

Learning Communities at Bunker Hill Community College

Spring 2021

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, **LCS-101**, 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 LCS-101. 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.

[Learning Communities Seminars \(LCS-101\)](#)

[English Learning Community Clusters](#)

[ELL Integrated Courses](#)

[Interdisciplinary Learning Communities](#)

[Professional Studies Seminars](#)

[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 LCS-101 are 10-12% more likely to receive their associate degree or transfer to a four-year school

Learning Community Seminar (LCS-101) courses are required for Liberal Arts majors. They are an option in all BHCC social science and humanities degree maps. Many transfer institutions have a record of accepting these courses as elective credit that counts towards your bachelor's degree. LCS courses provide academic and career planning and help your GPA.

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

Seminars that connect who you are and where you want to go.

LCS-101AK

3 Credits

Careers & 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.

01 T 10 a.m.- 12:45 p.m. HYBRID REMOTE A. Bautista

LCS-101VV

3 Credits

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.

01 M 6-7:15 p.m. HYBRID REMOTE B. Pierre/K. Lopez

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.

01C* M 8:30-9:45 a.m. HYBRID REMOTE L. Pellecchia

*Must be taken with ENG-111-01C

02 W 11:30 a.m.-12:45 p.m. HYBRID REMOTE D. Misrati/M. Gagnon

LCS-101BE**3 Credits****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.

01 M 1-2:15 p.m. REMOTE SYNCHRONOUS N. Vatcher

LCS-101H**3 Credits****Connect To Your Inner Orange Line**

Using the Boston subway's "Orange Line" as a metaphor for life, this course explores the many 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 will engage in a variety of activities designed to create community and foster personal transformation. Open to first-year students. This course is designed for urban males.

01 T/Th 11:30 a.m.-12:45 p.m. REMOTE SYNCHRONOUS L. Johnson

LCS-101D**3 Credits****Motivations and Movements**

This course examines what it means to be a psychologist and sociologist. Students will have the opportunity to stand on the spot where the Boston Massacre occurred, cheer on Boston sports teams and explore what motivates individuals and groups of people to participate in these and other actions. Career options in the behavioral science field will be explored. Open to first-year students interested in the behavioral or social science fields.

01C* Th 8:30-9:45 a.m. HYBRID REMOTE R. Tumposky

*Must be taken with SOC-101-05C

02C* M/W 2:30-3:45 p.m. HYBRID REMOTE K. Larosa

*Must be taken with PSY-101-15C

Creativity at Work

LCS-101XX

3 Credits

Telling Our Stories

Everyone loves a good story. Stories are embedded in the fabric of our lives and become a part of who we are. This seminar explores the different ways stories are told using unconventional and traditional modes of storytelling, from telling stories using fabric and textiles to writing original manuscripts, as well as opportunities to gain hands-on experience creating visual art, art making, and display exhibitions. Tapping into Boston's cultural wealth to inspire creativity will be an integral part of this seminar.

01 T/Th 10-11:15 a.m REMOTE SYNCHRONOUS E. Maurice

LCS-101AB

3 Credits

Voicing Your Future

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

WB N/A N/A WEB A. Jeglinski

Activism!

LCS-101MX

3 Credits

Inmate #22843: Malcolm X

In 1946 inmate number 22843 sat in a cell 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.

01 M/W 8:30-9:45 a.m. REMOTE SYNCHRONOUS T. Clark

Skills for Success

LCS-101MM

3 Credits

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.

01HB T 11:30 a.m.–12:45 p.m. HYBRID REMOTE W. Nouchrif

LCS-101R

3 Credits

Learning For Success

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.

WB TBA TBA WEB L. Schyrokyj

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.

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| Writing Skills I (ENG-090-04C) | REMOTE ASYNCHRONOUS | D. Fuller |
| Reading Skills I (RDG-090-01C) | REMOTE HYBRID | D. Fuller |
| W 11:30 a.m.-12:45 p.m. | | |

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| Writing Skills I (ENG-090-03C) | REMOTE HYBRID | D. Fuller |
| W 8:30-9:45 a.m. | | |
| Reading Skills I (RDG-090-03C) | REMOTE ASYNCHRONOUS | D. Fuller |

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.

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| Writing Skills II (ENG-095-07C) W 11:45 a.m.-1:05 p.m. | REMOTE HYBRID | L. McCuish |
| Reading Skills II (RDG-095-03C) | REMOTE ASYNCHRONOUS | L. McCuish |

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| Writing Skills II (ENG-095-05C) T 11:30 a.m.-12:45 p.m. | REMOTE ASYNCHRONOUS | L. McCuish |
| Reading Skills II (RDG-095-12C) | REMOTE HYBRID | L. McCuish |

Crossing Borders

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

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| Writing Skills II (ENG-095-09C) M/W 1-2:15 p.m. | REMOTE HYBRID | J. Stark |
| Reading Skills II (RDG-095-13C) | REMOTE ASYNCHRONOUS | J. Stark |

What's Happening

In this advanced Reading and Writing Skills class, students will develop a curiosity and appreciation for What's Happening in their community, the nation, and the world. The course will explore a variety of newspapers such as The New York Times, The Washington Post, and The Boston Globe. Students will preview newspapers and choose articles and commentaries from different disciplines. Here, they will apply the reading and writing strategies taught in class to comprehend the information. The students will recognize the message of the writer and the details that support the message. While responding to the readings, the student will engage in discussions, and then react by writing well written essays that connect to the readings.

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| Writing Skills II (ENG-095-W1C) W 6-7:15 p.m. | REMOTE HYBRID | H. Wiseman |
| Reading Skills II (RDG-095-M1C) M 6-7:15 p.m. | REMOTE HYBRID | H. Wiseman |

ENG 095 / ENG 111 (6 credits)

Lyrics and Words that Matter

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

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| Writing Skills II (ENG-095-01C) T 10-11:15 a.m. | REMOTE HYBRID | J. Stark |
| College Writing I (ENG-111-12C) | REMOTE ASYNCHRONOUS | J. Stark |

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.

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| Writing Skills II (ENG-095-02C) M/W 7-8:15 a.m. | REMOTE SYNCHRONOUS | T. Clark |
| College Writing I (ENG-111-31C) T/TH 7-8:15 a.m. | REMOTE SYNCHRONOUS | T. Clark |

Sociological Imagination

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

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| Writing Skills II (ENG-095-04C) College Writing I (ENG-111-11C) M/W 10-11:15 a.m. | REMOTE ASYNCHRONOUS REMOTE SYNCHRONOUS | S. Berger S. Berger |
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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.

Writing Skills II (ENG-095-06C)
College Writing I (ENG-111-17C)

REMOTE ASYNCHRONOUS **L.Carty-Barrett**
REMOTE ASYNCHRONOUS **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)
College Writing I (ENG-111-19C)

REMOTE ASYNCHRONOUS **A. Asmelash**
REMOTE ASYNCHRONOUS **A. Asmelash**

Literacy Autobiography: Home, School, Work

In this cluster course, we will look into how our experiences of spoken and written words at home, school, and work have shaped, reshaped, and again shaped the ways we are. We will start to look at what counts as an autobiography in Western culture to decolonize our understanding of the genre. Then, we will write a different version of autobiography about our linguistic experiences. This creation will highlight how “college writing” is culturally formulated and therefore can be applied as one of the genres without losing our ways of knowing. This course also emphasizes writing as a discovery and a process, from envisioning, re-visioning, and editing.

Writing Skills II (ENG-095-10C)
W 10-11:15 a.m.
College Writing I (ENG-111-23C)
M 10-11:15 a.m.

REMOTE HYBRID **N. Akai-Dennis**
REMOTE HYBRID **N. Akai-Dennis**

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.

Writing Skills II (ENG-095-11C)
M 10-11:15 a.m.
College Writing I (ENG-111-02C)
M 11:30 a.m.-12:45 p.m.

REMOTE HYBRID **D. Schwartz**
REMOTE HYBRID **D. Schwartz**

Writing in a Digital World

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.

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| Writing Skills II (ENG-095-12C) | REMOTE ASYNCHRONOUS | E. Cuoco |
| College Writing I (ENG-111-21C) | REMOTE SYNCHRONOUS | E. Cuoco |
| M/W 1-2:15 p.m. | | |

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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| Writing Skills II (ENG-095-13C) | REMOTE SYNCHRONOUS | T. Nefer |
| M/W 10-11:15 a.m. | | |
| College Writing I (ENG-111-34C) | REMOTE SYNCHRONOUS | T. Nefer |
| M/W 11:30 a.m.-12:30 p.m. | | |

The Politics of Pandemic

Overnight, all our lives have changed; we are living through events that have never happened before. We are a part of history, and that is why now, more than ever, it is important that we document and share our firsthand experiences during this pandemic. Years from now, our children and grandchildren will look back at this critical time and ask what life was like when the coronavirus attacked. This course will examine the personal, political, and sociological impact of the coronavirus pandemic as we are experiencing it in real time. We will discuss the importance of writing during the time of pandemic, COVID conspiracy theories, fake news and pseudoscience, as well as the social and political inequities arising from this crisis.

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| Writing Skills II (ENG-095-14C) | REMOTE HYBRID | L. Bennet |
| Th 11:30 a.m.-12:45 p.m. | | |
| College Writing I (ENG-111-47C) | REMOTE HYBRID | L. Bennet |
| T 10-11:15 a.m. | | |

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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| Writing Skills II (ENG-095-16C) T/Th 10-11 a.m. | REMOTE HYBRID | R. Whitman |
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| College Writing I (ENG-111-16C) T/Th 12:15-12:45 p.m. | REMOTE HYBRID | R. Whitman |
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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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| Writing Skills II (ENG-095-17C) T 8:30-9:45 a.m. | REMOTE HYBRID | M. Dubson |
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| College Writing I (ENG-111-38C) T 10-11:15 a.m. | REMOTE HYBRID | M. Dubson |
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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.

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| Writing Skills II (ENG-095-23C) T/Th 10-11:15 a.m. | REMOTE SYNCHRONOUS | C. Corona |
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| College Writing I (ENG-111-09C) T/Th 11:30 a.m.-12:45 p.m. | REMOTE SYNCHRONOUS | C. Corona |
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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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| Writing Skills II (ENG-095-S1C) S 9-11:45 a.m. | REMOTE SYNCHRONOUS | P. DiBenedetto |
| College Writing I (ENG-095-S1C) S 12-2:45 p.m. | REMOTE SYNCHRONOUS | P. DiBenedetto |

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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| Writing Skills I (ENG-095-M1C) M 6-7:15 p.m. | REMOTE HYBRID | J. Fiske |
| College Writing I (ENG-095-W1C) M 6-7:15 p.m. | REMOTE HYBRID | J. Fiske |

ELL Integrated Courses

Multilevel Course Descriptions

ELL-500-01

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.

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| W | 10 a.m.-12:45 p.m. | REMOTE HYBRID | Rodriguez |
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ELL-501-85 & VMA-104-85

Sketches and Stories 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 symbols and complete remote field study. The course is open to Levels 1, 2 and 3 ELL students. Prerequisites: placement. Upon successful completion of this course, students will receive 3

credits for General Education. Video about the course: <https://www.youtube.com/watch?v=ROA-DeZ9qdE>

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| T | 10 a.m.-12:45 p.m. | REMOTE HYBRID | Naggie |
| Th | 10 a.m.-12:45 p.m. | REMOTE SYNCHRONOUS | Chen |

Level 1 Integrated Course Descriptions

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.

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| M/T/W/Th | 8:30- 9:45 a.m. | REMOTE SYNCHRONOUS | Shute |
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ELL-101-03

Immigrant Stories

In this class you will explore a range of immigrant stories through discussing articles, short stories, podcasts and sharing your own stories of arriving and adapting to the US. One goal of this class is for you to explore how your immigrant or international experiences relate 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.

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| M/W | 1-2:15 p.m | REMOTE HYBRID | Ellenbird |
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ELL-101-04

This Land Is Your Land, This Land Is My Land

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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| M/W | 10-11:15 a.m. | REMOTE HYBRID | Kerstner |
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ELL-101-05

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.

T/Th **11:30 a.m.-12:45 p.m.** **REMOTE HYBRID** **Shute**

ELL-101-06

Active Participation in Society

In this Learning Community students will develop communication skills plus knowledge of government rights and its limits in order to empower them as changemakers through public engagement. Materials for this class include news articles, documents, speeches and TED talks, oral interviews with public workers, and discussion boards with other students. Practice in public writing, listening intentionally to news and speeches, and speaking effectively (including grammar and vocabulary) are designed to inspire students' confidence in participating in society for themselves and for the good of their communities.

T/Th **2:30-3:45 p.m.** **REMOTE HYBRID** **Feldman**

ELL-101-MW1

Remarkable Journeys: Using Other People's Stories to Make Yourself Understood

This integrated ELL course is centered around Linda Sue Park's *A Long Walk to Water* and other accounts about immigrants who overcame adversity and reached their academic and professional goals. Through participating in class discussions, completing individual & group projects, and "active" research in our communities - we will make connections between the readings and our own remarkable journeys to BHCC. Finally, we will create a mini portfolio to communicate our feelings about the immigrant journey in the age of Covid-19 as well as our developing English language skills.

M/W **6-8:45 p.m.** **REMOTE SYNCHRONOUS** **Cummings**

ELL-101-S1

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.

Sa **12-2:45 p.m.** **REMOTE HYBRID** **Murphy**

Level 2 Integrated Course Descriptions

ELL-102-01

Breaking Through

Is it possible for a young student to overcome poverty and prejudice? In this 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.

M/T/W/Th 8:30- 9:45 a.m.

REMOTE SYNCHRONOUS

Rodriguez

ELL-102-02

Cancel Me Not

“There are two ways to have the tallest building in town. One way is to go around crushing everyone else’s building.” Beginning with this quote, students will engage in materials related to the treatment of others, specifically the idea of “cancel culture.” The class will examine the meaning of "cancel culture" and the various ways that voices have been shut out and continue to be, as demonstrated by current events. Through documentaries, simple narratives and essays, students will examine how “cancel culture” happens on a personal level, and how to best promote oneself, rather than “crush” others.

M/W

10-11:15 a.m.

REMOTE HYBRID

Rocheteau

ELL-102-03

Move Forward With Your Dreams By Bouncing Back

How can we bounce back from difficult moments in our lives? How can we keep our dreams alive despite obstacles in our way? In this integrated skills class, we will engage with an inspiring memoir, *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. We will also examine science-based strategies to strengthen our own resilience so that we can better follow our passions.

T/Th

10-11:15 a.m.

REMOTE HYBRID

Kerstner

ELL-102-04

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.

M/W

1-3:45 p.m.

REMOTE SYNCHRONOUS

D'Entremont

ELL-102-05

Cancel Me Not

“There are two ways to have the tallest building in town. One way is to go around crushing everyone else’s building.” Beginning with this quote, students will engage in materials related to the treatment of others, specifically the idea of “cancel culture.” The class will examine the meaning of "cancel culture" and the various ways that voices have been shut out and continue to be, as demonstrated by current events. Through documentaries, simple narratives and essays, students will examine how “cancel culture” happens on a personal level, and how to best promote oneself, rather than “crush” others.

T/Th

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

REMOTE HYBRID

Rocheteau

ELL-102-06

Cancel Me Not

“There are two ways to have the tallest building in town. One way is to go around crushing everyone else’s building.” Beginning with this quote, students will engage in materials related to the treatment of others, specifically the idea of “cancel culture.” The class will examine the meaning of "cancel culture" and the various ways that voices have been shut out and continue to be, as demonstrated by current events. Through documentaries, simple narratives and essays, students will examine how “cancel culture” happens on a personal level, and how to best promote oneself, rather than “crush” others.

N/A

N/A

REMOTE ASYNCHRONOUS

Rocheteau

ELL-102-MW1

The Power of Music

From parties, to protests, to prayer, music has the power to transform our lives. In this course, students will develop academic reading, writing, speaking, and listening skills as they engage in the theme. We will explore why music is essential to being human and how it affirms our cultural, social, and individual identities, helps us to be more resilient, and can be a powerful tool to transform ourselves and society. We will examine some historical examples of resilience and transformation in the spirituals, blues, and protest music of the 60’s and 70’s. Lastly, we will reflect on how music continues to shape our lives.

M/W

6-8:45 p.m.

REMOTE SYNCHRONOUS

Cusick

ELL-102-S1

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

9-11:45 a.m.

REMOTE HYBRID

Tineo

Level 3 Integrated Course Descriptions

ELL-103-01

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.

M/T/W/Th 8:30-9:45 a.m.

REMOTE SYNCHRONOUS

D'Entremont

ELL-103-05

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.

T/Th 10 a.m.- 12:45 p.m.

REMOTE SYNCHRONOUS

D'Entremont

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 for 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.

M/W 6-8:45 p.m.

REMOTE SYNCHRONOUS

Mansaray

ELL-103-S1

Human Rights through the Arts

This course will use contemporary pieces of art including memoir, fiction, music, poetry, dance, and installations that address identity as a basic human right. How do we define ourselves? What factors shape our self-identity? How do others perceive us and how does that feed into our self-perception? We will examine how race, gender, sexual orientation, ethnicity, religion, language, family relationships, experience, education, and political beliefs affect and define our identities. We will survey social justice movements and some of the activists who have led them including Black Lives Matter, women's rights movements, LGBTQ organizations fighting for equality under the law, all those advocating for religious freedom and ethnic diversity, female identity and gender equality in a patriarchal world through Black, Latinx, Asian, and native American experiences.

Sa 9-11:45 a.m.

REMOTE HYBRID

Crisco

Level 3 Integrated Disciplinary Clusters Descriptions

ELL-103-01C & SOC-101-06CI

Putting the Sociological Lens on the Pandemic

The coronavirus and resulting pandemic has uprooted lives all around the world like no other event in the 21st century. Yet despite this common experience, it has impacted each one of us differently. In this class we will examine this impact through a sociological lens by examining the way geography, nationality, ethnicity, class and gender have shaped our experience of this pandemic as well as the

impact of discrimination and xenophobia, particularly against Asians and Asian Americans. By applying sociological concepts, you will analyze and share your experience of the pandemic with classmates from around the globe.

| | | | |
|------------|------------------------------|---------------------------|------------------|
| M/W | 10-11:15 a.m. | REMOTE HYBRID | Ellenbird |
| M/W | 11:30 a.m.-12:45 p.m. | REMOTE SYNCHRONOUS | Bautista |

ELL-103-02C & CIT-113-0HBC

Exploring Life, Social Media and Technology

In these courses, the students will explore some of the major factors which shape their lives, including the social media and technology they use, the decisions they make, the culture they come from, and the work they choose. The integrated ELL/Computer assignments will teach resiliency, creativity, critical thinking, problem solving methodology and specific office application requirements. Students will learn fundamental computer concepts, applications and theories through hands-on personal computer experience. The students will develop and improve their writing, reading and listening skills in all the integrated assignments, and they will be able to develop and organize their ideas to present orally.

| | | | |
|-------------|---------------------------|---------------------------|-------------------|
| T/Th | 8:30-11:15 a.m. | REMOTE SYNCHRONOUS | Schweitzer |
| T | 11:30 a.m.-12 p.m. | REMOTE HYBRID | Harris |

ELL-103-03HBC & ENG-111-53CI

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.

| | | | |
|----------|----------------------------|----------------------------|---------------|
| M | 10 a.m.- 12:45 p.m. | REMOTE HYBRID | Valdez |
| W | 10 a.m.- 12:45 p.m. | REMOTE ASYNCHRONOUS | Paul |

ELL-103-04HBC & ENG-111-40CI

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.

| | | | |
|-----------|--------------------|----------------------|--------------------|
| T | 6-8:45 p.m. | REMOTE HYBRID | Grehan |
| Th | 6-7:15 p.m. | REMOTE HYBRID | Akai-Dennis |

ELL-103-05C & PSY-101-05CI

Positively Positive Psychology

In this nine-credit ELL103/ PSY101 Cluster, we will embark on a stimulating journey through the human mind. We will explore the basic concepts and methods of psychology, with an emphasis on how the human mind and behavior are influenced by human growth and development, culture, and society. As we study the field of positive psychology, we will also make connections to our own learning and language experiences. Students will strengthen their reading, writing, listening, speaking and grammar while developing an academic working vocabulary. Additional emphasis on career exploration and support for any psychology majors.

M/W 2:30-3:45 p.m.
M/W 4-5:15 p.m.

REMOTE HYBRID
REMOTE SYNCHRONOUS

Perezella
Key

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.

Clusters with a Focus on Careers

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.

Literary Publishing (ENG-234-01C)

T 2:30-4 p.m.

REMOTE HYBRID

A. Ruch

Intro to Adobe Suite (VMA-125-03C)

Th 2:30-5:15 p.m.

REMOTE SYNCHRONOUS

J. Fitts

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/Th 10-11:15 a.m. REMOTE SYNCHRONOUS C. Maynard

Literature in America II (LIT-204-02C)

Th 11:30 a.m.-12:45 p.m. REMOTE 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-105-01CHB)

W 11:30 a.m.–12:45 p.m. REMOTE HYBRID H. Jean-Gilles

Principles of Management (MAN-111-01CHB)

Th 11:30 a.m.–12:45 p.m. REMOTE HYBRID H. Jean-Gilles

English 111 Clusters

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.

Writing Skills I (ENG-111-01C)

T/Th 8:30-9:45 a.m. REMOTE SYNCHRONOUS S. Berger

Careers in Healthcare (LCS-101A-04C)

M 8:30-9:45 a.m. REMOTE HYBRID L. Pellecchia

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-111-08C)

W 1-2:15 p.m.

REMOTE HYBRID

W. Nelson

Principles of Psychology (PSY-101-08C)

M/W 2:30-3:45 p.m.

REMOTE SYNCHRONOUS

L. Schyrokyj

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.

College Writing II (ENG-111-33C)

T/Th 10-11:15 a.m.

REMOTE SYNCHRONOUS

T. Nefer

Principles of Psychology (PSY-101-17C)

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

REMOTE SYNCHRONOUS

L. Johnson

LCS Clusters

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.

Motivations and Movements (LCS-101D-02C)

M/W 2:30-3:45 p.m.

REMOTE HYBRID

K. LaRo

Principles of Psychology (PSY-101-15C)

M/W 4-5:15 p.m.

REMOTE SYNCHRONOUS

A. Clinard

Surviving and Thriving: Ethnographies of Bunker Hill

6 credits

What do students do to survive and thrive at Bunker Hill, both individually and collectively? In this cluster, we will use ethnography (the study of people's customs and cultures) to understand what students and workers here do in different parts of campus, what issues they face in and outside of

school, and how they navigate the resources available for support. This experience will help us understand how people’s everyday lives are organized and influenced by their participation in social groups and by institutional forces.

Motivations and Movements (LCS-101D-01C)

Th 8:30-9:45 a.m. REMOTE HYBRID R. Tumposky

Principles of Psychology (SOC-101-05C)

T 8:30-11:15 a.m. REMOTE SYNCHRONOUS M. Colon

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.

Writing Skills I (ENG-111-01C)

T/Th 8:30-9:45 a.m. REMOTE SYNCHRONOUS S. Berger

Careers in Healthcare (LCS-101A-04C)

M 8:30-9:45 a.m. REMOTE HYBRID L. Pellecchia

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.

| | | | | |
|-------------|------------|------------------------------|---------------------------|-----------------------|
| 02 | M/W | 10-11:15 a.m. | REMOTE SYNCHRONOUS | M. Doucette |
| 03HB | W | 1-2:15 p.m. | REMOTE HYBRID | H. Jean-Gilles |
| 04 | M/W | 11:30 a.m.-12:45 p.m. | REMOTE SYNCHRONOUS | M. Doucette |
| 05HB | W | 2:30-3:45 p.m. | REMOTE HYBRID | H. Jean-Gilles |

| | | | | |
|------|------|-----------------------|---------------------|-------------|
| 06 | N/A | N/A | REMOTE ASYNCHRONOUS | A. Fontes |
| 07 | T/Th | 10-11:15 a.m. | REMOTE SYNCHRONOUS | L. Robertie |
| 08 | T/Th | 2:30-3:45 p.m. | REMOTE SYNCHRONOUS | L. Robertie |
| 10 | N/A | N/A | REMOTE ASYNCHRONOUS | A. Fontes |
| 11HB | M | 11:30 a.m.-12:45 p.m. | REMOTE HYBRID | W. Nouchrif |
| F1 | F | 6-8:45 p.m. | REMOTE SYNCHRONOUS | TBD |
| S1 | S | 12-2:45 p.m. | REMOTE SYNCHRONOUS | M. Casey |
| WB | N/A | N/A | WEB | J. McCann |
| WB1 | N/A | N/A | 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.

| | | | | |
|------|-----|-----------------------|--------------------|------------|
| 01HB | M | 11:30 a.m.-12:45 p.m. | REMOTE HYBRID | J. Mahoney |
| M1 | M | 6-8:45 p.m. | REMOTE SYNCHRONOUS | TBD |
| WB | N/A | N/A | WEB | J. Mahoney |

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/Th | 11:30 a.m.-12:45 p.m. | REMOTE SYNCHRONOUS | B. Craven |
|----|------|-----------------------|--------------------|-----------|

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 | 8:30-9:45 a.m. | REMOTE SYNCHRONOUS | M. Lapierre |
| 02 | M/W | 10-11:15 a.m. | REMOTE SYNCHRONOUS | M. Lapierre |
| 01HB | T/Th | 10-11:15 a.m. | REMOTE SYNCHRONOUS | S. Mason |
| M1 | M | 6-8:45 p.m. | REMOTE SYNCHRONOUS | TBD |
| WB | N/A | N/A | 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.

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|----|------|--------------------|---------------|--------------|
| 01 | M/W | 11 a.m.-12:40 p.m. | REMOTE HYBRID | H. Delta |
| 02 | T/Th | 11 a.m.-12:40 p.m. | REMOTE HYBRID | J. Fernandes |
| 03 | M/W | 1-2:40 p.m. | REMOTE HYBRID | H. Delta |
| 04 | M/W | 9-10:40 a.m. | REMOTE HYBRID | E. Miller |
| 05 | F | 11 a.m.-2:40 p.m. | REMOTE HYBRID | H. Delta |
| S1 | Sa | 9 a.m.-12:40 p.m. | REMOTE HYBRID | M. Englander |
| T1 | T/Th | 6-7:40 p.m. | REMOTE HYBRID | 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.

02 W 6-8:45 p.m. REMOTE SYNCHRONOUS M. Barton

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.

01 M 1-3:45 p.m. REMOTE SYNCHRONOUS J. Jones

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.

01 M/W 10-11:15 a.m. REMOTE SYNCHRONOUS D. Shafer
H1 Th 6-8:45 p.m. REMOTE SYNCHRONOUS R. Thorp

PLG-101

3 Credits

Introduction to Law

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

01 T/Th 11:30 a.m.-12:45 p.m. REMOTE SYNCHRONOUS S. Atlas

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).

01 Th 10 a.m.-12:45 p.m. REMOTE SYNCHRONOUS J. Flores
03 N/A N/A REMOTE ASYNCHRONOUS G. Rosa

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-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.