

ANTH& 100 - Survey of Anthropology
~Course Syllabus~
Spring Quarter 2009

ANTH& 100

Survey of Anthropology
5 Credits

Course Instructor:

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COURSE DESCRIPTION

This course explores the accomplishments of anthropology by surveying the guiding concepts and methods of the four subdisciplines -- biological anthropology, archaeology, linguistics, and ethnology. It covers aspects of genetics, micro and macro evolution, primate and hominid evolution, the origin of culture and early cultural developments of hominines, the origin of anatomically modern humans, origin of agriculture and cultural complexity, and the emergence of early agricultural states.

Materials in the course illustrate the vast diversity of human cultures, considering such aspects as sex, gender, marriage, and family; language and cognition, enculturation and socialization; play, art, myth ritual, and worldview; social organization and power; subsistence and economy; kinship and larger social structures; and finally, culture change and globalization.

But we also seek to evaluate the underlying universal aspects of culture and the fundamental biological homogeneity of the human species. Thus the course is not designed to train anthropologists but to reveal what anthropology has to tell us about the human condition and how the methods and concepts of anthropology can contribute to critical thinking. Above all, the course seeks to impart a sensitivity to cultural bias in the workings of our own culture and explores the problems generated by that ethnocentrism as we are called upon to act as members of a local community, nation, and world.

LEARNING OUTCOMES

1. Articulate an understanding of the breadth of anthropology, its main fields (archaeology, biological anthropology, cultural anthropology, linguistics) and their ties to the sciences and humanities.
2. Recognize, identify, and employ the scientific method in anthropology, and to distinguish coherent arguments based on such principles from other claims.
3. Identify critical components in anthropological thought, especially in regard to ethnocentrism and cultural relativism.

4. Demonstrate knowledge of the range of human cultural and biological variation in the past and present from an evolutionary perspective.
5. Convey the importance of language in culture and society.
6. Explain the relevance of the anthropological perspective to global issues and cultural diversity.

GENERAL EDUCATION REQUIREMENTS

This course fulfills the following General Education Requirements.

Reasoning

- #1 Critical Thinking, Creativity, and Problem Solving
- #2 Quantitative/Logical Reasoning

Cultural Traditions

- #13 Historical & Intellectual Perspectives
- #15 Cultural Diversity

Science and Environment

- #16 Nature of Science

COURSE MATERIALS

To complete this course, you will need the following resources:

Required Text

- ***Anthropology: A Global Perspective, 6th Edition***. 2008. Raymond Scupin and Christopher R. DeCorse. Pearson/Prentice Hall. **ISBN 0-13-513570-2**

You need to order the textbook well before the start of class. If you have not done so, order it immediately from the BCC online bookstore.

Ring-binder Notebook

It is difficult and it may be expensive for you to work continuously online. You will find the course a great deal easier if you print out the syllabus, calendar, each week's assignment page, and various other supporting documents. To keep them organized, you should three-hole punch the printouts and put them in a ring-binder notebook. Better yet, buy a set of 12-tab section dividers, one divider for each week's assignments.

Software

Word Processor. Microsoft Word is the only word processor supported at BCC. You must use Microsoft Word to prepare any documents to be submitted by attachment. Documents submitted in Microsoft Works or any other formats that cannot be read by Word will not be accepted.

Web Browser. You must use a Web browser supported by WebCT and it must be properly "tuned." Information about supported browsers and how to tune them is posted on the [Distance Education Website](#).

COURSE OUTLINE

Unit One Introduction (Week 1)

General Objective: By the end of the unit, you will be an old hand at WebCT, and have some notion of what anthropology is and what anthropologists do.

Unit Competencies and Concepts

- Use WebCT competently
- Understand the course structure
- Characterize the anthropological perspective
- Define culture and its components

Unit Two Human Biological Evolution (Weeks 2 & 3)

General Objective: We will summarize the fundamental mechanisms of biological evolution, identify the key trends in hominid evolution, and trace the anatomy and phylogeny of hominid species that link ancient to current human populations.

Unit Competencies and Concepts

- Explain microevolutionary changes in biological populations by reference to mutation, drift, flow, and natural selection
- Explore the relation of biology to human culture
- Explain macroevolution (speciation)
- Summarize the biological and behavioral characteristics of some primate species and consider their analogs to human biology and behavior
- Trace the course of early hominid evolution
- Discuss controversies about the origin of anatomically modern humans

Unit Three Origin and Evolution of Human Culture (Weeks 4 & 5)

General Objective: We discuss the theory and methods of archaeologists and paleoanthropologists, explain how they infer past behavior from field data, explore the origin of culture within the radiation of hominid species of the Lower Pleistocene, investigate the growing body of data supporting a recent emergence from Africa of modern humans, and trace the slow development of culture in the Lower Paleolithic to its sudden florescence in the Upper Paleolithic.

Unit Competencies and Concepts

- Explain how archaeologists infer past forms and behavior from the archaeological record
- Discuss the controversies surrounding the emergence of anatomically modern humans
- Interpret the worldview and values of Upper Paleolithic peoples
- Explain the appearance of domestication
- Reflect upon the consequences of agriculture
- Explain the evolution of complex societies

Unit Four Tools of Cultural Anthropology (Ethnology) (Week 6)

General Objective: We discuss how sociocultural anthropologists do fieldwork and what they encounter when doing so. We summarize the principle bodies of theory on which ethnographic interpretation is based, and explore a few ethical conundrums involved in anthropological investigation.

Unit Competencies and Concepts

- Practice participant observation and other field methods
- Experience and discuss culture shock
- Discuss the ethics of anthropological fieldwork
- Trace the history of anthropological theory
- Explain explanation.

Unit Five The Elements of Culture (Weeks 7 & 8)

General Objective: We explore the relation of human language to human cognition and the relation of worldview, art, myth and ritual to concepts about the material world.

Unit Competencies and Concepts

- Describe the components of human language
- Explore the relation of language to culture
- Experiment with modes of perception and the relation of perception and reason
- Define play, art, myth, and ritual
- Explain how ideas determine the key elements of human subsistence strategies and economy

Unit Six Systems of Relationships (Weeks 9 through 11)

General Objective: We confront the vast diversity of social organizations, kinship systems, sodalities, and larger organizations such as casts, classes, nations, and global systems.

Unit Competencies and Concepts

- Deconstruct kinship systems
- Trace patterns of descent
- Explore the diversity of marriage patterns, family structure, and sexual behavior
- Investigate the relation of social systems and individual behavior
- Summarize world systems and the relation of global theory to current events
- Identify anthropological methods and concepts of use in understanding and rectifying world problems

COURSE SCHEDULE

See Course Calendar, also posted here in *Course Info*.

COURSE ASSUMPTIONS

All humans learn and all humans teach. Additionally, humans learn and teach in communities, and communities embody more knowledge than any one individual possesses. These characteristics have been fundamental first to human biological evolution, and then to the origin and evolution of cultures. Formal education takes place in a special community -- the learning community. The more cohesive the learning community and the more focused it is on shared goals, the more intense is the learning experience.

In the best of learning communities, both "instructor" and "students" are learners. The instructor takes responsibility for the overall goals and direction of the course, the materials, pacing, lessons, and assessment. But students must take responsibility for their own learning. They must bring questions to the table, and act critically upon the materials of the course. Learning cannot be passive; it's hard work. Certainly it's useful and rewarding, but like long distance running, it hurts a lot while you are doing it and feels great when you stop. After two day's rest, you feel stronger and swifter than you were before.

Online courses are in many ways more focused and intensive learning communities than those encountered in the classroom ("on the ground"). You will be reading a lot and writing a lot, and communicating intensively with your fellow class members. You will need to put in about 15 hours of study a week, and you should log into the classroom at least five times a week to receive the week's schedule, read your e-mail, post commentaries and other assignments, and read and discuss the work of others. It's assumed that we are all there to learn some anthropology, to develop and exercise critical thinking skills, and to stretch ourselves creatively in the exploration of ideas. But above all we are all there to discover ways the tools of anthropology can illuminate our daily lives and current problems of the human condition.

COURSE ASSIGNMENTS AND MEANS OF ASSESSMENT

In order to receive credit for the course, students must complete all of the following.

Discussion

Learning through discussion consists of three parts: posing of critical questions, student written responses, and subsequent written discussion. A set of critical thinking questions called "Points-to-Ponder" (PtPs) are posed every week on the Weekly Assignment Page. Early in each week, students will post a message in which they pose solutions to the questions. Initial responses to the questions and the ensuing discussion form the backbone of the learning community. Responses must be posted by the deadline specified in the weekly assignments so that everyone has an equal chance to read class responses and contribute to further discussion. Points may be subtracted -- at the instructor's discretion -- from commentaries that are posted late. (See *How to Compose and Post Discussion*) in the Course Information area. Students will read the initial responses and subsequent discussion of other members and post replies.

Discussion will be graded each week. For more information about how to do discussion, see the document *How to Compose and Post Discussion* in "Course Info" on the Homepage. To receive **full** credit for a week's discussion, a student must

1. Post a **comprehensive response** to **each** PtP posed in the week's assignment. This response is called a "commentary".
2. Post **at least ten (10)** different subsequent discussion messages ("replies") on the Discussion Board by the stated deadline. Replies are usually responses to other's commentaries, but can also be counter replies to other people's replies to your commentary.

In addition, taken as a whole, a student's discussion for the week must:

3. Clearly contribute information to further understanding of the concepts involved in the PtPs
4. Derive information only from the course text or other assigned and approved sources and properly cite source (author and title) and page, table or figure numbers if available
5. Exhibit a correct and comprehensive understanding of the issues (given that later messages can revise earlier ones)
6. Be courteous and "scientific" in attitude (see *Class Courtesy and Scientific Approach* in "Course Info" on the Homepage)

The purpose of discussion is to develop a deeper and more complete understanding of specific key concepts and problems in anthropology. **It is expected that you will receive full credit for discussion, provided you have adhered to the criteria above.** By fully participating in the week's discussion, you will be prepared for the two essay questions at the end of each week's quiz.

Quizzes

Quizzes are given at the end of each week. The quiz will be accessible from Friday morning through midnight Sunday of each week. Quizzes are timed and consist of 20 multiple-choice questions drawn from the week's reading and two essay questions that will be very similar to the PtPs for the week.

The purpose of the **multiple-choice part** of the quiz is to assess the degree to which students have achieved a broad acquaintance with all the week's materials and can define key terms.

The purpose of the **essay part** of the quiz is more specific. Grading of the one essay is based on the degree to which students have achieved a deeper and more comprehensive understanding of important concepts and questions in anthropology. It is explicitly understood that, as you post, read and respond to discussion messages, you will be building a prototypical "best answer" to each of the PtPs, a prototype that can be quickly modified to answer any similar question on the quiz or on the midterm exam. Successful students continually revise their best answers as the week goes on and **save** them in preparation for the essay portion of the week's quiz.

You may and you should simply cut and paste your answer to the essay question on the quiz from your prepared prototype, because you will be graded on the degree to which your answers are conceptually correct and appropriately detailed. You must cite sources -- including fellow students if your answer is derived from others in the class. Essay answers must also be spell-checked. The questions will not always be **exactly** like the discussion questions, but they will be close enough that all you need to do is minor editing or amplification. If you have a written answer already prepared, the essays will be a snap.

Midterm

Given at the beginning of the sixth week, this exam covers materials from each of the previous five weeks. It consists of a number of short-answer essay questions that are very similar to those posed in the PtPs. Timing and other particulars of the midterm exam will be given in the Week 6 Assignments page. There can be no makeup for this exam; it is the student's responsibility to complete the exam during the time it is available. Successful students will use the instructor's weekly review of discussion and the comments on their quiz essay answers to develop and save a set of prototype answers for the midterm exam.

Final Exam

Timing and other particulars of the final exam will be given in the Finals Week Assignments page. There can be no makeup for this exam; it is the student's responsibility to complete the exam during the time it is available.

GRADING

Grading of discussion, quizzes, exams, and course participation will rate your success in expressing the core concepts of anthropology.

Assignments	Total Points	% of Grade
Discussion: best of 10 @ 20 pts each week	180	18%
Quizzes: best 8 of 9 @ 40 pts each week	320	32%
Midterm Exam: 1 @ 200 points	200	20%
Final Exam: 1 @ 200 pts	300	30%
TOTAL	1000	100%

Grade Palette

Letter	Decimal	Percentage Scale
A	4.0	92-100%
A -	3.7	90-91%
B+	3.3	88-89%
B	3.0	82-87%
B -	2.7	80-81%
C+	2.3	78-79%
C	2.0	72-77%
C -	1.7	65-71%
D+	1.3	58-64%
D	1.0	50-57%
F	0	< 50%
W	0	Official Withdrawal
HW	0	Hardship Withdrawal
I	0	Incomplete

Course Letter Grades

Official grade policy is given in the BCC Course Catalog, in print or online at <http://www.bcc.ctc.edu> . Grades **A** through **D** are passing grades in the course. The grade **W** is an official withdrawal from the course and is only given by the college, not by the instructor. If you withdraw from the course by the 10th day of the quarter there will be no indication on your transcript. If you officially withdraw after the 10th day but before the end of the 7th week, you will receive a **W** on your transcript. To officially withdraw, you must contact the Registration Office and withdraw from the course via any approved media (see the BCC course catalog, in print or at <http://www.bcc.ctc.edu>).

Instructors may assign the grade of **HW** (hardship withdrawal) at their discretion in the event that a student cannot complete the coursework due to **extreme** and **exceptional** circumstances. A confirming note from a medical practitioner may be required to demonstrate such circumstances. .Students may also contact the Enrollment Services office BEFORE grades are assigned in cases of hardship.

An Incomplete (**I**) grade can be given at the instructor's discretion to students who have achieved a grade of **C-** or better through the 10th week of the class but cannot complete the final exam due to extenuating circumstances. The student must demonstrate why the **I** grade is appropriate. Granting of the incomplete is purely the prerogative of the instructor. An **I** will be posted to the transcript when submitted by the instructor with a contract form which specifically indicates the work the student must complete to make up the deficiency and the date by which the deficiency must be resolved. The work for the course must be

made up before the end of the next quarter. If the student fails to complete the designated assignment, an **F** grade will be posted.

Withdrawal from Class

College policy states that students must **formally** withdraw from a class by the end of the seventh week of the quarter. If a student has not withdrawn by that date, an appropriate letter grade will be given for course. Withdrawal from an online course must be done officially through BCC Registration. If you simply stop appearing in class, or attempt to delete the course from your myWebCT directory, you will still be officially registered in the class. That usually results in receiving a final grade of F in the course.

ACCOMODATION FOR DISABILITY

If you require accommodations based on a documented disability, have emergency medical information to share, or need assistance in case of emergency evacuation please let me know by Vista mail as soon as possible. I will require a notification from Disability Support Services in order to provide you with appropriate accommodation.

If you would like to inquire about becoming a DSS (Disability Support Services) student, please call 425-564-2498 or go in person to the DSS office in B132.

PARTICIPATION

It is understood that one of the main motivations for taking an online course is that other obligations make it difficult or impossible to attend scheduled, "on-the-ground" college classes. Therefore, the basic unit of time in the course is the week. Materials will be posted or otherwise turned in by a specific deadline, but you will always have at least a week's warning about exactly what is due on that date so that you can do it at any time during the week.

You will need to spend at least 15 hours a week on the course, in reading, thinking, writing, and discussing your ideas with others in online sessions. You should attend the WebCT Vista classroom at least five (5) times a week, but when you do so and from where is of course up to you. It is best to log in at least once a day, if just to retrieve and print your e-mail. If you procrastinate and fail to log in for more than a few days, you will begin to get lost. Most people who drop out or fail online courses do so because they can't develop the habit of logging in daily to see what is going on and to keep in touch with their discussion group.

Student Rights

You have the right to expect that your instructor will:

- provide a comprehensive syllabus and course calendar
- display all due dates for readings, exercises, and exams
- grade or otherwise respond to all submitted materials within four days
- monitor your participation in weekly discussion and occasionally comment on it
- inform you of your current grade and relative class standing upon request
- respond to any e-mail and answer all appropriate questions in a timely manner
- behave professionally, respecting you as an individual of intelligence and sensitivity

As students, you have the responsibility to:

- behave to all others in the class in a professional manner, being especially careful in e-mail and other electronic communications to avoid personal attacks, harsh criticisms, and objectionable language
- keep up with the course work and submit your work in on time
- support your group members to establish a genuine learning community.

Classroom Ethics

Plagiarism

I define plagiarism as copying someone else's written work, ideas, or other materials without permission and without citing the source. The source may be a published article, book, Web site, or a lecture or other course material of an instructor, or the work of another student. In this instructional setting, plagiarism includes both unintentional but careless citation of sources and intentional submission of someone else's work whose authorship has been disguise by modifying the work.

Plagiarism does not include repeating "common knowledge," or expressing one's own experience, observations, insights, or conclusions drawn from sources, nor does it include commonly accepted facts of an academic field, the caveat being that students, who cannot distinguish what is commonly accepted from that which is the author's original work, should cite everything drawn from published materials.

All assignments submitted must be the student's own work and in the student's own words, except when explicitly referring to the work of others. Whenever you have occasion to use someone else's words, even if only a single phrase, you must indicate this fact by quotation marks and by a citation correctly giving the source. If you paraphrase a source, using your own words, you still must cite the source and page number directly after the paraphrase. If you simply repeat an idea expressed by another, even if you have used your own words, you must cite the source of the original idea. Somewhere in your document (be it a commentary, discussion message, or an exam), usually at the bottom, you must document **all** the sources, giving particulars of the source (such as the author's name, the publication date, the title of the article or book, the title of the publication if it is an article, the publisher, and the full URL to the Web site if that is where you got the information), as appropriate to the assignment. If you borrow without acknowledging a source you are plagiarizing. Please do not try to pass off someone else's work as your own!

Here are the guidelines for this course:

It is plagiarism if, in any written documents you present as your own, in fulfillment of any course assignment (discussion, quiz, exam, exercise, project, etc.) you:

- copy even a few consecutive words from any source not your own and present it as your own work
- copy even a few consecutive words from any source not your own and "forget" to put quotes around it
- attempt to paraphrase by changing only a few words of a sentence or paragraph not your own
- falsely cite a source

- cite a correct source but do so in such a way as to make it ambiguous which are your own words and which are the words from your source
- copy from another student's work from this or previous quarters

Avoiding Plagiarism

How To Avoid Plagiarism? Simple. If in doubt, cite the source (including page number where you can). View the definition of plagiarism and information on how to avoid it at http://turnitin.com/research_site/e_home.html. Here are a few more links, provided by BCC faculty, to help you understand what plagiarism is and [how to avoid it](#).

Penalty for Plagiarism

Students who are found to have plagiarized will receive a score of zero (0.0) for the assignment in which the plagiarism occurred. If the plagiarism occurs in a quiz or discussion message, the zero will not count as a "lowest quiz or discussion score" of the quarter, so that it will always count as the loss of 20 and/or 40 points, as the case may be, from the final grade. Upon a second instance of plagiarism, a student will receive a course grade of F. In addition, documentation of the plagiarism will be submitted to and placed on record at the Office of the Dean of Student Services. Don't let something like this damage your career. If in doubt, cite; if still in doubt, ask.

Classroom Courtesy and Scientific Approach

To develop a learning community, we all need to be courteous and respectful of each other's work. Abrasive, abusive, sarcastic or intimidating messages directed to anyone in the class, including the instructor, will not be tolerated.

That does not mean that you should avoid correcting, questioning and challenging each other, but I expect you to limit the subject of your agreements and disagreements to assigned subjects and to support your opinions with liberal citations from the texts and other recommended course materials. I also expect your discussion to be courteous and constructive in tone. The kinds of contributions you should make in your "Commentaries" and in "Discussion" are spelled out in the two documents about those subjects in the Syllabus folder.

If any of you feel intimidated by someone else's communications, private or public, please report it to me, along with copies of anything sent to you. I will isolate or expel anyone who persistently indulges in intimidating behavior of any kind. Anyone who has a problem with the pedagogy of this course should contact me privately -- do not attempt to create dissension in the classroom.

Anthropology is a social **science** course. What the texts (and I) will present is the current scientific understanding of biological evolution--especially human evolution--cultural evolution, the origin of language, human cognition, cultural organization, and the vast diversity of human cultures and values. **The course may challenge many of your deepest beliefs about human nature and the origin and meaning of life.** While the broad outlines of human biological and cultural evolution are agreed upon in the field, as in any science there are numerous technical issues, arguments and outstanding questions yet to be resolved--that is the very nature and essence of science. Nevertheless, what is presented in this introductory course represents a general consensus of anthropological thinking.

Your task, then, is to understand the anthropological concepts of human biological and cultural evolution, whether you endorse them or not.

If you hold religious beliefs that run contrary to this scientific consensus, please keep them to yourself and answer questions from a purely scientific perspective (see "Handout 1: Thinking Scientifically" in the Week 1 lesson). If you believe you may become upset by the subjects of the class or are obliged by your beliefs to actively repudiate the scientific explanation of human origins, please consider carefully whether you want to continue this course. Your purpose here is to learn and discuss what **anthropologists** think about humankind and human culture.

OTHER ANTHROPOLOGY COURSES AT BCC

In addition to *Survey of Anthropology*, a course that highlights the four subdisciplines of anthropology including cultural anthropology, linguistic anthropology physical (biological) anthropology, and archaeology, BCC's anthropology department offers a broad range of undergraduate courses, in the classroom and online:

Cultural anthropology: *Cultural Anthropology*; *American Life & Culture*; *Comparative Religion* (all three in class and online); *Culture, Sex, & Gender* (available soon in class).

Linguistic anthropology: *Language, Culture, & Society*

Physical (a.k.a. biological) anthropology: *Biological Anthropology* (in class and online; fulfills science requirement); *Introduction to Forensics* (available soon in class)

Archaeology: *Archaeology* (in class and online); *Great Discoveries in Archaeology* (in class)

Check BCC's Course Catalogue for a full description of each course. There are no prerequisites for any of these courses and they fulfill degree requirements.

INSTRUCTOR BIO

I'm Dr. Nancy Gonlin, the chair of BCC's Anthropology Department. I'm a Mesoamerican archaeologist, specializing in the ancient cultures of the Aztec and Maya peoples. Hablo Español. I have a Ph.D. in anthropology from Penn State and I am a registered professional archaeologist (RPA). My fieldwork has focused primarily on Latin America since the 1980s, and I have traveled extensively around the globe. Most recently, I visited the spectacular archaeological remains in Egypt. I've got lots of teaching experience: 11 years at BCC and 21 years in total. Theoretically, my research examines households, gender and class, ritual, tropical rainforest biomes, and human-environment relations. If you are interested in the exciting field of anthropology, come & talk with me!

Procedures and Guidelines of the Social Science Division - Spring 2009

ONLINE PROCEDURES AND GUIDELINES OF THE SOCIAL SCIENCE DIVISION Revised Spring 2009

Bellevue Community College's Affirmation of Inclusion

Bellevue Community 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 BCC, 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.

Cheating, Stealing, and Plagiarizing* and Inappropriate Behavior

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 Community 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 Community 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, [link to Student Code](#).

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. Vista class sites, and material, may not be directly accessible after the end of the quarter so it 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

College policy states that students must formally withdraw from a class by the end of the seventh week of the quarter during the standard academic year (Registration Office, B125). If a student has not withdrawn by that date, an appropriate letter grade will be assigned for the course. Check [Enrollment Calendar Deadlines, Refunds/Withdrawals](#), for additional details. As with most enrollment deadlines, it is the student's responsibility to be aware of these dates and act accordingly.

Hardship Withdrawal (HW)

From page 9 of the current course catalog, [2008-2009 online catalog](#), HW 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:

Students with disabilities who have accommodation needs are encouraged to contact the Disability Resource Centre (DRC) [link to DRC](#). The office is located in B132 (telephone 425.564.2498 or TTY 425.564.4110, email drc@bellevuecollege.edu). Students will need to establish their eligibility for accommodation. The DRC office will provide each eligible student with an accommodation letter or contact your online instructor directly by email. Students who require accommodation in a course should review the DRC accommodation letter with each instructor during the first week of the quarter.

Distribution of Grades

Students should access their grades through the BCC Web site. Any returned material should be accessed prior to the end of the quarter. After the end of the quarter, Vista class sites may not be accessible by students. Individual instructors may use non-Vista tools for recording and maintaining the students' progress. Questions about grades assigned should be initially directed to your instructor.

Submission and Returning of Papers, Assignments and Assessments:

Specific guidelines for taking exams and submitting assignments are published in the syllabus. Please contact instructor at the start of the quarter for any clarifications.

Technical Assistance

Vista-related or technical issues should be referred to Distance Education, [link to Distance Education web resources](#). You may also email them at landerso@bellevuecollege.edu or call 425-564-2438 (1-877-641-2712). Vista tutorial help and basic instructions can be found at <http://bellevuecollege.edu/distance/studentguide/>

**If you are accused of cheating, stealing exams and/or plagiarism, there is a Bellevue Community College Student Discipline and Appeals Procedure (the right to due process) which you may pursue. Contact the office of Division Chair (D110), the Vice President of Student Services (B231A) or the Associated Student Body (C212) for information regarding the appeals process*