

**HC 199**

**Honors Writing**

3 HC Credit(s)

CRN: 74999

Section 001

LEC

**MWF 900 – 1120** (Remote Learning)

Summer Session 2: June 21 – July 12

Instructor(s): Eric Hill

Becoming a critical reader and thinker promotes clear writing and verbal communication. You will hone your skills in a discussion/debate format, along with frequent in-class writing assignments and presentations. You will also further develop your abilities to be a critical reader. We will be examining texts from many disciplines and on a variety of topics; you will also bring in examples for discussion. The research paper, which includes both formal documents and informal writing, will focus on an ethical/controversial issue or current research within your discipline; this will include field and library research. PREREQS: WR 121/121H. **Satisfies: HC BaccCore - Writing II**

**HC 407**                      ***Improving Communication and Group Work through Interactive Exercises and Improvisational Comedy Games***                      **2 HC Credit(s)**

CRN: 73805                      Section 001                      SEM                      MTWTh 1000 – 1450 (Remote Learning)  
Summer Session 6: meets June 14-18 only.

Instructor(s): Maura Valentino

“Professional success often rests on the same pillars that form the foundation of great comedy improv: Creativity, Communication, and Collaboration.” Second City Works.

In school, work and life, the unplanned and unexpected are the normal. In other words, life is an improvisation. People are required to work in groups, in the classroom, at work and when pursuing personal interests. The skills acquired while learning improvisational comedy (improv), including listening, accepting others’ ideas, and adding their own ideas, help students communicate better and work better within teams. Ultimately, these skills merge and allow students to create ensembles rather than teams (teams imply a leader) where an inclusive environment allows all ideas to be heard and incorporated into an ensemble-created project.

The students will learn how to communicate effectively and work well in groups through a series of interactive exercises and games. These exercises and games are taken from a variety of sources and melded together to create a fun and interactive classroom environment. The students won’t know they are learning. The course will begin with participating in communication exercises based on improvisational comedy games, then the skills learned from this will be tested through other communication exercises.

Expectations will be set appropriately high in this class. Each student will come to class with their own school, work and life experiences and that is the only pre-requisite. Each student will bring his or her own perspective and hopefully perspectives that are diverse from each other. Feedback will be given as to how each student listened, accepted the ideas of others, and added their own perspective. Each student will be expected to fully engage in active learning activities for the entirety of class time. In order to fully engage, students will be asked to disengage from electronic devices for class time. These are high expectations, but ones that can be achieved by students from any background.

Students in a similar course I taught found the weekly classes to be an opportunity to de-stress from the rest of their workload and personal challenges. Several students said it was their favorite class they have ever taken. Students in a similar class the past two summers enjoyed the class and improved their communications skills in just a few days.

**Graded: P/N. Satisfies: HC Colloquia**

**HC 407**                      ***The Handmaid's Tale: Gender, Race, and Religion in Gilead***                      **2 HC Credit(s)**

CRN: 75035                      Section 002                      SEM                      M 1000 – 1150 (Remote Learning)  
Summer Session 1: June 21 – Sept 3

Instructor(s): Eliza Barstow

In this course, you will read Margaret Atwood’s novels *The Handmaid’s Tale* and *The Testaments*, and you will also watch the first season of the Hulu adaptation of *The Handmaid’s Tale*.

Both the novels and the television show force us to ask difficult questions about personal freedom; the responsibilities of national governments; the relationships between men, women, and children; the diverse ways in which religion can be interpreted and put to use in society; and the nature and causes of human happiness. Moreover, the content of these stories require us to take a hard look at United States history (most specifically at the history of slavery and the exploitation of black bodies) and also at our many potential futures as a society.

In this class, your engagement with the material will culminate in the production of a short piece of fiction (or possibly a screen play or poem) in which you write from the standpoint of one of the characters we meet in Gilead. As a class, we will create a collection of stories that broadens our understanding of the many people who inhabit and shape everyday life in Gilead. **Graded: P/N. Satisfies: HC Colloquia**



**HC 407**

***The Art (and Science) of Storytelling***

**2 HC Credit(s)**

CRN: 73809

Section 401

Online

Summer Session 2: June 21 – July 12

Instructor(s): Inara Scott

Storytelling has been called the oldest and greatest form of communication. In this interactive online course, students will explore many facets of this most engaging of practices. They will tell their own stories, explore popular storytelling from romance novels to blockbuster films, and learn about the universal tropes and structures that underlie great stories. Students will also explore how story is used in management, marketing, and brand development. ***This is an Ecampus course. Tuition rates for Ecampus courses are different than on-campus courses and can be found at [ecampus.oregonstate.edu/services/tuition](http://ecampus.oregonstate.edu/services/tuition). Graded: P/N. Satisfies: HC Colloquia***

**HC 409**

**Civic Engagement**

1 HC Credit(s)

CRN: 73807

Section 001

PRAC

Instructor(s): Leanna Dillon

The Center for Civic Engagement provides an opportunity for honors students to earn credit while participating in an ongoing community engagement project within the local community. Participating honors students commit to serving on average 2-3 hours per week within their project site, keep track of their service hours, and complete a 2 page reflection paper due at the end of the term. Additional information, including placement opportunities, is available at: <https://sli.oregonstate.edu/cce>. Students must meet with an HC advisor to complete a Learning Agreement and a CCE staff member to discuss placement opportunities. Placement must take place prior to the start of the term. **Graded: P/N.**  
**Satisfies: HC Elective**