Learning Communities at Bunker Hill Community College

Fall 2022
Learning Communities are courses or linked courses that are specially designed to make sure that each student has what they need to meet their educational and career goals at BHCC. Learning Communities are designed with relevant, important themes that connect learning and lived experience. In addition, Learning Communities promote relationships among students, between students and faculty, and with staff and mentors.

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. Your Learning Communities requirement may be fulfilled by taking an ELL course, an English cluster (ENG-090/RDG-090, ENG-095/RDG-095, or ENG-095/ENG-111), a Math cluster (MAT-093/MAT-097, MAT-098/MAT-181, MAT-099/MAT-194), other clustered courses that connect different disciplines, HUM-120, or a Professional Studies Learning Community Seminar. Information on this semester’s offerings in each category is linked below.

All Liberal Arts majors are required to take HUM-120. Professional Studies majors also have specific, required seminars. See your major or program map for more information.

Through this document, you will find information on six types of Learning Communities.

p. 2 Learning Communities Seminar Humanities 120 (HUM-120)
p. 7 Professional Studies Seminars
p.10 Interdisciplinary Learning Communities and Tandem Learning Opportunities
p. 11 ELL Integrated Courses
p. 14 English Learning Community Clusters
p. 17 Math Learning Community Clusters
Learning Community Seminars

Why take a Learning Community Seminar class?
• Find community: build relationships with peers, faculty and a mentor
• Explore a career pathway: connect to resources and professionals in your area of interest
• Academic Success: students who complete a seminar are 10-12% more likely to receive their associate degree or transfer to a four-year school.

All Liberal Arts majors are required to take HUM-120. Professional Studies majors also have specific, required seminars. See your major or program map for more information.

Seminar courses are designed for your success: earn elective credit toward transfer or your degree while building relationships and planning for your future.

HUM-120-05
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.
T/Th 11:30am-12:45pm  Remote Synchronous  E. Maurice

HUM-120-14
Storytelling: Identity, Passions and Purposes
In this course, students will explore personal experiences related to their identities, passions and purposes while honing the craft of narrative storytelling. After discussing and analyzing a variety of model video narratives, students will develop their own narratives presented through diverse forms of media. In the process of listening to others’ stories and coaching one another on story development, students will examine their own and others’ assumptions, biases, and experiences. Students will reflect on the power of their narratives to complicate and destabilize “dominant” narratives and elicit their cultural wealth.
M/W 11:30am-12:45pm  Lecture  S. Berger

HUM-120-08
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.
T 8:30am-11:15am  Lecture  M. Dubson

HUM-120-200
Comic Books and Graphic Novels
Graphic novels have become a respected literary genre. In 1992, Art Speigelman’s Holocaust memoir Maus was awarded a Pulitzer Prize. Marjane Satrapi’s Persepolis offered a teen-aged perspective on the Iranian Revolution. These graphic novels trace their roots back to superhero comic books (Batman, Wonder Woman, The X-Men, et cetera) which occasionally tackled social issues, sometimes as metaphor, sometimes directly. In 1970, Spider-Man addressed drug abuse among America's youth. This section will chart the history of socially conscious comic books and the emergence of graphic novels. During the semester, students will create their own heroes and illustrate their own personal stories.
W 4pm-5:15pm  Hybrid Course  G. Waggett

HUM-120-06
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.
HUM-120-10
It's a Marathon, not a Spring: HOPE-filled Steps to Your Success in College
This learning community seminar will focus on three components of the student college experience: Students will first focus on the personal and social processes; second, the academic and educational processes; and third, on the institutional and systemic processes. Each process mirrors the preparation stages for a marathon: 1) a walk in the park, 2) a jog around the block, and 3) a run to the finish line.

M/W 10:00am-11:15am Lecture C. Maynard

HUM-120-15
Know Your Human Rights
Using the Universal Declaration of Human Rights and other treaties as a framework, students, as rights holders, will discover strategies and tools to advocate for their given rights as they navigate through their college careers and into the workplace. Students will draw from case studies and their own personal experiences to find solutions to current social issues in their communities. Focus begins by identifying these human rights, building their understanding of the importance of these rights for all, and connecting these rights to their lives and their communities by applying a Human Rights Based Approach (HRBA) to social justice issues through project-based learning and student advocacy work.

W 2:30pm–3:45pm Hybrid Course D. Perezella

HUM-120-12
Immigrant Experiences
In this class you will explore immigrant identities, stories, narratives, and movements in relation to your own experience and views through discussing articles, a novel, podcasts and videos. Designed for students with immigrant backgrounds, one goal of this class is for you to explore how your multicultural background and experiences related and connect with those of your classmates and other immigrants in the US and how they can be used as assets for your academic and career goals. Finally this course aims to provide a critical perspective on immigrant discourses in the US and support you in questioning and challenging institutions and beliefs that unfairly limit possibilities and opportunities.

M 10:00 am-12:45 Lecture J. Ellenbird

HUM-120-09
Inmate #22843: Malcolm X
In 1946, inmate #22843 sat in a cell in a prison that stood where Bunker Hill Community College now stands. He worked arduously to study his humanity, his self, and his culture. 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.

T/TH 10:00am-11:15am Remote Synchronous T. Clark

HUM-120-201
Sak Pase, Que Lo Que
On the island of Hispaniola lies two countries: Haiti and the Dominican Republic (DR). 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 Haiti and the DR 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 Haitians and Dominicans through personal reflections, small group work and presentations. Students will also explore Transfer planning, connect with Haitian and Dominican Professionals within the City of Boston, and receive support in advising and educational planning. Students with ancestral ties to Haiti and the DR are encouraged to consider this course but ALL are welcome.

M 6:00pm-7:45pm Remote Synchronous K.Lopez/B.Pierre
**HUM-120-16**  
**The Power of My Cultural Wealth:**
How do socioeconomic status, language barriers, and/or disability influence our social mobility? This course provides students strength in their own voice by identifying the dominant narrative and exploring their own valuable cultural wealth. Through highly engaged discussion and reflective writing, students will discover the nature of success, social media, and the roles that our culture and social experiences have in shaping how we learn. We will look at personal development through multiple experiences and discuss how to incorporate individually learned skills in future academic, professional, and personal goals. Students will leave the course empowered by their expertise in research and analyzing Open Educational Resources, (OER), appreciate the value of a respectful discussion, and gain resiliency in self advocacy.

**F  10:00am-12:55pm  Remote Synchronous   T.Matubbar**

**HUM-120-11**  
**Careers and the Asian American Community**
Asians are one of the fastest growing populations in the United States, yet there are few opportunities to discuss the Asian American experience. There is strength in coming together to leverage community connections as students explore their career pathways. This course will focus intensively in first hand data gathering and field-based activities to learn about the history, cultural wealth and resilience of the local Asian American communities. Open to first-year students and designed for Asian and Asian American students

**W    10:00am-12:45pm    Lecture   A.Bautista**

**HUM-120-07**  
**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.

**T   10am- 11:15 am     Hybrid and Remote  TBD**

**HUM-120-13**  
**Financial Literacy for All**
This course provides students with the skills and knowledge to make informed and effective financial decision. 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.

**Th  11:30-12:45                  Hybrid and Remote W. Nouchrif**

**HUM 120-WB**  
**Gender, Race, and the Media**
This course looks at Gender and Race in America, and throughout the world critically through the lens of social justice. Elements of modern media, film, news, and popular culture are examined to help illustrate the socio-cultural context in each work. Students discuss these issues, engage in critical reflection and writing, and collaborate with each other to better understand the intersectional 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.

**Web-Based   L. Schyrokjl**

**HUM-120-WB1**  
**Life in Rhymes: Designing Your Future through Self Discovery and Poetry**
In this course, students reflect upon formative life experiences and organize their current assets and interests in order to create a more clear vision for a successful and purposeful future. Through reflective journaling, poetry, and hip hop writing, students craft and share positive lessons learned through some of their most challenging and rewarding life experiences. With an emphasis on self-empowerment, emotional intelligence, and artistic engagement, students develop a stronger sense of self, purpose, and service to their community. Students tap into their creative skills, build strength and confidence in their writing, and go forth into higher education with a stronger connection to themselves, their work, and their current and future accomplishments.
**HUM-120-WB3**

**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 evaluate a variety of majors that match what they want out of their lives in the future, even if they have yet to identify what that looks like.

Web-based A. Jeglinski

**Health Care**

**HUM-120-01**

Exploring Health Careers and Pathways. Are you planning on a career in healthcare? This course offers answers to such questions as what are the qualifications for various health professions, what credentials are needed? and how to I begin the process of applying to healthcare programs. A wide range of healthcare professions will be covered including those that involve direct and indirect patient care. Such as nursing, medical imaging, lab sciences and a wide range of other opportunities in the healthcare setting. Additional topics will include discussion regarding career pathways, current issues facing healthcare today, the impact of unconscious bias has in medicine, end of life issues, the role of cultural competence, healthcare disparities and gender stereotypes and obstacles in medicine today.

Th  10:00-11:15am  Hybrid and Remote  M. Gagnon

**HUM-120-02C**

Healthcare: What Career Will Work for Me? Let's explore the intricate world of Healthcare as it relates to personal career decisions and next steps for the future. Discussion related to past, current and future impact of societal, cultural and socioeconomic factors in the healthcare community will highlight student pathway options and guide us through the decision making process. Each student will bring their past educational and professional experience to the classroom to encourage rich conversation to the world of healthcare and beyond. We will work collaboratively towards a united goal of personalizing a pathway towards individual educational and career goals surrounding healthcare. This course must be taken with ENG-111-70C

T  2:30-3:45pm  Hybrid Course  L. Pelleccia  HUM-120-02C
M/W  10:00 -11:15am  Lecture  S.Berger  ENG-111-70C

**HUM-120-03**

Changing the World through a Healthcare Profession. Health equity, diversity and inclusion in the United States will be a focus of this class. Students will self-reflect and share their experiences in the healthcare system, their unique perception of the system, and the cultural wealth they bring to the classroom through a variety of activities and lively discussion. Controversies and inequities within the system will be discussed, and students will have the opportunity to propose culturally sensitive solutions with their peers. A variety of healthcare professions will be presented by faculty, expanding upon those most commonly known, providing each student with a broader base of understanding as they develop their emerging career path to become an agent of positive change in healthcare. Students will utilize assigned readings, as well as ethnographic and sociological research methods to explore their healthcare field(s) of interest.

T  2:30-3:45pm  Hybrid and Remote  D.Misrati
HUM Clusters

HUM-120-04c and SOC-101-11C
Motivations and Movements. In this course, we explore the foundational theories and methods that shape the field of sociology, while considering our personal goals, motivations, and assets. Through sociological research, we inquire what it takes to survive and thrive as college students at BHCC, both individually and collectively. We will discuss academic and career goals, challenges we face inside and outside of school, and the resources available for support. Together we will develop as sociological researchers and change agents while producing an academic, transfer and career plan that aligns with our personal motivations. HYBRID: This class will meet face-to-face on campus during the scheduled times listed. In addition to class meetings, students will participate in coursework independently. This course must be taken with SOC-101-11C
T  8:30-9:45  Hybrid  R.Tumphosky  HUM-120-04C
T  10-11:15am  Hybrid  M.Colon  SOC-101-11C

HUM-120-WBC and SOC-101-WBC
Self-Care/Community Care Through the Lenses of Equity and Cultural Wealth. In this course we will interrogate home-grown, community-based and consumer models of “care.” Get ready to share remedies, record gratitude scripts, research The Black Panthers’ community schools, interrogate Karl Jung’s theories of universal archetypes, review the archive of second-wave feminist self-defense offerings, probe Black Lives Matters and the Highlander Institute’s activist meditations, and make art with New York’s Lesbian, Gay, Bisexual and Transgender Community Center. All of our studies and practices will be grounded in critical equity questions, such as: What belongs to us? What are we appropriating? How can we reallocate wealth? What can we share? And how do we heal?
Web-Based  D.Schwartz  HUM-120-WBC
Web-Based  T.Mattubar  SOC-101-WBC

HUM-120-19C and PSY-101-04C
Social Movements, Social Justice, and Me
Students will identify and develop educational and career goals while exploring personal values and experiences. Students will examine personal biases and identities connected to privilege, oppression, and perspective. Students will use research methods to discover systemic oppression as pertains to race, gender, sexual orientation, etc., while considering related social movements in history. Students will create reflective narratives in multi-modal format to navigate the interrelationships between personal experience, perspective, and career development. PSY-101-04C Must be taken at the same time.
M/W  1:00-2:15PM  Remote  K. LaRosa  HUM-120-19C
M/W  11:30-12:45  Remote  A. Clinard  PSY-101-04C

HUM-120 and ENG-095-463C
This course uses a critical lens to examine the interrelationship among self, culture and society by integrating academic knowledge with personal experiences. Students engage in inclusive dialogue, create knowledge using diverse forms of media, personalize and map future goals, and explore career pathways. This course is designed to cultivate community among classmates and provide opportunities for mentorship by faculty, peers, and advisors. Students reflect on their role in creating a more just society that advances equity and values community cultural wealth. Each course section examines self, culture and society through a specific academic theme. Students choose a section based on their interests. This course satisfies the General Education Elective requirement.
W  4:00-5:15 PM  Hybrid and Remote  W.Smelt
Professional Studies Learning Community Seminars

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.

<table>
<thead>
<tr>
<th>Day</th>
<th>Time</th>
<th>Days</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>02</td>
<td>M</td>
<td>10-11:15 a.m.</td>
<td>Hybrid</td>
</tr>
<tr>
<td>04</td>
<td>W</td>
<td>10-11:15 a.m.</td>
<td>Hybrid</td>
</tr>
<tr>
<td>07</td>
<td>W</td>
<td>11:30-12:45 a.m.</td>
<td>Hybrid</td>
</tr>
<tr>
<td>08</td>
<td>W</td>
<td>2:30-3:45 p.m.</td>
<td>Hybrid</td>
</tr>
<tr>
<td>09</td>
<td>Th</td>
<td>2:30-3:45 p.m.</td>
<td>Hybrid</td>
</tr>
<tr>
<td>11</td>
<td>Th</td>
<td>8:30-9:45 a.m.</td>
<td>Hybrid</td>
</tr>
<tr>
<td>12</td>
<td>T</td>
<td>8:30-9:45 a.m.</td>
<td>Hybrid</td>
</tr>
<tr>
<td>13</td>
<td>Th</td>
<td>11:30-12:45 a.m.</td>
<td>Hybrid and Remote</td>
</tr>
<tr>
<td>14</td>
<td>T</td>
<td>11:30-12:45 a.m.</td>
<td>Hybrid and Remote</td>
</tr>
<tr>
<td>200</td>
<td>F</td>
<td>6:00-7:15 p.m.</td>
<td>Hybrid and Remote</td>
</tr>
<tr>
<td>202</td>
<td>Th</td>
<td>7:30-8:45 p.m.</td>
<td>Hybrid and Remote</td>
</tr>
<tr>
<td>402</td>
<td>T</td>
<td>6:00-7:15 p.m.</td>
<td>Hybrid-Malden H.S. V. Sagar</td>
</tr>
<tr>
<td>450</td>
<td>n/a</td>
<td>n/a</td>
<td>Guided Self Study</td>
</tr>
<tr>
<td>460</td>
<td>W</td>
<td>6:00-7:15 p.m.</td>
<td>Hybrid-Pao Arts Center</td>
</tr>
<tr>
<td>WB</td>
<td>n/a</td>
<td>n/a</td>
<td>Web-Based</td>
</tr>
<tr>
<td>WB1</td>
<td>n/a</td>
<td>n/a</td>
<td>Web-Based</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Day</th>
<th>Time</th>
<th>Days</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>M</td>
<td>10-11:15 a.m.</td>
<td>Hybrid</td>
</tr>
<tr>
<td>200</td>
<td>T</td>
<td>6:00-8:45 p.m.</td>
<td>Hybrid</td>
</tr>
<tr>
<td>WB</td>
<td>N/A</td>
<td>N/A</td>
<td>WEB</td>
</tr>
</tbody>
</table>

TBA
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.
01  T  11:30 a.m.-12:45 p.m.  Hybrid  TBD

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.
01  T/Th  10-11:15 a.m.  REMOTE SYNCHRONOUS  TBD
02  M/W  10-11:15 a.m.  Lecture  TBD
200  T  6:00-8:45 p.m.  Lecture  TBD
WB  N/A  N/A  WEB  TBD

CSC-120  4 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 CS@bhcc.edu.
01  M/W  11 a.m.-1:10 p.m.  Remote(M) Lab(W)  TBD
02  T/Th  11 a.m.-12:40 p.m.  Remote  TBD
03  F  1:00 -4:35 p.m.  Lecture  TBD
04  M/W  1:30-3:10 p.m.  Remote and Lecture  TBD
06  T/TH  9:00 a.m.-10:40 a.m.  Remote  TBD
07  Sa  9 a.m.-12:35 p.m.  Hybrid and Remote  TBD
T1  T/Th  6-7:40 p.m.  Remote  TBD

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.
01  W  2:30-3:45 p.m.  Hybrid Course  TBD
02  Th  11:30-12:45 p.m.  Hybrid  TBD
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU-102</td>
<td>Becoming a Teacher</td>
<td>3</td>
</tr>
<tr>
<td>MUS-180</td>
<td>Intro to the Music Business</td>
<td>3</td>
</tr>
<tr>
<td>PLG-101</td>
<td>Introduction to Law</td>
<td>3</td>
</tr>
<tr>
<td>VMA-100</td>
<td>VMA Freshman Seminar</td>
<td>3</td>
</tr>
</tbody>
</table>

**EDU-102 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.

01 M 10-12:45 p.m. Lecture TBD

**MUS-180 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.

01 M 8:30-9:45 a.m. Lecture D. Shafer
H1 Th 6-8:45 p.m. Remote R. Thorp

**PLG-101 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.

01 T/Th 12:00 p.m.-1:15 p.m. REMOTE SYNCHRONOUS TBA

**VMA-100 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).

02 T 2:30-5:15 p.m. REMOTE SYNCHRONOUS TBD
03 Th 10:00-12:45 p.m. Lecture TBD
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.

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.

Sociology of Race and Ethnicity (SOC-227-01C)
T 10-11:15 a.m. Hybrid C. Maynard

Literature in America II (LIT-204-02C)
T 11:30 a.m.-12:45 p.m. Hybrid A. Ruch

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.

Principles of Marketing (MAN-105-01C)
W 11:30 a.m.–12:45 p.m. REMOTE HYBRID TBD

Principles of Management (MAN-111-04C)
Th 11:30 a.m.–12:45 p.m. REMOTE HYBRID TBD

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.

College Writing I (ENG-111-71C)
W 1-2:15 p.m. REMOTE HYBRID TBD

Principles of Psychology (PSY-101-03C)
M/W 2:30-3:45 p.m. REMOTE SYNCHRONOUS L. Schyrokyj

Tandem Learning
In this unique learning community, students enroll in a 3-credit course that engages in learning opportunities with another related course.

Español & Français -Language and Culture Exchange 3 credits
Tandem Learning is open to French language speakers who to take Spanish 101 and Spanish language speakers who take French 101. Students will share their linguistic and cultural knowledge by learning from and teaching one another. In addition to the four traditional skills of reading, writing, speaking, and listening, there will be a heavy cultural component to be shared. This cluster is designed to promote better understanding and dialogue between French-speaking and Spanish-speaking communities. Students will have the privilege of interacting with a speaker of the language they are learning while they do the same for the other person.

FRE-101-01C M/W 11:30-12:45 p.m. remote M. Zepeda Torres
SPA-101-01C M/W 11:30-12:45 p.m. remote A. Gallego Zarzosa
ELL Integrated Courses

Multilevel Course Descriptions 6 credits

ELL-110
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.

ELL-110-01  W 2:30 AM - 5:15 PM  Hybrid  Professor Naggie
ELL-110-02  S 9:00 AM - 11:45 AM  Hybrid  TBA
ELL-110-03  T/Th 6:00 PM - 8:45 PM  Lecture  TBA

ELL-111-46
Stories and Sketches of Chinatown
What makes a community unique and dynamic? Is it people, architecture, atmosphere or other factors? In this 6-credit integrated skills cluster, students 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 and complete remote field study. The course is open to Levels 1, 2 and 3 ELL students. This course meets at the Pao Arts Center in Chinatown.

Th 10:00 AM-12:45 PM  Hybrid  Professor Naggie

Level 1 Integrated Course Descriptions 6 credits

ELL-101-01
Community Building
While building our Learning Community, we will explore Boston and the local communities where we live, work, study, and play by examining local media sources and making connections to Harriet Tubman's biography, SHE CAME TO SLAY, by Erica Armstrong Dunbar. We will strive to appreciate the history, resources, and challenges of Boston and the neighborhoods where we all live by analyzing issues in our communities that concern us and proposing ways to build better communities. By developing eportfolios, we will showcase our English language skills while developing fluency as well as self-awareness as students and residents of greater Boston.

Mondays and Wednesdays 8:30 AM - 11:15 AM  Lecture  Professor Shute

ELL-101-02
This Land is Your Land; This Land is My Land
For many people, the United States is the land of opportunity. At the same time, many others have been excluded from living the “American Dream”. In this integrated skills course, 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.

Mondays and Wednesdays 10:00 AM – 11:15 AM  Remote Hybrid  Professor Kerstner

ELL–101-03
Come to the Table; What Do You Eat?
Do you ever wonder where your food comes from and how it gets to you? In this integrated skills cluster, you will read and discuss short articles and stories, watch video clips and write about the food system in the United States from production, processing and distribution to access. You will see the connections between food and health, the environment, and our diverse cultures.

Tuesdays and Thursdays 10:00 AM - 12:45 PM  Lecture  Professor Rodriguez

ELL-101-WB
International and Immigrant Stories
In this course, students will read and listen to multilingual writers and thinkers in English, and write, discuss, and present about the connections between these writers’ and their own ideas and experiences. The course includes three content units for students to add their own voices: international stories, multilingual perspectives, and immigrant neighborhoods.

Web-Based  Professor Naggie
Level 2 Integrated Course Descriptions

ELL-102-01
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, education, helping others, all of that or something else? We will read and discuss the book DON'T ASK ME WHERE I'M FROM by Jennifer De Leon. 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.

Tuesdays and Thursdays 8:30 AM - 11:15 AM Lecture Professor Shute

ELL-102-02
What’s Up in Boston?
Boston is a dynamic city with a population which reflects the United States. In this course, students will explore, discuss, read and write about “what’s up in Boston.” Current newspaper and magazine articles, as well as, film from the present and past will be used as tools of exploration. Students are encouraged to provide, or may receive additional current and historical background content related to current events.

Tuesdays 10:00 AM - 12:45 PM Hybrid Professor Rocheteau

ELL-102-03
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, clean energy, "green" jobs, and how to live a "greener" lifestyle. With articles, videos, essays, and oral presentations, students practice and improve their skills of reading, writing, listening, speaking, grammar and vocabulary.

Mondays and Wednesdays 10:00 AM - 12:45 PM Remote Synchronous Professor D’Entremont

ELL-102-06
Breaking Through
In this course, we 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 1950’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.

Mondays and Wednesdays 1:00 PM - 3:45 PM Lecture Professor Rodriguez

ELL-102-WB
Move Forward with Your Dreams
In this integrated skills class, we will engage with an inspiring memoir, A Dream Called Home, about a first-generation university student, pursuing goals against all odds. We will explore the disconnect between getting a degree and living our dream careers, making use of campus resources to bridge the gap.

Web-Based Professor Kerstner

Level 3 Integrated Course Descriptions

ELL-103-02
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, economics, and world cultures. We also cover personal lifestyle topics such as diet, exercise, sleep, stress, mental health, and addiction. Finally, students explore careers in the healthcare industry and the health programs at BHCC. With articles, videos, essays, and oral presentations, students practice and improve their skills of reading, writing, listening, speaking, grammar and vocabulary.

Tuesdays and Thursdays 10:00 AM- 12:45 PM Remote Synchronous Professor D’Entremont
ELL-103-04
What Just Happened?
Everyday world, national and local events affect our lives. Oftentimes, we don’t have time to digest what is happening or relate to it in a larger context. This class will explore, discuss, read and write about “what just happened?” Current newspaper and magazine articles, as well as, film from the present and past will be used as tools of exploration. Students are encouraged to provide or receive additional current and historical background content related to current events. Students will have an opportunity to research and report on a current event related to their interests, majors and career choices.
Mondays 10:00 AM - 12:45 PM  Hybrid  Professor Rocheteau

ELL-103-05
What Just Happened?
Everyday world, national and local events affect our lives. Oftentimes, we don’t have time to digest what is happening or relate to it in a larger context. This class will explore, discuss, read and write about “what just happened?” Current newspaper and magazine articles, as well as, film from the present and past will be used as tools of exploration. Students are encouraged to provide or receive additional current and historical background content related to current events. Students will have an opportunity to research and report on a current event related to their interests, majors and career choices.
Wednesdays 10:00 AM - 12:45 PM Hybrid  Professor Rocheteau

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, economics, and world cultures. We also cover personal lifestyle topics such as diet, exercise, sleep, stress, mental health, and addiction. Finally, students explore careers in the healthcare industry and the health programs at BHCC. With articles, videos, essays, and oral presentations, students practice and improve their skills of reading, writing, listening, speaking, grammar and vocabulary.
Tuesday and Thursday 2:30 PM - 5:15 PM   Remote Synchronous  Professor D’Entremont

ELL-103-WB
Exploring Climate Change
In this course students will explore the social and environmental issues of climate change through an interdisciplinary lens that includes examining the science behind climate change and its impact on our society as well as evaluating efforts to confront it. Students will explore these issues through reading short science tracts and watching presentations by key figures in the movement to confront climate change. In addition, you will read The Boy Who Harnessed the Wind, the story of a boy who demonstrates creativity and resilience in responding to a famine brought on by climate change and social inequalities.
Web-Based  Professor Ellenbird

Level 3 Integrated Interdisciplinary Cluster Descriptions  9 credits

ELL-103-01C & SOC-101-09C
Community Building, Engagement, and Transformation
In this class you will learn about efforts to build healthier and more equitable communities by researching and visiting Chinatown and Chelsea, two urban areas where people are being pushed out because of high rents, a process known as gentrification. In addition to those urban areas, you will research the sustainability of your own neighborhood. Through your learning and application of sociological concepts, you will explore how issues of economy, equity, and the environment can come in conflict and impact a community’s sustainability. A final goal for this class is for you to better understand the resources and assets of your own neighborhood. Neighborhood.
Tuesdays and Thursdays 10:00 AM - 11:15 AM  Hybrid  Professor Ellenbird
Tuesdays and Thursdays 11:30 AM - 12:45 PM  Lecture  Professor Bautista

ELL-103-03C & ENG-111-65C
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 to develop your critical thinking and communication skills. This is a remote hybrid course that meets both synchronously and asynchronously.
Mondays 10:00 AM - 12:45 PM  Hybrid  Professor Valdez
Wednesdays 10:00 AM - 12:45 PM  Lecture  Professor Paul
ELL-103-202C & ENG-111-206C
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.

<table>
<thead>
<tr>
<th>Days</th>
<th>Time</th>
<th>Format</th>
<th>Professor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mondays</td>
<td>6:00 PM - 7:15 PM</td>
<td>Remote Hybrid</td>
<td>Professor Akai-Dennis</td>
</tr>
<tr>
<td>Wednesdays</td>
<td>6:00 PM - 8:45 PM</td>
<td>Remote Hybrid</td>
<td>Professor Grehan</td>
</tr>
</tbody>
</table>

English Learning Community Clusters

ENG-090 / RDG-090  
6 credits

Building a Strong Foundation
This learning community for students in 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. Registration is determined by guided self-placement, placement 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.

Writing Skills I (ENG-090-01C)  M 8:30-11:15 a.m.  REMOTE ASYNCHRONOUS  R. Owens
Reading Skills I (RDG-090-01C) W 8:30-11:15 a.m.  REMOTE HYBRID  R. Owens

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 identifies 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.

RDG-095-01C and ENG-095-200C  M/W  2:30-5:15 p.m.  Lecture  H. Wiseman

College Success
This cluster focuses on college success. Using reading and writing assignments, students will develop the skills needed for success in all college-level courses.

RDG-095-02C and ENG-095-07C  T/Th  11:30-12:45  Hybrid and Remote  L. McCuish
ENG 095 / ENG 111  
Social Justice, Race, Class, and other third rail issues in a Post George Floyd America

This six-credit course, ENG095/111 enables students to complete two rigorous writing courses in one semester. Drawing from written and oral histories as well as music and the visual arts, students will analyze a variety of historical and contemporary social justice movements, with emphasis on exploring voices of the marginalized and disenfranchised that have traditionally been highlighted in center cities like Boston, Massachusetts and throughout The United States of America. Students will examine the relationship among self, text, and society, engage in small and large group discussions, and take a turn crafting their own definitions of social justice, race, and other related subject areas. This course emphasizes writing as a process, from planning and drafting through revising and editing. Students will learn to write unified, coherent, well-developed essays and practice paraphrasing, summarizing, and using sources responsibly.

Writing Skills II (ENG-095-02C)  
Remote Synchronous  
M/W  
8:30-9:45 a.m.  
T. Clark

College Writing I (ENG-111-60C)  
Remote Synchronous  
T. Clark

T/TH  
8:30-9:45 a.m.

Narratives of Identity and Cultural Wealth

In this course students will analyze stories of identity presented through poetry, essays, and diverse forms of media. Students will explore how these narratives and the narratives they create in this course (personal audio stories and oral histories) complicate and destabilize stereotypes and “dominant” narratives. They will reflect upon the many forms of cultural wealth revealed in their own narratives and those of others. 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.

Writing Skills II (ENG-095-10C)  
Lecture  
S. Berger

T/TH  
10:00a.m.-11:15a.m.  
S. Berger

College Writing I (ENG-111-56C)  
Lecture  
T/TH  
11:30a.m.-12:45 p.m.

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.

Writing Skills II (ENG-095-WB3C)  
Web-Based  
L.Carty-Barrett

College Writing I (ENG-111-10C)  
Web-Based  
L.Carty-Barrett

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.

Writing Skills II (ENG-095-08C)  
Hybrid and Remote  
A. Asmelash

Th 10:00-11:15 a.m.

College Writing I (ENG-111-57C)  
Hybrid and Remote  
A. Asmelash

Th 11:30-12:45 p.m.
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.

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.

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.

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.
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.

Writing Skills I (ENG-095-203C) Lecture J. Fiske
W 6-8:45 p.m.

College Writing I (ENG-095-W1C) Lecture J. Fiske
M 6-8:45 p.m.

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 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 into 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-093-01C M W 7:00AM 8:15AM MAT-097-13C T Th 7:00AM 8:15AM REM TBD
MAT-093-03C M W 8:30AM 9:45AM MAT-097-16C T Th 8:30AM 9:45AM REM TBD
MAT-093-05C M W 8:30AM 9:45AM MAT-097-17C T Th 8:30AM 9:45AM REM TBD
MAT-093-07C M W 10:00AM 11:15AM MAT-097-19C T Th 10:00AM 11:15AM LEC TBD
MAT-093-08C M W 11:30AM 12:45PM MAT-097-22C T Th 11:30AM 12:45PM REM TBD
MAT-093-09C M W 10:30AM 12:45PM MAT-097-20C T Th 11:30AM 12:45PM REM TBD
MAT-093-11C M W 2:30PM 3:45PM MAT-097-24C T Th 2:30PM 3:45PM REM TBD
MAT-093-12C M W 2:30PM 3:45PM MAT-097-23C T Th 2:30PM 3:45PM LEC TBD
MAT-093-16C M W 11:30AM 12:45PM MAT-097-12C T Th 11:30AM 12:45PM LEC TBD
MAT-093-200C M W 4:00PM 5:15PM MAT-097-202C T Th 4:00PM 5:15PM REM TBD
MAT-093-206C M W 7:00PM 8:30PM MAT-097-207C M W 8:30PM 10:00PM REM TBD
MAT-098 / MAT-181
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.

<table>
<thead>
<tr>
<th>Course</th>
<th>Days</th>
<th>Start</th>
<th>End</th>
<th>Course</th>
<th>Days</th>
<th>Start</th>
<th>End</th>
<th>Type</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT-098</td>
<td>M W</td>
<td>8:30</td>
<td>9:45</td>
<td>MAT-181</td>
<td>T Th</td>
<td>8:30</td>
<td>9:45</td>
<td>LEC</td>
<td>TBD</td>
</tr>
<tr>
<td>MAT-098</td>
<td>M W</td>
<td>2:30</td>
<td>3:45</td>
<td>MAT-181</td>
<td>T Th</td>
<td>2:30</td>
<td>3:45</td>
<td>REM</td>
<td>TBD</td>
</tr>
<tr>
<td>MAT-098</td>
<td>M W</td>
<td>10:00</td>
<td>11:15</td>
<td>MAT-181</td>
<td>T Th</td>
<td>10:00</td>
<td>11:15</td>
<td>REM</td>
<td>TBD</td>
</tr>
<tr>
<td>MAT-098</td>
<td>T</td>
<td>6:00</td>
<td>8:45</td>
<td>MAT-181</td>
<td>T Th</td>
<td>6:00</td>
<td>8:45</td>
<td>REM</td>
<td>TBD</td>
</tr>
</tbody>
</table>

MAT-099 / MAT-194
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.

<table>
<thead>
<tr>
<th>Course</th>
<th>Days</th>
<th>Start</th>
<th>End</th>
<th>Course</th>
<th>Days</th>
<th>Start</th>
<th>End</th>
<th>Type</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT-099</td>
<td>M W</td>
<td>11:30</td>
<td>12:45</td>
<td>MAT-194</td>
<td>T Th</td>
<td>11:00</td>
<td>12:40</td>
<td>REM</td>
<td>TBD</td>
</tr>
<tr>
<td>MAT-099</td>
<td>M W</td>
<td>8:30</td>
<td>9:45</td>
<td>MAT-194</td>
<td>T Th</td>
<td>9:00</td>
<td>10:40</td>
<td>REM</td>
<td>TBD</td>
</tr>
<tr>
<td>MAT-099</td>
<td>T</td>
<td>6:00</td>
<td>8:45</td>
<td>MAT-194</td>
<td>Th</td>
<td>6:00</td>
<td>9:35</td>
<td>REM</td>
<td>TBD</td>
</tr>
<tr>
<td>MAT-099</td>
<td>T Th</td>
<td>10:00</td>
<td>11:15</td>
<td>MAT-194</td>
<td>M W</td>
<td>11:00</td>
<td>12:40</td>
<td>REM</td>
<td>TBD</td>
</tr>
</tbody>
</table>
AFFIRMATIVE ACTION and EQUAL OPPORTUNITY POLICY  Bunker Hill Community College does not discriminate on the basis of race, creed, religion, color, gender, sexual orientation, gender identity, age, disability, genetic information, maternity leave status, criminal record or national origin in its educational programs or in admission to, access to, treatment in or employment in its programs or activities as required by Title VI, Civil Rights Act of 1964; Title IX, Education Amendments of 1972; and Section 504, Rehabilitation Act of 1973 and regulations promulgated thereunder.