



CELEBRATION OF STUDENT WRITING DECEMBER 7, 2012

The Celebration of Student Writing, coordinated by the Writing Resource Center, 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 SAGES 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 consultants staff our center. Consultants are English graduate students or full-time writing program faculty. Each year, WRC consultants conduct about 3,000 individual sessions with more than 1,000 individual students ranging from first-year writers to graduate students and faculty.



ENGL 148: INTRODUCTION TO COMPOSITION

Course Instructor: Cara Byrne

Students: Dong Tony An, Pablo Griggio, Zefeng Fang, Yenhsuan Lee, Xi Li, Yu-Hung Lin, Cheuk Yin Luu, Jia Na Peng, Tianming Peng, Yun Tang, Kristina Zeinstra, Fange Zhang

This section of English 148 focused on exploring the meanings behind pictures. Throughout the semester, we have studied the visual rhetoric of graphic novels, famous pieces of art, photographs, political cartoons, and advertisements, and students have written papers providing summaries and critiques of academic arguments about visual culture. For their final essay assignment, they used all of these skills to write a research essay in which they analyze the visual rhetoric of a print advertisement. Today, the students will share their final independent projects.



ENGL 380: SERENDIPITY: ACCIDENT MET WITH SAGACITY

Course Instructor: Sarah Gridley

Students: Alex Aloï, Bryden Spevak, Andrin Foster, Bethany Wisinski, Martin O'Brien, Caelyn Rosch, Joe Sossi, Emily Wixted

Students from Professor Gridley's ENGL 380, a topical seminar/workshop focused on serendipity, will present abstracts from their research papers. The individual research topics range from Nietzsche's Zarathustra to Warner Brothers' Road Runner--but hold in common the consideration of happenstance in relation to meaning, both in the subject matters they address, and in the spirit in which they approached the task of research. Students will also engage interested participants in interactive "chance poetics" activities.



FSTS 100-100: WHAT IS A MUSEUM?

Course Instructor: Susan Dominguez

Students: Ahn Phan, Will Federkie, Connie Min, Salam Taraben, Sarah Ialacci Nichole Moomaw, Marina Mijic, Ella Mravec, Lexie Li, Alyssa Batiancela

Students will present their final museum exhibit projects using the University Circle Institutions as the foundation for their own designs.



FSTS 100-101: WHAT IS A MUSEUM?

Course Instructor: Susan Dominguez

Students: Alison McKim, Alex Smick, Lex Martin, Cartier Reed, Maria Madison, Rudolf Merick, Ashia Lewis, Rosa Katz, Sammy Alton, J.P. Choi, Marmeny Infante, Dan Farnsworth, Julie Murray, Joey Arko

Students will present their final museum design projects that used University Circle Institutions as their foundation and inspiration.



FSSO 119: PHILANTHROPY IN AMERICA

Course Instructor: Barbara Burgess-Van Aken

Students: Jane Amusat, Daniel Bai, Victoria Bouillion, John Boykin, Aria Bredt, Alex Cao, Leah Castelaz, Alyssa Daniels, Ellie Elston, Samantha Fernandez, Jesse Ferrigno, Keniece Gray, Suneil Kamath, Kait Kennedy, Josh Rogers, Sean Leonard, Emma Steele

This course introduces various dimensions of philanthropy and volunteerism, conducting a broad but intellectual inquiry into the systems and ethics of giving time and money to charitable causes. For the final project in this class, students have worked in groups to design their own nonprofit organization. In doing so they have researched a social need, put together a mission and vision statement for an organization that will address that need. In developing their programs, they have put together budgets, websites, and collateral materials for their organization. The results of these projects are on display today.



FSSY 146: DOC TALK: LANGUAGE AND MEDICINE

Course Instructors: Kimberly Emmons

Students: Samantha Buddeymeyer, Yuna Choi, Steffen Christoffersen, Sei Cole, Nicole Episalla, Dimitris Gazgalis, Nathan Gilbert, Chandler Holcomb, Daniel Mason, Nana Afia Mensa, Victoria Robinson, Daniel Ryave, Alan Thomas, Adam Vianna, Abby Walker, Maryam Zeinomar, Brook Zhang, Diana Zhou

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: How do metaphors shape illnesses? How do particular illnesses become cultural/political metaphors? 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? How do doctors and patients communicate (and fail to

communicate)? 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 pill (birth control), the syringe, obstetrical forceps, and the inhaler. As the posters will demonstrate, these common medical objects provide us with an opportunity to interrogate forms of disciplinary inquiry and to consider opportunities for interdisciplinary collaboration.



FSSY 144: THINKING THROUGH LITERATURE

Course Instructor: Paul Jaussen

Students: Stefan Klek, Becky Olson, Cole Thrush

The participants in "Thinking Through Literature," a SAGES First Seminar, have been studying the intellectual, imaginative, social, and ethical potential of literature and literary education. A fundamental hypothesis in this discussion, which we have tested throughout the semester, is that literature is something we think with, not simply something we think about. Out of this inquiry, students have written essays analyzing the role of literary education in today's university. These pieces have been collected in an electronic anthology. Our display functions as a visual introduction to the book, laying out the critical conversation both in contemporary and historical terms. The anthology itself will also be a part of our display, which audience members will be able to browse at leisure.



ENGL 180: WRITING TUTORIAL

Course Instructor: Kate Dunning

Students: Yiqing Jiang, Ning-Yuen Li

Coordinated through the Writing Resource Center, English 180 is a course designed to help students work intensively on their writing skills. For their final projects this semester, this group of 180 students are researching different versions of well-known stories. They will be presenting not only the different versions, but also some critical commentary about the development of the story.



FSNA 143: MATERIALS AND ENERGY

Course Instructors: Susan Dominguez and Mark DeGuire

Students: Gaby Cage, Kyle Deal, Tom Dietrick, Josh Hall, Daniel Kernan, Arty Krishnan, Ketav Majumbar, Mary Manspeaker, James Marsh, Ling Neoh, Kafre Petiri, Megan Quinlan, Matt Randall, Philip Sheahan, Tom Shkurti, Drake Sweet, Alex Williams

Students will present group projects that reflect social aspects and environmental effects of society's current usage of materials, resources, and energy through critical analysis. Topics include: health, server farms, Mississippi River run-off, air, auto and freight transportation.



FSCC 100: POSTCOLONIALISM AND LITERATURE

Course Instructor: Greg Weiss

Students: Sewon Min, Ja'nae Morris, William Qu, Galilea Sanchez, Alexis Attinoto, Kari Floyd, Basirat Rosenje, Angela Donajkowski, and Caitlynn Weston

We have been examining the historical and ongoing relationship between France and its former colonies through the lens of Francophone literature. Students will present work treating different aspects of those relationships.



FSCC 100-131: FICTION WITH A NEW FACE: ADAPTATION ACROSS MEDIA, TIME AND CULTURE

Course Instructor: Rachel Kapelle

Students: Sparsh Agarwal, Yvonne Chueh, Jin Young Kim, Eric Ma, Annabelle Park, Jingze Sun, Margo Suryanaga, Iris Tsai

The three main units of our class address adaptation across media, adaptation over time, and transcultural adaptation. What changes does the story of an alien invasion undergo when it passes from the novel form to radio to film? How do television programs update detective fiction from previous centuries? What happens when the American company Disney retells an ancient Chinese legend? At the Celebration of Student Writing, we would be happy to discuss our insights into the process of adaptation, as well as our final writing projects, in which each of us has selected an “original”/adaptation pair to explore.



FSSO 116: WORKING-CLASS HEROES

Course Instructor: Megan Swihart Jewell

Students: Gabrielle Brown, Malcolm Perkins, Rachel Horetzky, Margo Schmiederer, Paige Klopfenstein, Satvika Mikkilineni, Tarik Akyuz, Camille Paladino, James Yang, Thekkethalackal Mammen Kurien, Sun-Mee Kasper

In her volume, *Silences* (1978), writer Tillie Olson refers to the relationship between social class and literature as “the great unexamined.” This statement still largely rings true, despite the continued production of novels, films, and poems depicting the working-class – and despite the unprecedented growth in recent years of America’s working class. In this course, we examined 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. For their final projects, students independently researched issues in working-class literature and produced mini-anthologies on particular topics that they felt were indispensable to closely understanding class conditions and their representation in literature and culture. Our presentation today consists of these student anthologies as well as a generalized poster presentation depicting important issues on class in America