

# Learning Communities

Spring 2023

## Learning Communities at Bunker Hill Community College

### Spring 2023

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

First-time-to-college full-time students pursuing associate degrees and enrolled in nine or more credits are required to take a Seminar or Cluster in their first year. Your Learning Communities requirement may be fulfilled by taking an **ELL** course, an **English cluster** (ENG-090/RDG-090, ENG-095/RDG-095, or ENG-095/ENG-111), a **Math cluster** (MAT-093/MAT-097, MAT-098/MAT-181, MAT-099/MAT-194), **other clustered courses** that connect different disciplines, **HUM-120**, or a **Professional Studies** Learning Community Seminar. Information on this semester's offerings in each category is linked below.

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

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

[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-120-13

### Telling Our Stories

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

T/Th 10:00am-11:15am Remote E. Maurice

## HUM-120-15

### Storytelling: Identity, Passions and Purposes

In this course, students will explore personal experiences related to their identities, their passions and their purposes while learning about the essential elements of narrative. Students will discuss and analyze a variety of video stories that serve as models. Over the course of the semester, students will create three personal stories in audio and video. The final personal story will utilize a method of storytelling called "public narrative" in which the student engages an audience around an issue of importance to them

M 10:00am-11:15am Hybrid: In Person & Web S. Berger

## HUM-120-16

### Storytelling: Identity, Passions and Purposes

In this course, students will explore personal experiences related to their identities, their passions and their purposes while learning about the essential elements of narrative. Students will discuss and analyze a variety of video stories that serve as models. Over the course of the semester, students will create three personal stories in audio and video. The final personal story will utilize a method of storytelling called "public narrative" in which the student engages an audience around an issue of importance to them

M 1:00pm-2:15pm Hybrid: In Person & Web S. Berger

## HUM-120-09

### Haunting Lessons

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

T 8:30am-11:15am In Person M. Dubson

## HUM-120-12

### It's a Marathon, not a Spring: HOPE-filled Steps to Your Success in College

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

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

## **HUM-120-04**

### **Immigrant Experiences**

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

**M**                      **10:00am-12:45pm**                      **In Person**                      **J. Ellenbird**

## **HUM-120-08**

### **Inmate #22843: Malcolm X**

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

**T/Th**                      **8:30am-9:45am**                      **Remote**                      **T. Clark**

## **HUM-120-200**

### **Sak Pase, Que Lo Que**

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

**M**                      **6:00pm-7:45pm**                      **Hybrid: Remote & Web**                      **K.Lopez/B.Pierre**

## **HUM-120-11**

### **Careers and the Asian American Community**

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

**W**                      **8:30am-9:45am**                      **Hybrid: Remote & Web**                      **A.Bautista**

## **HUM-120-17**

### **Financial Literacy for All**

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

**Th**                      **11:30am-12:45pm**                      **Hybrid: Remote & Web**                      **W. Nouchrif**

## **HUM-120-14**

### **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.

**W**                      **10:00am-12:45pm**                      **In-Person**                      **L. Pellecchia**

## HUM-120-10

### 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.

**M**                      **10:00am-11:15am**                      **Hybrid: Remote & Web**                      **D. Misrati**

## HUM-120-18

### 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.

**W**                      **11:30am-12:45pm**                      **Hybrid: Remote & Web**                      **M. Gagnon**

## HUM-120-05

### Understanding Ourselves

How our experiences, memories, and culture shape our identities: This course looks at how our cultures, experiences, and individual identities shape who we are, and how we perceive the world. Students will discuss the nature of success and the roles that our culture and social experiences have in influencing how we learn. This will be done through multiple interdisciplinary perspectives to encourage students to view human experiences and cognitions through social, cognitive, and cultural frameworks.

**Th**                      **10:00am-11:15am**                      **Hybrid: Remote & Web**                      **L.Schyrokyj**

## HUM-120-WB

### Finding Your Future

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

**Web-based**                      **A. Bautista**

## HUM-120-WB2

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

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

**Web-based**                      **D. Schwartz**

## HUM-120-02C and PSY-101-02C

### Social Movements, Social Justice, and Me

Students will identify and develop educational and career goals while exploring personal values and experiences. Students will examine personal biases and identities connected to privilege, oppression, and perspective. Students will use research methods to discover systemic oppression as pertains to race, gender, sexual orientation, etc., while considering related social movements in history. Students will create reflective narratives in multi-modal format to navigate the interrelationships between personal experience, perspective, and career development. PSY-101-04C Must be taken at the same time.

<b>M/W</b>	<b>11:30am-12:45pm</b>	<b>Remote</b>	<b>K. LaRosa</b>	<b>HUM-120-02C</b>
<b>M/W</b>	<b>1:00pm-2:15pm</b>	<b>Remote</b>	<b>L. Johnson</b>	<b>PSY-101-02C</b>

# 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 exemption by placement testing.

01	W	8:30am-9:45am	Hybrid: In Person & Web	Sherman, J
02	M	10:00am-11:15am	Hybrid: In Person & Web	Nouchrif, W
03	T/Th	8:30am-9:45am	In Person	TBD
04	M	11:30am-12:45pm	Hybrid: In Person & Web	Jean-Gilles, H
05	W	2:30pm-3:45pm	Hybrid: In Person & Web	Jean-Gilles, H
07	T	10:00am-11:15am	Hybrid: In Person & Web	TBD
12	TH	10:00am-11:15am	Hybrid: In Person & Web	TBD
14	Sa	10:30am- 11:45am	Hybrid: In Person & Web	TBD
200	M	7:30pm-8:45pm	Hybrid: In Person & Web	TBD
460	W	6:00pm-7:15pm	Hybrid: In Person & Web	TBD
450			Pao Arts Center Guided Self Study	Sagar, V
WB			Web-Based	TBD
WB2		n/a	Web-Based	TBA

## CIT-113

3 Credits

### Information Technology Problem Solving

Students will gain hands-on experience in a wide range of modern information technology. The IT concepts introduced will provide a basis for further study in Information Technology. Students will work on a number of projects that will give perspectives on visual and/or robotic programming, social networking tools, web design and networking. Issues of security, privacy and ethics will also be examined. Students will leave the course with an understanding of the components of modern IT systems and the scope of knowledge needed to become an IT professional. Students are expected to have access to a computer with internet access outside of class for the web component of the course. Designed for first-time, full-time Computer Technology students, CIT-113 fulfills the Learning Community Seminar requirement for the Computer Information Technology Department. First-year students registering for this course should not register for Computer Applications/Concepts (CIT-110). This course is not for Computer Science Transfer, Gaming or Web majors. Prerequisites: Grade of C or better in Reading Skills I (RDG-090) and Writing Skills I (ENG-090) or placement.

01	M	11:30am-12:45pm	Hybrid: In Person & Web	Mahoney, J
200	T	6:00pm-7:15pm	Hybrid: In Person & Web	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 placement.

01	W	8:30am.-9:45am	Hybrid: In Person & Web	TBD
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**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.

<b>01</b>	<b>W</b>	<b>11:30am-12:45pm</b>	<b>Hybrid: In Person &amp; Web</b>	<b>Curry, G</b>
<b>02</b>	<b>T/Th</b>	<b>11:30am- 12:45pm</b>	<b>In Person</b>	<b>Curry, G</b>
<b>WB</b>			<b>Web-Based</b>	<b>O'Malley, D</b>

**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.

<b>01</b>	<b>T/Th</b>	<b>10:00am-11:15am</b>	<b>In-Person</b>	<b>Mason, S</b>
<b>02</b>	<b>M/W</b>	<b>10:00am-11:15am</b>	<b>In Person</b>	<b>Lapierre, M</b>
<b>03</b>	<b>M/W</b>	<b>2:30pm-3:45pm</b>	<b>In Person</b>	<b>Abel, J</b>
<b>WB</b>			<b>Web-Based</b>	<b>Mason, S</b>

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

This is a first course in OOP theory, logic and design. It emphasizes the program design and development process including concepts of variables and flow control, objects, classes, methods and polymorphism. Students will use OOP language as they design code, debug and implement several programs covering the topics presented. Students should understand basic computer terminology, internet navigation and email, operating system and file management skills; strong analytical skills are recommended. This is a four credit course with six contact hours and analogous homework. It fulfills the Learning Community Seminar requirement for students in AA Computer Science, AS Computer Science and AS Computer Engineering. Other departments may allow this course to be used as a Learning Community Seminar. Students in majors other than the ones listed above should obtain their advisor's or the leading faculty member's approval before registering. Prerequisites: Intermediate Algebra (MAT-099), Writing Skills II (ENG-095) and Reading Skills II (RDG-095) or placement. Pre/Co- requisite: College Algebra-STEM (MAT-194). For additional information and/or a course syllabus email [CS@bhcc.edu](mailto:CS@bhcc.edu).

<b>01</b>	<b>M/W</b>	<b>11:00am-12:40pm</b>	<b>Remote</b>	<b>Delta,H</b>
<b>02</b>	<b>T/Th</b>	<b>11:00am-12:40pm</b>	<b>Remote</b>	<b>Delta, H</b>
<b>03</b>	<b>M</b>	<b>1:00pm -2:40pm</b>	<b>Remote</b>	<b>TBD</b>
	<b>W</b>	<b>1:00pm- 2:40pm</b>	<b>In Person</b>	
<b>04</b>	<b>T</b>	<b>9:00am-10:40am</b>	<b>Remote</b>	<b>Miller, E</b>
	<b>Th</b>	<b>9:00am-10:40am</b>	<b>In Person</b>	
<b>05</b>	<b>Sa</b>	<b>9:00am-10:40am</b>	<b>Remote</b>	<b>Englander, M</b>
<b>06</b>	<b>F</b>	<b>1:00pm- 4:35pm</b>	<b>In Person</b>	<b>Delta, H</b>
<b>200</b>	<b>T/Th</b>	<b>6:00pm-7:40pm</b>	<b>Remote</b>	<b>Fernandes, J</b>

**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.

<b>01</b>	<b>M</b>	<b>1:00pm-2:15pm</b>	<b>Hybrid: In Person &amp; Web</b>	<b>Ramzy, A</b>
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**ECE-520****3 Credits****Intro to Early Childhood Education**

This course introduces the foundations of early childhood education, the diverse educational settings for young children, professionalism and planning intentional developmentally appropriate experiences for young children. Topics include theoretical foundations, national early learning standards, state regulations, program types, career options, professionalism, ethical conduct, quality inclusive environments, and curriculum responsive to the needs of each child/family. Upon completion, students should be able to design a career/professional development plan to enter the field of early childhood education.

<b>01</b>	<b>W</b>	<b>1:00pm-2:15pm</b>	<b>Hybrid: In Person &amp; Web</b>	<b>Zechariah, S</b>
<b>100</b>	<b>M</b>	<b>10:00am-12:45pm</b>	<b>In Person – Chelsea Campus</b>	<b>Zechariah, S</b>
<b>200</b>	<b>W</b>	<b>6:00pm- 7:15pm</b>	<b>Hybrid: In person &amp; Web</b>	<b>TBD</b>

**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.

<b>01</b>	<b>W</b>	<b>2:30pm-5:15pm</b>	<b>In Person</b>	<b>Weldon, I</b>
<b>02</b>	<b>M</b>	<b>10:00am-12:45pm</b>	<b>In Person</b>	<b>Weldon, I</b>

**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.

<b>01</b>	<b>Th</b>	<b>11:30am-12:45pm</b>	<b>Hybrid: In Person &amp; Web</b>	<b>Maguire, L</b>
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**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.

<b>01</b>	<b>F</b>	<b>10:00am-11:15am</b>	<b>Hybrid: In Person &amp; Web</b>	<b>Popeney, M</b>
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**PLG-101****3 Credits****Introduction to Law**

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

<b>201</b>	<b>T</b>	<b>6:00pm-8:45pm</b>	<b>In Person</b>	<b>Atlas, S</b>
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**VMA-100****3 Credits****VMA Freshman Seminar**

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

Prerequisites: Writing Skills II (ENG095) and Foundations of Mathematics (MAT093).

<b>01</b>	<b>T</b>	<b>10:00am-12:45pm</b>	<b>In Person</b>	<b>TBD</b>
<b>02</b>	<b>Th</b>	<b>10:00am-12:45pm</b>	<b>In Person</b>	<b>TBD</b>
<b>03</b>	<b>M</b>	<b>2:30pm- 5:15pm</b>	<b>In Person</b>	<b>Carter, A</b>

## Interdisciplinary Learning Community Clusters

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

**Stories of Work****6 credits**

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

**Sociology of Race and Ethnicity (SOC-227-02C)**

T	10:00am-11:15am	Hybrid: In person & Web	C. Maynard
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**Literature in America II (LIT-204-02C)**

T	11:30am -12:45pm	Hybrid: In person & Web	A. Ruch
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**People, Products, Services & Brands****6 credits**

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

**Principles of Marketing (MAN-105-01C)**

W	11:30am-12:45pm	Hybrid: In Person & Web	Jean-Gilles, H
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**Principles of Management (MAN-111-01C)**

W	10:00am-11:15am	Hybrid: In Person & Web	Jean-Gilles, H
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# ELL Integrated Courses

## Multilevel ELL Courses

6 credits

### ELL-110-200

#### Resilience

In this multilevel 6-credit course, we will explore true-life stories and nonfiction materials about how and why people persist through daily life and difficult circumstances. The materials for the class will consist of academic articles, short stories and videos for class discussions and writing short essays. Related topics will include cultural attitudes of resilience, brain and memory research, and persisting in language learning. Beyond improving reading, writing and oral communication skills, an important goal of this class is to develop a deeper understanding of how you can build resilience to accomplish your goals. This course satisfied the General Education Creative Work requirement. Prerequisites: Placement into Integrated ELL Level I (ELL-101) or Integrated ELL Level II (ELL-102) or Integrated ELL Level III (ELL-103)

**T/Th**                                      **6:00pm –7:15pm**                                      **Hybrid: Remote& Web**                                      **Gretchyn,G/ Mansaray, H**

## Level 1 Integrated Course Descriptions

6 credits

### ELL-101-01

#### This Land is Your Land; This Land is My Land

For many people, the United States is the land of opportunity. At the same time, many others have been excluded from living the “American Dream”. In this integrated skills course, you will share your ideas as you read about and listen to stories of resilience and resistance in the face of inequality and exclusion. You will look back into America's past to better understand the present, and you will consider how to build a more inclusive future.

**M/W**                                      **10:00am – 11:15am**                                      **Hybrid: Remote& Web**                                      **Kerstner, J**

### ELL-101-02

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 including Hispanic, Asian and Muslim American stories. 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.

**T/Th**                                      **10:00am – 12:45pm**                                      **In Person**                                      **Naggie, L**

### ELL-101-03

#### Come to the Table; What Do You Eat?

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

**M/W**                                      **10:00am - 12:45pm**                                      **In Person**                                      **Rodriguez, M**

## Level 2 Integrated Course Descriptions

6 credits

### ELL-102-02

#### In Pursuit of Happiness

In this Learning Community, we will explore how people pursue happiness. What makes people happy? Is it freedom, love, money, career, education, helping others, all of that or something else? We will read and discuss the book THE DISTANCE BETWEEN US by Reyna Grande. While doing this, we will learn how to conduct research on topics of personal interest related to career and happiness in preparation for class discussions and assignments. We will learn from each other while participating in a group project designed to showcase our reading, writing, listening, and speaking skills while developing vocabulary and fluency in English.

**M**                                      **10:00am - 12:45pm**                                      **Hybrid: In person & Web**                                      **Shute, A**

### ELL-102-03

#### TBD

**T**                                      **10:00am - 12:45pm**                                      **Hybrid: In Person & Web**                                      **Rocheteau, D**



## ELL-103-18C & ENG-111-18C

### Connecting Cultures

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

<b>M</b>	<b>10:00am - 12:45pm</b>	<b>Hybrid: In Person &amp; Web</b>	<b>Valdez, J</b>	<b>ELL-103-18C</b>
<b>W</b>	<b>10:00am – 11:15am</b>	<b>Hybrid: In Person &amp; Web</b>	<b>Paul, A</b>	<b>Eng-111-18C</b>

## ELL-103-201C & ENG-111-204C

### Exploring Identity

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

<b>M</b>	<b>6:00pm – 07:15pm</b>	<b>Hybrid: In Person &amp; Web</b>	<b>Grehan, J</b>	<b>ELL-103-201C</b>
<b>W</b>	<b>6:00pm – 07:15pm</b>	<b>Hybrid: In Person &amp; Web</b>	<b>Akai-Dennis, N</b>	<b>Eng-111-204C</b>

## English Learning Community Clusters

### ENG-090 / RDG-090

6 credits

#### Grammar and Justice

As we work collectively in this course toward gaining greater fluency in the language of academia-as we labor to improve our grammar, so to speak-our attentions in this course will be organized around a single but flexible theme: the relation between grammar and justice. By exploring this theme we will find ourselves asking some very basic but incredibly meaningful questions. For example, what exactly is grammar in the first place? How, in the context of the English language, did the rules and guidelines that govern the language first emerge? Who established these guidelines and why? Who polices grammar and how? Perhaps most importantly, are the rules, both written and unwritten, that govern the language fair, equitable, and socially just?

<b>T/Th</b>	<b>11:30am-12:45pm</b>	<b>In Person</b>	<b>Owen, R</b>	<b>Writing Skills I (ENG-090-01C)</b>
<b>T/Th</b>	<b>10:00am-11:15am</b>	<b>In Person</b>	<b>Owens, R</b>	<b>Reading Skills I (RDG-090-01C)</b>

### ENG-095 / RDG-095

6 credits

#### 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.

<b>Th</b>	<b>11:30am-12:45pm</b>	<b>Hybrid: Remote &amp; Web</b>	<b>McCuish, L</b>	<b>Writing Skills II (ENG-095-04C)</b>
<b>T</b>	<b>11:30am-12:45pm</b>	<b>Hybrid: Remote &amp; Web</b>	<b>McCuish, L</b>	<b>Reading Skills II (RDG-095-04C)</b>

#### Stories of Our Lives

Reflecting on What Shapes Us This six-credit learning community cluster integrates ENG-095 and RDG-095, enabling students to complete both courses in one semester. 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 identifies 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.

<b>W</b>	<b>6:00pm-8:45pm</b>	<b>In Person</b>	<b>Wiseman, H</b>	<b>Writing Skills II (ENG-095-203C)</b>
<b>M</b>	<b>6:00pm- 8:45pm</b>	<b>In Person</b>	<b>Wiseman, H</b>	<b>Reading Skills II (RDG-095-200C)</b>

### ENG 095 / ENG 111

6 credits

#### TBD

<b>M/W</b>	<b>10:00am-11:15am</b>	<b>In Person</b>	<b>Deveney, J</b>	<b>Writing Skills II (ENG-095-01C)</b>
<b>M/W</b>	<b>11:30am-12:45pm</b>	<b>In Person</b>	<b>Deveney, J</b>	<b>College Writing I (ENG-111-14C)</b>

## Narratives of Identity and Cultural Wealth

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

Th	8:30am-9:45am	Hybrid: In Person & Web	Berger, S	Writing Skills II (ENG-095-101C)
Th	10:00-11:15am	Hybrid: In Person & Web	Berger, S	College Writing I (ENG-111-01C)

## 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.

M	11:30am-12:45pm	Hybrid: In Person & Web	Carty-Barrett, L	Writing Skills II (ENG-095-09C)
W	11:30am-12:45pm	Hybrid: In Person & Web	Carty-Barrett, L	College Writing I (ENG-111-07C)

## Finding Truth in Fiction

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

Th	10:00am-11:15am	Hybrid: Remote & Web	Asmelash, A	Writing Skills II (ENG-095-10C)
Th	11:30am-12:45pm	Hybrid: Remote & Web	Asmelash, A	College Writing I (ENG-111-08C)

## Identity Narratives

During this course, you will engage with thematic short essays, fiction, poetry, people, places, and media that explore narratives of identity—stories of selfhood and autonomy, community and “communion,” marginalization and empowerment. The online and hard copy “texts,” discussions, field trips and all of our learning activities will consider narratives and histories of race, class, sexual identity, gender, health, the body, and liberation movements. We will also be exploring personal and historical narratives and arguments that define and question, disrupt and problematize our notions of self, and self in communion/community with others.

T	8:30am-9:45am	Hybrid: In Person & Web	Schwartz, D	Writing Skills II (ENG-095-05C)
T	10:00am-11:15am	Hybrid: In Person & Web	Schwartz, D	College Writing I (ENG-111-05C)

## 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.

M/W	10:00am-11:15am	In Person	Nefer, T	Writing Skills II (ENG-095-02C)
M/W	11:30am-12:45pm	In Person	Nefer, T	College Writing I (ENG-111-15C)

## 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.

T	10:00am-11:15am	Hybrid: In Person & Web	Whitman, R	Writing Skills II (ENG-095-03C)
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**T**                      **11:30am-12:45pm**                      **Hybrid: In Person & Web**                      **Whitman, R**                      **College Writing I (ENG-111-16C)**

### Race, Gender, and Class

Throughout this course, we will identify, analyze, and examine the ways in which race, gender, and class shape the institutions of family, education, the legal system, immigration, citizenship, as well as the economy. Utilizing music, poetry, short stories and personal experiences, we will deploy intersectionality in our analysis and reflection of course concepts in order to consider how race, class, and gender work simultaneously to shape the contexts of people's lives and perpetuate inequalities. These concepts will be extensively explored through various forms of discussion and through formal and informal writing. The course will culminate in a synthesis essay on a cultural, racial or gender issue of the student's choosing which will be accompanied by annotated bibliographies, parenthetical references and a Works Cited page.

<b>M/W</b>	<b>7:00am-8:15am</b>	<b>Remote</b>	<b>Clark, T</b>	<b>Writing Skills II (ENG-095-07C)</b>
<b>T/Th</b>	<b>7:00am-8:15pm</b>	<b>Remote</b>	<b>Clark, T</b>	<b>College Writing I (ENG-111-06C)</b>

### HOPE Specific Section

This section is only available for HOPE Scholars.

<b>M</b>	<b>8:30am-9:45am</b>	<b>Hybrid: In Person &amp; Web</b>	<b>Clark, T</b>	<b>Writing Skills II (ENG-095-13C)</b>
<b>W</b>	<b>8:30am-9:45pm</b>	<b>Hybrid: In Person &amp; Web</b>	<b>Clark, T</b>	<b>College Writing I (ENG-111-11C)</b>

### From Dreams to Reality, Exploring the World we Live in

Through this writing course, students will bridge personal and global concerns by exploring those issues that impact their lives. Students will delve into relevant topics, beginning with their personal dreams, and leading into their social concerns in a world dominated by social media. From here, we will examine global issues that are particularly important to the individuals in the class. Through an analysis of newspaper and journal readings, both assigned and chosen by the student, and through research, the class will gain a deeper understanding of those topics that are of a major concern to them. They will ultimately develop the skills necessary in formal essay writing to best communicate ideas and opinions. In doing so, students will strengthen the necessary essay writing skills for all classes on the college level.

<b>M</b>	<b>10:00am-11:15am</b>	<b>Remote</b>	<b>Corona, C</b>	<b>Writing Skills II (ENG-095-06C)</b>
<b>M</b>	<b>11:30am- 12:45pm</b>	<b>Remote</b>		<b>College Writing I (Eng-111-09C)</b>
<b>W</b>	<b>10:00am-11:15pm</b>	<b>In Person</b>	<b>Corona, C</b>	<b>Writing Skills II</b>
<b>W</b>	<b>11:30am-12:45pm</b>	<b>In Person</b>		<b>College Writing I</b>

### TBD

<b>M</b>	<b>6:00pm-8:45pm</b>	<b>In Person</b>	<b>Fiske, J</b>	<b>Writing Skills II (ENG-095-200C)</b>
<b>W</b>	<b>6:00pm-8:45pm</b>	<b>In Person</b>	<b>Fiske, J</b>	<b>College Writing I (ENG-111-201C)</b>

### Exploring Identity

In this clustered course, students will explore their multiple dimensions of their identities. This exploration allows students to identify, understand, and apply the conceptual tool of intersectionality to analyze communities, societies, and the world they live in. Through this exploration they also look at their past and present and envision their future. Students 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. 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. They also demonstrate their multiple aspects of identity through different media.

<b>T/Th</b>	<b>1:35pm-3:00pm</b>	<b>In Person- Chelsea</b>	<b>Heerter, J</b>	<b>Writing Skills II (ENG-095-401C)</b>
<b>M/W</b>	<b>1:35pm-3:00pm</b>	<b>In Person- Chelsea</b>	<b>Akai-Dennis, N</b>	<b>College Writing I (ENG-111-401C)</b>

## Math Learning Community Clusters

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

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

### MAT-093 / MAT-097

**6 Credits**

#### Accelerated Math Clusters: It All Adds Up

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

MAT-093-01C	M/W	7:00AM-8:15AM	MAT-097-01C	T/Th	7:00AM- 8:15AM	REM	Kelkar, S
MAT-093-04C	M/W	8:30AM-9:45AM	MAT-097-04C	T/Th	8:30AM-9:45AM	IN-PER	Mehlenbacher, D
MAT-093-05C	M/W	8:30AM-9:45AM	MAT-097-05C	T/Th	8:30AM-9:45AM	REM	Straughter, Y
MAT-093-08C	M/W	11:30AM-12:45PM	MAT-097-08C	T/Th	11:30AM 12:45PM	REM	Dakubu, T
MAT-093-09C	M/W	2:30PM-3:45PM	MAT-097-24C	T/Th	2:30PM-3:45PM	IN-PER	TBD
MAT-093-200C	M/W	7:00PM-8:15PM	MAT-097-200C	M/W	8:30PM-9:45PM	IN-PER	Vlack, A
MAT-093-201C	T/Th	4:00PM-5:15PM	MAT-097-201C	M/W	4:00PM-5:15PM	REM	Steinman, K

### MAT-098 / MAT-181

**6 Credits**

#### Accelerated Math Cluster: Pre-Statistics/Statistics I

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

MAT-099-02C	T/Th	11:30AM-12:45PM	MAT-181-02C	M/W	11:30AM-12:45PM	REM/IN-PER	Kane,J
MAT-098-04C	T/Th	2:30PM-3:45PM	MAT-181-16C	M/W	2:30PM-3:45PM	REM	Combs, M
MAT-098-200C	T	6:00PM-8:45PM	MAT-181-200C	Th	6:00PM-8:45PM	REM	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.

MAT-099-01C	M/W	11:30AM-12:45PM	MAT-194-01C	T/Th	11:00AM-12:40PM	REM	Sanchez, J
MAT-099-02C	T/Th	2:30PM-3:45PM	MAT-194-02C	M/W	2:00PM-3:40AM	IN-PER	TBD
MAT-099-03C	T/Th	7:00AM-8:15AM	MAT-194-03C	M/W	7:00AM-8:40AM	REM	Sarmiento, I
MAT-099-04C	M/W	10:00AM 11:15AM	MAT-194-04C	T/Th	9:00AM-10:40AM	IN-PER	Paudyal Chetry, P
MAT-099-06C	T/Th	11:30AM-12:45PM	MAT-194-06C	M/W	11:00AM-12:40PM	REM	TBD
MAT-099-7C	M/W	8:30-9:45am	MAT-194-07C	T/Th	9:00AM-10:40AM	REM	Kelkar, S
MAT-099-09C	M/W	9:00AM-10:15AM	MAT-194-09C	M/W	10:30AM-12:10PM	REM	Nkansah, F
MAT-099-201C	M/W	4:00PM-5:15PM	MAT-194-201C	T/Th	4:00PM-5:40PM	IN-PER	TBD
MAT-099-WBC	N/A	N/A	MAT-194-WBC	N/A	N/A	WEB	Sanchez, J



Charlestown Campus | 250 New Rutherford Avenue, Boston, MA 02129 | 617-228-2000 | TTY: 617-242-2365  
Chelsea Campus | 70 Everett Avenue, Chelsea, MA 02150 | 617-228-2101 | TTY: 617-884-3293  
Chinatown · East Boston · Everett · Malden · Quincy · South End | [bhcc.edu](http://bhcc.edu)

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