



Teaching in Learning Communities: Guidelines for Success

The Learning Communities Committee has prepared this guide to help faculty who are new to teaching Learning Communities (also referred to as LCs). We hope you find it useful in answering any questions you may have about the process. Of course, if you still have questions or concerns, contact Jim Allen, LC Committee Chair, at 942-3421 or allenj@cod.edu.

Defining Learning Communities

What Are They?

To clarify the definition of Learning Communities (or LCs) for College of DuPage, we have adopted the relevant aspects of the definition crafted by the National Learning Communities Association, the national organization for promoting scholarship and practice in LCs:

Learning communities represent intentional educational approaches to improve the teaching and learning experience. These approaches often emphasize integration of the curriculum and co-curriculum and prioritize community-building among faculty, staff, and a cohort of students. Implementation of these efforts may come in different forms, but typically incorporates at least one of the following:

- A curricular structure characterized by a cohort of students participating in an intentionally designed integrative study of an issue or theme through connected courses, curriculum, experiences, and resources.
- A cohort of students living in a residential community intentionally designed via a faculty-staff partnership to facilitate integration between academic and residential curricula.

Common examples include:

Linked Courses

Cohorts of students enrolled in two or more courses led by different faculty members who identify common student learning outcomes and intentionally integrate curriculum as demonstrated by students on scaffolded integrative assignments and assessments. These are not residentially based communities....

Coordinated Studies Program

Coordinated studies programs are thematically linked courses fulfilling a students' full semester course schedule. Courses are team-taught by two or more faculty. Some institutions register students for a single course of 8-16 credits while others register students for multiple courses.

(<http://www.lcassociation.org/about-us.html>).

An LC is dependent upon "intentional integration" of course content and assignments determined by the teaching faculty from each course. At COD, most LCs are comprised of two courses from different disciplines that focus on a common theme and have a common cohort of students. We have included a list of examples in the back of this guidebook

What's Possible?

LCs permit a wide range of teaching approaches:

- Problem-Based Learning
- Experiential Learning

- Service Learning
- Flipped Classrooms
- Collaborative Learning
- Writing/Speaking Across the Curriculum
- Metacognitive Activities
- Hybrid Instruction
- Team Teaching

A learning community works best when it includes:

- Integrative assignments (readings, papers, projects, etc.) that encourage students to make connections between the courses and engage the LC theme
- A clear, intentional theme or focus that integrates the courses
- A dedicated cohort of students (all students enrolled in all courses in the LC)

What are the Benefits of Learning Communities?

Learning Communities (or LCs) have demonstrated significant benefits for students, faculty, and the institution at large, both nationally and at COD. Further, as McGregor, et. al., note, LCs address the needs for

- Greater intellectual interaction
 - student to student
 - student to faculty
 - faculty to faculty
- Curricular coherence: reinforcement and/or integration of ideas
- Understanding issues which cross subject matter boundaries
- Ways to facilitate the move toward a richer, learning-centered environment
- Active and collaborative learning
- Exploring and understanding diverse perspectives
- Student retention and progress toward degree
- Faculty development
- Low-cost methods for doing the above

How Do I Start a Learning Community?

All successful and effective learning communities need to start with a few key questions:

- What are the courses involved?
- What's the theme/focus of the LC?
- What's the design of the LC?
- How do I choose an LC partner?
- Which students might benefit most from taking this LC?
- How much to integrate?
- To team-teach or not team-teach?

Let's examine each of these questions in detail:

1.) What courses are involved?

In truth, one could pair just about any two courses into an LC; however, based on the experience of the LC Committee, we've found that the most successful LCs include

a.) Courses that are **gen eds**; having one course be an IAI gen ed is good but having both is better for attracting students (especially those seeking to complete degrees and/or transfer). If one of the non-gen ed courses fulfills a degree requirement (like Human Relations or Contemporary Life Skills) or may be an important course for certain majors, this can also be attractive to particular students.

b.) Courses that satisfy a specific Academic and/or Career Pathway: LCs where both courses are electives and/or special topics tend to be the most challenging to market to students, even when the theme is engaging. However, such courses can work in an LC if they satisfy requirements for a specific major or pathway (such as in Business, Health Care, STEM, and so forth).

c.) Courses from **separate disciplines** (again, courses from separate gen ed areas have greater appeal). While one could combine courses from the same discipline, such an approach doesn't always promote the cross-disciplinary benefit of LCs. Still, they can be effective in certain cases (such as combining composition and literature, where both courses fulfill gen eds).

Keep in mind, the more courses you try to integrate, the more complex the task will become. If you're new to LCs, we advise that you start out with only two courses.

2.) What's the theme/focus of the LC?

This may be the most crucial question to address, as it speaks to the intentionality of the LC. Each faculty member should agree on a specific focus for the pairing; this focus should be such that it promotes integration on some level of the content of both courses. In other words, each faculty member needs to think about how he/she might address/incorporate some of the content or skills addressed in his/her partner's course into his/her own course.

For instance, ENGLI 1101 or 1102 and SPEECH 1100 are courses that easily pair with other disciplines. However, the LC won't be truly integrated if the purpose of the pairing is merely that the English or Speech faculty member will evaluate the papers or speeches assigned in the other course. That other faculty member will need to consider how written/oral communication (or rhetoric) plays an important role in the subject matter of his/her course.

In addition, the faculty partners need to consider the attractiveness of their theme to their ultimate audience: students. Why would they enroll in this LC, rather than take both courses separately?

3.) What's the design of the LC?

The exact nature of the design of your LC is up to you and your partner. At minimum, you should include **at least one** assignment or activity that connects the course content of both classes in some meaningful way to capture/reflect the theme of the LC (we'll discuss strategies for creating integrative assignments later in this Guidebook).

One of the greatest tensions in creating an LC is between the desire to integrate and innovate versus the need to fulfill course objectives and/or cover course content. Many an LC has struggled or even failed to launch because one or both members were unable to be flexible enough in their approaches to their courses. The process of integration requires imagination, flexibility, prioritization, and compromise. It may mean that you change the order of what you teach when to have your content synch up more effectively with your partner. It may mean changing your teaching style somewhat, especially if you opt to team-teach. It may mean restructuring (or even shelving) a particular assignment or activity you normally do in that class for one that integrates material from both courses. It may even mean not covering certain material in order to focus in greater depth on concepts that connect to the theme. All of this can be challenging, but none of it is impossible, especially if you and your partner approach the effort together with candor, creativity, and confidence.

4.) How do I choose an LC partner?

Choosing a fellow faculty member to partner with in an LC is in some ways like choosing someone to date, or even marry. If you have an idea for an LC but no one in mind to partner with, the LC Committee can play “matchmaker” to help you find an interested collaborator. We've found, however, that many good LC partnerships start from good faculty friendships. Still, just because you may be friends with a colleague doesn't always mean you'll be a good “match”. Thus, you and your partner need to have strong lines of communication about your expectations, hesitations, and limitations before embarking on this partnership. Consider these...

Tips for a Successful LC “Marriage”¹

a.) **Communication:** Discuss and agree on how often, when, and by what modes you prefer to communicate between you and your partner(s). We recommend you meet at least once a week; perhaps agree to hold a joint office hour together (alternating offices) to use as planning time or meet with students in your LC.

b.) **Beliefs and Values:** Discuss each of your policies, procedures, and other aspects of course/classroom management. For example, what is each of your attendance policies? What are your policies on late work? How much/little do you use Blackboard?

c.) **Roles in the “Marriage”:** How will each partner incorporate/address the discipline of the other partner in his/her course? How integrated will your curriculum be (shared readings,

¹ Content based on presentations by Trabalka & Glady-Teschendorf (Delta College) and Lee-Schott (Joliet Jr. College) given at the 2014 National Learning Communities Conference in Bay City, MI.

assignments, tests/exams, field trips, etc.)? How will each of you work to understand and support the other's discipline?

d.) **“Children” and “Parenting”**: What is each partner's persona/teaching style like in the classroom—to what extent is one partner strict/relaxed? How does each deal with classroom management/discipline?

e.) **Decision Making**: Who makes decisions about what? While much of the decision-making should be done jointly, are there areas where either partner feels a need for greater control?

f.) **Time Spent Together**: To what extent will you be team-teaching? How will you decide who gets/needs what time in (or even outside) the classroom?

Some Suggested “Pre-Nuptial” Activities:

A.) Exchange syllabi and assignments

B.) Sit in on each other's classes to observe teaching styles

C.) Go on a “date” or two (lunch, a drink, etc.)

REMEMBER: A successful LC depends on a successful partnership; if there's conflict between the faculty, students will notice (and often try to exploit it).

5.) Which students might benefit most from taking this LC?

The best-designed LC will never be successful if few or no students enroll in it. While the LC Committee does its best to help market LCs across the campus, faculty need to consider who their target audience may be for their offering. Are you looking to attract incoming freshmen? If so, they're most likely interested in all gen ed courses or LCs that may combine a gen ed with a course in their intended major. Some students are particularly interested in the environment, politics, self-exploration, or other “sexy” topics. By looking at the list of previous LCs at the end of this Guidebook, you can see some of the themes that have attracted students; this is, by no means, an exhaustive list.

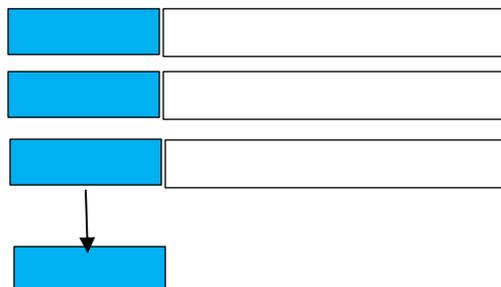
One “selling point” for most LCs is the integrative design of the LC—students are quite often attracted to the idea that they can “reduce their workload”, since many of the readings and assignments for each class overlap. Being able to communicate such integration to students can be a helpful marketing strategy. As you develop your plan, keep in mind the question posed above: Why would they enroll in your LC, rather than take both courses separately?

6.) How much to integrate?

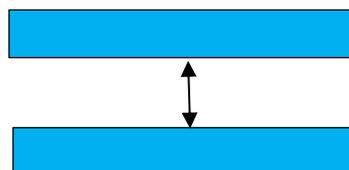
There are a variety of models you can use to structure learning communities; three common approaches are as follows:

a.) Version One: First Year Seminar Model:

Programs in which a small cohort of students enrolls in larger classes that faculty DO NOT coordinate. Intellectual connections and community- building often take place in an additional integrative seminar.

**b.) Version Two: Standard Linked Model:**

Programs of two or more classes linked thematically or by content, which a cohort of students takes together. The faculty DO plan the program collaboratively.

**c.) Version Three: Standard Integrated Model:**

Programs of coursework that faculty members team-teach. The course work is embedded in an integrated program of study.



Other options, of course, may be possible. At College of DuPage, we've relied mainly on the linked and integrated models, mostly using pairs of courses. Some LCs at COD have connected as many as five or more courses, such as previous versions of the Adult Fast Track and Integrated Engineering Technology programs or the more recent Enhanced LCs offered in Fall 2016. Additional examples are listed at the back of this guidebook.

If you're new to teaching a learning community, you may want to start off integrating only part of your course material with your partner—say, a common project or other assignment that counts for perhaps 20% or so of each student's final grade in each course. In future iterations of the LC, as you and your partner gain experience with your LC (and teaching in such a format), you may decide to integrate the courses further. There's really no strict standard here, other than each LC should have a minimum of one integrative assignment; what that is and how much it counts in your grade book is up to you and your partner. Even some of our longest-running LCs, like Seed, Soil, and the Soul or Decision 2016, are not fully integrated; Decision, for example, only has 60% of the activities/assignments count for each of the three courses involved—the other 40% is determined by each professor, according to the particular needs of his/her course.

To Team Teach or Not to Team Teach?

We schedule nearly all LCs at COD such that the courses meet back-to-back on the same days, providing the faculty involved the opportunity to use the combined time creatively. While the LC Committee recommends you consider team teaching, many times this isn't possible, due to each faculty member's schedule. There are benefits to team teaching, though:

- Each of you can be present to make more immediate connections between your subject matter as situations arise, especially if this involves pointing out differences in how, through your disciplines, each of you might view/approach a specific issue or topic;
- You get the opportunity to watch a colleague teach, which can often significantly inform your own teaching
- You have greater opportunities to get to know your students and your teaching partner
- Even if you should disagree with your partner on an issue, you can model for students how experts address such disputes in academia through reason and evidence

If for whatever reason you're not able to teach together, remember that you both still need to find time outside of your classes to meet (we advise doing it weekly) and discuss the progress of the LC so each of you is aware of what's happening in the other's class. Such meetings help reinforce the integration of the LC.

How Do We Propose Our LC?

Once you and your partner have done the initial steps in designing your LC, you need to complete the Learning Communities Proposal form so that the LC Committee can approve your proposal. You will then need to have your LC approved by each faculty member's respective Deans. We have created a separate guideline to help you navigate the proposal process; these instructions are sent out with the Proposal form when the call for proposals first goes out. You can also find it on the Faculty Resources page for Learning Communities:

<https://www.cod.edu/academics/faculty/teaching-commons/teaching/learning-communities.aspx>

Before Starting the Form:

Before you begin completing the form, each faculty member should meet to discuss the concept/theme around which you will develop your LC. You should also inform your Dean that you will be submitting a proposal.

If you're proposing a new LC, you'll need to complete all parts of the form as discussed below.

If you're proposing an LC that you've previously had approved and offered, you only need to complete and submit the first page of the proposal form; this helps the administrative assistant who will be putting the LCs into the system. We also use the information on this page to help ensure that we don't overlook any LCs when doing scheduling or marketing.

How Will the LC Committee Evaluate Our Proposal?

The LC Committee--specifically, the LC chair and the faculty members of the committee, will be evaluating any LC proposal based on the following criteria:

Theme/Rationale: What is the interdisciplinary theme or rationale connecting these courses? The faculty should present a clear rationale for connecting/integrating these courses.

Courses Included in LC: What is the rationale for connecting/integrating these courses? Is at least one of the courses a gen ed course? If not, why will these courses appeal to the target audience of the LC?

Target Audience: Who are the intended students for this LC? How broad/focused is the available student pool? The more specific the target audience, the more difficult achieving a sufficient enrollment may be, unless that issue can be offset through marketing.

Level of Integration: How integrated are the courses? While this level can vary, there should be some evidence of shared activities (readings, assignments, activities, etc.) to connect the courses.

Should the Committee have any concerns regarding the proposal, they will contact the faculty promptly to discuss these concerns and offer suggestions for revision. The Committee's priority is to facilitate and assist faculty in developing effective LCs; faculty are always welcome to discuss their ideas and concerns with the members prior to submitting a proposal.

Once your Proposal has been reviewed and accepted, you will need to bring it to your dean for their final approval. Each relevant Dean must sign the form. The Chair of the LC Committee will then send the signed proposal to the Field and Experiential Learning Office for scheduling.

We Have Our LC Approved and Scheduled—Now What?

Fortunately, the time between getting an LC approved and scheduled and you stepping into the classroom and teaching it are often many months separated, providing you and your partner time to start doing more detailed planning. Consider this advice in your planning:

1.) Before registration begins for the semester you're offering your LC, be sure to talk with the LC Committee Chair about marketing your LC. The LC Committee will use the description of your LC that you included in your Proposal to create both a brochure covering all LCs for that semester as well as a separate flyer and poster for your LC. You'll have the opportunity to approve the flyer/poster for content and appearance. You may also want to do your own marketing: promote your LC to your students (and/or encourage your colleagues to do so as well).

2.) If you're new to teaching LCs, you may want to meet individually with one of the LC Committee faculty to answer any specific questions you have.

3.) You should try to develop a fairly detailed (at least week-by-week) plan so you each know who is covering what, when. This is the best way to keep your LC on track. Keep in mind, though, you'll need to keep communicating during the semester of your LC (this is often easier to do when you're team teaching). You may even want to schedule a regular weekly meeting to discuss any issues that arise as the semester progresses.

In short, regular, consistent communication between teaching partners is necessary for success. This can be a challenge as most faculty members are used to being "masters of their own domain," but in an LC, you have a teaching partner to consider. As in any good partnership, communication is a key to success.

How are We Compensated for Learning Communities?

As of Spring 2020, full-time faculty receive compensation for **developing** a new learning community or making a major revision to an existing learning community. The LC Committee defined a new LC as follows:

- it is a newly created LC
- it includes a new/different course in the LC
- one (or more) of the faculty members teaching the LC is different

We consider an LC to be a major revision if the faculty change it from a Linked to a Fully Integrated version; The LC Committee will also consider other significant changes, based on rationales provided by the faculty.

For faculty to receive compensation, they must complete the first five Worksheets in the Interactive Workbook for Designing Building and Sustaining Learning Communities, which several expert LC faculty developed and published (this form is posted on the Faculty Resources for LCs website) as well as develop a syllabus that indicates how the two courses are integrated (theme, assignments, etc.). The faculty members must submit these materials to the LC Committee chair no less than one week before the semester they are to teach their LC. Once received, the LCC Chair notifies each faculty member's respective dean. Full-time faculty receive a Developmental Stipend of three hours of overload pay for a fully integrated LC and one hour of overload pay for a linked LC. The college awards this compensation regardless of whether the LC runs or is cancelled. Faculty receive no additional compensation for teaching their LC; further, part-time faculty are not eligible for this compensation. For more details, refer to Section D 2.7 of the current Faculty Agreement.

Previous Learning Communities at College of DuPage: Spring 2013 to Present

This list is only a sample of what we've offered; if interested, the committee can provide additional examples from COD and other institutions. (Note: many of these LCs ran multiple times; some did not run at all).

Business Simulation (Expanded Integrated LC)

Participate in a business simulation and learn more about the different parts of a business. Four classes are taught simultaneously in a new business created each semester. Students in each class form that particular department in a business. Marketing students conduct marketing research, create product lines, price products and prepare for distribution; advertising students prepare materials to support the sales force and advertisements to build awareness, interest, desire, and action in the target market identified by the marketing department. The simulation combines accumulated knowledge and theoretical bases found in traditional classes, with the "on-the-job" apprentice-type learning of actually performing the work. The additional integration of communications, interpersonal relations, teamwork, active and mastery learning, computer usage and personal productivity software makes this unique combination a potential national model for business education. Information: Sonny Smith, (630) 942-2952, or e-mail smithh@cod.edu.

BUSIN-1111-SIM01 -- Customer Service	Smith	Thurs., 9:00 to 11:50 AM
MARKE-2210-SIM01 -- Principles of Marketing	Smith	Thurs., 9:00 to 11:50 AM
MARKE-2240-SIM01 -- Advertising	Smith	Thurs., 9:00 to 11:50 AM
MARKE-2250-SIM01 -- Business-to-Business	Smith	Thurs., 9:00 to 11:50 AM

Planetary Ethics (Linked LC)

Living in a global environment will require imaginative, creative and reflective abilities to deal with the environmental challenges on this crowded planet. This seminar combines environmental biology with environmental ethics to explore human relationships with the environment. Investigate how nature works, how things are interconnected and how theories and principles of ethics are applied to major areas of environmental concern. Connect conceptual discussions with practical experiences of field trips as well as in COD's own community farm. The biology course counts as a lab science and both courses are general education core courses. Fee: \$15 (transportation).

BIOLO 1110-FS033—Environmental Biology	Sandiford	T/Th 12:00 to 1:15 PM
PHILO 1116-FS033—Environmental Ethics	Raepple	T/Th 1:30 to 2:45 PM

It's a Small (Group) World (Honors Seminar) (Integrated LC)

This highly interactive Honors learning community combines Geography 1100 (Geography of the Western World) with Speech 1120 (Small Group Communication) to explore our "small world" through the study of geography and small group communication. Work in teams to learn about the interrelationships between people and their geographic environments, particularly in the Western world, while simultaneously learning the elements of small group communication including group structure and development, group membership, group decision-making, leadership, conflict management, and problem-solving. A key synergy for this seminar will come from the use of small group communication to develop means of thinking geographically. Information: Lauren Morgan, (630) 942-2007, morgan@cod.edu; or Joel Quam, (630) 942-3143, quamjoel@cod.edu.

GEOGR 1100 HON01 Western World Geography	Quam	T/Th 11:00 AM to 12:15 PM
SPEEC 1120 HON01 Small-Group Communication	Morgan	T/Th 12:30 AM to 1:45 PM

English Language Community (Integrated LC)

This 4-credit program combines English 1101 with English 1070 (ESL Composition Supplement) for non-native speakers of English. It is designed for students who have met the English 1101 entrance requirement but who still have some difficulty expressing themselves in consistently clear and correct English. Students work together, as a learning community, to improve their language skills. Students MUST register for both English 1101 and 1070. Information: Irene O’Conner, (630) 942-3403. Permit required. Please contact instructor or visit BIC 3509 for permit.

ENGLI 1101 FS030—Composition I	O’Conner	T/Th 9:30 to 11:30 AM
ENGLI 1070 FS030—ESL Composition Supplement	O’Conner	T/Th 9:30 to 11:30 AM

Charting Your Course: Communication and Careers (Integrated LC)

Develop a clearer sense of your college and career direction while building stronger communication skills in this First Year Experience learning community. By combining a general education course, Speech 1100, with Career Development, Education 1105, you will map out a pathway to college and career achievement and instill you with the confidence and communication competence to succeed in the 21st century. Must co-enroll in EDUCA 1105 FS025 and SPEEC 1100 FS025. Information: Joyce Fletcher, (630) 942-2541, email fletcher@cod.edu, or Lauren Morgan, (630) 942-2007, email: morgan@cod.edu.

EDUCA-1105-FS025	Career Development	T/R 10 a.m. to 12:15 p.m.
SPEEC-1100-FS025	Fundamentals of Speech Communication	T/R 10 a.m. to 12:15 p.m.

Diet for a Hungry Planet: Building a Menu for the Future (Integrated LC)

This seminar combines biology and literature to explore food as a key to understanding human cultures and human interactions with the environment. The study of food offers a rich and unique focal point from which to engage in an interdisciplinary inquiry because food encompasses a wide variety of human activities. Through topics relating to the production and consumption of food, we will focus on the interface of contemporary scientific and literary thought and explore the similarities and differences in the ways the disciplines of biology and literature account for the most fundamental of human activities: feeding ourselves. Ethical considerations regarding food production, hunger, poverty, the impacts of globalization on food are part of our discussions. Learning strategies include reading, class discussion, film viewing, independent labs, field trips, reflective writing, and service learning. Must co-enroll in BIOLO-1110-FS010 and ENGLI-1130-FS010. Fee: \$30 (includes transportation). Tuition extra. Information: Deborah Adelman, (630) 942-3406 or Shamili Sandiford, (630) 942-2123.

BIOLO-1110-FS004, Environmental Biology	T/R, 11 a.m. to 12:20 p.m.	Ajgaonkar
ENGLI-1154-FS004, Film as Literature	T/R, 12:30 to 1:50 p.m.	Adelman

Education: The Rhetoric of Reform (Integrated LC)

The debate over the state of our nation’s educational system has raged for decades. What’s working (or not working)? Who should decide? This learning community will explore the basic principles, practices and issues regarding education while developing the skills needed to argue in writing about how these principles and practices might be reformed. This learning community is intended for First Year education majors but is open to all students interested in education. Must co-enroll in EDUCA 1100 FS010 and ENGLI 1101 FS010. Information: James Allen (630) 942-3421, email allenj@cod.edu or Lois Stanciak (630) 942-2974, email stanciak@cod.edu.

EDUCA-1100-FS010	Introduction to Education	M/W 12:00 - 1:15 PM.
ENGLI-1101-FS010	Composition I	M/W 1:30 to 2:45 p.m.

From Neurons to Culture: The Biology and Evolution of the Human Mind (Linked LC)

Why do we do what we do? Investigate the basis of human behavior: the mind. The mind is what the brain does; therefore, we focus on the way in which the human nervous system produces behavior, from our most basic animal responses to uniquely human traits such as language and culture. This learning community is intended for students interested in the biological basis of human social behavior. If you have ever been interested in neuroscience or evolutionary psychology, this integrated course is for you. Must co-enroll in Anthropology 2150 and Psychology 2205. Information: Felipe Armas, (630) 942-2037, email: armasf@cod.edu or Alexander Bolyanatz, (630) 942-2433, email: bolyanat@cod.edu.

ANTHR-2150-FS001	Culture and the Mind	T/R 9:30 a.m. to 10:45 a.m
PSYCH-2205-FS001	Physiological Psychology	T/R 11:00 a.m. to 12:15 p.m

Read 'em Their Rights (Linked LC)

This learning community explores the natural relationship between reading and the American criminal justice system. Students will be exposed to critical reading strategies, vocabulary assimilation and active comprehension techniques while being introduced to content areas within criminal justice. Topics will include policing, criminal investigations, law, courts, corrections and juvenile justice. Must co-enroll in ENGLI-0482-FS001 and CRIMJ-1100-FS001. Information: Danica Hubbard (630) 942-2101, email: hubbard@cod.edu or Theodore Darden, (630) 942-2989, email: darden@cod.edu.

ENGLI-0482-FS001, Approaches College Reading	T/R, 11 a.m. to 12:50 p.m	Hubbard
CRIMJ-1100-FS001, Introduction to Criminal Justice	T/R, 1 to 2:15 p.m	Darden

Seed, Soil and the Soul: A Critical Analysis of World Food Practices (Integrated LC)

This seminar combines biology and film to explore food as a key to understanding human cultures and human relationships with the environment. The study of food offers a rich and unique focal point from which to engage in an interdisciplinary inquiry because food encompasses a wide variety of human activities. Through topics relating to the production and consumption of food, we will focus on the interface of scientific thought and film to explore the ways in which the disciplines of biology and film studies complement each other in understanding the most fundamental of human activities: feeding ourselves. Learning methods include film viewing, class discussion, independent labs, field trips, reflective writing, and service learning. Must co-enroll in BIOLO-1110-FS004 and ENGLI-1154-FS004. Fee:

\$30 (includes transportation). Tuition is extra. Information: Deborah Adelman, (630) 942-3406, email adelman@cod.edu, or Shamili Ajgaonkar, (630) 942-2123, email sandifor@cod.edu

BIOLO-1110-FS004, Environmental Biology	T/R, 11 a.m. to 12:20 p.m.	Ajgaonkar
ENGLI-1154-FS004, Film as Literature	T/R, 12:30 to 1:50 p.m	Adelman

Sustainable Formulas for a Finite Planet (Linked LC)

Explore challenges to our planet and its people. Hone your elementary algebra skills while studying global issues through a green chemistry lens. Topics will include such issues as sustainability, global climate change, energy sources and nutrition. Learn the essentials to be a mathematically and scientifically literate global citizen. Co-enrollment in CHEMI-1105-FS002 and MATH-0481-FS002 is required. Information: Mary Newberg, (630) 942-4066, email: newberg@cod.edu or Chris Bailey, (630) 942-3035, email: baileyc105@cod.edu

CHEMI-1105-FS002, Contemporary Chemistry	W/F 8:00 AM - 10:50 AM	Newberg
MATH-0481-FS002, Foundations of College Math I	T/R 8:00 AM - 10:25 AM	Bailey

Composing Your Career (Linked LC)

Explore through writing, discussion, and other activities, career opportunities and pathways as they relate to the issues of life values, socio-economics, race, gender, and personal goals. Finish the semester with a portfolio designed to help you chart a path toward a fulfilling career. Co-enrollment in EDUCA-1105-FS013 and ENGLI-1101-FS013 is required. Information: Dana Thompson, (630) 942-2528, email: thompsnd@cod.edu or Melina Probst, (630) 942-2288, email: probstm@cod.edu.

EDUCA-1105-FS013, Career Development	T/R 12:30 PM - 01:20 PM	Thompson
ENGLI-1101-FS013, English Composition 1	T/R, 11:00 AM - 12:15 PM	Probst

Body Language (Linked LC)

Part of becoming a health care professional involves learning a dizzying array of terms and phrases unique to this field. Intended for health care majors, this learning community focuses on mastering the language of medicine while exploring the mechanics of the human body. Through a variety of integrated assignments, students will learn and apply medical terminology through the context of studying the most fundamental subject of health care: the human anatomy. Must co-enroll in ANAT-1500-LC012 and HLTHS-1110-LC012. Hybrid format: a blend of traditional classroom and alternative instruction.

Information: Nancy Feulner, (630) 942-2124, email: feulner@cod.edu or John Myers, email: myersj146@cod.edu

ANAT-1500-LC012	W	11:20-1:20 p.m.	Feulner
HLTHS-1110-LC012	W	9:00-10:50 a.m.	Myers

Decision 2016 (Integrated Team-Taught LC)

This learning community combines English Composition 1101, Political Science 1101, and Speech 1100 to explore the processes of American government and the role of rhetoric by focusing on the issues of the 2016 presidential, congressional, and local campaigns and elections. Get the unique opportunity to study, analyze, and evaluate the strategies and practices of the candidates as they relate to the principles of American politics and both written and oral communication. A service-learning project and other out-of-class activities will also be required. Information: James Allen, (630) 942-3421, email: allenj@cod.edu; Lauren Morgan, (630) 942-2007, email: morgan@cod.edu; or Chris Goergen, (630) 942-2012, email: goergen@cod.edu

ENGLI-1101-LC004	MW	12-12:50 p.m.	Allen
POLS-1101-LC004	MW	1-1:50 p.m.	Goergen
SPEEC-1100-LC004	MW	2-2:50 p.m.	Morgan

Introduction to the Arts and Information Literacy: Understanding the Human Experience Through the Critical Evaluation of Information (Linked LC)

Learn how the arts have shaped the human experience through the study of performing and visual arts, literature, philosophy, and religion. Learn how to find and critically evaluate information resources that shed light on your understanding of the arts. This course will cover a survey of significant events and artistic expressions beginning in the 20th century. Students will learn information literacy essentials, including how information is organized, the processes used in conducting research, how to evaluate information and the ethical use of information. Co-enrollment in EDUCA-1820-LC003 and HUMNT-1101-LC003 is required. Information: Timothy Clifford, (630) 942-4263, email: clifford@cod.edu or Kenneth Orenic, (630) 942-2338, email: orenick@cod.edu

HUMNT-1101-LC003	T/R	11:00 a.m.-12:15 p.m.	Clifford
EDUCA-1820-LC003	T/R	12:30 p.m.-1:20 p.m.	Orenic

Nourish the Soul: Connecting through Words and Music (Linked LC)

Music is often said to be a "universal language," but why are many musicologists and linguists critical of this popular idea? Explore this and other questions in this learning community that challenges your understanding of music while it fulfills both your English 1101 and Fine Arts Gen Ed requirements for both degree and transfer credit. Develop your knowledge of music at the same time you're learning to become better college writers. Co-enrollment in ENGLI-1101-LC007 and MUSIC-1100-LC007 is required. Information: Larry Ward, (630) 942-4174, email: wardla@cod.edu or Kristopher Kowal, (630) 942-4208, email: kowalk@cod.edu

MUSIC-1100-LC007	T/Th	9:30 - 10:45 a.m.	Ward
ENGLI-1101-LC007	T/Th	11:00 a.m.-12:15 p.m.	Kowal

Video Games and the Stories That Make Them (Linked LC)

This learning community will examine the narrative elements of video games, including but not limited to plot structure, character development, genre, style, narrative point-of-view, folklore, and symbolism. If you're interested in video games, particularly those kinds of games that depend upon a narrative base for how they work, these classes are for you. Co-enrollment in ENGLI-1101-LC011 and ENGLI-1800-LC011 is required. For information about online courses, visit www.cod.edu/online. Information: Jason Snart, (630) 942-2033, email: snartj@cod.edu or Tim Henningson, (630) 942-2276, email: henningsent@cod.edu

ENGLI-1102-LC011	T/Th	9:30-10:45 a.m.	Henningson
ENGLI-1800-LC011	Online		Snart

Breath, Body and Brain: Communicating Consciously (Integrated/Team-Taught LC)

It is well known that people fear public speaking to avoid the anxiety that they feel when confronted with speaking in public. Communication research proves that engaging in practices to reduce anxiety such as yoga and meditation can help communicators manage their apprehension. This learning community will show you how to take advantage of the benefits of yoga and meditation while taking Speech 1100, the required communication class that requires public speaking. Must co-enroll in PHYS-1901-LC035 and SPEEC-1100-LC035. Information: Lauren Morgan, (630) 942-2007, email: morgan@cod.edu or Patricia Fiske, email fiskep@cod.edu

SPEEC-1100-LC035	Fund Speech Communication	TR	6:00P-7:15P	Morgan
PHYS-1901-LC035	Hatha Yoga I	TR	5:00P-5:50P	Fiske

English Language Community (Linked LC)

Students from various countries and cultures around the world work together as a special community of learners to improve writing and speaking skills, while also learning about global cultures from each other. Share your unique backgrounds and common problems as non-native speakers of English in a lively and supportive learning environment. Must co-enroll in ENGLI-1101-LC040 and SPEEC-1100-LC040. Information: Tia Greenfield, (630) 942-2006, email: greenfie@cod.edu or Chris Miller, (630) 942-2823, email millerc@cod.edu

SPEEC-1100-LC040	Fund Speech Comm	TR	11:00A-12:15P	Miller
ENGLI-1101-LC040	English Composition I	TR	12:30P-1:45P	Greenfield

Planetary Ethics (Linked LC)

Living in a global environment will require imaginative, creative and reflective abilities to deal with the

environmental challenges on this crowded planet. This seminar combines Environmental Biology with Environmental Ethics to explore human relationships with the environment. Investigate how nature works, how things are interconnected and how theories and principles of ethics are applied to major areas of environmental concern. Connect conceptual discussions with practical experiences of field trips as well as in COD's own community farm. The biology course counts as a lab science and both courses are general education core courses. Fee: \$25 (includes transportation). Tuition is extra. Must co-enroll in BIOLO-1110-LC035 and PHILO-1116-LC035. Information: Eva Maria Raeppele, (630) 942-3983, email: raeppele@cod.edu or Shamili Ajaonkar, (630) 942-2123, email: sandifor@cod.edu

BIOLO-1110-LC035	Environmental Biology	TR	12:30 - 1:50 PM	Aigaonkar
PHILO-1116-LC035	Environmental Ethics	TR	11:00 AM-12:15 PM	Raeppele

Research as Narrative (Linked LC)

How does knowledge get produced and disseminated? Why does it change? Who decides? This learning community critiques the fundamental role of research and rhetoric (i.e., persuasion) within the world of knowledge creation, while also critiquing academic discourse, bias, credibility, objectivity and community writing in the digital world. Must co-enroll in EDUCA-1820-LC045 and ENGLI-1102-LC045. Information: Tim Henningsen, (630) 942-2276, email: henningsent@cod.edu or Jason Ertz, (630) 942-3317, email ertzja@cod.edu

EDUCA-1820-LC045	Research in Info Age	MW	11:20 -11:50 AM	Henningsen
ENGLI-1102-LC045	English Composition II	MW	10:00 -11:15 AM	Ertz

Watercolors and Webcams: Using Digital Tools to Explore the Arts (Linked LC)

Explore the Humanities in an online environment using technology and educational tools that enhance learning including video creation/collection, reflective practice, project learning, and blogging. You will create collaborative projects, YouTube playlists, and video presentations as you build an online portfolio. Assignments will highlight technologies relevant to the arts, your other courses, and your current and future career. Must co-enroll in EDUCA-2780-LC032 and HUMNT-1101-LC032. Both courses are offered completely online; for information about online courses, visit www.cod.edu/online. Information: Julia DiLiberti, (630) 942-2578, email: dilibert@cod.edu or Nancy O'Sullivan, (630) 942-2364, email: osulliva@cod.edu

EDUCA-2780-LC032	Video Applications-Education	Online	O'Sullivan
HUMNT-1101-LC032	Intro Humanities:The Arts	Online	diLiberti

Honors LC Seminar: The Physics of Politics (Integrated/Team-Taught LC)

This highly interactive Honors learning community explores the intersection of physics and politics. It combines the study of applications of physics with the analysis of American politics by examining a variety of topics that are based on physical concepts but have caused intensive political debate. Topics include traditional and alternative forms of energy, the peaceful and military use of nuclear power, electrical power generation and power grids, environmental problems including climate change, and more. Gain a basic understanding of the physical processes and apply that knowledge to the political discussion taking place in the U.S. Congress and the mass media as it relates to those issues. Must co-enroll in PHYSI-1150-HON01 and POLS-1101-HON01. Information: Christian Goergen, (630) 942-2012, email: goergen@cod.edu or Tom Carter, (630) 942-3346, email: cartert@cod.edu

PHYSI-1150-HON01	Physics and Society	MW	8:00A-9:15A	Carter
POLS-1101-HON01	American Politics	MW	9:30A-10:45A	Goergen

Connections: Mind and Voice (Linked LC)

Level up in English and Psychology by taking two courses with gamers in mind. Earn XP and rewards as you hone your writing skills and learn about the human mind. Go on solo and group missions to earn the best grade you can in this unique combination of courses. Must co-enroll in ENGLI-1101-LC017 and PSYCH-1100-LC017. Information: Carly Huegelmann, email: huegel@cod.edu or Patrick O'Connor, email: oconnorp10@cod.edu.

ENGLI-1101-LC017, Composition I	T/R, 9:30 to 10:45 AM	Huegelmann
PSYCH-1100-LC017, General Psychology	T/R, 12:30 to 1:45 PM	O'Connor

English Language Community - Speech and Writing for Non-Native Speakers of English

Students from various countries and cultures around the world work together as a special community of learners to improve writing and speaking skills, while also learning about global cultures from each other. Share your unique backgrounds and common problems as non-native speakers of English in a lively and supportive learning environment. Must co-enroll in ENGLI-1101-LC004 and SPEEC-1100-LC004. Information: Tia Greenfield, (630) 942-2006, email: greenfie@cod.edu or Chris Miller, (630) 942-2823, email millerc@cod.edu.

ENGLI-1101-LC004, Composition I	T/R, 12:30 -1:45 PM	Greenfield
SPEEC-1100-LC004, Fund. Speech Communication	T/R, 11:00 AM - 12:15 PM	Miller

Human Resources Management (HRM) Certificate Learning Community

This Learning Community offers students who have previously completed the MANAG 2240 (HR Management) course to concurrently complete the three advanced HRM courses that are requirements for earning the HRM certificate. The three courses will be team-taught and integrated throughout the 16-week term in a 50% hybrid format. Upon completion, students can demonstrate to employers their competencies in responding to today's HRM job challenges by having completed the certificate. Must co-enroll in MANAG 2242-LC017, MANAG 2245-LC017, and MANAG 2248-LC017. Information: Jane Murtaugh, (630) 942-2821. Email: murtaugh@cod.edu.

MANAG 2242-LC017, Talent Acquisition & Retention	W, 6:00 – 9:00 PM
MANAG 2245-LC017, Workforce Development & Compensation	W, 6:00 – 9:00 PM
MANAG 2248-LC017 Strategic Human Resource Management	W, 6:00 – 9:00 PM

In Your Write Mind (Linked LC)

Who are you? How do you interact with your world? Learn to put these thoughts into words as you explore how to navigate college learning and life. Develop an effective mindset for college-level courses and strengthen your skills as a successful college student through interpersonal, analytical, and argumentative writing. Must co-enroll in ENGLI-1101-LC008 and PSYCH-1100-LC008. Information: Trina Sotirakopoulos, (630) 942-2177, email: sotirakopulost@cod.edu or Sarah Butler, (630) 942-2035, email: butlers584@cod.edu.

ENGLI-1101-LC008, Composition I	T/R, 9:30 - 10:45 AM.	Sotirakopoulos
PSYCH-1100-LC008, Introduction to Psychology	M/W/F, 10:00 - 10:50 AM	Butler

Visions of (Im-) Perfect Societies: Social Utopias & Dystopias (Integrated/Team-Taught LC)

For Honor students only. This honors seminar combines the study of world literature with the analysis of political ideologies by examining a variety of utopias and dystopias from the earliest examples in ancient Greece to the present day. Since utopias/dystopias deal with idealized or future forms of societies, they are the perfect genre to explore the intersection of literature and Political Science. Through careful

reading and text analysis, we hope to find out what utopias tell us about past and current social problems, what role they play in the development of political ideology, and how they can help us set goals or avoid mistakes. Must co-enroll in ENGLI-2226-HON01 and POLS-1160-HON01. For information, contact Jim Allen at (630) 942-3421, email: allenj@cod.edu, or Chris Goergen at (630) 942-2012, email: goergen@cod.edu.

ENGLI-2226-HON01, Masterpiece of World Literature	M/W, 1:00 - 2:15 PM	Allen
POLS-1160-HON01, Modern Political Ideologies	M/W, 2:30 - 3:45 PM	Goergen

Gods and War: World Politics and World Religions (Integrated/Team-Taught LC)

This learning community will explore the intersection of religion and politics. Learn how religious beliefs and practices can help explain conflict and cooperation between countries, groups and individuals. Discuss how the interwoven history of religions and nations might help us understand the current issues facing an increasingly globalized world. Must co-enroll in POLS-2220-LC040 and EITHER PHILO-1150-LC040 OR relig 1150-LC040. Information: Chris Goergen, (630) 942-2012, email: goergen@cod.edu or Leslie Wolf, (630) 942-2172, email: wolf214@cod.edu

PHILO-1150-LC040	World Religions	TR	2:00 PM-3:15 PM	Wolf
or RELIG 1150-LC040	World Religions	TR	2:00 PM-3:15 PM	Wolf
POLS-2220-LC040	World Politics	TR	12:30 PM-1:45 PM	Goergen

Victims, Villains and Heroes (Integrated/Team-Taught LC)

This learning community will use the theme of Victims, Villains and Heroes to explore short stories and develop college success skills for students at the Illinois Youth Center in Warrenville, IL. Students will learn methods for analyzing literature as well as study skills via the coarse readings. Must co-enroll in EDUCA-1115-LC030 and ENGLI-1150-LC030. Information: Jackie McGrath, (630) 942-2709, email: mcgrathj@cod.edu or Stacie Haen-Darden, email: haen-dardens@cod.edu

EDUCA-1115-LC030	College Success	MW	8:00 AM-9:50 AM	Haen-Darden
ENGLI-1150-LC030	Short Fiction	MW	10:00 AM-12:50 PM	McGrath

Women in Humanities and Literature (Linked LC)

This learning community will focus on women authors and artists throughout various time periods, genres, and parts of the world. We will also consider representation of women in literature and in art within a historical context. Must co-enroll in ENGLI-1130-LC035 and HUMNT-1101-LC035. Information: Erin Neubert, email: neuberte@cod.edu or Elizabeth Kempton, email: kemptone@cod.edu

ENGLI-1130-LC035	Intro to Literature	MW	9:00 AM-10:15 AM	Kempton
HUMNT-1101-LC035	The Arts	MW	10:30 AM-11:45 AM	Neubert

Video Games and/as Art, History, and Culture (Linked LC)

This learning community pairs English 112 and Humanities 1102 to explore the ever-growing world of video games -- including their history, design, development, and cultural impact --through the lens of Humanities study. We will consider video games as a multi-million dollar 21st century industry, but also as a set of important cultural, artistic productions. Using the comparative framework of the Humanities to situate video games in long traditions of creative endeavors across artistic genres that include music and visual art, will let us explore, understand, and think critically about how video games work as creative endeavors, how they reflect our cultural and historical moment, and how they also that shape that very moment itself. Must co-enroll in ENGLI-1102-LC018 and HUMNT-1102-LC018. For information about

online courses, visit www.cod.edu/online. Information: Jason Snart, (630) 942-2033, email: snartj@cod.edu, or Tim Henningsen, (630) 942-2276, email: henningsent@cod.edu.

ENGLI-1102-LC018	Composition II	T/R	9:30 – 10:45 AM	Henningsen
HUMNT-1102-LC018	Intro to Humanities: Ideas & Values	Internet		Snart

The Write Mind for Success (Linked LC)

Who are you? How do you interact with your world? Learn to put these thoughts into words as you explore how to navigate college learning and life. Develop an effective mindset for college-level courses and strengthen your skills as a successful college student through interpersonal, analytical, and argumentative writing. Must co-enroll in ENGLI-1101-LC008 and PSYCH-1100-LC008. Information: Trina Sotirakopulos, (630) 942-2177, email: sotirakopulost@cod.edu or Sarah Butler, (630) 942-2035, email: butlers584@cod.edu.

ENGLI-1101-LC008	Composition I	T/R	9:30 – 10:45 AM	Sotirakopulos
PSYCH-1100-LC008	Intro to Psychology	M/W/F	10:00 – 10:50 AM	Butler

Integrated Reading and Writing (Integrated LC)

Join a cohort of students who support each other throughout the course. See how reading and writing are connected and experience how these two communication skills enhance and extend each other. Student may be able to register for ALP courses upon completion of this learning community. Must co-enroll in ENGLI-0481-LC005 and ENGLI-0491-LC005. Information: Mary Anderson, (630) 942-2536, email: andersnm@cod.edu.

ENGLI-0481-LC005	Approaches to College Reading I	MW	9:00 – 10:50 AM	Anderson
ENGLI-0491-LC005	Approaches to College Writing I	T/R	9:00 – 10:50 AM	Anderson

Our Earth, Our Species, Our Selves (Integrated LC)

This learning community features general education courses in life science and speech communication to explore human relationships with the environment and environmental citizenship. We will investigate how nature works, how things are interconnected, and how the theories and principles of communication are applied by global citizens to address environmental issues. Develop a deeper understanding of environmental science and fundamental communication skills in order to expand your imaginative, creative and reflective abilities to become active citizens in confronting environmental challenges. Sixteen additional hours TBA. Must co-enroll in BIOLO-1110-LC034 and SPEEC-1100-LC034. Fee: \$25 (includes transportation). Information: Shamili Ajgaonkar, (630) 942-2123, email: sandifor@cod.edu or Lauren Morgan, (630) 942-2007, email: morgan@cod.edu.

BIOLO-1110-LC034	Environmental Biology	T/R 12:30PM - 02:50PM,	Ajgaonkar
SPEEC-1100-LC034	Fundmntls Speech Communication	T/R 11:00AM - 12:15PM,	Morgan

Your Critical Eye: Research and the Arts (Linked LC)

Learn how the arts in the 20th century have shared the human experience through the study of performing and visual arts and literature, while also learning how to find and critically evaluate information resources. Participate in active learning activities, such as group work and individual and group presentations, and create original research on topics relevant to the humanities. Must co-enroll in EDUCA-1116-LC032 and HUMNT-1101-LC032. Information: Tim Clifford, (630) 942-4263, email: clifford@cod.edu or Ken Orenic, (630) 942-2338, email: orenick@cod.edu

EDUCA-1116-LC032	Research in Information Age	T/R 12:30PM - 12:50PM	Orenic
HUMNT-1101-LC032	Intro Humanities: The Arts	T/R 11:00AM - 12:15PM	Clifford

Aligning Theory and Practice: Honors Engineering Physics and Statics (Linked LC)

For Honors students only.

The Honors Engineering/Physics learning community will study topics that are traditionally covered separately (such as forces, moments, equilibrium, machines, and work) through coordinated lectures so that topics are covered at the same time in both courses, and may be introduced during one course lecture with detailed examples following in the next course lecture. This will provide extra time to examine in-depth examples and special topics. Complete an independent engineering project and labs geared toward statics, as well as a seminar-style special relativity study. Must co-enroll in ENGIN-2201-HON01 and PHYSI-2111-HON03. Information: Carley Bennett, (630) 942-2435, email: kopeckya@cod.edu or Scott Banjavcic, (630) 942-2432, email: banjavcics@cod.edu.

ENGIN-2201-HON01	Statics	M/ W/F 9:00 - 9:50 AM	Banjavcic
PHYSI-2111-HON03	Physics for Science and Engin I	T/R 8:00 - 9:50 AM	Bennett
		Lab: R 1:00PM - 3:50PM	

The Language of the Human Body (Linked LC)

Becoming a healthcare professional involves learning a dizzying array of terms along with developing a fundamental understanding of their connections to the structures and functions of the fascinating human body. Intended for healthcare majors, this learning community will focus on gaining proficiency with the language of medicine while achieving mastery with anatomical structures and dynamic physiological processes. Must co-enroll in ANAT 1551-LC012 and HLTHS-1110-LC012. For information, contact: Dr. Tara Leszczewicz, (630) 942-2265, email: leszczewicz@cod.edu or Terrie Ciez, (630) 942-2436, email: ciez@cod.edu

ANAT-1551-LC012	Human Anatomy & Physiology I	M/W 8:40-9:55 AM (Lecture)
		TH 11:00 AM - 1:50 PM (Lab)
HLTHS-1110-LC012	Biomed. Terminology	MW 10:00 - 11:15 AM

Science, Society, and Social Media: Using the Scientific Method to Enrich Your Life (Linked LC)

Have you ever wondered if supplements can help you lose weight? Or why elephants don't get cancer? Earn your general education credit in biology and learn how to ask and answer scientific questions. Must co-enroll in BIOLO-1100-LC025 and EDUCA-1116-LC025. Information: Laura Burt-Nicholas, (630) 942-3907, email: burt-nicholas@cod.edu or Beth Shaffer-McCarthy, email: shaffer-mccarthy@cod.edu

BIOLO-1100-LC025	Survey of Biology	T 3:00 - 5:25 PM; R 2:00 - 4:25 PM	(GE: Bio Sci)
EDUCA-1116-LC025	Research in the Info. Age	T 2:00 - 2:50 PM	

Shaping African American History . . . and Yourself (Integrated LC)

Learn college-level success skills through engaging with the content of African-American history. Learn about the challenges, struggles, and progress of black people in North America, and think about how to shape your individual stories to fit into that larger fabric. Field trips to local destinations are required and may include the DuSable Museum of African-American History, universities and community-based organizations. Must co-enroll in EDUCA-1115-LC015 and HISTO-2242-LC015. Information: Devin Chambers, (630) 942-3274, email: chambersd62@cod.edu or Sam Mitrani, (630) 942-3131, mitraniv@cod.edu

COLLG-1115-LC015	College Success Skills	R 11:00 AM – 12:15 PM
HISTO-2242-LC015	African-American History	T 11:00 AM – 12:15 PM

Mind Games (Integrated LC)

NOTE: FOR HONORS STUDENTS ONLY. Do we only use 10% of our brains? What's it like to see the world through someone else's perspective? Why do we behave the way we do (and how can we get others to change their behaviors)? In this learning community, we'll explore these and other questions in psychology through role playing and hands-on research methods. Students will also develop skills in information literacy, conflict resolution, and motivation that will be valuable long after the class. Helps satisfy requirements for the Honors Scholar program. Must co-enroll in ENGLI 1102-HON and PSYCH 1100-HON. VCM Format; Internet access is required. For more information, contact Jim Allen at allenj@cod.edu or Sarah Butler at butlers584@cod.edu.

ENGLI 1102	Composition II	3 credits	M/W	12:00 – 1:15 PM	VCM	(Gen Ed: Communications)
PSYCH 1100	Intro to Psychology	3 credits	M/W	1:30 – 2:45 PM	VCM	(Gen Ed: Soc/Behav Sci)

From Classroom to Case Worker: Fieldwork & Career Foundations (Linked LC)

Students will be introduced to career planning and be provided with an extension of classroom learning through a human service fieldwork experience. *From Classroom to Case Worker: Fieldwork & Career Foundations* will provide students a space to share their commitment to serving others and working towards career readiness while expanding their understanding of the application of human services concepts and methods. Developing a clearer sense of career directions in human services, while building stronger practitioner skills through fieldwork, are the foundations of this learning community. Must co-enroll in both EDUC 1105-LC and either HUMAN 2251 or 2252. VCM Format; Internet access is required. For more information, contact Stacie Haen-Darden at haen-dardens@cod.edu or Jason Florin at florin@cod.edu.

EDUCA 1105-LC	Career Development	2 credits	M	4:00 - 4:50 PM
HUMAN 2251 & 2252-LC	Fieldwork I & Fieldwork II	4 credits	M	5:00 - 5:50 PM

Art as Science & Science as Art (Linked LC)

Only art and science make us suspect the existence of life to a higher level and maybe also instill hope thereof. So it is, was, and will be. Join us on a surprising journey through the pillars of human creativity as we explore the interplay among the humanities, math, and science. We will consider math and science in a cultural context and discover the influence of science and math on humanities and arts. Must co-enroll in both HUMNT 1150-LC and MATH 1340-LC. VCM Format; Internet access is required. For more information, contact Julia DiLiberti at dilibert@cod.edu or Jim Bradley at bradley@cod.edu.

HUMNT 1150-LC	Intersections: Humanities/Math/Science	3 credits	T/R	09:30 - 10:45
MATH 1340-LC	History of Mathematics	3 credits	T/R	11:00 - 12:15

A Black People's History of Criminal Justice and Policing in America (Integrated LC)

FOR HONORS STUDENTS ONLY. This course will explore the history of African Americans along with the role of criminal justice and policing in society to examine the roots of the current crisis that exploded after the murder of George Floyd. This seminar helps fulfill the requirements for the Honors Scholar program. This learning community will be offered as a hybrid; Internet access is required.

NOTE: These courses will be taught in the VCM format; Internet access is required. Must co-enroll

in CRIMJ 1100-LC020 and HISTO 2242-LC020. For information, contact Theo Darden at darden@cod.edu or Sam Mitrani at mitraniv@cod.edu.

CRIMJ 1100-LC020	Intro to Criminal Justice	3	T	9:30 – 10:45 AM
HISTO 2242-LC020	African American History	3	R	9:30 – 10:45 AM (GE: Humanities)

Justice for All? Social Psychology in the Courtroom (Linked LC)

Explore how social psychology and aspects of the courtroom environment are integrated. Investigate how social psychological theories and principles can be systematically applied to various components of legal process including, but not limited to, criminal defense, accountability within the justice systems, and legal and public policy. Must co-enroll in CRIMJ-1153-LC035 and PSYCH-2240-LC035. Information: Tauya Forst, email: johnsont217@cod.edu or Or'Shaundra Benson, email: bensono@cod.edu.

CRIMJ-1153-LC035	Courts, Evidence and Mock Trial	T/R	9:30-10:45 AM
PSYCH-2240-LC035	Social Psychology	T/R	11:00 AM -12:15 PM

(Gen Ed: Soc/Behav Sci)

Helping Those Who Help Others: Writing for Nonprofits (Linked LC)

Explore human service systems through tours of facilities, discussions with professionals, examinations of the ethical principles that guide their work, as well as gain hands-on experiences writing with, for, and about a real nonprofit in DuPage county. Must co-enroll in ENGLI-2115-LC030 and HUMAN-1100-LC030. Information: Steven Accardi, email: accardis@cod.edu or Jason Florin, email: florin@cod.edu.

ENGLI-2115-LC030	Writing in the Community	Online	
HUMAN-1100-LC030	Introduction to Human Services	MW	9:00 – 10:30 AM

Knowledge in the (Mis) Information Age (Linked LC)

How does knowledge get produced and disseminated? Why does it change? Who decides? This learning community critiques the fundamental role of research and rhetoric (i.e., persuasion) within the world of knowledge creation, while also critiquing academic discourse, bias, credibility, objectivity and community writing in the digital world. Must co-enroll in EDUCA-1116-LC045 and ENGLI-1102-LC045. Information: Timothy Henningsen, (630) 942-2276, email: henningsent@cod.edu or Jason Ertz, (630) 942-3317, email: ertzja@cod.edu

ENGLI-1102-LC045	English Composition II	MW	10:00 - 11:15AM (Gen Ed: Communications)
EDUCA-1116-LC045	Research in Information Age	MW	11:20 - 11:50 AM

A Literary History of Chicago (Integrated LC)

FOR HONORS STUDENTS ONLY. Explore the rich history of Chicago through the narrative elements of a wide array of literature set in and about Chicago. Look at Chicago's formative years through 19th century texts, industrialization, politics, race, and immigration through seminal early and mid-century novels, and finally, our current century with texts composed by Chicago locals writing and publishing within the last three decades. Hybrid format: a blend of traditional classroom and alternative instruction. Must co-enroll in ENGLI-1130-HON30 and HISTO-2270-HON30. Information: Timothy Henningsen, (630) 942-2276, email: henningsent@cod.edu or Sam Mitrani, (630) 942-3131, email: mitraniv@cod.edu

ENGLI-1130-HON30	Introduction to Literature	T	9:30AM - 10:45AM (Gen Ed: Humanities)
HISTO-2270-HON30	History of Chicago	R	9:30AM - 10:45AM

Developing Integrative Assignments

At the heart of any intentional learning community is at least one assignment which encourages the students to integrate some aspects of the course material in a way that connects the subject matter in a meaningful way. Such assignments can range from a common reading or paper to a collaborative team project. The worksheet that follows on the next page—designed by Emily Lardner and Gillies Malnarich of the Washington Center—is designed to help faculty work through the process of designing an integrative assignment that incorporates best LC Practices.

Designing Purposeful & Integrative Learning

Name: _____ Course/Program: _____

Name: _____ Course/program: _____

Public issue or question:

1. What is the integrative assignment?
2. What exactly are students being asked to integrate? (For example: three dimensional thinking used by sculptors to understand the dynamics of anatomy/physiology; or, an expert perspective from a discipline to understand life experiences.)
3. How will you help students develop the disciplinary grounding and skills needed to do this assignment?
4. What curricular, co-curricular, and/or community resources will you use?
5. What do you anticipate will be the general characteristics for advanced, developing, and beginning work?
6. How will you invite students to reflect on their work?
7. How will students' work become public?

Additional Resources

Perhaps the best resource for scholarship and practice in LCs is the Washington Center at the Evergreen State College: <https://wacenter.evergreen.edu/learning-communities>.

In addition, you can also go to the following sites for information and examples:

The National Learning Communities Association has considerable information and is adding more to its website: <http://www.lcassociation.org/>.

Consortium for Illinois Learning Communities: <http://www.consortillc.org>. This organization also sponsors a yearly Best Practices Symposium hosted at a member institution.

In addition to the Faculty Resources webpage cited previously, COD also has a web page for Learning Communities (https://www.cod.edu/academics/academic_opportunities/learning_communities/) with information for students, including listings of current LCs for that semester.

Finally, you can always seek out advice from the Learning Communities Committee members and/or other faculty who've taught LCs at COD for some time.

College of DuPage Learning Communities Committee (2021 – 2022):

James Allen, Professor, English; Interdisciplinary Faculty Chair, Learning Communities
 Shamili Ajgaonkar, Professor, Biology
 Patrick Bradley, Professor, Math
 Christa Brennan, Assistant Professor, Respiratory Care
 Sarah Butler, Associate Professor, Psychology
 Jared Deane, Dean, Nursing and Health Sciences
 Jason Ertz, Reference Librarian, Library
 Hajira Fathima, Student Leadership Council
 Elizabeth Gomez de la Casa, Admissions
 Sandra Martins, Professor, Spanish
 Maren McKellin, Manager, Field and Experiential Learning
 Lauren Morgan, Professor, Speech Communications
 Jane Murtaugh, Professor, Business
 Stephanie Quirk, Coordinator, Student Life
 Naila Sabahat, Student Leadership Council
 Elizabeth Shaffer-McCarthy, Adjunct Faculty, Biology
 Dana Thompson, Professor, Counseling Faculty
 Roberto Valadez, Director, Pathways Student Success

Learning Community (LC) Proposal Form

REMINDER: All requests are subject to approval from your Associate Dean. (Signatures required on opposite side.)

LC proposed for: Fall Spring Summer 20

1. Faculty Proposers:

Name	Division	E-mail

2. LC Type: Team-Taught/Integrated LC Linked Courses (not Team-Taught)
 Other (explain):

3. Courses Involved in LC:

Discipline	Course Number	Course Title	Credit Hours

4. Requested Days/Times for LC:

Course	Day(s)	Time(s)

5. Building/Room Preference:

6. Learning Community Title/Theme:

7. Provide a brief description of your Learning Community (50 words or less) that can be used to market your combination of courses.

8. Is this your first time proposing this Learning Community? Yes No

If "No", when did you last run this LC?

9. Are any of the faculty involved new to teaching LCs? Yes No

If "Yes", which faculty is new:

10. If "Yes to questions 8 or 9, what assistance/support would you like in preparing your LC?

LC Mentor TLC Workshop None at this time

11. Describe how you plan to integrate your courses in this Learning Community (shared assignments, shared readings, etc.):

12. What do you see as possible target audiences for this LC?

For Committee Use

Comments:

_____ Accepted _____ Returned for Revision

Chair, Learning Communities Committee

Date

Signatures for Approval

Associate Dean	Division	Date