



WTO Protests: Seattle 1999

Image Credit: Yes Magazine

## English 101

### Re-Reading and Writing America

*Fall 2013*

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**Instructor:** Elizabeth Harazim

**Room:** R 205

**Time:** 11:30 – 12:20    **Section:** HYF    **Item:** 1107

**E-mail:** [elizabeth.harazim@bellevuecollege.edu](mailto:elizabeth.harazim@bellevuecollege.edu)

**Office:** R-230 I    **Mailbox:** R-230    **Phone:** 425-564-2076

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## COURSE OVERVIEW

Welcome to English 101!

Here you will find a comprehensive course overview that gives as much information as possible about who I am, what you will be doing in this class, and what to expect this quarter. This syllabus is rather long. Take some time to read it over the first week of the quarter; think of this document as a map for our journey together over the next 12 weeks.

### Your instructor:

My academic training is a mix of the social sciences, statistics, and rhetoric. Since English 101 is an introduction to the basics of writing, we get cover a lot of ground, so I really enjoy teaching this class.

I know this is a required class for many of you. Nevertheless, I hope to impress upon you the importance of writing skills and the usefulness of thinking critically and analyzing the world around you. Since I am realistic about

the fact that some among us would rather have a tooth pulled than write assignments every day or read our own writing out loud in front of other people (both of which will happen this quarter) I do everything I can to make this class interesting, dynamic, relevant, and- yes- fun.

**What is ENGL&101 and why should you take this class?**

This is a Liberal Arts course in beginning composition and rhetoric.

I am a huge proponent of the Liberal Arts, so I speak and write constantly about how crucial a component they are in our public education system. I believe that the Liberal Arts prepare people to be leaders and to make meaningful contributions to the world, no matter what their professions.

So, while you do have to get through this basic requirement, you will emerge from this quarter having developed skills that will help you not just in your future college classes, but in all your future endeavors...

**TEXTS AND MATERIALS**

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**REQUIRED**

**Colombo, Cullen, Lisle. *Rereading America 9<sup>th</sup> Edition***

ISBN: 978-0-312-54854-4

Publisher: Bedford/St. Martin's



**RECOMENDED**

***The Little, Brown Handbook 11<sup>th</sup> Edition***

ISBN: 978-0-205-65171-9

Publisher: Longman / Pearson

\*Both texts are on reserve at the BC library

When ordering the text, **make sure you use the isbn #**

and check the image above.

If you get the wrong edition, you will literally be on the wrong page

at the beginning of the quarter. Don't start out by falling behind because you got the wrong edition of the book.

If you plan to buy the book at BC's Bookstore, visit their site for information about hours, refunds, and cost.

Also, don't rely solely on the BC bookstore to get textbooks. Try these links:

[Bellevue College Book Rentals](#)

[E-bay's Half.com](#)

[Amazon](#)

[Powell's](#)

[Barnes and Noble](#)

[Twice Sold Tales](#)

[chegg.com](#)

[The Jibsheet classifieds](#)

However you obtain the required text, make sure you have it *in your possession starting on day one* of the quarter.

If you have trouble with this, make use of the text on reserve at BC's library to tide you over. You can use the text on reserve for the whole quarter, but plan ahead. Make copies of the readings at least a week in advance and bring all assigned readings with you every day. We hit the ground running in this class. Not having the text is not an excuse for missing work or coming to class unprepared.

Since this is a hybrid course, *know that you will need to plan **ahead for access to the internet and printers***. As a Bellevue College student, you have access to printers and computers in the BC labs. Plan ahead and make use of this resource. Don't let your grade suffer because you waited until 10 minutes before class to print an assignment and ran into trouble, or couldn't access the Internet the day a quiz was due.

**Bring with you every day:**

Textbook	College-ruled paper with clean edges
Pencils or pens (blue or black ink only)	Class materials (handouts, syllabus, assignments)

**Additional supplies:**

A or folder for projects	A few colored pencils or pens
A small stapler	A bound notebook to use as a writing journal

## **OUTCOMES and GOALS**

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**What you will learn:**

This course will strengthen your ability to do three crucial things:

Analyze ideas. Engage ideas from sources. Develop a process for writing.

To this end, you will read, discuss, and write about assigned articles. You will learn to engage multiple perspectives and explore complexity. You will learn to write using an array of strategies for development.

**Fundamental goals of this course:**

- Examine the “media torrent” of political messages, standards, behaviors, roles, and values that bombards us every day.
- Gain awareness of the ideologies we internalize because of them (consciously or not).
- Gain awareness of how standards that are narrow and socially constructed shape our beliefs about ‘normal’.
- The ability to analyze rhetoric in popular culture.
- Recognize the ways in which media shapes our understanding (that is, misunderstanding) of people who are “not like us”.
- Recognize how those misunderstandings perpetuate prejudices, stereotypes, marginalization, oppression and privilege.
- Learn what prejudice, stereotype, marginalization, oppression and privilege mean and how they affect our world.
- Become a more active, engaged citizen of the world.
- Use all these skills to create strong, compelling pieces of writing.

**What you will be able to show for all this:**

Our work in this class is divided into **Projects**. Each project is centered on its own theme, but you will be able to find connections between assignments and readings in all three projects. Each project must demonstrate your understanding of the ENGL 101 course outcomes, listed below:



Art by Sam Flores

**After completing this course, students will be able to...**

**Think Critically and Read Analytically:** *carefully analyze, interpret and evaluate claims, beliefs, texts and/or issues*

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- frame questions, define problems, and position arguments
- consider multiple points of view and differentiate between assumptions, beliefs, facts, opinions, and biases
- read and respond to various texts critically for purposes of interpretation, analysis, synthesis, evaluation, and/or judgment
- demonstrate an understanding of a text’s main point/thesis and its relevant supporting details

**Compose and Revise in Context:** *shape written responses for different audiences and purposes*

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- shape written responses to suit different rhetorical situations and audiences

- develop flexible strategies for prewriting, drafting, revising, and editing
- develop and support thesis statements that are appropriately complex and significant
- construct unified paragraphs with topic sentences and supporting details that advance the thesis
- use various methods of development such as illustration, comparison and contrast, and/or analysis
- balance their individual voices with those from other texts
- employ style, tone, and mechanical conventions appropriate to the demands of a particular audience or purpose

**Reflect & Evaluate:** *recognize and incorporate newly acquired skills*

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- develop the ability to critique their own and others' work
- gain a clearer perspective of habits that may enhance or detract from the effectiveness of their own writing
- respond to comments from their instructor and peers



Image Credit: [Early Onset of Night](#)

## **COURSEWORK AND GRADING**

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In this course we use three types of *texts* as topics for composition: 1] written works (articles, fiction) 2] visual images, and 3] films. Some of the material will be quite challenging. Together we will work through the texts, decipher passages, make meaning, and discuss interpretations and cultural significance.

This is a hybrid course, which means half our credit hours are online and half are in class.

All class time, whether virtual or actual, is dedicated to generating ideas and practicing writing. We do this by several means: discussions, workshops, group work, writing circles and peer reviews. The composition classroom is a space for you to take risks, develop ideas, practice building unified, complex sentences, look for patterns in your writing, address issues of structure and style, and revise drafts.

Your grade breaks down like this:

### **1000 Points Total**

Project 1: Happiness and Success	300 pts	30% of final grade
Project 2: Education and Opportunity	300 pts	30% of final grade
Project 3: Gender and Equality	400 pts	40% of final grade

Each project has its own grading criterion that combines Quizzes, drafts, discussions, Writing Circles and one Formal Essay. A detailed table of contents will be provided for each Project.

## WRITING CIRCLES

Throughout each Project, you will be assigned short writing assignments to bring to a Writing circle. Their requirements vary, but for the most part they ask you to engage ideas from the readings in some way. These are skill-building assignments meant to strengthen your ability to generate ideas, understand and engage complex material, define complex concepts, and analyze academic writing.

- I review and sign your Writing Circle Assignments in class the day they are due (I do not collect them and give written feedback). I then assign points for the Writing Circle based on how well you have followed instructions and participated in the Writing Circle.
- Make sure to keep all of your signed Writing Circle assignments!

## FORMAL ESSAYS

- For each essay we will walk through steps in the writing process: invention techniques, drafting, peer review, revising, editing, and writing the final draft. Formal Essays must use MLA formatting.
- Earlier drafts of essays cannot be turned in late. If you miss a draft review date, you must take your draft to a tutor at the writing lab.

### **An important note about Writing Circles and Peer Reviews:**

Any day we have a Writing Circle or Peer Review, I close the door five minutes past our class start time and post a sign preventing anyone else from entering. Arriving late to class is disruptive in the first place, but trying to edge in to a writing circle 15 minutes after your peers have begun their work derails the entire activity. Such disruption is unfair to your group and the class.

*\*Make note of Writing Circle and Peer Review dates on the calendar and **plan to come to class early, prepared with your assignment printed and materials in hand.***

## QUIZZES

Quizzes are part of every project. They come in many different formats, and cover readings and media.

## NOTEBOOK ASSIGNMENTS

Notebook Assignments are short, informal responses, reflections and / or conversations. Since we have less face-to-face instruction in a hybrid course, Notebook Assignments provide a way for us to check in.

- Notebook Assignments will always be assigned and turned in via Canvas.
- I will provide very specific writing, posting, and responding instructions for these assignments.

## PARTICIPATION

Participation in this class is crucial. In order to participate meaningfully, you must be prepared.

- This means you must come to class on time, with assignments completed and your text and other materials for that day in hand.
- Participation in Writing Circles and Peer Reviews comprise a significant portion of your grade for each project.

Also, your contributions via Canvas are a crucial part of your participation score. Points are assigned to each activity (and they add up fast!)



Art by Jeremy Collins

**This is the translation of points to your final letter grade:**

<u>Course Grade</u>		<u>Point Total</u>		<u>Course Grade</u>		<u>Point Total</u>
A	=	930-1,000 points		C+	=	770-799 points
A-	=	900-929 points		C	=	730-769 points
B+	=	870-899 points		C-	=	700-729 points
B	=	830-869 points		D+	=	670-699 points
B-	=	800-829 points		D	=	600-669 points
				F	=	0-599 points

## **EXPECTATIONS**

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***The following outlines what I expect of you as a student in this class:***

**Be prepared:**

Come to class on time with required assignments and readings, ready to actively participate. (I notice when you are not prepared!)

**Attend class:**

Attendance is a crucial component of your success in this course.

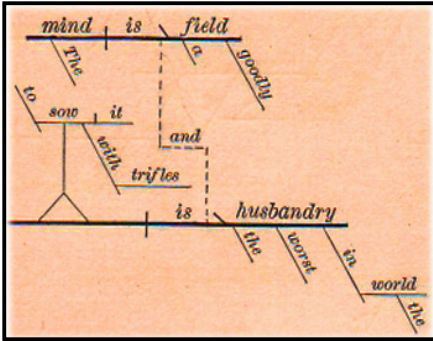
- To prevent attendance from negatively impacting your final grade you must attend class daily, on time and without leaving early.
- Because our class meets only two hours per week, more than one absence in this course will negatively impact your grade. After three absences, you will not be eligible to receive credit for the course (this is according to Arts and Humanities policy).
- If you arrive more than 5 minutes after class begins you will be marked as 'late.' Three 'lates' count as an absence. Be careful about attending class on time.
- If you need to leave class early for any reason, make arrangements with me beforehand.

**Be respectful:**

- Be on time and prepared for scheduled group work for which your peers rely on your promptness and contributions.
- Any comments or jokes that belittle another person (based on physical attributes, religion, ethnicity, sexual orientation or anything else) will not be tolerated. Inappropriate comments and/or behavior will result in you being removed from class and / or directed to the Associate Dean of Student Conduct.

**Contribute in a positive way to the classroom environment:**

- Don't jeopardize your standing in class by texting, talking to a friend during discussions, wearing headphones or coming to class unprepared.
- No texting, wearing headphones, using laptops or any other electronic device during class.
- Contribute meaningfully to class discussions in a way that furthers the discussion and invites other students to do the same. Ask questions, offer insight based on personal experience, and ground your comments with material we've learned and read in class.



**Be honest:**

Plagiarizing is a form of cheating that includes using another's words or ideas and representing them as your own.

It can mean having someone write a paper or part of a paper for you. It can mean copy / pasting from Wikipedia or other online sources. It can also mean failing to cite information properly (something we will learn a lot more about in this course.)

Bellevue College uses a plagiarism detecting service, so don't bother. If you are caught plagiarizing, you fail. There is no excuse in the world that would prevent this repercussion; it's not worth it!

**What to do if you miss class and/or assignments:**

We cover a lot in this class, and we move forward at a brusque pace. In addition, the nature of a hybrid requires a great deal of discipline and planning on your part, since so much of the coursework takes place online.

Thus, ***coursework cannot be made up or turned in late***. Please do not contact me about accepting late assignments... I won't. I will also not respond to emails asking what you missed on a day you were absent. An absence does not grant you an automatic extension on anything, and there is no such thing as an "excused" absence, so plan carefully. I highly recommend that you exchange contact information with a few classmates so that you can stay apprised.

Being on time, arriving prepared and turning things in promptly is vital because strong preparation and participation creates a strong learning community. The stronger learning community we build, the more you get out of our class.

Also, our work in this class is cumulative. This means that smaller assignments and daily activities build into the Projects. So, missing class sessions affects not just your Participation points, but your Project grades as well.

I do understand that life happens. Some of you participate in extracurricular activities, are athletes, act in plays, play music in a band, contribute art to galleries, or travel with student organizations. I understand that some of you have children who will get sick or will get sick yourselves. And some of you are holding down jobs and taking care of others whilst enrolled in college classes. I fully support you participating in extracurricular activities and taking care of yourselves and your families.

Keep me apprised of any situation that creates extenuating circumstances for you. I will almost always make arrangements for you to get caught up if you fall behind-- but, if you don't let me know beforehand what's happening, there is little I can do.

***The following outlines what you may expect of me as your instructor:***



### **Be a resource for you to improve your writing skills:**

This class focuses on rhetoric, the writing process, strategies for development and basics of composition. So it goes without saying that I am here to teach you to write well.

But I'm going to say it again: *I am here to teach you to write well.* Writing is a foundational skill, so I have a big job here. Becoming a strong writer is important not just for this class, not just for your future classes, but forever. Writing well is inexorably linked to a few other important abilities; namely, reading and critical thinking. I hope to impress upon you the significance of this. So, in our class, you will read a great deal, and we will our flex critical thinking muscles all the time.

### **Contribute in a positive way to the classroom environment:**

This necessitates that I create a space in which all students feel comfortable speaking and are encouraged to make meaningful contributions to our learning community (but establishing a strong learning community goes both ways-- see "What I Expect of You" above.)

Class activities are as diverse, interesting and inclusive as I can make them. We will watch films, discuss responses, and engage in a wide variety of experiential activities. My philosophy is that the more learning styles and approaches I offer through class activities, the better you will learn.

### **Help with access to resources:**

I also believe that student success is directly correlated with access to student resources. I can help with the access part— but *make sure to let me know if you're struggling* so there's no time lost in getting my assistance and / or connecting you with a department that can help you.

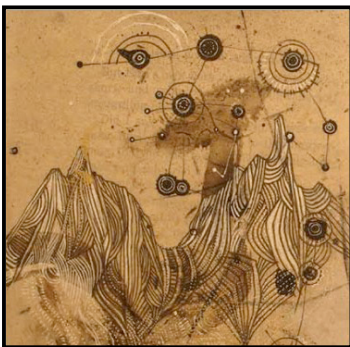
The best way to contact me is via email: [elizabeth.harazim@bellevuecollege.edu](mailto:elizabeth.harazim@bellevuecollege.edu) or on Canvas's message system.

Don't hesitate to visit my office (R230I) email me, or talk to me in class if you need clarification with the material or have questions about a direction to take your writing.

## **REFERENCES AND RESOURCES**

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### **What it Means to Take a Class in the Liberal Arts**



Art by Jeremy Collins

**Liberal Arts education** began in the Greco-Roman era. Ancient Greeks defined it as those subjects of study essential to becoming a free person. Among such subjects they included sciences, art, music, rhetoric, arithmetic and astronomy.

Even now, an education in the liberal arts is foundational for an informed, engaged citizenry. It teaches us to think critically and engage perspectives of others, to analyze ideas, imagine possibilities, and inform ourselves on issues relating to our lives and the lives of those to whom we are connected. Therefore, especially as we are all increasingly citizens of the world as well as of our respective nations, such education is indispensable for our collective futures.

[Here is Bellevue College's message about taking classes in the Liberal Arts:](#)

Essential to a liberal arts education is an open-minded tolerance for ideas and modes of expression that might conflict with one's personal values. By being exposed to such ideas or expressions, students are not expected to endorse or adopt them but rather to understand that they are part of the free flow of information upon which higher education depends.

To this end, you may find that class requirements may include engaging certain materials, such as books, films, and art work, which may, in whole or in part, offend you. These materials are equivalent to required texts and are essential to the course content. If you decline to engage the required material by not reading, viewing, or performing material you consider offensive, you will still be required to meet class requirements in order to earn credit.

Life is not a PG 13 movie. In this class we will discuss and write about things that happen to real people and issues that exist in the actual world: individual's suffering, our collective progress, politics, biology, power, prejudice. I chose our texts for very particular reasons, and I don't edit anything.

To wit: if you are offended by any course material, you are free to leave the classroom at anytime, should you wish to, but you will still be responsible for learning what was in it and completing any related assignments.

Let me know if you have any questions about course content or this message.

### Academic Calendars

Click these links to find information about holidays, closures and important enrollment dates such as the finals schedule.

**Enrollment Calendar** - <http://bellevuecollege.edu/enrollment/calendar/deadlines/>. On this calendar you will find admissions and registration dates and important dates for withdrawing and receiving tuition refunds.

**College Calendar** - <http://bellevuecollege.edu/enrollment/calendar/holidays/0910.asp>. This calendar gives you the year at a glance and includes college holidays, scheduled closures, quarter end and start dates, and final exam dates.

### Bellevue College Email and Access To MyBC

Students registered for classes at Bellevue College are entitled to a network and e-mail account.

Your student network account can be used to access your student e-mail, log in to computers in labs and classrooms, connect to the BC wireless network and log in to MyBC. To create your account, go to:

<https://bellevuecollege.edu/sam>

### Where to Find Resources on Campus

#### **Writing Lab      D 204**

*The writing lab is a valuable resource!*

The BC Writing Lab gives students a free place to go for revision of **any** writing project, including class assignments, college applications, resumes, and personal projects. During 25-minute sessions, tutors in the Writing Lab help students individually by identifying weaknesses in a student's writing and explaining how to overcome them.

During times when no instructors have reserved the Writing Lab computer room, it is an open lab where students can use Microsoft Office, write and print papers, conduct research on the Internet, or practice exercises on the available grammar and writing skills development software.

Hours: Mondays-Thursdays, 8:00 am to 8 pm, Fridays 8-3:30 pm and weekends 11-4.

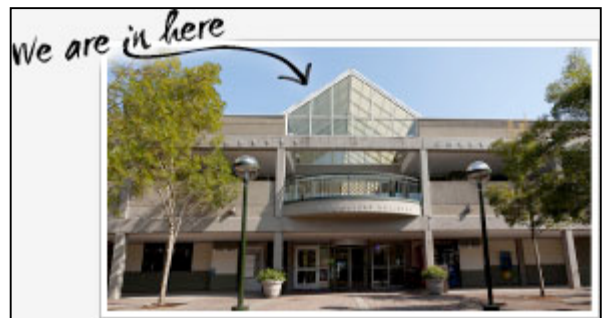
To arrange an appointment in the writing lab to have your paper checked, please call 425.564.2200 or visit <http://bellevuecollege.edu/writinglab/>

## ***TRiO***                      **B 233**

The TRiO Student Support Services program furthers the Bellevue Community College Mission of educational excellence and equal access by providing first generation college students with limited income and/or disabilities a multiplicity of academic and personal support services: study skills development to achieve academic success, tutoring to master course content, and intensive academic and personal advisement to build confidence and promote student success.

\*TRiO offers many kinds of support; I encourage all who qualify to take advantage of this amazing resource:

- [Academic Advising](#)
- [COMPASS Retesting Preparation](#)
- [Computer Lab](#)
- [Credit Courses and Workshops](#)
- [English Language Assistance](#)
- [Equipment Lending Program](#)
- [Facilitated Study Groups](#)
- [Group Visits Through TRiO@BC](#)
- [Math & English Summer Bridge](#)
- [Personal Advising](#)
- [Scholarships](#)
- [Services for Current or Former Foster Youth](#)
- [Study Skills](#)
- [Textbook Lending Library](#)
- [Tutoring](#)
- [Useful Links](#)
- [Visiting Universities & Transfer Shock](#)



To qualify, a student must be a US Citizen or permanent resident, be a full-time student, and have assessed into at least English 070 or higher. You must also meet one of the following criteria:

- Be a first generation college student (neither parent has a bachelor's degree)
- Have a limited income ([according to federal guidelines](#))
- Have a documented disability

For application instructions and office hours, visit:

<http://bellevuecollege.edu/trio/>



## ***Multicultural Center (MCS)***    **B 233**

**A message from MCS:**

“There is more to college than just getting good grades and attending

your classes. Whether you want to go into the workplace or go on to a transfer college it is really important to have a well rounded college experience. This includes getting necessary life and leadership skills that will help you in the classroom, in your workplace, and your community for the rest of your life. Bellevue College has amazing opportunities for you to get involved.”

Through MCS you will find access to these and other valuable resources:

- [MCS Tutoring](#)
- [Comprehensive Success Initiative](#)
- Comprehensive College Planning
- Help you understand your rights to be treated with respect on campus
- Help you talk to your instructors about your classes and concerns
- Explain how financial aid works and help you with completing the FAFSA
- Help you select classes that fit your work and family schedule
- Connect you to campus resources that can help you with personal, financial, and school challenges
- Support you and guide you to overcome non-academic and academic challenges that may keep you from completing college
- Connect you to community resources that can help you with food, transportation, and temporary housing challenges
- Connect you to campus clubs and organizations
- Help you attend leadership conferences
- Attend inclusive campus community building events
- Help you gain internship and community service experience

### **DRC has moved temporarily to the Library Media Center (D126)**

#### **Disability Resource Center (DRC) B 132**

The *Disability Resource Center* serves students with a wide array of learning challenges and disabilities. If you are a student who has a disability or learning challenge for which you have documentation or have seen someone for treatment and if you feel you may need accommodations in order to be successful in college, please contact us as soon as possible.

If you are a person who requires assistance in case of an emergency situation, such as a fire, earthquake, etc, please meet with your individual instructors to develop a safety plan within the first week of the quarter.

Call the reception desk at 425.564.2498. Deaf students can reach us by video phone at 425.440.2025 or by TTY at 425.564.4110. . .

Visit the website for application information and other helpful links:

<http://bellevuecollege.edu/drc/>

#### **Academic Success Center D 204**

The mission of the *Academic Success Center* is to provide the best resources available to meet the needs of all students registered at Bellevue College in academic programs. Tutoring begins the second week of the quarter. Contact the academic tutoring center at 425.564.2200 or

<http://bellevuecollege.edu/tutoring/>

**More Tutoring Options:**

[Science Study Center](#), located in B105, or call 425-564-3122

[Math Lab](#), located in D204, or call 425-564-2492

[Writing Lab](#), located in D204-D, or call 425-564-2494

[Reading Lab](#), located in D202, or call (425) 564-2494.

### **Computer Services**

BC offers a wide variety of computer and learning labs to enhance learning and student success. Find current campus locations for all student labs by visiting:

<http://ac.bcc.ctc.edu/LabsInfo/ComputerLabs.aspx>

Request technology assistance by calling 425.564.5555 or visiting here:

<https://bellevuecollege.edu/STSC/>

### **LGBTQ Resource Center C 225**

The LGBTQ Resource Center is a place on campus where students can feel safe to be themselves, free from harassment, prejudice, or ridicule. Hang out, meet new people, use the computers to get some work done, or check out the books on a variety of LGBTQ-related themes. For more information, stop by their office in C225 or call them at (425)564-6041.

### **Center for Career Connections B 231**

Are you a veteran? Looking for a job? Need to learn more about how to write a resume or look for work?

Want to know more about college majors and employment options and opportunities in your chosen field?

Find these valuable resources and more at the Center for Career Connections:

- [Choose a college major, or plan a career path](#)
- [Find a job](#)
- [Find an internship](#)
- [Career guides](#)
- [Classes and workshops](#)
- [Resources for Veterans](#)

Contact the Center for Career Connections at:

<http://bellevuecollege.edu/careers/>

### **Veteran's Office B 231**

If you are a veteran of the United States Military, BC's Veterans Office can help you with a variety of issues, most notably financial assistance. They will guide you along the GI Bill benefits, and they can help you activate your Veterans Affairs Educational Benefits. For more information about your options, call call (425) 564-2220 or visit <http://fa.bellevuecollege.edu/veterans>

## **Office of Equity and Pluralism      A 201E**

The *Office of Equity and Pluralism* supports the following programs:

### **American Indian Film Festival**

The highly acclaimed American Indian Film Festival (AIFF) at BC is a yearly celebration of contemporary Indigenous filmmaking. This event falls on the first week of November each year and is free and open to the general public. [Visit the AIFF website.](#)

### **Beyond Diversity & Let's Talk About Race Workshops**

These workshops are powerful and transforming two-day workshops designed to help employees consider the implications of racism, exclusion and prejudice on student learning. They prepare employees for ongoing Courageous Conversations about Race. This is part of an initiative to help deinstitutionalize racism at our college.

**Courageous Conversations about Race** are weekly structured conversations that focus on race. Employees who attend Beyond Diversity & Let's Talk about Race workshops are invited to attend these ongoing conversations. We also have student Courageous Conversations about Race for individuals who have gone through some of our classes that focus on race and culture, such as Race in America ([HD 140](#)).

### **BIRST (Bias Incident Response and Support Team)**

The Bias Incident Response and Support Team is composed of high level administrators that can quickly respond to bias incidents. [Learn more about BIRST.](#)

Find out more about the *Office of Equity and Pluralism* here:

<http://bellevuecollege.edu/pluralism/info.html>

## **Student Success and Counseling Center      B 233**

Our mission is to advocate for student, college, and community success by promoting balanced learning in an academic environment which embraces intellectual, physical, spiritual, social, and emotional values. BC Faculty Counselors, some of whom are licensed in the state of Washington, provide short-term individual counseling at no charge for registered BC students.

<http://depts.bellevuecollege.edu/counseling/>

## **Public Safety      K 100**

BC's *Public Safety Department* provides personal safety, security, crime prevention, preliminary investigations, and other services to the campus community, 24 hours per day, 7 days per week. The Public Safety website is your one-stop resource for campus emergency preparedness information, campus closure announcements and critical information in the event of an emergency.

<http://bellevuecollege.edu/publicsafety/> or call 425.564.2400