



## Celebration of Student Writing

*April 21, 2017*

**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:** USSO 234: Questions of Identity

**Course Instructor:** Gail Arnoff

**Students:** Jared Kokinos, Jared Molnar, Sara Young, Pauline Brenner, Halle Rose, Anita Lu, Zhitao Jia, Denasia Wagner, Tasha Johnson, Annmarie Watson

Using 8" by 8" foam core tiles, students will decorate them to reflect their identity. They may use any kind of materials. In addition, each student will have a printed statement which explains what they have done to make the tile represent who they are.



**Course:** FSCC 100: First Seminar: Health & Narrative

**Course Instructor:** Mary Asad

**Students:** Tingting Bao, Xihang Bian, Hoang Dang, Rong Fan, Jiahui Ma, Anh Tran, Lanyi Xu, Hao Yang, Yuan Yuan, Fang Zhang, Hannah Zhang

This section of First Seminar for international students examines the persuasive potential of narrative, specifically in the context of health and illness. Students spend time analyzing narratives (from the genres of memoir, TED talk, graphic novel, and film) before selecting a health topic of personal interest to research during the rest of the semester. Based on their research, they create educational and persuasive comic books aimed at specific target audiences. Then, they deliver in-class presentations modeled on the TED talk. Finally, their Celebration posters adapt their health topics to reach a general audience of CWRU faculty, staff, and students.



**Course:** USSO 291 K: The Great Western Schism

**Course Instructor:** Sarah Bania-Dobyns

**Students:** Tony (John) Yambor, Tess Kroepe, Mark Hornyak, Diana (Sungmin) Kim, Annie Hu, Tamara Herst, Branden Kraus, Aaron Holland, Taylor Woodcock



**Student Group:** Discussions: The Case Western Reserve University Undergraduate Research Journal

**Mentor/Advisor:** Sheila Pedigo

**Students:** Abhishektha Boppana, Wesley Maddox, Monica Windholtz, Daniel Mendez, Nicholas Curtis, Torrey Guan

Discussions is Case Western Reserve University's undergraduate research journal. We publish two to three issues each year and feature research in all disciplines in order to promote undergraduate exploration in the sciences and humanities. If you are interested in assisting us in the publication process or if you wish to submit an article to Discussions, please visit our website at [case.edu/discussions](http://case.edu/discussions).



**Course:** USSY 286S: Shakesploitation

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

**Students:** Hannah Boylan, Sam Concannon, Sam Neal, Brendan O'Donnell, Kobe Wanko, Kirsten Wetzel, Mei Wong, Aisha Zamir

This digital book projects looks at how four Shakespeare plays have fared in popular culture. We present chapters on Hamlet, Henry V, Twelfth Night, and The Tempest



**Course:** FSCC 100.107 (11796): Humans and Technology

**Course Instructor:** Ana Codita

**Students:** Yiqi Chen, Zhixin Chen, Jinquan Liu, Junkai Wang, Yaoling Wang, Kakin Xi, Haoran Xu, Zheng Tao Yu, Kaixuan Zheng, Sizhe Zhu

The course explores the relationship between human identity and technological progress.



**Course:** FSCC 100.108 (11797): Humans and Technology

**Course Instructor:** Ana Codita

**Students:** Minyue Chen, Yanhuan Chen, Weiwei Kong, Xianda Li, Zhuojun Lyu, Yiheng Qi, Wanyun Tao, Jing Tian, Changyi Wang, Yuanshan Wu, Jinghao Yang, Yeonji Yoo, Ganqin Zhang, Denglin Zhang

The course explores the relationship between human identity and technological progress.



**Organization:** FSCC 100-105: Humans and Technology

**Advisor:** Gusztav Demeter

**Students:** Junqiao Feng, Wenyi Huang, Seohyun Jung, Fanding Kong, Xinyuan Ma, Hsin Pan, Nghia Pham, Jieyu Ren, Yue Shu, Ming Yang, Qihang Ye, Zhongqi Yue, Xiyu Zhang

The theme of this SAGES First Seminar course this semester was Humans and Society. Some of the topics investigated include: the influences of technology on the mind; technology addiction; biotechnology and its implications; artificial intelligence; microchips in humans; and digital identities. 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 technology. At the Celebration of Student Writing and Research event, students will display mini-posters of their research essay.



**Course:** FSCC 100-106: Humans and Technology

**Course Instructor:** Gusztav Demeter

**Students:** Siyu Chen, Qi Cheng, Gaohang Li, Diqing Liu, Kangrui Lu, Yinfeng Xia, Gan Xiong, Lin Yang, Mocun Ye, Xinghong Yu, Xuanming Zhang, Runzhi Zhou, Yuran Zhu

The theme of this SAGES First Seminar course this semester was Humans and Society. Some of the topics investigated include: the influences of technology on the mind; technology addiction; biotechnology and its implications; artificial intelligence; microchips in humans; and digital identities. 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 technology. At the Celebration of Student Writing and Research event, students will display mini-posters of their research essay.



**Course:** USNA 287K: Human Research Ethics: Scientific Truth vs. Cultural Belief

**Course Instructor:** Michael Householder

**Students:** Katie Bernard, Chris Brace, Dillon Brown, Madeline Garb, Alex Goldberg, Princess Honnah, Noel Jeansonne, Saloni Lad, Jimmy Nagy, Eric Pomper, Jake Stillman, Lidia Waidman, Jacob Wang, Anna Pearl Wright, Abigail Yaffe, Kevin Yang

USNA 287K: "Human Research Ethics" examines ethical problems that emerge when the scientific drive to know conflicts with people's cultural beliefs. For their final project, students studied an incident in which scientists used donated blood samples to do research on the Havasupai Indian tribe. Tribal members accused the researchers of using their blood for studies for which they did not consent and disrespecting their cultural beliefs. Using the lessons learned from this incident, students are writing a report to the research community at CWRU, outlining their recommendations for the responsible conduct of research when working with Native Americans.



**Course:** FSCC 100-11790: Language, Diversity, and Multilingualism

**Course Instructor:** Hee-Seung Kang

**Students:** Noel (Jiahe) Chen, Alex (Haoliang) Guo, Crystal (Yunshangwei) Fang, Sammie (Yihe) Guo, Leo (Yuqi) Hu, Cathy (Yiying) Li, Duncan (Daohan) Lu, Phuong Phung Uyen Nguyen, Jason Sun, Louis (Nhi) Tran, Karl (HaoChen) Na Wang, Jasky (Jiaqi) Yang

In Language, Diversity, and Multilingualism, students examine language as a social practice and examine language use and diversity from a broad social, cultural, and historical context. Students in groups chose a topic related to diversity on campus and conducted surveys. The students in this class, who are bilingual and multilingual, will share their research questions, research methodology, and some interesting findings. Students will also provide interpretations of the research findings along with future research implications.



**Course:** USSY 292T-100: Half-Truths and History in Fiction

**Course Instructor:** Caitlin Kelly

**Students:** Ruben Dockery, Michael Klein, Amanda Lawrence, Tobili Hatcher, Rachel Baumler, John Libert, Carolyn Miller, Bridget Rabaglia, Sierra Cotton, Kayla Kowalski, Meghana Nadella, Danielle Moran, Katrin Gurvich, Brian O'Rourke, Kaelee Parker, Josh Heri, Derek Clontz

“Half-Truths and History in Fiction” invites students to think about what is at stake when we represent real-life people and events in imaginative texts. In the projects featured here, the students were tasked with defending one of our course texts from threats to ban it from a classroom or campus, or from a community readinggroup.



**Course:** USSY 285v: Castaways and Cannibals: Stories of Empire

**Course Instructor:** Kristine Kelly

**Students:** Tessa Askew, Jared Cassarly, Sarah DiGennaro, Lucas Invernizzi, Sneha Iyer, Emily Kiener, Abigail McCoy, Patrick O'Donnell, Hiripan Ontiveros, Il Woon Park, Rhiannon Reese, Sean Stevens, Esmeralda Terrazas, Josie Thal, Paul Tremonti, David Tyler, Alex Zang, Kristine Kelly

Our project presents a collection of analyses of seven different primary source documents that describe the writers' engagement with nineteenth and early twentieth century British imperial expansion and global travel. After selecting documents from the Empire Online database, we considered the insights these works offer into the (his)stories of the British Empire or of resistance to those stories. We then collaborated to write and design media-rich analyses of these works using Scalar, a web publishing platform developed at USC. Our analyses are supplemented by images, video, creative visualizations, and associative contemporary connections.



**Course:** FSCC100 section#11791: An Equal Opportunity for All? Exploring Equity Issues in Education

**Course Instructor:** Shaofei Lu

**Students:** Yinghan Bu, Shiqing Gao, Yangen He, Melody Li, Kha Dinh Vinh Luong, Takaaki Miki, Kangyi Shao, Yicheng Wang, Wenjun Wei, Tianhe Zhang, Yihan Zhang, Lance Zhong, Ke Wang

Throughout history and across cultures, education has been viewed by many as a way to personal fulfillment and success. When public discourse oftentimes depicts education as an equal opportunity to a better life for all, what is missing in our narratives about education and who is left out of the discussion? In our poster presentations, we will explore answers to these questions through engaging with original research investigating issues related to race, culture, gender, and more in the field of education.



**Course:** FSCC100 section#11792: An Equal Opportunity for All? Exploring Equity Issues in Education

**Course Instructor:** Shaofei Lu

**Students:** Rina Ding, Muyin Huang, Pengyu Ji, Yoon Lee, Rui Li, Ziwei Li, Xiguang Liu, Shuqi Min, Tianrun Pan, Chude Qian, Muhammad Syaheen Sazally, Yian Shi, Zeyu Zhang, Tianhao Zhu

Throughout history and across cultures, education has been viewed by many as a way to personal fulfillment and success. When public discourse oftentimes depicts education as an equal opportunity to a better life for all, what is missing in our narratives about education and who is left out of the discussion? In our poster presentations, we will explore answers to these questions through engaging with original research investigating issues related to race, culture, gender, and more in the field of education.



**Course:** FSCC100 section#11793: An Equal Opportunity for All?---Exploring Equity Issues in Education

**Course Instructor:** Shaofei Lu

**Students:** Bosen Cao, Yifei He, Yujing Wen, Huixian Yang, Tian Yang, Yifan Yuan, Xinzhi Zhang, Hongyi Zhao, Qianzi Zhou, Bingxuan Zhu

Throughout history and across cultures, education has been viewed by many as a way to personal fulfillment and success. When public discourse oftentimes depicts education as an equal opportunity to a better life for all, what is missing in our narratives about education and who is left out of the discussion? In our poster presentations, we will explore answers to these questions through engaging with original research investigating issues related to race, culture, gender, and more in the field of education.



**Course:** USSY 290U: Poetry for Poetry Haters

**Course Instructor:** Dave Lucas

**Students:** Kelsey Holmberg, Yujie Hu, Joshua Lehrberger, Chloe Lim, Andrea Lu, Kaitlin Pataroque, Roston Shore, Alexander Yaney

The course considers (implicitly and explicitly arguing for the academic validity of) a variety of poetic texts often marginalized from literary study, including the poetic artifacts of persons often underrepresented because of socioeconomic or racial biases. Moreover, in considering these texts as of congruent status traditionally “literary” poetry, the course will challenge students to evaluate the social and cultural circumstances of canon formation both in the academy and in popular culture.

We conclude our semester-long inquiry into poetry with a mock academic conference composed of panel discussions on several different topics related to issues in poetry and poetics. Students will choose the subject matter and panelists (groups of three or four) for their panels. Groups will present excerpts from their papers as part of a panel presentation at the Celebration of Student Writing and Research, and will then engage in a discussion among members of the panel before opening the floor to questions from the audience.



**Course:** USNA249: Restoring the Great Lakes: Opportunities and Challenges

**Course Instructor:** Glenn Odenbrett

**Students:** Kayla Buckelew, Emily Freise, Nathaniel Choo

Student teams in consecutive semesters of USNA249 have been investigating the Lake Erie fish consumption habits of subsistence anglers to determine how aware they are of the toxins these fish contain and the health risks associated with consumption of these fish in excess of recommendations contained in public fish advisories. Students will present the outcome of subsistence angler interviews as well as plans for signage at locations where they frequently fish along the Lake Erie shoreline in the Greater Cleveland area.



**Course:** USNA 237: Landscape History and Conservation

**Course Instructor:** Erika Olbricht

**Students:** Fatimah Abouelsoud, Juana Barrera, Kyla Cherry, Rozaida Diaz Soto, Katie Francissen, Emma Hock, Alaina Lisanti, Jennifer Manning, Brittany Rabb, Baelee Roach, Spiros Romell, Michael Rowland, Marquis Sanders, Emma Savino, Rayna Sayles, Morgan Wood

This SAGES course investigates the practices and rationales involved in conserving historic landscapes. Students have researched political and cultural sites, restored ecosystems, cemeteries, city parks--both natural and industrial--and national parks.



**Course:** USSY 292Q: The Secret Lives of Animals

**Course Instructor:** Arthur Russell

**Students:** Lucas Alva-Ganoza, Alexis Balog, Roshni Bhat, Rory Blochl, Vera Bostwich, Grant Brown, Heather Eby, Darby Hickson, Karley King, Mila Koleva, Crystal Ma, Bailey McMahon, Tyome Niroomand, Mitchell Peer, Adrienne Simmons, Jenna Sullivan, Tara Tadimalla, Xavier Yozwiak

Course Description: Animals are instructive. When we study animals, their biological makeups and creaturely habits, what do we hope to learn? The study of animals, in scientific and literary laboratories alike, often turns to acts of self-discovery - not what it means to be animal, exactly, but what it means to be human. Our interest in animals, in other words, is often an interest in ourselves. So what more could we learn by cultivating new strategies for listening and new languages for communicating with animals? This seminar invites students to investigate the secret lives of animals as imagined in a sampling of classical, medieval and modern literatures. Thinking with the animals of past and present - in fables, manuals, and tales - we will examine human-animal relationships in imagined settings. Over the course of the semester, we will read, view, and listen to works in which animals are tasked with teaching moral lessons and testing the ethical obligations of their human audiences. Comparing treatments of companion animals past and present, we will reflect on the way literature guides our evolving relationship to the animal kingdom.



**Organization:** CWRU Writing Program

**Advisor:** Martha Schaffer & T. Kenny Fountain



**Course:** USNA 271: Genes, Environment, and Human Behavior

**Course Instructor:** Lee Thompson, Kristine Kelly

**Students:** Daniel Argueta, Sean Baxley, Kim Browne, Renee Decker, Sierra Gray, Anmol Gupta, Aravindan Krishnan, Bhavya Kumaran, Nicholas Longo, Jeffrey Malashock, Timothy Mayer, Caleb Middlebrook, Ogoegbunam Okolo, Elise Olsen, Pooja Padmakumar, Samuel Skora, Raj Vemula

Our class has begun a project to map the human genome! Each student investigated a gene on one of our 23 chromosomes and explored the trait, behavior, disorder, or illness caused by that gene. Using Scalar, a web publishing program developed at USC, we set up 23 chapters (each for a chromosome plus XY) and then added our findings on individual genes in a media-rich, interactive digital environment. Our intended audience for this project is high school students and adult readers with a minimal background in the field of human genetics, and we hope they enjoy learning on our site. We intend to have future USNA 271 classes add pages to the chapters in this project in the hopes that it will someday represent the entire human genome!