



CELEBRATION OF STUDENT WRITING DECEMBER 9, 2011

The Celebration of Student Writing showcases undergraduate student writing projects from across the University. The celebration encourages students to re-present and display their research and writing in formats other than conventional word-processed letters and lines on the printed page. Some students create video projects; others produce poster presentations or read aloud portions of their writing; still others design models or digital illustrations that present their writing projects in new media.

The Center for the Study of Writing, established in 2008 to facilitate research and scholarship on writing at the University and in the world, serves three distinct but interrelated roles at the University: to support writing and research by resident and visiting students and scholars; to facilitate exciting new courses and curricula on writing; and to provide an array of practical writing and publishing support services to the University and University Circle communities. For more information, see <http://www.case.edu/writing/csw>.

Since 2009, the Center for the Study of Writing have been sustained by generous gifts from Marilyn McCulloch (FSM '50); from Edward S. Sadar, M.D. (ADL '64, SOM '68) and Melinda Melton Sadar (FSM '66); from Sharon Schnall (MBA '87) and Dr. R. Drew Sellers (EMBA '08); from Eric Winter, M.D. (CWR '98, GRS '91, MD '98); from Jackson McHenry (ADL '52); and from an anonymous donor. The Celebration of Student Writing is also supported by SAGES and the Department of English.



WRITING WALL

Sponsored by Celebration of Student Writing

Space is provided for Celebration participants and attendees to contribute their own spontaneous acts of composition to this semester's Celebration event. The Writing Wall is a tradition that honors ephemeral writing and provides space for self-expression – please add your voice!



CASE RESERVE REVIEW

Representatives: Rachel Hunt, Parker Castleberry, Alex Warofka, Sarah Jawhari, Jaq Evans

The Case Reserve Review is the official literary magazine of CWRU. We publish graduate and undergraduate student prose, poetry, and photography on a bi-annual basis. We will be displaying our Fall magazine and asking for feedback from other presenters/students as well as providing information about creative outlets on campus.



WRITING RESOURCE CENTER

Representatives: Megan Swihart Jewell, Writing Center Director; Rob McAlear, Writing Center Assistant Director

The Writing Resource Center (WRC) provides supplemental, discipline-specific writing instruction to students of all levels at the university. Our writing consultants work one-on-one with students on a wide variety of projects. We encourage visits from students at any stage of the writing process, from brainstorming and drafting, to revising and organizing, to sharpening expression. Visit the WRC table at this semester's Celebration of Student Writing to learn more about the WRC, meet our consultants, participate in fun writing activities, and to get the answers to any and all of your writing questions!



FSSO 199: PHILANTHROPY IN AMERICA

Course Instructor: Barbara Burgess-VanAken

Students: Sahil Bharwani, Kayla Courey, Selina Dziewic, Miles Frankel, Tessa Greene, Shelby Hamilton, Jamie Han, Joe Laucks, Lena McCoy, Ema Peshel, Sanjana Soni, Sue Sriharan, Roger Velasquez, Colin Worden, Sean Yang, Jimmy Yang

Our first seminar explored the topic of philanthropy and social change. After assessing social and physical needs and investigating various genres of nonprofit responses to those needs, we worked in groups to develop hypothetical nonprofit organizations that we feel best address current social problems. Acting as representatives of foundations, each member of the class had a set fund to divide among our organizations any way he or she chose. Today we are displaying our presentations as well as flyers and posters for the nonprofit organizations we have designed.



USSY 284: THE ART OF MADNESS

Course Instructor: Barbara Burgess-VanAken

Students: Jeffrey Brown, Anna Crawford, Katie Dzuricky, Kristin Hande, Kristina Korchevskaya, Sabina Kumar, Allison Luoma, Whitney Miller, Karishma Patel, Chloe Rausch, Aleha Saleh, Alex Shappie, Samantha Tucci, Elizabeth Windham, Silvana Zapata-Ramirez

In the Art of Madness (USSY 284), we read literature from various literary periods that featured characters with mental illness. Using New Historicist and Psychoanalytical theories of literary analysis, we compared perceptions of mental illness over time. Our group presentations addressed social, legal, and medical developments in the early modern period, the eighteenth century, the Victorian era, and the twentieth century. Our celebration includes the power points from these presentations in addition to our syllabus and titles of our final research papers.



USNA 233: NANOTECHNOLOGY IN SCIENCE AND ENGINEERING: DOTS, LINES & SURFACES

Course Instructors: J. A. Mann & Susan Dominguez

Students: Ian Grams, Brian J. Guzek, Gregory W. Penzias, Palak Thaker

A recently coined word, “nanotechnology” is the materials and processing of materials that have at least one dimension in the nanometer size scale. Applications of nano-systems have been validated in the arts, crafts and technologies of ancient civilizations, while future applications are being researched and designed today. Students in this SAGES University Seminar will present the science and the arguments within their individual research projects in poster format.

“Approaching the Carbon Age of Electronics,” by Ian Grams, Class of 2014, Computer Science & Cognitive Science.

As we reach the limits of silicon-based electronics, researchers are turning to carbon nanostructures to continue applications of Moore’s Law.

“Carbon Nanostructures in Structural Composites,” by Brian J. Guzek, Class of 2012 Aerospace Engineering.

Fiber-reinforced plastics occupy a significant place in structural applications for the automotive and aerospace industries. This paper discusses the applications, advantages and disadvantages of using these materials structurally, economically and environmentally.

“Gold Nanoparticles in Nanomedicine: Imaging, Diagnostics, and Therapy,” by Gregory W. Penzias, Class of 2014 B.S. Biomedical Engineering.

Research in the new and exciting domain of Gold Nanoparticles (AuNPs) has promising applications in imaging, diagnostics, and therapy for cancer and other diseases.

“Nanoparticles in Drug Delivery: Targeting Particular Cells,” by Palak Thaker, Class of 2014 B.S. Biochemistry.

Recent developments in nanotechnology can potentially allow for target specific drug delivery using nanoparticles. This could lead to less harmful side-effects and more effective medical treatments for numerous diseases.



ENGL 395: SENIOR CAPSTONE SEMINAR

Course Instructor: Christopher Flint

Students: Elisabeth Farrer, Catherine Kinzig, Tiarra Thomas

This course examines research methods, scholarly resources and analytical skills for prevailing modes of enquiry in English studies. It is intended to be a component of the SAGES program for students interested in conducting a senior capstone project in an area related to English studies. As such, it also fulfills an English major requirement. To fulfill the major writing requirement for the course, students develop a cumulative research endeavor, their capstone project, which may be either a scholarly or creative work. Through the work on this project, students familiarize themselves with local and web-based research tools such as libraries, electronic databases and print indexes, various archives, and InterLibrary Loan. The capstone project culminates in a public presentation of the work at the Celebration of Student Writing.

ENGL 395 PRESENTATION SCHEDULE – COACHES’ AREA, ADELBERT GYM

“Alternate Lives: Reimagining Fame and Influence”

12:00 – 12:30

Elisabeth Farrer

History conventionally assumes the form of stories, narratives that if not appropriately studied, return to haunt us. Famous figures frequently intrigue us because of their impact on our modern world. But there are others as well. Those who are commonly forgotten are the marginalized individuals that influenced the famous people we study and admire. To understand the intricate web of support and influence that makes up our history, this project connects historical research to a poem sequence based on the forgotten ones. By studying biographical texts and original works such as letters, paintings, photographs, and creative writing I have devised a series of poems that peer into the intimate world of acclaimed figures to witness the contributions of those who helped them. Figures such as Ernest Hemingway, Marilyn Monroe, Abraham Lincoln, and Andy Warhol, to name a few, have acquired not only an aura of greatness, but also burdens of regret and haunting influences. My poems concern their influential counterparts, i.e. Clarence Hemingway, Monroe’s divided self, Mary Todd Lincoln, and Edie Sedgwick, and reveal the life behind those we revere. By integrating scholarly research and poetic expression, this project seeks to fully understand the “ghosts of history” using devices employed by poetry, and the art of narratology. Ultimately, my main goal is to reach a wide audience of readers and scholars who might not have before considered their influence on our modern world.

“The Adaptation of Adaptation: How Parody Becomes Classic”

12:30 – 1:00

Catherine Kinzig

“It is a truth universally acknowledged that a zombie in possession of brains must be in want of more brains.” Even if a casual reader does not recognize the first half of this line as the iconic opening words of Jane Austen’s *Pride and Prejudice*, that same reader might question the

appearance of the eating habits of the undead in a sentence that breathes an air of sophistication. The passage is in fact from an adaptation of Austen's novel, *Pride and Prejudice and Zombies*, written by Seth Grahame-Smith. A better term for Grahame-Smith's novel might be parody, though others would venture to call it less friendly terms such as "rip-off," or what Christine Rosen, senior editor of *The New Atlantis*, calls "a reverse bowdler," a term she uses to describe the act of essentially dumbing down a work of literature in order to make it easier for its audience. Instead of allowing the terms parody, satire, and homage to describe Grahame-Smith's novel, she deems it unworthy of such titles. This Capstone seeks to point out what Rosen fails to consider: that this is not a new or shocking enterprise. This sort of "mock-up adaptation" has been around for centuries and has been not only successful but has resulted in classics of its own: even Austen herself is guilty of it, using *Northanger Abbey* to parody gothic fiction found in Horace Walpole's *The Castle of Otranto*. Rather than condemn a work of fiction because it seeks to make light of a "serious" novel, we can gain an appreciation for the form by examining how it has evolved since the middle of the 18th century and keeps adapting *itself* to be a stand alone genre that becomes increasingly more accessible as the years go by.

"The Real and the Unreal: Questions of Truth in African American Fiction" 1:00 – 1:30
Tiarra Thomas

The research presented in this study focuses on the African American condition in Jackson, Mississippi and surrounding states, and how it may have been reflected in literature during that time. Books such as *The Help* by Kathryn Stockett and other similar works often present their novels in a manner that makes the story seem "real," and, in effect, may alter the way that the reader thinks of the story and the historical period. By conducting research related to this, my goal is to confirm that texts based on the African American experience often have a close relationship to the historical events of that time. Using the novel *The Help* and historical information of the era it describes, I examine the relationship between the reality of what is confirmed by history and the way in which that reality is presented in fictional works.