



Celebration of Student Writing

December 4, 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.

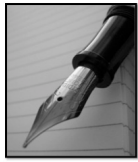
The **Writing Resource Center** coordinates the Celebration of Student Writing. The Writing Resource Center (WRC) at Case Western Reserve University provides writing consultation to students across the university in Bellflower Hall and other campus locations as well as online. More than 30 full-time 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 398: Professional Communication for Engineers

Course Instructor: Michael Parker

Students: Quinn Breitfeller, Matthew Chin, Isabel Gibson, Santiago Gonzalez, Kelsey Grombka-Murphy, Karina Hemmendinger, Israel Hill, John Hovater, Zhenglin Huang, Xiaoying Ji, Duan Li, Gary Liebenthal, Yutong Liu, Colin Macgregor, Tyler Mayle, Guanzhou Qu, Aditi Shirke, Viswajit Simhadri, Connor Swingle

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 springboard 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 398: Professional Communication for Engineers

Course Instructor: T. Kenny Fountain

Students: Joseph Kozak, Ryan Chaban, Teresa Jones

English 398 introduces principles and strategies for effective written and oral communication in both academic and workplace engineering settings. As part of ENGL 398, students will be presenting scientific posters of their final research proposals. These proposals are modeled after grant proposals and require students to identify a research problem, propose a research study to address that problem, describe the methods of analysis, and devise a work plan and budget.



ENGL 398: Professional Communication for Engineers

Course Instructor: Joseph Cheatle

Students: Karly Franz, Isaac Shyu, Amy Lindberg, James Dolgin, Brittany McWilliams, Sabra Funderburg, Kate Goldman

The posters on display here will focus on project proposals that students in this section of the course are currently completing for ENGL 398.



ENGL 398: Professional Communication for Engineers

Course Instructor: Jessica Slentz

Students: Shadi Ahmadmehrabi, Spencer Boyd, Hillary Bunnelle, Anthony Dario, Marvin Do, Matthew Ehland, James Flinn, Leah Karasek, Gregory Mercier, Steven Meyer, Quang Nguyen, Remy Niman, Caroline Novak, Kapil Patki, Scott Rubeo, Anton Spencer, Neha Srivastava, Matthew Szigeti, Kevin Talbot, Aaron Thompson

Each semester the students in English 398: Professional Communication for Engineers put together detailed research proposals of original projects. The students of this section of English 398 will be presenting posters of their individual research proposals, and answering questions about their exciting projects.



ENGL 398: Professional Communication for Engineers

Course Instructor: Kristin Kondrlik

Students: Benjamin Anderson, Henry Brown, Dennis Chan, Nihar Chhatiawala, Jennifer DoVale, Matthew Fuglsang, Sonja Hegedus, Matthew Kaiser, Mark Lewandowski, Alex Prossnitz, Yinhao Ren, Rusheel Shah, Cara Smith, Daniel Clark, Jenny Son, Lauren Van Meter, Tyler Ward, Drew Weibel, Kristen Wek, Sarah Whelan

Students from a section of ENGL 398 will present posters of their research proposals in fields such as aerospace engineering, mechanical engineering, and computer science. Students will briefly discuss their posters and field questions about the research they are proposing.

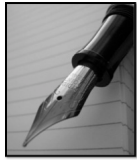


FSCC 100-113: Foundations: Gender, Identity, and Masculinity

Course Instructor: Megan Jewell

Students: Dayoung Kim, Cameron Orzen, Jeffrey Hsia, Daniel Kim, Sidney Legister, Cheryl Lin, Zainab Ogembe, Henry Wang, Daria Soboleva, Aaron Spotts, Hunter Tulloch, Gabriella Sodini.

Students in this First Seminar are exploring issues of gender, identity and masculinity in America. For their final projects, they are proposing a unit for a course that they themselves might teach in a class on gender identity in America. At the Celebration of Student Writing, they will present the primary and secondary materials that they've found most useful for their proposed course units.



FSCC 100: Foundations: Body Mind Emotion

Course Instructor: Martha Schaffer

Students: Section 100: Nishi Bhagat, Hailey Clapp, Adam Davis, Tyler Wypiszewski, Alex Favazza, Whitney Hom, Steven Kim, Khayln Miller, Michael Najmowicz, Andre Orantes-Thomas, Gabriella Shabo, Enyou Wang, Nathaniel Wong

Section 116: Tyler Cummins, Shiv Desai, Ariel Foss, Sneha Iyer, Andrew Jimenez, Shadur Perla-Dierx, Zykeya Webb, Anthony Ying, Kasey Yu

Section 101: Yvonne Chappell, Hyunkyung Cho, Brendan Dowling, Young-hun Lee, Emma Muniak, Sreeti Ravi, David Traganza, JP Wassmann, Will Erickson, Marina Yu

Students in the course, FSCC 100: Foundations Body Mind Emotion, are exploring the ways in which we interface with the world and how our experiences are processed through those interfaces to create a sense of who we are. In the final unit of the course, students are writing about social issues that impact a community to which they belong, either speculating about causes for the issue or proposing solutions for the issue. After weighing the options, students argue for a most significant cause or best solution.



FSSO 119: Philanthropy in America

Course Instructor: Barbara Burgess-Van Aken

Students: Evan Adeen, Phil Adikes, Elain Ahn, Hazel Choi, Kelsey Holmberg, Seri Jhang, Peter Kotowski, Andrew Kowalkowski, Matthew Lee, Jeffrey Moravec, Jack Mousseau, Mason Orsagh, Sarah Park, Shilpa Pokkuluri, Sam Sieder, Bridget Thorpe, Helen Zhang

Our class has examined the role that philanthropy and nonprofit organizations play as an agent of social change in a functioning democratic republic. We have taken a critical look at the missions and goals of a cross section of organizations, wrestled with ethical issues related to philanthropy, and considered the giving patterns of different social, religious, and ethnic groups. The capstone of the course has been to work in groups to create our ideal nonprofit organizations, which is what we present here today.



Case Reserve Review

Students: Juheena Irshad, Editor-in-Chief and other *CRR* Board Members

Case Reserve Review is the official photographic and literary journal of Case Western Reserve University. We accept prose, poetry, photography and other works of literary and photographic art from undergraduates and graduate students from institutions across Cleveland.