

**PSYC& 100 General Psychology (5 Credits)**

Fall Quarter 2019 – Item # 5401, Section B
Monday-Friday, 8:30-9:20 am in Room B227



Instructor: Jennifer Parada
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Office Location: D110-I

Phone: 425-564-2198
Student Office Hours: Monday-
Thursday 1-2 pm and Friday 10-11
am, or by appointment

Dear Students,

Welcome to General Psychology! I am very excited to guide you through the wonderful world of psychology this quarter. Psychology is *the scientific study of behavior and mental processes*. How do we study behavior and mental processes? Stick around and you'll find out! This quarter, we will be learning about the history of psychology, research methods, the biology of behavior (my favorite!), human development, cognition, stress and health, *and* clinical psychology. In order to gain all of this knowledge, we will be learning new vocab and concepts every day. This may sound scary, but don't worry, I'm here to help. I'm so glad you're all here! Get started by reading the remainder of the syllabus and bring any questions to class or email me (Jennifer.Parada@bellevuecollege.edu).

Sincerely,
Jennifer Parada

Course Information

COURSE DESCRIPTION

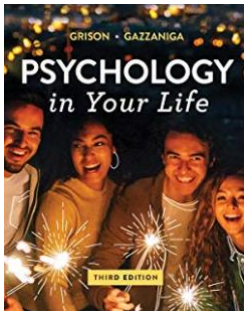
Presents methods, concepts, and principles of psychology. Topics include psychophysiology, sensation and perception, learning and memory, motivation, development, emotion, health, stress, personality, and abnormalities and their treatments.

COURSE LEARNING OUTCOMES

| After completing this course, you will be able to: | | Assessed by: |
|--|---|--|
| CLO 1 | Describe key concepts, principles, and overarching themes in psychology | In-Class Participation; Chapter Quizzes; Homework Assignment 3; MythBusters Final Presentation |
| CLO 2 | Describe psychology's content domains and areas of application to human behavior | In-Class Participation; Chapter Quizzes |
| CLO 3 | Use scientific reasoning to understand, apply and/or critique various research methods and theoretical perspectives used by psychologists to study and explain behavior | In-Class Participation; Homework Assignment 2; Homework Assignment 3; MythBusters Final Presentation |
| CLO 4 | Apply critical thinking and ethical standards to evaluate assumptions, claims, and common sense ideas about behavior | In-Class Participation; Homework Assignment 1; Homework Assignment 2; Homework Assignment 3; MythBusters |

| | | |
|--------------|--|---|
| | | Final Presentation |
| CLO 5 | Apply psychological principles and findings to enhance interpersonal relationships at individual, community, national, and global levels | In-Class Participation; MythBusters Final Presentation |
| CLO 6 | Communicate effectively in written and/or oral formats in academic and professional life | In-Class Participation; Homework Assignment 1; Homework Assignment 2; Homework Assignment 3; MythBusters Final Presentation |

TEXTBOOK



Grison, S. & Gazzaniga, M. (2019). *Psychology in your life* (3rd Ed.). New York: Norton. ISBN-13: 978-0393673883

You may use the 2nd edition of the textbook, but please keep in mind that **you are responsible for the any differences in content.*

Online access to the textbook: The most cost-effective way to access the textbook is online. You may access the textbook online directly from the publisher by clicking [HERE](#). You can access the online textbook and student resources from the publisher (such as InQuizitve) for **FREE** for 21 days. After the 21 days, you will have the option of purchasing the book for \$65 as well as a loose-leaf copy of the textbook for 15 additional dollars. Please see the resources under the “Getting Started” module on our Canvas page if you’re interested in this option.

CANVAS

- You can access Canvas through the [Bellevue College homepage](#) or by clicking [HERE](#).
 - For technical problems with Canvas, contact the HELP desk at (425) 564-4357 or by clicking [HERE](#).

Classroom Learning Atmosphere

INSTRUCTOR’S EXPECTATIONS

Because college is a professional environment, I expect all students in my classrooms to abide by basic professional etiquette. This etiquette includes, but is not limited to:

- Arriving to class **on time**. Class will begin promptly at 8:30 am and you are expected to be in class at that time, ready to begin the lesson.
- Please do not use your cellphones or other electronic devices during class time unless otherwise instructed (See the next section on **Technology**).

- c) All email communication must be done through Canvas or your BC e-mail account. I will not communicate about coursework or your grades through personal email accounts. I aim to answer emails within 48 hours.
- d) Be respectful to your classmates. Any disrespectful language or behavior used towards your classmates will result in removal from the classroom, as well as a zero on any in-class activities or participation assignments during that class period.
- e) Be respectful of my time. I aim to have assignments graded and returned within two weeks after they are submitted (although I often get them back by one week). Please do not ask me when assignments will be returned or graded before this time. If it has been more than two weeks, and you are concerned about your grades, please talk to me during office hours or email me with questions.

CLASSROOM POLICIES

- I. **Technology.** Cell-phone usage is not allowed during class time, unless otherwise permitted/instructed. If you are expecting an important call/text, please notify me at the beginning of class. Using laptops or tablets to legitimately take notes or work on in-class activities is allowed, however, note-taking by hand is **highly encouraged** as electronic devices can be extremely distracting not just to you, but to your classmates, and myself.
- II. **Self-disclosure.** Please note that our approach toward psychology is an academic/scientific one. I know that the study of psychology can include very personal and emotional topics. While I hope that the content we cover is personally meaningful to you, I ask that you think carefully about the experiences and examples you choose to share with your classmates. When sharing examples, please avoid disclosing any identifying information (e.g., name, age) about the individuals involved if it is not relevant to the context of the example. This is to avoid anyone else identifying these individuals, especially if the example is related to a personal topic. These steps will help us respect our scientific approach and ensure a comfortable and safe learning environment for you and your classmates.
- III. **Attendance Policy.** Attendance is very important for this class. Not only will important material be covered during class time, but in-class participation activities and important assignment components (e.g., instructions, tips, resources) will be carried out during this time. Please note that in-class participation activities **cannot** be made up if you are absent. You may take a missed quiz on Canvas by 11:59pm on the day after you return from your absence. Please see the **Late Work Policy** for information on submitting late assignments.
- IV. **Late Work Policy.** All homework assignments (including your final MythBusters Presentation) will receive half credit if turned in late, unless you and I have made alternative arrangements **before** the assignment deadline. You have until the end of the quarter (December 6th) to turn in late assignments for half credit. My motto is *some points are better than no points*, so please keep this in mind if you miss an assignment deadline.

Course Assessments

- I. **Syllabus Quiz.** There is one syllabus quiz for this class. The quiz will be taken on Canvas before the second day of class (September 17th). The quiz will cover important policies and procedures of the class detailed in the course syllabus.
- II. **Library Resources Module.** One of your very first assignments will be to complete a “Library Resources” module on Canvas. The purpose of doing this module is to learn or brush up on skills that you will need to successfully complete your written homework assignments and final MythBusters presentation. These skills include: 1) knowing the difference between a primary and secondary source, 2) being able to use search engines through the BC library, 3) using search terms to find research articles, and 4) the importance of citing and avoiding plagiarism. I highly suggest starting to navigate through the module during the first week of class so that you are not rushing through it before it is due. The module should take about 20-30 minutes to complete.
- III. **Chapter Quizzes.** There will be 10 quizzes for this course that test your knowledge of the assigned readings. The quizzes are timed and will be taken on Canvas. They are due on Sundays at 11:59pm as listed on the **Tentative Class Schedule** (unless otherwise noted). Each of you will be *randomly assigned* a combination of multiple-choice, fill-in-the-blank, and open-response questions. Your final quiz grade will be based on your highest 8 out of 10 quizzes. In other words, I will drop your lowest 2 quiz grades.

NEW FOR FALL 2019: You will have the option to take a practice quiz before taking your actual chapter quiz. Practice quizzes are timed, just like the actual quizzes, and they are composed of similar questions that cover the same topics as the ones on the actual quiz. Your performance on the practice quizzes is not graded and does **not** count toward your grade. I suggest taking advantage of this option for several reasons: 1) to become familiar with the quiz format on Canvas, 2) to get an idea of the topics covered on the chapter quiz, and 3) to use this practice quiz as an additional opportunity to study!

- IV. **MythBusters Homework Assignments.** There will be 3 written homework assignments for this class surrounding a myth about psychology that you choose to investigate throughout the quarter. Through these homework assignments you will explore the origins of the myth (i.e., where the myth came from), whether or not research in psychology supports this myth, and why people still believe this myth. Completing your homework assignments will also help you prepare some of the materials for your MythBusters presentation (See the description below). All assignments will be submitted on Canvas and will be checked for plagiarism through VeriCite; please see the **Cheating, Stealing, and Plagiarizing** section. All instructions and due dates for the assignments are available on Canvas and the course schedule below.

Possible myths include: Adults cannot grow new brain cells; left vs. right brained; we only use 10% of our brain; any myth about sex differences; learning styles; myths about intelligence; myths about memory (e.g., “photographic” memory); accuracy of lie detector tests; myths about violence (e.g., violence and video games, violence and mental illness), etc.

***Please note that I MUST approve of your myth before you begin your homework assignments!**

- V. **MythBusters Presentation.** In order to showcase what you have learned throughout the quarter about your chosen myth, you are going to present this information to your classmates during the last two weeks of class. You will sign up to present on one of these days. Everyone’s presentation slides are due at the **beginning** of class on November 25th. I will make sure that the presentation slides are loaded onto our classroom computer the day of your presentation. Your presentation should be between 5-7 minutes long. The evaluation criteria and rubric for the presentations are available on Canvas.
- VI. **In-Class Participation.** In-class participation is **very important** in this class, as it will allow you to apply the information from lecture, critically discuss content with classmates and myself, and receive important information to complete your homework assignments. There will be various opportunities to participate in class (this doesn’t have to just be speaking in class). These activities may include completion of an exit ticket or reaction paper, participating in think-pair-share, jigsaw activities, and small group discussions. Participation activities are 2 points each with one per class (includes the weeks of MythBusters Presentations).

COURSE EVALUATION

| Activity | Point Allotment | Total |
|------------------------------|---|------------|
| Syllabus Quiz | 10 points | 10 points |
| Library Resources Module | 20 points | 20 points |
| 8 out of 10 Quizzes | 20 points each | 160 points |
| 3 Homework Assignments | 35 points each | 105 points |
| MythBusters Presentation | 120 points | 120 points |
| In-class Participation | 2 points per participation activity (one per day) | 108 points |
| TOTAL POINTS POSSIBLE | 523 points | |

GRADING SCALE

| | | |
|----|------------|-----|
| A | 100-95% | 4.0 |
| A- | 94-90% | 3.7 |
| B+ | 89-86% | 3.3 |
| B | 85-80% | 3.0 |
| B- | 79-75% | 2.7 |
| C+ | 74-71% | 2.3 |
| C | 70-66% | 2.0 |
| C- | 65-60% | 1.7 |
| D+ | 59-55% | 1.3 |
| D | 54-50% | 1.0 |
| F | 49 or less | 0.0 |

Tentative Course Calendar

DUE = Assignments and quizzes are due at 11:59pm on the listed day, unless otherwise noted

READ = Assigned readings; complete **BEFORE** class

(Please note that this is a *tentative* calendar and is subject to change)

| Unit 1: Introduction to Psychology and Research Methods | | | | | |
|--|---|---|---|--|--|
| Week | Monday | Tuesday | Wednesday | Thursday | Friday |
| 1 | September 16 th <i>First day of class</i> | September 17 th <i>Intro to Psychology</i> READ: Ch. 1 (pp. 4-11) DUE before class: Syllabus Quiz (Canvas) | September 18 th <i>Psychology then and now</i> READ: Ch. 1 (pp. 12-21) | September 19 th <i>Research Methods</i> READ: Ch. 1 (pp. 22-38) | September 20 th <i>Research Methods</i> READ: Ch. 1 (pp. 22-38) DUE Sunday 9/22: Quiz 1 (Canvas) |
| Unit 2: The Biology of Behavior | | | | | |
| 2 | September 23 rd <i>Neurons</i> READ: Ch. 2 (pp. 46-54) | September 24 th <i>Neural Communication</i> READ: Ch. 2 (pp. 46-54) | September 25 th <i>Neuro-transmitters</i> READ: Ch. 2 (pp. 54-58) | September 26 th <i>The Central Nervous System</i> READ: Ch. 2 (pp. 58-70) | September 27 th <i>The Central Nervous System</i> READ: Ch. 2 (pp. 58-70) DUE Sunday 9/29: Quiz 2 (Canvas) & Library Resources Module |

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|--|---|--|---|--|---|
| 3 | <u>September 30th</u> <i>Peripheral Nervous System</i> READ: Ch. 2 (pp. 71-76) | <u>October 1st</u> <i>Endocrine Nervous System</i> READ: Ch. 2 (pp. 71-76) | <u>October 2nd</u> NO CLASS | <u>October 3rd</u> <i>Nature, Nurture and Behavior</i> READ: Ch. 3 (pp. 76-81) | <u>October 4th</u> <i>Unit Wrap-up Activities</i> DUE Sunday 10/6: Quiz 3 (Canvas) |
| Unit 3: Development across the Lifespan | | | | | |
| 4 | <u>October 7th</u> <i>Intro to Developmental Psych + Fetal Development</i> READ: Ch. 4 (pp. 130-137) DUE: HW Assignment 1 | <u>October 8th</u> <i>Infancy and Childhood</i> READ: Ch. 4 (pp. 137-150) | <u>October 9th</u> <i>Infancy and Childhood</i> READ: Ch. 4 (pp. 137-150) | <u>October 10th</u> <i>Adolescence</i> READ: Ch. 4 (pp. 151-157) | <u>October 11th</u> <i>Adolescence</i> READ: Ch. 4 (pp. 151-157) DUE Sunday 10/13: Quiz 4 (Canvas) |
| 5 | <u>October 14th</u> <i>Sex, Gender Identity, and Sexual Orientation</i> READ: Ch. 10 (pp. 378-404) | <u>October 15th</u> <i>Sex, Gender Identity, and Sexual Orientation</i> READ: Ch. 10 (pp. 378-404) | <u>October 16th</u> <i>Adulthood</i> READ: Ch. 4 (pp. 158-165) | <u>October 17th</u> <i>Adulthood</i> READ: Ch. 4 (pp. 158-165) | <u>October 18th</u> <i>Unit Wrap-up Activities</i> DUE Sunday 10/20: Quiz 5 (Canvas) |
| Unit 4: Learning and Memory | | | | | |
| 6 | <u>October 21st</u> <i>Classical Conditioning</i> READ: Ch. 6 (pp. 214-227) DUE: HW Assignment 2 | <u>October 22nd</u> NO CLASS | <u>October 23rd</u> <i>Classical Conditioning</i> READ: Ch. 6 (pp. 214-227) | <u>October 24th</u> <i>Operant Conditioning</i> READ: Ch. 6 (pp. 228-240) | <u>October 25th</u> <i>Operant Conditioning + Social Learning</i> READ: Ch. 6 (pp. 228-240 & 241-245) DUE Sunday 10/27: Quiz 6 (Canvas) |
| 7 | <u>October 28th</u> <i>Information Processing</i> READ: Ch. 7 (pp. 252-258) | <u>October 29th</u> <i>Memory Storage</i> READ: Ch. 7 (pp. 259-267) | <u>October 30th</u> <i>Long-term Memory</i> READ: Ch. 7 (pp. 268-275) | <u>October 31st</u> <i>Retrieval</i> READ: Ch. 7 (pp. 276-286) | <u>November 1st</u> <i>Unit Wrap-up Activities</i> DUE Sunday 11/3: Quiz 7 (Canvas) |

| Unit 5: Stress, Health, and Well-being | | | | | |
|---|---|---|---|--|--|
| 8 | November 4 th <i>Factors that Influence Health</i> READ: Ch. 11 (pp. 422-424) DUE: HW Assignment 3 (Canvas) | November 5 th <i>Stressors + Responses to Stress</i> READ: Ch. 11 (pp. 439-445) | November 6 th <i>Chronic Stress</i> READ: Ch. 11 (pp. 445-447) | November 7 th <i>Stress Management</i> READ: Ch. 11 (pp. 431-433 & 447-448) | November 8 th <i>Unit Wrap-up Activities</i> DUE Sunday 11/10: Quiz 8 (Canvas) |
| Unit 6: Clinical Psychology | | | | | |
| 9 | November 11 th NO CLASS – Holiday (college closed) | November 12 th <i>Intro to Clinical Psychology</i> READ: Ch. 14 (pp. 546-554) | November 13 th <i>Anxiety Disorders</i> READ: Ch. 14 (pp. 555-561) | November 14 th <i>Mood Disorders</i> READ: Ch. 14 (pp. 561-568) | November 15 th <i>Schizophrenia</i> READ: Ch. 14 (pp. 569-574) DUE Sunday 11/17: Quiz 9 (Canvas) |
| 10 | November 18 th <i>Drug Use and Substance Use Disorder</i> READ: Ch. 3 (pp. 116-123) | November 19 th <i>Cognitive and Behavioral Therapies</i> READ: Ch. 15 (pp. 594-601) | November 20 th <i>Biological Therapies</i> READ: Ch. 15 (pp. 601-606) | November 21 st <i>Treatments for Anxiety & Mood Disorders</i> READ: Ch. 15 (pp. 608-618) | November 22 nd <i>Treatments for Schizophrenia</i> READ: Ch. 15 (pp. 618-620) DUE Sunday 11/24: Quiz 10 (Canvas) |
| 11 | November 25 th <i>MythBusters Presentations!</i> DUE before class: MythBusters PPT | November 26 th <i>MythBusters Presentations!</i> | November 27 th <i>MythBusters Presentations!</i> | November 28 th NO CLASS – Holiday (college closed) | November 29 th NO CLASS – Holiday (college closed) |
| “Finals” Week | | | | | |
| 12 | December 2 nd <i>MythBusters Presentations!</i> | December 3 rd NO CLASS | December 4 th | December 5 th | December 6 th <i>MythBusters Presentations!</i> From 7:30-9:20am DUE: Any late assignments (Canvas) |

***I reserve the right to add, delete, or modify the syllabus with reasonable notification.**

Academic and Support Services

ACADEMIC ADVISING

The Psychology Department has an in-house advisor located in D110C. Please call 425-564-2216 or 425- 564-2212 to set up personal advising appointments or click [HERE](#) for more information.

STUDENT SUPPORT SERVICES

See the following links:

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

COUNSELING SERVICES

Offers confidential consultations for students experiencing non-academic difficulties. For more information click [HERE](#).

THE CENTER FOR CAREER CONNECTIONS

Offers career resources for all stages of your academic and professional career. Click [HERE](#) for more information.

College Statements

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. [Affirmation of Inclusion](https://www.bellevuecollege.edu/inclusion/) (https://www.bellevuecollege.edu/inclusion/)

Reasons of Faith and Conscience

Reasonable Accommodations for Reasons of Faith and Conscience: Students who will be absent from course activities due to reasons of faith or conscience may seek reasonable accommodations so that grades are not impacted. Such requests must be made within the first two weeks of the course to the office of the Associate Vice President of Student Affairs (see Bellevue College [Policy 2950](https://www.bellevuecollege.edu/policies/id2950/) (https://www.bellevuecollege.edu/policies/id2950/)). In the event you feel you are being discriminated against based on faith or conscious, you may refer to the procedures outlined in the college's [Discrimination, Harassment and Retaliation Policy 1440P](https://www.bellevuecollege.edu/policies/id-1440p/) (https://www.bellevuecollege.edu/policies/id-1440p/).

Annual Notice Non-Discrimination

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.

Reports of gender and sex-based discrimination, sexual misconduct, or retaliation by a student should be raised with the Title IX office (see 1440P2 for contact information). In cases where the impacted party is a student and the responding party is a college employee, the Title IX coordinator will direct the matter to the Office of Human Resources (HR). All other reports, including all reports where the impacted party is an employee, should be raised with the HR. If a report is against personnel in the Title IX office or HR, it should be submitted to the president's office for referral to an alternate designee.

[Equal Opportunity](http://www.bellevuecollege.edu/equal/) (<http://www.bellevuecollege.edu/equal/>)

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. relationship 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](http://www.bellevuecollege.edu/titleix/) (<http://www.bellevuecollege.edu/titleix/>). If you have any concerns, you may report to: [Report Concerns](https://www.bellevuecollege.edu/reportconcerns/) (<https://www.bellevuecollege.edu/reportconcerns/>).

Social Sciences Division Statements

Cheating, Stealing, & 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 listed in the Student Conduct Code at: [Student Code](#)

Important Links

See ["Important Links" page online](#) for more information about the E-mail and MyBC, Public Safety, the Academic Calendar, the Academic Success Center, and more.

Disability Resource Center (DRC)

The Disability Resource Center serves students with disabilities. Common disabilities include physical, neurological (e.g. Autism, ADD/ADHD), 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 in your classes, programs, activities, and any other services, please contact the DRC. The DRC office is located in building B Room 132. You can contact the DRC by stopping by the office at B132, calling our front desk phone number (425) 564-2498, emailing drc@bellevuecollege.edu. Deaf students can reach us by calling TTY: (425) 564-6189, or 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](http://www.bellevuecollege.edu/drc) (<http://www.bellevuecollege.edu/drc>).

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 Center, and review those needs with the instructor as well.

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.

Service Animals are allowed in this classroom. Emotional Support Animals need to be approved through the DRC. All other animals will be asked to leave. If you believe you need your animal with you, please connect with the DRC and refrain from bringing your animal until a decision has been made.

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") (<https://www.bellevuecollege.edu/policies/id-3000/>).

F Grade

Students who fail a course will receive a letter grade of "F." (<https://www.bellevuecollege.edu/policies/id-3000/>).

Final Examination Schedule

The Social Science Division will adhere to the final examination schedule as stated in the BC Schedule (<https://www.bellevuecollege.edu/policies/id-3250/>). 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 (<https://www.bellevuecollege.edu/registration/withdrawing/>).

Distribution of Grades

Grades will not be posted in the Social Science Division or in faculty offices, and staff will not give out grades. Students should access their grades through the BC Web site (<https://www.bellevuecollege.edu/records/>).

Return of Papers and Tests

Paper and/or Scantron score sheet returns will be returned in the following ways ONLY:

1. by mail, if student supplies the instructor with stamped, self-addressed envelope (with appropriate postage); or
2. 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.