



SECOND ANNUAL CELEBRATION OF STUDENT WRITING

The **Celebration of Student Writing**, a centerpiece of the University's Writing Week, showcases undergraduate student writing projects. The Celebration encourages students to re-present and display their research and writing in formats other than conventional word-processed letters and lines on the printed page. 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>

Writing Week and the Center for the Study of Writing are supported by generous gifts from Marilyn McCulloch (FSM '50); from Edward S. Sadar, M.D. (ADL '64, SOM '68) and Melinda Melton Sadar (FSM '66); and from an anonymous donor. The Celebration of Student Writing is supported by SAGES and the Department of English.

Between Doctors and Patients: Literature and Medicine

Anne Ryan, Course Instructor (USSY 287A)

Students: Nirmal Bhakta, Tim Darlington, Lediana Goduni, Chelsea Lasky, Kara Monnin, Amanda Robinson

Our seminar has examined nineteenth and twentieth-century literature written by and about doctors, nurses, and patients, including works by Louisa May Alcott, Jean Dominique Bauby, George Eliot, Atul Gawande, Charlotte Perkins Gilman, Rachel Naomi Remen, Abraham Verghese, and William Carlos Williams. In particular, we've focused on historical changes in the relationships between doctors and patients. We've also found that literature about medicine unmask the deep emotional responses that often go unexplored in the daily grind of scientific education, research and medical work, and it provides an excellent context for discussing ethical issues faced by doctors and patients such as the meaning of suffering, death and dying, medical authority and responsibility, the rights of society's most vulnerable members, professional detachment and compassion, and what to do in the face of uncertainty or failure. We plan to display posters that represent the results of some of our research into the fascinating intersections between literature and medicine.

Case Reserve Review

Representative: John Rooney

Our Mission

To provide a forum whose contents shall be original poetry, prose, and other forms of creative writing, as well as original photography, by all undergraduate and graduate students of Case Western Reserve University, the Cleveland Institute of Art, the Cleveland Institute of Music, and any undergraduate student currently attending an institution of higher learning in the United States of America.

About Us

The CRR is entirely student-run, although we are lucky to have Sarah Gridley, poet and professor at CWRU, as a faculty advisor. The CRR is a member organization of CWRU's Student Media Board.

What We Do

We encourage creative expression at CWRU by producing at least two book-styles issues containing creative writing and photography each year (that's one per semester). Prizes are awarded for exceptional work in poetry, prose, and photography.

Chance Poetics

Representatives: Sarah Gridley and Annie Pécastaings

This table will conduct 3 activities, all of which invite on-site student participation: an Exquisite Corpse collaborative poem; a Magnetic Poetry collaborative poem; and a collaborative “Erasure” poem performed on a selection from Walt Whitman’s “Song of Myself.” Students are invited to stop by the table and engage in one, two, or all of the experiments.

Chance poetics and collaborative poetics both partake of a long history in poetic counterculture: surrealists created the poetic “game” of Exquisite Corpse in the early 20th century to encourage playful, associative composition, and it received an enthusiastic renaissance among Beat poets in the sixties. Whereas Exquisite Corpse operates through an additive process (writers contribute a new line to the “body” of a long poem, seeing only the line directly preceding the new contribution), Erasure Poetics operates through the process of subtraction: poets begin with a completed, published (often canonical) text, and “erase” word after word until a new poem emerges from its re-negotiated “depths.” Contemporary works of erasure poetics will be on hand for inspiration (e.g. Ronald Johnson’s *radi os* (an erasure performed on the first four books of Milton’s “Paradise Lost”) and Jen Bervin’s *Nets* (erasure performed on Shakespeare’s sonnets).

The Chance Poetics Table invites students with an experimental spirit to come make poetry through the combined influences of chance and collaboration. Readings of each will take place at conclusion of experiments.

Colors, Capes and Characters

Brad Ricca, Course Instructor (USSY 275)

Students: Shannon Harkin, Elizabeth Johnston, Tesia Meade, Matthew Napfel, Tracy O’Brien, Johnny Wright

Why We Write About Comics

Superman. Wonder Woman. Batman. Power Girl? Is there really a course on comic books at Case Western Reserve University? Maybe you’ve heard about it and always wondered what it was like. What do they read? What do they write? And it’s GOT to be easy, right? Join us at our table to find out how a silly little comic book can be an incredibly interesting, provocative, and oftentimes hilarious (and disturbing) place to think about how we often view (and imagine) ourselves and others in popular culture. Look at panels, comics, slides, and papers as we share with you our findings of what indeed you can learn from comic books.

Common Reading Selection Committee

Representative: Mayo Bulloch

CWRU's Common Reading Program

The Common Reading Program was started in 2002 for first-year students. For the past nine years, new undergraduate students have been given a common reading assignment during the summer. The assigned book then serves as a basis for programs and discussions beginning at orientation and continuing through the fall semester.

The Common Reading Program at Case also includes an essay contest about the assigned reading. Last year, winners received \$300 gift certificates from the University Bookstore sponsored by the Baker-Nord Center for the Humanities. Winners also have dinner with the author.

This year's Common Reading [*Bottlemania*](#) by Elizabeth Royte will introduce the Year of Water. Over the summer, all new undergraduates will receive a copy of *Bottlemania*, and discussions about the book will begin during Orientation Welcome Days. Elizabeth Royte will then be the keynote speaker during the first week of classes at the [University Fall Convocation](#), Wednesday, August 25.

The Year of Water will promote events and programs focusing on issues such as the bottling of water and recycling of plastic bottles, water quality, the wise use of water, watershed planning and management, water conservation, storm water run-off, the politics and ethics of a scarce resource, and other related topics.

Crime and Punishment in German Literature and Film

Mary Beth Wetli, Course Instructor (USSY 285R)

Students: Megan Witzke, Sage Schaff, Brittany Lavanty, and Dan Levine

How we determine what constitutes a crime? How is the violation of the law different from or similar to transgressions of morality or ethical norms? What constitutes just punishment? In what ways is punishment an insufficient answer to crime? What if regimes themselves are criminal? How societies define violations of the legal code is related to a web of interconnected considerations including the form of government, social mores, evolving conceptions of justice, the purpose of punishment, and attitudes toward individual criminals and criminality in general. This course has explored these questions in German literature, film, and philosophy from the eighteenth-century through the present against the backdrop of monarchy, democracy, occupation, fascism and communism. Our survey of literary works and films has paid particular attention to the ways in which criminal transgression is defined, when and why punishment is necessary, and the degree to which these resolutions are "just." As a result, students have developed an appreciation for the social, political, and historical context in which these questions are raised.

For the Celebration of Student Writing, the students have chosen to make a film of one of the scenes from Heinrich von Kleist's novella Michael Kohlhaas, to illuminate some of the questions this text raises about the nature of justice and its role in society. Four students will be on hand to screen it for others.

Cross-Cultural Research and Cross-Cultural Composing: Bilingual Writers at Case Western Reserve

Jessica Gerard, Course Instructor (FSCS 150)

Students: Gongxia Chen, Yi (Tracy) Chen, Xuejing (Jenny) Wang, Xuhui (Terry) Chen, Shanshuai Sun, Ding Wang, Tianxin Luo, Anni Li, Wenyu Chen, and Kan Jia

This presentation will showcase the individual and collaborative research and documentation efforts from two SAGES seminars focusing on cross-cultural communication. The students in this class, who are bilingual (and in some cases, multilingual) writers, will present on their original research in the area of cross-cultural communication. In this SAGES seminar on Cross-Cultural Communication, students completed pilot studies in which they formulated socially relevant research questions in the area of cross-cultural communication, collected data via questionnaires, surveys, and interviews, and then analyzed and wrote up their results in a 3-4 page report. Topics include cultural differences with regard to academic integrity, cross-cultural perceptions of classroom participation, and cross-cultural perceptions of humor.

The Future of Food

Mary Holmes, Course Instructor (USNA 252)

Students: Scott Becka, Sammy Sarett, Faezeh Ghassemi, Phil Young, Rachel Wagner, Mark Ilhan

Since World War II, science and technology has transformed the way Americans produce and consume food. This transformation has been supported by government policies and accomplished through the application of industrial methods in agriculture, food processing, and food delivery. Such methods have allowed a tiny fraction of the American population to produce vast quantities of food products at very low prices for American consumers. But this American diet, while inexpensive, has turned out to be high in sugar, fat, and processed grains that are contributing to chronic disease such as diabetes and obesity. In addition environmental impacts of confined animal feeding operations, vast monoculture grain production, and global food transport are raising questions about the sustainability of American agribusiness. This seminar has explored the evolution of food production in the United States since World War II and has asked these question: Is it possible to nourish the world's population using nutrition and flavor as guiding principals rather that cost? What is the true meaning of "sustainability" in agriculture? The last third of the course was devoted to exploring the idea of restoring some farming to the University Farm. We examined the growing trend at colleges and universities across the county of establishing student run, sustainable farms for educational, outreach, and research purposes.

Heroes and Hustlers in Latin Literature

Timothy Wutrich, Course Instructor (CLSC / WLIT 204)

Students: C.J. Dunlap, Allison Early, Ryan Hohman, Adam Kozak, John Rooney, Peter Schiraldi, Erritt Sinkko

This class surveys Latin literature. Students read the comedies of Plautus, Caesar's commentaries, Cicero's speeches, Vergil's epic, Tacitus's history, Augustine's spiritual works, and the lyric poetry of Catullus, Horace, and Ovid. In the assignment showcased here, students, who had just read the Odes of Horace, were asked to write a poem in the style of Horace. They were invited to imagine how Horace, writing today, might have handled tone and meter, length and topic in composing a poem.

Immigrant Entrepreneurs: Can They Drive Cleveland's Economy Once Again?

Jessica Gerard, Course Instructor (USSO 286P)

Students: Buxbaum, Andrew; Galiano, Josette; Gilbert, Kelsey; Kang, Chang Won; Koepka, Ryan; Kwass, Daniel; Li, Zhipeng ;Luong, Quyen; Mhanna, Christiane; Nardone, Samantha ; Nassif, Alexander; Okoye, Chimadika ; Pearlman, Isaac; Pentz, Andrew; Pomerantz, Jeremy ; Shivers, Luke

This seminar focuses on the impact of immigrant entrepreneurs in Cleveland, and asks whether Cleveland should proactively recruit foreign talent to rebuild its economy and spur a demographic growth. At the Celebration, the students' work will showcase the rich mosaic of diverse cultures that make up Cleveland's immigrant community; students will also evaluate policies and projects—such as the creation of an Immigrant Welcome Center – designed to put Cleveland on the road to economic success.

Introduction to Chemistry

Mike Kenney, Course Instructor (CHEM 106)

Chemistry is a visual science. Students in CHEM 106 are using a variety of multimedia techniques to communicate science to their peers in a format that appeals to that specific audience. Videos and other multimedia presentations will be shared.

Island Science

Mark Bassett, Course Instructor (USNA 255)

Students: Nik Bauer, Amy Cai, Roy Chiou, Matt DelBrocco, Wes Farra, Ali Hollingshead, Brandon Lavery, Matt Loosli, Ray Moore, Yue Qi, Matt Richards, Joe Sewell, Jonathan Stone, Tiarra Thomas, Tony Vicini, Alex Warofka, and Alex Weldon

Islands figure strongly in the Western imagination. (Think about Atlantis, Shakespeare's *The Tempest*, Daniel Defoe's *Robinson Crusoe*, H.G. Wells' *The Island of Dr. Moreau*, or television programs like *Survivor* and *Lost*.) This seminar has journeyed beyond the myths and legends to explore the scientific realities of island life. Besides tourists and vacationers, who or what lives on Kelleys Island--north of Sandusky, Ohio, on the coast of Lake Erie? How did visiting the Galapagos Islands shape Darwin's theory of natural selection? What issues are faced by U.S. states whose geographic territories incorporate islands? What concerns about global warming are being expressed by AOSIS (the Alliance of Small Island States)? Of "island science" in general, this seminar has pondered questions like these: Which islands are being studied? What do scientists learn by studying islands? Readings have focused on biogeography, biodiversity, and natural history, but we were also introduced to such fields of study as ecology, morphology and drift, ecotourism, and conservation, and management. During the last half of the course, seminar students each designed an independent research project focusing on the island(s) and academic disciplines that most interest them. Our topics include Tuvalu, Madagascar, Taiwan, Hawaii, and much more! Our exhibit will feature small posters designed by the seminar participants.

Life of the Mind

Jennifer Butler, Course Instructor (FSCC100)

As part of their first semester on campus, first year students enroll in First Seminar. First Seminar classes have an enrollment limit of 17 and are taught by the students' academic advisor. Through First Seminars provide a valuable opportunity for students to pursue academic inquiry, to learn about Case Western Reserve and its relationship with other University Circle institutions, and to gain information from each other. First Seminars offer an intensive focus on writing quality for all students. Students often engage in informal writing projects, formal written papers, group projects, and oral presentations. Our presentation will highlight some of the books students have read, highlighting some of the ideas about the mind, the academic community, and the world at large that students have explored as a result of First Seminar.

Life of the Mind

Judit Simó, Course Instructor (FSCS 150)

Students: Xin Chen, Zhengyu Chen, Cheng Cheng, Lin Cheng, Minghao Du, Kaiwen Gao, Jing Hu, Xian Huang, Wooyoung Jung, Weiyang Kang, Yiqing Tong, Hanwen Zhang, Zeyin Zhang, Yingren Zhao, Hao Zhou, and Zhaozhong Zhu

The course is a first seminar continuation class for first-year international students. The proposed poster displays students' work from the previous semester, which focused on issues in cross-cultural communication. For their projects, students came up with their own research questions, collected data through interviews, surveys, and observation, and finally, analyzed and wrote up the results. Papers include small-scale studies on the different metaphorical uses of the color "red" in China and the USA, on the symbolic animals of the US and Korea, differences in nonverbal communication, including gestures and eye-contact, between cultures and genders, and the synchronism of verbal and nonverbal communication. Two projects explore the consequences of being educated in a subculture different from one's own.

Management of Chronic Illness in a Cultural Context

Tracey Hallman, Course Instructor (USSO286v)

Student: Morgan Redenshek

Providing Prospective: Insights and Analysis of Picasso's "Bottle, Glass, and Fork"

Morgan Redenshek, a student in SAGES USSO286v, the Management of Chronic Illness in a Cultural Context, will read from a paper written in her first semester seminar, Fall 2009. In the essay, Morgan employs her unique insight to deconstruct a Picasso painting that she had viewed during a visit to the Cleveland Museum of Art. Morgan's observations and provocative vision of Picasso's work is both illustrative and highly discerning.

Metaphors of Sports and Games

Judit Simó, Course Instructor (USSY286X)

Students: Yi Cai, Quinn Gleisner, Samantha Lewis, Brandon Rolle, Arjun Sharma, and Yang Ye

The purpose of this course, titled “Metaphors of sports and games”, is to examine how sports and games are metaphorically represented in language, whether in the media, biographies, or fiction. The course also touches on the issue of how the language of sports and games is drawn on in other areas of life, most notably war, business, and politics, just to name a few. For the display, students will assemble the findings of their research projects, which involve the collection and analysis of data gained through surveys, interviews, observations, and text-analysis. Perceptions and representations of several sports and games, among them football, tennis, soccer, and basketball will be discussed.

One World Many Cultures

Susan Dominguez & Cara Byrne, Course Instructors (FSCS 150-104 and FSCS 150-105)

Students: FSCS 150-104: Wendi Cai, Jun Choi, Il Kwon Lee, Mi Ri Lee, Tony Li, Emma Lu, Ted Park, Fez Yang, Zhong Zheng

FSCS 150-105: Linneker Carvajal, Alex Chen, Ang Duan, Mimi Guo, Tianyu Han, Reechal Jiang, Yoon Kim, Kaola Li, Christina Min, Chris Zhang, Haidee Zhang

Case’s international students enrolled in Dr. Dominguez’s One World Many Cultures SAGES seminar will host a Scrabble Tournament using two Scrabble tables. Members of the Case community may compete individually or with a partner. The theme of the game is CASE ENGLISHES. “New Rules” designed by students will be posted and prizes will be awarded for every session.

Poetry Wall

Representatives: Jessica Gerard and Sean Thomas Dougherty

Students, faculty, and staff at Case Western Reserve are invited to write a favorite verse, poem, song, or saying in any language they wish on our “Wall of Words.” Join us in celebrating our linguistic, cultural, and artistic diversity through words!

Political Hype vs. Scientific Fact: Evidence, Risk, Preferences, Values and “Spin”

Susan Dominguez and Trudy E. Bell, Course Instructors (USNA 256)

Students will present abstracts of their research papers with an accompanying illustration. Topics range from debates over nuclear and alternative energy, intellectual property, legalization of marijuana, organic foods, the diet industry, obesity and health care, alternative energies, legal supplements for enhanced athletic performance, future funding for NASA, the fresh water crises, global warming, cryonics, health effects of abortion, tanning salons and cancer links.

Professional Communication for Engineers

Eve McPherson, Course Instructor (ENGL 398)

Students: Solomon Alkhasov, Keith Angelino, Jane Backus, Johnathan Barrett, Austin Bishop, Cory Breed, Jenna Caputo,

Stephen Johnson, Alex Jordan, Ben Kaufman, Daniel Levy, Michael Lyrenmann, David McCauley, Ryan Miller, Geoff Peyton, Vikram Ramanujam, Michael Slattery, Kumiko Sano, Andy Sekely, Drew Swartz, Jordan Welch, Diane Wisinski, Josh Wunder

Professional Communication for Engineers, English 398, introduces principles and strategies for effective communication in both academic and workplace engineering settings. Through analysis of case studies and of academic and professional genres, this course develops the oral and written communication skills that characterize successful engineers. Students prepare professional documents that specifically communicate academic and technical knowledge to diverse audiences. As part of the course, students develop individual research or product proposals on a topic reflecting professional interests and goals. The proposal's required contents include an abstract, problem statement, description of proposed research, literature review, research plan, qualifications of researcher, budget, and works cited. The proposals are then adapted to a formal oral presentation that distills the proposal's contents into a concise oral argument for research support or product development. For this table presentation, students have been asked to re-imagine their work for an even wider audience by developing a flyer or brochure that reflects the most significant contents of the proposal and places an emphasis on visual design as a means of generating interest in their work.

SHAKESPLOITATION: The Making of a Cultural Icon

Barbara Burgess-Van Aken

Corey Bowen, Doug Brubaker, Nora Evett, Emily Griffin, Andrew Hale, James Hale, Candace Martin, Gabi Matthews, Even McDowell, Julie Qiu, Michael Saylor, Ethan Smith, Ryan Stroud, Christine Yeh

Students in this University Seminar have been exploring Shakespeare reception from the seventeenth to the twenty-first centuries applying variety of literary and cultural theories. The five segments of the exhibit include: a puppet adaptation of Romeo and Juliet, a Marxist adaptation of a Shakespeare play; a survey of the Case community about its knowledge of Shakespeare; a display and quiz about portraits of Shakespeare, and a Shakespeare insult contest (with prizes!).

Sigma Tau Delta (English Honor Society of Case)

Representative: John Rooney

Sigma Tau Delta is the official English Honor Society of Case Western Reserve University. We provide a unique opportunity for high-achieving English Majors to share their love of writing, reading, and the English language.

In the past, we have held a writing contest and met with English Department Representatives often to discuss promoting the English Major on campus. Thus, we are a voice for students of English, and we try to represent their concerns.

Sigma Tau Delta membership also provides scholarship opportunities and an atmosphere of collegiality among likeminded devotees of the written and spoken word.

We are actively pursuing new membership to bolster our ranks and to increase our campus presence and capabilities.

Spies

Katherine Clark, Course Instructor (USSY 286 W)

Students: Stefan Blagojevic, Kevin Brayer, Sean Carr, David Jannotta, Alex Kloss, Robert Lapadot, Ren Li, Tim Maleski, Jessica Parker, Jessica Robinson, Mark Schultz, Zach Scott, Devon Smith, Jacob Snyder, Jaanki Thakkar

In this seminar we have discussed spying in its many manifestations including the reasons and justifications offered for spying; the different types of spying; the means by which spying is conducted; and whether or not spying is a necessary evil. We have explored the fascination with spies and what spies represent culturally and historically. Our object was that by the end of the semester we would be better readers of texts and more knowledgeable about issues of identity, deception, and information gathering. Spies appear in all aspects of society. We are all aware of spies who look for military and political secrets, but spies come in all flavors. There are spies in prisons who work for the police and spies who work for criminal organizations; people who steal industrial secrets; and there are spies in educational systems. Motivations for spying range from those who spy for ideological reasons to those who spy for money, to those who spy because they are blackmailed in some form. Spies are international, both genders, all religions. A spy can be anybody, which is part of the reason why the subject is so fascinating. Spies use whatever natural tools they possess. They will use their intelligence and physical prowess, their sexuality and charisma, their analytical skills and emotional connections to achieve their goals. For these reasons, studying spies as presented historically and in popular culture is a perfect field for SAGES because spying is universal, and how cultures interpret spying, especially at different historical points, is quite revealing about a culture's mores.

Travel Literature in the Age of Discovery

Annie Pécastaings, Course Instructor (USSO 285V)

Students: Jake Bell, Nicholas Couturier, William Lang, Eric McCray, Jessica McRitchie, Simone Michaels, Laura Palmer, Stephen Sreshta, Kristen Zozulin

The discovery of the Americas in the late 15th century challenged Western assumptions about nature and culture, and forced Europeans to draw the world anew, both literally and metaphorically. In this course, we address the following questions: how did travel literature in the 16th, 17th, and 18th centuries reflect successive discoveries of new geographical worlds? What new maps (geographical or metaphorical) did this literature help draw? Our core texts include Shakespeare's *The Tempest*, Aphra Behn's *Oroonoko*, Jonathan Swift's *Gulliver's Travels*, Voltaire's *Candide*, and Laurence Sterne's *A Sentimental Journey*. At the Celebration, students will present on a variety of themes, from technical topics to creative takes on the meaning of travel today.

Travel Literature in the Age of Discovery

Annie Pécastaings, Course Instructor (USSO 285V)

Student: Stephen Sreshta

“A One-Way Trip to Tennessee”

This creative piece was designed to explore the feelings of isolation and indifference that accompany graduating from high school. These sentiments are expressed through a summer road trip to the modern Woodstock.

Voices of Musical Resistance: Spoken Word

Sean Dougherty, Course Instructor (USSY 287)

Students: Christopher Carlson, Amy Christianson, Anna Czekaj, Ian Dimayuga, Thomas Dooner, London Holt, Jenna Pansky, Lillian Perez, Matthew Rucker, Raheem Stanfield, Latia White, Lydia Whittington, Melinda Wolboldt