

***December 9, 2016***

**The Celebration of Student Writing and Research** 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 documents. 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 **Writing Resource Center** coordinates the Celebration of Student Writing and Research.The Writing Resource Center (WRC) at Case Western Reserve University provides writing consultation to students across the university in Bellflower Hall and other campus locations as well as online. More than 40 full-time Writing Program faculty and graduate students staff our center. Each year, WRC consultants conduct more than 5,000 individual sessions with approximately 1,500 individual students ranging from first-year writers to graduate students and faculty.

**The Center for the Study of Writing**, which in part supports the Celebration of Student Writing and Research, was established in 2008 to facilitate research and scholarship on writing at the University and in the world. It 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 has 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 and Research is additionally supported by the **SAGES Program** and the **Department of English**.

**Courses and Organizations:**

**Course:** FSCC 100:Social Meanings of Health

**Course Instructor:** Mary Assad

**Students:** Peilin Chang,Huaxing Cui, Zhifei Gu,Mingrui Huang,Zongyu Li, Khanh Cao, Nguyen Rundong Peng, Renny Qi, Ke Ren, Sang Weon Suh, Thuy Dan Diep Vo, Jiayin Wang, Zi Wang, Chenming Wei, Ran Wu, Bocong Zheng

In the age of “e-health,” FitBits, and Beachbody, health seems to be an attractive, attainable goal that anyone with the right attitude and actions can achieve. We can monitor our health and self-diagnose thanks to the Internet, we can track diet and exercise through technological gadgets, and we can join communities that push us to our physical limits. But does walking 10,000 steps a day and drinking nutritional shakes make us healthy? What does it mean to be healthy, anyway? In this class, we will consider the many social meanings of health and some of the ways we are told to achieve it: by setting personal goals, by visually measuring our progress, and by purchasing appropriate goods and services. We’ll discuss the assumptions, values, and ethical questions associated with these methods of achieving health. Our class readings will include memoirs, scholarly articles, social media sites, and personal blogs. We will conclude the semester by conducting primary research to discover how CWRU students define and seek to achieve health, and what we can learn from their beliefs and actions. For the Celebration of Student Writing, students will showcase the persuasive comic books that they wrote and designed this semester. They will also present posters that depict survey data about CWRU students' health beliefs and actions.

**Course:** Philanthropy in America

**Course Instructor:** Barbara Burgess-Van Aken

**Students:** Jacqueline Abraham, Hemen Aklilu, Mya Cox, Anna Goff, Samuel Greenberg, Jeremy Hill, Claire Howard, Divya Jasthi, David Kerrigan, Rohith Koneru, Kyle Lewis, Claire Nordt, Karthik Ravichandran, Michael Rowland, Tom Schlechter

Our class has prepared a digital book, Cleveland Philanthropy All-Stars in which we recognize excellent nonprofit organizations in five categories: faith-based organizations, social service organizations, healthcare organizations, social justice organizations, and finally, arts, culture and educational organizations.

**Course:**FSCC 100: Culture and Globalization

**Course Instructor:** Gusztav Demeter

**Students:** Aryan Raj Bhatia, Ozgur Bolat, Ozge Nur Buyukcelik, Minchae Jeong, Aleksandra Lach, Zhuyi Liu, Quan M Tran

The theme of this SAGES First Seminar course this semester was Culture & Globalization. Some of the topics investigated include: globalization and culture; globalization and the arts; globalization and archaeology; and globalization and language. One of the assignments in this course was to write a small survey-based research essay in which students examined attitudes towards different issues related to the theme of the course. At the Celebration of Student Writing and Research event, students will display mini-posters of their research essay.

**Course:**FSCC 110-100:Identity and Culture

**Course Instructor:** Susan Dominguez

**Students:** Carly Camp, Melissa Cuellar, Shivani Dhingra, Alyssa Edwards, Matt Fiedler, Peter Hontas, Bharath Krishnan, Sahaam Mirza, Andrew Munn, Brandon Rabah, Rachna Sahasrabudhe, Guosheng Wang

Individual and group presentations convey the changing identity of a first-year college student concerning certain aspects of culture as discussed in this seminar from the commonalities of cultures, such as family values, food and religion to the influence of college life via body art and their SAGES' Fourth Hour experiences.

**Course:**FSSO 176: Savor: The Ethics and Politics of Eating

**Course Instructor:** Narcisz Fejes

**Students:** Noah Barr, David Casante, Kimberly Chen, William Clarizio, Liam Crooks, Faith Ellis, Mary Gentile, Farrell Hohman, Braden Lamberski, Joshua Levy, Megan Murphy, Charlotte Osborn, Nathaniel Tomczak, Lauren Unterborn , Thanvi Vatti, Priscilla Yim

The students will be displaying projects on food waste to raise awareness of this global issue and its presence on our campus. This project is tied to our semester-long exploration of the environmental, social, and economic aspects of global food systems.

**Course:** FSCC 110-101: SAGES Foundations

**Course Instructor:** Denna Iammarino

**Students:** Matthew Baratz, Tiamo Blankenship, Shahed Eid, Emily Gahagan, Shivani Govani, David Hall, Jarrett Hsieh, Julian Kinard, Jackson Kolderup, Justin Shearson, Michael Smith, Benjamin Wallace

Broadly, Foundations of College Writing explores how writing shapes us as individuals. Our section has focused on the topics of literacy and institution to examine the broad questions: What is literacy? How do we acquire it? And where does this acquisition occur? In these contexts, students' final projects in this course explore Case as an institution--past, present, and future. Using archival documents, interviews, and multimodal evidence, students investigate a problem or issue associated with a discourse community they are part of campus, researched its scope and history, and posited a viable solution. In order to best represent the rich and diverse nature of these sources, students designed their projects on Scalar, an open source digital publishing platform.

**Course:** FSSY157: Pursuits of Happiness

**Course Instructor:** Michael Householder

**Students:** Cole Constantino, Nicole Coury, Cormac Dacker, Winston Delk, Cindy Dong, Julia Fleming, Noah Kaplan, Kayla Kim, Brett Marcus, Bri Moore, Anders Nelson, Michael Petersen, Sam Rodriguez, Elina Roychowdhury, Tati Vujovic, Cam Wheeler, Chae Young Yoon

In FSSY 157: Pursuits of Happiness, students investigate how people achieve and maintain an overall sense of satisfaction with their lives, as well as the circumstances that can threaten it. Their investigation culminates in the creation of a Personal Philosophy of Happiness: an essay that uses concepts and examples from the course to explain the role of happiness in their own lives and their ideas for how to enhance it. Students will present their findings individually in three-minute oral presentations.

**Organization:** CWRU Writing Center Peer Writing Fellow**s**

**Advisor:** Megan Jewell

**Students:** Patricia Cheng, Connor Collins, Santosh Coorg, Alexandra Faidiga, Caroline Gray, Anmol Gupta, Corey Meyer, Megan Sheehan, Matthew Stablein, Grace Xu

Members of CWRU's Undergraduate Peer Writing Fellows will be on hand to describe the writing consultation services that they offer to campus writers through the Writing Resource Center (WRC). They will present information on the WRC with an interactive display and activities.

**CWRU Writing Programs & The Writing Resource Center**

Essays by the winners of the 2016 University Essay Prizes and the First Seminar Essay Prize are available in booklet form. Stop by the WRC table and pick one up!

**Course:** FSCC 110-103: Personal Process and Academic Discourse

**Course Instructor:** Megan Jewell

**Students:** Vincent Dong, Jillian Henkelman, Cassidy Hudepohl, Livia Lau, Ziqi Liu Bridgette Martinez, Natalie Perry, Tucker Schmidt, Kareem Taleb, Zefang Wang, Kobe Wanko

Foundations of College Writing students take writing seriously both as a practice vital to academic success and as a serious object of inquiry. Students in Foundations section 103 will present their final projects, situated in the academic field of writing studies, which also sees writing as a valid object of study. For their projects, each student researched a writing element commonly taught in college composition classrooms and compiled representative documents in academic and popular on the element. They will present their work with interactive displays and on a poster.

**Course:** FSSY 183: E-Lit: Digital Spaces and New Media Narrative

**Course Instructor:** Kristine Kelly

**Students:** Conor Gaffney, Miranda Gottlieb, Annie Hu, Amogh Iyer, Jeffrey Kasle, Kevin Lu, Jennifer Markley, Kimberley Meifert, Jakob Mitchell, Chester Nguyen, Richard Pannullo, QQ Sun, Kelsey Swingle, Andrew Yant, Grace Zheng

Our class has explored works of electronic literature that experiment with form, meaning, and digital space. We have created digital projects that also experiments with forms of writing and critical practice. Using Scalar, an open source digital publishing Platform, we have curated and critiqued works of E-lit that address questions about interactivity, place and mobility, social justice, and narrative play.

**Course:** USNA 287H: Plants in Medicine

**Course Instructor:** Erika Olbricht

**Students:** Evan Adeen, Jesse Alger, Katie Bissmeyer, Jonathan Griffith, Jennifer Hoffman, Yu Huan, Sneha Iyer, Sophie Jones, Ellie Kerpan, Jessica Lalonde, Christine Pisaniello,Brianna Torres, Janet Wang, Heather Wattles, Alex Wong, Aaron Yun

This SAGES class investigates the medicinal properties of plants, both historical and current. Each student has researched a plant of their choice, and will be present to discuss their findings. We will display examples of plants and their associated products at our table.

**Course:** FSCC 110: Foundations of College Writing

**Course Instructor:** Martha Shaffer

**Students:**

Section 104: Alexis Bruno, Aditya Bora, Corey Castleberry, Noah Houpt, Elise Kim, Song Lee, Ethan Liaw, Alexander Mickel, Kobby Nkasnah- Amanka, Shivam Sharma, Denasia Wagner

Section 105: Taylor Hosley, Aleyne Kim, Dela Kumapley, Emerson Lai, Karen Li, Omar Mahmoud, Tevin McDowell, Ayesha Mohammed, Tobi Oshomoji, Han Wang, Jessica Watson, Zhizhe Zhou, Emad Pervez

Section 106: Badar Kayani, Michelle Bae, Kevin Chrissis, Tasha Johnson, Alex Kazancioglu, Gabriel Maguire, Saisha Nayak, Olivia Picchione, Sienna Picchione, Mario Robaina, Lydia Warren, Matthew York

Foundations of College Writing explores the writing process and the ways in which writing shapes us as individuals and members of society through body, mind, and emotion. In the final project for the course, students studied a social issue that negatively affects a community that they care about, and argued for causes of or solutions to that issue.  Students then translated their traditionally-written essays into dynamic multimedia presentations and will be present to talk about the causes or solutions for the issues that have affected them and their communities.

**Course:** FSNA 144: Is the Mind What the Brain Does

**Course Instructor:** Lee Thompson

**Students:** Kareem Agag,Grace Ahuja, Sami Aryal, Hersh Bhatt, Blake Campbell, Connor Colombo, Billy de Poutiloff, Bailey Flint, Ben Kelleher, Rachel Loui, Austin Navarrette, Sam Pan, Haarika Reddy, Haley Sims, Brice Smith, Aidan Thayer, Juliana Yoon

Our class considers interactions between the mind and the brain from neurological and psychological perspectives. In our collaborative digital projects, we explore the social and cultural pressures surrounding psychological disorders, particularly schizophrenia as it is presented in Steve Lopez’s biography of Nathaniel Ayers, The Soloist. Our research projects extend beyond the bounds of Lopez's book to consider the impact of stereotypes of mental illness, the relationship between mental illness and creativity, the basis of friendship, and the role of the media in promoting social justice.