





WHAT'S LOVE GOT TO DO WITH IT?

The Philosophy of Love • 10 CR

This course will be a philosophical inquiry into love and other emotions. Issues to be addressed will include the nature of love in its assorted varieties, the nature of the emotions more generally, love and maturity, love and desire and the ways love is shaped by history and culture.

Students receive 10 credits from the following courses:

ENGL& 101 English Composition I (5 CR) OR
 ENGL 271 Expository Writing I (5 CR) AND
 PHIL& 101 Introduction to Philosophy (5 CR)

Instructors:

Russ Payne, Philosophy
 Woody West, English

Item Num: 0614 Course Id: INTER125

INTER Prerequisite: Eligibility to register for ENGL 101 or ENGL 271 or ENGL 272

Instructor: W. Russ Payne
 e-mail: wpayne@bellevuecollege.edu
 Phone: 425-564-2079
 Office: B100 E

Instructor: Woody West
 e-mail: wwest@bellevuecollege.edu
 Phone: 425-564-3161
 Office: R 230 N

Course Information

The range of questions that philosophers investigate is perhaps as diverse as can be found in the empirical sciences. However, a handful of philosophical issues can provide useful reference points for appreciating a broader range of more specific issues. In this class we will introduction to the methods and issues philosophers investigate will come through an inquiry into the nature of love and related emotions. Love and the emotions are long standing topics of interest to philosophers and they bring our attention to broader issues concerning how to understand ourselves and our relation to others and the world around us.

OUR BASIC WEEK (subject to change)

Monday	Tuesday	Wednesday	Thursday	Friday
SEMINAR RESPONSE PAPER DUE (ACCEPTED ONLY IF ON TIME)	ADDITIONAL SEMINAR OR DISCUSSION OF PHILOSOPHICAL OR LITERARY TOPICS	GROUP WORK WRITING WORKSHOPS BRING 5 PAGE DRAFT	RELATED FILMS OR GROUP WORK OR PRESENTATIONS	DEBRIEFING SEMINAR LECTURE DISCUSSION THAT WHICH IS NEEDED

Read assigned work by class time or day indicated. Bring text to be discussed to seminar.
Bring LBH (Little Brown Handbook) and drafts we are working on every day for workshops.

Course Outcomes

The official outcomes for PHIL 101 are as follows:

1. recognize and use basic philosophic vocabulary (e.g., "a priori," "epistemology," "contingent," etc) in in-class and take-home essays, short answer tests, or matching quizzes.
2. recognize, assess, and be able to use appropriate deductive or inductive argument strategies and tactics. For instance, students should be able to recognize an arguments logical strengths or weaknesses, and be able to explain how the truth or falsity of the premises impacts the argument.
3. distinguish good evidence or reasoning for a position from bad evidence or reasoning. For example, students should be able to explain in a one page essay why a philosopher has failed to support his or her position on a specific issue.
4. explain in an essay the arguments (i.e., evidence) for and against a specified position. For example, students should be able to write a four-page, take-home essay explaining the reasons an informed and intelligent person might accept the Foundationalist school of epistemology, and why such a person would reject this school of thought.
5. analyze philosophic concepts in writing. For instance, students should be able give an analysis of concepts such as Justice, Personhood, or the Good. Successful analyses would include an adequate definition and considerations of potential counterexamples.
6. accurately and informatively explain the topics discussed by the philosophers studied in class. For instance, students studying Descartes should be able to write a one-page essay explaining what he means by mental and bodily substances.
7. identify, distinguish, and explain the different fields in Philosophy (e.g., epistemology, metaphysics, logic). This may be assessed via short answer tests.
8. write argumentative essays containing clear thesis claims, strong arguments for the theses, reasonable consideration of opposing views, and conforming to the presentation/writing standards set forth in the "BCC Philosophy Writing Guidelines" (found at www.bellevuecollege.edu/philosophy).

Some commentary:

Now I will try to relate my deep reservations about this sort of corporate style bureaucratic nonsense. People come in all kinds of different. What you get out of studying philosophy depends as much on who you are and how you've experienced the world so far as anything I or any other philosopher can tell you. Philosophy provides rich intellectual (and emotional and spiritual) nourishment. But to commit to specific outcomes about what you will be or be able to do at the end of this course is analogous to a gardener saying plant here and you'll get a nice zucchini. But maybe you are a rose, not a zucchini.

According to Socrates, the point of doing philosophy is the leading of the examined life. But the examined life is not a bit of knowledge or a specific skill or ability that can be captured in any sort of course outcome. Leading the examined life does involve applying one's capacity for reason to better understanding one's own nature as a human being and the nature of the world. But given our unique backgrounds, talents and limitations, there is no saying just what route your examined life will take or what perspectives it will open up for you. The real outcomes for studying philosophy can only be identified after the fact. For me to specify the outcomes for your study of philosophy up front would amount to stating the moral of your story without having read it (much less lived it). One shudders at the arrogance of it.

Though Socrates was among the founders of philosophy as an academic discipline (and I'm not so sure he'd be

happy about that) this hardly gives him the final say about the point of doing philosophy. My motivation for doing philosophy has never been quite so noble as attaining enlightened self-awareness or acquiring wisdom. I've simply found the problems of philosophy to be amusing and absorbing. And this is the outcome I'd most sincerely wish for you. Perhaps, just as the Buddhist cannot transcend his own appetites and desires simply by desiring such enlightenment, the self-referential (narcissistic?) aims of attaining wisdom and enlightened self-awareness can only be attained in some such indirect way. Or, perhaps not. In any case, it is a blessing to be amused and absorbed by interesting ideas. A blessing I look forward to sharing with you if you are willing.

ENGLISH 101 COURSE DESCRIPTION
Students entering 101 should be able to
a) Write clear and complete sentences
b) Sustain a definite focus and point of view in a 200-300 word paper
c) Link ideas in a progressive, flowing sequence
d) Make accurate paragraph distinctions and correctly signal them
e) Spell and punctuate accurately in revised work. Occasional errors should not interfere with meaning
Exit Objectives
Students will demonstrate their ability to recognize and/or understand the following concepts:
a) Relationships of WRITER, to WRITING, to AUDIENCE
b) The stages in the process by which writing occurs: invention, pre-writing, drafting structuring, focusing, revision, editing). The differences between OBJECTIVE and SUBJECTIVE writing.
c) The rhetorical modes that writers can use for organizing and focusing their writing.
d) The TERMINOLOGY of the composition/rhetoric classroom: thesis statement, unity, coherence, focus, etc.
e) The conventions of Standard English for correctly editing the grammar and syntax (i.e. the mechanics) in their own writing and in that of others.
f) The power of control which language and word choices afford the writer (includes recognizing colloquial and non-standard English)
g) The essential relationship between reading, writing, and analysis.
ENGLISH 271-272 COURSE DESCRIPTIONS
PLEASE NOTE THAT ENGLISH 101 IS A PREREQUISITE FOR THIS COURSE.
DESCRIPTION
“Advanced Expository Writing” develops and extends skills learned in English 101 - 102 to explore in more depth and adjust voice and tone for different audiences and purposes. Students experiment with different essay genres, such as description, commentary, review, interview, critical analysis, and personal narrative. They use more sophisticated techniques and add depth and polish to their writing.
Exit Objectives
1. Student will demonstrate their ability to recognize and/or understand the following concepts:
a) Awareness of <i>author's purpose</i> – in their own writing and in the writing of peers and/or professional writers
b) Importance of <i>audience</i> – in their own writing and in the writing of peers and/or professional writers
c) Techniques for structuring <i>style, tone, and format</i> of their own writing in order to accomplish a given <i>purpose</i> , depending upon the nature of their <i>audience</i>
d) Awareness of genres of essay writing and of formats frequently used in sophisticated expository writing: narration, description, definition, persuasion, comparison/contrast, etc.
e) Awareness of skills required for <i>subjective and objective</i> analysis of their own writing and of the writing of peers and/or professional writers
f) Awareness of practical uses/applications for expository writing beyond the college classroom
2. Students will demonstrate their ability to apply their understanding of the above concepts in their own writing by
a) Composing at least 20 pages of text which respond to specified written criteria supplied by their instructor

- b) Receiving a passing evaluation from an instructor or instructors of writing on their own writing.
- c) Receiving a passing evaluation on a final in-class written assignment.

How Outcomes will be met

NOTE: YOU ARE RESPONSIBLE FOR THREE TYPES OF PAPERS:
<input type="checkbox"/> FORMAL PAPERS
<input type="checkbox"/> DRAFTS - PREPARATIONS FOR FORMAL PAPERS
<input type="checkbox"/> SEMINAR RESPONSE PAPERS - COLLECT ONLY IF STUDENT IS ON TIME FOR THE SEMINAR

1. PRESENTATION OF FORMAL PAPERS

Formal papers must be word-processed. Before you submit drafts for presentation, they must be double spaced, stapled (no plastic folders), neat, and they must have the MLA **title page** format for a research paper found in your LBH text (1 inch margins all sides, 25-27 lines per page, and standard type [12 FONT] or adjust the length of your paper if your type is larger). **Papers will be refused counted as late if not as above.** It is the student's responsibility to keep all papers and drafts for the final portfolio.

"Save" all drafts on a back up disk and include them in your portfolio. Revision is a major part of your grade and I will need to see your revision process. Also be sure to save all drafts and seminar papers with my comments for your portfolio.

Important -- formal papers must comprehensive with a strong focused thesis statement that is completely supported by the body of the paper.

This is not course that includes research, however if you decide to research a subject for your paper, you will **need to photocopy the pages of books or articles from which you have drawn quotations or paraphrased and staple them to each draft that you submit.** Highlight or underline section used. This is part of the assignment and it must be completed to receive credit.

See this site. http://owl.english.purdue.edu/handouts/research/r_plagiar.html

2. PRESENTATION OF DRAFTS

DRAFTS **MUST BE ON TIME TO RECEIVE POINTS.** Be careful not to confuse FORMAL PAPERS (the final draft) with workshop drafts. You may receive up to 50 points for **word processed** drafts but **only** if you bring them in when we WORKSHOP. **PLEASE DO NOT EMAIL A DRAFT TO ME OR PUT IT IN MY MAIL BOX AND LEAVE.** You will receive credit if you bring a draft **and** "participate" in a workshop.

3. PRESENTATION OF SEMINAR RESPONSE PAPERS

AT LEAST ONE FULL PAGE SINGLE-SPACED. SAVE ALL RESPONSE PAPERS WITH MY COMMENTS FOR YOUR PORTFOLIO. **PLEASE DO NOT EMAIL A RESPONSE TO ME OR PUT IT IN MY MAIL BOX AND LEAVE BEFORE THE CLASS.** You will receive credit if you bring the response paper on time (the start of class) **and** "participate" in the complete seminar. *MORE DETAILED DESCRIPTION BELOW.*

Students may miss one seminar or response and it will not affect their grade.

PLEASE SAVE ALL RESPONSE PAPERS FOR YOUR PORTFOLIO

SEMINAR RESPONSE PAPERS

Written seminar responses are mainly for you, to help you prepare for your seminar by focusing on the text. They are also means of demonstrating that you in fact read and thought about the assigned material.

These papers respond to or deal with specific ideas in our reading or viewing. Write your response papers in complete sentences, and please be sure they are readable. Your seminar response papers should be about one page long (**single space**). Because these are preparations, they cannot by definition be turned in late; they must come in during the seminar session itself.

You might think of this as interacting with the text, as part of a dialogue between you and what is there on the

page. You write comments, questions, responses, arguments, etc. And page numbers (or some other means of locating and identifying in the case of video or film) are absolutely essential.
Response papers are not overviews or summaries; they are not reading notes or outlines. Nor are they diary entries; a diary is about you while a response paper is mainly about the text and your interaction with it--the emphasis is on the text.
These written comments will help prepare you to have something to say in seminar they will also be useful to you when you come to write essays for this program. And don't forget that these response papers will be turned in at the end of the quarter as part of your portfolio.
Response paper may include material from other readings, lectures, etc. As the quarter progresses, you should begin to draw parallels and connections.

HINTS FOR SEMINARING

Jim Harnish, Fall 1988

GOAL - To develop the skills of an analytical reader/listener/writer.

A book seminar is the mode of learning in a coordinated studies program. The seminar in coordinated studies is what sets this class apart from other types of classes. So what is a seminar? How do you prepare for a seminar? What and how do you learn in a seminar?

A seminar brings together an interested group of learners who have done some preparation, including having read, thought and written about a particularly good book. This solitary preparation should include marking the text for interesting passages, reviewing those sections, organizing one's thoughts on paper and producing significant questions that need to be explored.

In the seminar the group is responsible for exploring the text and probing the ideas people have brought from their individual reading of the text. It is a time "to mine" the text, to work it over as a group, to think out loud about it, to test some ideas against the group. For example the following might be overheard in a seminar: "I don't know if this is valid but it seems that the author is saying..." or "Here on page 15 at the bottom of the page the author says (reads from text) this seems to be his most important point. What I think he is saying is..."

A seminar is not an arena for performance to show you've read the text or a reporting session to read your papers. It's more than a class discussion and it definitely is not a time for a lecture from an expert who will tell the group what they should get from this book. There may be a place for those activities but not in seminar. Seminar is a special time for a unique intellectual activity. The exchange of ideas must be focused on a source, a book or play or film. A good way to keep focused on the text at hand is to respond to the following three questions:

1. WHAT IS THE AUTHOR SAYING? - Point to the exact page and paragraph so everyone can read along.
2. WHAT DOES THE AUTHOR MEAN? - Explain the passage in your own words.
3. WHY IS THIS POINT IMPORTANT? - Agree or disagree or compare it to other's ideas.

Make sure you keep these three questions distinct, because each forces the group to discuss the text in different ways. Sometimes the seminar will be focused but still free flowing, searching, questioning, going deeper to understand ideas from a book, from others and within yourself. Sometimes the group will come to some conclusions; sometimes it will seem like a series of disconnected activities, like a popcorn popper with ideas jumping up around the table without clear connections. It is a place to discover new ideas and a checkpoint to test out old ideas, or a way of making insightful connections.

In the words of Richard Jones in the book *Experiment at Evergreen*: "In seminar one learns how to do the more important things that need to be done to information by an educated adult; choosing and finding it, weighing it, criticizing it, analyzing it, comparing it, reflecting on it, editing it and then expressing what has been made of it by way of the spoken and written language." The teacher's role in a seminar is at best to be a model of an experienced learner and not the focus of attention or authority who will tell you what you should learn. Don't let the faculty give a lecture in seminar! Everyone has to take responsibility for co-leading and sharing ideas.

Participants must learn to listen actively to each other and speak openly to the whole group not just to the leader. The group must learn to be sensitive to the needs of all. The "mouths" must be disciplined in order to learn how to listen better. The quiet people must learn to be more assertive and resolve to share their insights even if they are not comfortable doing that. Shyness is neither a virtue nor an excuse to withhold your thoughts from the group. Everyone should speak during each seminar.

Speak in turn and allow others to finish their thoughts, do not interrupt one another. Silent periods are OK.

Silence gives time to process thoughts, try to become more comfortable with it. Address an idea or argument by

connecting it to what someone else has said. Summarize the point you are responding to, and then provide your own idea.

Finally if things are not going well, it's our responsibility individually and collectively to put things right. Keep taking the pulse of the group and make adjustments so that everyone can have the opportunity to have a meaningful intellectual experience in seminar. The best question to ask is not how am I doing but rather how is our seminar going?

Leaving the seminar with more questions or being somewhat confused or overwhelmed with new ideas and conflicting insights into the reading is a sign your seminar is working. You will come to realize in seminar that a great book is not something you read over once and feel satisfied you have learned all you can from it, but rather it is one which stimulates a continuing intellectual curiosity which demands from you a re-reading and continuing discussion of it--maybe for the rest of your life.

- Don't let the faculty lecture in seminar

The link to the College Grading Policy is located on page 10 of the Course Catalog and also on the web at:

http://bellevuecollege.edu/policies/3/3000_grading.asp.

A COMPLETE PORTFOLIO WILL CONTAIN:
15 PAGES FORMAL WRITING
5-9 RESPONSE PAPERS (ONE MISSING RESPONSE WILL NOT AFFECT YOUR GRADE)
3 COVER LETTERS FOR ASSIGNED ESSAYS
A COMPLETE EVALUATION OF FORMAL PAPERS AND SEMINAR WORK

GRADING (approximate percentage)
25% - PORTFOLIO AND WRITING PROCESS – FORMAL PAPERS
25% - SEMINAR PARTICIPATION AND RESPONSE PAPERS
25% - EXAMS
25% - YOUR "EVALUATION OF FORMAL PAPERS AND SEMINAR PARTICIPATION" (A FORMAL ESSAY)

Grading

CRITERIA FOR GRADING PAPERS AND PORTFOLIOS AND EXAMS

A (superior). An A paper meets the standards in all these areas and excels in one or more of them:

The *paper as a whole* presents a fresh subject or main idea or treats it in an interesting or original manner, displaying unusual insight. The paper has a clear pattern appropriate to the audience. The *paragraphs* are fully developed with detail that supports the main idea; sentences within the paragraphs are clearly linked, forming an appropriate pattern; transitions are effective. *Sentences* are varied and imaginative in style, concise and creative in wording. The paper contains few errors *in grammar and punctuation* or errors in sophisticated matters, and few *spelling* errors.

B (strong). A B paper meets the standards in all these areas:

The *paper as whole* presents an interesting subject or main idea and approaches in a consistent and careful manner, displaying good insight, although without the freshness or originality characteristic of the A paper. The pattern of the essay is appropriate to its purpose and the writing makes use of consistent rhetorical strategies and a tone appropriate to the audience. *Paragraphs* are, with only a few exceptions, adequately developed and generally successful in supporting the main idea; transitions are clear, and sentences within most paragraphs are for the most part clearly related. *Sentences* are clear and correct in structure and style and are not excessive wordy. Word choice is usually appropriate. *Grammar, punctuation, and spelling* follow accepted conventions, except for a few minor errors.

C (adequate). A C paper is seriously deficient in one of these areas:

The *paper as whole* presents a clearly defined subject or main idea, but the treatment may be trivial,

uninteresting, or too general and the insight adequate but not marked by independent thought. The plan and purpose are clear but inconsistently or incompletely carried out; tone may be inconsistent. Some *paragraphs* may lack adequate supporting detail or may be only loosely linked to the main idea. Sentences within paragraphs may be only loosely related, and some transitions may be missing. *Sentences*, are generally correct in structure and style but may be excessively wordy, vague, or, at times, even incorrect. Style and word choice may be flat, inconsistent, or not entirely appropriate to the audience. The paper may display isolated serious errors in *grammar and punctuation* or frequent minor errors that do not interfere substantially with meaning or that do not greatly distract the reader: the paper may contain occasional misspellings.

D (weak). A *D* paper is seriously deficient in any one of these areas:

The *paper as a whole* presents a poorly, defined or inconsistently treated subject or central idea and displays little insight. The plan and purpose are not treated consistently. The tone is inappropriate to the audience. *Paragraphs* contain little supporting detail. Sentences within paragraphs are frequently unrelated to the main idea, and transitions are lacking. *Sentences* are frequently incorrect in structure, vague, wordy, and distracting. Style and word choice are inappropriate, incorrect, or inconsistent. The paper may contain serious and distracting errors in *grammar and punctuation* as well as numerous irritating minor errors and frequent *misspellings*.

F (unacceptable/no credit). An *F* paper is unacceptable in one of these areas:

The *paper as a whole* does not have a clear subject or main idea and has no apparent purpose or plan; or the subject and main idea are defined and treated in a way that clearly does not meet the requirements of the assignment. *Paragraphs* are not related to the main idea; sentences within paragraphs are unrelated, and transitions are missing. *Sentences* are so faulty in structure and style that the essay is not readable. Frequent serious errors in *grammar, punctuation and spelling* indicate an inability to handle the written conventions; there are excessive minor errors or misspellings.

We can use criteria above to talk to each other about your work in class. You will find that most of our comments will be spoken comments during our conferences; we will do very little actual writing on your drafts. This becomes a form of editing (composition theory sees this as the teacher "taking possession" of the students paper) and a good portion of this class is devoted to teaching the student how to edited his or her own paper. Take notes during our conferences.

Books and Materials Required

Conditions of Love, John Armstrong: 978-0-393-33173-8

The Philosophy of (Erotic) Love, eds. Robert Solomon and Kathleen Higgins: 0-7006-0479-0

Love Poems

Edited by Peter Washington

ISBN: 978-0-679-42906-7 (0-679-42906-9)

Love Stories

Edited by Diana Secker Tesdell

ISBN: 978-0-307-27087-0 (0-307-27087-4)

To The Wedding

Publisher: Vintage; 1St Edition edition (March 19, 1996)

ISBN-10: 0679767770

ISBN-13: 978-0679767770

LITTLE,BROWN HANDBOOK

FOWLER 11th ed

ISBN:9780205651719

Classroom Learning Atmosphere

Instructor's Expectation

Maintaining a good learning environment will be your responsibility as well as mine. Philosophy is best learned through actively engaging in discussion of the issues. You may have strong feelings about some of the issues we will discuss. This is fine and it will present no problem so long as we all make respect for each other a guiding principle of our inquiry. While the experience will be new to many of you, talking about the existence of God or the nature of morality with people that disagree with you can actually be fun. Keep in mind that what matters most in philosophy is that we do a good job at evaluating the reasons for and against the views we consider. And we can do a good job at this quite independent of our feelings about those views. That we all end up agreeing is not essential to a fruitful philosophical dialogue. That we are amicable and gracious towards one another is.

I take a dim view of cheating and plagiarism. Write your own stuff. I have a duty to report cheating, plagiarism and other conduct that is destructive to the course to administration and student services. I would appreciate not having to act on that duty.

ATTENDANCE POLICY

1. Any student who needs to be absent for an extended period must notify the instructor in advance. The 3rd and following "lates" will count as an absence. More than 10 minutes late will count as an absence. In keeping with the division policy, after 10 (the equivalent to two full weeks) absences, the student will not receive credit for the class.
2. If you do not have a response paper or a draft, be sure to submit a brief letter explaining the problem so we can discuss it during conference. Please read the Arts and Humanities Division - **STUDENT PROCEDURES AND EXPECTATIONS**.
3. The first week is essential- Students who miss the first week may attend class but it is unlikely that they will receive credit for the class.

CLASS BEHAVIOR

The atmosphere in class must be free from any sort of disruption.

1. There will be no reading of materials other than those under discussion in class.
2. No open laptops, ringing cell phones, texting, eating, drinking, or any behavior that is deemed discourteous by the instructor.

Affirmation of Inclusion

Bellevue College is committed to maintaining an environment in which every member of the campus community feels welcome to participate in the life of the college, free from harassment and discrimination.

We value our different backgrounds at Bellevue College, and students, faculty, staff members, and administrators are to treat one another with dignity and respect.

<http://bellevuecollege.edu/about/goals/inclusion.asp>

Division Statements

Values Conflicts:

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. This may require responding to the content of the material, and you may not be able to fully participate in required class discussions, exams, or assignments.

You should also the Arts and Humanities Expectations posted here:
<http://bellevuecollege.edu/artshum/policy.html>

Information about Bellevue Colleges copyright guidelines can be found at:
<http://bellevuecollege.edu/lmc/links/copyright.html>

PLAGIARISM

Any paper submissions that contain substantial unacknowledged borrowings of language/wording and/or idea from another source--and thereby represented as the student's own work--will receive a failing grade on that assignment and possibly the course.

A paper may be submitted for credit in **only one class**. For example, papers for which students have received English 101 credit may **not** be submitted again for English **102 or 271** credit. Any student who resubmits a paper will receive a failing grade for that assignment and possibly the course.

A good resource for Plagiarism is the Writing Lab: <http://bellevuecollege.edu/writinglab/Plagiarism.html>

Student Code

"Cheating, stealing and plagiarizing (using the ideas or words of another as one's own without crediting the source) and inappropriate/disruptive classroom behavior are violations of the Student Code of Conduct at Bellevue College. Examples of unacceptable behavior include, but are not limited to: talking out of turn, arriving late or leaving early without a valid reason, allowing cell phones/pagers to ring, and inappropriate behavior toward the instructor or classmates. The instructor can refer any violation of the Student Code of Conduct to the Vice President of Student Services for possible probation or suspension from Bellevue College. Specific student rights, responsibilities and appeal procedures are listed in the Student Code of Conduct, available in the office of the Vice President of Student Services." The Student Code, Policy 2050, in its entirety is located at: http://bellevuecollege.edu/policies/2/2050_Student_Code.asp

Important Links

Bellevue College E-mail and access to MyBC

All 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>.

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 the [Computing Services website](#).

Disability Resource Center (DRC)

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.

The DRC office is located in B 132 or you can call our 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. . . . Please visit our website for application information into our program and other helpful links at www.bellevuecollege.edu/drc

Public Safety

The Bellevue College (BC) Public Safety Department's well trained and courteous non-commissioned staff provides personal safety, security, crime prevention, preliminary investigations, and other services to the campus community, 24 hours per day, 7 days per week. Their phone number is 425.564.2400. 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. Public Safety is located in K100 and on the web at: <http://bellevuecollege.edu/publicsafety/>

Final Exam Schedule

Check here:

<http://bellevuecollege.edu/classes/exams>

Academic Calendar

The Bellevue College Academic Calendar is separated into two calendars. They provide 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.