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Daniel Lamar Hocutt

OBJECTIVE

To lead and assist secondary residential education programs in evaluating and improving programs, focusing on student development and transitioning.

EDUCATION

1996 – 1998 *Graduate School of Arts and Sciences* *University of Richmond*

Master of Arts (*summa cum laude*) in English Literature

Thesis: Non-linear narrative and early “hypertext” in Laurence Sterne’s *Tristram Shandy*

1988 – 1992 *Richmond College* *University of Richmond*

Bachelor of Arts (*summa cum laude*) in English

Secondary English teaching certification (renewed 1997); 24 hours in Latin & classical studies

1983 – 1988 *Walworth Barbour American International School* *Tel Aviv, Israel*

High School Diploma

Lived as part of the Jewish, Arab, and expatriate communities of Israel as the son of missionaries

PROFESSIONAL EXPERIENCE

August 2001 – Present *Free Lance Web Designs* *South Riding, Virginia*

Web Site Designer and Developer

- University of Richmond School of Continuing Studies (on staff): <http://www.richmond.edu/academics/scs>
- Governor’s School, Humanities and Visual & Performing Arts: <http://www.richmond.edu/~govschool>
- All America Reads National Reading Organization: <http://allamericareads.org>
- Official Web Site of Writer David Baldacci: <http://david-baldacci.com>
- Official Web Site of FBI Writer Christopher Whitcomb: <http://christopherwhitcomb.com>
- National Conference of Governor’s Schools: <http://ncogs.org>
- Mallary Baptist Association, Albany, Georgia: <http://mallary-baptist.org>

January 2000 – Present *School of Continuing Studies* *University of Richmond*

Adjunct Faculty

Teach introductory English composition and research (English 101) to adult learners. 3.0-hour class on writing basics and team-taught 1.0-hour research lab on college-level research tactics and skills.

August 1998 – July 2001 *The Governor’s School* *University of Richmond*

Program Director

Planned, maintained, and supervised faculty, staff, student, facilities, internal, and external affairs of the Summer Residential Governor’s School for Humanities and Visual & Performing Arts at the University of Richmond.

August 1996 – July 1998 *The Governor’s School* *University of Richmond*

Office Co-Manager

Organized and implemented programs and events occurring throughout non-program months, including correspondence, publications, arts adjudication, staff selection, facilities management, scheduling & purchasing.

*Summers 1992 – 1998**The Governor's School**University of Richmond***Head Resident Advisor & Resident Advisor**

As one of two head residents, oriented, trained, and supervised student life staff, planning and implementing co-curricular and extra-curricular student activities. Worked as liaison between administrative/teaching staffs and the student life staff, encouraging and promoting cooperation. As resident advisor, provided students a safe, secure, and challenging learning and living environment as resident advisor and role model. Supervised students throughout the day and night in all indoor and outdoor, on-campus and off-campus, co-curricular and extra-curricular activities and events. Provided pedagogical and administrative support to the teaching faculty.

*August 1992 – June 1994**Oscar F. Smith High School**Chesapeake, Virginia***Secondary Classroom Teacher**

- Taught tenth grade honor students to read American literature critically and to write analytically based upon critical reading (3 years).
- Taught students to create and publish the school's yearbook using Adobe PageMaker software and Jostens yearbook journalism curriculum (3 years).
- Taught students to read, write, and speak Latin using the nature method and to recognize Latin origins in English words (1 year).
- Taught lower-level ninth grade students to read and write more effectively using strict organizational patterns (2 years).
- Taught juniors and seniors to write more effectively using the five-paragraph essay and to appreciate a broad variety of writing with a focus on British literature (1 year).

OFFICES HELD AND ADDITIONAL EXPERIENCE*October 2001 – Present**National Conference of Governor's Schools***President**

Conducted October 2001 Board Meeting and Working Retreat, "Building for the Future." Responsible for conducting all official correspondence and leading all business and planning sessions. Began implementing new initiatives, including streamlined and centralized communications, improved Web collaboration over distances, and national conferences focused on genuine collaboration and sharing.

*October 2000 – October 2001**National Conference of Governor's Schools***Vice President for Technology**

Redesigned organization's Web site; as member of Executive Committee, conducted site visit and participated in planning session for October 2001 Board Meeting and Working Retreat.

*1996 – 1998**Writing Across the Curriculum**University of Richmond***Writing Fellows Coordinator**

Scheduled and supervised the work of 40 – 50 Writing Fellows working in 14 – 16 courses each semester. Organized and supervised yearly student application process and annual program evaluation.

*September–October 1997**United Rappahannock Tribe**Richmond, Virginia***Research Assistant**

Researched origins and genealogy of current members of the Rappahannock tribe as part of a national effort to achieve federal recognition.

PAPERS, CONFERENCES, AND PUBLICATIONS

“Sharing Great Ideas”

Facilitated conference session designed to showcase excellence and to work collaboratively as a catalyst for improvement and change. Presented at the National Conference of Governor’s Schools Biennial Conference (Greenville, South Carolina / 11 – 15 October 2000).

“The Worst Readers Are Those Who Proceed Like Plundering Soldiers: Critical Reading, Nietzsche, and Hypertext as Tool”

Co-presenter as web designer for hypertext designed to enable students to analyze and synthesize their readings. Presented at the Computers and Writing 2000 Conference (Fort Worth, Texas / 25 – 28 May 2000).

“Helpful Hints for Nominating Gifted Students for Summer Residential Governor’s Schools”

Co-presenter providing educators and parents tips on nominating students and on enhancing students’ chances for successful acceptance into summer residential programs. Presented at the Eighth Annual Virginia Association for the Gifted (VAG) conference (Richmond, Virginia / 28 – 30 October 1999).

Rousseau and Nietzsche Hypertexts

Co-presenter as Web designer for hypertexts designed to enable students to read more carefully and deeply. Presented at Richmond-area technology in education conference (Randolph-Macon College / 15 – 17 June 1999).

“Hegemony, Harmony, and Hypertext: Learning Communities in the Culture of Composition Studies”

Panel chair of a session held at the 1998 Conference on College Composition and Communication (CCCC) Annual Convention (Chicago, Illinois / 1 – 4 April 1998).

“Translating Oral Performance into Written Narrative: Inter-textual Audience in the Coyote Stories of Simon Ortiz’s *A Good Journey*”

Paper presented at the Association of American Indian Literatures (ASAIL) panel at the American Literature Association (ALA) Conference on American Literature (Baltimore, Maryland / 23-25 May 1997).

Richmond Times-Dispatch Book Reviews

Reviews completed and published for the following novels:

- ♦ *Mother of Pearl* by Melinda Haynes (25 July 1999)
- ♦ *The Slow Way Back* by Judy Goldman (24 October 1999)
- ♦ *The Story of a Million Years* by David Huddle (9 January 2000)
- ♦ *The Voyage* by Philip Caputo (6 February 2000)
- ♦ *Champeen* by Heather Ross Miller (16 April 2000)

Tiger Prints: Leaving Our Mark on the Community

Designer and editor of Oscar Smith High School’s semi-annual report of achievement and success in the community and throughout the Commonwealth.

Core World Wide Web Site Contributions

Collaborated with faculty from the School of Arts and Sciences through the Associated Colleges of the South Mellon Grants to develop hypertext projects using Rousseau’s *A Discourse on Inequality* and Nietzsche’s *Genealogy of Morals* that provide practical instruction on effective academic reading strategies. Also collected Core writing assignments in an online library of assignments for student reference and as models for other Core instructors (<http://www.richmond.edu/~core/>).

REFERENCES

Ms. Margaret R. Larkin, Educator

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Dr. Barbara McGonagill, Coordinator

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Dr. Patricia Johnson Brown, Associate Dean

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PHILOSOPHY OF RESIDENTIAL EDUCATION

Residential programs should be planned and implemented with the same care and formal attention as academic programs. Secondary students build academic success upon fulfilling and successful out-of-classroom experiences, including an accepting and encouraging home environment. When that home environment is a residential dormitory, the importance of planning and implementing a highly structured, consistent, accepting, and encouraging environment cannot be over-emphasized. Students in a residential setting should experience the same high expectations, clear standards, consistent discipline, emotional support, and continual encouragement that a traditional home setting can provide. Planning and implementing such a residential environment can and should be formalized in the same way academic curricula and environments are implemented, with clear goals and student-based objectives, evaluation instruments that measure progress, and intrinsic and extrinsic rewards for success.

TRANSITION AND RE-ENTRY

As a missionary kid, I experienced first-hand the difficult transition adolescent "Third Culture Kids" experience when returning from an overseas post to their "home" country and culture. Confusion abounds as teen-agers enter a culture that is meant to be their own, yet remains foreign and uncomfortable to them. For students whose parents are in the military, that re-entry can be made even more difficult by leaving not only a host culture or an international expatriate culture, but by leaving the very comfortable and supportive military culture, perhaps for the first time, as they enter college or the American work force. Middle and high school students who face this re-entry need to know what awaits them, and they need to learn coping skills and release mechanisms that will allow them to succeed in their new environment. While nothing can take away the discomfort of not belonging, students can learn to approach re-entry with the same care and conscious effort that an international posting requires, taking time to learn and understand the culture they are entering. In addition, students can work to develop a Stateside support group that understands their background and can provide the belonging and acceptance so desperately needed.