

Wayne State College

Wayne State College Honors Program
Student Abstracts, Fall 2011 Honors Colloquium

Janelle Bongers

“HURRIED CHILDREN: GROWING UP TOO FAST IN A FAST-PACED WORLD”

Instructor: Dr. Timothy Sharer

Presentation: Thursday, December 8, 2011, 2:30 p.m.; Brandenburg Education, Room 201

Abstract: In our American culture, the world around us is at our fingertips. With the ever-growing amount of new and updated information systems, data about our culture’s beliefs and ideals is never hard to find. We live in an extremely fast-paced world where satisfaction is immediate, and so do our children. Author David Elkind first penned the term “Hurried Children” in his 1987 book “The Hurried Child”, where he defines hurried children as stressed children pushed by the American society’s cultural demands. Through his work, he has advocated against this dangerous phenomenon. In this paper, I propose that there are three pillars of students’ lives that can be identified as the cause of stress. The research compiled here brings to light the stressors that students endure in the typical childhood of today’s American culture and encourages a need for change.

Gabriel Gauthier

“PROTEST IN THE ARAB WORLD: AN EXAMINATION OF TUNISIA, EGYPT AND LIBYA”

Instructor: Dr. Randy Bertolas

Presentation: Tuesday, December 6, 2011, 4:00 p.m.; Connell Hall, Room 131

Abstract: 2011 was a significant year in the Arab world. Throughout North Africa and Southwest Asia, revolutions sprang up to oppose regimes that had ruled for decades. This research focuses on three revolutions in particular: Tunisia, Egypt, and Libya through the use of journal articles, news reports, and interviews. In each country conditions simmered for years, built to a flashpoint, and attained resolution. The outlook for all three countries is examined as well as ramifications for the region as a whole. Opinion is offered on which countries have a solid plan for new government and which may struggle in the future.

Casey Halstead

“A SYSTEM FOR VISUALIZATION OF GENETIC ALGORITHMS ON MULTIPLE 3- DIMENSIONAL HYPERCUBES”

Instructor: Dr. Lori Nicholson

Presentation: Thursday, December 8, 2011, 3:30 p.m.; Gardener Hall, Room 208

Abstract: Charles Darwin’s principles of natural selection have inspired a variety of computational techniques. One technique is a class of heuristic optimization algorithms known as genetic algorithms.

This study prepares a visualization of a genetic algorithm as it identifies optimal solutions by simulating reproduction and mutation of a population of solutions using a 3-dimensional LED cube. The genetic algorithm executes on a computer connected via a USB cable to the cube to display each step. The 3D display contains a matrix of Red, Green and Blue light emitting diodes, which provides a means to examine in a genetic algorithm how crossover and mutation operations assemble the final result. This study was aimed at a proof of concept model that tests the applicability of visualizing genetic algorithms for future computer science pedagogy.

Stacie Leonovicz

“RE-EVALUATING HOMEWORK IN THE 21ST CENTURY”

Instructor: Dr. Robert Sweetland

Presentation: Thursday, December 8, 2011, 2:00 p.m.; Brandenburg Education, Room 204

Abstract: Homework is a concept that is as old as school itself. Throughout the years, the pendulum has swung from calls for more homework all the way to the other side with outcries against homework. The homework debate is currently quite popular in the media with studies, books, and articles popping up everywhere. The purpose for this study was to delve into the current research on the topic to come to a conclusion on the value of homework. Although some scientific research supports the use of homework in the upper grades, opponents of homework still argue that the downfalls outweigh the benefits. I ultimately conclude that homework can be beneficial, but only if it is developmentally appropriate and holds quality and value.

Elisabeth Lofgren

“THE SCREENPLAY: DEVELOPMENT AND COMPOSITION”

Instructor: Dr. Gwen Jensen

Presentation: Wednesday, December 7, 2011, 3:30 p.m.; Humanities Building, Room 319

Abstract: As movies became more popular over the decades, screenwriting became a new medium of writing and artistic expression. The complex process of screenplay writing encompasses many components. These components involve compiling an original idea, a screenplay treatment (plot and character summary), a complete outline of scenes, and the script itself. The purpose of this particular project is to comprehend screenwriting development and formatting. Some helpful processes were utilized in the methodology of this project. These include making a dramatic action flow chart (mapping major plot points and developing secondary plots), researching (cultural references for the time period, slang terminology, etc.), consulting various guidance manuals and sample screenplays, and profound writing and editing. Eventually, all this work results in a clean, final draft for submission and, hopefully, production. This project was a refreshing change of pace from the usual research paper. It was challenging yet exciting to see my idea unfold into something tangible. However, the opening statement (the first, and most likely last, thing a producer will read when considering a screenplay) proved most arduous. After countless re-edits, the opening statement to my screenplay, *Glass*, is: “An unlikely romance sprouts in the ugly world of meth and violence, yet no matter how hard their love struggles to survive, it inevitably ends in tragedy.”

Sarah Meraz

“ENGAGING STUDENTS IN THE CLASSROOM”

Instructor: Ms. Sherry Dohman

Presentation: Tuesday, November 29, 2011, 4:00 p.m.; Brandenburg Education, Room 201

Abstract: Keeping students engaged in the classroom is very tough to do. It has received a lot of attention lately as a necessity in order for students to succeed. The purpose of this project is to research how to help students become engaged in their learning. The project involves a literature review, observations, and a conclusive list of ideas that suggest ways to keep students interested in the classroom curriculum. In order to keep students engaged in the classroom, teachers should establish effective communication skills, offer realistic, hands-on experiences that provide challenging opportunities, and make learning enjoyable.

Logan Morris

“WHAT WE HEAR ABOUT POE—FACT OR FICTION?”

Instructor: Dr. Dennis Lichty

Presentation: Thursday, December 8, 2011, 4:00 p.m.; Brandenburg Education, Room 201

Abstract: Edgar Allan Poe was a talented poet and short story writer. Many readers have noted the use of the grotesque and bizarre in his writing and have attributed his writing style to alcohol abuse and other drugs. The truth is, however, that there is very little evidence to accommodate these accusations. There is strong evidence to suggest that the tragic events he endured throughout his life were the actual reason he wrote in the eccentric and wild way he did. His life is paralleled in many of his short stories, which are examined in the paper.

Jordyn Vogel

“LOVE, LOGIC, AND OTHER SUCCESSFUL STRATEGIES: CURRENT TRENDS IN THE WORLD OF DISCIPLINARY STRATEGIES”

Instructor: Dr. Elise Hepworth

Presentation: Monday, December 12, 2011, 1:00 p.m.; Peterson Fine Arts Building, Room 010

Abstract: Classroom disciplinary strategies have recently become an area of concern especially among new teachers. Over the years, the behavior of American students has continued to worsen, and the students that enter our classrooms are becoming more and more disruptive. Teachers need to be able to discern the cause of each and every behavioral problem, have a large variety of techniques for management, and they need to know the proper time for using each technique. This thesis examines the current trends in classroom discipline which will assist the beginning teacher when it comes time to manage disruptive students.

Kaitlin Zentic

“HURDLE EFFECT OF ANTIBIOTICS ON INHIBITION OF BACTERIAL GROWTH”

Instructor: Dr. Doug Christensen

Presentation: Wednesday, December 7, 2011; 1:00 pm.; Connell Hall, Room 017

Abstract: Bacterial cells contain spontaneous mutations within their genome. These mutations can be a hindrance for the organism’s survival, or as seen with antibiotic resistance, they may positively affect the cell in a given environment. Bacterial cells lacking a necessary mutant gene for resistance will succumb to the antibiotic when present, while those that by chance, possess genes that code for resistance proteins

will flourish and reproduce. Antibiotics were used individually at concentrations in which antibiotic resistance was achieved within bacterial cells. Subsequently, the concentrations of both antibiotics were combined in order to determine the frequency of naturally occurring resistance toward multiple antibiotics, compared with the frequency in which bacterial populations possess genes for only single antibiotic resistance. If the frequency of resistance in bacterial populations subjected to multiple antibiotics is determined to be significantly lower than the frequency of resistance harbored in bacterial genes against a single antibiotic, there may be advantageous rationale to treat bacterial infections with multiple antibiotics, suppressing the selective pressure toward singular antibiotic resistance.