



Celebration of Student Writing December 6, 2013

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 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 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 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 is also supported by the SAGES Program and the Department of English.

The **Writing Resource Center** coordinates the **Celebration of Student Writing**. The Writing Resource Center (WRC) at Case Western Reserve University provides writing consultation to students across the university in six campus locations and online. More than 30 full-time Writing Program faculty and graduate students staff our center. Each year, WRC consultants conduct more than 3,000 individual sessions with approximately 1,000 individual students ranging from first-year writers to graduate students and faculty.

SAGES First and University Seminars:



FSCC 100: The Poetry of Science

Course Instructor: Greg Weiss

Students: Bryashia Atchison-Henderson, Bradley Bassett, Diamond Battle Mabel Chiu, Lilavathi Gould, Robert Herd, Graciela Leal, Isaac Martinez, Maxwell White, Briana Sealey, Joyce Chen

Students will present projects in a variety of media examining the relationship between science and poetry in a variety of eras and cultures.



FSCC 100: Fiction with a New Face: Adaptation across Media, Time, and Culture

Course Instructor: Rachel Kapelle

Students: Sang Yoon Chung, Yi Ding, Yujiao Guo, Chan Joo Lee So Jung Lee, Sang Joon Park, Haoying Wang, Fabian Wangsawijaya

Adaptation is one of the oldest techniques in literature, and it continues to be highly popular across different media. A wide variety of transformations are possible: not only book to film, but also film to book, computer game to film, book to musical, play to film, book to artwork, artwork to poetry, book to television, television to film, and many more. In this class we discuss how adaptation works and why it appeals to writers, filmmakers, readers, and audience members. Our three main units focus on three ancient stories and the transformations they have undergone. At the Celebration of Student Writing, we will be ready to share the results of our research projects, projects in which we explore original/adaptation pairs.



FSCC 100: Academic Conversations

Course Instructor: Susan Dominguez

Students: Yuhao Bai, Iris He, Tammy Huang, Robert Li, Minglong Li, Esther Li, Enyi Lian, Haoqi Liu, Ellen Sun, Yanran Xu, Michael Zhang, E. Zhong

This SAGES First Seminar will conduct a Scrabble Tournament, open to all attending the Celebration of Writing and the Intersections fair.



FSSO: 119 Philanthropy in America

Faculty Advisor: Barbara Burgess-Van Aken

Students: Margaret Capozzi, Daniel Chrzanowski, Anthony Constantini, Shiviani Damera, Dana Goldberg, Aubrey Greene, Jack Hovater, Katlin Hunt, Faraaz Hussain, Yousef Mohammed, Jeffrey Noymer, Temi Omilabu, Victoria Onufrieff, Bhavya Panuganti, Lizzy Peerea, Neha Srivastava, Max Watters, Isaac Yed

In Philanthropy in America we have spent the semester assessing the world's most pressing social needs and debating how we should slice the philanthropic pie. For our final project we have worked in groups to design hypothetical nonprofit organizations that would mitigate serious social problems. Our work involved researching similar organizations, creating an effective program, compiling a budget, developing mission and vision statements, and designing promotional materials such as pamphlets, websites, and brochures. The final requirement of the project was to make a presentation for funding from a foundation.



FSSO 140: Working-Class Literature

Course Instructor: Megan Swihart Jewell

Students: Daliah Greenwald, Laura Hertz, Precious Adeleye, Caitlin Schwarz Kyle Riedmann, John Kim

In this first seminar, students examine the relationship between social class and literature, reading narratives written by and about laborers in the hopes of understanding the complexities of working-class life in America. Students also focus on issues of social class in the University Circle and Greater Cleveland areas as well as in the immediate University environment. Students will present their final course anthologies of working-class literature and/or their research essays that engage with social class issues in literature and beyond.



FSNA 143: Materials and Energy

Course Instructor: Susan Dominguez and Mark DeGuire

Students: Steven Cady, Tyler Clarkson, Keyan Cody, Nikki Goel, Aila Gomi, Antara Gupta, Israel Hill, Isiah Jean-Baptiste, Tyler Jenkins, Nick Lamb, Chiraag Lathia, Kimvy Nguyen, Evelyn Rueda, Daniel Simmons, Max Speilman-Sun, Zach Williams

Students in the SAGES First Seminar "Materials and Energy" will present their culminating group projects on contemporary (and often controversial) aspects of materials and energy use.



FSSY 150: Immigration to France: Reverse Colonialism?

Course Instructor: Greg Weiss

Students: Hannah Cotey, Melanie Tano, Azad Jalali, Cierra Pegram, Jordyn Ting, Jonathan Meckler, Samantha Lettieri, Victoria Reese, Shruti Raghunathan, Christina Franke

Students will present projects in a variety of media examining the role of immigration in contemporary France.



USNA 287H: Plants in Medicine

Course Instructor: Erika Olbricht

Students: Melinda Amornwichet, Courteney Asase, Alexander Calderon, Katirina Coppolino, Heather Froggatt, Henry Hershey, Molly Jackson, Seth Kimble, Kelsie Leary, Yuqin Li, Yumi Matsuyama, Candice McCloud, Adithy Nagarajan, Joanna Rumbley, James San, Connor Tagg.

Plants have always been the basis of medicinal treatments, and they continue to be essential to modern forms of medicine, alternative and traditional alike. Come discuss with students their research on particular plants and experience everyday spices and plants that we take for granted, like turmeric, mint, ginger, and raspberries, and hear about others that are less common, like gordolobo, tamarind, and eucalyptus.



Writing Resource Center

Consultants from the Writing Resource Center will be presenting the various services the WRC offers to the CWRU community, and demonstrating our online resources. Stop by our table to meet our staff and learn about our writing support services.

English Department Courses:



ENGL 150: Expository Writing

Course Instructor: Mary Assad

Students: Sylvester Amponsah, Rebecca Benjamin, Grace Cross, Nathaniel Doucette, Wiley Greene, Emile Hsu, Garrett Law, Ruben Rengel Cardona, Austin Williams

English 150 is a writing course that focuses on extended exposition and argument. Students write summaries, responses, discussion questions, rhetorical analyses, and research papers while gaining practice in critical reading, collaboration, and discussion skills. This particular section of the course is themed "Health and Society." Our class has delved into words and concepts – such as healthy, unhealthy, and diseased – that we hear all the time but may not get the chance to critically analyze. Our goal in this class has been to break down the broad topic of “health” and critically assess the arguments about health that are constantly made all around us. In the final research unit, students are identifying health problems faced by university students -- particularly at CWRU and CIM -- and proposing solutions. Our definition of "health" is broad and includes issues such as sleep deprivation, campus security, resources for students with learning disabilities, and performance anxiety among musicians. Students' presentations at the Celebration will include educational fliers about their research and proposed solutions; we hope to get people talking about important issues that affect university students and work toward making our campus a healthier place to live and learn.



ENGL 180: Writing Tutorial

Course Instructor: Sebastian Rimehaug

Student: Sydney Stark

The management of childbirth is a seemingly simple issue: protect the life of the mother and child. However, many in the field argue that childbirth is also about the experience of the birthing mother. They contend that a healthy childbirth is as much about the biological health of the mother and child as it is about preserving her autonomy and choice. Several passionate schools of thought exist on these goals should be accomplished, i.e. how “normal” childbirth should be accomplished. The medicalized model asserts that childbirth is inherently “abnormal”, a medical emergency. Others define it as any birth where the control and autonomy of the birthing woman is respected. A third school of thought, argues that “normal” childbirth only occurs in the absence of medicalization. I will prove the third viewpoint is the true definition of “normal” labor. Medicalization, while in extreme cases it is lifesaving, is most often a threat to not only women’s autonomy but also their lives. “Normal” childbirth, therefore, should be defined as absent from all medicalization. Further, “normal” childbirth should be strived for and encouraged



ENGL 395: English Capstone

Course Instructor: Jim Sheeler

Students: Alex Aloï, Hallie Dolin Sheehan Hannan, Emily Gerencser, Hu Sul Heo, Caelyn Rosch, Rachel Rubenstein, Paul Ryland, Mel Sayre, Emily Wixted, Alex Zinni

The English Capstone culminates with projects as varied as the fields within the English Department. This year, student projects include a graphic novel, a poetry collection, short stories, a video documentary, a magazine memoir, a magazine-length feature story and in-depth research papers.



ENGL 398: Technical Communication for Engineers

Course Instructor: Michael Parker

Students: Ian Anderson, Freddy Arce, David Bass, John Billingsley Yixin Feng, Michael Fioramonti, Garrett Forejt, Ryan Gongloff Daniel Hageman, Mitchell Haynes, David Jannotta, Elliott Kerbel, Sonny Li, Timothy Martin, John Pease, John Phillips, Sergiy Turchyn, Nicholas Wietecha, James Zhang, Tony Zhang

The final project in ENGL 398 involves crafting a fully formed research/project proposal. Each proposal individually relates to the knowledge and expertise of the student, and it is the hope of the class that the proposal will serve as a spring-board into actual research in a later semester. Part of the proposal making process is the individual presentation. In this iteration of ENGL 398, the students will be creating a poster presentation of their written proposal. The students will be arguing for the ability to perform their research.