



April 17, 2015

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 as well as 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 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, 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**.

Courses and Organizations:



ENGL 203: Introduction to Creative Writing

Course Instructor: Jessica Slentz

Students: Bry Atchison-Henderson, Sara Bogomolny, Nicole Carosella, David Cunningham, Jordan Fatoki, Jeremy Frank, Christian Griffith, Nathan Hach, Jonathan Hess, Nathaniel Kaminski, Jesse Ofsowitz, Adam Schrecengost, Leah Stevens

In this course we explore the subtleties of the craft of writing poetry and prose. We approach writing as a holistic practice that encompasses critical reading, thinking, writing, and discussion and critique of our own and others' creative works. For this presentation, we will be displaying select works from students in the class in a printed "journal" format, as well as showcasing select works for visitors in a poster display.



FSCS 150: Building Bridges Within and Beyond Academic Writing

Course Instructor: Ana Codita

Students: Wielun Luo, Jin Ping, Xuwen Qin, Xiaozhou Zhang, Yuheng Zhou, Keying Chen, Maining Fu, Yuping Qi, Yeri Yang, Yanbin Lu, Danyang Ma

Our course aims to explore the following questions:

1. Does your language (either native or second language) generally influence the way you write?
2. What are the conventions of academic writing in your discipline/major?
3. In your opinion, what could be the successes and pitfalls of a second language writer in the learning of discipline-specific writing?
4. How would you describe your identity as a second language academic writer?

The posters display some research projects on campus and student related issues. The projects involve both primary and secondary research.



FSCS 150: Technology and Society

Course Instructor: Gusztav Demeter

Students: Lutian Gong, Tao Hu, Yuan Jiang, Haosheng Li, Xujia Li, Tianyue Liu, Yuheng Liu, Kexin Wang, Jingyi Yang, Zhonghao Zhan, Chi Zhang, Jiakai Chen, Mo Chen, Zhitao Jia, Dian Jin, Linhao Liu, Shiyi Yi Qin, Jingwei Ren, Yi Shao, YiYang Sheng, Ruqi Shi, Miaoqi Zhang, Guoguo Chen, Hongyu Chen, Youcheng Li, Han Ma, Jungseok Na, Hanchi Wu, Zijian Xu, Jiwei Yao, Zishen Zhuang

The theme of this SAGES First Seminar course this semester was Technology and Society. Some of the topics investigated include: the influences of technology on the mind; biotechnology and its implications; digital identities; and language and technology. 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 event, students will display mini-posters of their research essay.



FSCS 150: Beyond the Convenience of Technology: Changing Relationships, Communication & Identity

Course Instructor: Hee-Seung Kang

Students: Heather He Feng, Sophie Yangpiaopiao Gong, Benjamin Zhengyuan Hu, Bowen Jin, Sonju Kim, David Yiming Pan, Xiaoyu Shen, Eoin Shuo Wang, Clare Zhuoyun Yuan, Robby Yijia Zhang, Shawn Yuxuan Zhao

Our first seminar explored the influence of technology on humanity. Specifically, we examined how technology and new media are changing the way people position themselves, relate and communicate with each other. Students in groups chose one piece of technology (or new media phenomenon) and analyzed the impact that the piece of technology has had on society. 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.

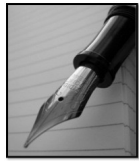
USNA 288: Genetic Testing Implications



Course Instructors: Rebecca Darrah and Tracey Halman

Students: Lilianne Barber, Dylan Joseph Brown, Grace Alice Bugos, Madeline Liana Clark, Rohan Deb, Neha Gupta, Kara Anne Hageman, Sophie Rose Hamer, Navya Sruthi Kandukuri, Tyler Cole Mayle, Poorvi Satya, Christine Grace Scherer, Shannon Coffey Stork, Joyce Su, Caitlynn Eva Weston, Maggie Hoi Ting Wong

In this course we are studying three new genetic technologies: whole exome sequencing, direct-to-consumer genetic testing, and noninvasive prenatal testing. Each new technology brings with it interesting ethical challenges. This course explores those challenges as we discuss the implications (both personal and societal) of these types of tests.

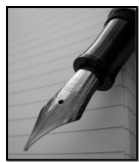


USNA 287W: Dieting: Dogma, Facts, Fads

Course Instructors: Shannon Sterne and Camilia Sray

Students: Fatima Rana, Justin Kim, Sara Bogomolny, Jennifer Kim, Ellen Essien, Alexa Raudales, Xiaoyi Ren, Jack Boatman

Americans spend billions annually on diet products and lifestyle plans, many of which promise that we can “Lose 30 pounds in 30 days!” or “Eat anything and still lose weight!” While such claims sound too good to be true, millions of Americans buy into these rapid weight-loss plans, quick fixes, and popular diets. Students in this SAGES course participated in a four-part project, and produced a variety of print materials reflecting their understanding of the scientific evidence that support strategies for sustainable weight and health management. They also explored ways in which advertising hype can be used to eclipse scientific fact. The print materials include a one-page magazine advertisement, a 1-2 page magazine article, and an argumentative essay. The fourth component of the project consisted of a talk show style promotion wherein the students were required to orally prompt audience members to follow their assigned diet.

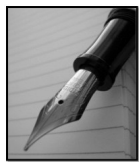


USSO 285D: Advertising & the American Dream

Course Instructors: William Doll and Tracey Hallman

Students: Susanna Ahn, Noah David Cahill, Sharon Chen, Yang Ding, Keith Robert Dona, Jeshrene R. Enerio, Caroline Garnet Gray, Boyan Hd, Marc Andrew Krumbein, Andrew Lopez, Tianlin Lu, Zoe Nykaza, Jason Schutte, Laurel Schickler, Noah Van Ryn, Ruhua Zhang, Yi Zhou

This course examines advertising and American culture, and advertising’s impact beyond the marketplace on values, styles and individuals. The presentations explore: the work and strategies of advertising agencies; the impact of advertising images and messages on individuals; the uses of humor in advertising; the contrasts and similarities of advertising in different cultures.



USSY 288I: Diversions: Experimental Stories and New Media

Course Instructor: Kristine Kelly

Students: Sarah Adams, Aviva Gersovitch, Jared Hance, Eric Jiang, Abel Keith, Elyh Lapetina, Will Marshall, Benjamin Murphy, Elijah Newcomb, Daniel Ryave, Alexander Standard, Alex Tomazic, Joseph Volpe, Zachariah Zinserling,

In our class-collaborative project, we explore the interaction between form and content and its effects on the meaning of our stories and their reception among readers. Each "stop" on our presentation tells a 75-word story about a time in which the writer had an amazing revelation or

near-death experience. Then the writer retells that story in two different ways, experimenting with form and style.



USSY 290W: Art and Sport

Course Instructor: Wells Addington

Students: Greg Beery, Matt Chin, Matt Drezdson, Ben Havrilla, Bridget Hubbell, Meghan Judd, Nabhan Karim, Vicki Kelly, Pavan Krishnan, Emily Ludwig, Mike Ottusch, Thomas Pierre, Jacob Sy, Rocky Triggiano, Adelbert Wang, Kevin Wang, Chun Wong

Art and Sports explores the connections between athletics and artistry. Our projects tease out this relationship by asking questions such as: What is aesthetic about a sporting event? How can we understand athletes as artistic figures? How do social and cultural issues affect the aesthetic enjoyment of sports? For the Celebration of Student Writing, students are on hand to discuss their interventions into these questions.



USSY 289J

Course Instructor: Megan Jewell

Students: Elizabeth Taylor, Chioma Onykwuire, Precious Adeleye, Soojin Yi, Christina Coppel, Jake Rovner, Hannah Low, Taylor Moran, Fiona Liu, Riddhi Patel, Jill Patel, Kyle Riedmann, Cara Murthy, Brianna Owens.

This course examines beauty myths in contemporary culture, focusing on narratives of physical perfection, health, and wellbeing. Students specifically examined the ways in which standards of beauty are culturally constructed, and the explored the significant personal and political implications of these standards for both men and women. Students in the course will present materials from the course archive they compiled over the term and the research they have been doing for their final course projects.



The Observer

Students: Anne Nickoloff, Mike McKenna, Aquene Kimmel, Taylor Moran, Julia Bianco

The Observer, Case Western Reserve University's newspaper, covers the latest and greatest news on campus and in the city of Cleveland. The weekly newspaper has four sections: News, Opinion, Arts and Entertainment, and Sports, as well as a Fun page. However, as with any publication, we emphasize the content on the front page.

This academic year has produced a variety of front pages from every section. Some celebrate

football victories, others show off CWRU events, and others delve into tragedies. The Observer's presentation will explore this school year's front pages, and the writing process for these big stories.



Discussions

Students: Benjamin Nudelman, Editor in Chief

Discussions is the Undergraduate Research Journal of CWRU. Discussions is a student-run, peer-reviewed research journal that publishes undergraduate research in any field of study. Although based at CWRU, we publish work from students across the country and across the world. There are three annual publications, with our summer issue being a special collaboration with the SAGES department at CWRU. Our primary goal is to give undergraduate researchers an opportunity to showcase their groundbreaking research and encourage the spread of information that is truly pushing the bounds of our knowledge.