

Sociology 110G - 5811: Survey of Sociology
Bellevue Community College
Spring 2008

Course: Sociology 110
Credit hours: 5
Location: B101
Time: M and W; 12:30-2:40 p.m.

Instructor: Laura Toussaint, Ph.D.
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Office hours: By appt

Required Text and Reading

1. *Sociology: Your Compass for a New World* (2007; third edition). By Robert J. Brym and John Lie. Publisher: Thomson/Wadsworth.
2. Other assigned readings will be accessible online.

You can also access a copy of this syllabus online through our course website by logging into “MyBCC” and scrolling down to “My Classes.”

Catalog Description of Course: “Introduces the scientific study of human interaction and groups in modern societies. Students learn sociological theories and research methods and apply them to social behavior, social structures, cultures, and institutions. Students explore the interrelationships between individuals and groups. Includes discussion of inequalities and deviance.”

Additional Course Description

Sociology is the scientific study of life in groups. The basic premise of the discipline is that human interaction and social relationships shape and influence our individual behavior in obvious and not so obvious ways. This course is an introduction to the discipline of sociology. As the scientific study of social groups, processes, and structures, sociology is concerned with questions such as: What holds society together? How are the life choices and chances of individuals impacted by social institutions, forces, and structures? Who benefits from existing political, economic, and social arrangements? Who is harmed by such arrangements? How do societies change? This course explores such questions and their implications for aspects of social life that impact all of us such as race, ethnicity, gender, sexuality, religion, and political and economic systems.

Course Outcomes

After completing this course, the successful student will be able to:

- Question the obvious
- Distinguish between factual statements and value judgments
- Put aside personal ethnocentric attitudes; become culturally relativistic

- Critically evaluate the various perspectives in terms of their strengths and weaknesses
- Utilize objective criteria for evaluating sociological knowledge
- Ascertain cause and effect as well as correlation
- Formulate logical conclusions
- Apply knowledge to real-life situations

The successful student should also have a better understanding of the following after completing this course:

- How sociology developed as a science
- Major theoretical perspectives, terms, and methods of the discipline
- The impact of society on people's lives from a sociological viewpoint
- The application of sociological concepts and frameworks to contemporary social and cultural issues

General Education Ratings

The General Education Ratings for this course are:

Critical Thinking: 3

Cultural Diversity: 3

Reading: 2

Ethics: 2

Historical and Intellectual Perspectives: 2

Instructional Methods and Style

This course is based on multiple methods of instruction in order to accommodate a wide variety of learning styles. Instructional methods include lecture, film clips, and interactive group participation. Methods of assessment include quizzes, reflection papers, and current event reports. Quizzes will test your understanding of course concepts. The extra credit research paper is designed to give you the freedom and flexibility to explore the issues that are of particular interest to you, while the lectures, readings, films, and class discussions are intended to give you a solid understanding of key concepts and issues in sociology and introduce you to a variety of viewpoints. You will find I am very approachable and eager to talk with you about your interests and goals. If you come to me to discuss ideas for your extra credit project, for instance, I will be more than happy to suggest starting points for finding materials on your topic or an appropriate organization to study based on your expressed interests.

COURSE RULES AND POLICIES

This syllabus is very detailed so that you are fully informed of the course rules and policies. By remaining in the course past the first day when you receive the syllabus, I will assume that you have thoroughly read the syllabus and agree to abide by all course policies. I will also verbally cover the course rules during the first week of class; however, you are responsible for knowing all information provided in this syllabus. If you want to remain a member of our classroom community, you must respect your own learning process and that of your classmates by abiding by the following course rules and policies.

R-E-S-P-E-C-T: The nature of this course lends itself to topics about which people may have very strong feelings. While the world is full of “isms”, our class is a safe space where people can converse about issues on which they may passionately disagree. Please recognize and be respectful of the fact that everyone brings unique identities and insights into the classroom. Do not assume that someone who self-identifies with a certain social group speaks for or represents the opinions and experiences of everyone in that particular group. Diverse opinions make the course more interesting, but derogatory comments/jokes/putdowns about any aspect of someone’s identity will not be tolerated. Part of being respectful in class is to participate when asked, but to also recognize that the classroom is a shared space and to refrain from dominating class discussions and/or using class time to discuss unrelated events from your personal life. I strive to ensure that everyone has an equal amount of time to participate in class discussions, but I also ask that you regulate your own behavior as a member of the classroom community by listening while others are talking and sharing the floor.

Disruptive behaviors: Repeated offenses of any of the following behaviors will negatively impact your grade and in some cases may result in removal from the classroom:

- A ringing phone disrupts our classroom energy; therefore, our room is a cell-free-zone! This means your phone needs to be off, not just on vibrate.
- Please turn off other electronic devices like Blackberries or ipods, remove headphones from your ears, and keep such devices in your bag.
- I strongly prefer that you take notes by hand, but if you must bring a laptop to take notes, you are to use it only for this purpose (no instant messaging or emailing allowed) and the volume control on your computer must be turned all the way down.
- Beyond a few rare occasions (sometimes there really is a traffic jam), coming to class late and/or leaving early is viewed as disruptive.
- Packing your bag and shuffling papers before class is over is disrespectful and makes it difficult for other students to hear.
- Carrying on private conversations and/or passing notes during lectures, films, or when another student has the floor impedes learning and has no place in a college classroom. This kind of behavior is extremely disruptive and will not be tolerated.
- Derogatory comments/jokes/putdowns about any aspect of someone’s identity (race, gender, sexuality, etc) violate our classroom’s safe space and will not be tolerated.
- Dominating group discussions and/or using our class as a platform to discuss unrelated events from your personal life is unacceptable classroom behavior. This does not constitute class participation and will actually hurt your participation credit.

Attendance: I expect you to be on time and attend class regularly. Your engagement with the material is a critical part of the course, thus, you must show up! In the event you are absent (for any reason), you are still responsible for the material covered that day and

you will need to get any class notes, handouts, and/or announcements that you miss from a classmate rather than asking me what you missed. If you are late, I expect you to indicate that on the attendance sheet next to your name as part of the expected academic integrity/honesty required in college.

Academic Integrity: Plagiarism (when you knowingly submit another person's words or ideas as your own) will not be tolerated. If I suspect you of plagiarism, I will speak with you privately and ask you for evidence that the work is your own. You will automatically fail any assignment that you are found guilty of plagiarizing. If you plagiarize twice in the same quarter, you will fail this course. To avoid this, make sure that all work you hand is your own, and always give proper credit (author's name, date, and quotations if appropriate) to any sources you cite.

Late Policy/Make-Up Work: Late work and make-up work are not allowed in this course for any reason. Assignments are due in class on the stated due date, which means that I will not accept work after class or in my mailbox. All assignments except for the current event reports must be submitted in hard copy format only. If you are absent on a quiz day or the day an assignment is due, you will not be able to make up those points. Thus, if there is a chance you will miss class on the day an assignment is due, you should make arrangements to send it with a classmate and he/she can bring it to class and turn it in for you. If you choose to work in a group for your extra credit paper you will share a group grade, so keep this in mind as you work on deadlines together. You are free to turn in an assignment early, although in fairness to the students who follow the assignment guidelines and hand in their final work on time without the benefit of the instructor reading it beforehand, I will not proofread it for you.

HINTS FOR GETTING THE MOST OUT OF THIS COURSE

1. Read the syllabus thoroughly.
2. Do the assigned readings.
3. Take notes during lectures and films.
4. Always be on the lookout for outside sources (news, events, etc) that are pertinent to our course.
5. Relate to your classmates via cooperation and consideration rather than competition.
6. Try to see the intrinsic value in what you are learning and do not make your participation in class activities/discussions contingent upon whether or not you are being graded on them.
7. Bring a sense of humor and an open mind to class!

Student Services

There may be times when you need assistance outside of class for personal and/or academic reasons. BCC has many resources available to help you meet your goals and to get support in facing some of life's challenges. You can find information on how to access services such as counseling, child care, veteran's services, women's programs, disability support, multicultural student support, financial resources, and learning labs at: <http://bellevuecollege.edu/resources/services/>.

If you believe you qualify for course adaptations or special accommodations under the Americans With Disabilities Act, it is your responsibility to contact the Disability Resource Center and provide the appropriate documentation. If you have already documented a disability or other condition that would qualify you for special accommodations, please notify me during the first week of class. You can also schedule a meeting with me or see me before or after class. The Disability Resource Center's website is: <http://bellevuecollege.edu/drc>. The Center is located in B132. You can contact the Center by calling 425-564-2498 or TTY 425-564-4110.

Grades and Assignments

Your final grade is based on the following components:

1. Attendance/participation: determines borderline grades
2. Reflection papers: 50 points
3. Quizzes: 100 points
4. Current event reports: 90 points
5. Optional extra credit paper: 20 points

Total points: 240 plus 20 extra credit points

Description of Grade Components and Assignment Guidelines

Attendance/participation: Instead of receiving a point grade for attendance or participation, you will receive either a "plus" or a "minus" based on your attendance record and participation in class activities. If you have regular attendance, are on time, respectful, and participate in class activities, you will receive a plus at the end of the quarter. If you have irregular attendance, are habitually late, disruptive, and/or do not participate in class activities, you will receive a minus at the end of the quarter. Your participation plus or minus status is used to determine borderline grades. For example, if your grade is on the border of an A-/B+, having a plus for participation would bump you up to an A-. Participation during group work does not mean dominating discussions or mentally tuning out while others are talking, but engaging in the group in a respectful and courteous manner.

Reflection papers: 50 points (five papers at 10 points each). Throughout the quarter, we will do five reflection papers immediately following small group discussions/activities to help you connect the group work to what you learned in the lecture and assigned readings and to gauge your contribution to the group discussion. On the days we do reflection papers, I will ask you to answer the following questions: What information did you cite

from this week's readings, lecture, and/or film clip to make the group discussion more sociological in nature? In other words, what piece of information from this week's course material did you bring to the group discussion to keep the conversation from focusing solely on people's personal experiences? What issue(s) did you find most interesting in your group discussions? You will not know in advance on which day we will do reflection papers, so it is very important that you have all of the weekly assigned readings done by Monday. If you are absent or late on the day that we do reflection papers and miss the assignment, you will not have a chance to make up those points.

Quizzes: 100 points. You will have five quizzes worth 20 points each. These quizzes will test your knowledge of course concepts and sociological facts. Quiz study guides are posted on our course website. There are no make-up quizzes, so if you are absent on a quiz day, you will miss 20 points.

Current event connections to course readings: 90 points. You will have a total of nine current event reports at 10 points each in which you connect a sociological term or concept from the course readings for that week to a newspaper or magazine article about a current event. As you think about what term or concept from the weekly readings that you can relate to an article on a current event, it may be helpful for you to look at the words or phrases from your text that are in bold. Colors Northwest, Ode Magazine, Yes Magazine, and Common Dreams are all news sources that provide online access, which you may find convenient in your search for current event articles. Another useful source of current sociological events is Everyday Sociology Blog:

http://nortonbooks.typepad.com/everydaysociology/what_is_this_site_about/index.html.

Your report must be at least two typed paragraphs (minimum of 200 words total). The first paragraph of your report will define and describe the term/concept from the weekly readings that you selected to relate to your article on a current event. The second paragraph will summarize your article on a current event, describe how the article is related to the term/concept you selected from the readings, and state the title, author, and source of the article. You must choose a term/concept from the current week's readings (i.e., you cannot relate a current event to a term/concept from the assigned readings in week 3 for your week 4 current event report). For example, for your current event report due on Friday, April, 11 (week 2), you could define and describe the Postindustrial Revolution as a sociological term discussed in your readings for that week. You could then connect the Postindustrial Revolution to an article you found that discusses recent job market trends relating to technology and/or the service sector.

Extra credit research paper (service learning or library research). 20 points. You may work in groups of up to three people for this extra credit assignment. You have two options this assignment. If you choose to work in a group, your group members are responsible for deciding on the division of labor for the project. You will submit one paper as a group and receive a group grade (i.e., each individual in the group will receive the same grade for this assignment).

Option 1: Service learning (participant observation) report: minimum of 4 pages. You will volunteer at least 5 hours of your time to a local organization that works on

improving social conditions (for example, a food bank or homeless shelter). This organization must not be somewhere you have volunteered or worked at before. If you do the service learning report in a group, each group member must volunteer for the required 5 hours per quarter (i.e., you cannot divide up the 5 hours between the group members). Your report must include the name of the organization and contact information for a supervisor or someone you worked with during your service hours. While it is your responsibility to arrange your volunteer service (making contact, arranging particular hours, etc), I am happy to discuss ideas with you of organizations in our community that might suit your interests. The section outline for your paper and point breakdown is:

First section. 2.5 points: One page describing the organization at which you volunteered, what you (or your group) did during your 5 hours of service, and what you learned from this experience.

Second section. 5 points: One page describing at least one of the films/Internet videos we have seen in class and how it applies to the work your organization does.

Third section. 5 points: One page describing at least one of the sociological theories from Chapter 1 of your text (functionalist, conflict, symbolic interactionist, or feminist) and providing examples of how the theory applies to the work your organization does.

Fourth section. 5 points: One page discussing a social policy change or proposal that you think would help the issue that your organization works on.

Other points. 2.5 points: Adherence to “extra credit paper guidelines” listed below.

Option 2: Library research (secondary data synthesis) report on an institution: minimum of 4 pages. Select one of the following U.S. social institutions to study:

family, education, media, religion, government, economy, or the health care system.

First section. 2.5 points: One page describing this institution. What is the definition of this institution? What are its characteristics and functions? How long has it been around?

Second section. 5 points: One page describing at least one of the films/Internet videos we have seen in class and providing examples of how it applies to this institution.

Third section. 5 points: One page describing at least one of the sociological theories from Chapter 1 of your text (functionalist, conflict, symbolic interactionist, or feminist) and providing examples of how the theory applies to this institution.

Fourth section. 5 points: One page describing at least two recent trends or important events for this institution. Based on what you have learned, discuss one of your predictions for the future of this institution.

Other points. 2.5 points: Sources: You must use at least 10 sources in your paper and include a reference sheet to cite them and adhere to the “extra credit paper guidelines” listed below.

Extra Credit Paper Guidelines

1. All papers handed in should be stapled, double-spaced, with 12-point font and 1-inch margins.
2. Number your pages.
3. All sources and examples used need to be cited in a separate reference page at the end of your paper. You may use any citation format you like (MLA, ASA, etc), but at minimum you must include the author's full name, date of publication, and title of publication.
4. Check for spelling and grammatical errors (nobody is perfect, but more than a few errors will negatively impact your grade).
5. Papers should be at least the minimum number of pages cited in your assignment guidelines (i.e., for a 4-page minimum paper, you must have at least 4 *full* pages). Your reference page does not count as text.
6. Arguments should be presented with clarity and backed with examples.
7. When writing your paper, save early and often to both your hard drive and a disk. Makes sure that you also keep one hard copy of everything you hand in, just so we are prepared for (and can recover from) a Murphy's Law moment. ☺

Course Related Resources

The following websites may be helpful to you in your consideration of possible topics for your research paper and/or extra credit paper. This list is by no means comprehensive; rather it is intended to be a starting point as you gather information about issues of interest to you.

- American Civil Liberties Union: <http://www.aclu.org>
- American Indian Movement: <http://www.aimovement.org/>
- Americans for Health Care: <http://www.americansforhealthcare.org/>
- Arab American Institute: <http://www.aaiusa.org/>
- Asian American Legal Defense and Education Fund: <https://www.aaldef.org/>
- Colors Northwest Magazine: <http://www.colorsnw.com/>
- Common Dreams News Center: <http://www.commondreams.org/>
- Community Alliance for Global Justice: <http://www.seattleglobaljustice.org/>
- Fairness and Accuracy in Reporting: <http://www.fair.org/index.php>
- Human Rights Campaign: <http://www.hrc.org/>
- Human Rights Watch: <http://www.hrw.org/>
- International Tribunal on Hurricanes Katrina and Rita: www.InternationalTribunal.org
- Interracial Voice: <http://www.webcom.com/~intvoice>
- Jews United for Justice: <http://www.jufj.org/>
- League of United Latin American Citizens: <http://www.lulac.org/>
- Media Education Foundation: <http://www.mediaed.org/>
- National Association for the Advancement of Colored People: <http://www.naACP.org/>
- National Gay and Lesbian Task Force: <http://www.thetaskforce.org/>

- NativeWeb: <http://www.nativeweb.org/>
- National Organization for Women: <http://www.now.org/>
- Ode Magazine: www.odemagazine.com
- Poverty and Race Research Action Council: <http://www.prrac.org/>
- Racial Justice 911: <http://racialjustice911.org/homehk.htm>
- Seattle-King Country Food Bank Resource Directory:
<http://www.seattle.gov/humanservices/csd/survivalservices/emergencyfood/foodbanks.htm>
- Southern Poverty Law Center: <http://www.splcenter.org/index.jsp>
- United Students Against Sweatshops: <http://www.studentsagainstsweatshops.org/>
- Women of Color Resource Sites:
http://research.umbc.edu/~korenman/wmst/links_wc.html
- Yes Magazine: A Journal of Positive Futures: <http://www.yesmagazine.org/>
- A list of websites that address interconnected issues involving prejudice:
<http://www.understandingprejudice.org/links/connect.htm>

BCC Grading Scale

Bellevue Community College uses the following grading system and standards in evaluating student performance:

“A” grades indicate “outstanding” achievement:

A 4.0 points per credit hour

A- 3.7 points per credit hour

The “A” student demonstrates consistent mastery of learning outcomes for the course; demonstrates ability to interpret, integrate, and apply learning outcomes beyond the context of the course through application of critical and creative thinking skills; completes work assignments that consistently exceed requirements and that interpret and apply objectives in new, unique, or creative ways; demonstrates consistent leadership in class participation activities.

“B” grades indicate “high” achievement:

B+ 3.3 points per credit hour

B 3.0 points per credit hour

B- 2.7 points per credit hour

The “B” student demonstrates a high level of competence in learning outcomes for the course; demonstrates ability to interpret, integrate, and apply learning outcomes within the context of the course through application of critical and creative thinking skills; completes work assignments that consistently meet most requirements; contributes regularly to class participation activities.

“C” grades indicate “satisfactory” achievement:

C+ 2.3 points per credit hour

C 2.0 points per credit hour

C- 1.7 points per credit hour

The “C” student demonstrates a satisfactory level of competence in learning outcomes for the course; demonstrates competent ability to interpret, integrate, and apply learning outcomes within the context of the course; completes work assignments that satisfy minimum requirements for the course; satisfies minimum requirements for class participation activities.

“D” grades indicate
“poor” achievement:

D+ 1.3 points per credit hour

D 1.0 point per credit hour

The “D” student demonstrates minimum competence in some learning outcomes for the course; completes work assignments that usually meet minimum requirements; contributes inconsistently or infrequently to class participation activities.

“F” grades indicate

“unsatisfactory” achievement:

F 0 points per credit hour

The “F” student cannot demonstrate competence in many or fundamental learning outcomes; submits work assignments that frequently do not meet minimum requirements, or does not complete the assigned work; does not satisfy minimum requirements for attendance or contribution to class activities. Students should be aware that the instructor determines whether the class will be evaluated using the “F” grade

The decimal grading system for this course is:

98.0-100.0=4.0

96.0-97.99=3.9

94.0-95.99=3.8

92.0-93.99=3.7

90.0-91.99=3.6

88.0-89.99=3.5

86.0-87.99=3.4

84.0-85.99=3.3

82.0-83.99=3.2

81.0-81.99=3.1

80.0-80.99=3.0

79.0-79.99=2.9

78.0-78.99=2.8

77.0-77.99=2.7

76.0-76.99=2.6

75.0-75.99=2.5

74.0-74.99=2.4

73.0-73.99=2.3

72.0-72.99=2.2

71.0-71.99=2.1

70.0-70.99=2.0

69.0-69.99=1.9

68.0-68.99=1.8

67.0-67.99=1.7

66.0-66.99=1.6

65.0-65.99=1.5

64.0-64.99=1.4

63.0-63.99=1.3

62.0-62.99=1.2

61.0-61.99=1.1

60.0-60.99=1.0
59.0-59.99=0.9
58.0-58.99=0.8
57.0-57.99=0.7
56.99 and below=0.0

Calculating Your Score on Assignments

The following example demonstrates how your grade is calculated: If you receive 92 points on a 100 point assignment, you would have 92% (90/100=.92), which is a 3.7. If your points do not fall exactly on the BCC scale, they will be rounded to the closest point (i.e., if you received a 3.6 on a particular assignment based on your point score, it would be rounded to a 3.7). Your final grade will be calculated by the total number of points you earned throughout the quarter divided by the total number of points available.

CLASS SCHEDULE

Week 1: March 31 and April 2

Topics: Introductions, the sociological imagination, the value of sociology.

Readings:

- Syllabus
- Brym and Lie, Ch.1 (p. 1-8), "A Sociological Compass."

Week 2: April 7 and 9

Topics: Theories, research, and ethical considerations.

Mon: Quiz #1.

Wed: Current event report #1 due.

Readings:

- Brym and Lie, Ch.1 (p. 9-29), "A Sociological Compass."
- Brym and Lie, Ch.2, "How Sociologists Do Research"

Week 3: April 14 and 16

Topics: Culture and socialization.

Wed: Current event report #2 due.

Readings:

- Brym and Lie, Ch.3, "Culture."
- Brym and Lie, Ch. 4, "Socialization."

Week 4: April 21 and 23

Topic: Media.

Mon: Quiz #2.

Wed: Current event #4 report due.

Readings:

- Brym and Lie, Ch. 18, "The Mass Media."
- "Brands RU: How Advertising Works":
http://www.medialit.org/reading_room/article50.html
- "Taking Advertising Seriously": <http://www.wafreepress.org/25/Adverts.html>

Week 5: April 28 and 30

Topics: The economy, stratification systems, socio-economic class structures, and work.

Wed: Current event #4 report due.

Readings:

- Brym and Lie, Ch. 8, “Stratification: United States and Global Perspectives.”
- Brym and Lie, Ch. 13, “Work and the Economy.”
- “Punk Rock Capitalism?”
<http://www.newint.org/features/2006/11/01/productred/>

Week 6: May 5 and 7

Topics: Race and ethnicity.

Mon: Quiz #3.

Wed: Current event #5 report due.

Readings:

- Brym and Lie, Ch. 10, “Race and Ethnicity.”
- Arguments for and against affirmative action (document on course website)
- “White Privilege: Unpacking the Invisible Knapsack:”
http://www.feinberg.northwestern.edu/diversity/uploaded_docs/UnpackingTheKnapsack.pdf

Week 7: May 12 and 14

Topics: Family, gender, and sexuality.

Wed: Current event #6 report due.

Readings:

- Brym and Lie, Ch. 11, “Sexuality and Gender.”
- Brym and Lie, Ch. 15, “Families.”
- “Heterosexual Privilege”:
<http://www.umkc.edu/lgbt/PDFs/Heterosexual%20Privilege.pdf>

Week 8: May 19 and 21

Topics: Healthcare, aging, and disability

Mon: Quiz #4.

Wed: Current event #7 report due.

Readings:

- Brym and Lie, Ch. 19, “Health and Medicine.”
- Brym and Lie, Ch. 12, “Sociology of the Body: Disability, Aging, and Death.”

Week 9: May 28. No class Mon, May 26.

Topics: Education and religion.

Wed: Current event report #8 due.

Readings:

- Brym and Lie, Ch.16, “Religion”
- Brym and Lie, Ch. 17, “Education.”
- “Return to the Fifties? Seattle Schools Segregation on a Comeback”:
http://www.colors nw.com/cover_story.html

Week 10: June 2 and 4

Topics: Power, politics, the military-industrial complex, crime, deviance, and social control.

Mon: Quiz #5.

Wed: Extra credit paper due and current event report #9 due.

Readings:

- Brym and Lie, Ch. 7, “Deviance and Crime.”
- Brym and Lie, Ch. 14, “Politics.”
- “Who is Profiting from the Iraq War?” :
<http://articles.moneycentral.msn.com/Investing/CompanyFocus/WhosProfitingFromTheIraqWar.aspx?page=2>

Week 11: June 9.

Topics: Globalization, social change, and social movements.

Readings:

- Brym and Lie, Ch. 9, “Globalization, Inequality, and Development.”
- Brym and Lie, Ch. 21, “Collective Action and Social Movements.”
- “What the World Needs Now/A Man for All Seasons: What We Still Need to Learn From the Example of Gandhi”:
<http://www.odemagazine.com/doc/50/what-the-world-needs-now>

Final meeting: TBA

PROCEDURES AND GUIDELINES OF THE SOCIAL SCIENCE DIVISION Revised Spring 2008

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 classroom behavior are violations of the Student Code of Conduct at Bellevue Community 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 Dean 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 Dean of Student Services.

Incomplete

If a student fails to complete all the required work for a course, an instructor may assign the grade of Incomplete ("I"). The student must complete the coursework by the end of the next quarter, or receive the assigned letter grade (usually an "F").

F Grade

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

Final Examination Schedule

The Social Science Division will adhere to the final examination schedule as stated in the BCC Schedule. Final examinations will be held at the end of each quarter at fixed times. Instructors will not give examinations in advance of the regular schedule. A student who is absent from any examination held at any time during the quarter 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 present at 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 (Registration Office, B125). If a student has not withdrawn by that date, an appropriate letter grade will be assigned for the course.

Hardship Withdrawal

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. 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 meet with the [Disability Resource Centre](#) (DRC) office located in B132 (telephone 425.564.2498 or TTY 425.564.4110), to establish their eligibility for accommodation. The DRC office will provide each eligible student with an accommodation letter. Students who require accommodation in class should review the DRC accommodation letter with each instructor during the first week of the quarter.

Students with mobility challenges who may need assistance in case of an emergency situation or evacuation should register with [Disability Resource Centre](#), and review those needs with the instructor as well.

Distribution of Grades

Grades will not be posted in the Social Science Division or in faculty offices, and secretaries will not give out grades. Students should access their grades through the BCC Web site.

Return of Papers and Tests

Paper and/or Scantron score sheet returns will be arranged in the following ways ONLY: by mail, if student supplies the instructor with stamped, self-addressed envelope (with appropriate postage); or by the instructor designating a time and place whereby the student may retrieve his/her papers. Unclaimed papers and/or Scantron score sheets must be kept by the instructor for a minimum of sixty (60) instructional days following the end of the quarter.

**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 Dean of Student Services (B231A) or the Associated Student Body (C212) for information regarding the appeals process.*