



**Spring Quarter 2017**

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**Course: PSYC& 100 General Psychology**

5 credits

Item# 5405

Section F

**Time:** Daily 9:30 AM – 10:20 AM

**Room:** D 259

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**Instructor:** Deepti Karkhanis, Ph.D.

**Office:** D110K

**Office hours:** Daily 12:30 PM – 1:30 PM or by appointment (set up via email)

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**Phone:** 425.564.2636

**Mailbox:** Social Science Division Office (D110)

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### **Course Description:**

Welcome to the General Psychology class!

Psychology is the scientific study of mind and behavior, and psychologists use a variety of methodologies with the shared objective of *understanding, explaining, and predicting* human experiences. Students will leave this course with a better understanding of behavior with the knowledge and critical thinking skills that they need to begin explaining and predicting behavior in their own lives. Students will also leave this course appreciating psychology as both an empirical and applied science. You'll also learn about how psychologists conduct research, the brain and its role in our behavior, and how children and adolescents develop. The purpose of the course is to introduce you to the major concepts, theories, and research findings in psychology. Please read this entire syllabus as it contains a lot of important information regarding the class.

This might be one of your first college classes. College works quite differently from high school. There is less structure, limited time and guidance, and a lot more is expected from you. **YOU are responsible for keeping yourself on schedule, knowing the due dates, and planning ahead.** Regularly study concepts you don't understand, and ask for help right away if you need it.

### **Learning Atmosphere:**

I believe that students learn best when they are actively engaged and involved in the teaching and learning process. As an instructor, my role is to provide you with academic material and guide you through an active and interactive course wherein you will often learn by discussing and/or doing. You are expected to observe the world, read, write, discuss, and participate. I think of our classroom as a *collaborative learning community* wherein we all teach and learn from each other. Every time you make a comment or ask a question, you teach something to the rest of us. I challenge you to abandon the traditional passive student role and to get involved with teaching and learning – I think you'll enjoy it and learn a lot in the process.

### **Office Hours:**

If you have questions or concerns about your assignments, readings, or grade in the class, please see me during office hours (as noted on this syllabus), or make an appointment with me so I can set specific time aside for you. If you need to chat about your final project, please come and meet me in office.

## Class Policies:

Students contribute to making a class effective 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!**

## Technology use:

I will be posting class material and relevant documents such as the course syllabus, lecture slides, class announcements, assignments, and links to NOBA chapters on Canvas course website. You need to create a BC student network account (at <https://www.bellevuecollege.edu/netid/>) MyBC and access Canvas 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. Once you have your student network account, go to Bellevue College website (<http://bellevuecollege.edu/>) and click under *Student Links* to Canvas and log in. **To succeed in this course, you are required to access Canvas course site on a daily basis.** If you don't have a home computer with Internet access, an [open computer lab](#) is available in N250. This course makes extensive use of Canvas as a supplement to face-to-face class time. Canvas will be used for communication with the instructor, accessing course materials, submitting assignments, and so forth. **Plan to check it at least once every day.** Our course homepage can be accessed from the *Courses* dropdown menu on the left side of the page.



## Course Purpose and Goals:

The primary goal of the General Psychology course is to introduce you to the field of psychology, and the problems and issues that psychologists and cognitive neuroscientists study. Some psychologists are interested in how the brain influences behavior, while others study the observable aspects of behavior, how people learn, how children develop, abnormal behavior, and group/ social behavior. Psychology is a large field by any measure, and those trained in psychology teach, conduct research, deliver therapy, develop tests, consult in business and industry, and engage in many other activities. After participating, discussing, and completing this course, a successful student would show an understanding about the major themes, critical experiments, research findings, and who the leading scientists are in many of the major areas of psychology. Additionally, successful students would have an understanding of the important approaches used in the study of psychology, the major historical figures who have had a lasting impact on the field, statistical reasoning, vocabulary/jargon of the field, and what it means to study human beings, their cognitions, emotions, and behavior scientifically. These goals would be achieved best if you attend all the classes and participate actively in class discussions.

Read PSYC& 100 General Psychology course outcomes on:

<http://www.bellevuecollege.edu/classes/All/PSYC%26/100>

## Required Textbook:

I do not assign a traditional textbook for this course. Instead, we will use a customized set of readings authored by leading scholars in the sub-disciplines of psychology and provided FREE of charge by the [NOBA Project](#). You may download the entire set of readings (and print them out, if you prefer) from the course website on Canvas (available as a PDF) or by clicking here:

<http://noba.to/sp6xefmr>.

**Study effectively** by self-testing. Each section of the text begins with few learning goals. Read the material, trying to understand the underlying ideas. A few minutes later, go back to the page and see if you meet the set goals.

This is a fast-paced class in which you will be given a good deal of autonomy. Consequently, you will need to be responsible for managing your time appropriately, and to contact the instructor in a timely manner if any circumstances arise that interfere with your ability to participate fully in class. If you miss a class, connect with one of your classmates before next class to find out what you missed.

Class friend #1: \_\_\_\_\_ Phone: \_\_\_\_\_

Class friend #2: \_\_\_\_\_ Phone: \_\_\_\_\_

### **General Course Rules and Expectations:**

- **Attendance**: Attend all class meetings and come to class ON TIME. Your presence (physical as well as psychological) in the class contributes significantly toward your final grade in the course as I cover a lot of material in class that cannot be found in the readings. More than *three unexcused absences* or late attendances will lower your grade, and continue to do so as you miss more classes. To have an absence or tardy considered as “excused”, you must discuss it with me PRIOR to the absence or tardy, unless it is an emergency. Excused absences include doctor’s visits, family emergencies, and sometimes work-related issues. **If you miss class, please a) inform me via Canvas inbox or BC email, and b) connect with your classmates before the next class to find out what you missed.** I highly recommend that you get the names and contact information of at least one or two of your classmates so you can contact them for any assignments or notes you may have missed in your absence.
- **Preparation**: You should come to class having done all the assigned reading(s) and homework, and you should always bring the proper supplies with you daily including the reading, class slides, paper to take notes on, scantron, and pen(cil). Note that the **BC guideline for homework is two hours outside of class for each hour spent in class.**
- **Email communication**: Please type your course and section number (PSYC&100 G) in the subject line of any email you send to me. Questions appropriate for an email are those that can be answered with 1-2 sentence replies. Anything longer than this (e.g., an explanation of a concept) requires a face-to-face meeting. Please do not expect prompt replies to emails sent to me over the weekend or less than 24 hours before an exam.
- **Assignments**: All assignments are due at the START of the class period. Assignments, papers, or homework must be typed, printed out, stapled, and handed in at the beginning of class. Emailed assignments are NOT accepted. If you know you are going to be absent on the day an assignment is due, then turn it in early. All major due dates are indicated below in this syllabus as well as on the Canvas calendar.
- **Late Work**: I believe that one of the major lessons students take away from college is the importance of meeting deadlines. As a result, NO late work will be accepted unless you have had it approved by me BEFORE the due date. Late work will receive a **zero** grade.
- **Contribution**: Learning about each other’s experiences and perspectives is an integral part of the learning process in this course. I believe that you will learn a lot about yourself and your fellow classmates. Therefore, you are expected to be an ACTIVE participant in our learning environment. **An active participation can include contributing to discussions, but can also mean getting to class ON time, taking notes, listening to your peers, and coming to class prepared.** You should do your best to contribute to class discussions and group activities. Please **raise your hand** whenever you’d like to contribute your opinion (unless told

otherwise), and **do not talk out of turn** (no side conversations/ whispering to your neighbor or giving your unsolicited opinion without raised hand).

- **Classroom Etiquette:** All electronic devices are prohibited in the classroom at all times. This includes cell phones, blackberries, laptops, I-pods/mp3 players, etc. If you need a laptop to take notes, I will need prior verification. All texting devices must be in silent mode and placed in your bag for the duration of the class. Please note that texting, excessive talking, sleeping, or other disruptive behavior is not only disrespectful to me, it is also disrespectful to the classmates around you. Your participation grade will be affected and lowered by these types of behaviors.
- **Respect:** I expect that your behavior in the classroom be respectful. Learning about diverse experiences is central to this course, so it is of the utmost importance that you respect your classmates' experiences, differences, and opinions. In order for us to learn from each other, we have to allow each other to make mistakes and to offer unpopular positions for debate. This is a college classroom and as such, I expect students to behave as ADULTS. I do not tolerate excessive talking or whispering, consistent late arrivals, or early departures. Students who are disrespectful to their classmates and/or the instructor will be asked to leave class and will be marked absent until arrangements are made with the instructor to return to class and will result in your participation credit lowering.
- **Plagiarism:** Cheating, stealing, and plagiarizing (using the ideas or words of another person as one's own without crediting the source) are violations of the Student Code of Conduct at Bellevue College. This is a serious offense, which can result in possible probation or suspension from Bellevue College and go on your permanent academic record. **DO NOT DO IT!** If you cheat/ plagiarize, you FAIL. No excuses will be taken into account. Your work must be your own, except when you are asked to work with other students. Furthermore, you are required to acknowledge in your papers if you have borrowed any ideas, terms or phrases. Do not copy and paste material from Wikipedia or any other website into your assignments, as with is a severe form of cheating (that is very easy to catch, by the way). In this class your assignments should be grounded in the textbook rather than web resources, which are often wrong. If you have any hesitation or if you are in doubt about one of these issues, feel free to ask me.

**TAKE CARE OF YOURSELF!** Stay hydrated, eat protein bars, seek counseling and advising for additional help, take deep breaths, do things to ensure your well-being. This is 5 days, 50 min class, and so schedule accordingly.

**There's more assistance available for your success:**

- TRIO, MCS, Veterans Admin Programs, Center for Career Connections & Women's Center, Counseling, Advising, and Financial Aid are located in the B building.
- Academic Success Center: Writing/ Reading Lab and Academic Tutoring can be found in D204
  - Free drop-in [psychology tutoring](#) is available both in person and online through the Academic Success Center (D204).
- Career Education Options (CEO): checkout <https://www.bellevuecollege.edu/ceo/>
- Open computers and printers are in N250 and C bldg. The library also has computer use.

See separate handout for a list of all Student Support Services and appropriate contact information. The link: <http://bellevuecollege.edu/resources/services/>

**Format of course and course requirements:**

The course will follow a variety of formats including traditional lecture, group discussions, in-class activities, and with questions both expected and encouraged. Textbook matter will be

supplemented with other materials such as empirical journal articles, Ted Talks/ videos, media reports, as well as the student support resources 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 at the end of this syllabus.

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

1. **Attendance and Course Participation (50 points out of 500; 10%)** – Attendance is always expected. Participation is essential to the format of this class and will therefore contribute significantly toward your grade. In short, your success in this course depends on your active participation in class as well as completion of homework. Participation includes daily attendance, getting to class ON time, actively contributing in class discussions, engaging in group work, and coming prepared to class by doing the readings, watching the videos on Canvas. Quality of participation will be rewarded over quantity, including demonstrated attentive listening. Disruptive behavior, excessive talking, texting while in class, or other interruptions will lower this portion of your grade. Please do not take this portion of your grade lightly!
2. **Reading Anticipation (RA) Guides (140 points out of 500; 28%)** – An anticipation guide is a *set of statements strategically designed to activate students' prior knowledge or belief about a topic before reading the text, help guide the students during their reading of the text, and encourage critical evaluation of the text content after reading.* You will complete 14 reading anticipation guides (**10 points each**) during the quarter, after reading the relevant Noba units. You can find the guides on Canvas. These reading guides will help you be a more focused reader and will highlight some of the most important concepts in each chapter/module. Also, by completing the reading guides before you come to class you'll be ready to participate in the discussions we'll have during class time about these topics. Your responses to anticipation guides must be paraphrased from the text in your own words rather than quoted. Students will be required to bring their work to class, and be prepared to discuss the information contained in the guide.
3. **Quizzes (70 points out of 500; 10 points each; 14%)** – Seven in-class quizzes will be given throughout the quarter on the reading materials and will be worth **10 points each**. Quizzes will be held at the beginning of class, so if you come in late, you will miss the quiz and receive a zero grade. There will be **NO** make-up for a missed quiz. All quizzes and exams require a **scantron and #2 pencil**. These materials can be purchased in the bookstore and you are responsible for providing them. The purpose of these quizzes is to ensure that you have done the readings and understand them on a basic level. These quizzes will also help you in learning material for your exams.
4. **Notecards (15 points out of 500; 3%)** – For five units that don't have a reading anticipation guide, you are required to submit a notecard. These units are Neurons, Factors influencing learning, the psychology of groups, Biochemistry of love, and Love, friendship, and social support. At the beginning of the 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. Each notecard will be worth six points each.

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.

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

5. **Exams (150 points out of 500; 30%)** – There will be **three** exams worth **50 points each** that will count towards your final grade in class. Over the course of the quarter, you will take three exams that integrate the course's in-class activities (lectures, Ted talks, discussions etc.) and textbook readings. Exams are designed to make sure you understand important course concepts and themes. Each exam will consist of multiple-choice questions, true/ false statements, and/or a few short answer questions. Please note that I DO NOT give make-up exams, OR allow students taking exams early or late.
6. **Fields of Psychology Project (75 points out of 500; 15%)** – This is a group assignment. Students will collaboratively work in groups during the quarter on three components of the project: (a) overview of a field of psychology, (b) classroom and research opportunities on campus and in Seattle area, and (c) career options within the field. The project included 11 fields of psychology: *Clinical, Cognitive, Counseling, Developmental, Exercise and Sport, Forensic, Health, Industrial/Organizational, Neuroscience, School, and Social*. Students will be divided into groups based on their interest in a particular field. Each group will provide the following information by the end of the quarter.
- Definition of the field, academic peer-reviewed journals that publish research in this field, and three sample citations in APA style of articles from this field of psychology.
  - Students will share information about classes available on BC campus as well as in Seattle area, and identified faculty whose research interests fall within its area of psychology.
  - Students will research career opportunities within this field.

Each group will be responsible to submit two final written products that include a 36 x 48 inch tri-fold (40 points) to be presented during a 50-min class session and a two-page handout (35 points) of the poster to be duplicated and shared with all classmates as an informative summary.

**Rubric for how in-class oral poster presentation will be graded → Total = 40 points**

LANGUAGE SKILLS	5	4	3	2	1	0
<ul style="list-style-type: none"> <li>Correct usage of terminology</li> <li>Appropriate vocabulary and grammar</li> <li>Understandable (rhythm, intonation, accent)</li> <li>Spoken loud enough to hear easily</li> </ul>						
ORGANIZATION	5	4	3	2	1	0
<ul style="list-style-type: none"> <li>Clear objectives</li> <li>Logical structure</li> <li>Stays within time limits</li> </ul>						
VISUAL AIDS	10	8	6	4	2	0
<ul style="list-style-type: none"> <li>Clarity of poster, handout, illustrations, etc.</li> <li>Use of appropriate, relevant figures/ tables.</li> </ul>						

<b>MASTERY OF THE SUBJECT</b>	<b>10</b>	<b>8</b>	<b>6</b>	<b>4</b>	<b>2</b>	<b>0</b>
<ul style="list-style-type: none"> <li>Pertinence/ relevance to topic</li> <li>Depth of commentary</li> <li>Spoken, not read from notes</li> <li>Able to answer questions</li> </ul>						
<b>GROUP/ PARTNER WORK</b>	<b>10</b>	<b>8</b>	<b>6</b>	<b>4</b>	<b>2</b>	<b>0</b>
<ul style="list-style-type: none"> <li>Equal contribution by all members</li> <li>Performed all duties assigned</li> <li>Cooperation and support among members</li> <li>Shared ideas/ knowledge and work load</li> </ul>						
<b>OVERALL IMPRESSION</b>	<b>10</b>	<b>8</b>	<b>6</b>	<b>4</b>	<b>2</b>	<b>0</b>
<ul style="list-style-type: none"> <li>Very interesting / very boring</li> <li>Pleasant / unpleasant to look at</li> <li>Very good / very poor communication</li> </ul>						

PLEASE NOTE THAT IF YOU HAVE ANY QUESTIONS, CONSIDERATIONS, OR COMPLAINTS ABOUT A GRADE YOU RECEIVED, I ASK YOU TO TAKE **24 HOURS** TO REEXAMINE THE ANSWERS OR THE WORK THAT YOU SUBMITTED AND THEN COME AND TALK WITH ME.

#### Grade Scale:

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

#### Tentative Course Schedule:

##### Week 1

##### Monday, April 3: Introduction to the course

Class introductions, brief note on free NOBA textbook

##### Tuesday, April 4: Introduction to Reading Anticipation guide

Students will do RA guide for practice

##### Wednesday, April 5: What is Psychology? Brief introduction

Read What is Psychology.pdf (available on Canvas)

Complete **Syllabus quiz** on Canvas under Modules

##### Thursday, April 6: Critical Thinking

Watch video: [5 tips to improve your critical thinking](#)

##### Friday, April 7: Psychology: Why Science?

Read Why Science.pdf (available on Canvas) + complete RA Guide

Watch Ted talk: Battling Bad Science

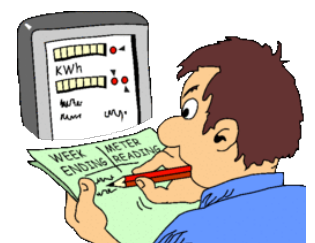
##### Week 2

##### Monday, April 10: Conducting Psychological Research

Read Research Designs.pdf (available on Canvas) + RA Guide

##### Tuesday, April 11: Reliability and Validity of Research Methods

##### Wednesday, April 12: Ethics in Psychological Research





Ethics and guidelines when conducting research on humans

**Thursday, April 13: Discussion + Class Activity**

How to design a study and collect data?

**Friday, April 14: Quiz 1 on Psychology as a Science and Research Methods**

**Week 3**

**Monday, April 17: Neurons**

Read Neurons.pdf (available on Canvas) + Notecard

**Tuesday, April 18: Discussion + Class Activity**

How neurons transmit signals?

Watch Video: Types of Glial Cells (on Canvas)

**Wednesday, April 19: The Brain**

Read The Brain.pdf (available on Canvas) + RA Guide

**Thursday, April 20: Class Activity + Discussion on role of Brain parts**

Complete quiz on Canvas on TedTalk: What happens when you remove the hippocampus?

Watch <https://www.youtube.com/watch?v=KkaXNvzE4pk>

**Friday, April 21: Quiz 2 on Neurons and Brain**

**Week 4**

**Monday, April 24: The Brain and Nervous System**

Read The Brain and Nervous System.pdf (available on Canvas) + RA Guide

**Tuesday, April 25: Discussion + Class Demonstration**

Complete a short quiz on Canvas on Ted talk: What percentage of your brain do you use?

Watch [https://www.youtube.com/watch?v=5NubJ2ThK\\_U](https://www.youtube.com/watch?v=5NubJ2ThK_U)

**Wednesday, April 26: Drugs and the Brain**

Class Group Activity: The Mouse Party

Complete Review Questions on Brain (via Canvas)

**Thursday, April 27: Split Brain and Hemispheric Lateralization**

Watch and discuss Patient Experiences

Complete a short quiz on Canvas on Ted talk: Could your brain repair itself?

Watch <https://www.youtube.com/watch?v=9D1AwQ0ITsg>

**Friday, April 28: Exam 1**

**Week 5**

**Monday, May 1: Overview to Memory**

Read Factors influencing Learning.pdf (available on Canvas) + RA Guide

**Tuesday, May 2: Stages of Memory Formation**

Read Memory Encoding Storage Retrieval.pdf (available on Canvas) + RA Guide

**Wednesday, May 3: Class Activity on Memory Strategies**

Complete a short quiz on Canvas on Ted talk: How memories form and we lose them?

Watch Ted talk: [http://www.ted.com/talks/elizabeth\\_loftus\\_the\\_fiction\\_of\\_memory?](http://www.ted.com/talks/elizabeth_loftus_the_fiction_of_memory?)

**Thursday, May 4: Importance of Sleep**

Complete a short quiz on Canvas on Ted talk: The benefits of a good night's sleep

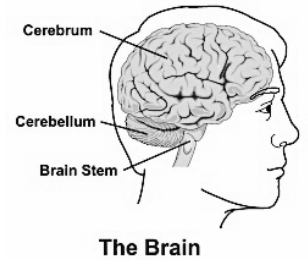
Watch <https://www.youtube.com/watch?v=gedoSfZvBgE>

Read <http://www.childtrends.org/back-to-school-special-the-importance-of-adolescent-sleep/>

**Friday, May 5: Quiz 3 on Memory**

**Week 6**

**Monday, May 8: Overview to Developmental Psychology**





Read The Nature-Nurture Question.pdf (available on Canvas) + complete RA Guide

**Tuesday, May 9: Cognitive Development in Childhood**

Read Cognitive Development in Childhood.pdf (available on Canvas)  
+ complete RA Guide

**Wednesday, May 10: Class Discussion on TED talk**

**Thursday, May 11: Social and Personality Development in Childhood**

Read Social and Personality Development in Childhood.pdf (available on Canvas) + complete RA Guide

**Friday, May 12: Quiz 4 on Developmental Psych**

**Week 7**

**Monday, May 15: Classical Conditioning**

Read Conditioning and Learning.pdf (available on Canvas) + RA Guide

**Tuesday, May 16: Operant Conditioning**

Complete a short quiz on Canvas on Ted talk: Difference between classical and operant...

Watch <https://www.youtube.com/watch?v=H6LEcM0E0io>

**Wednesday, May 17: Discussion + Class Activity**

**Thursday, May 18: Observational Learning**

Watch <https://www.youtube.com/watch?v=zerCK0IRjp8>

**Friday, May 19: Exam 2**

**Week 8**

**Monday, May 22: Overview to Stress & Health**

Watch [https://www.ted.com/talks/guy\\_winch\\_the\\_case\\_for\\_emotional\\_hygiene](https://www.ted.com/talks/guy_winch_the_case_for_emotional_hygiene)

**Tuesday, May 23: The Healthy Life**

Read The Healthy Life.pdf (available on Canvas) + complete RA Guide

Complete a short quiz on Canvas on Ted talk: Does stress cause pimples?

**Wednesday, May 24: Methods of Stress Management**

Read Managing Stress.pdf (available on Canvas) + Notecard

**Thursday, May 25: Class discussion on Ted talk**

Read What is Resilience?

**Friday, May 26: Quiz 5 on Stress and Health**

**Week 9**

*Monday, May 29: HOLIDAY! No class... enjoy!*

**Tuesday, May 30: Happiness – The Science of Subjective Well-being**

Read Happiness – Science of Subjective Well-being.pdf (available on Canvas) + RA Guide

**Wednesday, May 31: Biochemistry of Love**

Read Biochemistry of Love.pdf (available on Canvas) + Notecard

**Thursday, June 1: Love, Friendship and Social Support**

Read Love, Friendship, and Social Support.pdf (available on Canvas) + complete RA guide

**Friday, June 2: Quiz 6 on Happiness, Love and Relationships**

**Week 10**

**Monday, June 5: The Psychology of Groups**

Read The Psychology of Groups.pdf (available on Canvas) + RA Guide

Social Facilitation demonstration

Read PSYBlog: *Social Facilitation: How and When Audiences Improve Performance*

**Tuesday, June 6: Discussion + Class Activity**

Watch Ted talk: Danger of a Single story (on Canvas)



**Wednesday, June 7: Prejudice, Discrimination, and Stereotyping**

Read Prejudice, Discrimination, and Stereotyping.pdf (available on Canvas) + RA guide

**Thursday, June 8: Class activity + Discussion**

Invisible Knapsack

**Friday, June 9: Quiz 7 on Groups and Prejudice****Week 11****Monday, June 12: Exam 3 at 9:30 am in D 259****Tuesday, June 13: In-class poster preparation****Friday, June 16: Poster presentations by groups (external reviewers)**

In cases of college closure due to weather, BC Interim President will make an announcement regarding closure. The understanding is that the campus is open unless you see a notice on the BC homepage. You can also sign up for alerts at <https://bellevuecollege.edu/alerts/>

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

**Religious Holidays**

Students who expect to miss classes, examinations, or any other assignments as a consequence of their religious observance should be provided with a reasonable alternative opportunity to complete such academic responsibilities. It is the obligation of students to provide faculty with reasonable notice of the dates of religious holidays on which they will be absent, preferably at the beginning of the term. Students who are absent on days of examinations or class assignments should be offered an opportunity to make up the work without penalty (if they have previously arranged to be absent), unless it can be demonstrated that a makeup opportunity would constitute an unreasonable burden on a member of the faculty. Should disagreement arise over what constitutes an unreasonable burden or any element of this policy, parties involved should consult the department chair, or Dean.

**College Anti-Discrimination Statement (Title IX)**

Bellevue College does not discriminate on the basis of race or ethnicity; color; creed; national origin; sex; marital status; sexual orientation; age; religion; genetic information; the presence of any sensory, mental, or physical disability; gender identity or veteran status in educational programs and activities which it operates.

For further information and contacts, please consult [College Anti-Discrimination Statements](#).

**Student Code of Conduct and Academic Integrity**

Any act of academic dishonesty, including cheating, plagiarism (using the ideas or words of another as one's own without crediting the source), and fabrication and inappropriate/disruptive classroom behavior are violations of the Student Code of Conduct at Bellevue College. Examples of unacceptable behavior include, but are not limited to, talking out of turn, arriving late or leaving early without a valid reason, allowing cell phones/pagers to ring, and inappropriate behavior toward the instructor or classmates. The instructor can refer any violation of the Student Code of Conduct

to the Dean of Student Success for investigation. Specific student rights, responsibilities, and appeal procedures are listed in the Student Code of Conduct at: [Student Code](#).

### **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](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* – September 23<sup>rd</sup>, 2016

*Last day to withdraw from a course without a "W" posted on your transcript* – September 30<sup>th</sup>, 2016

*Last day to withdraw from a class ("W" will be posted on your transcript)* – November 6<sup>th</sup>, 2016 (online)

### **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 [Autism Spectrum Navigators](#) Email and phone number is on the web page. ASN is located in the Library Media Center in D125.

The DRC office is located in B132 or you can call our reception desk at 425.564.2498. Deaf students can reach us by Skype: the address is **DRCatBC** (NOTE: There is no @ sign...it is actually **DRCatBC**). Please visit our website at [Disability Resource Center](#) for application information into our program and other helpful links.

### **Accessibility**

The online elements of this course are designed to be welcoming to, accessible to, and usable by everyone, including students who are English-language learners, have a variety of learning styles,

have disabilities, or are new to online learning. Be sure to let me know immediately if you encounter a required element or resource in the course that is not accessible to you. Also, let me know of changes I can make to the course so that it is more welcoming to, accessible to, or usable by students who take this course in the future.

### **Public Safety and Emergencies**

Public Safety is located in the K building and can be reached at **425-564-2400** (easy to remember because it's the only office on campus open 24 hours a day—2400). Among other things, Public Safety serves as our Parking Permits, Lost and Found, and Emergency Notification center. Please ensure you are signed up to receive alerts through our campus alerting system by registering at [RAVE Alert Registration](#)

If you work late and are uneasy about going to your car, Public Safety will escort you to your vehicle. To coordinate this, please phone ahead and let Public Safety know when and where you will need an escort.

Please familiarize yourself with the emergency postings by the door of every classroom and know where to go in the event of an evacuation. Your instructor will be asked if anyone might still be in the building, so check in before you do anything else. Emergency responders will search for anyone unaccounted for.

If a major emergency occurs, please follow these three rules:

- 1) **Take directions from those in charge of the response** - We all need to be working together.
- 2) **Do not get in your car and leave campus (unless directed to)** - Doing so will clog streets and prevent emergency vehicles from entering the scene. Instead, follow directions from those in charge.
- 3) **In an emergency, call 911 first, then Public Safety.**

Please do not hesitate to call Public Safety if you have safety questions or concerns at any time. You may also visit the [Public Safety](#) web page for answers to your questions.