



Celebration of Student Writing December 5, 2014

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.

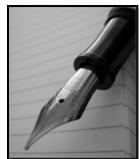
The **Writing Resource Center** coordinates the **Celebration of Student Writing**. The Writing Resource Center (WRC) at Case Western Reserve University provides writing consultation to students across the university in Bellflower Hall and other campus locations and online. More than 30 full-time Writing Program faculty and graduate students staff our center. Each year, WRC consultants conduct more than 4,000 individual sessions with approximately 1,200 individual writers ranging from first-year students to graduate students and faculty.

The Center for the Study of Writing, which in part supports the Celebration of Student Writing, 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** is additionally supported by the SAGES Program and the Department of English.

SAGES First and University Seminars:



FSCC 100: First Seminar, Food Concerns and Controversies

Course Instructor: Mary Assad

Students: Varun Garg, Beto Gonzales Campos, Tim Guo, Karina Husodo, Julia Kim, Daniel Kim, Jaehee Lim, Tina Lu, Echo Ma, Meghraj Rathod, Spark Yang, Johnny Yin

This section of FSCC 100 focuses on food concerns and controversies in contemporary American society. We explore a range of food-related topics including but not limited to the content of food; the purposes of food; cultural meanings of food; organic food; “healthy” eating; obesity; and the ethics of food consumption and production. Some questions we are considering over the course of the semester include: What is food? Why do we eat? What relationships exist between food and culture? What ethical issues are involved in food production and personal food consumption? How does food affect one’s personal health? What does healthy eating involve, and what are the associated benefits and challenges? By the end of the semester, each student will choose a topic they care about, research beliefs and levels of knowledge about the topic among the campus community, and argue for the topic's importance through a poster presentation.



FSCC 100: First Seminar, Academic Conversations

Course Instructor: Susan Dominguez

Students: Steven Yankun Chen, Beezy Pingshi Wang, Eugene Yawei Zhang, Peilin Ge, Mio Tongtong Liu, Eve Manting Wang, Suzie Yang Hu, Jerry Bixing Qiao

This SAGES First Seminar will sponsor a SCRABBLE tournament with two games occurring simultaneously. The theme for the tournament is "CASE ENGLISHES" and contestants will use the newly revised SCRABBLE Dictionaries, which contain many new technology-oriented words. Students, Faculty, Staff, and Administrators are welcome to compete.



FSCC 100: First Seminar, Culture and Education

Course Instructor: Elise Geither

Students: Hang Chen, Dharani Raman, Kwan Lau, Siddhraj Rathod, Ana Luiza Scalamandre, Harry Shen, Judy Shi, Ziyang Xie, Kailai Xu, Zeng Yun Yao, Wenxing Yin, Hanyu Zhang

Students in the First Seminar "Culture and Education" have explored how various cultures define "education" and "schools" along with the varied perceptions of parent and teacher roles in pre-school education. Touching on our work in this area, students developed research projects focusing on different areas of the education system in the US.



FSSO: 119 Philanthropy in America

Faculty Advisor: Barbara Burgess-Van Aken

Students: Pearl Choi, Claudia Gates, Alex Habeeb, Ashleigh Janz, Jared Jones, Abel Keith, Emily Kwan, Charlie McCarthy, Jaren Ong, Brian Parro, Poorvi Satya, Myles Smith, Kari Sneitzer, Maddie Strnad, Esther Yoo, Rachel Zeger, Zach Zinserling

In Philanthropy in America we spent the first part of the semester discussion pressing social needs and debating priorities for cutting up the philanthropic pie. In the second unit of the course we researched different genres of nonprofit organizations. Our final project was to work in a group to design a hypothetical nonprofit organization that addresses an unmet social need. What we are presenting here today are the posters, pamphlets, and slide shows for each organization.



FSSO 140: Working-Class Literature

Course Instructor: Megan Swihart Jewell

Students: Elijah Newcomb, Tasha Jhangiani, Megan Smith, Charlie Cai, Linda Chen, Rhea Mehra, Chloe Lim, Michael Oei, Aesha Rajan, Ariel Raj, Shizen Moh

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 and discuss their final course anthologies of working-class literature that engage with social class issues in literature and beyond.



FSSY 146: Doc Talk - Language & Medicine

Course Instructor: Kimberly Emmons

Students: Katie Basch, Gage Blair, Emma Briggs, Samuel Broadus Yassin El-Najjar, Ishita Gupta, Jodie Hurd, Dominic Kizek, Eric Lundberg, Megan Lynch, Rishabh Mazmudar, Sonya Mehta, Ahnjé Moses, Andrew Moyal, Alicia Pacheco, Thomas Stiadle, Aemilee Ziganti

This course has explored the role of language in constructing, experiencing, treating, and understanding the states we call “health” and “illness.” Over the course of the semester, our seminar discussions have explored a wide array of questions: What is the role of language in enhancing (or detracting from) individual well-being? How can narrative practices facilitate ethical medicine (and reform medical ethics)? How do our own illness stories fit into (and challenge) scholarly taxonomies? What do medical genres tell us about the ways medicine is practiced and experienced? What research questions and forms of academic inquiry are most

likely to improve health in the future?

In addition to our discussions, each seminar member joined a group that chose a medical object from the Dittrick Medical History Center's collection. This object then served as the catalyst for a series of discussions with CWRU scholars in a variety of disciplines. In their poster presentations, the groups display the range of possible questions and research projects inspired by the objects they selected. The groups' objects include: the stomach pump, the iron lung, the stethoscope, and the EKG machine. As the posters will demonstrate, these medical objects provide us with an opportunity to interrogate forms of disciplinary inquiry and to consider opportunities for interdisciplinary collaboration.



FSSO 167: TV and Social Perceptions of Scientists

Course Instructor: Malcah Effron

Students: Calvin Boyle, Donald Chen, Michele Chin, Estee Cramer, Vincent Giacomelli, Divya Joseph, Connor Kiernan, Trino Mitra, Annelisa Monica, Austin Ott, Alejandra Quintana de la Torre, Isidora Radovanovic, Kurt Schafer, Alexander Shimek, Mitchell Wolf, Hayley Yi

Using their own writing as examples, the students will put together a display with suggestions for how to respond to feedback such as how to develop, unpack, or further explain their ideas.



USNA 287H: Plants in Medicine

Course Instructor: Erika Olbricht

Students: Teja Badami, Spencer Burton, Jessica Chan, Leah Cummings, Madonna DiBella, Alexandra Faidiga, Caitie Gaffney, Alex Haueisen, Amelia Iglesias, Tim Kolosionek, Nick Kwon, Patrick Leo, Eric Mann, Olga Nazarenko, Chakira Smith, Kayla Wiatroski, Kerrick Woyshner

This SAGES class considers how herbal remedies, historical and contemporary alike, might alter our notions health and how we "medicate" to achieve it. Our class is researching traditional medicinal herbs like pennyroyal, lemon balm, elder, and bearberry, as well as plants with lesser-known medical applications, like viburnum, chrysanthemum, mandrake, and chocolate!

English Department Courses:



ENGL 398: Technical Communication for Engineers

Course Instructor: Michael Parker

Students: Ian Anderson, Freddy Arce, David Bass, John Billingsley Yixin Feng, Michael Nikita Agrawal, Kiley Armstrong, Jeffrey Brown, Sarah Carbone, Erin Dreger, Alex Haufler, Shaun Howard, Joseph Lerchbacker, Benjamin Marks, Evelyn Moss, Yasser Mounkara, Aaron Neyer, William Ordiway, Jay Patel, Shriya Srinivasan, Justin Tang, William Topel, Ethan Tu, Steven Wendling, Kimberly Wolf

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.



ENGL 395: English Capstone

Course Instructor: Martha Woodmansee

Students: Jacob Behrend, Michael Thomas, Bethany Wisinski

The English Capstone culminates with projects as varied as the fields within the English Department. This year's English Capstone students will present remediations of the projects they have pursued in their capstone seminars. Students and projects are as follows: Jacob Behrend, "One Flew Further than the Cuckoo's Nest: The False Connection between Ken Kesey's Novel and the Deinstitutionalization Movement"; Michael Thomas, "Before Disney: A.A. Milne's Portrayal of Childhood in 'Winnie the Pooh'"; Bethany Wisinski, "Malone Lives: Narrative Disjunctions of the Self in Samuel Beckett's 'Malone Dies.'"