

# Accelerated English Learning Community Clusters

Accelerated Learning Community Clusters allow students to complete both a developmental English course and a college-level English course 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.

## ENG-095 / ENG-111 6 credits Bless Your Heart—Exploring Southern Culture

This six-credit Learning Community integrates ENG-095 and ENG-111, enabling students to complete both courses in one semester. This class will take a deeper look at the South and its culture. It will be divided into three sections: literature, traditions and food. In section one, we will read and analyze famous southern writers like Flannery O’Conner and Zora Neale Hurston. In the second section, we will take a look at southern subcultures that exist in its traditions, such as NASCAR and college football. Finally, we will research and try our hands at making some traditional southern dishes. Come join us, y’all! Students must co-enroll in the following courses:

<b>ENG-095</b>	<b>Writing Skills II</b>			
<b>20C</b>	T/TH	10–11:15 a.m.	D208	A. Paul
<b>ENG-111-</b>	<b>College Writing I</b>			
<b>41C</b>	T/TH	11:30 a.m.–12:45 p.m.	D208	A. Paul
<b>ENG-095</b>	<b>Writing Skills II</b>			
<b>27CZ</b>	T/TH	2:30–3:45 p.m.	B110	A. Paul
<b>ENG-111</b>	<b>College Writing I</b>			
<b>48CZ</b>	T/TH	4–5:15 p.m.	B110	A. Paul



## ENG-095 / ENG-111 6 credits Consumable Planet

This six-credit Learning Community integrates ENG-095 and ENG-111 enabling you to complete both courses in one semester. Explore the world of sustainability while you will examine the realms of food, clothing and shelter through the lens of sustainability management. Patterns of consumption and systems of local, sustainable food production as well as big agriculture will be considered. You will study green and sustainable design that reduces energy usage and causes less environmental degradation. Through reading, writing, speaking, listening and hands-on learning, you will build a strong foundation for further study in sustainability or related fields. Students must co-enroll in the following courses:

<b>ENG-095</b>	<b>Writing Skills II</b>			
<b>16CZ</b>	T/TH	8:30–9:45 a.m.	H155	R. Whitman
<b>ENG-111</b>	<b>College Writing I</b>			
<b>39CZ</b>	T/TH	10–11:15 a.m.	H155	R. Whitman

## ENG-095 / ENG-111 6 credits Crash

This six-credit Learning Community integrates ENG-095 and ENG-111 enabling students to complete both courses in one semester. In this Cluster, students will examine the origins and effects of the world recession led by the crash of the U.S. financial and housing sectors of the economy in 2008 and the social and economic impact of this crash on the daily lives of millions of Americans. Through reading, writing, speaking, listening and hands-on learning activities, students will explore the “new normal” of the U.S. economy and prospects for jobs, prosperity and a middle class in the coming decades of the early 21st century. Students must co-enroll in the following courses:

<b>ENG-095</b>	<b>Writing Skills II</b>			
<b>26C</b>	T/TH	2:30–3:45 p.m.	B112	R. Whitman
<b>ENG-111</b>	<b>College Writing I</b>			
<b>47C</b>	T/TH	4–5:15 p.m.	B112	R. Whitman

## ENG-095 / ENG-111 6 credits Dig Where You Stand—Urban Community Histories

This six-credit Learning Community integrates ENG-095 and ENG-111, 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. Please see an advisor if you are interested in enrolling in this Cluster. Students must co-enroll in one Writing Skills course and one College Writing course:

<b>ENG-095</b>	<b>Writing Skills II</b>			
<b>02C</b>	M/W	7–8:15 a.m.	B218	T. Clark
<b>ENG-111</b>	<b>College Writing I</b>			
<b>31C</b>	T/TH	7–8:15 a.m.	B218	T. Clark

## ENG-095 / ENG-111 6 credits Inside the Sky

This six-credit Learning Community integrates ENG-095 and ENG-111, enabling students to complete both courses in one semester. In this course, students will discover the world of aviation through studying its literature. Through reading and writing assignments, students will unlock the mystery of what happens up there when you fly, inside the sky. This Learning Community emphasizes writing as a process, from planning to drafting through revising and editing. You will learn to write unified, coherent, well-developed essays and practice paraphrasing, summarizing and using sources responsibly. Students must co-enroll in the following courses:

<b>ENG095</b>	<b>Writing Skills II</b>			
<b>M1C</b>	M	6–8:45 p.m.	B223	J. Fiske
<b>ENG111</b>	<b>College Writing I</b>			
<b>W1C</b>	W	6–8:45 p.m.	B223	J. Fiske

**ENG-095 / ENG-111** **6 credits**  
**Lyrics, Images and Words that Matter—Looking at Social Issues through Music, Art and Poetry**

This six-credit Learning Community integrates ENG-095 and ENG-111, enabling students to complete both courses in one semester. In this course, we will look at how musicians, artists 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 reggae to hip-hop. We will also read articles and essays about the use of art as social protest or about individual artists. You will learn to write unified, coherent, well-developed essays and practice paraphrasing, summarizing and using sources responsibly. Students must co-enroll in the following courses:

<b>ENG-095</b>	<b>Writing Skills II</b>				
<b>19C</b>	T/TH	10–11:15 a.m.	B126	J.Stark	
<b>ENG-111</b>	<b>College Writing I</b>				
<b>42C</b>	T/TH	11:30 a.m.–12:45 p.m.	B126	J. Stark	

**ENG-095 / ENG-111** **6 credits**  
**Money Changes Everything**

This six-credit Learning Community integrates ENG-095 and ENG-111, enabling students to complete both courses in one semester. Students will explore literal and abstract themes related to money as they read and write about making a living, handling and budgeting money, consumerism, materialism and the specter of economic terrorism. Topics will include the relationship between money and happiness, the impact of money on relationships, the power of money to corrupt and social issues related to inequities in wealth. This Learning Community emphasizes writing as a process, from planning to drafting through revising and editing. Students will learn to write unified, coherent, well-developed essays and practice paraphrasing, summarizing and using sources responsibly. Students must co-enroll in the following courses:

<b>ENG-095</b>	<b>Writing Skills II</b>				
<b>17C</b>	T Th	8:30–9:45 a.m.	B222	M. Dubson	
<b>ENG-111</b>	<b>College Writing I</b>				
<b>38C</b>	T Th	10–11:15 a.m.	B222	M. Dubson	

**ENG-095 / ENG-111** **6 credits**  
**Writing from the Inside Out**

This six-credit Learning Community integrates ENG-095 and ENG-111, enabling students to complete both courses in one semester. This Cluster will delve into the writing process beginning with personal writing and work towards incorporating other modes of expository writing such as cause/effect, compare/contrast, problem/solution and argument. Students will discuss current or hot topics in the news and learn how to incorporate additional sources in papers as they demystify writing blocks and find real connections between students and their writing topics. By the end of the semester, students will be able to tackle a variety of topics no matter the discipline, represent other sources properly and develop their unique voice. Students must co-enroll in the following courses:

<b>ENG-095</b>	<b>Writing Skills II</b>				
<b>06C</b>	M/W	10–11:15 a.m.	H148	J. Cohn	
<b>ENG-111</b>	<b>College Writing I</b>				
<b>17C</b>	M/W	11:30 a.m.–12:45 p.m.	H148	J. Cohn	



**ENG-095 / ENG-111** **6 credits**  
**Writing Through Memoir—Stories for Success**

This six-credit Learning Community integrates ENG-095 and ENG-111 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. Students will learn to write unified, coherent, well-developed essays and practice paraphrasing, summarizing and using sources responsibly. Students must co-enroll in the following courses:

<b>ENG-095</b>	<b>Writing Skills II</b>				
<b>08C</b>	M/W	11:30 a.m.–12:45 p.m.	B135B	L. Carty Barrett	
<b>ENG-111</b>	<b>College Writing I</b>				
<b>19C</b>	M/W	1–2:15 p.m.	B135B	L. Carty Barrett	

**ENG-095 / ENG-111** **6 credits**  
**Popular Culture in America**

This six-credit Learning Community integrates ENG-095 and ENG-111 enabling students to complete both writing courses in one semester. Through individual as well as collaborative learning methods, students will explore trends of national importance in contemporary America, from our online obsession with social networking to our fast-food nation's crisis in health. The class will consist of readings and research, and informed discussions and debates, along with writing tasks that help develop raw ideas into incisive essays. Students must co-enroll in the following courses:

<b>ENG-095</b>	<b>Writing Skills II</b>				
<b>04C</b>	M/W	8:30–9:45 a.m.	B217	C. Corona	
<b>ENG-111</b>	<b>College Writing I</b>				
<b>11C</b>	M/W	10–11:15 a.m.	B224	C. Corona	

**ENG-095 / ENG-111** **6 credits**  
**Liberating the Mind**

This six-credit Learning Community integrates ENG-095 and ENG-111, enabling students to complete both courses in one semester. Research shows that in the U.S., Latinos and Blacks are less likely to get a college degree and more likely to end up in prison. This course explores why this may be happening and introduces students to proposed solutions to this problem through reading and writing about initiatives both in Boston and nationwide. In addition to completing course reading and writing assignments, students will be required to participate in a community service project focused on supporting college readiness. Students must co-enroll in the following courses:

<b>ENG-095</b>	<b>Writing Skills II</b>				
<b>24Z</b>	T/TH	11:30 a.m.–12:45 p.m.	H168	J. Bombardier	
<b>ENG-111</b>	<b>College Writing I</b>				
<b>W1C</b>	T/TH	10–11:15 p.m.	B168	J. Bombardier	

# Integrated Reading and Writing Learning Community Clusters

Integrated Reading and Writing Learning Community Clusters allow students who place into both ENG-090 and RDG-090 or ENG-095 and RDG-095 to take both courses with a common cohort of students. In Learning Community Clusters, faculty members plan their courses around common themes and integrate hands-on activities.

## ENG-090 / RDG-090 6 credits Building a Strong Foundation

This Learning Community for students placing into ENG-090 and RDG-090 integrates the study of reading and writing. Students develop the reading skills necessary for success with college level material as they begin to develop the writing skills needed to work in the College Writing program. This Cluster does not satisfy any part of the College Writing requirement for graduation. Placement is determined by assessment testing or faculty referral. Upon completion of Writing Skills I (ENG-090) with a grade of C or better, students enroll in Writing Skills II (ENG-095). Students must meet reading exit requirements or pass a department reading final in order to earn a passing grade of C in RDG-090. Students must co-enroll in the following courses:

<b>ENG-090</b>	<b>Writing Skills I</b>				
<b>04C</b>	T/TH	11:30 a.m.–12:45 p.m.	B222	D. Fuller	
<b>RDG-090</b>	<b>Reading Skills I</b>				
<b>01C</b>	M/W	11:30 a.m.–12:45 p.m.	B222	D. Fuller	
<b>ENG-090</b>	<b>Writing Skills I</b>				
<b>08C</b>	T/TH	2:30–3:45 p.m.	B129B	D. Schwartz	
<b>RDG-090</b>	<b>Reading Skills I</b>				
<b>07C</b>	T/TH	4–5:15 p.m.	B129B	D. Schwartz	
<b>ENG-090</b>	<b>Writing Skills I</b>				
<b>07C</b>	F	8:30–11:15 a.m.	D121A	D. Schwartz	
<b>RDG-090</b>	<b>Reading Skills I</b>				
<b>08C</b>	M/W	8:30–9:45 a.m.	B110	D. Schwartz	
<b>ENG-090</b>	<b>Writing Skills I</b>				
<b>09C</b>	M/W	11:30 a.m.–12:45 p.m.	B128	K. Likis	
<b>RDG-090</b>	<b>Reading Skills I</b>				
<b>02C</b>	M/W	1–2:15 p.m.	B129A	K. Likis	
<b>ENG-090</b>	<b>Writing Skills I</b>				
<b>10C</b>	T/TH	10–11:15 a.m.	G139	S. Berger	
<b>RDG-090</b>	<b>Reading Skills I</b>				
<b>06C</b>	T/TH	8:30–9:45 a.m.	B109	S. Berger	

## ENG-095 / RDG-095 6 credits Crossing Borders

This Learning Community for students placing into ENG-095 and RDG-095 provides a rich opportunity for students to develop advanced reading and writing skills while learning about immigration in the United States. Students read about key aspects of immigration, including historical material, personal narratives and fiction, as well as use the internet and view films. Students write about how immigration relates to their own lives or to their families. In addition to being a Learning Community Cluster, this course is also designated as a Community Engagement Action Research class. For the Action Research Project, students will examine current issues related to immigration, learn about advocacy organizations that work on these issues and write an essay and letter in support of one of the issues they learn about. Students must meet reading exit requirements or pass a department reading final in order to earn a passing grade of C in RDG-095. Students must pass the basic Writing Competency Exam in order to receive a passing grade for ENG-095. The course does not satisfy the College Writing

requirement for graduation. Students must co-enroll in the following courses:

<b>ENG-095</b>	<b>Writing Skills II</b>				
<b>07C</b>	M/W	11:30 a.m.–12:45 p.m.	B113	J. Stark	
<b>RDG-095</b>	<b>Reading Skills II</b>				
<b>03C</b>	M/W	10–11:15 a.m.	B113	J. Stark	

## ENG-095 / RDG-095 6 credits Story of Our Lives

This Learning Community 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.

<b>ENG-095</b>	<b>Writing Skills II</b>				
<b>05C</b>	T/TH	10–11:15 a.m.	B217	L. McCuish	
<b>RDG-095</b>	<b>Reading Skills II</b>				
<b>12C</b>	T/TH	11:30 a.m.–12:45 p.m.	B221	L. McCuish	
<b>ENG-095</b>	<b>Writing Skills II</b>				
<b>09C</b>	M/W	1–2:15 p.m.	G140	L. McCuish	
<b>RDG-095</b>	<b>Reading Skills II</b>				
<b>13C</b>	M/W	2:30–3:45 p.m.	B218	L. McCuish	
<b>ENG-095</b>	<b>Writing Skills II</b>				
<b>11C</b>	T/TH	10–11:15 a.m.	H152	A. Asmelash	
<b>RDG-095</b>	<b>Reading Skills II</b>				
<b>02C</b>	T/TH	8:30–9:45 p.m.	H152	A. Asmelash	

## ENG-095 / RDG-095 6 credits Hot Topics and Big Stories

This Learning Community for students placing into ENG-095 and RDG-095 explores the hot topics and big stories in the media that capture society's attention and impact how people live. This Learning Community for students placing into ENG-095 and RDG-095 allows students to develop academic reading and writing skills while analyzing print and broadcast media. Activities include the use of newspapers and newsmagazines to analyze the formats used for writing news, features and editorials. Students must meet reading exit requirements or pass a department reading final in order to earn a passing grade of C in RDG-095. Students must pass the basic Writing Competency Exam in order to receive a passing grade for ENG-095. The course does not satisfy the College Writing requirement for graduation. Students must co-enroll in the following courses:

<b>ENG-095</b>	<b>Writing Skills II</b>				
<b>30C</b>	F	11:30 a.m.–12:45 p.m.	B129A	C. Taormina	
	F	1–2:15 p.m.	B215	C. Taormina	
<b>RDG-095</b>	<b>Reading Skills II</b>				
<b>14C</b>	F	8:30–11:15 a.m.	B129A	C. Taormina	

## Interdisciplinary Learning Community Clusters

Interdisciplinary Learning Community Clusters allow students to take two or more courses in which they study and learn with the same group of students. Faculty design clusters around common academic themes, ranging from African American studies to business psychology. Clusters integrate hands-on activities such as field study and team projects that make learning engaging and rewarding. Clusters are offered across the curriculum and are open to students who meet the prerequisites or co-requisites for each course in the cluster.

### MAN-105 / MAT-181 6 credits

#### Business by the Numbers

This Learning Community integrates an examination of the basic principles of marketing with the study of statistical concepts and methods. Students will apply statistical concepts and methods to the study of the behavior of the consumer market and the product, pricing promotion and distribution decisions employed to create consumer satisfaction. Prerequisites: Grade of C or better in Fundamentals of Algebra (MAT-094) or placement, Grade of C or better in Academic Reading III (ESL-098) and Academic Writing III (ESL-099) or Reading Skills II (RDG-095) and Writing Skills I (ENG-090) or exemption from reading or writing requirements by placement. Students must co-enroll in the following courses:

**MAN-105 Principles of Marketing**  
**05C** T/TH 11:30 a.m.–12:45 p.m. A. Fontes

**MAT-181 Statistics 1**  
**15C** T/TH 2:30–3:45 p.m. W. Josephson

### ENG-095 / PSY-101 6 credits

#### Language and the Mind

This Learning Community for students placing into ENG-095 enables students to learn the fundamental principles of psychology as they develop the language skills needed to communicate effectively in college study. Students will 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 and analysis. Prerequisites: Grade of C or better in Writing Skills I (ENG-090) and Academic Reading III (ESL-098) or Reading Skills II (RDG-095) or placement. Students must co-enroll in the following courses:

**ENG-095 Writing Skills II**  
**10C** M/W 1–2:15 p.m. F. Brown

**PSY-101 Principles of Psychology**  
**14C** M/W 2:30–3:45 p.m. L. Schyrokyj



### MAN-105 / MAN-111 6 credits

#### People, Products, Services and Brands: Successful Managing and Marketing

This six-credit Learning Community integrates an examination of the principles of Marketing with the theories and principles of Management. Students will learn how the 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. Students must co-enroll in the following courses:

**MAN-105 Principles of Marketing**  
**01C** M/W 11:30 a.m.–12:45 p.m. H. Jean-Gilles

**MAN-111 Principles of Management**  
**01C** T/TH 11:30 a.m.–12:45 p.m. H. Jean-Gilles

### PSY-101 / BUS-101 6 credits

#### Mind your Business

Business uses psychology to do everything from predicting consumer behavior to managing employees and designing workspaces. This Learning Community examines the role and responsibility of business in society through the lens of psychology. Students will learn more about who they are and how they fit into the business world while learning the concepts and theories of psychology and business. Prerequisites: Grade of C or better in Academic Reading III (ESL-098) and Academic Writing III (ESL-099) or Reading Skills II (RDG-095) and Writing Skills I (ENG-090) or exemption from reading or writing requirements by placement. Students must co-enroll in the following courses:

**PSY-101 Principles of Psychology**  
**03C** M/W 8:30–9:45 a.m. E. Kellogg

**BUS-101 Introduction to Business**  
**01CZ** M/W 10–11:15 a.m. T. Fontes

**PSY-101 or SOC-101 / LCS-101D** **6 credits**  
**Motivations and Movements: Exploring Careers in Behavioral and Social Science**

This Learning Community for first-year students integrates a survey of information and theory in psychology with field study in the behavioral science field. Students will have the opportunity to stand on the spot where the Boston Massacre occurred, cheer on Boston sports teams and examine what motivates individuals and groups of people to participate in these and other actions. Prerequisites: Grade of C or better in Academic Reading III (ESL-098) or Reading Skills II (RDG-095) or placement. Open to students interested in the behavioral or social science fields. Students must co-enroll in the following courses:

<b>PSY-101</b>	<b>Principles of Psychology</b>	
<b>12C</b>	M/W 1–2:15 p.m.	E. Kellogg
<b>LCS-101D</b>	<b>Motivations and Movements</b>	
<b>02C</b>	M/W 2:30–3:45 p.m.	E. Kellogg
<b>SOC-101</b>	<b>Principles of Sociology</b>	
<b>19C</b>	T 10 a.m.–12:45 p.m.	L. Sarpy
<b>LCS-101D</b>	<b>Motivations and Movements</b>	
<b>01C</b>	T/H 10 a.m.–12:45 p.m.	T. Matubbar



**ENG-111 / PSY-101** **6 credits**  
**Power in Actions, Passion in Words: Western Psychology Meets African American Studies**

This Learning Community 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 their 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. Prerequisites: Grade of C or better in Writing Skills II (ENG-095) and Reading Skills II (RDG-095) or Academic Reading III (ESL0-98) or placement. This is a hybrid cluster. Students must co-enroll in the following courses:

<b>ENG-111</b>	<b>College Writing II</b>	
<b>WB52C</b>	WEB For username and password, go to bhcc.edu/mycourseaccess	L. Santos Silva
<b>PSY-101</b>	<b>Principles of Psychology</b>	
<b>17C</b>	T/TH 8:30–9:45 a.m.	L. Johnson

**HIS-152 / ENG-112** **6 credits**  
**Patriots and Petticoats**

This Learning Community for students placing into ENG-111 focuses on the growth and development of the United States from a woman’s perspective. Through a combination of readings, class discussions, films, field study and a community engagement project, students examine U.S. history from colonial beginnings to the Civil War and reconstruction and develop the oral and written communication skills needed to succeed in College Writing I.

<b>HIS-152</b>	<b>Reconstruction to Present</b>	
<b>04C</b>	T/TH 2:30–3:45 p.m.	K. Paulsen
<b>ENG-112</b>	<b>College Writing II</b>	
<b>39C</b>	T/TH 4–5:15 p.m.	L. Benson Byall

**HIS-152 / LIT-204** **6 credits**  
**The Paradox of American Identity: American History and Literature 1865 – Present**

In this Cluster, students will delve into the history of America post-Civil War to present day while simultaneously examining the literature that impacted and influenced it. As students discuss and learn about the various movements and urbanization of America from the mid-19th to the 21st century, they will examine texts from the literary periods of realism, regionalism, naturalism, modernism and post-modernism. Throughout the semester, students will explore the ways in which literature affects society and social movements inspire pivotal pieces of writing. In doing so, they will examine American identity and consider what it means to be an American.

<b>LIT-204</b>	<b>Lit in America II</b>	
<b>03C</b>	T/TH 10–11:15 a.m.	J. Cohn
<b>HIS-152</b>	<b>Reconstruction to Present</b>	
<b>03C</b>	T/TH 11:30 a.m.–12:45 p.m.	H. Allen Jr.



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# Learning Communities for English Language Learners

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

## ESL-078 / ESL 079 6 credits

### 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 students will share their ideas as they read about and listen to stories of resilience and resistance in the face of inequality and exclusion. Students will look back into America’s past to better understand the present and will consider how to build a more inclusive future. Students taking this Cluster are exempt from ESL-074 and ESL-075.

**ESL-078 Academic Reading I / ESL 079 Academic Writing I**  
011 M/W 8:30–11:15 a.m. J. Kerstner

## ESL-078 / ESL-079 6 credits

### International Voices of English

In this integrated skills Cluster, students will explore the topics of family, adulthood and culture while reading and listening to multilingual and multicultural writers and speakers of English from around the world. Students will add their own English voice to this global conversation through class discussions, individual and group projects, presentations and writing assignments. Students taking this Cluster are exempt from ESL-074 and ESL-075.

**ESL-078 Academic Reading I / ESL 079 Academic Writing I**  
021 T/TH 10 a.m.–12:45 p.m. J. Valdez

## ESL-088 / ESL-089 6 credits

### Culture, Language and Learning

In this high-intermediate integrated skills Cluster, students will read, discuss and write about theories and ideas around culture, language and learning—and the complex ways that they interact. Through reading articles and short stories, students will engage with topics such as multiculturalism, theories of language learning, the structure of English, social linguistics and multilingualism. Beyond improving their oral, reading and writing skills, an important goal of this class is for students to develop a deeper understanding of the English language, the language-culture connection and their own learning of English. Students taking this Cluster are exempt from ESL-086 and ESL-087.

**ESL-088 Academic Reading II / ESL-089 Academic Writing I**  
031 M/W 10 a.m.–12:45 p.m. A. Shute

**ESL-088 Academic Reading II / ESL-089 Academic Writing I**  
041 M/W 1–3:45 p.m. J. Ellenbird

## ESL-098 / ESL-099 6 credits

### Social and Environmental Issues

In this advanced integrated skills Cluster, students will read the novel *Animal Dreams* by writer Barbara Kingsolver. Through the novel, enter the life of a peaceful American town populated with both Anglo and Native American people. Discover whether love, strength, art and ingenuity are enough to solve issues of the family, personal loss, animal rights and the environment. Students will improve their critical thinking skills while writing about, reflecting on and presenting ideas related to these and other issues which create the intrigue of the novel. Students taking this Cluster are exempt from ESL-096 and ESL-097.

**ESL-098 Academic Reading III / ESL-099 Academic Writing III**  
031 T/TH 10 a.m.–12:45 p.m. D. Rocheteau

## ESL-098 / ESL-099 6 credits

### Health and the Environment

In this advanced integrated skills Cluster, students will read, discuss and write about health and the impact of the environment on our health. Through reading articles and short stories, students will engage with a range of topics connected to health, healthy living and a sustainable environment. Students taking this Cluster are exempt from ESL-096 and ESL-097.

**ESL-098 Academic Reading III / ESL-099 Academic Writing III**  
061 T/TH 10 a.m.–12:45 p.m. M. D’Entremont

## ESL-099 / SOC-101 6 credits

### Immigrant Experiences in Chelsea

In this Cluster course, students will explore and analyze immigrant experiences through the learning and application of introductory sociology concepts. The city of Chelsea, a major gateway city for newly arrived immigrants, will be the backdrop of this class against which students will learn concepts such as culture, ethnicity, social class, ethnocentrism, stratification and forms of social change and then apply this learning through carrying out research in the Chelsea community. Designed for immigrant students, one goal of this class is for students to explore how their identity, culture and experiences in the U.S. relate and connect with other immigrant groups in the U.S. Students taking this Cluster are exempt from ESL-096 and ESL-097:

**ESL-099 Academic Writing III**  
071 M 8:30–11:15 a.m. J. Ellenbird

**SOC-101 Principles of Sociology**  
181 W 8:30–11:15 a.m. A. Bautista

## ESL-098 / ESL-099 6 credits

### Connecting Cultures

In this integrated skills Cluster students will learn advanced English reading and writing skills and receive credit for ESL-098 and ESL-099 while employing critical reading, writing and research skills to earn college credit for ENG-111. Throughout the semester, students will learn about other’s cultures by telling their story, reading literature written by authors from a variety of cultures and by researching and sharing traditional food. Students will enjoy a variety of learning activities such as place-based learning and the use of Visual Thinking Strategies to develop their critical thinking and communication skills. This is a hybrid course that meets both in-person and online. Students taking this Cluster are exempt from ESL-096 and ESL-097.

**ESL-098 Academic Reading III**  
08HBI M 11:30 a.m.–12:45 p.m. J. Valdez

**ESL-099 Academic Writing III**  
08HBI W 11:30 a.m.–12:45 p.m. J. Valdez

**ENG-111 College Writing I**  
531 F 11:30 a.m.–2:15 p.m. A. Harris Paul

# Interdisciplinary ESL Clusters

Interdisciplinary Learning Communities for English Language Learners allow students who place into Level III ESL courses to co-enroll in a selection of college-level courses with a common cohort of students. Faculty design clusters around common academic themes and integrate hands-on activities and group projects that make learning engaging and rewarding.

## ESL-099 / FLM-101 6 credits Around the World of Cinema in 90 Days

This Learning Community is for current ESL students who wish to complete the ESL program while also earning college credits in an environmental science course (menu area 5). Students take 6 credits of ESL with 4 credits of science. Students practice reading, writing, listening, speaking, vocabulary and grammar while also learning about environmental topics including climate change, clean energy, recycling, pollution, endangered animals, safe and healthy food and water, and how to live a 'green' lifestyle. Students enrolled in ENV-110 "Sustainable Resource Conservation" will explore the science behind environmental issues through laboratory activities, computer simulations, readings and discussions, and group role-play.

<b>ESL-099</b> 09C	M	<b>Academic Writing III</b> 2:30–5:15 p.m.	D. Perezella
<b>FLM-101</b> 02C	W	<b>Film As Art</b> 2:30–5:15 p.m.	S. Jameson

## ESL-098 / ESL-099 / ENV-110 10 credits The Environment and You

This Learning Community is for current ESL students who wish to complete the ESL program while also earning college credits in an environmental science course (menu area 5). Students take 6 credits of ESL with 4 credits of science. Students practice reading, writing, listening, speaking, vocabulary and grammar while also learning about environmental topics including climate change, clean energy, recycling, pollution, endangered animals, safe and healthy food and water, and how to live a 'green' lifestyle. Students enrolled in ENV-110 "Sustainable Resource Conservation" will explore the science behind environmental issues through laboratory activities, computer simulations, readings and discussions and group role-play.

<b>ESL-098</b> 01C	M/W	<b>Academic Reading III</b> 10–11:15 a.m.	M. D'Entremont
<b>ESL-099</b> 01C	M/W	<b>Academic Writing III</b> 11:30 a.m.–12:45 p.m.	M. D'Entremont
<b>ENV-110</b> 01C	M W	<b>Sustainable Resource Conservation</b> 2:30–3:45 p.m. 2:30–5:15 p.m.	K. Reichert K. Reichert

## ESL-098 / SOC-101 6 credits Food for Thought

This Learning Community focuses on the topic of food culture, food insecurity and everything in between through a sociological lens. The connected ESL-098 course maintains the food theme while developing students' English reading and other college-level language and study skills as students navigate the required reading for the sociology course.

<b>ESL-098</b> 05C	T/TH	<b>Academic Reading III</b> 10–11:15 a.m.	C. Fong
<b>SOC-101</b> 14C	T/TH	<b>Principles of Sociology</b> 11:30 a.m.–12:45 p.m.	E. Healy

## ESL-099 / SOC-101 6 credits The Business of Social Responsibility

This Learning Community will explore what it means to be socially responsible in the business world. Students will develop the oral communication skills necessary for academic and professional settings, including presentation skills. Prerequisites: Students must earn a C or better in ESL-086, ESL-087, ESL-088, ESL-089 or placement. Students must co-enroll in the following courses:

<b>ESL-097</b> 03C	T/TH	<b>Academic Discussions and Presentation</b> 11:30 a.m.–12:45 p.m.	J. Kerstner
<b>BUS-101</b> 07C	T/TH	<b>Introduction to Business</b> 10–11:15 a.m.	L. Robertie

## CIT-110 / ESL-098 / ESL-099 9 credits Computer Learning Community

This Learning Community for students placing into ENG-095 and RDG-095 provides a survey of the use and applications of modern computer systems. Students will learn fundamental computer concepts, terminology, applications and theory as they develop the language skills necessary to communicate effectively and succeed in college-level coursework. Students will get hands-on personal computer experience and gain a working knowledge of MS Windows, MS Office and internet use and applications. Prerequisites: Grade of C or better in ENG090 and RDG090 or placement. Students must co-enroll in the following courses:

<b>CIT-110</b> 18HBC	T	<b>Applications/Concepts</b> 11:30 a.m.–12:45 p.m.	P. Velluto
<b>ESL-098</b> 04C	T/TH	<b>Academic Reading III</b> 10–11:15 a.m.	M. Schweitzer
<b>ESL-099</b> 04C	M/W	<b>Academic Writing III</b> 11:30 a.m.–12:45 p.m.	M. Schweitzer

## ESL-099 / PSY-101 6 credits ESL Clusters

These ESL Clusters combine ESL-099, Academic Writing III and PSY-101, Principles of Psychology. ESL-099 is an advanced course which covers the writing skills necessary for success in content courses. Students develop their abilities by practicing sentence structure, paragraph writing and essay writing; and through extensive practice with drafting, revising, editing and proofreading. Students write from personal experiences, answer essay questions from readings of substantial complexity and write essays using research sources. Students learn grammar in the context of the readings and student writing. Students must earn a grade of C or better in order to pass the course. Prerequisites: Grade of C or better in ESL-086, ESL-087, ESL-088 and ESL-089 or placement.

<b>ESL-099</b> T1C	T	<b>Academic Writing III</b> 6–8:45 p.m.	P. Tineo
<b>PSY-101</b> H1C	TH	<b>Principles of Psychology</b> 6–8:45 p.m.	T. Key