What is a Learning Community?

A learning community (LC) is usually a combination of two courses organized around a common theme. The connection between the subject matter in each course is emphasized so that information and skills learned in one of the courses can be applied to the other courses in the learning community. The same students enroll in all the courses in a learning community and the instructors team teach. Students learn collaboratively and assignments are integrated. At the end of the semester, each student gets a grade and credit for each of the courses that are part of the learning community.

Why should I join a Learning Community?

- LCs build confidence and skills you will need wherever you go.
- LCs help you meet cool, new friends!
- LCs give you one-on-one help from TWO professors!
- LCs make required courses FUN!
- LCs prepare you for any career.
- LCs explore cool topics!
- LCs get you six credits (usually).
A little bit about the “lingo”...

- Online = Fully Online
- OC = On Campus
- RC = Online web (aka remote class)
- HB = Hybrid (some parts of course RC, some parts OC)
Who was the first great forensic scientist? Sherlock Holmes, of course. The fictional detective realized 130 years ago that fingerprints could be used to catch killers. At the time, this was mere invention on the part of Arthur Conan Doyle, but by 1900 police would be using the scientific methods imagined by the famous author to solve actual crimes. Ever since, countless writers have created characters who solve (and sometimes commit) crimes. This course will examine the literary and historical treatments as well as the real science behind forensic investigation. This course combines FRS 100 (Forensic Science for Non-Majors) and ENG 102: Composition II, so students will receive laboratory science and required English credits. By the end of the semester, we hope to make sense of where fiction ends and reality begins. Warning: Some graphic content, including depictions of sexual violence, will be part of the reading and viewing in this course. Students will produce at least 3000 words of formal written work, including a documented essay of at least 1250 words. Prerequisite: English 101 with a grade of C- or higher.
LC 104: Theater of Justice (6 credits)

How do theater and criminal justice connect? The criminal trial is an act of theater, and many of the most important theatrical productions feature courtroom scenes. Theater of Justice highlights the ways in which theater and criminal justice are connected. This course will draw on stage and film performances, script analysis, and a study of the criminal trial process, to interrogate themes of justice from critical legal and theater studies perspectives. Prerequisite: CRJ 100

Gianelli, CRJ 112: M 2-3:15 & W 2-2:15 +web (HB)
Sandoval, THE 110: MW 12:30-1:45 (HB)

CRN CRJ 112.01: 10288
CRN THE 110.01: 10763

To be registered in this LC you must register in each of its courses individually.
Why are some people abusive to their partners? Why might someone stay with an abuser rather than leave? How does being a survivor of IPV impact someone? In this course, we will explore intimate partner violence (IPV) through the lens of both sociology and literature. We will look at the influence society has on us, and examine culture, power, society in general, and IPV in particular. What can we learn about IPV from non-fiction and literature? How do race, gender, and class impact IPV? We will look at non-fiction memoir, short stories, poetry, and novels and utilize the tools of literary analysis as well as the sociological approach to gain a better understanding about this complicated topic. Our examination will include discussions about race, gender, class, sexual orientation, gender identity, the educational system, politics, the criminal justice system, the mass media, social media, and more.
The Human Race – what does that really mean? What is and is NOT “race”? A biological reality, a social construct, and/or something else? Health, education, employment, housing, and the environment are all social constructs that have been affected by attitudes and beliefs about perceived racial differences. In this course, we will explore the concept of “race” by examining its use in society and in science. We will learn about biological and genetic variation that evolved among humans, at the cellular, organism, and population levels, and apply that knowledge to the concept of race as it has been historically used and misused by social, religious, and political systems. We will also learn about the four major subdisciplines of anthropology, including physical/biological, cultural, linguistic, and archaeological, as they apply to the study of human race. For comparison, we will look at definitions of race used for non-anthropological organisms such as plants. Note that BIO101 does not count as a biology course for science majors. Prerequisite: Eligibility for ENG101 and eligibility for MTH085.
LC 200: Page to Stage: Writing Producing and Performing  (6 credits)

You will develop a deep understanding and hands-on application of the entire process of creating dramatic works for the stage. You’ll learn to “think dramatically” by going through all the steps of brainstorming, journaling, and improvising to come up with ideas for monologues, skits, and short plays, giving each other feedback every step of the way. You’ll develop these ideas using elements of acting, such as actor/character relationships, voice and diction, development of objectives and tactics, upgrading the obstacles and conflict in a scene, and character development. At this point, the deeply collaborative process of staging these plays begins, utilizing a variety of onstage and backstage theatrical techniques, including blocking/staging, lighting, sound/music, and direction to bring this work to life. This course combines Creative Writing for the Theater with Topics in Theater, but you don’t have to be a Theater or Creative Writing student to enroll - you need just an open mind and a willingness to engage with the material. Prerequisite: English 102 - or with permission of the instructors.

Champoux, ENG 227/THE 227: TR 11-12:15 (OC)  
Cochran, THE 235: TR 9:30-10:45 (OC)

CRN ENG 227.01/THE 227.01: 10676/10740  
CRN THE 235.01: 11238

To be registered in this LC you must register in each of its courses individually.
This learning community will explore the concept of dystopia and trace its historical development. Then, we will study influential Latin American, Spanish, and American literary and cinematic dystopias through the prism of systems of power and control. Grounding our inquiries in political and social theory, we will examine films and literary works that depict the rise of neoliberalism, the consequences of socialism, the perils of toxic masculinity, the persistence of global warfare, and the existential threats of climate destabilization and pandemic diseases. How do faraway settings and incredible scenarios serve to question the complex intersections of past, present, and future? How do the captivating and terrifying depictions of the world in dystopian cautionary tales invite analyses of the world within which we find ourselves? Prerequisite: ENG 101

Clinton, POL 230: TR 12:30-1:45 (OC)  
Gutiérrez, SPA 210: TR 11-12:15 (OC)  

CRN POL 230.01: 11243  
CRN SPA 210.01: 11246  

To be registered in this LC you must register in each of its courses individually.
**LX 101: Seeking Opportunity: America, Migration, Democracy and Education (9 credits)**

In this course, we will have the opportunity to develop college reading, writing, speaking and listening skills while learning about the many dimensions of immigration. Why America? Why do we leave our countries of birth? What historical, political, economic and religious reasons bring us to America? What culture-shocks do we experience? What are our own attitudes and assumptions about each other? How do we resolve the tensions of integration/assimilation, ideas of democracy, freedom, education, and opportunity in America?

We will closely consider these questions and more, through readings, personal stories, field trips, and a small research. Prerequisite: Recommendation of ESL 141 instructor, ENG 095, or placement test, or permission of the LX instructors.

Matin, ESL 151: MWF 9-10:50 (HB)
Monize, ENG 095: MF 11-12:15 & web (HB)

CRN ESL 151.01: 10229
CRN ENG 095.03: 10455

To be registered in this LC you must register in each of its courses individually.
Something Different: Collaborative Courses

SPA 101: Elementary Spanish I (3 credits) & ENG 102: Composition II (3 credits)

Interested in integrative learning but not ready to dive into an LC? A collaborative course may be the choice for you.

In these courses, the instructors from two different courses share some readings, films and/or speakers, but the courses do not meet at the same time and different students can be enrolled in either course. During the semester, both classes will engage with the coursework shared in both courses.

A student can enroll in one (for 3 credits) or both (for 6 credits) of the courses in the collaboration.

Torregrosa, SPA 101: MWF 10:00-10:50 (OC)
CRN SPA 101.01: 10134

Lesley, ENG 102: MWF 9:00-9:50 (OC)
CRN ENG 102.04: 10124
Got Questions?

Feel free to contact Diane Beers and Mary Orisich at: lcprograms@hcc.edu

Or at the Integrative Learning Programs, Frost 270
LCs Are For Everyone!

LCs Are For You!