

# Department of Writing and Rhetoric Writing Excellence Awards 2013

Tuesday, March 25, 2014  
12:00 p.m.-1:00 p.m.  
Banquet Room A, Oakland Center



Oakland University



# The Categories

## Personal Essay

from WRT 102, 150, or 160

## Research Project

for upper level courses

## Analytical Essay

from WRT 102, 150, or 160

## Creative Nonfiction

## Research Essay

from WRT 160

## Multimedia Project

## Category Chairs

Matthew Burkett

Christina Hall

## Judges

Lawanda Dickens

Kasia Kietlinska

Lauren Rinke

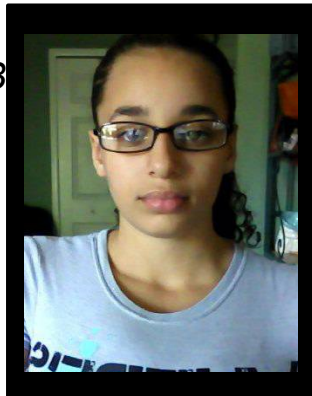
Kathy Skomski



# 1. Personal Essay

Outstanding experiential or expressive essays written for WRT 102, 150, or 160. Essays may include some source use and some multi-media content but the focus is on personal expression.

# Personal Essay: Third Place



Instructor:

Jason Torrente

Class: WRT 150

*Fast Food Employee- Imitation of Tom Chiarella's*

## Emily Perkins

After a few days of watching my managers and fellow coworkers, I am ready to take an order, just me, the register and the customer. An older man approaches the counter, saying that he hasn't visited Arby's in years, asking me what's good. I learned to have the customer tell me what they want without them knowing themselves. I ask, "Well that depends, are you a beef man, or a turkey man, or maybe more of a chicken man?"... Fast food employee. I suggest our biggest sandwich... He's hooked, a big man with a big appetite, the bigger the better, the sloppier the tastier. He thanks me for my help, and even offers me a tip, but I turn it down, I was just doing my job, I am a fast food employee after all.



# Personal Essay: Second Place



Instructor:

Christina Moore

Class: WRT 150

## *Our Englishes* Cansu Ege

As I observe these people, I cannot help but notice the distinctive ways they interact with each other... I gaze at these people, gathered in one place for a shared purpose, using the select set of sounds from the human tongue we call English to communicate in so many diverse ways...The flight arrives. Through the scrambling passengers, I identify my cousin's ever- radiant face. She locates me, too, starting my way, but I am suddenly dazed. I have not the slightest idea how to greet her. Will she know Slang, like "What's up?" Should I opt for Formal with a safe "hello"? Or will she prefer Mixed? Maybe even Turkish all alone, a *selam*? Questions swarm my head, and my cousin appears before me. We smile. "Hey."

# Personal Essay: First Place



Instructor:

Pamela Todoroff

Class: WRT 150

## *The Secret of Reading*

Amanda Goerge

The next few weeks continued like this, a chapter a night. In this time I met a spider that could write words in her web, went to a carnival with a little girl, felt the fear of a pig in danger of slaughter, experienced the miracle of life, and faced the pain of death. I remember my mother's voice getting shaky when we reached the end. I looked up at her to see tears coming down her face as she spoke the words of Charlotte's death. My mother felt all the sadness of the characters in the book, and so did I. We sat there snuggled up together in tears, mourning the death of a spider. This was when I felt what reading was really about.

### Category Chairs

Rebecca Rivard  
Pamela Todoroff

### Judges

Lisa Hine  
Cathy McQueen  
Donatella Perfetto



## 2. Analytical Essay

Outstanding analytical essays written for WRT 102, 150, or 160. Projects may use some secondary sources and multi-media content but the focus is on primary research, such as case study, ethnography, or textual analysis.

# Analytical Essay: Third Place



Instructor:

David Hammontree

Class: WRT 160

## Analysis of Academic Journals and Articles Tyler Nardone

This work is an analysis of the academic journal *Cancer*, in particular, an article titled, "Hyperbaric Oxygen Treatment Improved Neurophysiologic Performance in Brain Tumor Patients After Neurosurgery and Radiotherapy," concluding how specialists "assume a vast amount of prior knowledge, how essential statistical data is to their claims, and how they emphasize the need for further testing."

# Analytical Essay: Second Place



## Sex Differences in the Brain and Single-Sex Education Christine Carline

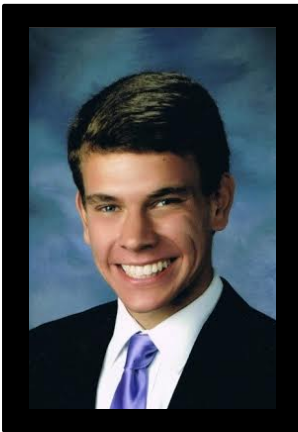
The author purports, using primary and secondary research, that gender variances in the brain should not be used as a determinant in advocating support for single sex education. Gender norms and hormonal influences are posited as the culprit in learning differences.

Instructor:

Cornelia Pokrzywa

Class: WRT 160

# Analytical Essay: First Place



Instructor:

David Hammontree

Class: WRT 160

## Slang Research Geoffrey Williston

Using primary and secondary research, this piece follows the cultural diffusion and evolution of the word “*ratchet*” from the 1563 term of “hunting dog to its current urban dictionary definition of ‘a diva mostly from urban cities and ghettos that has reason to believe that she is every man’s eye candy. Unfortunately, she is wrong.’”



### Category Chairs

John Freeman  
Laura Gabrion  
Sheryl Ruszkiewicz

### Judges

Karen Brehmer  
Jill Chrobak  
Dana Driscoll  
Matt Ferguson  
Tara Hendin  
Laura Klein  
Jason Torrente  
Carol Trupiano



## 3. Research Essay

Outstanding research essay written for WRT 160. Features include developing new knowledge, synthesizing sources effectively, and documenting appropriately in APA format. Essays may include some multi-media content and primary research, but the focus is on making new meaning using secondary sources.

# Research Essay: Third Place



Instructor:

Laura Gabrion

Class: WRT 160

## Unintended Consequences: The Role of Obesity Prevention in Triggering Eating Disorders

Marie McGee

“Any program directed at preventing [childhood] obesity must be very careful about the message it is sending... By shifting the conversation to one based on overall health rather than on weight and body shape, school-based intervention programs can have a positive impact on all students by encouraging a healthy body image. At face value, obesity and eating disorders appear to be diametrically opposed, but the two conditions share many common concerns. With responsible planning and careful thought, programs can be implemented which will promote the well-being of all children, leading the way to a healthier future” (p.10).

# Research Essay: Second Place

## Improving a Student's Success When Dealing with Online Education

Rachel Kautz



Instructor:

Laura Klein

Class: WRT 160

Online education has been around for many years, but has never been more persistent at trying to take the place of traditional classrooms as it is today. Are the conveniences it provides enough, or does it prevent successful learning from taking place? If the latter is true, how can online education go through innovation to become a more pliable program that considers all of the needs of various students? Taking a look at both the advantages and disadvantages of online education will help create possible reforms that will help develop online education in a way where it is efficient for most students; particularly the ones who need it the most.

# Research Essay: First Place



Instructor:

Laura Klein

Class: WRT 160

## Listen: Cochlear Implants in Prelingual Youth Amelia Jackson

"[...] some infants never hear the words their mothers sing, never listen to the love of a cardinal bringing "cheer, cheer, cheer" to its mate. For them, laughter is just a vibration in their throats, bubbling up with happiness, and the thunder of waves on the shore makes no more sound than a snowflake does as it falls. [...] They live in a world of silence, a world of stereotypes, and sadly, often a world of seclusion. They are deaf" (p. 3).

### Category Chairs

Benjamin Bennett-  
Carpenter Glen  
Armstrong

### Judges

Betsy Allan  
Walli Andersen  
Felicia Chong  
Laura Colbeck  
Sherry Wynn Purdue  
Josie Walwema



## 4. Research Project

Outstanding formal research project for any upper-division WRT or general education writing intensive course. Features include developing new knowledge, synthesizing sources effectively, and documenting appropriately. Essays may include some multi-media content and primary research.

# Research Project: Third Place

## An Analysis of Oakland University Comp I and Comp II Courses

Mandy Olejnik



Instructor:

Greg Giberson

Class: WRT 340

“Ultimately, collaboration dominated the mode of learning in the two classrooms....

Both utilized collaboration and...in the end, both adopted a mantra of modeling the writing classroom around the students.”



# Research Project: Second Place



Instructor:

Edward Hoepfner

Class: ENG 499

Marianne Moore: 'It Is Not A Herod's Oath'

Donald Drife

"Revision quickly became Moore's hallmark. Robin Schulze (2002) summarizes Moore's editorial process: 'The bulk of her poems appear in numerous, at times vastly different, published versions... For Moore, no text was ever stable or finished; each opportunity to publish offered an opportunity to revise' (p. 2). Moore's revision process intrigued me, so I selected three of her poems to examine this practice...."

# Research Project: First Place



Instructor:

Marshall Kitchens

Class: WRT 394

## Assessing Discussion Forums in the Composition Classroom: A Case Study Through the Lens of University Professors

Sandra Elaine Webb

“Discussion forums—one of the earliest tools integrated into online education—remain central to the design and success of online courses (Shaul, 2007), and therefore their use invites further exploration through the lens of university professors actively integrating this technology into the composition classroom. The purpose of this case study...is to examine the perceptions and preferences held by college composition professors towards the use of online discussion forums and to assess the overall effectiveness, value, and benefits their use provides today's students.”

### Category Chairs

Colleen Doyle

Cathy Rorai

### Judges

Jennifer Coon

Amanda Laudig

Marshall Kitchens

Craig Smith

## 5. Creative Nonfiction

Outstanding non-fiction essay written for upper-division WRT or writing intensive general education courses. Projects may use some secondary sources and multi-media content but the focus is on personal expression in writing.

# Creative Nonfiction: Third Place



Instructor:

John Freeman

Class: WRT 386

“Dean and Sal”

Nigel Higdon

After the steamy warmth of the party, the autumn night air was dry and chilly. People were filing out to their cars in small groups. I walked to mine alone and waited for Tony. After several minutes, he walked up. The Blue Pikuchu he took hadn't really kicked in yet since we were only at the party for about half an hour, but we both knew our roles were about to swap. I instructed Tony to get in the car, and he complied quietly.

# Creative Nonfiction: Second Place



Instructor:

John Freeman

Class: WRT 386

“Call Me Ishmael . . . Jonah?”

David Rimar

Ahead of me we see an ocean of reflective tail and headlights. People are parked in swarms on the side of the road. Far to my left a stadium is burning its halogens on the football team and the shivering fans; fortunately the loudspeakers are drowned out slightly. I reduce my speed and look carefully ahead for oncoming drivers. In this newly narrowed corridor of cars I have nowhere to safely swerve if someone, in an effort to preserve some sports fans' side view mirror, miscalculates and drifts into my lane. A knowing glance at my past self. In unison we mutter, “I can't believe this stupid shit”.

# Creative Nonfiction: First Place



## “Categorizing Me”

Nicole Brittainy Lockhart

Having grown up predominantly African-American, the access to Cherokee traditions, values, and family were scarce. However, even when I am categorized as Afro-Native American, I am being thrown into continually intertwining webs of qualification systems and societal approval within the community and the world outside of it. I am just fighting to belong to a community that is fighting to exist.

Instructor: Though this relationship may be complex, in the end I have the power to choose my personal identity. As long as I am living, I am a monument in remembrance of a people that society tries to forget.

Glen Armstrong  
Class: WRT 386



### Category Chairs

Marilyn Borner  
Christina Moore

### Judges

Timothy Briggs  
Greg Giberson  
Gary Glaser  
Shaun Moore  
Cindy Mooty  
Jim Nugent



## 6. Multimedia Project

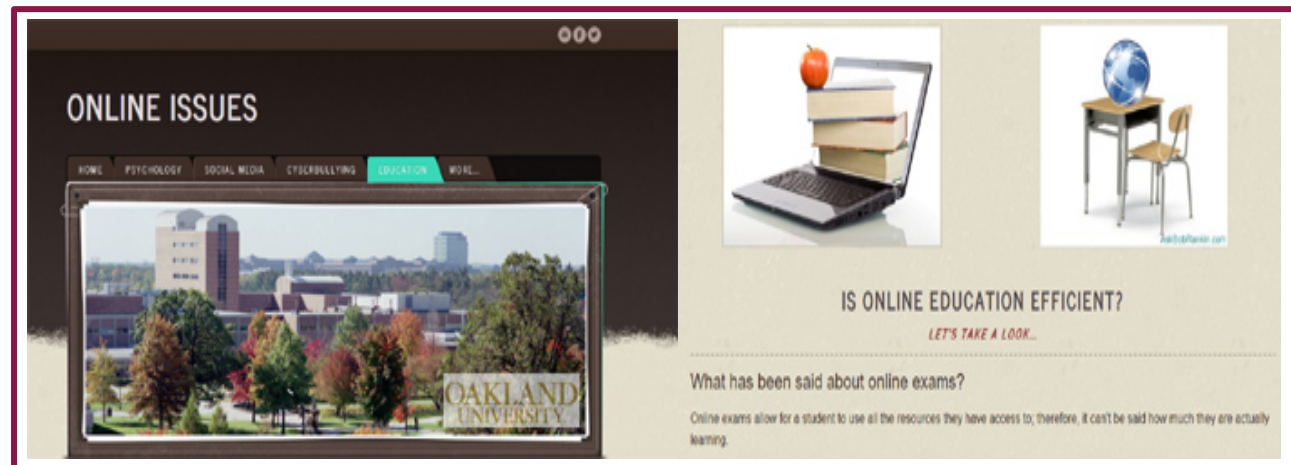
Outstanding multi-media project written for any WRT course or writing intensive general education course. Projects may be any combination of text, graphics, audio, and video but focus is on elements other than text.

# Multimedia Project: Third Place



Website: "Online Issues: Improving E-learning at OU"  
Piper Lehto

Instructor:  
Marilyn Borner  
Class: WRT 160



# Multimedia Project: Second Place



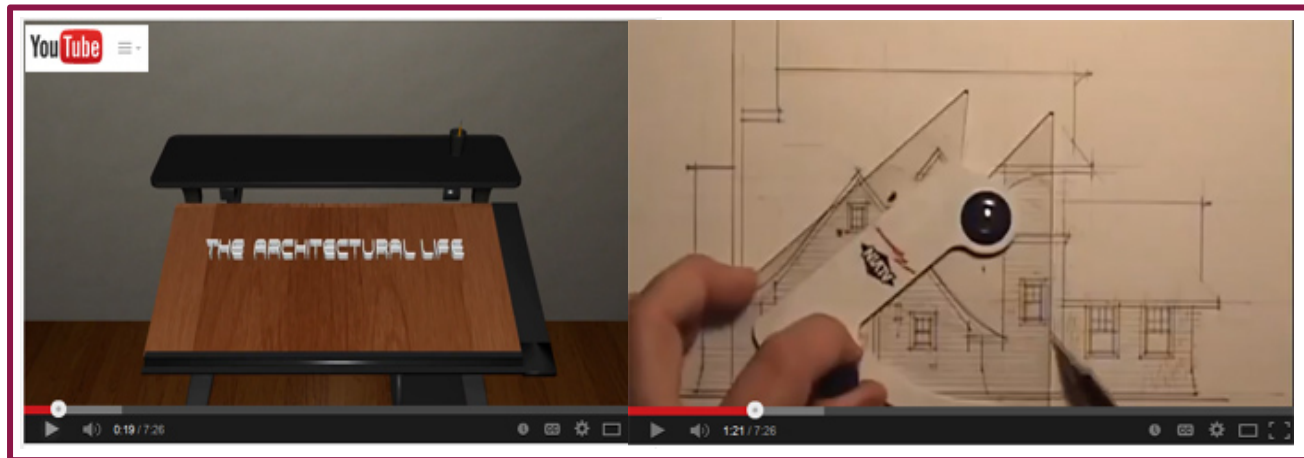
Instructor:

Timothy Briggs

Class: WRT 150

YouTube Video: “The Architectural Life”

Michael Hendren



# Multimedia Project: First Place



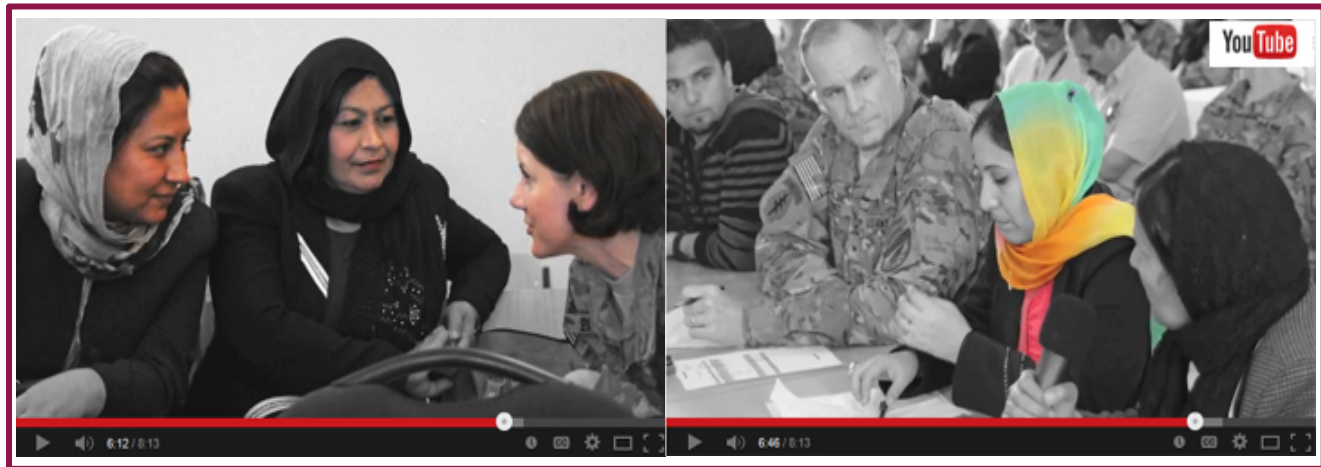
Instructor:

Gary Glaser

Class: WRT 386

YouTube Video: "Spots of Color"

Sarah Hunton



# Important Supporters

The Department of Writing & Rhetoric

Kevin Corcoran, Dean, College of Arts & Sciences & Professor of Psychology

Glenn McIntosh, Interim VP Student Affairs and Enrollment Management

James P. Lentini, Senior Vice President for Academic Affairs and Provost

Susan Awbrey, Senior Associate Provost Office of the Provost