

## Scholarship of Teaching and Learning Bibliography

**Gailey, Amanda. "Teaching Attentive Reading and Motivated Writing through Digital Editing." *CEA Critic*. 72.2 (2014): 191-199. Print.**

Gailey argues that digital editing is a method that affords students a "rigorous, systematic, and somewhat flexible way for students to inscribe a view of the text onto the text itself" (194). Digital editing can become, as one of Gailey's students says, "an extended meditation upon a poem" (196). But the approach is not without its critics. Some argue that digital editing, and digital humanities generally, lead only to "distant reading" (191) – a term developed by Franco Moretti (2003) and worthwhile in and of itself but distinct from close reading. Gailey's most persuasive counter argument to the claim that digital editing is "uncritical" and leads to "sub-literacy" (191, 196) is in her comparison of a digital editing project with the traditional term paper, which leads me to consider how I would use this in an undergraduate course.

I would take Gailey's highly structured approach of assigning students a portion of a text to first read and reread and then develop a critical lens through which to edit the text. As Gailey writes, the focus or foci may vary: "TEI includes tagsets for noting meter and scanning each line of a poem, for example – or more content-based interests, such as tracing the gender of speakers, the tribal identity of characters, the locations of places mentioned in the text" (194). Gailey mentions that she requires her students to create an editing guide, which I believe is valuable, but I would also assign a smaller written assignment where students would make interpretive gestures based on the critical editing work they did on the text.

**Kellemen, Erick. "Critical Editing and Close Reading in the Undergraduate Classroom." *Pedagogy*. 12.1 (2012): 121-128. Print.**

Kellemen argues that we "ought to employ more textual criticism in the undergraduate classroom, and in this essay I explore in more detail justifications for doing so" (121). His rationale is textual criticism is a practical, experiential way to assist students in questioning the text and recognizing that all texts are mediated and remediated beyond the pen or word processor of the author: "The reasons to bring textual criticism into any classroom are to demystify textual media and thereby to increase students' ability to negotiate and interpret textual mediations" (122). The primary contribution I see in Kellemen's article, however, is how he intersects textual criticism with close reading. Here, Kellemen posits that textual criticism is not only a practical strategy but also a process to develop the critical and theoretical capabilities we hope for our students. Close reading is familiar to most who teach literature, but Kellemen claims that it has not been theorized or considered thoroughly enough; rather than a theory, it is often presented as a "rubric" or "checklist" (126). Kellemen argues "that a list of things to look for when reading a poem implies a theory but is not a theory itself, in the same way that a list of tasks for an editor (or a student-editor) to complete implies but is not a theory of editing, nor is such a list a theory of teaching through editing" (126).

Kellemen argues that textual criticism is an approach that might bridge that gap, but I wonder to what degree of planning this pedagogy would require. Perhaps ironically, I believe that to employ this technique would require me to carefully design the learning experience of the students -- the use of checklists would almost certainly be necessary. This resource primarily extends my theoretical understanding of an important pedagogical method within my field. On a more practical level, though, Kellemen's article makes me think that an assignment which requires students to think about how they read and to what end could be a powerful addition to a literature course.

**Brown, Peter C., Mark A. McDaniel, and Henry L. Roediger, III, . *Make It Stick: The Science of Successful Learning*. Belknap Press, 2014.**

In this book, Brown, McDaniel, and Roediger discuss research-based methods and principles of learning, and how implementing these techniques both personally and in the classroom can radically change the way one learns new information. Particularly, they discuss methods for so-called “easy learning” and encourage the reader not to use these methods (such as re-reading and highlighting and “cramming”) but rather focus on learning techniques that focus on long-term and in-depth knowledge of a subject. Some of the techniques that they suggest include: spacing out smaller (but still cumulative) quizzes throughout a semester in place of one or two larger exams to encourage the continual retrieval of information, weaving together multiple concepts and skills throughout a class or an assignment rather than completing each topic before moving on to the next, changing up tasks frequently so that a student learns multiple ways to respond to a test of specific knowledge (which ensures that they more completely understand the material rather than simply memorizing facts that they know will be on the exam), and encouraging actual learning over short-term performance by encouraging students to work through difficulties and even placing difficulties in their paths as they learn.

In the classroom, I would certainly adopt the practice of using smaller and more frequent quizzes and creating assignments designed to continually recall previous knowledge, such as assigning practice problems for homework from previous units alongside the current unit. I would also like to sometimes give students assignments that I know may be slightly beyond their current capabilities so that I may encourage them to stay in the struggle and work through these difficult assignments so that they can better learn. Of course, I would provide guidance and encouragement throughout — it might be quite beneficial for my students to learn that saying “I don’t know” is not a sign of failure, and that when they work through the difficulties they will understand the concept even better.