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D-Ped Articles for Teaching Poetry

Chelsea Dingman
University of South Florida, cdingman@usf.edu

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Poetry II-Digital Pedagogy Articles

Chelsea Dingman

I have my poets reading five collections over the course of the semester, each one paired with an interview with the author, and any online articles or interviews in which the author actively describes their process in writing that text. We are looking at how the personal is also political is also personal, as well as how new mediums and forms have influenced the writing of these books. One of the new mediums is the digital platform and the way that poetry is digested online now (we had a great discussion about the Tumblr poets, as a result).

For the last few weeks, we focused on Solmaz Sharif's NBA-nominated collection, *Look*. We analyzed the effectiveness of erasure as a poetic form, and as paired with the content of her book (which describes the erasure of her culture and people in war). They had to look up articles after I started them with these:

http://www.thevolta.org/ewc28-ssharif-p1.html

http://www.divedapper.com/interview/solmaz-sharif/

The idea is to create context to the book when reading it, which led to great discussions in class. They brought their articles in and we talked about the effectiveness of a project book, of different forms of poetry that she employed, and about her use of the Military Dictionary in a collection of poems in which she turns the language against itself.

They also had to look at the text in terms of its digital effectiveness (how it translates online) and its effectiveness to communicate information on the page. There are some things that just don't come across when formatted to fit a screen and this changes the reading of the text, which, again is what Sharif is playing with: half of her book is in prose because she is trying to communicate information (hence the title). The lyric poems hinge on each other and cannot be experienced the same way when they are separated and put on a screen. In one poem, it is written in sections to appear on the page as a series of buildings. This does not translate on a screen.

In writing their own poems later, they were forced to write the poem by hand. Then, type it on a screen. Finally, they were to print it out and do revisions on the page. In all three ways of the looking at the poem, this forced their brain to digest the information differently.

Digital Pedagogy Articles: (for reference)

https://digitalpedagogy.mla.hcommons.org/keywords/poetry/
http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Hughes.pdf
https://jitp.commons.gc.cuny.edu/teaching-literature-through-technology-sherlock-holmes-and-digital-humanities/