



English 201 - The Research Paper

Spring 2013

Instructor: Elizabeth Harazim

Room: R 209

Time: 12:30 – 1:20 **Section:** HYJ **Item:** 1139

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COURSE OVERVIEW

Welcome to English 201!

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. I have a particular fondness for research and the methods of inquiry employed by scholars in the humanities—so I *love* teaching this course.

I know this is a required class for many of you. Nevertheless, I hope to impress upon you the importance of research skills and the usefulness of formulating strong arguments and analyzing the world around you. Since I am realistic about the fact that some among us would rather have a tooth pulled than research academic sources for weeks on end 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&201 and why should you take this class?

This is a Liberal Arts course in research skills and rhetoric. What you will learn in this class prepares you for advanced work in a diverse range of fields: nursing, political science, law, economics, professional writing and scholarship, to name a few.

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, take this class if you plan to go into a field that requires strong research and writing skills; say, if you want to be a lawyer, a nurse, a business analyst, a psychologist. Or take this class because you have to fulfill a transfer requirement. But most of all, take this course if you want to develop skills that will transfer to all your future endeavors...

TEXTS AND MATERIALS

REQUIRED

Greene & Lidinsky. *From Inquiry to Academic Writing 2nd Edition*

ISBN: 978-0-312-60141-6

Publisher: Bedford/St. Martin's

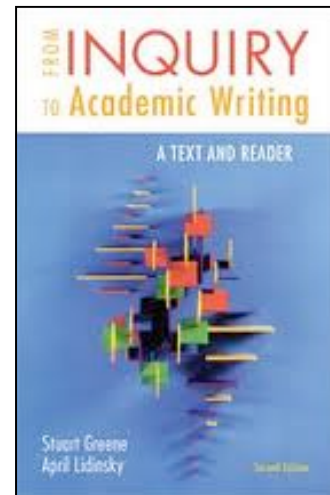
RECOMENDED

The Little, Brown Handbook 11th 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 Here =>.

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](#)

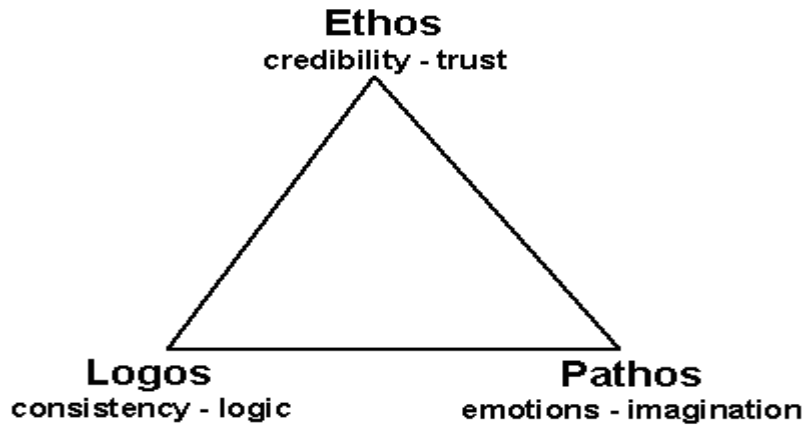
[chegg.com](#)

[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.



OUTCOMES and GOALS

What you will learn:

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

Analyze arguments. Engage ideas from sources. Write well.

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 use the library for research. You will find and evaluate sources for your own topics of interest. You will write and use different types of claims, create solid lines of reasoning, and become deft at citations.

ENGL 201 is both academically and experientially rigorous.

In other words, you will gain a great deal of experience and agility in writing and reading, and you will have to work for it.

Fundamental goals of this course:

- Examine the “media torrent” of political messages, standards, behaviours, 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’.
- Recognize the flaws and fallacies in much of the 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 research, write about, and explain the significance of something that matters to you.

What you will be able to show for all this:



Art by Sam Flores

Ultimately our work in this class is practice for your final project: A **Final Research Essay** on an issue of your choice; something you care about enough to stick with over the entire quarter.

The goal of your **Final Research Essay** is to demonstrate that you have met the **COURSE OUTCOMES**, which means that it will contain:

- Objective, concise summaries of academic materials which identify primary and supporting claims.
- An evaluation of different types of evidence and sources.
- Synthesis of ideas from other writers.
- An original and clearly supported thesis that identifies a fundamental issue or tension you have identified.
- Proper in-text citations and Works Cited page.
- A breadth of sources demonstrating a familiarity with library research skills.

COURSEWORK AND GRADING

Your grade breaks down like this:

1000 Points Total

Writing Circles 3 @ 20 ea		
Critical Inquiry Exercise	145 pts	14.5% of final grade
3 Checkpoint Assignments	145 pts	14.5% of final grade
Quizzes	100 pts	10% of final grade
Final Research Essay	400 pts	40% of final grade
Peer Reviews 4 @ 10 ea.	40 pts	4% of final grade
Notebook Assignments 8 @ 15 ea	120 pts	12% of final grade
Overall Participation	50 pts	5% of final grade

WRITING CIRCLES AND CRITICAL INQUIRY EXERCISE

For the first few weeks of the quarter, you will be assigned a piece of writing 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, follow directions for formatting and citations, 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 feedback). I then assign points based on how well you having followed instructions for the assignment and participated in the Writing Circle.
- The Critical Inquiry Exercise is a revision of ONE of your Writing Circle Assignments, in which you will practice and apply the research and analysis skills you've learned so far. I will use components of the Final Research Essay rubric to assess your Critical Inquiry Exercise.

CHECK POINT ASSIGNMENTS

Checkpoints are the steps you will take toward your Final Research Essay. They are:

- Checkpoint 1- Proposal
- Checkpoint 2- Annotated Bibliography
- Checkpoint 3- Process Reflection

FINAL RESEARCH ESSAY, PEER REVIEWS

Your final project is an 8-10 page research paper.

- This paper is on a topic of your choosing. We will practice how to identify issues from topics and create a strong working thesis.
- You will draft this essay in stages. We spend a lot of time discussing ideas and reviewing structure and formatting.
- For each draft, you will come to class prepared for either a peer review or a workshop. You will earn points for these based on your preparation and participation.

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

Every week, you will take a quiz on Canvas.

- Most quizzes are based on one or two chapters in *From Inquiry to Academic Writing*.
- I try my best to schedule quizzes the same day of each week (but sometimes holidays get in the way of this.)
- The points for each quiz may vary (slightly), but the total for *all* quizzes makes up 10% of your grade.
- For most quizzes, I will set up a practice quiz beforehand. I do this so you can test your own level of preparation. I strongly believe that assessments shouldn't confuse, overwhelm, or especially discourage anyone. I care about you learning the material, not figuring how to answer "trick" questions or using half your allotted time trying to navigate strange phrasing or a stealthy testing method.

NOTEBOOK ASSIGNMENTS

Notebook Assignments are short, informal responses, reflections and / or conversations you will turn in once or twice throughout each module. Since we have less face-to-face instruction in a hybrid course, Notebook Assignments provide a way for us to check in about course material and maintain our engagement with each other as a class.

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

OVERALL 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.

These are the components of your overall participation score:

- The content of your discussions on Canvas and in the classroom.
- Preparation and engagement in activities.
- Number of absences.
- Remember that I have a special “teacher tool” that allows me to see what you’ve clicked on, when you’ve been logged in, how many posts you’ve read and responded to, and how much time you’ve spent doing it. This information will be used to assess part of your overall participation.



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

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.

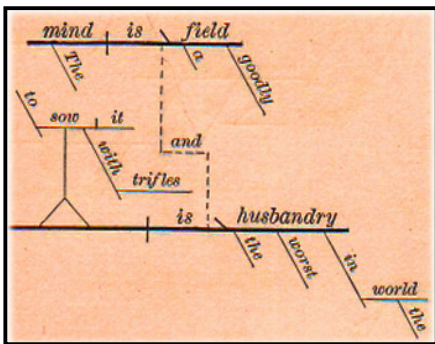
- To prevent attendance from negatively impacting your final grade you must attend class daily, on time and without leaving early.
- Because our class meets only two hours per week, more than one absence in this course will negatively impact your grade. After three absences, you will not be eligible 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.

Respectfulness:

- 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 the course. 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 toward the final project. So, missing class sessions affects not just your Participation points, but your Final Research Essay grade 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, argument, research and writing. 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 or on Canvas's message system.

Don't hesitate to visit my office hours, 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

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.

In other words:

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

This means, in short, that 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.

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.

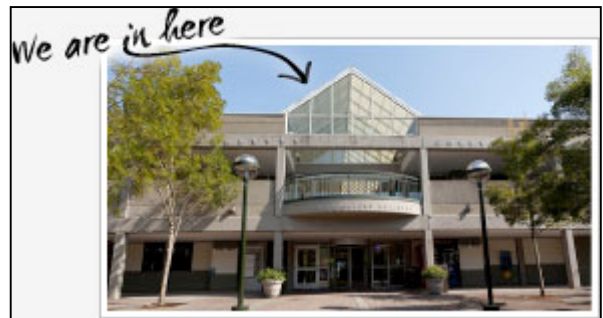
To arrange an appointment in the writing lab to have your paper checked, please call 425.564.2200 or visit <http://bellevuecollege.edu/writinglab/>

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/>



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

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