**SYLLABUS: Anthropology 219: Sociolinguistics**

**Winter 2018**
**Online Course: Section OAS**
**Item Number 5076**
**Instructor: HUNT**

# Table of Contents (Clickable)

ANTH 219: Sociolinguistics

## Instructor Information
**Instructor**: Katharine Hunt
**E-mail**: Please use the Inbox tool in Canvas.
Only if Canvas is unavailable, use the following:  katharine.hunt@bellevuecollege.edu
**Phone**: (425) 564-2399 to leave a message.
**On campus office hours**: Tuesday and Thursday: 9:00 – 10:00 in my shared campus office, D200D.  You can come by the office or call me during those hours.
**Online Office Hours (tentative times)**: Wednesday: 8:00 – 9:00 am; 8:00 – 9:00 pm. We can talk via chat or Skype during these times.


## Course Information

### Required Textbook
Readings are an essential part of this course.  You will need to purchase one textbook.  Other readings will be available online.
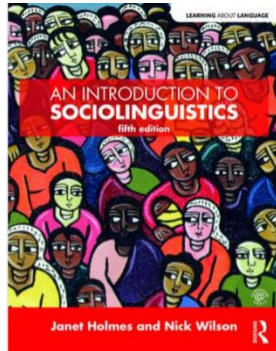
**An Introduction to Sociolinguistics**
Janet Holmes and Nick Wilson
2017; 5th edition.
Publisher: Routledge
**ISBN:** 9781138845015

You can purchase a hard copy or an eBook.
Copies of this book are available through the BC bookstore.  However, you can also check other online sites for used copies, such as amazon.com; half.com; chegg.com; barnesandnoble.com


**Textbook website:**
There is a website which accompanies the textbook.  It is new and not very fully developed, but the following sections may be useful:
  i.      Glossary of terms:
          http://www.routledgetextbooks.com/textbooks/9781138845015/glossary.php
  ii.     Map of locations:
          https://tourbuilder.withgoogle.com/builder#play/ahJzfmd3ZWItdG91cmJ1aWxkZXJyEQsSBFRvdXIYgIDAws2U6gkM
          This link takes you to a map showing all the locations referred to in the textbook.
          Some of the links include images and Wikitongues videos of speakers of the
          languages under discussion.

You will notice that there are video and audio icons at some places in the textbook.  Ignore these!  It is disappointing, but this aspect of the textbook is unfinished.  There are no audio files connected with the audio icons, and the video links do not connect clearly with particular videos.  There is a YouTube channel associated with the textbook, but many of the videos there are blocked in the US for copyright reasons, and they mostly do not have captions, so in general we will not be making use of these videos in this course.  If you are interested in seeing the coauthor, Nick Wilson, look at his short introduction video on the YouTube channel.

## Course Outcomes

Listed below are the course outcomes for ANTH 219. Outcomes will be assessed through quizzes, exams, assignments and discussions.

By the end of the course students will be able to:
- Identify social factors which lead to variation in how individuals and groups use language
- Describe how social and political factors affect the development of languages over time, including the development of regional and social dialects, pidgins and creoles
- Interpret graphs and tables showing correlations between linguistic forms and social variables
- Analyze the causes and effects of social judgments of different dialects, taking a cross-cultural perspective, and justify taking a culturally relativistic approach to language variation
- Evaluate the social effects of government policies related to language around the globe, including in the areas of education, bilingualism, language maintenance and official languages
- Select and use appropriate methods for gathering and analyzing data to research sociolinguistic questions
- Relate sociolinguistic research findings to their own experiences

The course will also include discussion of news items related to sociolinguistics.

## General Education Ratings

This course meets the General Education requirement for cultural diversity, within the category "Connections".

## Grading

**Grade distribution**

Grades will be weighted and calculated as follows:

| Assignment | Percentage of final grade |
|---|---|
| Getting Started Assignments | 5% |
| Weekly Reading Discussions and Assignments | 45% |
| 4 Exams | 40% |
| Reading Quizzes | 10% |
| TOTAL: | 100% |

Grades in Canvas: The overall grade which shows in the grades page in Canvas during the quarter can be misleading. If you want to know your current grade in class during the quarter, please ask me.

**Grading scale**
Final grades will be calculated based on the following grading scale:
95-100%          A
90-94%           A-
85-89%           B+
80-84%           B
75-79%           B-
70-74%           C+
65-69%           C
60-64%           C-
55-59%           D+
50-54%           D
below 50%        F

Details of the Bellevue College grading policy can be found at:
http://bellevuecollege.edu/policies/3/3000_grading.asp

**General grading rubric for written work**
Here are my general rubric descriptions of written work of different grade levels:

**A grade characteristics:**
- Consistent use of critical thinking
- Original ideas
- Relevant evidence to support any claims
- Ideas are connected in interesting and creative ways
- Response shows deep understanding of readings, and technical terms are used appropriately
- Thoughtful and insightful responses to questions
- Meets or exceeds word count, use of technical terms, etc.
- Ideas are very clearly expressed
- Assignment instructions are followed

**B grade characteristics:**
- Some use of critical thinking
- Some original ideas
- Relevant evidence to support most claims
- Ideas are connected, but in more obvious ways
- Response shows general understanding of readings, and most technical terms are used appropriately
- Thoughtful response to questions posed
- Meets requirements for word count, use of technical terms, etc.
- Ideas are clearly expressed
- Assignment instructions are followed

**C grade characteristics:**
- Limited evidence of critical thinking
- Few original ideas
- Limited or superficial evidence to support claims
- Few connections between ideas
- Some misunderstandings of readings or concepts are shown and some technical terms may be misused
- Somewhat superficial responses to questions
- May not meet requirements for word count, use of technical terms, etc.
- Some ideas are not clearly expressed
- Most assignment instructions are followed

**D or F grade characteristics**
- Very limited or no evidence of critical thinking
- Very limited or no original ideas
- Very limited or no evidence for claims
- Very limited or no connections between ideas
- Multiple misunderstandings of readings and concepts, so that is unclear that student has completed or understood the readings; technical terms are not used or are misused
- Responses to questions are weak or absent, so that it is unclear whether the student read or understood the questions
- Does not meet requirements for word count or technical terms
- Ideas are difficult for the reader to understand
- Assignment instructions are not followed

## What should you do to succeed in this class?

**1.  Contact me if you have any questions or concerns.**
I welcome your emails and questions at any time.  Often a problem can be easily solved if it is addressed immediately. Too often, though, students delay in letting me know about a problem until the end of the quarter when it may be too late to resolve it.

**2. Participation in class**
Log on to the course site regularly (at least every couple of days), and be sure to have notifications set up so that you get messages and announcements sent to your phone or another email account if you do not plan to log onto Canvas every day.

**3. Reading**
Reading is a very important part of learning in this course.  In most weeks you will need to read about 50 pages from the textbook, plus additional assigned articles and PowerPoints.  If you find that you are having trouble understanding or completing the assigned readings, I suggest you try the following:
   i.      For textbook readings, look at the review questions at the end of each chapter in the textbook, and the answers at the back of the textbook.  Use the glossary at the back of the textbook to help you understand any technical terminology.  For other readings, use the reading guides I supply in the modules.
   ii.     Look over the "Tips for doing readings" document posted in the "Getting Started" module.
   iii.    Email me to ask questions about any of the readings if you find them difficult.
   iv.     Ask a question in the reading discussion to get help from your classmates.

**4.  Set aside regular times to complete your work.**
In an online class, it can be easy to get behind if you do not make a priority of completing the work.  Schedule regular blocks of time when you plan to complete your work for this class.  Allow at least 12 hours per week.   The weekly deadlines in the course are designed to help you stay up to date.

**5. Have a technology plan**
   i.      Make a plan now for what you will do in case of problems with your computer or internet service.  (E.g. a friend's house, Starbucks, library, campus, etc.)
   ii.     Set your computer to back up your work regularly to a flashdrive and/or the cloud
   iii.    Never write postings or assignments directly in Canvas, as it is easy to lose work.  Compose offline and then upload.

## Course Rhythm and Time Commitment

- This online course will have weekly assessments, including quizzes, discussions, assignments and exams.  Most due dates will be Monday nights at 11:59 pm.
- You should expect to spend at least 12 hours per week reading, working on assignments and studying.

## Course Calendar

- A tentative schedule of topics and due dates is provided on the next page of this syllabus.
- Assignments and due dates will also be included in the overview at the start of each module.  Any changes to the due dates will be announced on the course site.

## Tentative Schedule of Topics, Assignments and Due Dates

This represents the tentative order of topics and associated textbook readings, and the dates of tests.  Other readings will be assigned weekly.

| WEEK | Dates | Topics | Textbook Readings | Assignments |
|---|---|---|---|---|
| 1 | Jan 2 - 8 | ❖ Introductions<br>❖ What is Linguistics?<br>❖ What is Sociolinguistics?<br>❖ Symbolism in language<br>❖ Dictionaries<br>❖ Methods | Chapter 1 | **Getting Started Assignments**<br>**Reading Quiz**<br>**Assignment 1** |
| 2 | Jan 9 - 15 | ❖ Language Choice in Multilingual Communities<br>❖ Language maintenance and shift | Chapter 2<br>Chapter 3 | **Reading discussion 1**<br>**Reading Quiz** |
| 3 | Jan 16 – 22 | ❖ Linguistic Varieties and Multilingual Nations | Chapter 4 | **Exam 1** |
| 4 | Jan 23- Jan 29 | ❖ National Languages and Language Planning<br>❖ Regional dialects<br>❖ Social dialects | Chapter 5<br>Chapter 6 | **Assignment 2**<br>**Reading Quiz** |
| 5 | Jan 30 – Feb 5 | ❖ Language and gender<br>❖ Language and age | Chapter 7 | **Reading discussion 2**<br>**Reading Quiz** |
| 6 | Feb 6 - 12 | ❖ Ethnicity and Social Networks | Chapter 8 | **Exam 2** |
| 7 | Feb 13 - 19 | ❖ Language Change<br>❖ Identity in Sociolinguistics<br>❖ Style, context and register | Chapter 9<br>Chapter 10 | **Assignment 3**<br>**Reading Quiz** |
| 8 | Feb 20 – 26 | ❖ Speech functions, politeness and cross-cultural communication | Chapter 11 | **Reading discussion 3**<br>**Reading Quiz** |
| 9 | Feb 27 – Mar 5 | ❖ Gender, politeness and stereotypes | Chapter 12 | **Exam 3** |
| 10 | Mar 6 – 12 | ❖ Language, cognition and culture<br>❖ Analysing discourse | Chapter 13<br>Chapter 14 | **Reading discussion 4**<br>**Reading Quiz** |
| 11 | Mar 13 – 19 | ❖ Attitudes and applications<br>❖ Conclusion | Chapter 15<br>Chapter 16 | **Assignment 4**<br>**Reading Quiz** |
| 12 | Mar 20 - 22 | ❖ Final exam week | | **Exam 4 (due March 22)** |

## Class Expectations

**Syllabus and Social Science Division Guidelines and Procedures Review**
You are required to review this syllabus and the Social Science Division Procedures and Guidelines (at the end of the syllabus), which apply to students in this class. Enrollment in the course constitutes an agreement to abide by the procedures and guidelines set forth in these two items. If you have any questions about the meaning of any of this material, please ask me.

**My expectations of students:**
- Be respectful to other students
- Read instructions carefully and contact me whenever you have questions
- Turn work in on time
- Do not wait until the last minute to ask for help
- Do not plagiarize. (Details on the next page.)

**What you can expect from me**
- Respectful responses to questions
- Responses within 24 hours to email. I will warn you ahead of time if this will not be possible for any reason. If you do not hear back from me, please email again after 24 hours, to be sure that your message got through
- Work usually graded within a week. Again, I will warn you if I cannot meet this goal.

**Behavioral Expectations for Discussion**
- The on-line classroom must be safe and open for all students regardless of their age, sexual orientation, race, ethnicity, religion, gender, disability, or perspective.
- Please abide by the following discussion guidelines:
1. Treat your classmates with respect, even when you disagree with them.
2. Any opinions or arguments you express should be supported by evidence.
3. If you disagree with a classmate, question the evidence or the claim, not the person.
4. No one should be understood to be 'representing' the racial/ethnic, gender, class, etc. group to which he or she belongs. You speak only for yourself.

## Due dates
- All course work must be submitted/posted/completed by 11:59 p.m. on the due date. Assignments and discussions will lock at that time, so it is in your interests to submit work early rather than at the last minute in case of computer problems.
- If you have a problem with Canvas as you are submitting an assignment and the file upload will not work before the deadline, please immediately submit your work to me by email (Khunt@bellevuecollege.edu) as evidence that the work was completed on time. Include a note explaining what happened. Note that work will not be graded until it is submitted to Canvas, so be sure to stay in communication with me until the submission problem is solved.

## Late work policy (and how to avoid late work)
- Course assignments and exams are important, and should be a priority while you are a student. In an online course you are responsible for checking deadlines and organizing your time to make sure that you complete work on time.
- In general I do not like to accept late assignments, as it is unfair to students who submit on time. However, I know from personal experience that life can present unexpected challenges which prevent you from turning work in on time. If you feel that you have a serious and valid reason for needing to submit work late, you may write an email asking me to accept your late work. In your email you should state why your assignment is/will be late, and provide any evidence you can to support your claim. I will consider these requests on a case by case basis. You should always do this as soon as possible. If

your request comes in after the due date, you will need to have a good reason.  Do not just submit work late with no explanation and hope that I will accept it!

- To avoid last-minute emergencies, try to complete all work well before the deadline. Some students like to mark deadlines on their calendars a day earlier than the actual due date, so that they will always have an extra day if a last minute emergency arises.
- Vacations are not a valid excuse for late work. If you will be out of town without web access on due dates, you should complete the work before you leave.
- Individual reading quizzes are worth very few points, and I will not grant extensions for these.  It is to your benefit to complete quizzes on time because then you can use them to review for the unit exams.  If you have not completed them by the due date, you will not be able to review the quiz questions.
- If I agree to accept late work from you, it is your responsibility to let me know when the work is completed, and to check with me if it is not graded within two weeks after submission.

## Avoiding Plagiarism

Plagiarism is "the uncredited use (both intentional and unintentional) of somebody else's words or ideas."  (http://owl.english.purdue.edu/owl/resource/589/01/)   It is considered a serious academic offense in the United States.  You can avoid plagiarism by taking care in how you cite or paraphrase the sources you use in researching projects or papers.

The form of plagiarism I most frequently see in student assignments is the copying and pasting of material from the web.  Please do not be tempted to do this.  All projects you submit will be checked by Turnitin.com. If plagiarism is found, you will get a score of zero.

Here are two excellent sources you can use to help you learn how to avoid plagiarism:

http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml

http://www.lib.usm.edu/legacy/plag/whatisplag.php

## Communication

According to Bellevue College policy, I am only allowed to communicate with students over official BC emails systems (Bellevue Email or Canvas).  To create your account, go to: Create Email  If you email me from your personal email I may not respond.  I am also subject to FERPA law which states that I am not allowed to communicate with any person outside this institution about your academic performance without given and documented consent.  This includes parents.

## Course Assessments

After the special work completed in the Getting Started module, assessed work in this class will consist of discussions, exams, reading quizzes and assignments.   Here is some information about each of these.

### Discussions:

The reading discussions are designed to help you reflect on the course topics and readings, come to a deeper understanding of the concepts, see connections between the course content and other aspects of your life experience and exchange ideas with classmates.   In all discussion postings, I will be looking for evidence of critical thinking. Participating actively in the discussions will make your experience of the class more enjoyable and more meaningful, and it will also help you get a better grade in the course. Students regularly tell me that reading postings from other students helps them understand the topics more fully.

You need to participate in four discussions.  Each time you participate, you will be required to post an initial response to the topic and then reply to other students.  You will be graded on the quality of your posting and your engagement in the discussion.  Guidelines about my expectations will be provided in the discussion prompt.  Each discussion will contain specific questions for you to answer. Organize your posting into sections according to the questions posted in the discussion prompt.   Include a word count at the end of your posting.   Where possible or relevant, refer to the readings and use technical terminology from the course content.

### Assignments:

In the assignments you will do some fieldwork or research related to what you have learned in the course and you will submit a write-up, describing your methods and findings, and showing how you applied what you learned in the course.

### Reading Quizzes

Reading quizzes, which are multiple choice, are designed to help you assess your understanding of the readings.   These quizzes can be taken as often as you wish and you can also use them to review for the exams – as long as you complete them by the due date.

### Exams

There will be four exams in this course, consisting of multiple choice questions. You will have an hour to complete each exam.   Exams are open book.   I will post a review sheet before each exam, summarizing the topics to be covered.  The last exam is not comprehensive.

# Campus Information

## Disability Resource Center

The Disability Resource Center serves students with disabilities.  A disability includes any physical or mental impairment that substantially limits one or more major life activities.  Common disabilities include physical, neurological (e.g. Autism, ADD), and mental health (e.g. depression, anxiety). If you are a student who has a disability or if you think you may need accommodations in order to have equal access to programs, activities, and services, please contact the DRC.

If you require assistance in an emergency, please meet with your individual instructors to develop a safety plan for while in class and contact the DRC to develop a safety plan for while you are elsewhere on campus.

If you are a student with a documented autism spectrum disorder, there is an additional access program available to you. Contact Autism Spectrum Navigators (ASN).  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 building B132.  You can contact the DRC by stopping by B132, calling our desk at 425-564-2498, emailing drc@bellevuecollege.edu, and Deaf students can reach us by Skype (account name DRCatBC).  For more information about the services we offer, including our Initial Access Application, 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.

## 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 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](#)

## 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.

[Policy 2950 Accommodations for Reasons of Faith or Conscience](#)

### College Anti-Discrimination Statement

Bellevue College does not discriminate on the basis of race or ethnicity; creed; color; national origin; sex; marital status; sexual orientation; age; religion; genetic information; the presence of any sensory, mental, or physical disability; or veteran status in educational programs and activities which it operates. Bellevue College is prohibited from discriminating in such a manner by college policy and by state and federal law. All college personnel and persons, vendors, and

organizations with whom the college does business are required to comply with applicable federal and state statutes and regulations designed to promote affirmative action and equal opportunity. [Equal Opportunity](#)
For further information about Title IX, please consult the [Title IX page](#).


**Confidentiality and Mandatory Reporting**
As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep information you share private to the greatest extent possible. However, I am required to share with the Title IX Coordinator any and all information regarding sexual assault and other forms of sexual misconduct (e.g. dating violence, domestic violence, stalking) that may have occurred on campus or that impacts someone on campus. Students may speak to someone confidentially by contacting the BC Counseling Center at (425) 564-2212.

- The Title IX Office can be contacted at 425-564-2641 and more information can be found at [Title IX](#).
- If you have any concerns, you may report to: [Report Concerns](#) Safe Space.

This class is a Safe Space for all students, regardless of sexual orientation or gender identity.


## Public Safety
Public Safety is located in Building D 171 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](#)

## Bellevue College E-mail and access to MyBC
All students registered for classes at Bellevue College are entitled to a network and e-mail account.  Your student network account can be used to access your student e-mail, log in to computers in labs and classrooms, connect to the BC wireless network and log in to MyBC. To create your account, go to: [Create Email](#)
BC offers a wide variety of computer and learning labs to enhance learning and student success. Find current campus locations for all student labs by visiting the [Technology Help Desk](#)

## Academic Calendar
The Bellevue College Academic Calendar is separated into two calendars. They provide information about holidays, closures and important enrollment dates such as the finals schedule.

- [Enrollment Calendar](#) On this calendar you will find admissions and registration dates and important dates for withdrawing and receiving tuition refunds.
- [College Calendar](#) This calendar gives you the year at a glance and includes college holidays, scheduled closures, quarter end and start dates, and final exam dates.


## Final Exam Schedule
Bellevue College devotes three days (March 20-22) to final exams, and provides a [Final Exam Schedule.](#)
In this course Exam 4 will be open during these three days, and will be due on Thursday, March 22.

# PROCEDURES AND GUIDELINES OF THE SOCIAL SCIENCE DIVISION

Winter 2018

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 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 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 and at http://bellevuecollege.edu/policies/2/2050P_Student_Code_(Procedures).asp

Email Communication with instructors must be done through student email accounts only. Instructors cannot communicate with students about their course work or grades through student's personal email accounts.

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 BC 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 program assistants or coordinators will not give out grades. Students should access their grades through the BC 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 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.