkien’ (10/2012)

“The lion, the witch, and the baffled producers” (review of the films *The Lion, The Witch, and the Wardrobe*, *Prince Caspian*, and *The Voyage of the Dawn Treader*) in *Mallorn* 52, journal of the J.R.R. Tolkien Society (Autumn 2011)

“Keeping the Faith” (review of the films *Toy Story 3* and *The Book of Eli*) in *Mallorn* 51, journal of the J.R.R. Tolkien Society (Spring 2011)

“The wizard and the rhetor: rhetoric and the ethos of Middle-earth in *The Hobbit*” in *Mallorn* 50, journal of the J.R.R. Tolkien Society (October 2010).

“Flights of Fantasy” (review of the film *Up*) in *Mallorn* 50, journal of the J.R.R. Tolkien Society (October 2010)

“Born of Many Hopes” (review of the film *Born of Hope*) in *Festival in the Shire*, an online journal ‘discussing all things Tolkien’ (3/12/2010)

“Hunting Peter Jackson” (review of the film *The Hunt for Gollum*) in *Mallorn* 48, journal of the J.R.R. Tolkien Society (October 2009)

“Winston and Frodo” in *Mallorn* 45, journal of the J.R.R. Tolkien Society (March 2008)

*Clinton: 1940-1980* (Images of America series) with Arcadia Publishing (March 2008)

*Clinton* (Images of America series) with Arcadia Publishing (January 2007)

“Birds and Bees” (Essay) in *Bearcatz Connection* (Spring 2006): explores the use of animal imagery in the poetry of Ted Hughes and Sylvia Plath.

“Cardinal in the Storm” (Poem) in *Connecticut Review* (Spring 2004)

“Orpheus Today” (Poem) in Western Reading Series’ anthology *In Other Words* (Fall 2003)

“The Maternal Confessionalist” (Essay) in *The South Carolina Review* (Spring

2003): explores the life and work of poet Vivian Shipley.

“Ode to Ginsberg” (Poem) in *The South Carolina Review* (Fall 2002)

“Reverend H. D. Dennis and His Church in Vicksburg” (co-authored with Chris Thompson) in *Mississippi Folklife*, Vol. 31, No. 2 (Spring 1999).

#### UPCOMING PUBLICATIONS

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“Aaron Burr in Mississippi” in *The Mississippi Encyclopedia* with the Center for the Study of Southern Culture.

“Cowles Mead” in *The Mississippi Encyclopedia* with the Center for the Study of Southern Culture.

#### CURRENT RESEARCH

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“C.S. Lewis and the Possibilities of Children’s Literature” is taken from my dissertation and is being formed into a book that seeks to develop a new interpretive theory for children’s literature.

“Strengthen the things that remain?” Rethinking our composition assessment goals at small colleges” examines the development of an ‘exit exam’ at Rust College in the 1990s where ‘best-accepted’ practices and theories were not implemented.

“On wizards and rhetors: the enchantment of persuasion of Middle-earth” examines the opposing Classical and postmodern rhetorics and their philosophical implications in the fiction of J.R.R. Tolkien.

“Amelia Bedelia and the surprised critics: a reinterpretation using Donald Davidson’s principle of charity” reexamines the various philosophies of language in Peggy Parish’s famous series for children.

#### REFERENCES

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Dr. Tim Morris	(817) 272-0466 <a href="mailto:tmorris@uta.edu">tmorris@uta.edu</a>
Dr. Margaret Delashmit	(662) 252-8000 <a href="mailto:mvdelashmit@yahoo.com">mvdelashmit@yahoo.com</a>
Dr. Sharron Sarthou	(662) 252-8000 <a href="mailto:sesarthou@gmail.com">sesarthou@gmail.com</a>
Mr. Mark Ridge	(662) 252-8000 <a href="mailto:talfax@hotmail.com">talfax@hotmail.com</a>

#### CLASSES TAUGHT (ASIDE FROM COMPOSITION 1 & 2)

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- British Literature I (ENGL 3053, SWU)
- Development of Modern English (ENGL 4303, SWU)
- Introduction to Linguistics (ENG 430, Rust College)
- Major Authors of Children’s Literature (ENG 437, Rust College)
- Major Authors of the 20<sup>th</sup> Century (ENG 437, Rust College)

- Shakespeare's Comedies (ENG 432, Rust College)
- Shakespeare's Histories (ENG 432, Rust College)
- History of the English Language (ENG 434, Rust College)
- Medieval Literature (ENG 339, Rust College)
- Children's Literature Topics (ENG 334, Rust College)
- Advanced Writing (ENG 332, Rust College)
- Introduction to Literature (ENG 233, Rust College)

The writing of college students differs widely, depending on the family environment, community, and educational background of the student. At times, these differences make it challenging for a single teacher or tutor because of the impossibility for one person to either vicariously experience all individual backgrounds or to live in every possible social context. Some skeptics might claim that this gulf between the rhetorician and the student is impossible to bridge. However, I am not a conceptual relativist, which means I do not believe that systems of thought and communication (created by ideas or culture) can be so vastly different that they prove to be impossible to share or exchange. Indeed, our place in academia as composition instructors, as well as our scholarship and accomplishments within composition-rhetoric studies over the past 50 years, belies such an assertion. If we look to Donald Davidson's philosophy of language, we find there a theory that illustrates how the "logic" and "truth" of our students cannot be completely isolated from our own concepts, no matter how different, because to a large degree their beliefs are shared with our beliefs about language, life, and the world. We must assume this because if the intentions of another language user was so divorced from all of our conventions of meaning (as Alice seems to find during her excursion into Wonderland), then how can we hope to ever communicate about anything? For any coherency to be possible at any level, whether we are trying to interpret the language intentions of a person from New Orleans, Paris, or another world, a set of shared conventions is what makes this discourse possible. This is what has come to be called Davidson's 'principle of charity,' which I believe to be the best and most practicable starting point for forming a pedagogy for first-year writing students.

Charitable theory and practice can be useful not only in our dealings with language in the classroom, but how we handle the prior assumptions that students and instructors bring into the classroom before the semester begins. One of these aprioristic assumptions is what Mina P. Shaughnessy calls "the economics of energy in the writing situation" where the student-writer and teacher-reader often disagree on how much time and effort each party should spend on composing and comprehending a student's paper. Using a 'pedagogy of charity' (as Kevin Porter calls it, drawing from Davidson's principle), instructors must be wary of dismissing student writing that might be difficult to understand, but a charity-negotiated classroom and curriculum requires students to learn the pedagogy and to use charity as a convention as well. While students will probably not at once begin to garnish their words with more 'economical' care for the sake of their beleaguered instructors, the introduction of charity in composition-rhetoric pedagogy is something both the instructor and the student want, and by negotiating with this principle both parties can move in the direction that serves as the foundation for much meaning and communication in our discourse. While understanding in the classroom will have its various levels, Davidson reminds us that "the clarity and effectiveness of our concepts grows with the growth of our understanding of others." With this in mind, "[t]here are no definite limits to how far dialogue can or will take us" in the composition classroom and beyond.



