



Spring Quarter 2015

Course: PSYC& 200 Lifespan Psychology

5 credits

Item# 5420

Section A

Time to meet: Daily 8:30 am – 9:20 am

Room: A206

Instructor: Deepti Karkhanis, Ph.D.

Office: D110K

Office hours: Daily 12:30 PM – 1:30 PM or by appointment

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Phone: 425-564-2613

Mailbox: Social Sciences Division Office (D110)

COURSE INFORMATION

Course Description:

Welcome to Psychology 200 class!

This course presents an overview of human growth and development from prenatal development to old age. Theories, facts, principles, developmental processes, and empirical research will be explored during the course. Physical, cognitive, social, and emotional development for all age groups will be presented. Students in this course will experience a variety of learning experiences, including, but not limited to, presentations by lecture, in-class learning activities, written assignments, and active group discussions.

Students are required to work for minimum 1 hour ONLINE each week to complete assigned homeworks. It is expected that if you go out of town, you will find a way to access the Internet (Internet cafes, hotel offices, public libraries, etc.) in order to complete assignments, respond to emails, and sustain your participation in the course. Students should expect to devote a *minimum* of **five hours per week outside of class** to reading course materials and completing assignments.

If you have questions about the class, **read this syllabus first** before asking your instructor. Be an active participant in your own education. The chapters listed in the weekly class schedule (given on page 7) are to be thoroughly read during the week of the classroom presentation on that topic. In addition, **good note taking** is essential for successful performance in the class. If you are absent from class, it is your responsibility to obtain notes from another student. Please consult the class schedule given below to prepare for exams, readings, and written assignments.

Come to office hours with questions. Office hours are a fixed time I have set aside specifically to talk about the class. I am *always* available during office hours – no appointment needed. Just stop by! You can always schedule a different time to meet with me if my office hours don't work with your schedule.

A Note About Course Content:

Since Lifespan Psychology examines literally every aspect of the individual, this course will discuss some provocative material. Please be advised that when controversial topics are explored, they will be framed within an academic context. Keep in mind that finding oneself in a space outside of one's comfort zone is an opportunity for learning. Students may be confronted with subject matter that is difficult to watch, see,

discuss, or listen to. Please note, however, that you will be responsible for any course material you miss if you choose not to participate. If a student has any questions or concerns about course content or classroom climate, feel free to speak with me about it immediately.

Students equally contribute to making a classroom effective, just as the instructor. Do your work, read, and participate in class discussions. Seek out campus resources for additional help. Please act maturely and respectfully. You are expected to work hard and earn your grade. **BE GRITTY!**

Important Note About Technology Use:

I will be posting class material and documents such as the syllabus, class slides, announcements, readings, assignments, and links to articles on the **Canvas** course website. You are required to create a BC student network account (at <https://www.bellevuecollege.edu/netid/>) **Canvas** and access the **Canvas** course site regularly. The student network account may be created any time after you receive your student identification number (SID) and personal identification number (PIN). For students enrolled in credit classes, the SID and PIN are issued after you apply for admissions. For students enrolled in classes through BC Continuing Education, the SID and PIN are established after you register for a class. Continuing Education students may contact the Continuing Education office directly to request this identification information. Once you have your student network account, go to Bellevue College website (<http://bellevuecollege.edu/>) and click **Canvas** under Student Links to log into the course website.

This course makes extensive use of Canvas as a supplement to face-to-face class time. Canvas will be used for communication, downloading materials, submitting assignments, and so forth. Plan to check it regularly. Our course homepage can be accessed from the **Courses** dropdown menu on the left side of the page.



Safe Space:

This class is a Safe Space for all students. Lesbian, gay, bisexual, questioning, queer-identified, and transgendered students along with students of all cultures, nationalities, and spiritual beliefs are welcome in this classroom and encouraged to share your thoughts and be an integral part of this course. If a student has any questions or concerns about this, feel free to speak with me or email me about it immediately. All are welcome in this class!

Student Support Services:

If you need help with your academic problems, please use the following student support services:

- Academic Success Center: <http://bellevuecollege.edu/academicsuccess/>
- Academic Tutoring Center: <http://www.bellevuecollege.edu/asc/tutoring/>
- Multicultural Services: <http://www.bellevuecollege.edu/mcs/>
- TRiO Student Support Services: <http://bellevuecollege.edu/TRiO/>
- Bellevue College Writing Lab: <http://bellevuecollege.edu/writinglab/>

Academic Advising:

The Psychology Department has an in-house advisor, **Deanne Eschbach**, located in D110C. Call 425-564-2216 or 425-564-2212 to set up personal appointments.

Email Communications:

All email communication must be done through **Canvas** or **BC e-mail** account during the quarter. No communication regarding course work or grades will be sent to student's personal email accounts.

Wireless Devices & Personal Computers:

All wireless devices are to be **turned OFF** and out of sight while in this classroom. Students whose cell phones ring, who engage in sending or receiving text messages, check emails, are seen wearing ear-buds, or are using electronic devices for any purpose will be asked to remove themselves from the classroom for the remainder of the class period. I also reserve the right to answer any student's phone that rings during class. If the problem persists, the student(s) will be referred to the Dean of Student Success for appropriate disciplinary actions.

A Note on Multitasking:

Research shows that when we do more than one thing at a time, we're not actually doing them simultaneously. Instead, we're shifting our attention from one thing to another. During that shift, we lose focus, and it takes effort to refocus on the new task. In fact, some research shows that the more often we "multitask," the more distracted we are by irrelevant information, and the worse we are at concentrating. *Avoid the temptation to multitask* in class by silencing your cell phone and resisting the urge to check incoming texts and/ or social media.

Due Dates And Deadlines:

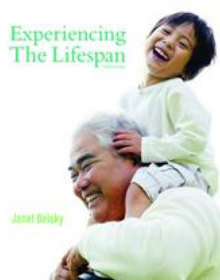
"My computer isn't working," "my internet connection is weak," or "my hard disk crashed" are not acceptable excuses. This has become the new "my dog ate my homework." It is each student's responsibility to make sure there is an alternate computer (public library, on campus, friend or family member) from which to submit assignments. Plan ahead. Save your work early, often, and in multiple locations.

Course Purpose and Goals:

Students successfully participating in this course will:

1. Demonstrate a basic understanding of issues in the scientific study of human development across the lifespan, from conception through death, through the interaction of biological, psychological, and social aspects of human development across the lifespan.
2. Gain general knowledge of some of the most famous theorists in developmental psychology, including Piaget, Freud, Ainsworth, Kohlberg, Bronfenbrenner, Vygotsky, Arnett, and Erikson.
3. Relate course materials to a personal perspective on human developmental experiences, as well as learn how to test theories using qualitative and quantitative research methods.
4. Students will be able to identify and critically reflect on the variability and diversity of developmental pathways, and their own embeddedness in social, cultural, and political contexts.
5. Apply knowledge of cross-cultural research to developmental differences across the life span.
6. Develop skills in communicating using oral and written materials to discuss topics related to human developmental patterns, socialization, and aging.

Required Textbook:



Belsky, J. (2013). *Experiencing the Lifespan* (3rd Ed.). New York, NY: Worth Publishers.

Any format is acceptable, including eBook, notebook, paperback, or loose-leaf edition.

Format of course and course requirements:

The course will follow a lecture format, but with questions both expected and encouraged. Textbook matter will be supplemented with other materials such as empirical articles, educational videos, and student support website. In a course of this size, it is important to exercise some judgment to ensure that questions are of general interest and are asked as clearly and audibly as possible. It is also helpful if you complete each week's reading assignment before the class meeting. An approximate timetable of topics and reading assignments is listed below in this syllabus.

The students will be evaluated in the following **SIX** ways:

1. **Attendance and Class Participation (40 points out of 500)** – Attendance is always expected. Students are required to manage their time to meet obligations, and are responsible for material covered in their absence. However, **if you miss 4 or more classes it is unlikely that you will get a passing grade in the course.** Class participation assumes that you have read the assigned readings before class, you are prepared to be involved in both in-class activities as well as small group discussions, and you complete the syllabus quiz on Canvas by end of week 1.
2. **Notecards (100 points out of 500)** – For each day that we meet a portion of textbook reading is assigned, on which you are required to submit a notecard. If there are multiple readings, you must write on ALL readings assigned on a given day. At the beginning of each class period, I will collect your 3x5 notecard. Notecards must be turned in **at the start of class** and **I will not accept notecards submitted at the end of the class period.** The purpose of these cards is to help you keep up with the readings as well as help facilitate a more informed discussion for that day's class period. I will collect the cards every day in order to keep track of your attendance. *So if you are in class, but have not done the reading, turn in a notecard with your name on it so I can mark you as present for that day.* For the eleven weeks in the quarter, I will be grading your notecards for 10 points each week for any ten weeks. That is, for those graded notecards, you will receive a score of between 0 and 10.



Notecards must follow a particular format, as described below, and must include your name, date, title of the chapter, a minimum of 5-6 sentences providing the main points of the reading, and any definitions or key terms that is discussed in the reading. You can use your notecards to help you prepare for your exams - so do spend some time making them. The guidelines for submitting your notecards are as follows:

NAME	TITLE OF CHAPTER	DATE
TOPIC OF CHAPTER – 5-6 Sentences describing the main CONCEPTS on the topic. List/ Define any Key terms discussed in the chapter on the back of the notecard.		

3. **Article Review Papers (50 points out of 500)** – Because research in developmental science advances our understanding of human development, it is important that students in this course learn to critically examine research articles published the field. You will be required to read **three** journal articles throughout the quarter and write a minimum of two-page content (double-spaced, 1 inch margins) review of each article. Reviews must include the following:
 - Identification of the research question and variables (independent and dependent).
 - Brief description of the research study design and methods used.
 - Summary of the results and conclusions of the study.
 - Brief reflection on the overall content or specific aspect of the article.

Reviews are due at 8:30 AM online on the days/ dates noted below in the schedule and must be submitted online via Canvas (using Turnitin). The 1st review paper will be worth **10 points** and 2nd and 3rd review papers will be worth **20 points** each. You will only get 24 hours to turn in LATE

work with a 10% (1-2 points) deduction, as penalty for not submitting ON time. Late work will be emailed to me via *Canvas* Inbox only.

Papers graded with an "A" will contain the following elements →

- Effective, balanced review of the article.
- Clear identification of limitations and strengths of the study.
- Effective synthesis and reasoning by the student in the reflection section.
- Clear, academic writing in APA format style.

Below mentioned rubric will be provided on *Canvas* and it is required you ensure you have met the rubric guidelines.

Rubric for grading article review papers → Total = 20 points

1. Fulfilled the components: The student followed the appropriate guidelines for the assignment and answered questions mentioned in the template in a meaningful manner. The student utilized information, vocabulary, or other ideas from the article and applied them to the summary and reflection.

- Needs improvement – 2 pts
- Satisfactory – 4 pts
- Outstanding – 6 pts

2. Writing quality/ Clarity: The student clearly articulated his/her points. The student's assignment is organized and written in formal, language and in an academic manner. The student uses appropriate vocabulary and language, sentence structure, and grammar. The assignment is edited and proofread before submission.

- Needs improvement – 2 pts
- Satisfactory – 4 pts
- Outstanding – 6 pts

3. Critical Thinking: The student built on, summarized, and critically evaluated topics addressed in the article. The student made connections to the material covered in class and his/her personal life. The student responded with informed thought.

- Needs improvement – 2 pts
- Satisfactory – 4 pts
- Outstanding – 6 pts

4. APA style writing: The student followed APA guidelines (12 size font, Times New Roman, double-spaced, 1" margins, header etc.) and used the template provided on canvas to write the assignment.

- APA format is incorrect OR not attempted – 0 pts
- APA format is correct – 2 pts

4. **Homework quizzes (130 points out of 500)** – For each chapter, a short quiz (**worth 10 points**) is to be completed online as homework. These quizzes will be attempted online on Canvas each week and are **due at 8:30 AM online** on the days/ dates noted below in the schedule. No LATE work will be accepted. There are 13 chapters, so you will get 13 homework quizzes during the quarter. You are allowed to use the textbook to complete the homework.

5. **Behavioral Observation and Interview Poster (100 points out of 500)** – Each student in the class will choose one of the following life stages: 1. Infancy (0-2 yrs), 2. Toddlerhood (3-4 yrs), 3. Early childhood (5-7 yrs), 4. Middle childhood (8-12 yrs), 5. Adolescence (13-17 yrs), 6. Emerging adulthood (18-25 yrs), 7. Young adulthood (26-39 yrs), 8. Middle adulthood (40-55 yrs), 9. Late adulthood (55-65 yrs), and 10. Elderly (65+ yrs). Then, 3-4 students with similar preference will be

grouped to present a particular life stage. Each group's members will (1) to observe 2 persons (i.e. participants) doing some activity for at least 30 minutes, and (2) to interview the persons for at least 30 minutes. Observations should be objective behavioral descriptions that are free from interpretation and subjective commentary. Interviews should be designed to garner information about the person's developmental functioning. Conclusions should tie together the collected data into a description of the person's developmental functioning. These conclusions should employ a developmental model from the course lectures and readings. The groups will present all the gathered information as a poster on a trifold at the end of the quarter.

The sub-headings for the poster should be as follows:

- **Introduction**
 - Identification of the participants and their contextual information.
 - Identification of the theories being tested.
- **Observations** description.
- **Interview** questions and findings.
- **Evaluations** and **conclusions** about the persons' developmental functioning.
- **References.**

Grading Rubric for BO&I poster:

Clearly describes the purpose and life stage studied for the assignment	10 points
Describes participants (age, family organization, ethnic background, siblings, day-care etc.) and possible difficulties	10 points
Provides a summary description of theory(ies) related to behaviors observed	10 points
Gives detailed evaluation of the participants' behaviors. Supports conclusions with specific, observed behaviors and includes citations.	10 points
Formulates relevant questions for an interview (attach list of question asked to paper after references). Provides detailed summary of the interview findings.	10 points
Coherent and logical presentation; grammar, spelling, and syntax are correct.	10 points
Sources cited in-text and referenced according to APA-guidelines.	10 points
Effective integration of class readings, lectures, and outside readings in conclusions.	10 points
Each member contributes towards the group project and works in harmony with all.	10 points
Thorough verbal presentation on the material collected and presented on poster.	10 points
<u>Total:</u>	100 points

6. **Exams (80 points out of 500)** – There will be **TWO** exams worth **40 points each** that will count towards your final grade in class. Each exam will consist of multiple-choice questions, fill-in-the-blank, and true/ false statements. Each student will take an exam first individually and then in a group of four. The scores from two attempts will be averaged to get an exam's total. There will be **NO** make-up exams. Anything covered in the classroom, including demonstrations, videos, etc. should be considered testable information. *There will be NO comprehensive final exam.* All exams require a **scantron and #2 pencil**. These materials can be purchased in the bookstore and you are responsible for providing them.



How Do I Get An A? Here's the Grading Criteria:

Grading Category	Points	%
Article Review Papers (3)	50	10
Exams (2)	80	16

HW Quizzes (13)	130	26
Daily notecards	100	20
Observation & Interview Poster (1)	100	20
Participation (Attendance + class contribution)	40	8
<i>Total</i>	<i>500</i>	<i>100</i>

A	470-500 pts	94-100 %	C+	385-399 pts	77-79 %
A-	450-469 pts	90-93 %	C	370-384 pts	74-76 %
B+	435-449 pts	87-89 %	C-	350-369 pts	70-73 %
B	420-434 pts	84-86 %	D+	335-349 pts	67-69 %
B-	400-419 pts	80-83 %	D	300-334 pts	60-66 %

TIPS for Success in this Course:

1. **Attend Class:** Not only is attendance a factor in your final grade, but you will also find that there will be material covered in class that will not be in the textbook or on class slides. Attending the lecture will give you the opportunity to learn from rich discussion as well as get any of your own questions answered.
2. **Read the Textbook:** Reading the course textbook as well as assigned readings/ articles will be essential for understanding the course material. It will also give you the opportunity to experience the material in a different media. It will be assumed that you have completed the readings before class, and that you will be able discuss the material that you have read. Taking notes on the readings will also assist you with taking notes in class.
3. **Take Notes in Class:** Coming to class prepared to take notes will be in your best interest. While taking notes you should not focus on writing the instructor's words verbatim. Your notes should be written in a way that you can reference them at a later date and remember what was said about the topic. If you would like additional tips on note taking, please visit the Academic Success Center (<http://www.bellevuecollege.edu/asc/>).
4. **Manage Your Time Efficiently:** Do not wait until the last minute to start a class assignment. Starting your work early allows you to spend the appropriate amount of time on the assignment, and it allows you to contact the instructor if you have any questions. PLAN AHEAD. Save your work early, often, and in multiple locations. Submit proofread work only.
5. **Check Canvas and Your BC e-mail Regularly:** In order to be informed and know about changes in the schedule, assignments, and other information about the class it will be necessary for you to check your BC e-mail and Canvas course website regularly.
6. **Come See Me:** I will be available for a short talk before and after class; however, due to time constraints and the personal nature of some issues, it may be best for you to come to see me during my office hours (Daily 12:30 PM – 1:30 PM) in D110K. If for any reason, you are unable to make it to my office hours, please contact me via Canvas or BC e-mail to schedule an appointment at another time.

Weekly Reading Schedule **

Week 1: April 6 – April 10 Chapter 1

Monday, Apr 6th – Introductions + Syllabus

Tuesday, Apr 7th – What is Developmental psychology? Contexts of development (Read pgs 3-11)

Wednesday, Apr 8th – Theories of Lifespan (Read pgs 12-25)

Thursday, Apr 9th – Research Methods – Qualitative vs. Quantitative (Read pgs 26-31)

■ *Homework Quiz 1 due on Canvas*

Friday, Apr 10th – Reviewing chapter 1

Week 2: Apr 13 – Apr 17 Chapter 2

Monday, Apr 13th – Introduction to Prenatal development (Read pgs 38-41)

Tuesday, Apr 14th – Stages of prenatal growth (Read pgs 42-47)

Wednesday, Apr 15th – Threats from outside: Role of the environment (Read pgs 48-54)

■ *Watch TED Talk: The toxic baby on Canvas*

Thursday, Apr 16th – Threats from within (Read pgs 55-61)

■ *Homework Quiz 2 due on Canvas*

Friday, Apr 17th – No class! HOLIDAY – I'll be at a teaching conference.

Week 3: Apr 20– Apr 24 Chapter 3-4 (Infancy)

Monday, Apr 20th – The Newborn – APGAR scale; birth weight (Read pgs 63-69)

Tuesday, Apr 21st – Brain development in Infancy; Newborn states (Read pgs 78-86)

■ *Article review paper 1 (on Field's 2012 article) due on Canvas*

Wednesday, Apr 22nd – Sleeping: The main newborn state (Read pgs 87-91)

■ *Class discussion on Cosleeping & SIDS*

Thursday, Apr 23rd – Cognitive development: Piagetian Theory (Read pgs 98-104)

■ *Homework Quiz 3 due on Canvas*

Friday, Apr 24th – Attachment (Read pgs 112-122)

■ *Homework Quiz 4 due on Canvas*

Week 4: Apr 27 – May 1 Chapter 5

Monday, Apr 27th – Physical Development in Early childhood (Read pgs 141-147)

Tuesday, Apr 28th – NO Class! I'll be at a teaching conference.

■ *WATCH documentary: The Business of Being Born on Canvas*

Wednesday, Apr 29th – NO Class! I'll be at a teaching conference.

Thursday, Apr 30th – NO Class! I'll be at a teaching conference.

■ *WATCH BBC documentary: Biology of Dads*

Friday, May 1st – Piaget's Cognitive stages 2-3 (Read pgs 148-156)

■ *Homework Quiz 5 due on Canvas*

Week 5: May 4 – May 8 Chapter 6

Monday, May 4th – Social Cognition (ToM) (Read pgs 165-169); Erikson's stages 3-4 (Read pgs 174-182)

Tuesday, May 5th – Language development (Read pgs 162-164)

■ *Watch TED Talk by Patricia Kuhl - The linguistic genius of babies*

Wednesday, May 6th – Aggression in children (Read pgs 183-186) + Bullying in schools (pgs 194-198)

■ *Article review paper 2 (on Lomas' 2012 paper) due on Canvas*

Thursday, May 7th – Jeopardy exam review

■ *Homework Quiz 6 due on Canvas*

Friday, May 8th – Exam 1 (on Chapters 1 through 6) to be held in class at 8:30 am

Week 6: May 11 – May 15 Chapter 7

Monday, May 11th – Parenting Styles (Read pgs 204-210)

Tuesday, May 12th – Assessing our own parents' child-rearing practices

Wednesday, May 13th – Theories of intelligence (Read pgs 216-228)

■ *Homework Quiz 7 due on Canvas*

Thursday, May 14th – Puberty and physical development (Read pgs 238-249)

Friday, May 15th – Puberty (contd.)

Week 7: May 18 – May 22 Chapter 8-9

Monday, May 18th – Teen Body image issues (Read pgs 250-255)

■ *Homework Quiz 8 due on Canvas*

Tuesday, May 19th – Inside a Teenage Mind (*TED talk + Discussion*)

Wednesday, May 20th – Theories on Teen Thinking: Piaget, Kohlberg & Elkind (Read pgs 266-273)

Thursday, May 21st – Teen problems (Read pgs 274-282)

Friday, May 22nd – Teenage relationships (Read pgs 286-292)

■ *Homework Quiz 9 due on Canvas*

Week 8: May 25 – May 29 Chapter 10

Monday, May 25th – NO class! HOLIDAY

Tuesday, May 26th – Emerging Adulthood

■ *Read book chapter: Zarrett & Eccles (2006) on Canvas*

Wednesday, May 27th – TED talk by Meg Jay

Thursday, May 28th – Constructing an Identity (Read pgs 305-309)

Friday, May 29th – Finding an intimate partner (Read pgs 316-326)

■ *Homework Quiz 10 due on Canvas*

Week 9: June 1 – June 5 Chapter 11

Monday, June 1st – Marriage and Marital Satisfaction Curve (Read pgs 332-336)

Tuesday, June 2nd – Triangular theory of Love (Read pgs 337-340)

Wednesday, June 3rd – Parenthood and Parenting Taboos (Read pgs 344-350)

Thursday, June 4th – In-class preparation for group poster

■ *Homework Quiz 11 due on Canvas*

Friday, June 5th – Erikson's Psychosocial stage (Read pgs 364-372)

Week 10: June 8 – June 12 Chapter 12

Monday, June 8th – Intelligence in Midlife (Read pgs 373-380)

Tuesday, June 9th – The Sandwich Generation (Read pgs 382-385)

■ *Homework Quiz 12 due on Canvas*

Wednesday, June 10th – What is Ageism? Stereotypes about the elderly.

■ *Article review paper 3 (on Kim et al. 2012 paper) due on Canvas*

Thursday, June 11th – In-class preparation for group poster

Friday, June 12th – Memory in Later life: Dementia (Read pgs 398-403; 440-443)

■ *TedTalk - Lozano: Parkinson's, depression and the switch that might turn them off*

Week 11: June 15 – June 19 Chapter 13

Monday, June 15th – Socio-emotional Selectivity Theory; Erikson's Integrity (Read pgs 404-408)

■ *Homework Quiz 13 due on Canvas*

Tuesday, June 16th – Group poster presentations

Wednesday, June 17th – Exam 2 (on Chapters 7 through 13) to be held in class at 7:30 a.m.

**** Subject to change**

ONLINE PROCEDURES AND GUIDELINES OF THE SOCIAL SCIENCE DIVISION

Bellevue College's 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 BC, and students, faculty, staff members, and administrators are to treat one another with dignity and respect.

The college's "Affirmation of Inclusion" is in line with the principle of free speech in a free society: we have the right to express unpopular ideas as long as we don't show disrespect for reasonable people who might believe otherwise. In an online course, you will be expressing ideas through the medium of the course site rather than face to face in the classroom. In that case, these expectations refer to the courtesy with which you communicate with one another through e-mails and e-discussions. Part of this respect involves professional behavior towards the instructor, colleagues, and the class itself.

Plagiarism and Other Conduct Policies

Plagiarism is a form of academic dishonesty that occurs when students use information or material from outside sources and do not properly cite those sources. This is grounds for disciplinary action. It is your responsibility to understand plagiarism and its consequences. Plagiarism occurs if:

- a. You do not cite quotations and/or attribute borrowed ideas as references.
- b. You fail to enclose borrowed language in quotation marks.
- c. You do not write summaries and paraphrases in his/her own words and/or doesn't document his/her source.
- d. You turn in work created by another person.
- e. You submit or use your own prior work for a current or past course, or work from one current course in another course without express permission from your professors. This may also be considered academic dishonesty.

Consequences: If it is determined that you have plagiarized or engaged in other forms of academic dishonesty, you will likely fail the assignment and possibly the course, despite points earned through other work. Acts of academic dishonesty are reviewed for disciplinary action.

If you are new to writing then please come talk to me during office hours and/or visit the *Writing Center*. Their website is <http://www.bellevuecollege.edu/asc/writing/> and they are located in **D204**. Also if you are new to writing in APA format, then refer to the following document:

<http://www.bellevuecollege.edu/asc/writing/essays-guides/documents/apa2010styleessay.pdf>

Cheating, Stealing and Plagiarizing*

Cheating, stealing and plagiarizing (using the ideas or words of another as one's own without crediting the source) and inappropriate/disruptive behavior are violations of the Student Code of Conduct at Bellevue College. Examples of unacceptable behavior include, but are not limited to: Plagiarizing material from the Internet and posting rude or personal attacks in discussions. When you are in doubt about any behavior, please consult your instructor. In addition, you may wish to review the general applicable rules of cyberspace, such as in the Core Rules of Netiquette. The instructor reserves the right to remove posted messages, and downgrade assessments as a result of these types of behaviors. 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.

http://www.bellevuecollege.edu/policies/2/2050_Student_Code.asp

Incomplete

If a student fails to complete all the required work for a course, an instructor may assign the grade of Incomplete ("I"). It is the student's responsibility for maintaining contact and adhering to the agreed-upon actions. Canvas

class sites, and material, may not be directly accessible after the end of the quarter so it is important to make arrangements before the quarter ends. The student must complete the coursework by the end of the next quarter, or receive the assigned letter grade (usually an “F”). There is a standard form that instructors have access to in their instructor’s grade briefcase.

F Grade

Students who fail a course will receive a letter grade of “F.”

Final Examination Schedule

Final examinations may involve proctored on-campus arranged exams or may be administrated completely online at the discretion of the instructor and in keeping with the stated policies provided in the course syllabus. Please refer to the syllabus at the start of the quarter for additional details and contact the instructor directly for any clarifications. A student who is not in compliance with the scheduled format may forfeit the right to make up the examination. If, for illness or some other circumstance beyond the student's control, the student is unable to be in compliance with any scheduled examination and has contacted the instructor on a timely basis, the student may be permitted to take such examination at a time designated by the instructor.

Withdrawal from Class

Academic Year: College policy states that students must formally withdraw from a class by the end of the seventh week of the quarter (Registration Office, B125). If a student has not withdrawn by that date, an appropriate letter grade will be assigned for the course.

Summer Quarter: College policy states that students must formally withdraw from a class by the end of the fifth week of the quarter (Registration Office, B125). After the sixth day and through the end of the fifth week of the quarter, the “Th” grade will become part of the student’s transcript record.

Check <http://www.bellevuecollege.edu/enrollment/deadlines/> for additional details. As with most enrollment deadlines, it is the student’s responsibility to be aware of these dates and act accordingly.

Here are some important deadlines: *Last day to withdraw with a 100% refund* – April 10, 2015

Last day to withdraw from a course without a “W” posted on your transcript – April 17, 2015

Last day to withdraw from a class (“W” will be posted on your transcript) – May 22, 2015

Hardship Withdrawal (HW)

Hardship Withdrawal indicates a withdrawal request made because of extenuating circumstances after the official withdrawal period is over. The student must contact the instructor to request this withdrawal option, or the faculty member may initiate the contact. No points are calculated into the grade-point average. Students may also contact the enrollment Services Office BEFORE grades are assigned in cases of hardship.

Students Who Require Disability Accommodations

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.

If you are a student with a documented autism spectrum disorder, there is an additional access program available to you. Contact asn@bellevuecollege.edu or (425) 564-2764. ASN is located in the Library Media Center in D 125. www.bellevuecollege.edu/autismspectrumnavigators/.

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/