



THIRD ANNUAL CELEBRATION OF STUDENT WRITING

The Celebration of Student Writing, a centerpiece of the University's Writing Week, showcases undergraduate student writing projects. The Celebration encourages students to represent 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, Writing Week and 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 and Writing Week

Space is provided for Celebration participants and attendees to contribute their own spontaneous acts of composition to this year's Celebration event. The Writing Wall is an annual tradition!



WRITING WITH THE STARS

This year the Writing Resource Center is sponsoring the "Writing with the Stars" competition. Student and Faculty teams will compete with one another against the clock on a series of writing tasks designed to showcase their writing skills. A distinguished panel of judges will serve to critique and determine the winner. Audience participation will be encouraged. Come join in the fun as your peers, students, and faculty participate in the newest version of a budding tradition here at Case.



ARS POETICA

Representatives: Jenn Wu, Unique Smith, Vashti Aguilar, Precious Amoako

Ars Poetica is a student-run organization that aims to represent the art form of poetry on and off the Case Western Reserve University campus. By involving the student body and faculty in frequent poetry-centered performances and workshops, Ars Poetica hopes to further express and promote the already underrepresented art form so that it may truly blossom. The purpose of Ars Poetica shall be to promote the general understanding and appreciation for poetry through incorporating events such as: poetry slams, guest speaker performances, competitions, and also workshops to foster both development as a writer and understanding as a listener. Ars Poetica also shall provide the readings and other beneficial services to the greater Cleveland as opportunities arise.

Our display will showcase information about our group and purposes. We will also offer some brief performances of pieces to share our different styles and emphases on various kinds of poetic art.



CASE COLLEGE SCHOLARS PROGRAM

Representative: Brad Ricca

Students: Vihas Abraham, Nicholas Bonaminio, Sarah Counihan, Andrew Hale, Tom Tee

The Case College Scholars Program has been in existence for twelve years. It is a two-year program in which a small cohort of students, along with close faculty mentoring, work together in designing their own curriculum, bringing renowned speakers to the university, and working closely with the community. The cornerstone of the Program is the Final Project, a major research and outreach initiative. This year, graduating Scholars will share their Final Projects, which include 20-page research papers, to the public as part of the Celebration of Student Writing.



CHEM 106: PRINCIPLES OF CHEMISTRY II

Course Instructors: Michael Kenney and Jared Bendis

In Spring 2011, students in Chem 106, Principles of Chemistry II, were tasked to create a comic book as one component of their course assessment. The project was assigned as a group task and the goal was to communicate a science lesson in an engaging manner. This presentation will share some of those books.



CLSC/WLIT 204: HEROES AND HUSTLERS IN LATIN LITERATURE

Course Instructor: Timothy Wutrich

Students: Gregory Fein (“Stock Exchange: An Examination of the Interchangeability and Variance of Stock Characters in Plautus’ Comedies”), Rachel Gardner (“Vergil’s Dido based on the Character of Medea”), Sjobor Hammer (“Costs of Building an Empire in Julius Caesar’s Conquest of Gaul”), Chris Dwyer (“Augustus and the State”), Alec Rezanka (“The Just and the Bloody”)

This class surveys Latin literature. Students read the comedies of Plautus, Caesar’s commentaries, Cicero’s speeches, Vergil’s epic, Tacitus’s history, Augustine’s spiritual works, and the lyric poetry of Catullus, Horace, and Ovid. This semester student essays cover a wide range of topics in Latin literature from comic drama to epic and history.



ENGL 217B: WRITING FOR THE HEALTH PROFESSIONS

Course Instructor: Mary Assad

Students: Katelyn Bush, Zach Christoff, Nikki D’Amico, Ji Young Hwang, Nikita Patel, Deepa Ramdas, Maya Ratnam, Kelly Rogers, Elani Sanders, Bianca Shah, Khvaramze Shaverdashvili, Nicole Spinazze, Svetlana Villano, Erik Yannone, Jiejun Zhang, Xiaofei Zhou

English 217B offers practice and training in writing for the health professions (e.g., medicine, nursing, dentistry). Students complete assignments that offer them guided practice in genres common to the healthcare professions. These assignments are written for many different audiences, including other healthcare professionals, patients, the general public, and admissions committees. The class also emphasizes the importance of writing for an audience of “yourself,” and thus includes reflective writing as a semester-long habit. Students begin the semester by identifying their individual areas of research, and they further explore those areas through annotated bibliographies and literature reviews. Students then adapt this research to the genre of informative patient literature as well as public health literature suitable for a general audience. Finally, students craft resumes and personal statements tailored to their individual professional and academic goals. For their presentation, students will craft public health materials and informative patient literature; they will ask attendees to vote on which documents they find most informative and visually navigable.



ENGL 395: SENIOR CAPSTONE SEMINAR

Course Instructor: Martha Woodmansee

Student: Libby Kannard

“Echoes of the West: Sound in Western Films”

The Western is marked by diverse elements that over time have come to define the genre, but these elements are not limited to the visual, as is often the claim. In addition to visual elements, Westerns employ sound as an equal contributor to the world of the Western. In this paper, I explore the importance of sound in Western films. My focus is on how certain significant and repeated sounds become motifs across not only individual films but also the genre as a whole. This essay considers the importance of these repeated sound elements and what it is they offer to the Western experience.

Student: Xiaofei (Sophie) Zhou

“Mother Tongue: The Development of Language in Amy Tan’s Works”

Chinglish is commonly viewed as comical—as merely broken, substandard English. The aim of this project is to (con)test this common view. Focusing on Amy Tan’s two novels *The Joy Luck Club* and *The Kitchen God’s Wife*, I examine how the use of Chinglish aids the development of character. The unique characteristics of Chinglish, including its natural accent as well as its grammar, help to identify its users and to add meaning to their communications. The project suggests that Chinglish is a unique dialect of English with a specific form and use.



ENGL 398: PROFESSIONAL COMMUNICATION FOR ENGINEERS

Course Instructor: Eve McPherson

Students: Paul Blumenkopf, Kristoffer Bosma, Jennifer Clever, Tim Coan, Matthew Davis, Nadia ElKaissi, Zev Goldstein, James Hale, Shannon Harkin, David Hatten, Joe Hogan, Erin Hollinger, Anna Kennedy, Ian Kidd, Parth Kothari, Jordan Lajoie, Ronald Leibach, Andy Leveto, Alex Litofsky, Nishant Ravikumar, Derrick Sharp, Michelle Sing, Alex Spalding, Alan Van Dyke, Cady Walter, Justin G. Wilkins, Lewis Yuan, Paul Zackowski

Professional Communication for Engineers, ENGL 398, introduces principles and strategies for effective communication in both academic and workplace engineering settings. Through analysis of case studies and of academic and professional genres, this course develops the oral and written communication skills that characterize successful engineers. Students prepare professional documents that specifically communicate academic and technical knowledge to diverse audiences. As part of the course, students develop individual research or product proposals on a topic reflecting professional interests and goals. The proposal’s required contents include an abstract, problem statement, description of proposed research, literature review, research plan, qualifications of researcher, budget, and works cited. The proposals are then adapted to a formal oral presentation that distills the proposal’s contents into a concise oral argument for research support or product development. For this table presentation, students have been asked to re-imagine their work for an even wider audience by developing a flier or brochure that reflects the most significant contents of the proposal and places an emphasis on visual design as a means of generating interest in their work.



FSCC 100/FSCS 150: ACADEMIC WRITING AND RESEARCH: INVESTIGATING CROSS-CULTURAL INTEGRATION

Course Instructor: Jessica Gerard

Students: Chanjoo Lee, Jielun (Michael) Gu, Ziqiao He, Yehe (Tyler) Liu, Grace Zhao, Zhouyang Zhang, Peng (Victoria) Sun, Shirley Shen, Shinichi Inoue, Minnie Seo, Yiyi (Azula) Ming

“Cross-Cultural Research at Case Western Reserve University”

This presentation will showcase the research and documentation efforts from first-year SAGES seminars focusing on cross-cultural communication and intercultural adjustment and integration. The students in this class, who are bilingual (and in some cases multilingual) writers, will present on their original research in this area. Specifically, students will discuss independent qualitative pilot studies in which they formulated socially relevant research questions in the area of cross-cultural communication and integration; collected data via questionnaires, surveys, and interviews; and then analyzed and summarized their results. Student presentations also reflect on their research methodologies, both critiquing them and proposing avenues for future research.



FSCS 150: ONE WORLD MANY CULTURES

Course Instructor: Susan Dominguez

Students: Karla Cho, David Yang, Bowen He, Xingchen Huang, Yaeri Kim, Ilkwon Lee, Louis (Chang) Lou, Xizi Yang, Gary Zhang

This SAGES Continuing First Seminar introduces voices from around the world within multiple genres of essays, literature and film. For the 2011 Celebration of Writing, members of One World Many Cultures will present Who we are: What We're Reading, Researching, and Writing. Students will display some of the Academic English skills acquired in this SAGES sequence for the Case community.



FSCS 150: LANGUAGE AND SOCIETY

Course Instructor: Judit Simó

Students: Shi Chang, Sang Yoon Chung, Lin Fan, YunWoo Hong, Shinichi Inoue, Michael Sang Kim, Hui Y. Li, Xiang Li, Yuxin Li, Yiyi Ming, Han Hui Ren, Richang Shen, Donghoon Shin, Jung Ho Shin, Shanshuai Sun, Junyang Tang, Peiwen Yu, Liang Zhang, Chen Zheng

The course is an FSEM continuation class for first-year bilingual/multilingual students. We explore how social factors influence language use, including topics such as language and gender, regional and social dialects in the United States, language death, and the status of English as a global language. The presentation will display students' work on this last issue. Through surveys and interviews, students collect, analyze, and evaluate data on the status of English and that of other languages as perceived by native speakers of English as well as by native speakers of other languages residing both in and outside of the United States.



UCAP 395: INDEPENDENT STUDY SENIOR CAPSTONE

Course Instructor: Sarah Gridley

Student: Fatima R. Espiritu

“That’s What You Said: Poetic Discourse & Non/Contextual Analyses of Natural Speech Metaphors”

I will evaluate several linguistic tools present in natural discourse by generating poems constructed entirely of ‘found poetry’ [natural speech], those inspired by natural speech, and those combining the first two methods. I expect my final portfolio to include 30-50 pages, with a minimum of 30 poems. Approximately 1/3 of these poems will be analyzed from a cognitive science perspective. Metaphors will be diagrammed, polysemous line breaks will be scrutinized, and treatments of space will be explicated. These methods are intended to expose the poetic value of daily speech and the fine, linguistic mathematics of poetry. My project’s title alludes to Michael Scott’s [The Office – US] well-known line “That’s what she said,” a line which he frequently employs when he hears a statement that doubles as sexual innuendo. In a broader sense, this is what I seek to do with my project: I want to exploit the multifaceted meanings inherent in everyday discourse. I am also interested in street signs, natural line breaks in text messages and receipts, or ambiguous sounds in lyrics. Thus, some poems will consist of collage-like displays of images or sounds.



USNA 260: LIFE IN THE PAST

Course Instructor: Brad Ricca

Students: Camerin Bennett, Kerry Martenis, Katrina Huang, David Jannotta, Sam Renzo

In USSY 260, students take a comprehensive look at life in the deep past, including dinosaurs, megafauna mammals, early man, and more “recently” extinct animals. Our goals are to look at how we understand these animals by analyzing physical evidence (bones and fossils) to imagine larger, critical arguments. We also look at how our cultural understanding of dinosaurs affects these kinds of critical imaginings. Students of the class will be present to show some of their research projects.

USNA 268: TRUTH AND CONSEQUENCES: SCIENCE, MEDIA, AND PUBLIC POLICY

Course Instructors: Trudy Bell and Rachel Kapelle, Course Instructor (USNA 268)



Students: Tomasz Ejsmont, Tolulope Falae, Brandon Flick, Andrin Foster, Matthew Friedrichs, German Garcia, Jeffrey Jeong, Woo Young Jung, Fenil Kholwadwala, Megan Livingston, Victor Matsunaga, Diamond McPherson, Sarah Thompson

Newspapers, 24-hour news and talk shows, and blogs are full of discussions about national policy issues with important scientific and technical aspects not well understood by the lay public. Because brief media formats seldom allow full explication, aspects of complex issues may be presented in terms that are oversimplified or misleading, possibly by individuals or organizations with strong self-interest in swaying public opinion. By drawing on techniques used in science, formal debate, historical research, and investigative reporting, this seminar encourages students to become savvy consumers of information. Students examine sides of several controversial issues to learn how to separate fact from hype, to query gray areas, and to determine motivations.

Our poster presentation will showcase abstracts of our research projects. In these projects, each of us analyzes the controversy surrounding a particular science-related topic. We are examining both scholarly scientific writing and material written for the general public in order to gain a comprehensive understanding of the topic and investigate how participants in the controversy use (and misuse) scientific information to support their positions.



USSO 286P: IMMIGRANT ENTREPRENEURS: CAN THEY DRIVE CLEVELAND'S ECONOMY ONCE AGAIN?

Course Instructor: Michael Goldberg

Writing Instructor: Annie Pécastaings

Students: Nicholas Bland, Prathima Cheeti, Chi-An Chou, Tyler Churchill, Sierra Coleman, Jacob Fischer, Kirit Gill, Michelle Kaumeyer, Samantha Kolke, Andrew Maroncelli, Christopher Mosure, Nemanja Raduka, Charles Schiappacasse, Dhruv Seshadri, Eric Vondrak, Ronald Wehner, Matthew White, Jinwoo Yu, Christopher Zabinski

This seminar focuses on the impact of immigrant entrepreneurs in Cleveland, and it asks whether Cleveland should proactively recruit foreign talent to rebuild its economy and spur demographic growth. At the Celebration, the students' work will showcase the rich mosaic of diverse cultures that make up Cleveland's immigrant community. Students will also evaluate policies and projects—such as the creation of an Immigrant Welcome Center—designed to put Cleveland on the road to economic success.



USSO 286V: MANAGEMENT OF CHRONIC ILLNESS IN A CULTURAL CONTEXT

Course Instructor: Amy Zhang

Students: John Henry and Lisa Richey

USSO 286V, Management of Chronic Illness in a Cultural Context, is a class that focuses on comparing and contrasting Western biomedicine with complementary and alternative medicine (CAM). It offers students a chance to explore many different areas within the field such as Chinese, Indian, and African medicines, as well as how these medicines were developed. Exploration of these topics is not limited to just the scientific and Western approach but is also examined through the eyes of the natives; a balanced view of science and the respective belief systems is emphasized. Students choose one area to explore in-depth in a full-length project. Our group's area of interest was bodily based therapies such as massage and acupuncture. We will display our research findings in the various areas' efficacy and practicality on a poster board and will be available to answer any questions about our research.



USSO 287I: MUSIC AND RELIGION IN GLOBAL PERSPECTIVE

Course Instructor: Eve McPherson

Students: Ashwin Chandra, Alexander Choi, Madeline Collins, Shannon Groll, Madeline Hirsch, Patricia Jalandoni, Kaleigh Judson, Alexandre Marr, Rachel Moore, Zachary Myones, Robert Ruffner, Caitlin Simmons, Patrick Stewart, Yueer Su, Haoxi Xie

Music and Religion in Global Perspective is a course that examines the position and function of music in a variety of religious practices. It also examines religion's influence on several musical artists, both popular and classical. In addition to students' exploration of music's relationship with religious practice and expression, students will closely examine how scholars and filmmakers research and document music in a religious setting or tell the story of particular artists. Students will critically examine how the authors or filmmakers research the material, what "lens" they present the material through, and what the ethical concerns and implications of conducting fieldwork and documenting such practices are. In the course of the term, students will apply this critical examination to their own research projects on the topic of music and religion as they are guided through the process of researching, writing, and presenting research reports. For the Celebration of Student Writing, students have been asked to create a flyer that briefly explains their research topics, questions, and answers. They have been asked to envision these flyers as a way of promoting seminar presentations of their work.



USSY 275: COLORS, CAPES, AND CHARACTERS: AMERICAN COMICS SYMBOLISM

Course Instructor: Brad Ricca

Students: Ben A. Congedo, Jason Ginn, Thayer Juergens, Rachel Steiner, Sara McCormick, Mary Clare McFadden, Johnny Wright

In USSY 275, students examine the history of the comic book and the bizarre, multi-colored super-heroes that lie within. Where do super-heroes come from? What do they mean? And can we really treat them seriously as objects of critical, academic study? The answer is, we think, yes—but only very carefully. Students will present portions of their work and invite visitors to make up their own minds.



USSY 286V: FOOD CRAZE: (NO) RESERVATIONS

Course Instructor: Narcisz Fejes

Students: Andrew Brown, Benjamin Bell, Brendan Sheehey, Chelsea Geise, Caitlin Rudge, Evelyn Iacono, Eric Cozean, Gabrielle Pruchno, Huan Yu, Jake Kane, Kristi Coughlin, Madeline Kraizel, Matthew Keen, Palak Thaker, Tovah Weinrib

The great number of food-related TV-shows indicates an unprecedented fascination with food; in fact, these TV shows allure viewers with the appeal of a myth: eating involves discovery (Anthony Bourdain's *No Reservations*, *On The Road* again with Mario Batali), thrill (*Bizarre Foods*), or "supernatural" battle (*Man vs. Food*, *Top Chef*). These television shows and food-related writings that accompany them "worship" food and often promote ideas of multiculturalism by which exciting and novel locales, foods, and meal preparatory techniques are discovered. The objective of this course is to "indulge" in these shows and food writings and scrutinize them: What explains such fascination with the viewing of and reading about food? In what ways can food-exploration trips expand on ideas and critiques of multiculturalism and globalization? What explains the centrality and "mythical" nature of food in the twenty-first century? To begin these conversations, we will touch on a plethora of food writing including works motivated by environmental and health concerns such as Michael Pollan's essays. Then we look at the world of cookbooks, food blogs, TV-shows, and academic articles on food.



USSY 287U: FEMALE HEROES AND SUPERHEROES

Course Instructor: Katherine Clark

Students: Anais Sancetta, Brandon Bryant, Christina Kim, Diatrah Stott, Daley Favo, Erica Pettit, Fusanosuke Kambara, Jeremy Na, Michael Scarpaci, Mi Ri Lee, Peace Aminu, Rena Hamzey, Selena Pigoni, Sarah Groft, Tyrone Madden, Tyesha Hayden

This course will explore what it means to be a hero and how this meaning is changed or enhanced when referencing female heroes in particular. We will pay special attention to the evolution of the female action hero, a genre that could arguably have begun with the inception of Wonder Woman in comic books in 1941 and in television with Emma Peel of the *Avengers* in the mid-1960s. Of particular interest will be how definitions of heroes shift depending upon culture, historical time period, and medium. Ultimately, we will want to explore the influence of heroes, determine who our current female heroes are, and ponder how we might become heroic. We will use a variety of texts in the class, including non-fiction historical works and fictional works. Through a variety of media including film, hypertext, popular culture essays, fiction, comic books, and radio programs we will explore the fascination with female heroes and superheroes.



USSY 287M: LITERATURE OF 9/11

Course Instructor: Megan Jewell

Writing Instructor: Misha Broughton

Students: Marion Steines, Rachel Stone, Jasmine Lau, Srita Chakka, Tiffany Anderson, Brandon Riedlinger, Sivaprakash Shanmugam, Allie Rini

This SAGES university seminar focuses on the emergent body of novels, short stories, essays, and critical theory written in the days, months, and years following the September 11, 2001, terrorist attacks. Students in the class are exploring the larger question of what it means to live in a “post-9/11” America through an examination of the techniques that both American and international authors use to represent the events. Students will display more provocative visual representations of the event and other course materials, and will be on hand to discuss those texts as well as their own current research projects focusing on 9/11.



USSY 296S: SHAKESPLOITATION: THE MAKING OF AN ICON

Course Instructor: Barbara Burgess-Van Aken

Students: Vanessa Bean, Edwin Bernardoni, Janine Bowden, Una Huang, Eric Klawitter, Michael Knobloch, Imelda Mahmutaj, Matthew Mauer, Alec Rezanka

In our Shakesploitation seminar, we read plays by William Shakespeare and, wearing New Historicist hats, examine how adaptations and appropriations of these works reflect the cultures in which they were created. Concentrating on Shakespeare in the pop culture of the twenty-first century, participants in this presentation have created their own examples of pop culture Shakespeare: public service announcements drawing on scenes from Shakespeare’s plays, a comic book adaptation of a Shakespeare play, and a Facebook page in which Shakespeare characters from different plays communicate with each other.