

Bunker Hill Community College

# Learning Communities



## Spring 2016 Course Offerings

- Learning Community Seminars for First-Year Students
- Learning Community Clusters

# Bunker Hill Community College

## Division of Humanities and Learning Communities



### Letter from the Dean

It is my pleasure to introduce you to BHCC's Learning Communities.

The Learning Communities detailed in this booklet offer opportunities to study an academic topic of interest, consider potential career paths, or accelerate your progress toward degree completion.

Whether you enroll in a Learning Community Seminar that explores careers in healthcare or a Learning Community Cluster that examines the politics of climate change, you will benefit from an engaging and supportive learning environment that challenges you to think critically and creatively.

If you are a first-time college student pursuing an associate degree and enrolled in nine or more credits, you are required to enroll in a Seminar or Cluster within your first year. Your academic advisor will help you choose a Learning Community that fits your program of study and matches your interests and career goals.

In Learning Community classrooms, you work together with other students on course assignments and engage in hands-on activities such as field study that make learning fun and relevant to the real world.

Studies show that when you take part in Learning Communities, you are more likely to stay in school, earn more credits, and achieve your goals. To find out more, stop by the Office of Learning Communities, Room E231 on the Charlestown Campus, or contact the Director of Learning Communities at 617-228-2173.

Lori A. Catalozzi

*Dean of Humanities and Learning Communities*





## BHCC Learning Communities: An Opportunity to Engage

BHCC Learning Communities provide students with the opportunity to learn in a supportive and engaging environment. Students who participate in BHCC Learning Communities benefit from interdisciplinary learning experiences, teacher-to-student mentoring, peer mentoring, and integrated support services. BHCC Learning Communities promote active and engaged learning through such practices as collaborative and problem-based learning, peer teaching and study groups, and service learning. Learning Community structures enable stronger relationships among students, faculty, and staff and encourage students to take responsibility for their learning.

Students enrolled in Learning Communities are more likely to persist in their studies and earn more college credits. First-time college students pursuing associate degrees and enrolled in nine or more credits are required to take a Learning Community Seminar or a Learning Community Cluster within their first year.

## Learning Community Seminars for First-Year Students

The Learning Community Seminars for first-year students (LCS-101) are three-credit courses designed to help incoming students make a successful transition to college. The Seminars provide student-centered, active learning environments that maximize academic and personal growth. Students develop competencies in six areas: reflection and career exploration; goal-setting and problem-solving; critical thinking and information literacy; communication skills; diversity and team work; and community engagement. Faculty design Seminar topics based on student programs of study and interests. Students may choose a section based on their major or

a topic of interest. Each Seminar section is supported by a designated Success Coach, who collaborates with Seminar instructors and assists students with setting short-and long-term goals. The Success Coach offers knowledge and skills, such as time management and study skills, provides new perspectives on problem-solving and strategies for success, and connects students with campus support services. The Success Coach is someone with whom students can connect throughout their time at BHCC.

## Learning Community Clusters

Learning Community Clusters enable students to take two or more courses together, and learn and study with the same group of students. In Learning Community Clusters, faculty members have planned their courses together around common themes. Sometimes the work in the Learning Community is related to the student's major. Clusters offer smaller class sizes and hands-on activities such as field study and team projects that make learning fun. Learning Community Clusters prepare students to work effectively in collaborative environments.



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## Learning Community Seminars

Learning Community Seminars explore academic topics of interest as they orient students to the College environment. First-time-to-college, full-time students pursuing an Associate degree enrolled in nine or more credits are required to take a Seminar or Cluster in their first year. Students in Learning Community Seminars enjoy small class sizes, integrated support services, and hands-on activities such as field study and team projects.

### LCS-101A

#### Careers in Healthcare

**3 credits**

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

01	SEM	M	8 – 11:15 a.m.	G226
			L. Pellecchia	
02	SEM	W	11:30 a.m.– 2:15 p.m.	G227
			D. Misrati & M. Gagnon	
03	SEM	F	10 a.m. – 12:45 p.m.	B222
			A. Belmonte	
04	SEM	TH	10 a.m. – 12:45 p.m.	G140
			R. Fleagle	
05	SEM	W	10 a.m. – 12:45 p.m.	G140
			TBA	
70	SEM	M	8 – 10:45 a.m.	204
			K. Urbaneck	

### LCS-101AB

#### Voicing Your Future

**3 credits**

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

professional online presence. Open to first-year students.

WB WEB For username and password, go to [bhcc.edu/mycourseaccess](http://bhcc.edu/mycourseaccess).

A. Jeglinski

### LCS-101AE

#### Batarangs and Kryptonite

**3 credits**

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

01 SEM M 2:30 – 5:10 p.m. G227  
G. Waggett

### LCS-101AG

#### Hip Hop: The American Experience

**3 credits**

In this course, students will explore the world of Hip Hop through listening, reading, writing and interactive group projects. Students will trace the origins of Hip Hop from the Bronx in the 1970s to the global phenomenon this genre has become today. Topics will include: the intersection between Hip Hop and issues of race, gender, and class; urban politics; and the dichotomy of the American experience. Open to first-year students interested in Hip Hop music and culture.

01 SEM MW 11:30 a.m. – 12:45 p.m. B217  
T. Clark

WB WEB For username and password, go to [bhcc.edu/mycourseaccess](http://bhcc.edu/mycourseaccess).

### LCS-101AL

#### Do the Right Thing

**3 credits**

In his classic movie “Do the Right Thing,” Spike Lee raised profound questions about urban race relations, social exclusion/inclusion, injustice and the ambiguity inherent in moral choice. In this course students will identify themes from Lee’s film to explore further in other texts, American history, and their own experiences. Students will examine the influences of cultural role models and heroes, and America’s history of racial violence. Through reading, writing, viewing and interactive group assignments, students will challenge one another to think critically about urban conflict, self-empowerment, and what it means to “do the right thing.” Open to first-year students.

01 SEM MW 2:30 – 3:45 p.m. B221  
K. Likis



### LCS-101AQ

#### The Lying Game 3 credits

What do we mean by Truth-telling? This course explores the nonverbal clues—facial expressions, gestures, and body language—that impact communication and how truth is interpreted. Through readings, film and television viewing, group discussions and projects, field study and social experiments, students will consider the ways in which information is conveyed differently across cultures, the impact of race and gender on communication, and how an understanding of these dynamics can help them to achieve their personal, professional and academic goals. Open to first-year students.

01 SEM MW 2:30 – 3:45 p.m. B130  
T. Nefer

### LCS-101D

#### Motivations and Movements: Exploring Careers in Behavioral Science 3 credits

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 SEM TTH 11:30 a.m. – 12:45 p.m. B110  
T. Matubbar  
Must be taken with SOC-101-11C

02C SEM M 2:30 – 3:45 p.m. B223  
A. Bautista  
Must be taken with PSY-101-07C

### LCS-101E

#### Energy, Life and Sustainability 3 credits

Investigate the environmental and social consequences of energy production and consumption with emphasis on climate change impacts. This seminar will explore solutions to slow global warming and cover new sources of clean and sustainable energy. Learn how we can all play a role in ensuring a more livable planet. Open to first-year students.

01 SEM F 10 a.m. – 12:45 p.m. H174  
TBA

### LCS-101F

#### Who Are We? Exploring Cultural Traditions and Identity 3 credits

This course considers the diverse cultural traditions that help to form our individual and collective identities. Through readings, writing, discussion and field study, students will gain self-awareness and explore the significance their primary culture plays in their relationships,

perceptions and aspirations. The course encourages students to understand, appreciate and honor historic rituals and family traditions which are common to all cultures. Open to first-year students.

01 SEM F 10 a.m. – 12:45 p.m. H171  
H. Allen Jr.

### LCS-101H

#### Connecting to your Inner Orange Line—Next Stop: Community College 3 credits

Using the MBTA 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, Asian Buddhists, the Native Americans 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 SEM TTH 10 – 11:15 a.m. B217  
L. Johnson

02 SEM TTH 11:30 a.m. – 12:45 p.m. B217  
L. Johnson

### LCS-101J

#### Parents as First Teachers 3 credits

Students in this seminar will explore methods of incorporating literacy into children's lives. Topics will include reading with children and best practices for developing a print-rich environment at home. This course is appropriate for parents and prospective parents, child-care providers, elementary education majors, early childhood majors, nursing or medical field majors, social work majors, and anyone interested in modeling good reading habits for children. Open to first-year students.

01 SEM TTH 10 – 11:15 a.m. B223  
D. Fuller

### LCS-101L

#### Haunting Lessons: Exploring Cultural Beliefs about the Supernatural 3 credits

From classics such as *Dracula*, *Frankenstein*, and *A Christmas Carol* to the modern sensation of the Harry Potter series, our society continues to be captivated by the supernatural. Through readings, writing, discussion, field study, and a group project, students will examine cultural beliefs in the supernatural and analyze these beliefs as a metaphor for many of the desires and fears in our lives—power, eternal life, and the duality of human nature and unbridled science. Open to first-year students.

01 SEM MW 10 – 11:15 a.m. B217  
M. Dubson



**LCS-101LL**  
**Sports Psychology: Success in Sports and Life** **3 credits**

Success in college and success in sports are the result of similar efforts. This course examines the factors behind successful athletes and how those factors translate to successful academics. The course covers how student and professional athletes manage the demands of athletics and academics and/or outside commitments. We also examine a wide range of sports-related topics such as health and fitness, college eligibility, community engagement and education through sports; and how sports can reflect the aspirations and attitudes of a community. Open to first-year students. This course is designed for student athletes.

01 SEM F 1 – 3:45 p.m. B217  
 J. Beverlin

**LCS-101MM**  
**Financial Literacy for All** **3 credits**

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 scores, evaluate alternative modes of financing and plan for retirement. Open to first-year students.

01HB SEM T 11:30 a.m. – 12:45 p.m. B129A  
 W. Nouchrif

**LCS-101O**  
**Gender, Race and the Media** **3 credits**

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 sociocultural contexts of each work. Through engaging in discussions, critical reflection and writing, students will collaborate with each other to better understand the roles that gender and race play in the modern world. This course provides a supportive environment for discussing critical and controversial issues surrounding modern day culture, gender and race dynamics. Open to first-year students.

T1 SEM T 6 – 8:45 p.m. B217  
 L. Schyrokyj

**LCS-101PP**  
**Getting Fit Together** **3 credits**

What are the challenges and rewards to living a healthy lifestyle? In this course, students will stay abreast of health issues and set personal health and wellness goals. A broad range of issues will be explored including nutrition, physical fitness, stress management and social and emotional wellness. Students will learn about the importance of knowledge, attitude and awareness

related to health and wellness. Each week one hour of class will be spent in the College's Fitness Center. Open to first-year students.

01 SEM MW 10 a.m. – 12:45 p.m. B112  
 TBA  
 02 SEM TH 3:55 – 6:45 p.m. E419  
 K. Spicer  
 03 SEM T 3:55 – 6:45 p.m. E419  
 K. Spicer

**LCS-101Q**  
**The Balancing Act** **3 credits**

This course provides a supportive environment for students facing the challenges of juggling work, school and life responsibilities. Students will practice the skills needed to overcome barriers to learning and achieve personal, college and career goals. Open to first-year students who face significant responsibilities outside of school. Open to first-year students.

M1 SEM M 6 – 8:45 p.m. D214  
 J. Williams

**LCS-101R**  
**Learning for Success** **3 credits**

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

WB WEB For username and password, go to  
[bhcc.edu/mycourseaccess](http://bhcc.edu/mycourseaccess).  
 L. Schyrokyj

**LCS-101SS**  
**Politically Incorrect** **3 credits**

What does it mean to be politically correct or politically incorrect? Society has trained us to be politically correct, but we rarely examine what exactly this means and how it affects us. This class is designed to create a safe environment where students can explore the social dynamics around race, gender, religion and sexual orientation, and the policies and movements that have influenced these social constructions. Through readings, writing assignments, collaborative projects and field study, students will consider and reconsider what it means to be politically correct. Open to first-year students.

01 SEM TTH 11:30 a.m. – 12:45 p.m. B129B  
 L. Sarpy

## Learning Community Seminars for Professional Studies Students

### LCS-101TT

#### Life and Light: The Intersection of Optical Technology and Biology **3 credits**

In this course, students explore concepts and principles of the study of life, biology, and the applications of light, photonics. Enrolled Students will learn about this emerging scientific area that is used to study and understand the inner workings of cells and tissues in living organisms. Students will examine the fundamental principles of biology and photonics through a combination of laboratory and classroom exercises, and apply these ideas to real-world devices that are used to answer or ask questions that address pharmaceutical, biomedical and biological issues. Open to first-year students interested in the sciences.

01 SEM W 10 a.m. – 12:30 p.m. E419  
P. Kasili & J. Shahbazian

### LCS-101XX

#### Telling Our Stories **3 credits**

Students in this class learn about the significant role stories and storytelling play in society. From bedtime stories, gripping newspaper headlines, and history, to stories inherited from one generation to another, stories are imbedded in the fabric of people's lives. This class explores the art of storytelling through writing exercises, reading assignments, classroom discussions and museum visits. Throughout the course, students examine short stories and creative nonfiction by master storytellers Baldwin, Bambara, Butler, Lamott, O'Brien, O'Connor and Walker in this seminar and craft original short stories and creative essays. Open to first-year students.

01 SEM TTH 10 – 11:15 a.m. D217  
B. Thompson

### LCS-101Y

#### Ain't I a Woman Unpacked and Re-packed **3 credits**

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

01 SEM MW 2:30 – 3:45 p.m. B125  
L. Benson

### EDU-102

#### Becoming a Teacher **3 credits**

This course 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, the shortage of good teachers and many others. While recommended for Education majors, students 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. Prerequisite: Students must be in their first two semesters of study at BHCC with 16 college credits or fewer completed.

01 SEM M 1 – 3:45 p.m. G139  
A. Reyes

### CMT-101

#### Game Development Essentials **3 credits**

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 TTH 8:30 – 9:45 a.m. D115  
B. Craven

### BUS-111

#### Globalization **3 credits**

This course is an exploration of the nature, reasons for and consequences of globalization. Subjects such as global economic integration, cultural convergence, global institutions, multinational corporations and global business will be discussed. Students will acquire an understanding of globalization's key aspects and trends in history, geography, politics, culture and technology, as well as its impact on labor, standards of living and the environment. This course will also enable students to explore career options in international business, define a career path, and make connections between classroom learning and the larger business community. It 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. The course will aid students in learning the insights, skills, and attitudes



necessary to develop academic success strategies. Prerequisites: A grade of C or better in Academic Reading (ESL-098) and Academic Writing III (ESL-099) or Reading Skills II (RDG-095) and Writing Skills I (ENG-090) or placement.

01 MW 8:30 – 9:45 a.m. D218  
T. Nyakurimwa  
WB WEB For username and password, go to  
bhcc.edu/mycourseaccess.  
T. Nyakurimwa

### CUL-101

#### If You Can't Stand the Heat 3 credits

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 resume, interview and become familiar with all of the resources that the college has to offer. Topics covered will include: preparing for a career in the food service field; résumé preparation; career options and specific skills necessary to create a successful career; and discovering the best use of resources available to students at BHCC. For Culinary Arts students only.

01 M 3:55 – 6:45 p.m. E450  
K. Spicer  
02 T 2:30 – 5:10 p.m. E450  
M. Barton

### AHE-104

#### Vital Signs: Understanding Human Behavior for the Health Professional 3 credits

This course introduces students to the challenges and responsibilities of healthcare professionals and college students. Discussions center on cross-cultural issues, human growth and development, and psychological and sociological factors involved in the patient healthcare professional relationship.

70 MW 1 – 2:15 p.m. Chelsea Campus, 205  
R. Alleyne-Holtzclaw  
71 TTH 10 – 11:15 a.m. Chelsea Campus, B07  
Z. Kurumlian

### HRT-104

#### Hospitality Seminar 3 credits

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

M1 M 6:45 – 9:30 p.m. E450  
K. Spicer

### CIT-113

#### Information Technology Problem Solving 3 credits

This course will give students hands-on experience in a wide range of modern information technology. Several IT concepts will be introduced that will provide a basis for further study in Information Technology. Students will work on a number of projects that will give perspectives on areas of IT including but not limited to: 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, this course will fulfill 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.

01 M 11:30 a.m. – 12:45 p.m. D121B  
J. Mahoney  
02HB W 11:30 a.m. – 12:45 p.m. D121B  
J. Mahoney  
W1 W 6 – 8:45 p.m. D117  
M. Harris  
WB WEB For username and password, go to  
bhcc.edu/mycourseaccess.  
J. Mahoney

### BUS-101

#### Introduction to Business 3 credits

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.

01C	MW	10 – 11:15 a.m.	D217
		T. Fontes	
		Must be taken with PSY-101-03C	
02	MW	10 – 11:15 a.m.	H147
		W. Nouchrif	
03	MW	1 – 2:15 p.m.	B128
		H. Jean-Gilles	
04	MW	1 – 2:15 p.m.	B108
		D. Grayer	
05	MW	2:30 – 3:45 p.m.	D121B
		TBA	
06	TTH	7 – 8:15 a.m.	B221
		D. Grayer	
07C	TTH	10 – 11:15 a.m.	B108
		L. Robertie	
		Must be taken with ESL-097-03C	
08	TTH	2:30 – 3:45 p.m.	B108
		G. Porter	
09	F	11:30 a.m. – 2:15 p.m.	H148
		L. Solimini	
70	MW	8:30 – 9:45 a.m.	209
		M. Sheehan	
F1	F	6 – 8:45 p.m.	B221
		D. Boyer	
LC	Center for Self Directed Learning		
	V. Sagar		
	Guided Self Study; visit <a href="http://bhcc.edu/csdl">bhcc.edu/csdl</a>		
M1	M	6 – 8:45 p.m.	H175
		L. Pennel	
MH	MW	10 – 11:15 a.m.	TBA
		M. Doucette	
MH1	T	6 – 8:45 p.m.	TBA
		J. Kumahia	
Q1HB	S	12 – 3:05 p.m.	B221
		N. Martignetti	
Mini Semester 2/06/2016 – 3/26/2016			
Q2	TTH	6 – 9:05 p.m.	B105
		N. Martignetti	
Mini Semester 1/26/2016 – 03/10/2016			
S1	S	12 – 2:45 p.m.	B222
		M. Casey	
SU	SU	9 – 11:45 a.m.	B221
		M. Collins	
W1	W	6 – 8:45 p.m.	B108
		D. Leussler	
WB	BHCC Online Courses		
	Web Based, visit <a href="http://bhcc.edu/bhcconline">bhcc.edu/bhcconline</a>		
	J. McCann		
WB1	BHCC Online Courses		
	Web Based, visit <a href="http://bhcc.edu/bhcconline">bhcc.edu/bhcconline</a>		
	W. Tam		

## CIT-120

### Introduction to Computer Science and Object Oriented Programming 3 credits

This is a first course in Object Oriented Programming (OOP) theory, logic and design. Taught in the College's hands-on computer classrooms, this course emphasizes the program design and development process including concepts of variables and flow control, objects, classes, methods and polymorphism. Students will use an OOP language as they design code, debug and implement several programs covering the topics presented. Students taking this course are expected to have solid knowledge of basic computer terminology, internet navigation and email, operating system and file management skills. Strong analytical skills are recommended for students enrolling in this course. Please note that 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 areas of study. Other departments may allow this course to be used as a learning community seminar for their students. 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/Corequisite: College Algebra-STEM (MAT-194). For additional information and/or a course syllabus email [CITDepartment@bhcc.mass.edu](mailto:CITDepartment@bhcc.mass.edu).

01	MW	11:30 a.m. – 2:15 p.m.	D101
		H. Delta	
02	TTH	11:30 a.m. – 2:15 p.m.	D119
		H. Delta	
S1	S	9:30 a.m. – 3:30 p.m.	D101
		E. Miller	
T1	T	5:30 – 8:15 p.m.	D101
		U. Makhene	

## CRJ-101

### Introduction to Criminal Justice 3 credits

A survey of the history and development as well as the role of the American Criminal Justice System are 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	TTH	10 – 11:15 a.m.	B112
		J. Abel	
02	MW	10 – 11:15 a.m.	D218
		S. Tower	
03	MW	1 – 2:15 p.m.	B104
		S. Tower	
04	MW	11:30 a.m. – 12:45 p.m.	B104
		S. Tower	
M1	M	6 – 8:45 p.m.	B223
		F. Garvin	
S1	S	12 – 2:45 p.m.	B223
		C. Trevillion	

WB BHCC Online Courses  
Web Based, see bhcc.edu/bhcconline  
J. Abel

**PLG-101**  
**Introduction to Law** **3 credits**

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	TTH	10 – 11:15 a.m.	H149
		S. Atlas	
T1	T	6 – 8:45 p.m.	B109
		C. Buckley	

**OIM-199**  
**Office and Information Management: Technology on the Move** **3 credits**

Students explore career opportunities in medical, legal and executive administration fields. The course includes critical thinking and teamwork projects to help students develop the ability to give and receive constructive criticism in a supportive environment. Students complete individual and team projects that use Internet research and library resources. Based on research related to office and information management issues, they develop written and oral presentation skills. Time management, listening, note-taking and test-taking skills are emphasized. Security issues, legal and ethical issues, and cultural diversity are covered. Current students, alumni and business personnel will provide perspectives on how to succeed in academia and in the business world. Prerequisites: Writing Skills II (ENG-095) or placement and Academic Reading (ESL-098) or Reading Skills II (RDG-095) or placement. Pre/co-requisite: Keyboarding: Document Generation

I (OIM-101).

01	TTH	10 – 11:15 a.m.	D119
		D. Vance	

**FPS-111**  
**Fire Service, This Century and Next** **3 credits**

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

01	T	6 – 8:45 p.m.	H152
		M. Smith	

**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.

**Accelerated English Cluster:**  
**Bless Your Heart—Exploring Southern Culture** **6 credits**

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! Please see an advisor if you are interested in enrolling in this Cluster. Students must co-enroll in the following courses:

**ENG-095-32C**  
**Writing Skills II**  
 TTH 10 – 11:15 a.m. A. Paul

**ENG-111-37C**  
**College Writing I**  
 TTH 11:30 a.m. – 12:45 p.m. A. Paul

**Accelerated English Cluster: Consumable Planet**  
**6 credits**

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 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 lessens 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. Please see an advisor if you are interested in enrolling in this Cluster. Students must co-enroll in the following courses:

**ENG-095-29C**  
**Writing Skills II**  
 TTH 2:30 – 3:45 p.m. R. Whitman

**ENG-111-44C**  
**College Writing I**  
 TTH 3:55 – 5:10 p.m. R. Whitman

**Accelerated English Cluster: Crash**  
**6 credits**

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. Please see an advisor if you are interested in enrolling in this Cluster. Students must co-enroll in the following courses:

**ENG-095-29C**  
**Writing Skills II**  
 TTH 8:30 – 9:30 a.m.  
 R. Whitman  
 TTH 10 – 11:45 a.m.  
 R. Whitman

**Accelerated English Cluster: Dig Where You Stand—Urban Community Histories**  
**6 credits**

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.

**ENG-095-11C**  
**Writing Skills II**  
 MW 10 – 11:15 a.m. D. Boudreau

**ENG-111-22C**  
**College Writing I**  
 MW 11:30 a.m. – 12:45 p.m. D. Boudreau

**ENG-095-06C**  
**Writing Skills II**  
 MW 7 – 8:15 a.m. T. Clark

**ENG-111-31C**  
**College Writing I**  
 TTH 7 – 8:15 a.m. T. Clark

**Accelerated English Cluster: Inside the Sky**  
**6 credits**

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. Please see an advisor if you are interested in enrolling in this Cluster. Students must co-enroll in the following courses:

**ENG-095-11C**  
**Writing Skills II**  
 TTH 8:30 – 9:45 a.m. J. Fiske

**ENG-111-55C**  
**College Writing I**  
 TTH 10 – 11:15 a.m. J. Fiske



### Accelerated English Cluster: Liberating the Mind

**6 credits**

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. 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.

#### ENG-095-30C

##### Writing Skills II

TTH 2:30 – 3:45 p.m.

J. Barros

#### ENG-111-56C

##### College Writing I

TTH 3:55 – 5:10 p.m.

J. Barros

#### ENG-095-33C

##### Writing Skills II

TTH 1 – 2:15 p.m.

J. Barros

#### ENG-111-58C

##### College Writing I

TTH 2:30 – 3:45 p.m.

J. Barros

### Accelerated English Cluster: Lyrics, Images, and Words that Matter—Looking at Social Issues through Music, Art and Poetry

**6 credits**

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. Please see an advisor if you are interested in enrolling in this Cluster. Students must co-enroll in the following courses:

#### ENG-095-04C

##### Writing Skills II

TTH 10 – 11:15 a.m.

J. Stark

#### ENG-111-38C

##### College Writing I

TTH 11:30 – 12:45 p.m.

J. Stark

### Accelerated English Cluster: Money Changes Everything

**6 credits**

This six-credit learning community integrates ENG-095 and ENG-111, enabling students to complete both courses in one semester. You will explore literal and abstract themes related to money as you 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 and drafting through revising and editing. You will learn to write unified, coherent, well developed essays and practice paraphrasing, summarizing and using sources responsibly.

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. Please see an advisor if you are interested in enrolling in this Cluster. Students must co-enroll in the following courses:

#### ENG-095-35C

##### College Writing I

TTH 8:30–9:45 a.m.

M. Dubson

#### ENG-111-22C

##### Writing Skills II

TTH 10 – 11:15 a.m.

M. Dubson

### Accelerated English Cluster: Writing from the Inside Out

**6 credits**

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. We will discuss current or hot topics in the news and learn how to incorporate additional sources in papers as we 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. Please see an advisor if you are interested in enrolling in this Cluster. Students must co-enroll in the following courses:

#### ENG-095-31C

##### College Writing I

MW 11:30 a.m. – 12:45 p.m.

J. Cohn

#### ENG-111-19C

##### College Writing I

MW 1 – 2:15 p.m.

J. Cohn



## Accelerated English Cluster: Writing Through Memoir—Stories for Success

**6 credits**

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, students 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. Please see an advisor if you are interested. Students must co-enroll in the following courses:

**ENG-095-12C**  
**Writing Skills II**  
 TTH 10 – 11:15 a.m. L. Barrett

**ENG-111-21C**  
**College Writing I**  
 TTH 11:30 a.m. – 12:45 p.m. L. Barrett

## Accelerated Math Learning Community Clusters

Accelerated Math Clusters integrate MAT-093 and MAT-097, 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.

### Accelerated Math Cluster: It All Adds Up

**6 credits**

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; percentages and applications in sales tax, interest, commissions and geometry. After successful completion of these topics, you will move in to Foundations of Algebra. Topics covered in this course include algebraic expressions, solving and graphing linear equations and inequalities, exponents and scientific notation, introduction to polynomials and systems of linear equations and their graphs. Technology is incorporated to facilitate problem solving. Students must co-enroll in one Foundations of Mathematics course and one Foundations of Algebra course.

**MAT-093-02C**  
**Foundations of Mathematics**  
 MW 7 – 8:15 a.m. L. Gregoire

**MAT-097-15C**  
**Foundations of Algebra**  
 TTH 7 – 8:15 a.m. L. Gregoire

**MAT-093-07C**  
**Foundations of Mathematics**  
 MW 10 – 11:15 a.m. J. Pylkkanen

**MAT-097-31C**  
**Foundations of Algebra**  
 TTH 10 – 11:15 a.m. J. Pylkkanen

**MAT-093-09C**  
**Foundations of Mathematics**  
 MW 11:30 a.m. – 12:45 p.m. Y. Straughter

**MAT-097-19C**  
**Foundations of Algebra**  
 TTH 11:30 a.m. – 12:45 p.m. Y. Straughter

**MAT-093-10C**  
**Foundations of Mathematics**  
 MW 11:30 a.m. – 12:45 p.m. S. Kelker

**MAT-097-19C**  
**Foundations of Algebra**  
 TTH 11:30 a.m. – 12:45 p.m. S. Kelker

**MAT-093-12C**  
**Foundations of Mathematics**  
 MW 2:30 p.m. – 3:45 p.m. K. Abukhidejeh

**MAT-097-20C**  
**Foundations of Algebra**  
 TTH 2:30 p.m. – 3:45 p.m. K. Abukhidejeh

**MAT-093-14C**  
**Foundations of Mathematics**  
 MW 2:30 – 3:45 p.m. Y. Badillo

**MAT-097-22C**  
**Foundations of Algebra**  
 TTH 2:30 – 3:45 p.m. Y. Badillo

**MAT-093-15C**  
**Foundations of Mathematics**  
 MW 3:55 – 5:10 p.m. E. Makengo

**MAT-097-23C**  
**Foundations of Algebra**  
 TTH 3:55 – 5:10 p.m. E. Makengo

**MAT-093-20C**  
**Foundations of Mathematics**  
 MW 8:30 – 9:45 a.m. P. Chhetry

**MAT-097-03C**  
**Foundations of Algebra**  
 TTH 8:30 – 9:45 a.m. P. Chhetry

## 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-95 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.

### Integrated Reading and Writing Cluster: Crossing Borders

**6 credits**

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 we 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:

#### ENG-095-09C

##### Writing Skills II

MW 10 – 11:15 a.m. J. Stark

#### RDG-095-03C

##### Reading Skills II

MW 8:30 – 9:45 a.m. J. Stark

### Integrated Reading and Writing Cluster: Hot Topics and Big Stories

**6 credits**

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 news magazines 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:

#### RDG-095-15C

##### Reading Skills II

F 8:30 – 11:15 a.m. R. Gormley

#### ENG-095-35C

##### Writing Skills II

F 11:30 a.m. – 12:45 p.m. R. Gormley

### Integrated Reading and Writing Cluster: Building a Strong Foundation

**6 credits**

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:

#### ENG-090-06C

##### Writing Skills I

TTH 11:30 a.m. – 12:45 p.m. D. Fuller

#### RDG-090-01C

##### Reading Skills I

MW 11:30 a.m. – 12:45 p.m. D. Fuller

### Integrated Reading and Writing Cluster: Stories of Our Lives—Reflecting on What Shapes Us

**6 credits**

This learning community for students placing into ENG-095 and RDG-0905 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 their own identities and examine a variety of life-defining moments: ones touching on courage, love, loss, and resilience. Students will discuss and debate lessons from the readings, and write about others and



themselves. Throughout, the goal will be to deepen our appreciation of our own life story, while developing and strengthening our reading and writing skills.

**RDG-095-12C**  
**Reading Skills I**

TTH 10 – 11:15 a.m. K. Likis

**ENG-095-27C**  
**Writing Skills I**

TTH 11:30 a.m. – 12:45 p.m. K. Likis

## 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.

**Good Hair 6 credits**

In this cluster, students will use the Chris Rock documentary “Good Hair” to discuss and critically examine societal issues with specific emphasis on the topic of hair. Class activities will include multiple films and community-based projects that will highlight key sociological concepts while students improve their reading skills. Students must co-enroll in the following courses:

**SOC-101-14C**

**Principles of Sociology**  
TTH 11:30 a.m. – 12:45 p.m. A. Bautista

**ESL-098-06C**

**Academic Reading III**  
TTH 10 – 11:15 a.m. C. Fong

**Living Healthfully in an Urban Society 6 credits**

Health is a social issue. This cluster combines Introduction to Sociology, SOC-101, with Healthy Habits, Healthy Neighborhoods, LCS-101NN, to survey the many ways in which health is directly impacted not only by where we live and the air we breathe, but by the

values of society and the social institutions in our life. Students will explore issues of urban public health through reading, writing, collaborative projects and field study. Students must co-enroll in the following courses:

**SOC-101-M1C**

**Principles of Sociology**  
M 6:30 – 9:15 p.m. C. Maynard

**LCS-101NN-W1C**

**Healthy Neighborhoods**  
W 6:30 – 9:15 p.m. A. Vallie

**Motivations and Movements 6 credits**

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 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 one Motivations and Movements course and one Principles of Sociology course.

**LCS-101D-01C**

**Motivations and Movements**  
TTH 11:30 a.m. – 12:45 p.m. T. Matubbar

**SOC-101-11C**

**Principles of Sociology**  
TTH 10 – 11:15 a.m. L. Sarpy

**LCS-101D-02C**

**Motivations and Movements**  
MW 2:30 – 3:45 p.m. N. Cesar-Davis

**PSY-101-7C**

**Principles of Psychology**  
MW 1 – 2:15 p.m. N. Cesar-Davis

**Patriots and Petticoats II 6 credits**

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, film, 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. Students must co-enroll in the following courses:

**HIS-152-05C**

**Reconstruction to Present**  
F 8:30 – 11:15 a.m. K. Paulsen

**ENG-112-44C**

**College Writing II**  
F 11:30 a.m. – 2:15 p.m. L. Benson



**The Paradox of American Identity: American History and Literature 1865-present**

**6 credits**

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. Students must co-enroll in the following courses:

**LIT-204-02C**

**Lit in America II**

TTH 11:30 a.m. – 12:45 p.m. J. Cohn

**HIS-152-03C**

**Reconstruction to Present**

TTH 10 – 1:15 a.m. H. Allen Jr.

**Power in Actions, Passion in Words: Western Psychology meets African American Studies**

**6 credits**

This cluster for students placing into ENG-111 will provide an overview of African American Studies to engage two powerful academic disciplines – Psychology and English. You 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. You will explore key and critical areas in the study of psychology, including learning, human growth and development, the brain, human sexuality, social psychology and psychological disorders. The course emphasizes cross-cultural awareness and the creation of community to achieve these goals.

**PSY-101-8C**

**Principles of Psychology**

MW 1 – 2:15 p.m. L. Johnson

**ENG-111-25C**

**College Writing II**

MW 2:30 – 3:45 p.m. L. Santos Silva

**Business by the Numbers**

**6 credits**

This learning community integrates an examination of the basic principles of marketing with the study of statistical concepts and methods. Students apply statistical concepts and methods to their 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-105-03C**

**Principle of Marketing**

TTH 11:30 a.m. – 12:45 p.m. A. Fontes, III

**MAT-181-07C**

**Statistics I**

TTH 2:30 – 3:45 p.m. W. Josephson

**Expression through Watercolor**

**6 credits**

This cluster provides an introduction to watercolor painting through basic techniques, art terminology and critiques. Students will read, write, and build language skills with specific emphasis on art, artists and culture. Class activities include studio time, museum visits and neighborhood art tours. No previous art experience required. Students must co-enroll in the following courses:

**ESL-098-03C**

**Academic Reading III**

TH 2:30 – 5:10 p.m. L. Naggie

**VMA-123-01C**

**Water Color I**

T 2:30 – 5:10 p.m. Y. Chen

**Mind your Business**

**6 credits**

Business uses psychology to do everything from predict consumer behavior to manage employees and design workspaces. This learning community examines the role and responsibility of business in society through the lens of psychology. Learn more about who you are and how you fit in to 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-101-03C**

**Principle of Psychology**

MW 8:30 – 9:45 a.m. E. Kellogg

**BUS-101-01C**

**Intro to Business**

MW 10 – 11:15 a.m. A. Fontes, III

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

**6 credits**

This learning community integrates an examination of the principles of marketing with the theories and principles of management. Students 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-105-01C**  
**Principles of Marketing**  
 MW 11:30 a.m. – 12:45 p.m. H. Jean-Gilles

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

**The Business of Social Responsibility** **6 credits**

This cluster 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:

**ESL-097-03C**  
**Academic Discussions and Presentation**  
 TTH 11:30 a.m. – 12:45 p.m. J. Kerstner

**BUS-101-07C**  
**Intro to Business**  
 TTH 10 – 11:15 a.m. L. Robertie

Class activities include studio time, museum visits and neighborhood art tours. No previous art experience required. Students must co-enroll in the following courses:

**VMA-123-01C**  
**Water Color I**  
 T 2:30 – 5:10 p.m. Y. Chen

**ESL-098-03C**  
**Academic Reading III**  
 TH 2:30 – 5:10 p.m. L. Naggie

**The Business of Social Responsibility** **6 credits**

This cluster 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:

**ESL-097-03C**  
**Academic Discussions and Presentation**  
 TTH 11:30 a.m. – 12:45 p.m. J. Kerstner

**BUS-101-07C**  
**Intro to Business**  
 TTH 10 – 11:15 a.m. L. Robertie

**Learning Communities for English Language Learners**

**Good Hair** **6 credits**

In this cluster, students will use the Chris Rock documentary “Good Hair” to discuss and critically examine societal issues with specific emphasis on the topic of hair. Class activities will include multiple films and community-based projects that will highlight key sociological concepts while students improve their reading skills. Students must co-enroll in the following courses:

**SOC-101-14C**  
**Principles of Sociology**  
 TTH 11:30 a.m. – 12:45 p.m. A. Bautista

**ESL-098-06C**  
**Academic Reading III**  
 TTH 10 – 11:15 a.m. C. Fong

**Expression through Watercolor** **6 credits**

This cluster provides an introduction to watercolor painting through basic techniques, art terminology and critiques. Students will read, write, and build language skills with specific emphasis on art, artists and culture.





imagine the possibilities

### Learning Communities

Charlestown Campus, Room E231

250 New Rutherford Avenue

Boston, Massachusetts 02129

617-228-2421

[bhcc.edu/learning-communities](http://bhcc.edu/learning-communities)

#### AFFIRMATIVE ACTION and EQUAL OPPORTUNITY POLICY

Bunker Hill Community College does not discriminate on the basis of race, creed, religion, color, sex, sexual orientation, gender identity, age, disability, genetic information, maternity leave or national origin in its educational programs and in admission to, access to, treatment in or employment in its programs or activities as required by Chapters 151B and C of the Massachusetts General Laws; Titles VI and VII, Civil Rights Act of 1964; Title IX, Education Amendments of 1972; and Section 504, Rehabilitation Act of 1973 and regulations promulgated thereunder.

Direct all inquiries concerning the application of these regulations to Thomas L. Saltonstall, Director of Diversity and Inclusion, the College's Affirmative Action Officer and Title IX and Section 504 Coordinator, 250 New Rutherford Avenue, Room E236F, Boston, MA 02129, by emailing [tlsalton@bhcc.mass.edu](mailto:tlsalton@bhcc.mass.edu) or by calling 617-228-3311.