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 also 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
   *Liberal Arts majors entering BHCC for the first time in Fall 2020 are required to take LCS-101*
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

**Remote Teaching and Learning Modalities**

In response to the COVID-19 pandemic and out of concern for community safety, Learning Community courses and clusters will that are not online web courses will be taught remotely in Fall 2020. Remote courses are taught in one of three different ways: synchronous, asynchronous, or hybrid. Synchronous means that the courses will meet online at the same time each week – like regular courses – but will use remote audio-video technology, usually WebEx, in addition to some online tools like Moodle, email, or Google tools. Asynchronous means that the courses will not meet at a regular time each week and coursework is done through online tools like Moodle. Optional video conferences or meetings may be included. Hybrid mixes the two methods, with some weekly audio-video meeting times and a significant amount of work done independently using other online tools.

**Learning Community Seminars (LCS-101, 3 credits)**

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.

**TTh 10-11:15 a.m.**

**E. Maurice**

**REMOTE SYNCHRONOUS**

**LCS-101VV**

**Sak Pase, Que Lo Que**

On the island of Hispaniola lies two countries: Haiti and the Dominican Republic. Two beautiful countries full of rich traditions, expressions, music and cuisine. Two countries that share one island - two distinct cultures. This course will explore the complex relationship between DR and Haiti through the lens of history, language, and students’ lived experiences. Students will engage in a fresh and open dialogue on past and present-day relations between Dominicans and Haitians through personal reflections, small group work and presentations. Students with ancestral ties to the DR and Haiti are encouraged to consider this course.

**M 6:15–9:00 p.m.**

**B. Pierre/K.Lopez**

**REMOTE SYNCHRONOUS**
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.
F  10:00 a.m.-12:45 p.m.  K. Likis  REMOTE SYNCHRONOUS

LCS-101Y  “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.
T  11:30 a.m.-12:45 p.m.  L. Benson  HYBRID REMOTE

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.
TTh  11:30 a.m.-12:45 p.m.  L. Johnson  REMOTE SYNCHRONOUS

LCS-101O  Gender, Race and the Media
This course considers gender and racial identity in America from a number of personal and critical perspectives. Elements of modern media and popular culture are examined to help illustrate the socio-cultural contexts of each work. Through engaging in discussions, critical reflection and writing, students will collaborate with each other to better understand the role that gender and race play in the modern world. This course provides a supportive environment to discuss critical and controversial issues surrounding modern day culture and gender and race dynamics. Open to first-year students.

Web  L. Schyrokyj

LCS-101RR  Beyond East and West
Asians are one of the fastest growing populations in the United States, yet there are few opportunities to discuss the Asian American experience. In this course, students explore the social, historical and structural contexts defining the experiences of Asian Americans, with a particular focus on local communities in Boston and Massachusetts. Topics such as immigration, labor, community development, politics, gender and family dynamics and race relations are examined. Through reading, writing, classroom discussion and field study, the class learns about the challenges, achievements and contributions of Asians in the United States. Open to first-year students and designed for Asian and Asian American students.
T  10:00–12:45 p.m.  A. Bautista  HYBRID REMOTE

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.
Th  10:00 a.m.-11:15 p.m.  J. Ellenbird  HYBRID REMOTE

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 clearer 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.
WEB  A. Jeglinski
Contemporary and Timeless Topics

LCS-101MX  Inmate #22843: Malcolm X
In 1946 inmate number 22843 sat in a call in a prison that stood where Bunker Hill Community College now stands. That man was Malcolm X. At the time the Charlestown State Prison was the oldest running prison in continuous use in the world. Students in this course will analyze Malcolm X’s legacy and pan-Africanism, and they will relate X’s imprisonment to larger contemporary issues of mass incarceration, prison conditions, the prison industrial complex’s effects on the family structures of subjugated people, imperialism, and the past and contemporary racist and illegal practices of the FBI and other state agencies. Throughout the semester students will learn how to engage with primary and secondary source materials from critical and analytical perspectives.

MW 8:35–9:55 a.m.  T. Clark  REMOTE SYNCHRONOUS

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.

T 2:30–5:15 p.m.  D. Perezella  REMOTE SYNCHRONOUS

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.

M. Dubson  REMOTE ASYNCHRONOUS

LCS-101AE  Batarangs and Kryptonite
More than simply enduring, super heroes like Batman, Wonder Woman and Spider-Man have earned their places in literature. The longevity of the character Batman, who celebrates his 75th anniversary this year, dismisses any notion that this slice of pop culture is disposable. This seminar will examine the history of comic book heroes as well as the themes their adventures have long illustrated: heroism, identity, morality and self-improvement. Through readings, writing, classroom activities and field study, students will explore the world of comic books and reinvent themselves as comic book heroes. This seminar is open to first-year students.

W 1:20–4:15 p.m.  G. Waggett  REMOTE SYNCHRONOUS

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 1970s 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 TTh 8:30–9:45 a.m.  T. Clark  REMOTE SYNCHRONOUS

Work, School, Health and Family

LCS-101BE  Finding Your Future
This course will help students match their personal values with their professional goals. Students will use ethnographic and sociological research methods to find clarity in their potential career path. The goal of this course is to help students who feel confused or lost find their way through choosing a major that matches what they want out of their lives in the future, even if they have yet to identify what that looks like.

M 1:20–2:40 p.m.  N. Vatcher  HYBRID REMOTE

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.

M 1:20–3:00 p.m.  TBD  REMOTE SYNCHRONOUS
*Must be taken with PSY-101-07C

LCS-101BC  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.

M 10:10 a.m.–1:05 p.m.  K. Spicer  REMOTE SYNCHRONOUS

LCS-101MM  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.

T 11:30–12:45 p.m.  W. Nouchrif  HYBRID REMOTE
LCS-101J  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.

D. Fuller  REMOTE ASYNCHRONOUS

LCS-101A  3 Credits
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 healthcare 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  Th 10:00–11:15 a.m.  D. Misrati/M. Gagnon  HYBRID REMOTE
03  T 8:00–10:30 a.m.  L. Pellecchia  HYBRID REMOTE
04C  W 10:10–12:10 p.m.  L. Pellecchia  HYBRID REMOTE*
*must be taken with ENG-111-01C

LCS-101R Learning for Success (3 Credits)
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.

L. Schyrokyj  WEB
Accelerated English 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.

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.

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<td>W</td>
<td>8:35–9:55 a.m.</td>
<td>D. Fuller</td>
<td>HYBRID REMOTE</td>
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<td>RDG-090-01C</td>
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<td>REMOTE ASYNCHRONOUS</td>
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<td>ENG-090-04C</td>
<td>W</td>
<td>11:45-1:05 p.m.</td>
<td>D. Fuller</td>
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<td>RDG-090-04C</td>
<td>W</td>
<td>11:45-1:05 p.m.</td>
<td>D. Fuller</td>
<td>HYBRID REMOTE</td>
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ENG 095 / RDG 095 (6 credits)

Stories 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.

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<td>ENG-095-10C</td>
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<td>L. McCuish</td>
<td>HYBRID REMOTE</td>
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<td>RDG-095-03C</td>
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<td>ENG-095-30C</td>
<td>T</td>
<td>11:30–12:45 p.m.</td>
<td>L. McCuish</td>
<td>HYBRID REMOTE</td>
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<td>RDG-095-12C</td>
<td>T</td>
<td>11:30–12:45 p.m.</td>
<td>L. McCuish</td>
<td>REMOTE ASYNCHRONOUS</td>
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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.

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<tr>
<td>ENG-095-07C</td>
<td>T</td>
<td>2:30-3:45 p.m.</td>
<td>J. Stark</td>
<td>HYBRID REMOTE</td>
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<tr>
<td>RDG-095-07C</td>
<td>T</td>
<td>2:30-3:45 p.m.</td>
<td>J. Stark</td>
<td>REMOTE ASYNCHRONOUS</td>
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Becoming Resilient

This learning community cluster will focus on two vitally related themes: reading as an active form of questioning power and writing as a means of speaking up for ourselves. As we work through these linked themes we will address a range of crucial questions. How, for example, can activities like close reading help us better understand the Black Lives Matter movement, the impact of COVID-19 on our daily lives, and the significance of voting as a form of participation? How can writing as a daily practice help us respond to and perhaps even overcome the social, political, and economic challenges we face each day? As we investigate these and other questions we will explore how reading and writing as paired practices can help us become even more resilient than we already are.

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<tr>
<td>ENG-095-W1C</td>
<td>W</td>
<td>6:00-8:45 p.m.</td>
<td>R. Owens</td>
<td>REMOTE SYNCHRONOUS</td>
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<tr>
<td>RDG-095-M1C</td>
<td>M</td>
<td>6:00-8:45 p.m.</td>
<td>R. Owens</td>
<td>REMOTE SYNCHRONOUS</td>
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**ENG 095 / ENG 111 (6 credits)**

**Reading Between the Lives**

This six-credit learning community integrates ENG095 and ENG111 enabling students to complete both courses in one semester. Reading Between the Lives is a writing-intensive, community-oriented class in which students and instructor collaborate to become stronger readers, writers, thinkers and public speakers. Attendance, group work, flexibility, steady access to technology and willingness to produce your own work and develop your writing voice and academic skills are key to successfully completing this cluster.

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<td>ENG-095-02C</td>
<td>Writing Skills II</td>
<td>MW</td>
<td>10:10-11:30 a.m.</td>
<td>T. Nefer</td>
<td>REMOTE SYNCHRONOUS</td>
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<tr>
<td>ENG-111-10C</td>
<td>College Writing I</td>
<td>MW</td>
<td>8:35-9:55 a.m.</td>
<td>T. Nefer</td>
<td>REMOTE SYNCHRONOUS</td>
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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.

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<tr>
<td>ENG-095-13C</td>
<td>Writing Skills II</td>
<td>M</td>
<td>8:35-9:55 a.m.</td>
<td>D. Schwartz</td>
<td>HYBRID REMOTE</td>
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<tr>
<td>ENG-111-11C</td>
<td>College Writing I</td>
<td>M</td>
<td>10:10-11:30 a.m.</td>
<td>D. Schwartz</td>
<td>HYBRID REMOTE</td>
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**Finding Truth in Fiction**

This six-credit learning community integrates ENG-095 and ENG-111, enabling students to complete both courses in one semester. This course also seeks to participate in a dialogue about how individuals are shaped by society. Real-world issues and experiences are often reflected in fiction. Thus, students will focus on fictional worlds and characters that resonate. Each student can pick and choose characters to research from various mediums, such television, film, books, and comic books, etc. as we embark on a sociological journey. Furthermore, this writing process can become a form of art therapy as students explore rhetorical response by writing about 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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<tr>
<td>ENG-095-09C</td>
<td>Writing Skills II</td>
<td>A. Asmelash</td>
<td>REMOTE ASYNCHRONOUS</td>
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<tr>
<td>ENG-111-14C</td>
<td>College Writing I</td>
<td>A. Asmelash</td>
<td>REMOTE ASYNCHRONOUS</td>
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**Writing Through Memoir: Stories for Success**

This six-credit learning community integrates ENG095 and ENG111 enabling students to complete both courses in one semester. Through reading and analyzing memoirs, you will learn a variety of rhetorical methods and develop the advanced writing skills necessary for success with college level material. This learning community emphasizes writing as a process, from planning and drafting through revising and editing. You will learn to write unified, coherent, well developed essays and practice paraphrasing, summarizing and using sources responsibly.

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<tr>
<td>ENG-095-17C</td>
<td>L. Carty-Barrett</td>
<td>REMOTE ASYNCHRONOUS</td>
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<tr>
<td>ENG-111-15C</td>
<td>L. Carty-Barrett</td>
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**School, Work & Love**

This six-credit learning community integrates ENG-095 and ENG-111 enabling students to complete both courses in one semester. In this cluster, we will be looking at the important pillars of our lives--our education, our jobs and careers, love, marriage and the family, social and personal ethics and morality and what makes for a happy life. We will read and discuss writings on these issues, and your own writing will become a substantial text. This learning community emphasizes writing as a process, from generation to drafting, revising and editing. You will learn to write unified, coherent, well developed, grammatically correct essays as well as direct and indirect quoting, paraphrasing, summarizing and using sources responsibly.

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<tr>
<td>ENG-095-11C</td>
<td>M. Dubson</td>
<td>REMOTE ASYNCHRONOUS</td>
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<tr>
<td>ENG-111-16C</td>
<td>M. Dubson</td>
<td>REMOTE ASYNCHRONOUS</td>
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</table>
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.

ENG-095-04C  Writing Skills II  M 11:45 a.m.-1:05 p.m.  J. Stark  HYBRID REMOTE
ENG-111-17C  College Writing I  J. Stark  REMOTE ASYNCHRONOUS

Thank You for Being a Friend
Friendships are as unique as the people in them and are distinct from other relationships we foster. While many communities place a higher value on family and/or romantic partnerships, friendships can be just as meaningful, enduring, and complex. Through research and writing, this course will explore the many varieties and expressions of friendship. To supplement our conversations, we will turn to experts as well as representations of friendship from popular culture.

ENG-095-22C  Writing Skills II  W 1:20-2:40 p.m.  W. Nelson  HYBRID REMOTE
ENG-111-22C  College Writing I  W 2:55-4:15 p.m.  W. Nelson  HYBRID REMOTE

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-095-24C  Writing Skills II  Thh  4:00-5:15 p.m.  E. Cuoco  REMOTE SYNCHRONOUS
ENG-111-24C  College Writing I  Thh  2:30-3:45 p.m.  E. Cuoco  REMOTE SYNCHRONOUS

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-095-03C  Writing Skills II  Mw  7-8:20 a.m.  T. Clark  REMOTE SYNCHRONOUS
ENG-111-32C  College Writing I  Thh  7-8:15 a.m.  T. Clark  REMOTE SYNCHRONOUS

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.

ENG-095-26C  Writing Sills II  Thh  10-11:15 a.m.  S. Berger  REMOTE ASYNCHRONOUS
ENG-111-41C  College Writing I  Thh  10-11:15 a.m.  S. Berger  REMOTE SYNCHRONOUS

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-111-12C  Writing Skills II  Thh  10-11:15 a.m.  C. Corona  REMOTE SYNCHRONOUS
ENG-095-68C  College Writing I  Thh  11:30 a.m.-12:45 p.m.  C. Corona  REMOTE SYNCHRONOUS
**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.

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<th>Course</th>
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<tbody>
<tr>
<td>ENG-095-01</td>
<td>M W 10-11:15 a.m.</td>
<td>R. Whitman</td>
<td>HYBRID REMOTE</td>
</tr>
<tr>
<td>ENG-111-93</td>
<td>TTh 11:30 a.m.-12:45 p.m.</td>
<td>R. Whitman</td>
<td>REMOTE SYNCHRONOUS</td>
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**Isabella’s Art**

This six-credit learning community cluster integrates ENG-095 and ENG-111, 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.

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<tr>
<td>ENG-095-T1C</td>
<td>W 6-7:15 p.m.</td>
<td>J. Fiske</td>
<td>HYBRID REMOTE</td>
</tr>
<tr>
<td>ENG-111-M1C</td>
<td>M 6-7:15 p.m.</td>
<td>J. Fiske</td>
<td>HYBRID REMOTE</td>
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**Race, Gender, and Class**

Throughout this course, we will identify, analyze, and examine the ways in which race, gender, and class shape the institutions of family, education, the legal system, immigration, citizenship, as well as the economy. Utilizing music, poetry, short stories and personal experiences, we will deploy intersectionality in our analysis and reflection of course concepts in order to consider how race, class, and gender work simultaneously to shape the contexts of people’s lives and perpetuate inequalities. These concepts will be extensively explored through various forms of discussion and through formal and informal writing. The course will culminate in a synthesis essay on a cultural, racial or gender issue of the student’s choosing which will be accompanied by annotated bibliographies, parenthetical references and a Works Cited page.

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<tr>
<td>ENG-095-S1C</td>
<td>S 9-11:45 a.m.</td>
<td>P. DiBenedetto</td>
<td>HYBRID REMOTE</td>
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<tr>
<td>ENG-111-S1C</td>
<td>S 12:00-2:45 p.m.</td>
<td>P. DiBenedetto</td>
<td>HYBRID REMOTE</td>
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**Learning Communities for English Language Learners**

These courses develop integrated critical reading, writing, listening and speaking skills in English through immersion in a selected theme, challenging academic content and campus- and/or community-based learning. Students participate in group work and connect the content to their own lives, using language in multiple ways.

**Level 1 / ELL 101 (6 credits)**

**ELL-101-01 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.

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<tbody>
<tr>
<td>ELL-101-03</td>
<td>MW 10:10-11:30 a.m.</td>
<td>J. Kerstner</td>
<td>HYBRID REMOTE</td>
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**ELL-101-02 Building Community**

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

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<tbody>
<tr>
<td>ELL-101-03</td>
<td>MW 1:30-2:45 p.m.</td>
<td>A. Shute</td>
<td>HYBRID REMOTE</td>
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**ELL-101-03 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 international 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.

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<tr>
<td>ELL-101-03</td>
<td>TTh 11:30 a.m.-12:45 p.m.</td>
<td>J. Valdez</td>
<td>HYBRID REMOTE</td>
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ELL-101-04 Remarkable Journeys
Using stories about overcoming hardship to make yourself understood. In this integrated ELL course centered around the short novel A Long Walk to Water by Linda Sue Park, we will explore stories about personal challenges and overcoming misfortune. 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, and Ted Talks. 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
TTh 3:00-4:30 p.m. C. Cummings HYBRID REMOTE

ELL-101-TH1 Reimagining “Home:” Migration, Immigration and Displacement in the 21st Century
Students investigate the ways migration, immigration, and displacement have altered the significance of the term “home” both in the US and across the globe at the start of the 21st century. From the physical structure of a building, to the emotional and spiritual connection to a place, the meaning of “home” continues to evoke connections to culture, language, tradition, memory, and family. Students read, write and discuss the nuanced meanings of “home” in a world that is characterized by climate change, war, poverty, a global epidemic, and political and social upheaval.
TTh 6:00-8:45 p.m. M. Murphy REMOTE SYNCHRONOUS

Level 2 / ELL-102 (6 credits)
ELL-102-01, ELL-102-02 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.

ELL-102-03 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 importance 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.
T 10:00 a.m.-12:45 p.m. M. Rodriguez HYBRID REMOTE

ELL-102-04 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.
D. Rocheteau REMOTE ASYNCHRONOUS

ELL-102-05 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.
TTh 4:00-5:15 p.m. A. Shute HYBRID REMOTE

ELL-102-06 The Power of Music
In this course, students will explore American musical art forms such as the spiritual, as well as genres including blues, country, rock ‘n’ roll, and the protest music of the 60s and 70s through readings, song lyrics, lectures, class discussions, films and videos. Writing assignments and oral presentations will give students the opportunity to reflect on how their own musical heritage and tastes have helped them to be resilient as individuals. Students will connect with the greater community as they meet local music makers, attend a BHCC concert, and take a class trip. Together we will share our stories through the universal language of music.
MW 6:15-7:45 p.m. J. Cusick HYBRID REMOTE
ELL-102-S1   Exploring Today through Yesterday
Exploring Today Through Yesterday: This course will provide an opportunity to explore segregation and the history of racism in America. We live in a world where racism exists and is masked underneath passive aggressiveness, or worse. Without historical perspective and knowledge, we are unable to analyze situations we may encounter and/or look at current events from a culturally sensitive lens. This course will strengthen your knowledge of race relations in America while supporting the development of the critical lens needed to understand our everyday lives and the events occurring that are changing American culture forever. While history is not a part of ELL curriculum, this course gives you a chance to explore a time in America’s history and connect it to the current political and social landscape.
Sa 9:00-11:00 a.m.   P. Tineo  HYBRID REMOTE

ELL-102-TH1   Active Participation in Society
Students will explore basic structures of American government and civic participation which shape their lives. They will learn the federal, state, and local levels of government and the ways their everyday life in Boston is impacted by all three levels. The assignments will include critical thinking about federal, state, and local issues that concern them, conducting research on one of those issues, writing a proposal for remediation of the issue and discussion of students’ work and alternative solutions that individuals can take in other countries.
T 6:00-8:45 p.m.   E. Feldman  HYBRID REMOTE

Level 3 / ELL-103 (6 credits)

ELL-103-02, ELL-103-04   Stories and Contemporary Issues
In this advanced integrated skills cluster, students will read a variety of texts that allow them to enter into the lives of diverse people. Topics may include love, strength, art and ingenuity, 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 stories.
ELL-103-02   D. Rocheteau  REMOTE ASYNCHRONOUS
ELL-103-04   D. Rocheteau  REMOTE ASYNCHRONOUS

ELL-103-06   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.
TTh 10:00 a.m.-12:45 p.m.   D’Entremont  REMOTE SYNCHRONOUS

ELL-103-MW   Why Education Matters
In this course, we will investigate why education matters and learn about the purpose of education. We will unearth the challenges and opportunities in acquiring a meaningful education and career. We will read Hunger of Memory: The Education of Richard Rodriguez, an autobiography, and watch videos about the importance of education. We will also engage in collaborative reading, writing, listening and speaking activities while building vocabulary knowledge and English proficiency.
MW 6:30-9:15 p.m.   H. Mansaray  REMOTE SYNCHRONOUS

ELL-103-S1   Ancient Heroes, Modern Heroes, and Unlikely Heroes
What makes a person a hero or a heroine? What boundaries must be broken for a person to achieve heroism? Through discussions, critical analysis of texts, listening activities, writing assignments, group presentations and oral presentations, student will explore the meaning of heroism and the social and historical contexts that made certain heroes possible. Through readings and essay writing, students will explore the relationship between their own experience and those of heroes from different time periods and different cultures. Students will develop their unique vision of what it means to be a hero, an insight which can help them better understand their own identities.
Sa 9:00 a.m.-2:45 p.m.   M. Schweitzer  REMOTE SYNCHRONOUS

Multilevel (6 credits)

ELL-500-70   Resilience
In this multilevel course, we will explore true-life stories and nonfiction materials about how and why people persist through daily life and difficult circumstances. The materials for the class will consist of academic articles, short stories and podcasts for class discussions and writing short essays. Related topics will include cultural attitudes of resilience, brain and memory research, and persisting in language learning. Beyond improving reading, writing and oral communication skills, an important goal of this class is to develop a deeper understanding of how you can build resilience to accomplish your goals. Prerequisites: placement. This course is open to all ELL levels 1, 2, and 3 students.
W 2:45-4:00 p.m.   M. Rodriguez  HYBRID REMOTE
Level 3 Interdisciplinary Clusters (9 credits)

**SOC-101 / ELL-103  Community Sustainability**

Community Building, Engagement, and Transformation: Community sustainability is a hot topic in Sociology. One model for exploring community sustainability is a triangle with 3 points representing economy, equity, and the environment. In this class you will analyze the tensions and connections between these 3 points by researching and visiting Chinatown and Chelsea, two urban areas that are experiencing a massive wave of gentrification that threatens their sustainability. In addition to those areas, you will research the sustainability of your own neighborhood. Through your learning and application of sociological concepts, you will learn about and share your analysis of community sustainability efforts to improve Boston communities, including your own neighborhood. A final goal for this class is for you to better understand the resources and assets of your own neighborhood. The ENG-095 prerequisite is waived.

SOC-101-06CI MW 11:45 a.m.-1:05 p.m. A. Bautista
HYBRID REMOTE
ELL-103-01C MW 10:10-11:30 a.m. J. Ellenbird
HYBRID REMOTE

**PSY-101 / ELL-103  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.

ELL-103-05C M 1:20-5:15 p.m. D. Perezella HYBRID REMOTE
PSY-101-05Cl MW 4:30-5:50 p.m. T. Key REMOTE SYNCHRONOUS

**BUS-101 / ELL-103  Leadership in Business and Beyond**

What does it take to be a successful leader in the business world? How can one develop leadership skills? This 9-credit Learning Community Cluster enables students to complete Introduction to Business while co-enrolling in 6 credits of ELL integrated skills. This cluster offers students the opportunity to discuss and debate business concepts while improving their English. Students will examine scenarios that business leaders have faced and reflect on their assets as a leader.

ELL-103-07C TTH 10:00-11:15 a.m. J. Kerstner
HYBRID REMOTE
BUS-101-03CI W 11:45 a.m.-1:05 p.m. W. Nouchrif
HYBRID REMOTE

**VMA-104 / ELL-103  Sketches and Stories of Chinatown**

What makes a community unique and dynamic? Is it people, architecture, atmosphere or other factors? In this 9-credit integrated skills cluster will study the Chinatown community, especially Asian Americans and Chinese Immigrants and the places they work and reside. Students will read, write, speak and learn to draw symbols commonly found in the community. Students will research symbols and complete field study. Classes will be held at the Pao Arts Center in Chinatown. The course is open to Levels 1, 2 and 3 ELL students. Upon successful completion of this course, students may receive 3 credits for General Education.

VMA-104-85 T 10:00 a.m.-1:45 p.m. Y. Chen
REMOTE SYNCHRONOUS
ELL-501-85 Th 11:30 a.m.-12:45 p.m. L. Naggie
HYBRID REMOTE

**ENG-111 / ELL-103  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.

ELL-103-THC T 6:00-7:15 p.m. J. Grehan HYBRID REMOTE
ENG-111-HCI Th 6:00-7:15 p.m. N. Akai-Dennis HYBRID REMOTE

**ENG 111 / ELL-103  Connecting Cultures**

In this interdisciplinary cluster, you will learn advanced English language skills as well as critical college reading, writing, and research skills. Throughout the semester, you will learn about others’ 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.

ELL-103-03HC M 11:50 a.m.-1:05 p.m. J. Valdez
HYBRID REMOTE
ENG-111-59CI W 10:10 a.m.-1:05 p.m. A. Paul
REMOTE SYNCHRONOUS
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.

**Intro to Behavioral Research (6 credits)**
This 6-credit cluster will integrate probability and statistics into the study of behavioral research methods. Students will analyze a variety of studies, including academic research and surveys/polls, to understand proper research design and interpretation of numerical results. This cluster addresses the important role of statistics, as well as its limitations, when conducting psychological studies. Research topics in Asian American Studies will be included to help students acquire a well-rounded understanding of the psychology of the Asian American population, as well as make connections across diverse cultures.

PSY-235-WBC Intro to Behavioral Research
M. Arai Web
MAT-181-26C Statistics 1
TTh 11:30 a.m.-12:45 p.m.  I.Sarmiento REMOTE SYNCHRONOUS

**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-111-02C College Writing I.
F. Brown REMOTE ASYNCHRONOUS
PSY-101-07C Principles of Psychology MW 2:55-4:15 p.m.
L. Schyrokyj REMOTE SYNCHRONOUS

**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.

ENG-234-01C Literary Publishing  T 2:30-4:00 p.m.  A.Ruch HYBRID REMOTE
VMA-125-03C Intro to Adobe Suite  Th 2:30-5:15 p.m.  J.Fitts REMOTE SYNCHRONOUS

**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-227-01C Sociology of Race and Ethnicity
TTh 10:00 – 11:15 a.m.  C. Maynard REMOTE SYNCHRONOUS
LIT-204-02C Literature in America II
T 11:30 a.m. – 12:45 p.m. A. Ruch HYBRID REMOTE

**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-01C Motivations and Movements  M 1:20-3:00 p.m. HYBRID REMOTE
PSY-101-07C Principles of Psychology  W 1:20-4:15 p.m. REMOTE SYNCHRONOUS

**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
W 11:45 a.m.–1:05 p.m. H. Jean-Gilles HYBRID REMOTE
MAN-111-04C Principles of Management
Th 11:30 a.m.–12:45 p.m. H. Jean-Gilles HYBRID REMOTE
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.

ENG-111-52C College Writing II TTh 10:00-11:15 a.m.
T. Nefer REMOTE SYNCHRONOUS

PSY-101-14C Principles of Psychology TTh 8:30-9:45 a.m.
L. Johnson REMOTE SYNCHRONOUS

Careers in Healthcare (6 credits)

In this course students will explore the following questions:
What do the various health professions do? What are the qualifications for the various health professions? What credentials are needed? Current issues facing health care will be discussed, including patient interactions, end of life issues, health disparities and workforce shortages. Students will satisfy English requirements as they engage in the writing process to connect personal experience or interest with narratives of care taking in the health field.

ENG-111-01C Writing Skills I
MW 1:20–2:40 p.m.  S.Berger REMOTE SYNCHRONOUS

LCS-101A-04C Careers in Healthcare
W 10:10 a.m.–12:10 p.m.  L.Pellecchia HYBRID REMOTE

Patriots and Petticoats (6 credits)

This learning community is for students placing into ENG-111, focusing on the growth and development of the United Stated from a woman’s perspective. Through a combination of readings, class discussions, film and field study and a community engagement project, students examine U.S. history from colonial beginnings to the civil war and reconstruction and develop the oral and written communication skills needed to succeed in College Writing I.

HIS-151-03C Colonization through Civil War  MW 4:30–5:50 p.m.
K. Paulsen REMOTE SYNCHRONOUS

ENG-111-23C College Writing I  M 2:55 –4:15 p.m.
L. Byall Benson HYBRID REMOTE

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.

AHE-104-70 MW 1–2:15 p.m.  R. Alleyne-Holtzclaw REMOTE SYNCHRONOUS
AHE-104-71 TTh 11:30 a.m.–12:45 p.m.  D. Manzo Alvarez REMOTE SYNCHRONOUS

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.

BUS-101-01  A. Fontes  REMOTE ASYNCHRONOUS
BUS-101-02C  MW 10:10–11:30 a.m.  M. Doucette
REMOTE SYNCHRONOUS
BUS-101-03C1  W 11:45 a.m. –1:05 p.m.  W. Nouchrif
HYBRID REMOTE
BUS-101-04  W 1:20–2:40 p.m.  H. Jean-Gilles
HYBRID REMOTE
BUS-101-05  A. Fontes  REMOTE ASYNCHRONOUS
BUS-101-06  TTh 10–11:15 a.m.  L. Robertie
REMOTE SYNCHRONOUS
BUS-101-07  TTh 2:30–3:45 p.m.  M. Doucette
REMOTE SYNCHRONOUS
BUS-101-10  F 9:00–11:45a.m.  TBD
REMOTE SYNCHRONOUS
BUS-101-85  W 6:15–9:10 p.m.  E. Edwards
Chinatown
BUS-101-F1  REMOTE ASYNCHRONOUS  M. Collins
BUS-101-M1  M 6:15–9:10 p.m.  L. Pennel
REMOTE SYNCHRONOUS
BUS-101-SU  S 12:00–2:45 p.m.  A. Barzykowski
REMOTE SYNCHRONOUS
BUS-101-W1  W 6:15–9:10 p.m.  E. Arroyo-Barrows
REMOTE SYNCHRONOUS
BUS-101-WB  WEB  J. McCann
BUS-101-WB1  WEB  W. Tam

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-113-01HB  M 10:10–11:30 a.m.  J. Mahoney
HYBRID REMOTE

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.

CMT-101-02  MW 8:35–9:55 a.m.  B. Craven
REMOTE SYNCHRONOUS
CMT-101-S1  S 9:00–11:45 a.m.  M. Christodoulou
REMOTE SYNCHRONOUS

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 behavior 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.

CRJ-101-01  TTh 10–11:15 a.m.  S. Mason
REMOTE SYNCHRONOUS
CRJ-101-01HB  F 9:00–10:15 a.m.  J. Abel
REMOTE HYBRID
CRJ-101-02  W 1:20–2:40 p.m.  M. Lapierre
REMOTE HYBRID
CRJ-101-M1  M 6:05–9:10 p.m.  D. Febles
REMOTE SYNCHRONOUS
CRJ-101-WB  WEB  J. Abel
CSC-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 AA Computer Science, AS Computer Science and AS Computer Engineering. 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.

EDU-102 3 Credits
Becoming a Teacher
This learning community seminar is designed for education majors who are interested in making a difference in today's public schools. The seminar will focus on the pressing issues in today's public schools: overcrowding, lack of funding, outdated curriculum, classroom chaos, and shortage of good teachers, and many others. The Learning Community Seminars enable first-year students to make successful transitions to college while developing their abilities to reflect and assess; discover their strengths; explore career interests; set goals and problem solve with critical thinking, information literacy and communication skills; and connect with peers, faculty and staff in a diverse learning environment. This seminar will focus on education as students grow in their understanding of themselves and the world of education. While recommended for Education majors, those in Early Childhood Development, and Human Services will find the material useful. Students from other majors are welcome to enroll if interested in pursuing teaching as a career in the future. Prerequisite: Student must be in first two semesters of study at BHCC with 16 college credits or less completed.

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.

HRT-105-M1  M 6:15–9:10 p.m.  M. Ossa
REMOTE SYNCHRONOUS

MUS-180  3 Credits
Intro to the Music Business
This course provides an overview of the modern music industry, gained through discussion, hands-on projects, and guest presentations from music business professionals. Course content includes the recording industry, copyright, publishing, promotion, and entrepreneurship, with special attention given to the role of the Internet in the music business. This course also examines the diverse career options available in music. This course fulfills the Learning Community Seminar requirement for first-year, full-time students.

MUS-180-01  MW 10:10-11:30 a.m.  D. Shafer
REMOTE HYBRID
MUS-180-H1  Th 6:00-8:45 p.m.  R. Thorp
REMOTE SYNCHRONOUS

OIM-105  3 Credits
Skills for Admin Success
Students explore career opportunities in related office administration fields. This course includes critical thinking and teamwork projects to help students develop the ability to give and receive constructive criticism in a supportive environment. Students complete individual and team projects that use Internet research and library resources. Based on research related to office and information management issues, they develop written and oral presentation skills. Time management, listening, note-taking, and test-taking skills are emphasized. Security issues, legal and ethical issues, and cultural diversity are covered. Current students, alumni, and business personnel will provide perspectives on how to succeed in academia and in the business world. This course will fulfill the Learning Community Seminar requirement for Office and Information Management students. Prerequisites: Writing Skills II (ENG095), Reading Skills II (RDG095) or placement.

OIM-105-01  TTh 8:30–9:45 a.m.  B. Steitz
REMOTE SYNCHRONOUS
OIM-105-02  M/W 10:10–11:30 a.m.  B. Steitz
REMOTE SYNCHRONOUS

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 (ENG095), Reading Skills II (RDG095) or Academic Reading III (ESL098) or placement.

PLG-101-01  TTh 12:00–1:15 p.m.  S. Atlas
REMOTE SYNCHRONOUS
PLG-101-T1  T 6:00–8:45 p.m.  TBD
REMOTE SYNCHRONOUS

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).

VMA-100-01  M 1:20-4:15 p.m.  A. Carter
REMOTE SYNCHRONOUS
VMA-100-02  T 2:30-5:15 p.m.  G. Rosa
REMOTE SYNCHRONOUS
VMA-100-03  W 1:20-4:15 p.m.  K. Wild
REMOTE SYNCHRONOUS
VMA-100-04  F 1:00-3:45 p.m.  J. Flores
REMOTE SYNCHRONOUS
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-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.