

Michigan  
Rd 48128  
a



# ZINE

about students  
as partners

Volume 5

WOLFE



from  
DEARBOP



Wolverzine Volume 5 - Spring 2024

Self-published by Wolverzine, ©2024

All art and work by University of Michigan students, staff, and faculty.

Edited in Indesign by Isaac Coenca

Printed in the United States

Our license for the zine as a whole is CC-BY-NC. However, we want to allow our authors to choose the license that works for them. All published contributions are open-access and licensed under Creative Commons per contributor designation. Authors maintain copyright of their original work. We ask that you please credit the original appearance in the zine if you republish elsewhere.

# Table of Contents

Editors' Note.....	4
How 'Craving Crimes' Satisfies Your True Crime Appetite.....	6
Supriya Jayaraman	
Art Prize Logo .....	8
Art Teaching Statement & Artist Statment.....	9
Sarah Nesbitt & Maya-Rose Trajano	
Exploring the Path to Education Equity: A Student Outlook on Open Educational Resources.....	11
Aamina Rehman & Jill Darling, Ph.D	
End Goal.....	18
Ana Yadira	
Shaking Up SURE: A Clifftop Documentary.....	19
Ava Abramowicz	
Art Work by Jaylyn Jones.....	22
Unveiling Creativity: Professor Nesbitt's Mentorship with Adobe Illustrator.....	23
Heba Sayed	
Artist Statement by Cover Artist.....	24
Paige Allen	
When Should You Contact Your Professor? A Quiz.....	25
Isaac Coenca	
The Writing Center Newsletter's Collaborative Journey.....	26
Vaishali Prayag	
Publishing Opportunities.....	28
A Zine About Students as Partners - Acknowledgements.....	29

# The Magic of Connection

**D**ear Reader,

As I reflect on the past four years of my journey through computer engineering at the University of Michigan Dearborn, I am filled with gratitude for the countless partnerships that have shaped my academic and personal growth. Each collaboration, whether with fellow students, faculty members, or community organizations, has been instrumental in shaping my understanding of my field and enhancing my collegiate experience.

To be candid, Disney's movie series Tinkerbell is what first drew me to engineering. The movie depicts a female protagonist Tinkerbell evolving her fairy talent from simply making and fixing things to innovating machines that quicken their fairy processes all while navigating the challenges of being a female tinker fairy and growing from her mistakes. This movie was instrumental in opening up the engineering world to the ten year old version of myself. However, as I progressed through my studies in computer engineering, I soon realized that engineering is not solely about coding and computers; it's about forging meaningful partnerships and collaborations. Initially, I was focused on mastering technical skills, but through my involvement with the Zine, I began to recognize the importance of interdisciplinary connections and the power of collective creativity. The Zine provided me with a platform to explore topics beyond the confines of my major, fostering a broader understanding of the role that engineering plays in society, and most importantly, stay creative. It challenged me to think critically about the intersections between technology, culture, and social justice, ultimately shaping me into a more empathetic and socially conscious engineer. Through the lens of the Zine, I learned that true innovation arises not just from technical prowess, but from the ability to collaborate effectively with diverse perspectives and experiences. In this way, the zine has been instrumental in broadening my perspective and helping me grow into a better person, both professionally and personally.

Throughout my time as a student, the concept of partnership has been central to my academic pursuits. From collaborative projects with classmates to research endeavors alongside esteemed professors, I have witnessed firsthand the transformative power of teamwork and shared knowledge. These partnerships have not only enriched my education but have also instilled in me a deep appreciation for the value of interdisciplinary collaboration in solving complex technological challenges.

Serving as the co-editor has been an immensely rewarding experience, providing me with a platform to amplify the voices of students and faculty alike. Through the Zine, I have had the privilege of spotlighting the innovative partnerships that exist within our academic community, showcasing the remarkable achievements that arise when students and faculty come together in pursuit of common goals. As you explore more stories in this volume, I hope this Zine helps you explore wider subjects and maintain your creativity.

As I prepare to embark on the next chapter of my journey beyond academia, I am profoundly grateful for the lessons learned and connections forged during my time at UofM Dearborn. The partnerships cultivated within the engineering department and through initiatives like our Zine have not only shaped my academic trajectory but have also fostered a sense of belonging and friendship that will endure long after graduation. Thank you to everyone at the Zine for welcoming me in and providing a space to explore my creativity.

In the pages that follow, I invite you to join me in celebrating the power of partnerships and the profound impact they have had on my collegiate experience. May these stories serve as a testament to the incredible things that can be achieved when we come together in collaboration and mutual respect.

With heartfelt appreciation,  
Harleen Gill

# How 'Craving Crimes' Satisfies Your True Crime Appetite

By: Supriya Jayaraman

Whether discussing high-profile cases that have dominated headlines or shining a spotlight on overlooked local mysteries, Craving Crimes ensures that every episode is a riveting journey into the heart of darkness.

As the podcast continues to gather interest and momentum, it remains true to its roots, serving as a testament to the power of curiosity, collaboration, and the enduring allure of the unknown. So, if you're ready to embark on a thrilling exploration of the criminal mind, tune in to Craving Crimes—you never know what secrets you might uncover.

In the dimly lit corners of the podcasting world, where shadows dance with the echoes of unsolved cases and notorious criminals, one show has emerged as a beacon for true crime enthusiasts: Craving Crimes. But how did this gripping podcast come to be?

Back in the early days of 2021, the Criminology and Criminal Justice Collective, under the leadership of former president Sara Dokter, embarked on a mission with the advisors Professors Amny Shuraydi, Maya Barak, and Kathleen Darcy to create a platform where students could delve into the intricate web of criminology. With the help of WUMD's recording station and the brilliance of editor Josh Sheely, Craving Crimes was born—a passion project fueled by a shared fascination for the enigmatic world of crime.

With each episode, the podcast invites listeners to explore the darkest recesses of the human psyche. From cold cases that have long haunted investigators to the chilling tales of infamous serial killers, Craving Crimes leaves no stone unturned in its quest for truth.

[REDACTED]

But what sets Craving Crimes apart from the myriad of true crime podcasts saturating the airwaves? It's the unwavering commitment to authenticity and depth. Rather than simply rehashing well-known cases, the podcast seeks to dissect them with a critical eye, offering fresh perspectives and thought-provoking analysis.

Central to Craving Crimes' success is its revolving door of student contributors. Eager minds from diverse backgrounds converge to share their insights, research, and personal reflections on the cases that captivate them. This collaborative approach not only enriches the content but also fosters a sense of community among listeners and contributors alike.

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]



*artprize*

Maya-Rose Trajano  
Community, 2024  
ART 330 - 001  
Intro to Graphic Design





## **Art Teaching Statement - Sarah Nesbitt**

For every class I teach, I want to make sure that students learn skills that they can use beyond the classroom. I used to work in communications and did some freelance work with photography, video, and graphic design, and worked with people in many other fields. I usually try to bring that into the classroom and show students the importance of what they create could impact others. That is usually why I hang up student work in the hallway, have students create posters for different programs and spaces around campus, and have students participate in art exhibitions or extracurriculars outside the classroom. It allows them to see that impact and take ownership and responsibility for what they create while building their portfolio, skills, and resume along the way.



## **Maya-Rose Trajano, Artist Statement**

My submission is a logo I made for an assignment that asked us to brand for Grand Rapids' annual ArtPrize event that recognizes and supports the work of many talented, local MI artists that choose to participate. Students were encouraged to submit their work to ArtPrize's Merchandise Design Competition. The theme that ArtPrize asked participators to emulate was community, diversity, and legacy, and I feel my design presents those themes straightforwardly. Though I didn't win, I enjoyed the process of making my design and the experience that I shared amongst my classmates. It was my first time learning to use Adobe Illustrator and I made something that I ended up being proud of. In finishing our logos as a class, we all participated in a discussion where we got to share our work with one another. Not only did we provide constructive criticism to help make us better designers, it was nice to hear all the good feedback about my design for my classmates as well as reflecting that same love back to their designs as well.



Like the ArtPrize themes called for---community, diversity, and legacy---I wanted to share my work here, a space that recognizes the community-driven diverse set of students and staff on campus that continue to uplift each other for the common goal of success and inclusion. This is a collaboration with Professor Nesbitt; she helped me bring my design to life, making it an interactive logo through augmented reality.

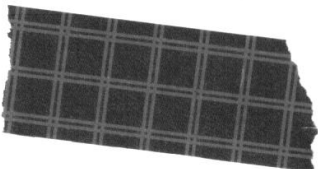
As a perfectionist, partnership to me means stepping outside of myself and being able to trust other people's abilities in the act of reaching a shared goal. You may be familiar with the saying "If you want something done right, you have to do it yourself." A lot of times I can find myself practicing that mentality. It's not necessarily a negative mentality; it's ok to accomplish things on your own, and most of the time that's something that's rewarding. However, all of us are only human at the end of the day, and I believe none of got as far as we have without at least a little bit of help.

When I got to college, what was rewarding to me was finding those people I could count on, faculty or friends, to help bring my visions to life. I would never want to share something as just my own when I've had the most pleasant opportunities of getting to work with such talented people. Sharing the spotlight or sharing success is something that I so enjoy in life.





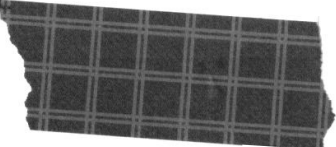
## Exploring the Path to Education Equity: A Student Outlook on Open Educational Resources



By Aamina Rehman  
with an introduction by Jill Darling

During the '22-'23 academic year, I participated in the Hub Affiliate faculty program with the goal of learning more about Open Educational Resources (OER). That experience led me to be invited to join the UM-Dearborn campus Open Education Committee to further explore OER and help to spread the word, especially among faculty who are looking for support in their OER endeavors. As I wrote in a recent Hub blog post, since I don't use official textbooks and have only used bits and pieces of OER in my classes, my syllabi are largely filled with course materials that students can access for free by way of library resources, websites, and other means. But many faculty across disciplines also struggle with finding textbooks and materials that will benefit students and complement their pedagogical strategies and that students can afford or access for free.

I love working with the other OER committee members because everyone is excited about, and invested in, non-profit, inclusive, and equitable access to resources that aid in student success. And I've enjoyed the opportunity to participate in helping faculty explore resources and share their stories about OER.



# Open Education Campus Committee

The charge of the Open Education Committee (OEC) is to explore, learn about, and support all things Open in the disciplines and fields in higher education. This includes Open Educational Resources (OERs) as well as Open Pedagogies and Open Practices. The work of the committee is:


- (1) To better understand the Open Education ecosystem;
- (2) To responsibly use data to investigate and assess usage and trends in Open Education, both locally and broadly;
- (3) To recommend, promote, and support appropriate Open resources/pedagogies/practices on the UM-Dearborn campus;
- (4) To share and contribute to the wider Open community. To this end, the committee will strive to increase awareness, education, and critical evaluation related to Open resources/pedagogies, and will incentivize and support the adoption and creation of Open resources/pedagogies.

[Apply for OE Grants](#)

[Contact us!](#)

When I joined the Open Education Committee, one of the people I met was Aamina Rehman, an undergraduate student who is passionate about educational equity and access. As a member of Student Government, Aamina brings an important student perspective and voice to the OE Committee, and she's been active in creating educational materials and helping to organize events to engage students in conversations about Open Education. And the more students learn about OER and other kinds of accessible resources, the more they can potentially encourage their professors to incorporate free or low-cost course materials into their classes. What always strikes me about Aamina is her excitement and enthusiasm. I can feel her commitment to educational equity as a social justice issue. I also wondered when she began to develop these ideas and what led her to join the OE Committee, so I asked her. Below, she shares her story as well as some general information about what OER is, and ways students can approach faculty to talk about open and accessible resources.

—Jill Darling

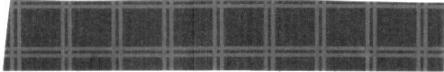


Open Educational Resources (OER) are any type of educational materials that are in the public domain or introduced with an open license (often a Creative Commons license).

The nature of these open resources means that anyone can legally and freely copy, use, adapt, and re-share them. Unlike traditional textbooks and course materials, OER is generally available for free (or in the case of printed materials, at a nominal cost) and the nature of open licensing means that they are adaptable and customizable for the specific needs of a community of learners and can include a more diverse array of voices and perspectives.

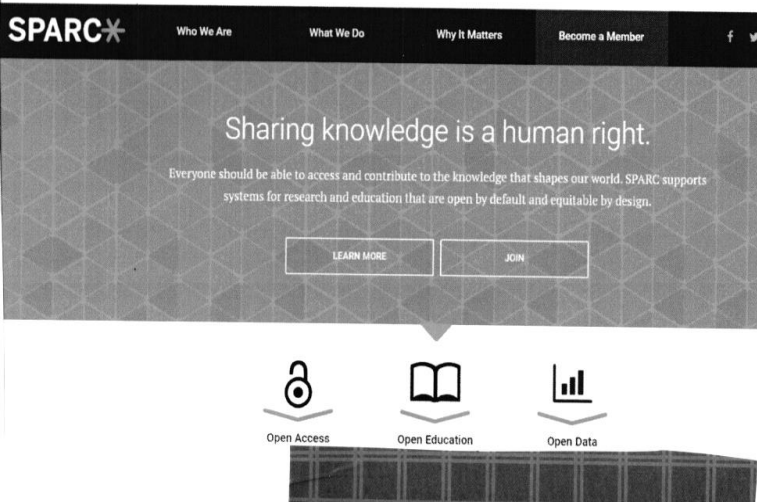
Advocating for education equity, such as in the case of OER, has been a passion of mine for several years now. It began in high school when we were learning asynchronously due to the coronavirus. My math teacher posted a flyer on Google Classroom about a program called “Math Corps,” aimed to teach math to middle schoolers from underserved areas at University of Michigan’s Ypsilanti site. After the application process, I was selected as one of the high school teaching assistants (TAs). Little did I know that that summer would transform the way that I viewed the education system. Through this program, I worked with students not only as a tutor, but as an older sibling, mentoring them in the field of mathematics as well as in their personal growth. The harsh realization that I came to was that although many of these students were so bright, they were failed by their education system. Some did not have consistent math teachers, and some were taught by substitute teachers throughout their middle school career, leaving many students with inadequate math skills despite their intelligence. This was exactly what the Math Corps aimed to mitigate against.

Ever since the summer of 2020, I have continued to work for this program. I was a high school TA at University of Michigan’s Ypsilanti site for a few years, before being recruited by Professor Dabkowski to work at University of Michigan-Dearborn’s new Math Corps site as a College Instructor, which I have been involved in for the past two years now. Through this program, we aim to address education inequity within the Dearborn middle school community and surrounding areas through not



only teaching children mathematical skills, but also through acting as mentors by a "kids-teaching-kids" model.

I wanted to continue to address education inequities not only for younger children, but in the college environment as well. After expressing my interest to Student Government, the President elected me for the position of SG Representative for UM-D's Open Education Committee with faculty and staff in 2022, and I have worked with the committee since. We aim to address textbook availability and price concerns through designing and awarding faculty grants for open resources, raising awareness about open education among the student body and faculty through sharing presentations and designing brochures, and working with national organizations such as Scholarly Publishing and Academic Resources Coalition (SPARC), such that students from varying socioeconomic backgrounds can succeed in their courses.




[REDACTED]

As a psychology major, I have been required to use open resources for some of my courses, but not all. However, since serving on the OE Committee since 2022, I have witnessed the usage of OER grow firsthand, with professors from different fields requesting grants in order to copy, use, adapt, or re-share resources. I hope that through our efforts, OER will continue to be utilized by professors to allow for more cost-effective options for students. Through this, students may find college to be more affordable. The National Center for Education Statistics (2022) reported that students have a higher probability of attending college within three years of graduating high school only if they believe their family can afford the costs of their education. However, due to the costs of tuition, course resources, and the like, many students are unable to afford college. Simultaneously, many studies indicate the impact of educational achievement on mental health. A study conducted by Bauldry (2015) reported that individuals from backgrounds or groups less likely to obtain degrees, when completing even some college, showed greater protection against depressive symptoms than those from backgrounds more likely to obtain some form of higher education. As such, although education can and should be a choice, students should have the ability to view college as an option without concern about affordability, especially given its mental health impacts as studied. In the future, I hope to engage in clinical work that addresses these kinds of disparities, and working with education inequity has provided me with an outlook for how different factors can impact mental health.

If you are a student concerned with cost and accessibility of textbooks, you can talk to your professors about OER:

- Professors need to hear from you directly about how the cost of textbooks personally impacts you and OERs they could choose instead.
  - Start with a personal story. The impact of your personal experience often outweighs any statistics. Talk about your story and how the cost of textbooks for their class has impacted you through a framework of care and respect.
  - Share resources for more support. Let your faculty member know that there is support for OERs available on campus through the Open Education Committee (OEC), which can offer advice,
- [REDACTED]



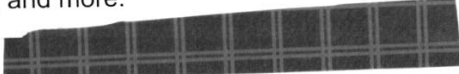
guidance, and grants to fund adoptions and creation of OERs. Information is available at [https://guides.umd.umich.edu/OE\\_Dearborn](https://guides.umd.umich.edu/OE_Dearborn)

- Create solidarity with other students to drive systemic change. While your individual voice is important, students working together in a group can be even more powerful. Show up at office hours or coordinate with other students through Student Government to make your needs heard at a higher level.
- If you are interested in or passionate about this topic, consider joining the OEC as a student representative.

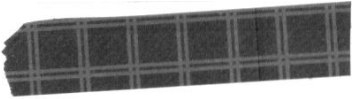
—Aamina Rehman

Aamina Rehman (she/her) is a psychology undergraduate student in her third year at UM-Dearborn, and has held a passion for education equity and mental health awareness. She has worked for the Math Corps program for the past four years, and served as the Lead College Instructor this past summer at the newly founded UM-Dearborn Math Corps site. She is also involved in research with Dr. Leonard regarding relationship health and psychological couple dynamics. She hopes to continue addressing mental health concerns, relationship health, and education inequities in her time remaining at UM-Dearborn.

Jill Darling (she/her) is a Lecturer II teaching composition & rhetoric and creative writing at UM-Dearborn, and has long been interested in critical and student-centered pedagogy, equity, access, and inclusion. Her project as a Hub Affiliate drew on these to explore Open Educational Resources (OER) and to consider the benefits of, and potential for, creating an OER text focused on essay writing. Darling is the author of *Geographies of Identity: Narrative Forms, Feminist Futures* (Punctum Books), the chapter “From Expository Blog to Engaged E-Portfolio: A Student-Centered Pedagogy in Process” in *Engaging 21st Century Writers with Social Media*, a number of academic and creative essays, collections of poetry, and more.







### References

Bauldry, S. (2015). Variation in the protective effect of higher education against depression.

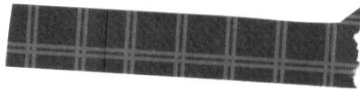
*Society and Mental Health*, 5(2), 145-161.

<https://doi.org/10.1177/2156869314564399>

National Center for Education Statistics. (2022, January 12). *Students Are More Likely to Attend*

*College if They Believe Family Can Afford to Pay.*

[https://nces.ed.gov/whatsnew/press\\_releases/1\\_12\\_2022.asp](https://nces.ed.gov/whatsnew/press_releases/1_12_2022.asp)



### End Goal by Ana Yadira

When two players on a team can't get along, they focus on the main goal. **Winning.** Teamwork between two talented people can result in greatness. Cast pride aside, sometimes your greatest rivalry is your best teammate.





It means to unveil yourself and express what you want, looking at a perspective even you didn't know. Pushing yourself and others towards the end, it means to be a leader and team player in more ways than one.

My definition of partnership means working together to meet the end goal. You might not always agree with the other's perspective or way of doing it, but communication through the process helps meet the end goal for both of us.

## Shaking Up SURE: A Clifftop Documentary

Ava Abramowicz  
Professor Sekuler  
JASS 398

By Ava Abramowicz

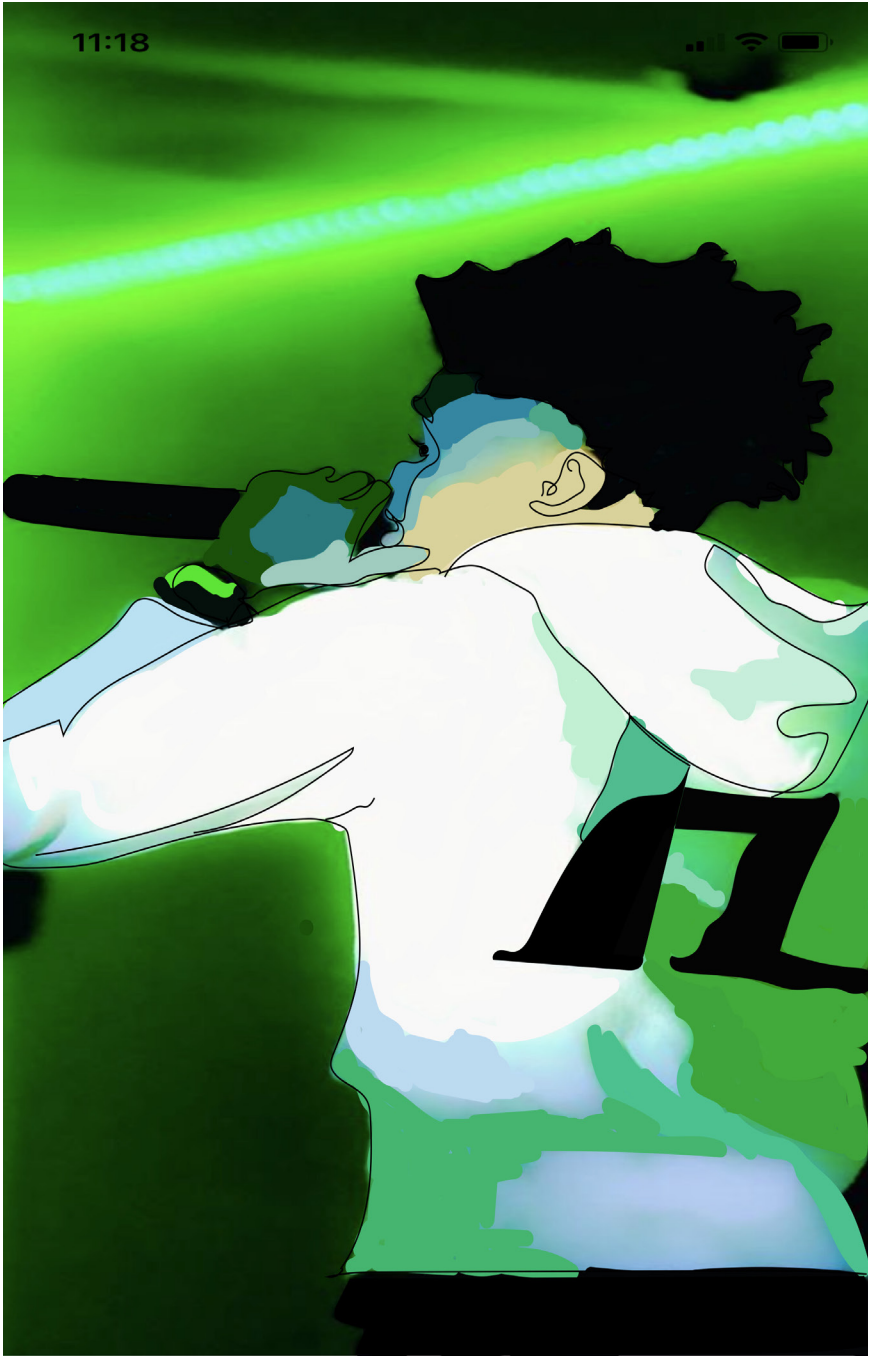
*Would you like to come to West Virginia as part of my documentary crew?*

My participation as the Production Assistant for the currently-untitled Clifftop documentary was part of a larger research collective at the University of Michigan-Dearborn, the Summer Undergraduate Research Experience (SURE) Program. SURE anchored me during the production process, providing professional support sessions and generous funding. I had the opportunity to discuss my Clifftop experience at the SURE Showcase event this past September, in which I am happy to have won the People's Choice Award for my research. I am still involved in the post-production process of the documentary as an Assistant Editor. Every Wednesday Professor Sekuler and I meet in the CASL building to sculpt the artistic vision of the film via my enrollment in JASS 398: Independent Study. While the editing process is presently in a fledgling state, Professor Sekuler is already visualizing the future of his motion picture. Ideally, we hope to return to the 2024 edition of The Appalachian String Band Music Festival to screen a rough for community feedback prior to releasing the final cut. I excitedly await this goal of ours to mature into fruition... I have already promised my new friends from this year that I would be back.

You can probably guess my obvious response: *Of course I would!* It's not everyday that an undergraduate student—such as myself—is offered such an exciting opportunity. I first heard of “Clifftop” from Professor Adam Sekuler of the Journalism and Media Production department back in March 2023. We were seated on two stools against the wall of the James C. Renick University Center where I had been interviewing him for a research paper in another class. At the conclusion of our interview, Professor Sekuler proposed to me the option of joining him and a small crew for a documentary endeavor spanning the duration of the upcoming summer. As a double major in Journalism and Screen Studies and Professional Writing and Rhetoric with a double minor in Film Studies and English, I understood how invaluable this unique experience would be concerning the advancement of my career. Beyond the clear implications for my studies, I knew I couldn't resist such an adventure! One of the best pieces of writing advice I have ever received was: “Live first, then write.” I knew my involvement in the documentary would result in an engaging story, and I was right. Here I am writing to you now about my adventures in this Zine!

The subject for the documentary was The Appalachian String Band Music Festival, also more commonly known as “Clifftop” by its devotees. Clifftop is a difficult experience to sum up in a single sentence; however, for the sake of brevity, I will pitch it as an annual gathering of international Old-Time musicians amidst the mountaintops of Camp Washington-Carver in West Virginia. It sounds otherworldly, right? Truly, Clifftop is a world unto itself that

is entirely constructed and dismantled in the course of ten days. Our documentary crew arrived early on July 28th during the wee hours of the morning and joined the sea of RVs and vans already stationed outside the gates of the festival grounds. You might be surprised to learn none of the attendees were waiting for access to the festival itself; rather, they had all arrived five days early for pre-camp! Talk about dedication! The crew lived, laughed, and communed with the devotees of Clifftop over the course of those ten days, establishing firm relationships with our new neighbors as we broke bread and traded stories. As a documentary crew, it was (and continues to be) our obligation to both build a sense of trust between the Clifftop community and our cameras as well as provide a platform for the attendees to voice their distinct perspectives. We fully immersed ourselves into the beautiful chaos of Clifftop culture and quickly adapted to their norms. Using audio equipment such as a Zoom H3-VR 360° recorder, we captured the chorus of fiddles and acoustic guitars that wafted through the midnight air as musicians rocked until the break of dawn. Employing video equipment such as a drone and a gimbal, we chronicled the prevailing spirit of comradery discovered amongst arms entangled in a square dance and frequent hikes to the swimming hole. From an eagle-eye viewpoint, the crew filmed waves of morning fog rolling over the campsite by sending our drone soaring into the sky. The gimbal swayed steadily with the movements of our bodies as we strolled through the white-topped tents of various vendors. We pondered handmade installations at an art show in the woods, listened to a concert inside a renovated school bus, and gazed at towering treetops dotted with stars. It is safe to say that Sunday, August 6th, Clifftop's final day, was shrouded by feelings of melancholy and gratefulness.



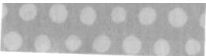
Jaylyn Jones  
2024



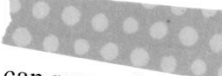

**Unveiling Creativity: Professor Nesbitt's Mentorship with Adobe Illustrator – Heba Sayed**

During our Digital Design class critiques, I was captivated by an artwork created by Jaylyn Jones. The piece, a first-time venture into Adobe Illustrator, captured a vibrant moment from Jaylyn's friend's concert. Jaylyn explained the challenges he faced, particularly with adding shadows and details, underscoring the learning and growth fostered through collaborative exploration of new tools. Throughout the discussion, Jaylyn emphasized the invaluable help from Professor Nesbitt, showcasing a strong partnership between students and staff. With Professor Nesbitt's help, he was able to create this beautiful artwork and gain new skills that he can carry with him throughout his artistic journey. This collaboration highlights the supportive atmosphere within our class, where students thrive with the encouragement of our dedicated faculty.






## Artist Statement - Paige Allen, cover artist



I've been an artist for, essentially, as long as I can remember. From the time I was old enough to hold a crayon, my coloring books would accompany me everywhere, soon evolving to many-paged lined notebooks and eventually becoming true to form sketchbooks. Throughout my life, I've been able to further ground myself in this love of creativity, picking up new hobbies, mediums, and art forms as often as I could. Art was- and still largely is- my passion, a drive to see the beauty in a world that so frequently keeps it hidden.

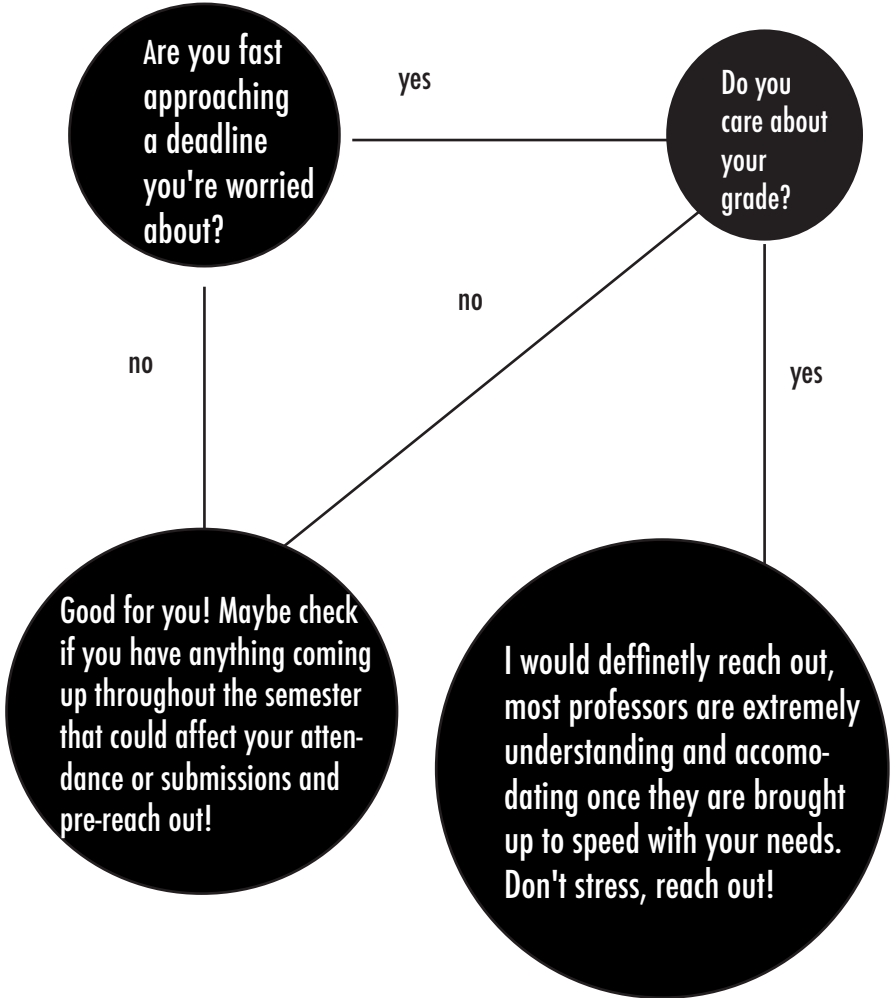
Despite how important art has been to my life overall, when I first enrolled at UM-Dearborn, I did not expect art to take any major role in my experience here. I'm a psychology major, and I expected that path to dominate my courseloads, time, and attention- and, in some ways, it did. However, my first semester here, fully online, I took a beginning painting course with Professor Kevin Castille, aiming to simply fulfill a "Gen Ed" credit with something I figured I would enjoy. I didn't know it then, but taking that course would open the door for me to become deeper and deeper involved in the flourishing creative arts community present here at UMD. Over the past four years, I've had the privilege of taking many fantastic classes and meeting so many wonderful folks throughout the art department, both faculty and students alike. I've also had the opportunity to participate in several art exhibitions and events, all of which have further fostered my love of creation, pushing me to try new things and explore different avenues than I may have otherwise. Given these experiences, both lifelong and more recent, the cover piece I've created for Volume 5 is meant to reflect both my passion for art/creativity and the gratefulness I have for the supportive artistic community I've found at UMD, working to incorporate my own art style and creative perspectives into several mementos meant to represent different pieces of the university environment I've come to love so much.





# When Should You Contact Your Professor?

## A Quiz by Isaac Coenca



## **The Writing Center Newsletter's Collaborative Journey**

**By Vaishali Prayag**

contact: [vprayag@umich.edu](mailto:vprayag@umich.edu)

In the heart of our campus, a dynamic partnership has been brewing between students and faculty, and it's all centered around the Writing Center Newsletter.

It started with a simple idea from one of our graduating students, in the form of an internship opportunity at the Writing Center, to now, a very good prospective future in journalism. As we embarked on this journey, we rediscovered a passion for storytelling and journalism. That's where Director John stepped in. Recognizing what could be, John was open to the idea of a collaboration to further improve the Writing Center Newsletter.

Last month, we dipped our toes into the world of newsletter creation with a simple email. We shared updates on Writing Center events and sprinkled in some campus news. It was a start, but we knew we could do more.

So, fueled by our shared passion and a desire to connect our campus community, we set out to do something bigger. This month, we're thrilled to present our revamped newsletter in the form of a colorful booklet. But this isn't just any booklet – it's a testament to the power of our collaboration.

Together, we scoured the campus for stories and events to include. From Writing Center workshops to CASL events, we've compiled a comprehensive guide to all the exciting happenings on campus. Below is a little sneak of what is to come:



But beyond the content, this newsletter represents something deeper – it's a symbol of the unity and camaraderie between the Writing center Staff and Campus. Our combined efforts have not only produced a beautiful publication but we also hope to have fostered a sense of belonging and community on campus.

So, as you flip through the pages of the Writing Center Newsletter, remember that it's more than just words on paper. It's a celebration of creativity, and the incredible things that happen when people come together with a shared vision. Join us on this journey as we continue to break boundaries and make our mark on campus, one story at a time.

As we look back on our journey, we are filled with pride for what we have accomplished together. Yet, this is just the beginning.

# PUBLISHING OPPORTUNITY

## ABOUT FIRST GEN

- **First Gen Student Org (FGSO)** seeks to inform, connect, and celebrate First Generation College students
- First Gen students have unique challenges that their non-First Gen peers don't face
- **We are looking for students who want to share and publish their First Gen Story!**

## QUESTIONS?

- Email [Alarivi@umich.edu](mailto:Alarivi@umich.edu) or [tamurphy@umich.edu](mailto:tamurphy@umich.edu)

## ABOUT WOLVERZINE

- Showcase of collaborative work between students, faculty, and staff
- Special Issue on First Gen at Dearborn coming Fall 24
- [Wolverzine.org](http://Wolverzine.org)



## **A Zine About Students as Partners Acknowledgements for Volume Five \* Spring, 2024**

Student-staff-faculty partnerships are a wonderful, but fleeting thing. Or maybe they are wonderful because they are fleeting. On campuses where every minute, every note, every essay, test, project, and discussion are translated in terms of dollars and cents, the fleeting partnerships that can't be quantified are the things we try to capture in the pages of this zine.

And for me, teaching is a weird profession because the most successful partnerships are the ones that end. Students graduate. They move on into other worlds. And this is the case with our Student Co-Editor-in-Chief, Harleen Gill. She graduates this term from the College of Engineering and Computer Science. And, while we say enthusiastically, "Congratulations!" We also want to say, "Don't go!!!"

Harleen's impact on the zine was visible from her first term in January 2023. She emphasized the invaluable experiences of women in engineering, both in the pages of Volume 4 and in her promotion of the zine across campus. She also put the Society for Women Engineers to the forefront of our attention this past year. So, while Harleen will be moving onto other things, our attention to women in engineering won't go away with her. Her legacy remains in her efforts and her impact in her own field and in many others.

In addition to Harleen's great work, this project was made possible by a grant from the Arts Initiative at the University of Michigan. The zine has also been supported by UM-Dearborn's Hub for Teaching and Learning Resources, the Dean of Students, and the Department of Language, Culture and the Arts.

Mike MacDonald, Faculty Co-Editor-in-Chief,  
Associate Professor of Composition & Rhetoric

### Funding Sources

UM Arts Initiative: <https://artsinitiative.umich.edu/>

Hub for Teaching and Learning: <https://umdearborn.edu/hub-teaching-learning-resources>

Office of the Dean of Students: <https://umdearborn.edu/dean-students>

LCA Department: <https://umdearborn.edu/casl/departments/language-culture-and-arts>

Special thanks to our  
Editorial board members:

Harleen Gill- co-editor in chief

Mike MacDonald- co-editor in chief

Autumm Caines- board member

Maya Barak- board member

Isaac Coenca- art director

Vaishali Prayag- editor

Heba Sayed- web editor

[www.wolverzine.org](http://www.wolverzine.org)



University of  
9301 E. 17th  
Pearlman

