Learning Communities at Bunker Hill Community College

Learning Communities are courses or linked groups of courses that are specially designed to enhance learning in and out of the classroom through active discussions, collaborative activities, field trips, self-reflection, and more. In learning community classes you will learn English, math, sociology, psychology and other subjects in the context of real-world problems. You will develop close relationships with faculty – and often success coaches and peer mentors as well! – and you’ll consider your goals and plan for the future. First-time-to-college full-time students pursuing associate degrees and enrolled in nine or more credits are required to take a Seminar or Cluster in their first year. In this booklet you will find information on six types of Learning Communities:

1) **Learning Community Seminars**: special topics courses that integrate educational and career planning
2) **English Accelerated Clusters**: link two English courses – developmental and/or college – around a theme
3) **Learning Communities for English Language Learners**: integrate reading and writing skill development
4) **Interdisciplinary Clusters**: link two courses from different areas around a common theme
5) **Professional Studies Seminars**: provide an introduction to a professional major or field of study
6) **Math Accelerated Clusters**: link developmental and college math with a focus on active learning

Learning Community Seminars

Learning Community Seminars are 3-credit courses that explore academic topics of interest as they orient students to the College environment. Students in Learning Community Seminars enjoy small class sizes, integrated support services and hands-on activities such as field study and team projects. Below you will find courses grouped by theme.

### Self and Society

**LCS-101XX**
**Telling Our Stories**

From bedtime stories, gripping newspaper headlines and history, to stories inherited from one generation to another, stories are imbedded in the fabric of people’s lives. This class explores the art of storytelling through writing, reading, classroom discussion and museum visits. Students examine short stories and creative nonfiction by master storytellers Baldwin, Bambara, Butler, Lamott, O’Brien, O’Connor and Walker, and craft original short stories and creative essays.

01  TTh 10-11:15 a.m.  E. Maurice

**LCS-101UU**
**The Examined Life**

“The unexamined life,” the philosopher Socrates tells us, “is not worth living.” What did Socrates want us to understand by that? What would it mean to examine your life? These are the questions we will contemplate together. We will study teachings from Socrates, Plato, Aristotle, and Buddha, and connect their ideas to poems, stories, essays, Zen koans, graduation speeches and the movies “Good Will Hunting” and “I Am Not Your Negro.” We will look at what stands between us and self-knowledge, and determine how we make our life worth living.

01  F 10-12:45 p.m.  K. Likis

**LCS-101 Y**
**“Ain’t I a Woman?”**

What does it mean to be a good, strong, loving and successful woman? Women’s rights activists Sojourner Truth and bell hooks have each articulated, for their time, a vision of what it means. Students develop their own vision of what it means in today’s world. The Seminar includes an examination of the history and psychosocial forces that shape identity, including biology, family, relationships and social networks. Students read, write, reflect, discuss, create, collaborate and act. This Seminar is designed for women.

01  MW 11:30-12:45  L. Benson
LCS-101H
Connecting to Your Inner Orange Line
Using Boston subway's "Orange Line" as a metaphor for life, this Seminar explores critical issues faced by urban males. Drawing on the traditions of the Yoruba of Africa, the Buddhist of Asia, the Natives of America, and the Judeo-Christian foundations of American religious thought, students engage in activities designed to create community and foster personal transformation. This Seminar is designed for urban males.
01 TTh 11:30-12:45 p.m. L. Johnson

Contemporary and Timeless Topics

LCS-101AG
Hip Hop: American Experience
In this course, students will explore the world of Hip Hop through listening, reading, writing and interactive group projects. Students will trace the origins of Hip Hop from the Bronx in the 1970’s through to the global phenomenon this genre has become today. Topics will include: the intersection between Hip Hop and issues of race, gender, and class, urban politics, and the dual dichotomy of the American experience. Open to first-year students interested in Hip Hop music and culture.
01 SA 10-12:45 p.m. A. Ashe

LCS-101BC
Human Rights, Not Wrongs
This Seminar focuses on how the Universal Declaration of Human Rights is both upheld and, unfortunately, violated in today’s society. Students examine how these 30 Universal Human Rights are represented in film, music, literature, and artwork. By exploring human rights in the context of the arts, students build their understanding of the importance of these rights for all, and the connection of these rights to their lives. The Seminar engages students in critical thinking, thoughtful discussion, dynamic debates, weekly journals, and responses to text and short films. Students in this Seminar participate in semester-long community service-learning projects.
01 T 2:30-5:15 p.m. D. Perezella

LCS-101BD
Immigrant Experiences
This seminar analyzes experiences, attitudes and current trends around immigration in the U.S. through engagement with a novel, articles, podcasts, films and other sources. Students carry out three research projects that each explore an immigrant issue and present findings to the class. Students gain an understanding of how identity, culture and experiences relate and connect with those of other immigrant groups in the U.S. Finally, the Seminar aims to provide a critical perspective on immigrant discourses in the U.S.
01 Th 2:30-5:15 p.m. J. Ellenbird

LCS-101D
Motivations and Movements
This Seminar examines what it means to be a psychologist and sociologist. Students explore what motivates individuals and groups of people to participate in these and other actions. This Seminar is designed for students interested in the behavioral or social science fields. Career options are explored.
01 MW 2:30–3:45 p.m. E. Kellogg
*Must be taken with PSY-101-15C

LCS-101L
Haunting Lessons
From classics such as Dracula and Frankenstein to the modern sensation of Harry Potter, our society continues to be captivated by the supernatural. Through readings, writing, discussion, field study, and a group project, students examine cultural beliefs in the supernatural and analyze these beliefs as a metaphor for many of the desires and fears in our lives - power, eternal life, and the duality of human nature and unbridled science.
01 TTh 8:30-9:45 a.m. M. Dubson

Work, Fitness, and Family

LCS-101MC
Getting Fit Together
What are the challenges and rewards to living a healthy lifestyle? In this course, students will stay abreast of health issues and set personal health and wellness goals. A broad range of issues will be explored including nutrition, physical fitness, stress management and social and emotional wellness. Students will learn about the importance of knowledge, attitude and awareness related to health and wellness. Each week one hour of class will be spent in the College's Fitness Center. Open to first-year students.
01 M 8:30-11:15 a.m. K. Spicer

LCS-101MD
Financial Literacy for All
This course provides students with the skills and knowledge to make informed and effective financial decisions. Students explore the basics of financial literacy, from balancing a checkbook to investing in a 401k. They engage in activities that help them set financial goals while learning to manage debt, understand their credit score, evaluate alternative modes of financing and plan for retirement. Open to first-year students.
01H HYB T 11:30-12:45 p.m. W. Nouchrif
* This hybrid course has an online component.

LCS-101E
Parents as First Teachers
Students in this seminar will explore methods of incorporating literacy into children's lives. Topics will include reading with children and best practices for developing a print-rich environment at home. This course is appropriate for parents and prospective parents, child-care providers, elementary education majors, early childhood majors, nursing or medical field majors, social work majors and anyone interested in modeling good reading habits for children. Open to first-year students.
01 TTh 10-11:15 a.m. D. Fuller

Spring 2020 Learning Community Seminars
LCS-101L
Careers in Health Care
This course offers answers to the following questions. What do the various health professions do? What are the qualifications for the various health professions? What credentials are needed? The seminar will explore health professions such as nursing, medical imaging, occupational therapy, physical therapy, respiratory therapy and surgical technology. Current issues facing health care will be discussed, including patient interactions, end of life issues, health disparities and workforce shortages. Open to first-year students interested in pursuing a career in health.

01 M 8:30-11:15 a.m. D. Misrati
02 W 11:30-12:15 p.m. D. Misrati, M. Gagnon
03 Th 10-12:45 p.m. L. Pellecchia

Learning to Learn
LCS-101DD
Guide to Purpose and Success
College is not just about learning a specific program of study but also about discovering what you want to do in life or who you want to become. One’s experiences inside and outside of the classroom can change or confirm one’s purpose, place and direction in life. Through readings, class discussions, multimedia sources, and writing, students will examine their educational plans, career plans, personal goals, and begin to define their purpose, place and direction in college and in life. Open to first-year students.

01 MW 10-11:15 a.m. T. Nefer

LCS-101AB
Voicing Your Future
This course inspires students to tap into their creative skills, build strength and confidence in their writing and go forth into higher education with a more clear connection to their life goals and vision. Students examine the art of poetry, song and hip hop and through reflection develop a better understanding of personal identity, purpose and potential. Through an exploration of career and life shaping strategies, students in this class design blogs and ePortfolios to present and share expressive ideas and build a professional online presence. Open to first-year students.

WB WEB A. Jeglinski

LCS-101R
Learning for Success
This course provides an understanding of the learning process, the role learning styles play, how memory works and the impact of attention on learning. Students will discover their learning styles and practice strategies for maximizing learning potential, improving attention and helping memory work more efficiently. Open to first-year students.

WB WEB L. Schyrokyi
Accelerated English Learning Community Clusters

Accelerated Learning Community Clusters allow students to complete two developmental or both a developmental English course and a college-level English course in one semester. In these six-credit Learning Community Clusters, faculty members plan their courses around common themes and integrate hands-on activities. Please see an advisor if you are interested in enrolling in an Accelerated Cluster. Only a selection of cluster descriptions are included below; for an up-to-date schedule of this semester’s offerings, please consult My BHCC’s online search for sections.

### ENG 090 / RDG 090 (6 credits)

**Building a Strong Foundation:** This learning community for students placing into ENG090 and RDG090 integrates the study of reading and writing. Students develop the reading skills necessary for success with college level material as they begin to develop the writing skills needed to work in the College Writing program. This Cluster does not satisfy any part of the College Writing requirement for graduation. Placement is determined by assessment testing or faculty referral. Upon completion of Writing Skills I (ENG090) with a grade of C or better, students enroll in Writing Skills II (ENG095). Students must meet reading exit requirements or pass a department reading final in order to earn a passing grade of C in RDG090.

**On Being Our Own Authors and Designers**
This class supports you to become stronger and more confident readers and writers so that you can thrive within the demands placed on you by your career and your future college-level course work. You will practice and demonstrate listening, speaking, reading, writing, thinking and feeling intelligences by producing a number of different artifacts and partaking in a number of different experiences.

ENG 090 08C  TTh  2:30-3:45 p.m.  D. Schwartz  
RDG 090 07C  TTh  4:5-5:15 p.m.  D. Schwartz

**Behavioral Sciences**
Students will be reading a series of articles from the Behavioral Science field. College level reading strategies using these articles will be introduced and utilized. Students will write a series of summaries and essays using both readings and past life experiences.

ENG 090 03C  MW  8:30-9:45 a.m.  D. Fuller  
RDG 090 03C  MW  10-11:15 a.m.  D. Fuller  
ENG 090 04C  TTh  11:30-12:45 p.m.  D. Fuller  
RDG 090 01C  MW  11:30-12:55 p.m.  D. Fuller

**Additional Sections**
ENG 090 M1C  M  6:30-9:15 p.m.  
RDG 090 W1C  W  6:30-9:15 p.m.

### ENG 095 / RDG 095 (6 credits)

**Story of Our Lives**
This cluster focuses on learning to understand our own life by looking at the lives of others. Students will study poems, stories and autobiographical essays that highlight key life junctures and turning points. Readings will also include analytic articles on experiencing change and growth. Students will explore foundational elements of our own identities and examine a variety of life-defining moments: ones touching on courage, love, loss and resilience. Students will discuss and debate lessons from the readings, and write about others and ourselves. Throughout, the goal will be to deepen our appreciation of our own life story, while developing and strengthening our reading and writing skills.

ENG-095-09C  MW  2:30–3:45 p.m.  L. McCuish  
RDG-095-13C  MW  1–2:15 p.m.  L. McCuish  
ENG-095-05C  TTh  11:30–12:45 p.m.  L. McCuish  
RDG-095-12C  TTh  10-11:15 a.m.  L. McCuish

**Crossing Borders**
Crossing Borders: An Integrated Reading and Writing Cluster
This learning community cluster for students placing into ENG-095 and RDG095 provides a rich opportunity for students to develop advanced reading and writing skills while learning about immigration in the United States. Students will read about key aspects of immigration, including historical material, personal narratives, fiction, and essays, as well as use the internet and view films. Students will write about how immigration relates to their own lives or to their families. In addition, students will examine current issues related to immigration, learn about advocacy organizations that work on these issues, and write an essay or letter in support of one of the issues we learn about.

ENG-095-07C  MW  11:30–12:45 p.m.  J. Stark  
RDG-095-03C  MW  10–11:15 a.m.  J. Stark

**Additional Sections**
ENG-095-11C  TTh  10–11:15 a.m.  
RDG-095-02C  TTh  8:30–9:45 a.m.  
ENG-095-T1C  T  6–8:45 p.m.  
RDG-095-H1C  Th  6–8:45 p.m.  
RDG-095-14C  F  8:30–11:15 a.m.  
ENG-095-30C  F  11:30–2:15 p.m.
**ENG 095 / ENG 111 (6 credits)**

### Sociological Imagination

In this cluster, through writing in response to poetry, literature, essays and film, students will come to appreciate the power of the "sociological imagination", a term coined by sociologist C. Wright Mills. A sociological imagination helps individuals see their personal circumstances in a wider context so as to expose how seemingly individual troubles are often actually public issues. This concept offers a powerful tool for bringing awareness to injustice and then responding to it. The cluster will emphasize developing students' metacognitive awareness of reading strategies and of writing as a process, from planning and drafting through revising and editing.

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<th>Course Code</th>
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<td>ENG-095-10C</td>
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<td>10-11:15 a.m.</td>
<td>S. Berger</td>
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<td>ENG-111-23C</td>
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<td>ENG-095-17C</td>
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<td>ENG-111-38C</td>
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### Lyrics and Words that Matter

Looking at Social Issues through Music and Poetry This six-credit learning community cluster integrates ENG-095 and ENG-111, enabling you to complete both courses in one semester. In this cluster, we will look at how musicians and poets have used their work as a way to comment on social issues and to advocate for change. We will listen to, look at and read work that addresses issues such as civil rights, thoughts about war and peace, political problems, social injustice and others. The music will include a variety of genres, from folk to hip-hop. We will also read articles and essays about the use of music and poetry as social protest or about individual artists. You will learn to write unified, coherent, well-developed essays and practice paraphrasing, summarizing and using sources.

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### Power, Privilege and Space

This six-credit learning community integrates ENG095 and ENG111 enabling students to complete both courses in one semester. Navigating public, social, and private spaces is never a neutral act. This course will interrogate how and why people are policed and subsequently punished or welcomed into particular public, social, and private spaces. Throughout the semester, we will wrestle with power and space as it relates to race, gender, and sizeism.

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<td>ENG-111-21C</td>
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<td>1:00-2:15 p.m.</td>
<td>W. Nelson</td>
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<tr>
<td>ENG-095-12C</td>
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<td>2:30-3:45 p.m.</td>
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### Voyages

This six-credit learning community integrates ENG-095 and ENG-111 enabling students to complete both courses in one semester. This section of ENG 095/111 will explore composition by focusing our studies on the concept of the voyage narrative. We’ll study voyage and narrative within four units; each of these units will center around an essay-writing project. The broader questions we will address are: What is the unique power of narratives, especially those involving human displacement? How can the telling, understanding, and exposing of such narratives strengthen and support equity and cultural wealth?

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<td>ENG-111-18CZ</td>
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<td>2:30-3:45 p.m.</td>
<td>A. Ruch</td>
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<td>ENG-095-18CZ</td>
<td>MW</td>
<td>4:00-5:15 p.m.</td>
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### Fictional Characters & Social Agents

This six-credit learning community integrates ENG-095 and ENG-111, enabling students to complete both courses in one semester. This course seeks to build a discourse about how individuals are shaped by society through Agents of Socialization. These agents include Ethnicity, Government and Family. Each agent will be presented and studied as it compares to the socialization of Superhero characters, through research, television series, and film. Students will explore rhetorical response by researching their own Fictional Characters for presentations, essays, and discussions. Most importantly, this course emphasizes writing as a process, from planning and drafting through revising and editing. Using personal experience, readings, and other sources, students write unified, coherent, well-developed essays and practice paraphrasing, summarizing, and using sources responsibly.

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Identity Narratives
During this course, you will engage with thematic short essays, fiction, poetry, people, places, and media that explore narratives of identity—stories of selfhood and autonomy, community and "communion," marginalization and empowerment. The online and hard copy "texts," discussions, field trips and all of our learning activities will consider narratives and histories of race, class, sexual identity, gender, health, the body, and liberation movements. We will also be exploring personal and historical narratives and arguments that define and question, disrupt and problematize our notions of self, and self in communion/community with others.

ENG-095-04C  MW  8:30-9:45 a.m.  D. Schwartz
ENG-111-11C  MW  10-11:15 a.m.  D. Schwartz

Sustainable / Consumable Planet
The content focus in this cluster is on sustainability and students will explore how scientific innovation and social movements have shaped our world in terms of sustainability and consumption, for better and for worse. The course will consider three themes: food, clothing and shelter. Each theme will be examined through the science and culture of sustainability. Patterns of consumption with, and systems of, local sustainable food production as well as big agriculture will be considered. Students will study green and sustainable design that reduces energy usage and causes less environmental degradation. Through reading, writing, speaking, listening and hands-on learning, students will build a strong foundation for further study in sustainability or other science related fields.

ENG-095-14C  TTh  11:30-12:45p.m.  R. Whitman
ENG-111-47C  TTh  10-11:15 a.m.  R. Whitman
ENG-111-26C  TTh  7-8:15 a.m.  R. Whitman
ENG-095-26C  TTh  8:30-9:45 a.m.  R. Whitman

Writing with Technology
In this cluster, we explore using computers, software support, and Internet services to help you produce higher quality papers sooner. As you gain skills, you will have more time to focus on higher-order issues such as organization, evidence-based persuasion and logic, readability, and overall engaging your readers. We will work on three essays including a narrative, an expository paper, and a persuasive argument. You will explore features such as track changes, advanced grammar checking, and eloquence refinements, learning their drawbacks and benefits in a collaborative environment.

ENG-111-T2C  T  6:30-9:15 p.m.  E. Cuoco
ENG-095-H2C  Th  6:30-9:15 p.m.  E. Cuoco

Culture and Food
This cluster emphasizes writing as a process, from planning and drafting through revising and editing. Using personal experience, readings and other sources, students will write unified, coherent, well-developed essays and practice paraphrasing, summarizing and using sources responsibly. Throughout the semester, you will share and learn about different cultures by telling your story, by reading literature written by authors from a variety of cultures, and by researching and sharing traditional food. Enjoy a variety of learning activities such as place-based learning and the use of Visual Thinking Strategies to develop your critical thinking and communication skills.

ENG-095-S1C  S  9-11:45 a.m.  P. DiBenedetto
ENG-111-S1C  S  12:30-3:15 p.m.  P. DiBenedetto

Dig Where You Stand: Urban Community Histories
This six-credit learning community integrates ENG095 and ENG111 enabling students to complete both courses in one semester. Drawing from written and oral histories as well as music and the visual arts, students will analyze a variety of urban community histories, with particular emphasis on exploring voices that have traditionally been excluded from the history books. Students will examine the relationship among self, text and place, engage in field study at local sites, and take a turn crafting their own community histories. This learning community emphasizes writing as a process, from planning and drafting through revising and editing.

ENG-095-02C  MW  7-8:15 a.m.  T. Clark
ENG-111-31C  TTh  7-8:15 a.m.  T. Clark

Popular Culture in the USA
Our class will be exploring the theme of popular culture in the USA for our readings, projects and writing assignments. This means we will be looking critically at the Internet, advertising, magazines, newspapers and TV news reporting, children’s TV programming, privacy issues, along with the fast-food industry in this country. No prior knowledge of this topic is necessary; however, a curiosity about popular national trends in the USA will make the classwork and the writing assignments more rewarding for you.

ENG-111-40C  TTh  10-11:15 a.m.  C. Corona
ENG-095-31C  TTh  11:30-12:45 p.m.  C. Corona
ENG 111 / ENG 112 (6 credits)

Isabella’s Art
This six-credit learning community cluster integrates ENG-111 and ENG-112, enabling students to complete both courses in one semester. This cluster focuses on exploring and examining the Isabella Stewart Gardner Museum and its collection. Through reading, writing, speaking, listening and collaborative learning, students will understand historical factors that influenced any aspect of Mrs. Gardner’s palace; explain how art conveys messages; and apply the academic rigor necessary to research and write about topics related to this special place.

ENG-111-25C MW 1-2:15 p.m. J. Fiske
ENG-112-25C MW 2:30-3:45 p.m. J. Fiske

Code-Switching: The Tongue of Belonging
This six-credit learning community integrates ENG-111 and ENG-112, enabling students to complete both college-level courses in one semester. These two classes will be writing, reading, and research-intensive. They are meant for students who wish to deeply engage with a variety of subjects to create thesis-driven papers about topics ranging from language, power and identity to race, gender, culture and social class. Tutoring sessions between classes, library work, and group projects are central to the experience. Ideal for potential English, Psychology, Sociology, Communications, Visual Media Arts and Liberal Arts majors who are able to commit to the substantial coursework.

ENG-112-55C TTh 10-11:15 a.m. T. Nefer
ENG-111-12C TTh 11:30-12:15 p.m. T. Nefer
Learning Community Clusters for English Language Learners

Integrated Skills Clusters allow students in all three levels the opportunity to accelerate through their note taking, speaking, reading and writing courses in fewer credits. Faculty design clusters around common academic themes and integrate hands-on activities and group projects that make learning engaging and rewarding.

### Level 1 Integrated Clusters | 6 credits

**ESL 078 / ESL 079**

**This Land is your Land; This Land is my Land**
For many people, America is the land of opportunity. At the same time, many others have been excluded from living the “American dream”. In this integrated skills cluster you will share your ideas as you read about and listen to stories of resilience and resistance in the face of inequality and exclusion. You will look back into America’s past to better understand the present and you will consider how to build a more inclusive future.

ESL-078-01I MW 8:30-9:45 a.m.  J. Kerstner
ESL-079-01I MW 10-11:15 a.m.  J. Kerstner

**Building Community**
In this Learning Community, we will explore the local communities where we live, work, study, and play. While doing this, we will seek to appreciate the history, makeup, resources, and needs of each community. We will help ourselves by helping others in need in our communities through participation in a Service Learning project designed to showcase our reading, writing, listening, and speaking skills while developing fluency in English as well as self-awareness.

ESL-078-04I MW 10-11:15 a.m.  A. Shute
ESL-079-04I MW 11:30-12:45 p.m.  A. Shute

**International and Community Voices**
The multilingual voices of thinkers and writers from around the world are featured in this integrated skills course. Course content is divided into two main units. In Unit 1, students will discuss and write about the themes of family, migration, and culture clash while studying fiction and poetry. In Unit 2, students will visit and study multicultural communities in the Boston area, including Chinatown and the Latin Quarter. Students will add their own English voices to global and local conversations through class discussions, individual and group projects, and writing assignments. Students will also use Moodle and ePortfolio for coursework with hands-on training in the Language Lab.

ESL-078-03I TTh 8:30-9:45 a.m.  J. Valdez
ESL-079-03I TTh 10-11:15 a.m.  J. Valdez

### Dream Your Way Forward

In this integrated ESL pair, we will explore different theories and ideas around beliefs and dreams. The materials for the class will consist of the novel *The Circuit* by Francisco Jimenez, academic articles, short stories and podcasts for class discussions and writing short essays. Related topics will include culture, language learning, and immigrant history including Asian American and Muslim American stories. Beyond improving reading, writing and oral communication skills, an important goal of this class is to develop a deeper understanding of how our dreams fit into society.

ESL-078-02I TTh 10-11:15 a.m.  L. Naggie
ESL-079-02I TTh 11:30-12:45 p.m.  L. Naggie

### Books, Pens, and Borders

Using stories about immigration to make yourself heard In this integrated ESL pair centered around the short novel *A Long Walk to Water* by Linda Sue Park, we will explore different issues surrounding immigration. Subtopics include forced and voluntary migration, food and water, the refugee experience, language learning, stress, resilience, the benefits of belonging to a group and decision making. Materials for this class include short stories, newspaper articles, Ted Talks, and music. Though participating in class discussions, preparing group projects, delivering presentations, and writing essays about migration students will build academic reading, writing and oral communication skills needed for success. “Reading for writers is like training for athletes.” – Linda Sue Park

ESL-078-05I T 2:30-5:15 p.m.  C. Cummings
ESL-079-05I Th 2:30-5:15 p.m.  C. Cummings
Level 2 Integrated Clusters | 6 credits

ESL 088 / ESL 089

Mastery: How to Get Really Good at Something
This course explores what it takes to gain mastery over a skill: what attitudes help? What gets in the way? We will use the George Leonard’s classic book on this subject, entitled, *Mastery: The Keys to Success and Long-Term Fulfillment* and will also watch the movie *Spellbound* (about champion spellers) and other videos related to mastery. Students will practice their reading, writing, listening, speaking, and grammar skills as they apply the ideas in Leonard’s book to an examination of their own efforts in mastering a skill of their choice.

ESL-088-01I  MW  8:30-9:45 a.m.  C. Fong
ESL-089-01I  MW  10-11:15 a.m.  C. Fong

Breaking Through
Is it possible for a young student to overcome poverty and prejudice? In this high-intermediate integrated skills cluster, you will read, discuss and write about how Francisco Jiménez, the author of “Breaking Through”, achieved his goal of going to college despite many setbacks. As background to the story, we will explore the life and immigrant of migrant farm workers in the 1940’s and today. We will discuss the themes of family ties, resilience, hard work, humor, courage and creativity, and how these qualities help us overcome the difficulties in our path to success.

ESL-088-04I  MW  8:30-9:45 a.m.  M. Rodriguez
ESL-089-04I  MW  10-11:15 a.m.  M. Rodriguez

ESL-088-05I  TTh  8:30-9:45 a.m.  M. Rodriguez
ESL-089-05I  TTh  10-11:15 a.m.  M. Rodriguez

Earth, the Environment, and You
This course focuses on topics affecting humans and the natural world around us. Topics include climate change, pollution, endangered animals, safe food and water, clean energy, and how to live a “greener” lifestyle. Students practice and improve their skills of reading, writing, listening, speaking, grammar and vocabulary.

ESL-088-03I  MW  10-11:15 a.m.  M. D’Entremont
ESL-079-03I  MW  11:30-12:45 a.m.  M. D’Entremont

Move Forward with Your Dreams by Bouncing Back
How can we bounce back from difficult moments in our lives? How can we keep our dreams alive despite obstacles in our way? In this integrated skills class, we will engage with an inspiring memoir about a first-generation college student, who is pursuing goals against all odds. We will also explore strategies to strengthen our own resilience.

ESL-088-07I  TTh  10-11:15 a.m.  J. Kerstner
ESL-089-07I  TTh  11:30-12:45 p.m.  J. Kerstner

The History of American Popular Music
In this 6-credit course cluster, students will learn about the history of American popular music as they develop academic reading, writing, speaking, and listening skills. The course will cover musical styles such as: Blues, Swing, R&B, Rock, Soul, Disco, Punk, Hip Hop, and Pop. Through readings, documentary films, and music videos, students will discover the fascinating artists who have shaped American popular music and culture. Students will analyze and think critically about the music as well as the social and political backdrop in which the music was born. Students will be encouraged to make connections between their own musical traditions and those focused on in class through the universal language of music.

ESL-088-02I  MW  2:30-3:45 p.m.  J. Cusick
ESL-089-02I  MW  4-5:15 p.m.  J. Cusick

In Pursuit of Happiness
In this Learning Community, we will explore how people pursue happiness. What makes people happy? Is it freedom, love, money, career, helping others, etc.? We will read and discuss the book *REFUGEE* by Alan Gratz. While doing this, we will learn how to conduct research on topics of personal interest related to career and happiness in preparation for class discussions and assignments. We will learn from each other while participating in a group project designed to showcase our reading, writing, listening, and speaking skills while developing vocabulary and fluency in English.

ESL-088-08I  TTh  10-11:15 a.m.  A. Shute
ESL-089-08I  TTh  11:30-12:45 p.m.  A. Shute

Learning English through Culture
In this integrated skills hybrid course, students will learn writing, reading, and public speaking skills. The central topic of this course will be American culture and its diversity. The subtopics will include language, values, education, US government and customs. Students will learn more about American culture while sharing their own story and experiences. As a result, they will expand their knowledge of world traditions. This course develops cultural and linguistic competence and inspires respect and understanding of various cultures. Students will participate in class discussions, prepare group projects, deliver presentations, complete reading quizzes, and write paragraphs and essays.

The second portion of the class will be completed online, so the students will learn how to work in Moodle. Students will be required to attend the Language Lab, LifeMap workshops and will learn about the available academic resources.

ESL-088-06HBI  T  2:30-3:45 p.m.  O. Charlton
ESL-089-06HBI  T  4-5:15 p.m.  O. Charlton
Level 3 Integrated Clusters | 6 credits

**ESL 098 / ESL 099**

**Community and Environment**
In this advanced integrated skills cluster, students will read the novel Animal Dreams by writer Barbara Kingsolver. Students will enter the life of a peaceful American town populated with both Anglo and Native American people. Will love, strength, art and ingenuity be enough to solve issues of the family, personal loss, animal rights and the environment? Students will improve critical thinking skills while writing about, reflecting on and presenting ideas related to these and other issues which create the intrigue of the novel. Prerequisites: A grade of C or higher in ESL 086, ESL 087, ESL 088, and ESL 099, or placement

- ESL-098-05I MW 10-11:15 a.m.  D. Rocheteau
- ESL-099-05I MW 11:30-12:45 p.m. D. Rocheteau
- ESL-098-03I TTh 10-11:15 a.m.  D. Rocheteau
- ESL-099-03I TTh 11:30-12:45 p.m. D. Rocheteau

**Laugh Out Loud**
In this advanced integrated skills cluster, students will examine humor. Students will improve critical thinking skills while reading, writing about, reflecting on and viewing materials related to the kinds of humor, why we laugh, and how sense of humor varies. Students will search the campus, community, and various types of media for pieces of humor to share with and present to the class.

- ESL-098-01HBI M 1-2:15 p.m.  D. Rocheteau
- ESL-099-01HBI W 1-2:15 p.m.  D. Rocheteau

**Food for Thought**
This integrated ESL098-099 course offers a chance for students to work on all four English skills – reading, writing, speaking, and listening -- while examining how and why we eat what we eat. Because many of the answers to such questions lie in the field of sociology, we will connect this examination to some basic concepts in that field. Students will read, write, and talk about food-related articles and movies and tackle assignments that link food themes with sociology concepts. Activities will include a food-sharing day and a trip to Chinatown for dimsum.

- ESL-098-02I TTh 8:30-9:45 a.m.  C. Fong
- ESL-099-02I TTh 10-11:15 a.m.  C. Fong

**Topics in Health and Healthcare**
This course focuses on health topics that affect the world and us as individuals. Topics include global health issues such as diseases, safe food and water, climate change, and economics. We also cover personal lifestyle topics such as diet, exercise, sleep and stress. Finally, students explore careers in the healthcare industry and the health programs at BHCC. Students practice and improve their skills of reading, writing, listening, speaking, grammar and vocabulary.

- ESL-098-04I TTh 10-11:15 a.m.  M. D’Entremont
- ESL-099-04I TTh 11:30-12:45 p.m. M. D’Entremont
- ESL-098-13I TTh 2:30-3:45 p.m.  M. D’Entremont
- ESL-099-13I TTh 4:30-5:45 p.m.  M. D’Entremont

ESL 098 / ESL 099 Interdisciplinary Clusters | 9 credits

**CIT 110 / ESL 098 / ESL 099**

**Exploring Life, Social Media and Technology**
In these courses, the students will explore some of the major factors which shape their lives, including the social media and technology they use, the decisions they make, the culture they come from, and the work they choose. The integrated ESL/Computer assignments will teach resiliency, creativity, critical thinking, problem solving methodology and specific office application requirements. Students will learn fundamental computer concepts, applications and theories through hands-on personal computer experience. The students will develop and improve their writing, reading and listening skills in all of the integrated assignments, and they will be able to develop and organize their ideas to present orally. (The CIT 110 course is a transferable course required in many majors. The ENG-095 prerequisite is waived.)

- CIT-110-18HBI Th 2:30-3:45 M. Harris
- ESL-098-04 CI TTh 8:30-9:45 M. Schweitzer
- ESL-099-04 CI TTh 10-11:15 M. Schweitzer

**SOC 101 / ESL 098 / ESL 099**

**Immigrant Experiences in Chelsea**
In this cluster course, you will explore and analyze immigrant experiences through your learning and application of introductory sociology concepts. The city of Chelsea, a major gateway city for newly arrived immigrants, will be the backdrop of this class against which you will learn concepts such as culture, ethnicity, social class, ethnocentrism, stratification and forms of social change and then apply this learning through carrying out research in the Chelsea community. Designed for immigrant students, one goal of this class is for you to explore how your identity, culture and experiences in the US relate and connect with other immigrant groups in the US. The ENG-095 prerequisite is waived.

- SOC-101-06CI MW 11:30-12:45 A. Bautista
- ESL-098-01CI MW 8:30-9:45 J. Ellenbird
- ESL-099-01CI MW 10-11:15 J. Ellenbird

**PSY 101 / ESL 098 / ESL 099**

**Positively Positive Psychology**
Earn three college credits from PSY101 as we embark on a stimulating journey through the human mind. In this three-credit cluster, we explore the basic concepts and methods of psychology, with an emphasis on how human mind and behavior are influenced by human growth and development, culture, and society. As we study the field of psychology, students will strengthen their reading, writing, listening, speaking and grammar while developing an academic working vocabulary and participating in a community service project. This Cluster is a hybrid.

- PSY-101-05CI MW 1:2-15 S. Hong
- ESL-098-13HBI M 2:30-3:45 D. Perezella
- ESL-099-13HBI M 4:5-15 D. Perezella
ESL-098 / ESL-099 /ENG-111
Exploring Identity

In this advanced reading and writing course, students will use personal experience, readings and other sources as the basis to write unified, coherent, well-developed essays and practice paraphrasing, summarizing and using sources responsibly. This course will focus on reinforcing students’ skills and strategies to explore reading and writing as processes. Students will explore various texts identifying the authors’ voice, purpose, tone, and approach new vocabulary by using context clues as well as dictionary work. Students will approach writing by using the writing process: brainstorming, writing, revising, editing, and publishing multiple drafts of their work. We will practice using literary circles, group discussions, oral presentations, and peer editing.

ESL-098-10HBI T 6-7:15 p.m. J. Grehan
ESL-099-10HBI T 7:30-8:45 p.m. J. Grehan
ENG-111-40C Th 6-8:45 p.m. N. Akai-Dennis

ENG 111 / ESL 098 / ESL 099
Connecting Cultures

In this integrated skills cluster you will learn advanced English reading and writing skills and receive credit for ESL 098 and ESL 099 as well as employing critical reading, writing, and research skills to earn college credit for ENG 111. Throughout the semester, you will learn about other cultures by telling your story, by reading literature written by authors from a variety of cultures, and by researching and sharing traditional food. Enjoy a variety of learning activities such as place-based learning and the use of Visual Thinking Strategies to develop your critical thinking and communication skills. This is a hybrid course that meets both in-person and online.

ENG-111-53C W 10-12:45 p.m. A. Paul
ESL-098-08HBI M 10-11:15 a.m. J. Valdez
ESL-099-08HBI M 11:30-12:45 p.m. J. Valdez

Interdisciplinary Learning Community Clusters

Interdisciplinary Learning Community Clusters allow students to take two or more courses across disciplines. Faculty partner to design the cluster around a common academic theme, and students study and learn with the same group of students. Clusters integrate hands-on activities such as field study and team projects. Clusters are open to students who meet the prerequisites or co-requisites for each course in the cluster.

Literary Publishing  |  6 credits

This cluster engages students in the fundamentals of professionally publishing a literary magazine. Students use Adobe design software to edit, design, lay out and prepare a publication for production. Students take on the roles of magazine editors, administrators and designers as they critically address all aspects of magazine production, including selecting manuscripts and artwork for publication; developing creative content; editing; designing and formatting; corresponding; proofreading; producing; promoting; and coordinating a public reception.

COM 242 01C Journalism II
T 2:30 – 5:15 p.m. A. Ruch
VMA-125-03C Introduction to Adobe Suite
Th 2:30 – 5:15 p.m. VMA Faculty

Guide to Purpose & Success  |  6 credits

College is not just about learning a specific program of study but also about discovering what you want to do in life or who you want to become. One’s experiences inside and outside of the classroom can change or confirm one’s purpose, place and direction in life. Through readings, class discussions, multimedia sources, and writing, students examine their educational plans, career plans, personal goals, and begin to define their purpose, place and direction in college and in life.

ENG-111-10C College Writing I
MW 8:30 – 9:45 a.m. T. Clark
LCS-101D-02C Your Guide to Purpose and Success
MW 10:00 – 11:15 a.m. T. Nefer

Motivations and Movements  |  6 credits

This cluster examines what it means to be a psychologist and sociologist. Students explore what motivates individuals and groups of people to participate in social actions. Career options in the behavioral science field are explored. This cluster is designed for students interested in the behavioral or social science fields.

LCS-101D-02C Motivations and Movements
MW 2:30-3:45 p.m. E. Kellogg
PSY-101-15C Principles of Psychology
MW 4:00-5:15 p.m.
Language and the Mind | 6 credits
This learning community for students placing into ENG-095 explores the fundamental principles of psychology as students develop the language skills needed to communicate effectively in college study. Students explore the human brain and behavior, research methods, learning, consciousness, motivation, emotion, human growth and development, personality, abnormal behavior and psychotherapy, and social cognition in a community that fosters critical thinking.

ENG-095-15C Writing Skills II
MW 1:00 – 2:15 p.m.  F. Brown

PSY-101-07C Principles of Psychology
MW 2:30 – 3:45 p.m.  L. Schyrokyj01

Stories of Work | 6 credits
Students in these linked courses will read, analyze, and create stories centered on the theme of work. The course will look at issues related to race, ethnicity, and gender through work activities and workplaces. Students will explore and discuss stories of work in fiction, nonfiction, and poetry; and in this process, students will gain an understanding of the broader American narratives of intersectionalities (i.e. race, ethnicity, and gender dynamics) in the context of work from pre-industrialization to the present.

SOC-227-02C Sociology of Race and Ethnicity
TTh 10:00 – 11:15 a.m.  C. Maynard

LIT-204-02C Literature in America II
TTh 11:30 – 12:45 p.m.  A. Ruch

Women, [Your] Family and World History | 6 credits
This cluster examines women and family within the context of modern world history. The English writing portion of the cluster focuses on women in modern world history. The history portion of the class examines major issues in modern history. Connecting the two classes is a study of your family in the context of modern history through an examination of your family and its history.

ENG-112-49C College Writing II
W 2:30–3:45 p.m.  L. Byall Benson

HIS-112-04C Modern World History
MW 4–5:15 p.m.  K. Paulsen

Power in Actions, Passion in Words | 6 credits
This learning community cluster for students placing into ENG-111 will provide an overview of African American Studies to engage two powerful academic disciplines - Psychology and English. Students will explore key historical and literary movements in African American Studies, including The Middle Passage, Slavery and Reconstruction, the Harlem Renaissance, The Jazz Era, the Civil Rights Movement, and Hip Hop to develop an understanding of fundamental psychological concepts and to hone your critical reading and writing skills. Students will explore key and critical areas in the study of psychology, including learning, human growth and development, the brain, human sexuality, social psychology and psychological disorders. The course emphasizes cross-cultural awareness and the creation of “Community” to achieve these goals.

PSY-101-17C Principles of Psychology
TTh 8:30 – 9:45 a.m.  L. Johnson

ENG-111-33C College Writing I
TTh 10:00 – 11:15 a.m.  L. Santos Silva

LGBT/Q Literature | 6 credits
This six-credit cluster integrates College Writing II (ENG 112) and LGBT/Q literature (LIT 242) and allows students to complete both courses in one semester. As an ENG 112 class, the cluster focuses on research and documentation to develop longer, more complex research papers. The lens through which we learn these concepts is in Lesbian, Gay, Bisexual, Transgender, Queer or Questioning (LGBT/Q) literature. The class will provide grounding in LGBTQ history and movements and a critical analysis of recent literature, films, television shows, and speeches. This topic and these texts will form the basis of the research required for this class.

LIT-242-WBC LGBT/Q Literature
Web  L. Santos Silva

ENG-112-12C College Writing II
Th 2:30–5:15 p.m.  L. Santos Silva

People, Products, Services & Brands | 6 credits
This six-credit learning community integrates an examination of the principles of marketing with the theories and principles of management. Students will learn how notions of consumer behavior and consumer satisfaction in today’s competitive environment are the driving force of the decision-making process in every aspect of managing an organization from planning and system design, to organizational strategy.

MAN-105-01C Principles of Marketing
MW 11:30 a.m. – 12:45 p.m.

MAN-111-01C Principles of Management
TTh 11:30 a.m. – 12:45 p.m.

Spring 2020 Learning Community Seminars

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Learning Community Seminars for Professional Studies Students

Professional Studies majors enroll in an introductory course in their major that integrates Learning Community outcomes and meets the Learning Community graduation requirement. For an up-to-date schedule of this semester’s offerings, please consult My BHCC’s online search for sections.

AHE-104 3 Credits
Vital Signs: Understanding Human Behavior for the Health Professional
This course introduces students to the challenges and responsibilities of healthcare professionals and college students. Discussions center on cross-cultural issues, human growth and development and psychological and sociological factors involved in the patient healthcare professional relationship.

BUS-101 3 Credits
Introduction to Business
This course is a survey of the purpose, role and responsibility of business in a capitalistic society, including an introduction to finance, management, economics and marketing. This course provides a basic foundation for the student who will specialize in some aspect of business in college, and it also provides the opportunity for non-business majors to learn about the businesses in which they will someday be both producers and consumers. This course will also enable students to explore career options in business, define a career path and make connections between classroom learning and the larger business community. This course will fulfill the Learning Community Seminar requirement for first-time, full-time students, to assist the student in making a successful transition from our unique urban community into an academic environment. It will aid students in learning the insights, skills and attitudes necessary to develop academic success strategies.
Prerequisites: Grade of C or better in Academic Reading I (ESL-098) and Academic Writing III (ESL-099) or Reading Skills II (RDG-095) and Writing Skills (ENG-090) or exemption by placement testing.

CIT-113 3 Credits
Information Technology Problem Solving
Students will gain hands-on experience in a wide range of modern information technology. The IT concepts introduced will provide a basis for further study in Information Technology. Students will work on a number of projects that will give perspectives on visual and/or robotic programming, social networking tools, web design and networking. Issues of security, privacy and ethics will also be examined. Students will leave the course with an understanding of the components of modern IT systems and the scope of knowledge needed to become an IT professional. Students are expected to have access to a computer with internet access outside of class for the web component of the course. Designed for first-time, full-time Computer Technology students, CIT-113 fulfills the Learning Community Seminar requirement for the Computer Information Technology Department. First-year students registering for this course should not register for Computer Applications/Concepts (CIT-110). This course is not for Computer Science Transfer, Gaming or Web majors.
Prerequisites: Grade of C or better in Reading Skills I (RDG-090) and Writing Skills I (ENG-090) or placement.

CIT-120 3 Credits
Introduction to Computer Science and Object Oriented Programming (OOP)
This is a first course in OOP theory, logic and design. It emphasizes the program design and development process including concepts of variables and flow control, objects, classes, methods and polymorphism. Students will use OOP language as they design code, debug and implement several programs covering the topics presented. Students should understand basic computer terminology, internet navigation and email, operating system and file management skills; strong analytical skills are recommended. This is a four credit course with six contact hours and analogous homework. It fulfills the Learning Community Seminar requirement for students in Computer Science Transfer, Gaming or Web majors. Other departments may allow this course to be used as a Learning Community Seminar. Students in majors other than the ones listed above should obtain their advisor’s or the leading faculty member’s approval before registering.
Prerequisites: Intermediate Algebra (MAT-099), Writing Skills II (ENG-095) and Reading Skills II (RDG-095) or placement. Pre/Co-requisite: College Algebra-STEM (MAT-194). For additional information and/or a course syllabus email CITDepartment@bhcc.mass.edu.

CMT-101 3 Credits
Game Development Essentials
This course will present the principles, concepts and components of games and the gaming industry’s processes, methodologies and principles associated with the design, development and distribution of computer-based games and simulations. This course is designed to provide the student with an overall comprehension of all the precepts and building blocks that are essential to every computer-based game and simulation. It fulfills the Learning Community Seminar requirement for students in Computer Media Technology.
Prerequisites: Writing Skills II (ENG-095) and Reading Skills II (RDG-095) or placement.

Spring 2020 Learning Community Seminars
CRJ-101 3 Credits
Introduction to Criminal Justice
A survey of the history and development as well as the role of the American Criminal Justice System is presented. Included are the organizations and jurisdictions of the various agencies, a review of the court process, professional orientation and the current trends in the criminal justice system. The course will offer students the ability to use state-of-the-art technology and interactive instruction. It stresses the application of knowledge to real-life situations. Ethical behavior issues will be raised and students will develop strategies to set boundaries, understand differences among people, develop professional codes of conduct and develop a professional moral code of conduct. The course fulfills the Learning Community Seminar requirement for students in AS Criminal Justice. Prerequisites: Writing Skills II (ENG-095), Academic Reading III (ESL-098) or Reading Skills II (RDG-095) or placement.

CUL-101 3 Credits
If You Can't Stand the Heat
This course introduces students to the challenges and responsibilities encountered by culinary arts students. It provides students with an in-depth knowledge of the options available within the culinary arts industry. It prepares students with the skills necessary to prepare a résumé, interview and become familiar with all of the resources that the college has to offer. Topics covered will include: preparing for a career in the food service field; résumé preparation; career options and specific skills necessary to create a successful career; and discovering the best use of resources available to students at BHCC. For Culinary Arts students only.

FPS-111 3 Credits
Fire Service, This Century and Next
This course provides students with the history of fire service and its culture. The student will research the ways that fire service has changed over the past century and how it is expected to change in the next century. Topics will include: the history of fire service; changes in fire service past and future; the evolution of equipment in fire service; and firefighter deaths and statistics as they pertain to the National Fallen Firefighters Foundation and its 16 Firefighter Life Safety Initiatives. The class will visit the National Fire Protection Association and the Massachusetts Firefighting Academy in Stow, Massachusetts. These topics will be discussed with particular focus on the National Fire Administration’s Fire and Emergency Services Higher Education Professional Development Model and its explanation of how education, training, experience and individual development is needed for a successful job in fire service. This course incorporates the learning outcomes of BHCC’s Learning Community Seminar and fulfills the Seminar’s requirements for first-time college students.

HRT-105 3 Credits
Hospitality Seminar
This course provides students with an in-depth, experiential understanding of the options available within the hospitality industry. Topics covered include industry-specific areas such as hotels, resorts, cruises, tours, convention and visitors bureaus and travel agencies with particular focus on the skills and abilities that each individual needs to create a successful career. Guest speakers and site visits are an integral part of this course.

PLG-101 3 Credits
Introduction to Law
This course provides students with an understanding of the paralegal field. The course helps students familiarize themselves with all aspects of the legal system. The course emphasizes the role of the paralegal and how that role complements that of the lawyer. It explores the role of law in our society, the judicial system, contract law, tort law, equity and criminal law. Prerequisites: Writing Skills II (ENG-095), Reading Skills II (RDG-095) or Academic Reading III (ESL-098) or placement.

VMA-100 3 Credits
VMA Freshman Seminar
This interdisciplinary course builds a connection to the aesthetic, historical and intellectual aspects of an artist community and creative work while helping students navigate through some of the logistical hurdles of the first year experience. Students participate in a variety of group activities, discussions and presentations with faculty and visiting artists. Field trips include local galleries/studios and museums. A journal/sketchbook is required. The course is required for all Visual and Media Arts majors. Prerequisites: Writing Skills II (ENG095) and Foundations of Mathematics (MAT093).
Math Learning Community Clusters

Accelerated Math Clusters integrate the following Math courses, enabling students to complete both courses in one semester. In Learning Community Clusters, faculty members plan their courses around common themes and integrate hands-on activities. Please see an advisor if you are interested in enrolling in an Accelerated Cluster.

For an up-to-date schedule of this semester’s offerings, please consult My BHCC’s online search for sections.

MAT-093 / MAT-097  
6 Credits
Accelerated Math Clusters: It All Adds Up
This six-credit learning community integrates MAT-093 and MAT-097, enabling you to complete both courses in one semester. Topics include solving applied problems with whole numbers, decimals and fractions; ratios and proportions; rates; and percentages and applications in sales tax, interest, commissions and geometry. After successful completion of these topics, you will move in to Foundations of Algebra. Topics covered in this course include algebraic expressions, solving and graphing linear equations and inequalities, exponents and scientific notation, introduction to polynomials and systems of linear equations and their graphs. Technology is incorporated to facilitate problem solving.

MAT-097 / MAT-099  
6 Credits
Accelerated Math Clusters: MAT-097 and MAT-099
This six-credit learning community integrates MAT-097 and MAT-099, enabling you to complete both courses in one semester. Topics covered in this course include algebraic expressions, solving and graphing linear equations and inequalities, exponents and scientific notation, introduction to polynomials and systems of linear equations and their graphs. After successful completion of these topics, you will move in to Intermediate Algebra. Topics covered in this course include polynomial arithmetic, introduction to functions, factoring, roots and radicals, rational expressions, absolute value inequalities, quadratic equations and the quadratic formula, introduction to functions and solving applied problems. Technology is incorporated to facilitate problem solving.

MAT-098 / MAT-181  
6 Credits
Accelerated Math Cluster: Pre-Statistics/Statistics I
This 6-credit cluster course is designed for students to finish one developmental math course and a credit bearing math course, Statistics, in one semester. MAT-098 is designed as a substitute for MAT-097 Foundations of Algebra students who will be taking MAT-181 Statistics for their program requirements. Topics include being able to analyze data distributions both numerically and graphically and evaluating linear equations in the context of correlation and regression. Probability and probability distributions will be explored for both discrete and continuous variables. Other topics covered include binomial, normal and t-distributions, estimation and hypothesis testing.

MAT-099 / MAT-194  
7 Credits
Accelerated Math Clusters: MAT-099 and MAT-194
This Learning Community Cluster integrates MAT-099 (Intermediate Algebra) and MAT-194 (College Algebra), enabling you to complete both courses in one semester. Intermediate Algebra topics include absolute value equations, linear inequalities, polynomial arithmetic, factoring, roots and radicals, rational expressions, quadratic equations and the quadratic formula, introduction to functions and solving applied problems. College Algebra topics include algebra of functions (including linear, quadratic, radical and rational functions), graphs of relations and functions, systems of equations, complex numbers, exponential and logarithmic functions, matrices, partial fractions, linear programming and conic sections. A graphing calculator is required for this course.