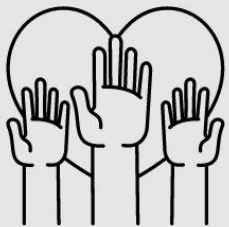


LEARNING COMMUNITIES **Fall 2023**

What ARE Learning Communities?



Active Learning courses with hands-on support

Academic and Career Advising, and Peer Mentorship

How do I sign up?

Meet with an advisor in Lifemap to see which type of Learning Community course works best for you!



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

[Learning Communities Seminar Humanities 120 \(HUM-120\)](#)

[Professional Studies Seminars](#)

[Interdisciplinary Learning Communities](#)

[ELL Integrated Courses](#)

[English Learning Community Clusters](#)

[Math Learning Community Clusters](#)



Learning Community Seminars

Why take a Learning Community Seminar class?

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

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

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

HUM-120-01

Exploring Health Careers and Pathways

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

Day	Time	Format	Professor
Th	10:00am – 11:15am	Remote – Hybrid	Gagnon, M

HUM-120-02

The Power of my Cultural Wealth

This course provides students strength in their own voice by identifying their dominant narrative and exploring their own valuable cultural wealth. Through highly engaged discussion and reflective writing, students will discover the nature of success, social media, and the roles that our culture and social experiences have in shaping how we learn. We will look at personal development through multiple experiences and discuss how to incorporate individually learned skills in future academic, professional, and personal goals. Students will leave the course empowered by their expertise in research and analyzing Open Educational Resources, (OER), appreciate the value of a respectful discussion, and gain resiliency in self advocacy."

Day	Time	Format	Professor
Th	10:00am – 11:15am	Remote – Hybrid	Matubbar, T

HUM-120-03

Changing the World through a Healthcare Profession

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

Day	Time	Format	Professor
Th	8:30am – 9:45am	Remote – Hybrid	Misrati, D

HUM-120-04

Topics on the U.S Border

This course is a critical examination of the US/Mexico border as both a geographic political place and as a place in the social and literary imagination. We will focus on key areas of the border to provide a scaffolding for a deeper critical understanding of what the border is and what the border isn't.

Day	Time	Format	Professor
T/Thu	11:30am – 12:45pm	In Person	Hughes, J

HUM-120-05

Social Movement, Social Justice, & Me

Students will examine personal biases and identities connected to privilege, oppression, and perspective while developing educational and career goals. Students will discover and explore systems pertaining to race, gender, sexual orientation, etc., while considering related social movements in history. Students will create reflective narratives in multi-modal format to navigate the interrelationships between personal experience, perspective, and career development.

Day	Time	Format	Professor
M/W	11:30am – 12:45pm	Remote	Larosa, K

HUM-120-06

Healthcare: What Career Will Work for Me?

Let's explore the intricate world of Healthcare as it relates to personal career decisions and next steps for the future. Discussion related to past, current and future impact of societal, cultural and socioeconomic factors in the healthcare community will highlight student pathway options and guide us through the decision making process. Each student will bring their past educational and professional experience to the classroom to encourage rich conversation to the world of healthcare and beyond. We will work collaboratively towards a united goal of personalizing a pathway towards individual educational and career goals surrounding healthcare.

Day	Time	Format	Professor
Th	8:30am – 9:45am	In Person – Hybrid	Pellechia, L

HUM-120-07

Careers and the Asian American Community

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

Day	Time	Format	Professor
W	11:30am – 12:45	Remote – Hybrid	Batista, A

HUM-120-08

Storytelling: Identities, Passions and Purposes

In this course, students will explore personal experiences related to their identities, passions and purposes while honing the craft of narrative storytelling. After discussing and analyzing model narratives, students will develop their own stories presented in a variety of genres and modalities. In the process of listening to peers' stories and coaching one another on story development, students will reflect on their own and others' cultural wealth and experiences

Day	Time	Format	Professor
M/W	10:00am – 11:15am	In Person	Berger, S

HUM-120-09

Sustainable Living

This course explores the City of Boston's environmental programs and initiatives as a way of investigating greener practices and methods. Students will be introduced to why environmental literacy is critically important, the concept of green consumerism, the promotion of climate change action and the idea of creating a sustainable lifestyle as an individual and as a society. Throughout the course, students will reflect on their own sustainable practices and develop plans to improve their present habits. Overall, students will complete the class with a good understanding of existing environmental practices and approaches and have the tools to live a more sustainable lifestyle.

Day	Time	Format	Professor
Th	2:30pm – 3:45pm	In Person – Hybrid	Ferrari-Peinl, M

HUM-120-10

It is a Marathon, not a Sprint

HOPE-filled Steps to Your Success in College. Join us for the HOPE-filled Marathon. This learning community seminar will focus on three components of the student college experience: Students will first focus on the personal and social processes; second, the academic and educational processes; and third, on the institutional and systemic processes. Each process mirrors the preparation stages for a marathon: 1) a walk in the park, 2) a jog around the block, and 3) a run to the finish line. This seminar is only open to HOPE scholars.

Day	Time	Format	Professor
M/W	10:00am – 11:15am	In Person	Maynard, C

HUM-120-11

Know your Human Rights

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

Day	Time	Format	Professor
T	4:00pm – 5:15pm	In Person – Hybrid	Perezella, D

HUM-120-12

Immigrant Experiences in the US

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

Day	Time	Format	Professor
M	10:00am – 12:45pm	In Person	Ellenbird, J

HUM-120-13

Financial Literacy for All

Financial Literacy for All. This course provides students with the skills and knowledge to make informed and effective financial decision. Students explore the basics of financial literacy, from balancing a checkbook to investing in a 401k. They engage in activities that help them set financial goals while learning to manage debt, understand their credit score, evaluate alternative modes of financing and plan for retirement.

Day	Time	Format	Professor
Th	11:30am – 12:45pm	Remote	Nouchrif, W

HUM-120-15

Haunted Lessons

Exploring cultural beliefs in the supernatural and analyzing these beliefs as a metaphor for many of the desires and fears in our lives.

Day	Time	Format	Professor
M/W	2:30pm – 3:45pm	In Person	Dubson, M

HUM-120-20

INMATE #22843: MALCOLM X

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

Day	Time	Format	Professor
T	8:30am – 9:45am	Remote – Hybrid	Clark, T

HUM-120-100

Exploring Health Career and Pathways

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

Day	Time	Format	Professor
Th	8:30am – 9:45am	Remote – Hybrid	Gagnon, M

HUM-120-200

The Radical Legacy of Dr. King

Dr. Martin Luther King Jr. is often lauded as one of the greatest orators in US history, an ambassador for nonviolence who became perhaps the most recognizable and formidable leader of the civil rights movement. Many Americans who have grown up celebrating his birthday every January under the premise that King was solely a champion of unity, rather than the radical organizer, anti-war protestor, and critic of capitalism that he was, whose work can be deeply connected to a series of movements today from The George Floyd uprisings to unionized organizing of corporate oligarchs. This course centers King's work as a model for several contemporary conversations.

Day	Time	Format	Professor
M	4:00pm- 5:15pm	Remote – Hybrid	Clark, T

HUM-120-201

Sak Pase, Que Lo Que

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

Day	Time	Format	Professor
M	6:00pm – 7:45pm	Remote – Hybrid	Lopez, K & Pierre, B

HUM-120-WB

Gender, Race, and the Media

This course looks at Gender and Race in America, and throughout the world critically through the lens of social justice. Elements of modern media, film, news, and popular culture are examined to help illustrate the socio-cultural context in each work. Students discuss these issues, engage in critical reflection and writing, and collaborate with each other to better understand the intersectional role that Gender and Race play in the modern world. This course provides a supportive environment to discuss critical and controversial issues surrounding modern day culture and gender and race dynamics.

Format	Professor
Web-Based	Schyrokyj, L

HUM-120-WB1

Healthcare: What Career Will Work for Me?

Let's explore the intricate world of Healthcare as it relates to personal career decisions and next steps for the future. Discussion related to past, current and future impact of societal, cultural and socioeconomic factors in the healthcare community will highlight student pathway options and guide us through the decision making process. Each student will bring their past educational and professional experience to the classroom to encourage rich conversation to the world of healthcare and beyond. We will work collaboratively towards a united goal of personalizing a pathway towards individual educational and career goals surrounding healthcare.

Format	Professor
Web-Based	Pellechia, L

HUM-120-WB2

Finding Your Future

This course will help students match their personal values with their professional goals. Students will use ethnographic and sociological research methods to find clarity in their potential career path. The goal of this course is to help students evaluate a variety of majors that match what they want out of their lives in the future, even if they have yet to identify what that looks like.

Format	Professor
Web-Based	Batista, A

HUM-120-WB3

Self-Care/Community Care through the Lenses of Equity and Cultural Wealth

In this course we will interrogate home-grown, community-based and consumer models of "care." Get ready to share remedies, record gratitude scripts, research The Black Panthers' community schools, interrogate Karl Jung's theories of universal archetypes, review the archive of second-wave feminist self-defense offerings, probe Black Lives Matters and the Highlander Institute's activist meditations, and make art with New York's Lesbian, Gay, Bisexual and Transgender Community Center. All of our studies and practices will be grounded in critical equity questions, such as: What belongs to us? What are we appropriating? How can we reallocate wealth? What can we share? And how do we heal?

Format	Professor
Web-Based	Schwartz, D

Professional Learning Community Seminars

BUS-101

3 Credits

Introduction to Business

This course is a survey of the purpose, role and responsibility of business in a capitalistic society, including an introduction to finance, management, economics and marketing. This course provides a basic foundation for the student who will specialize in some aspect of business in college, and it also provides the opportunity for non-business majors to learn about the businesses in which they will someday be both producers and consumers. This course will also enable students to explore career options in business, define a career path and make connections between classroom learning and the larger business community. This course will fulfill the Learning Community Seminar requirement for first-time, full-time students, to assist the student in making a successful transition from our unique urban community into an academic environment. It will aid students in learning the insights, skills and attitudes necessary to develop academic success strategies
Prerequisites: Grade of C or better in Academic Reading I (ESL-098) and Academic Writing III (ESL-099) or Reading Skills II (RDG-095) and Writing Skills (ENG-090); or ELL-103 or exemption by placement testing.

Section Number	Day	Time	Format	Professor
01	Th	10:00am – 11:15am	In person - Hybrid	Solimini, L
02	M	10:00am – 11:15am	In person - Hybrid	Nouchrif, W
04	W	10:00am – 11:15am	In person - Hybrid	Fontes, A
06	T	10:00am – 11:15am	In person - Hybrid	Doucette, M
07	W	11:30am – 12:45pm	In person - Hybrid	Fontes, A
08	W	2:30pm - 3:45pm	In person - Hybrid	Jean- Gilles, H
09	Th	2:30pm - 3:45pm	In person - Hybrid	TBD
11	Th	8:30am -9:45am	In person - Hybrid	Armata, A
12	T	8:30am -9:45am	In person - Hybrid	Porter, G
13	Th	11:30am – 12:45pm	In person - Hybrid	Costello, S
14	T	11:30am – 12:45pm	In person - Hybrid	Jean- Gilles, H
200	F	6:00pm – 7:25pm	Remote – Hybrid	Pennel, L
202	Th	7:30pm – 8:45pm	In person - Hybrid	Casey,
402	T	6:00pm - 7:15pm	Malden High School	Edwards, E
450			Center for Self-Directed Learning	Sagar, V
WB			Web-Based	McCann, J
WB1			Web-Based	Tam, W

CIT-113

3 Credits

Information Technology Problem Solving

Students will gain hands-on experience in a wide range of modern information technology. The IT concepts introduced will provide a basis for further study in Information Technology. Students will work on a number of projects that will give perspectives on visual and/or robotic programming, social networking tools, web design and networking. Issues of security, privacy and ethics will also be examined. Students will leave the course with an understanding of the components of modern IT systems and the scope of knowledge needed to become an IT professional. Students are expected to have access to a computer with internet access outside of class for the web component of the course. Designed for first-time, full-time Computer Technology students, CIT-113 fulfills the Learning Community Seminar requirement for the Computer Information Technology Department. First-year students registering for this course should not register for Computer Applications/Concepts (CIT-110). This course is not for Computer Science Transfer, Gaming or Web majors. Prerequisites: Grade of C or better in Reading Skills II (RDG-095) or Academic Reading III (ESL-098) or Integrated ELL Level III (ELL-103).

Section Number	Day	Time	Format	Professor
01	M	10:00am – 11:15am	In person – Hybrid	Mahoney, J
02	T	11:30am – 12:45pm	In person – Hybrid	Harris, M
200	T	6:00pm – 7:15pm	In person – Hybrid	Harris, M
WB			Web-Based	Mahoney, J

CMT-101**3 Credits****Game Development Essentials**

This course will present the principles, concepts and components of games and the gaming industry's processes, methodologies and principles associated with the design, development and distribution of computer-based games and simulations. This course is designed to provide the student with an overall comprehension of all the precepts and building blocks that are essential to every computer-based game and simulation. It fulfills the Learning Community Seminar requirement for students in Computer Media Technology. Prerequisites: Writing Skills II (ENG-095) and Reading Skills II (RDG-095;) or Integrate ELL Level III (ELL-103); or placement.

Section Number	Day	Time	Format	Professor
02	T	8:30am – 9:45am	In person – Hybrid	Christodoulou, M

COM-110**3 Credits****Introduction to Communication**

This course inspires students to study communication as a means to transform their lives and the world. Communication becomes a tool for cultural and professional competence, and human rights activism. Students examine how human beings have communicated with one another throughout history, and how gender, immigration, media and culture influence communication. With love, justice and empathy, students engage in storytelling and collaborate on a human rights project in the community. Students also explore ways to participate in the creative industry and other fields of communication. This course fulfills the Learning Community requirement.

Section Number	Day	Time	Format	Professor
01	T/Th	10:00am – 11:15am	In person	O'Malley, D
02	W	11:30am – 12:45pm	In Person – Hybrid	Curry, G
200R	T	6:00pm – 8:45pm	Remote – Hybrid (Mini-Session II)	Curry, G
WB			Web-Based	O'Malley, D

CRJ-101**3 Credits****Introduction to Criminal Justice**

A survey of the history and development as well as the role of the American Criminal Justice System is presented. Included are the organizations and jurisdictions of the various agencies, a review of the court process, professional orientation and the current trends in the criminal justice system. The course will offer students the ability to use state-of-the-art technology and interactive instruction. It stresses the application of knowledge to real-life situations. Ethical behavior issues will be raised and students will develop strategies to set boundaries, understand differences among people, develop professional codes of conduct and behavior and develop a professional moral code of conduct. The course fulfills the Learning Community Seminar requirement for students in AS Criminal Justice. Prerequisites: Writing Skills II (ENG-095), Academic Reading III (ESL-098) or Reading Skills II (RDG-095) or placement; or Integrated ELL Level III (ELL-103).

Section Number	Day	Time	Format	Professor
01	T/Th	10:00am – 11:15am	In person	Mason, S
02	M/W	10:00am – 11:15am	In person	Abel, J
200	T	6:00pm – 8:45pm	In person	Pichardo, S
WB			Web-Based	Abel, J

CSC-120**4 Credits****Introduction to Computer Science and Object Oriented Programming (OOP)**

This is a first course in OOP theory, logic and design. It emphasizes the program design and development process including concepts of variables and flow control, objects, classes, methods and polymorphism. Students will use OOP language as they design code, debug and implement several programs covering the topics presented. Students should understand basic computer terminology, internet navigation and email, operating system and file management skills; strong analytical skills are recommended. This is a four credit course with six contact hours and analogous homework. It fulfills the Learning Community Seminar requirement for students in AA Computer Science, AS Computer Science and AS Computer Engineering. Other departments may allow this course to be used as a Learning Community Seminar. Students in majors other than the ones listed above should obtain their advisor's or the leading faculty member's approval before registering. Prerequisites: Intermediate Algebra (MAT-099), Writing Skills II (ENG-095) and Reading Skills II (RDG-095) or Integrated ELL Level III (ELL-103); or placement. For additional information and/or a course syllabus email CS@bhcc.edu.

Section Number	Day	Time	Format	Professor
01	M	1:00pm – 4:35pm	In person	Delta,H
02	W	1:00pm – 4:35pm	In person	Delta,H
03	F	1:00pm – 4:50pm	In person	Delta,H
04	M W	10:00am – 11:40am 10:00am – 11:40am	In Person Remote	Fernandes, J
06	T Th	9:00am – 10:40am 9:00am – 10:40am	Remote In Person	Miller, E
07	Sa	9:00am – 12:50pm	Remote	Englander, M
201	T/Th	6:00pm – 7:40pm	Remote	Fernandes, J
WBL			Web-Based	TBD

CUL-101**3 Credits****If You Can't Stand the Heat**

This course introduces students to the challenges and responsibilities encountered by culinary arts students. It provides students with an in depth knowledge of the options available within the culinary arts industry. It prepares students with the skills necessary to prepare a résumé, interview and become familiar with all of the resources that the college has to offer. Topics covered will include preparing for a career in the food service field; résumé preparation; career options and specific skills necessary to create a successful career; and discovering the best use of resources available to students at BHCC. For Culinary Arts students only.

Section Number	Day	Time	Format	Professor
03	T	2:30pm – 3:45pm	In person – Hybrid	Asmar, R

EDU-102**3 Credits****Becoming a Teacher**

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

Section Number	Day	Time	Format	Professor
01	M	10:00am – 12:45pm	In Person	Weldon, I
02	T	10:00am – 12:45pm	In Person	Weldon, I

HRT-105**3 Credits****Hospitality Seminar**

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

Section Number	Day	Time	Format	Professor
01	T	11:30am – 12:45pm	In Person – Hybrid	Maguire, L

MUS-180**3 Credits****Intro to the Music Business**

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

Section Number	Day	Time	Format	Professor
01	M/W	10:00am – 11:15am	In Person	Shafer, D
200	Th	6:00pm – 8:45pm	Remote	Thorp, R

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

This course provides students with an understanding of the paralegal field. The course helps students familiarize themselves with all aspects of the legal system. The course emphasizes the role of the paralegal and how that role complements that of the lawyer. It explores the role of law in our society, the judicial system, contract law, tort law, equity and criminal law. Prerequisites: Writing Skills II (ENG- 095), Reading Skills II (RDG-095) or Integrated ELL Level III (ELL-103) or placement.

Section Number	Day	Time	Format	Professor
01	T/Th	11:30am – 12:45pm	Remote	Atlas, S

VMA-100**3 Credits****VMA Freshman Seminar**

This interdisciplinary course builds a connection to the aesthetic, historical and intellectual aspects of an artist community and creative work while helping students navigate through some of the logistical hurdles of the first year experience. Students participate in a variety of group activities, discussions and presentations with faculty and visiting artists. Field trips include local galleries/studios and museums. A journal/sketchbook is required. The course is required for all Visual and Media Arts majors.

Prerequisites: Writing Skills II (ENG095) or Integrated ELL Level III (ELL-103) and Foundations of Mathematics (MAT093).

Section Number	Day	Time	Format	Professor
02	T	2:30pm – 5:15pm	In person	Flores, J
03	Th	10:00am – 12:45pm	In Person	Wamboldt, A
04	T	10:00am – 12:45pm	In Person	Flores, E

Interdisciplinary Learning Community Clusters

Interdisciplinary Learning Community Clusters allow students to take two or more courses across disciplines. Faculty partner to design the cluster around a common academic theme, and students study and learn with the same group of students. Clusters integrate hands-on activities such as field study and team projects. Clusters are open to students who meet the prerequisites or co-requisites for each course in the cluster.

Stories of Work

6 credits

Students in these linked courses will read, analyze, and create stories centered on the theme of work. The course will look at issues related to race, ethnicity, and gender through work activities and workplaces. Students will explore and discuss stories of work in fiction, nonfiction, and poetry; and in this process, students will gain an understanding of the broader American narratives of intersectionalities (i.e. race, ethnicity, and gender dynamics) in the context of work from pre- industrialization to the present.

Clustered Course	Day	Time	Format	Professor
Sociology of Race & Ethnicity SOC-227-01C	T	10:00am – 11:15am	In Person – Hybrid	Maynard, C
Literature in America II LIT-204-02C	T	11:30am – 12:45pm	In Person – Hybrid	Ruch, A

People, Products, Services & Brands

6 credits

This six-credit learning community integrates an examination of the principles of marketing with the theories and principles of management. Students will learn how notions of consumer behavior and consumer satisfaction in today's competitive environment are the driving force of the decision-making process in every aspect of managing an organization from planning and system design, to organizational strategy.

Clustered Course	Day	Time	Format	Professor
Principles of Management Man-111-01C	W	10:00am – 11:15am	In Person – Hybrid	Jean-Gilles, H
Principles of Marketing Man-105-01C	W	11:30am- 12:45pm	In person – Hybrid	Jean-Gilles, H

ELL Integrated Courses

Level 1 Integrated Course Descriptions

6 credits

ELL-101-01

Community Building

While building our Community Building Learning Community, we will explore Greater Boston and the local communities where we live, work, study, and play by examining local media sources and making connections to our own knowledge and experiences in the communities where we live, study, work and play. We will strive to appreciate the history, resources, and challenges of Greater Boston and the neighborhoods where we all live, study, work and play by analyzing issues in these communities that concern us and proposing ways to build better communities. By developing portfolios, we will reflect on our learning about Greater Boston as well as showcase our developing fluency with English language skills.

Day	Time	Format	Professor
M/W	8:30am – 11:15am	In person	Shute, A

ELL-101-02

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 course, you will share your ideas as you read about and listen to stories of resilience and resistance in the face of inequality and exclusion. You will look back into American’s past to better understand the present, and you will consider how to build a more inclusive future.

Day	Time	Format	Professor
M/W	10:00am – 11:15am	In person - Hybrid	Kerstner, J

ELL-101-03

Dream Your Way Forward

In this course, we will explore different theories and ideas around beliefs and dreams. The materials for the class will consist of the novel *The Circuit* by Francisco Jimenez, academic articles, short stories and podcasts for class discussions and writing short essays. Related topics will include culture, language learning, and immigrant history. Beyond improving reading, writing and oral communication skills, an important goal of this class is to develop a deeper understanding of how our dreams fit into society

Day	Time	Format	Professor
T/Th	10:00am – 12:45pm	In person	Naggie, L

ELL-101-05

TBD...

Day	Time	Format	Professor
Sa	9:00am – 11:45am	Remote - Hybrid	TBD

ELL-101-06

What all ELLs should know

Learning English can be challenging, but not impossible. In this integrated skills class, we will explore some language learning theories. In addition, we will read, listen to, discuss and write about how various authors, whose first language is not English, struggled with the new language but found creative and sometimes humorous ways to overcome their fears. Together we will evaluate their experiences and develop our own learning strategies that we can apply in and out of the classroom.

Day	Time	Format	Professor
M/W	10:00am – 12:45pm	In person	Rodriguez, M

ELL-101-200

TBD...

Day	Time	Format	Professor
T/Th	6:00pm – 8:45pm	Remote	TBD

Level 2 Integrated Course Descriptions

6 credits

ELL-102-01

What's Up in Boston?

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

Day	Time	Format	Professor
M/W	8:30am – 11:15am	In person	Rocheteau, D

ELL-102-02

What's Up in Boston?

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

Day	Time	Format	Professor
M	1:00pm – 3:45pm	Remote – Hybrid	Rocheteau, D

ELL-102-03

Earth, the Environment, and You

This course focuses on topics affecting humans and the natural world around us. Topics include climate change, pollution, endangered animals, clean energy, "green" jobs, and how to live a "greener" lifestyle. With articles, videos, essays, and oral presentations, students practice and improve their skills of reading, writing, listening, speaking, grammar and vocabulary.

Day	Time	Format	Professor
T/Th	10:00am – 12:45pm	Remote	D'Entremont, M

ELL-102-06

Breaking Through

Is it possible for a young immigrant student to make his dream of getting an education a reality? In this integrated skills class, we will read, discuss and write about how Francisco Jiménez, the author of "Breaking Through," achieved this goal despite many barriers. We will identify how family values, hard work, humor, resilience, courage and creativity help us overcome many of the difficulties we may face in our path.

Day	Time	Format	Professor
T/Th	2:30pm – 5:15pm	In Person	Rodriguez, M

ELL-102-WB

Move Forward With Your Dreams By Bouncing Back

How can we bounce back from difficult moments in our lives? How can we keep our dreams alive despite obstacles in our way? In this integrated skills class, we will engage with an inspiring memoir, A Dream Called Home, about a first-generation university student, pursuing goals against all odds. We will explore the disconnect between getting a degree and living our dream careers, making use of campus resources to bridge the gap. We will also examine science-based strategies to strengthen our own resilience so that we can better follow our passions.

Format	Professor
Web-Based	Kerstner, J

Level 3 Integrated Course Descriptions

6 credits

ELL-103-02

What Just Happened?

Everyday world, national and local events affect our lives. Oftentimes, we don't have time to digest what is happening or relate to it in a larger context. This class will explore, discuss, read and write about "what just happened? Current newspaper and magazine articles, as well as, film from the present and past will be used as tools of exploration. Students are encouraged to provide or receive additional current and historical background content related to current events. Students will have an opportunity to research and report on a current event related to their interests, majors and career choices.

Day	Time	Format	Professor
W	1:00pm – 3:45pm	Remote - Hybrid	Rocheteau, D

ELL-103-04

In Pursuit of a more Perfect Community

After creating a welcoming, supportive and collaborative learning community in pursuit of a more perfect community, we will explore the various ways we identify ourselves and how our identities are included and/or excluded from the larger communities in our area and beyond. We will read or view, and then discuss, many sources highlighting the work of community organizers, activists, and social justice movements advocating for a more inclusive and equitable society. Writing prompts will ask learners to synthesize, reflect on, and connect to these causes. Finally, we will form teams to produce final projects that will include a group presentation and individual portfolios that demonstrate effective communication skills and critical thinking about proposed changes to our communities in pursuit of a more perfect society.

Day	Time	Format	Professor
T/Th	8:30am – 11:15am	In Person	Shute, A

ELL-103-05

Topics in Health and Health Care

This course focuses on health topics that affect the world and us as individuals. Topics include global health issues such as diseases, safe food and water, climate change, economics, and world cultures. We also cover personal lifestyle topics such as diet, exercise, sleep, stress, mental health, and addiction. Finally, students explore careers in the healthcare industry and the health programs at BHCC. With articles, videos, essays, and oral presentations, students practice and improve their skills of reading, writing, listening, speaking, grammar and vocabulary.

Day	Time	Format	Professor
M/W	10:00am – 12:45pm	In Person	D'Entremont, M

ELL-103-09

Exploring Chinatown

In this course, we will explore the Chinatown community in Boston. Topics will include Asian Americans and Chinese immigrant stories of past and present. Students will read, write and speak about topics impacting this dynamic community. This course includes field study and interactive activities outside of the classroom environment.

Day	Time	Format	Professor
W	10:00am – 12:45pm	Remote – Hybrid	Naggie, L

Level 3 Integrated Interdisciplinary Cluster Descriptions

9 credits

ELL-103 & SOC-101

Community Building, Engagement, and Transformation

In this class you will learn about efforts to build healthier and more equitable communities by researching and visiting Chinatown and Chelsea, two urban areas where people are being pushed out because of high rents, a process known as gentrification. In addition to those urban areas, you will research the sustainability of your own neighborhood. Through your learning and application of sociological concepts, you will explore how issues of economy, equity, and the environment can come in conflict and impact a community's sustainability. A final goal for this class is for you to better understand the resources and assets of your own neighborhood.

Clustered Course	Day	Time	Format	Professor
Integrated ELL Level III ELL-103-01C	T/Th	10:00am – 11:15am	In Person– Hybrid	Ellenbird, J
Principles of Sociology SOC-101-09C	T/Th	11:30am – 12:45pm	In Person – Hybrid	Bautista, A

ELL-103 & ENG-111

Connecting Cultures

In this interdisciplinary cluster, you will learn advanced English language skills as well as critical college reading, writing, and research skills. Throughout the semester, you will learn about others' cultures by telling your story, reading literature written by authors from a variety of cultures, and researching and sharing traditional food. Enjoy a variety of learning activities to develop your critical thinking and communication skills

Clustered Course	Day	Time	Format	Professor
Integrated ELL Level III ELL-103-03C	M	10:00am – 12:45pm	Remote – Hybrid	Valdez, J
College Writing I ENG-111-67C	W	10:00am – 12:45pm	In Person – Hybrid	Paul, A

Exploring Identities

In this advanced reading and writing cluster, students will use personal experience, readings and other sources as the basis to write unified, coherent, well-developed essays and practice paraphrasing, summarizing and using sources responsibly. This course will focus on reinforcing students' skills and strategies to explore reading and writing as processes. Students will explore various texts identifying the authors' voice, purpose, tone, and approach new vocabulary by using context clues as well as dictionary work. Students will approach writing by using the writing process: brainstorming, writing, revising, editing, and publishing multiple drafts of their work. We will practice using literary circles, group discussions, oral presentations, and peer editing.

Clustered Course	Day	Time	Format	Professor
Integrated ELL Level III ELL-103-202C	M	6:00pm – 8:45pm	Remote – Hybrid	Grehan, J
College Writing I ENG-111-206C	W	6:00pm – 8:45pm	Remote	Akai- Dennis, N

English Learning Community Clusters

ENG-090 / RDG-090

6 credits

Building a Strong Foundation

Integrated Reading and Writing Cluster This learning community for students in ENG090 and RDG090 integrates the study of reading and writing. Students develop confidence and competence in the reading and writing skills necessary for college success. While this cluster does not satisfy any part of the College Writing requirement for graduation, it sets students up to do well in future writing courses.

Clustered Course	Day	Time	Format	Professor
Writing Skills I ENG-090-01C	M/W	8:30am – 9:45am	Remote	Owens, R
Reading Skills I RDG-090-01C	M/W	10:00am – 11:15am	Remote	Owens, R
Writing Skills I ENG-090-02C	M	11:30am – 12:45pm	Remote – Hybrid	TBD
Reading Skills I RDG-090-02C	W	11:30am – 12:45pm	Remote – Hybrid	TBD

ENG-095 / RDG-095

6 credits

Stories of Our Lives

Reflecting on What Shapes. This cluster focuses on learning to understand our own life by looking at the lives of others. We 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. We will explore foundational elements of our own identities and examine a variety of life-defining moments: ones touching on courage, love, loss, and resilience. We will discuss and debate lessons from our readings and write about others and ourselves. Throughout, our goal will be to deepen our appreciation of our own life story, while developing and strengthening our reading and writing skills.

Clustered Course	Day	Time	Format	Professor
Writing Skills II ENG-095-01C	M/W	1:00pm – 2:15pm	In Person	Wiseman, H
Reading Skills II RDG-095-01C	M/W	2:30pm – 3:45pm	In Person	Wiseman, H

College Success

This learning community for students in ENG095 and RDG095 integrates the study of reading and writing. Students develop the skills needed for success in all college-level courses.

Clustered Course	Day	Time	Format	Professor
Reading Skills II RDG-095-02C	T	11:30am – 12:45pm	Remote - Hybrid	McCuish, L
Writing Skills II ENG-095-07C	Th	11:30am – 12:45pm	Remote - Hybrid	McCuish, L

ENG 095 / ENG 111

6 credits

Reading Between the Lives

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

Clustered Course	Day	Time	Format	Professor
Writing Skills II ENG-095-02C	M/W	10:00am – 11:15am	In Person	Nefer, T
College Writing I ENG-111-55C	M/W	11:30am – 12:45pm	In Person	Nefer, T

Dig Where You Stand-Urban Community Histories

This six-credit learning community integrates ENG095 and ENG111 enabling students to complete both courses in one semester. Drawing from written and oral histories as well as music and the visual arts, students will analyze a variety of urban community histories, with particular emphasis on exploring voices that have traditionally been excluded from the history books. Students will examine the relationship among self, text and place, engage in field study at local sites, and take a turn crafting their own community histories. This learning community emphasizes writing as a process, from planning and drafting through revising and editing.

Clustered Course	Day	Time	Format	Professor
Writing Skills II ENG-095-03C	T/Th	8:30am – 9:45am	In Person	Dubson, M
College Writing I ENG-111-63C	T/Th	10:00am – 11:15am	In Person	Dubson, M

Social Justice, Race, Class, and Other Third Rail Issues in a Post George Floyd America

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

Clustered Course	Day	Time	Format	Professor
Writing Skills II ENG-095-04C	M/W	7:00am – 8:15am	Remote	Clark, T
College Writing I ENG-111-60C	T/Th	7:00am – 8:15am	Remote	Clark, T

Narratives of Identity and Cultural Wealth

In this course students will analyze stories of identity presented through poetry, essays, and other genres. Students will explore how these narratives and the narratives they create in this course complicate and destabilize stereotypes and ""dominant"" narratives. They will reflect upon the many forms of cultural wealth revealed in their own narratives and those of others. The cluster will emphasize developing students' metacognitive awareness of reading strategies and of writing as a process, from planning and drafting through revising and editing.

Clustered Course	Day	Time	Format	Professor
Writing Skills II ENG-095-05C	Th	8:30am – 9:45am	Remote – Hybrid	Berger, S
College Writing I ENG-111-69C	Th	10:00am – 11:15am	Remote – Hybrid	Berger, S

Sustainable / Consumable Planet

The content focus in this cluster is on sustainability and students will explore how scientific innovation and social movements have shaped our world in terms of sustainability and consumption, for better and for worse. The course will consider three themes: food, clothing and shelter. Each theme will be examined through the science and culture of sustainability. Patterns of consumption with, and systems of, local sustainable food production as well as big agriculture will be considered. Students will study green and sustainable design that reduces energy usage and causes less environmental degradation. Through reading, writing, speaking, listening and hands-on learning, students will build a strong foundation for further study in sustainability or other science related fields.

Clustered Course	Day	Time	Format	Professor
Writing Skills II ENG-095-13C	T	10:00am – 11:15am	Remote – Hybrid	Whitman, R
College Writing I ENG-111-64C	T	11:30am – 12:45am	Remote – Hybrid	Whitman, R

Finding Truth in Fiction

This six-credit learning community integrates ENG-095 and ENG-111, enabling students to complete both courses in one semester. This course also seeks to participate in a dialogue about how individuals are shaped by society. Real-world issues and experiences are often reflected in fiction. Thus, students will focus on fictional worlds and characters that resonate. Each student can pick and choose characters to research from various mediums, such as television, film, books, and comic books, etc. as we embark on a sociological journey. Furthermore, this writing process can become a form of art therapy as students explore rhetorical response by writing about their own fictional characters for presentations, essays, and discussions. Most importantly, this course emphasizes writing as a process, from planning and drafting through revising and editing. Using personal experience, readings, and other sources, students write unified, coherent, well-developed essays and practice paraphrasing, summarizing, and using sources responsibly.

Clustered Course	Day	Time	Format	Professor
Writing Skills II ENG-095-16C	Th	10:00am – 11:15am	Remote – Hybrid	Asmelash, A
College Writing I ENG-111-57C	Th	11:30am – 12:45am	Remote – Hybrid	Asmelash, A

Writing through Memoir: Stories for Success

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

Clustered Course	Day	Time	Format	Professor
Writing Skills II ENG-095-203C	T/Th	4:00pm – 5:15pm	In Person	Fiske, J
College Writing I ENG-111-207C	T/Th	6:00pm – 7:15pm	In Person	Fiske, J

English Clusters without a Defined Theme Yet

Clustered Course	Day	Time	Format	Professor
Writing Skills II ENG-095-11C	M	11:30am – 12:45pm	Remote – Hybrid	Corona, C
College Writing I ENG-111-58C	W	11:30am – 12:45pm	Remote – Hybrid	Corona, C
Writing Skills II ENG-095-12C	T	8:30am – 9:45am	Remote – Hybrid	Schwartz, D
College Writing I ENG-111-65C	T	10:00am – 11:15am	Remote – Hybrid	Schwartz, D
Writing Skills II ENG-095-201C	T/Th	4:00pm – 5:15pm	Remote	TBD
College Writing I ENG-111-62C	T/Th	2:30pm – 3:45pm	Remote	TBD
Writing Skills II ENG-095-WB4C			Web-Based	TBD
College Writing I ENG-111-WB4C				

Writing Skills II ENG-095-06C College Writing I ENG-111-54C	T	11:30am – 12:45pm	Remote – Hybrid	TBD
	T	10:00am – 11:15am	Remote – Hybrid	TBD

Math Learning Community Clusters

Accelerated Math Clusters integrate the following Math courses, enabling students to complete both courses in one semester. In Learning Community Clusters, faculty members plan their courses around common themes and integrate hands-on activities. Please see an advisor if you are interested in enrolling in an Accelerated Cluster.

For an up-to-date schedule of this semester's offerings, please consult [BHCC's online search for sections](#).

MAT-093 / MAT-097

6 Credits

Accelerated Math Clusters: It All Adds Up

This six-credit learning community integrates MAT-093 and MAT-097, enabling you to complete both courses in one semester. Topics include solving applied problems with whole numbers, decimals and fractions; ratios and proportions; rates; and percentages and applications in sales tax, interest, commissions and geometry. After successful completion of these topics, you will move into Foundations of Algebra. Topics covered in this course include algebraic expressions, solving and graphing linear equations and inequalities, exponents and scientific notation, introduction to polynomials and systems of linear equations and their graphs. Technology is incorporated to facilitate problem solving.

Section	Day	Time	Clustered With	Day	Time	Format	Professor
MAT-093-01C	M/W	7:00am – 8:15am	MAT-097-13C	T/Th	7:00am – 8:15am	Remote	Kelkar, S
MAT-093-03C	M/W	8:30am – 9:45am	MAT-097-16C	T/Th	8:30am – 9:45am	Remote	Straughter, Y
MAT-093-05C	M/W	8:30am – 9:45am	MAT-097-17C	T/Th	8:30am – 9:45am	In Person	Mehlenbacher, D
MAT-093-07C	M/W	10:00am – 11:15am	MAT-097-19C	T/Th	10:00am-11:15am	In Person	TBD
MAT-093-08C	M/W	11:30am – 12:45pm	MAT-097-22C	T/Th	11:30am-12:45pm	In Per/ Rem	TBD
MAT-093-11C	M/W	2:30pm – 3:45pm	MAT-097-24C	T/Th	2:30pm – 3:45pm	Remote	Straughter, Y
MAT-093-12C	M/W	2:30pm – 3:45pm	MAT-097-23C	T/Th	2:30pm – 3:45pm	In Per/ Rem	Kane, J
MAT-093-16C	M/W	11:30am – 12:45pm	MAT-097-12C	T/Th	11:30am-12:45pm	In Person	Mabikas, F
MAT-093-200C	M/W	4:00pm – 5:15pm	MAT-097-202C	T/Th	4:00pm – 5:15pm	Remote	Steinman, K
MAT-093-206C	M/W	7:00pm – 8:30am	MAT-097-207C	M/W	8:30pm – 10:00pm	Remote	Vlack, A

MAT-098 / MAT-181

6 Credits

Accelerated Math Cluster: Pre-Statistics/Statistics I

This 6-credit cluster course is designed for students to finish one developmental math course and a credit bearing math course, Statistics, in one semester. MAT-098 is designed as a substitute for MAT-097 Foundations of Algebra students who will be taking MAT-181 Statistics for their program requirements. Topics include being able to analyze data distributions both numerically and graphically and evaluating linear equations in the context of correlation and regression. Probability and probability distributions will be explored for both discrete and continuous variables. Other topics covered include binomial, normal and t-distributions, estimation and hypothesis testing.

Section	Day	Time	Clustered With	Day	Time	Format	Professor
MAT-098-01C	M/W	8:30am – 9:45am	MAT-181-10C	T/Th	8:30am – 9:45am	Rem/In per	TBD & Kane, J
MAT-098-04C	M/W	2:30pm – 3:45pm	MAT-181-17C	T/Th	2:30pm – 3:45pm	Remote	Combs, M
MAT-098-05C	M/W	10:00am – 11:15am	MAT-181-07C	T/Th	10:00am – 11:15am	In Per/ Rem	Kane, J & Pylkanen, J
MAT-098-200C	T	6:00pm – 8:45pm	MAT-181-200C	Th	6:00pm – 8:45pm	Remote	Wallinga, W

MAT-099 / MAT-194

7 Credits

Accelerated Math Clusters: MAT-099 and MAT-194

This Learning Community Cluster integrates MAT-099 (Intermediate Algebra) and MAT-194 (College Algebra), enabling you to complete both courses in one semester. Intermediate Algebra topics include absolute value equations, linear inequalities, polynomial arithmetic, factoring, roots and radicals, rational expressions, quadratic equations and the quadratic formula, introduction to functions and solving applied problems. College Algebra topics include algebra of functions (including linear, quadratic, radical and rational functions), graphs of relations and functions, systems of equations, complex numbers, exponential and logarithmic functions, matrices, partial fractions, linear programming and conic sections. A graphing calculator is required for this course.

Section	Day	Time	Clustered With	Day	Time	Format	Professor
MAT-099-04C	M/W	11:30am – 12:45pm	MAT-194-10C	T/Th	11:00am- 12:40pm	Remote	Sanchez, J
MAT-099-12C	T/Th	10:00am – 11:15am	MAT-194-07C	M/W	11:00am- 12:40pm	Rem/ In Per	Kelkar, S
MAT-099-201C	T	6:00pm – 8:45pm	MAT-194-201C	Th	6:00pm – 9:35pm	Remote	TBD
Mat-099-WB1C			Mat-194-WB1C			Web-Based	Sanchez, J