Carol Anderson - Social Psychology (Psyc 240) - Integrating Sustainability Winter 2013

**Mission Statement:**

Given that human behavior underlies the pressing environmental problems (i.e., air and water pollution, climate change, deforestation, loss of biodiversity), it is our responsibility to remedy the problem; as psychology is the scientific study of human behavior and mental processes, we have the tools to create positive and sustainable changes in our behaviors.

**Sustainability Connection:**

Psychology is the scientific study of human behavior and mental processes; environmental problems are a direct result of human behaviors and mental processes. In this way, they are connected.

**Map of Course Outcomes to Sustainability Outcomes:**



**Explanation of Teaching Strategies:**

To address sustainability in my Social Psychology course, I will integrate the topic throughout the course in a thematic manner. I will utilize in-class small-group activities, written assignments, and research projects.

**Resources:**

1. Name: International Sustainability Institute
2. Type: Not-for-profit service organization
3. Discipline: Non-specific
4. Description: The International Sustainability Institute is a Seattle-based not-for-profit designed to bring worldwide sustainability to the Puget Sound.
5. Site: <http://www.isiseattle.org/>
6. The Psychology of Sustainable Behavior
7. Article
8. Psychology but also non-specific—friendly for all
9. Given that human behavior underlies almost all environmental problems, this article includes tips for empowering people to take environmentally positive action.
10. <http://www.cogsci.umn.edu/colloquia/docs_F12/Manning_2012.pdf>
11. Influence at Work
12. Site with articles, books, workshops, etc.
13. Psychology but also non-specific—friendly for all
14. Site includes work by Dr. Robert Cialdini, who has spent his entire career researching the science of influence earning him an international reputation as an expert in the fields of persuasion, compliance, and negotiation.
15. <http://www.influenceatwork.com/articles/>
16. Psychologists for Social Responsibility
17. Service organization
18. Psychology but also non-specific—friendly for all
19. PsySR is an independent, non-profit organization that applies psychological knowledge and expertise to promote peace, social justice, human rights, and sustainability.
20. <http://www.psysr.org/about/programs/climate/>
21. TEACHING PSYCHOLOGY FOR SUSTAINABILITY
22. Service organization
23. Psychology but also non-specific—friendly for all
24. Because the primary cause of all "environmental problems" is human behavior, it is crucial that the experts on human behavior, psychologists, teach about sustainability.
25. <http://www.teachgreenpsych.com/>
26. Changing Minds and Changing Towels
27. Article
28. Psychology but also non-specific—friendly for all
29. If you had to persuade hotel guests to reuse their towels, how would you do it?
30. <http://www.psychologytoday.com/blog/yes/200808/changing-minds-and-changing-towels>

**Assignments & Activities:**

*Assignment 1:* Introduction to Social Psychology

* Course Outcome/Sustainability Outcome: 2/1&2&3
* Description:
1. Students will learn about how social cognition influences beliefs, perceptions, explanations, and attitudes, via multimedia lecture.
2. Students will learn about the connections between the field of social psychology, sustainability in our world, and their own lives, via multimedia lecture.
* Assessment:
	+ in-class 5-minute response (credit/no credit)

*Assignment 2:* Research Methods

* Course Outcome/Sustainability Outcome: 1/1&6
* Description:

1) Students will learn about and critique different research methods that social psychologists use to gather information (i.e., descriptive, correlational, experimental). This will include defining terms (incl. sustainability, operational definitions).

2) Students will demonstrate an understanding of these types of research by creating hypothetical examples of each, as they pertain to sustainability.

* Assessment:
	+ in-class small-group activity for practice (credit/no credit + group debrief)
	+ take-home written assignment (graded w/rubric)

*Assignment 3:* Persuasion

* Course Outcome/Sustainability Outcome: 3f/5&6
* Description:

Students will identify and assess current magazine/television/billboard/internet advertisements that attempt to persuade, in an implied and subtle fashion, consumers to consume more (e.g., low prices, disposable products, new products to replace outdated).

* Assessment:
	+ in-class small-group activity for practice (credit/no credit + group debrief)
	+ take-home written assignment (graded w/rubric)

*Assignment 4:* Conformity and Obedience

* Course Outcome/Sustainability Outcome: 3d/5&6
* Description:

Students will identify how conformity and obedience play a role in consumerism as it pertains to sustainability. Using those two concepts, students will design hypothetical experiments designed to influence consumers to reduce their carbon footprint (e.g., getting hotel guests to re-use towels, decreasing printing, etc.)

* Assessment:
	+ in-class small-group activity for practice (credit/no credit + group debrief)
	+ take-home written assignment (graded w/rubric)

*Assignment 5:* Final Project

* Course Outcome/Sustainability Outcome: 3&4/4&5&6
* Description:

Students will examine how numerous concepts in the field of social psychology play a role in human behaviors as they pertain to sustainability. Students will design experiments and behavioral plans designed to reduce their own carbon footprint (e.g., making daily, weekly, monthly, and annual changes).

* Assessment:
	+ take-home written assignment (graded w/rubric)

*Assignment 6:* Group Presentation

* Course Outcome/Sustainability Outcome: 2&4/4&5&6
* Description:

Students will examine how numerous concepts in the field of social psychology play a role in human behaviors as they pertain to sustainability. Students will analyze a specific event and create a presentation explaining their findings.

* Assessment:
	+ Outline and presentation (graded w/rubric)

# Welcome to Social Psychology!

***“Man is a social animal.”***

***-Benedict Spinoza***

COURSE INFORMATION

Quarter/Year: XXXX 2013 Course ID: 5xxx A

Course title: PSYC 240 Social Psychology Credit hours: 5

Times: 12:30 pm – 2:40 pm TTh Location: A138

Prerequisite recommendation: PSYC& 100

INSTRUCTOR INFORMATION

Instructor: Carol Anderson Office location: D100 F

Email: carol.anderson@bellevuecollege.edu Office Hours: MW 12:30 - 3:00 pm

Phone/Voicemail: 425-564-2327 And by appointment

Social Science Division Office: 425-564-2331 (D110)

Social Science Division website: <http://www.bellevuecollege.edu/socsci/>

REQUIRED MATERIALS

Aronson, E. (2011). *The Social Animal (11th ed.)*. NY: Worth Publ.

COURSE OVERVIEW, OBJECTIVES, & OUTCOMES

Catalog Course Description: Examines the actions of individuals and groups in a social context. Topics include the influence of social learning on attitudes, perception, and personality, persuasion, conflict, attraction, altruism, and aggression.

This course surveys the field of social psychology: the scientific study of how people think about, influence, and relate to one another. Emphasis is on the interaction of the social environment with intra-psychic processes as determinants of attitudes, perception, personality, and behavior.

**Course Learning Objectives**

Upon completion of this course, students will be able to:

1. Identify and critique the research methods social psychologists use.

2. Explain how social cognition influences beliefs, perceptions, explanations, and attitudes.

3. Describe psychological and social influences on the following attitudes and behaviors:

 -Conformity and obedience -Aggression

 -Group influence -Attraction

 -Prejudice -Altruism

4. Apply research findings in social psychology to the mental health and court systems.

5. Design simple psychological research projects involving data collection and write-ups.

**General Education Outcomes**

Emphasizing core abilities provides a consistent educational focus that encourages students to develop knowledge, habits and skills for life-long learning. Bellevue College students experience many opportunities across the curriculum to develop and apply college-wide abilities in preparation for their roles in an increasingly diverse, technologically complex, information-driven society. These abilities include Critical Thinking, Creativity, and Problem Solving (2), Writing (2), Group Processes (2), and Ethics (2). Over the course of this class, you will be given the opportunity to practice and hone each of these abilities.

GRADING POLICIES

There will be a total of 700 possible points in this class. Letter grades are based on percentage of the total number of points earned. The following criteria will be used:

A 93 - 100% 648 - 700 pts

A- 90 - 92% 627 - 647

B+ 87 - 89% 606 - 626

B 83 - 86% 578 - 605

B- 80 - 82% 557 - 577

C+ 77 - 79% 536 - 556

C 73 - 76% 508 - 535

C- 70 - 72% 487 - 507

D+ 67 - 69% 466 - 486

D 60 - 66% 418 - 465

F 59% and below

8 MC Exams (25 pts ea) = 200 pts (29%)

2 SA Exams (100 pts ea) = 200 pts (29%)

Clipping File = 100 pts (14%)

Presentation = 100 pts (14%)

2 RPs = 50 pts (7%)

Attendance = 50 pts (7%)

Total Possible = 700 pts

For more info on grading policies, visit: <http://www.bellevuecollege.edu/catalog/enroll/grades.asp>

**Exams**

*MC Exams* There will 8 multiple-choice exams throughout the quarter. Each exam will be worth 25 points. The exams will cover chapters in the text. You will need a Scantron and a pencil for each exam.

*SA Exams* There will be two short-answer exams throughout the quarter. Each is worth 100 points. Both will cover information from the text, class lecture, and videos. A portion of the points may be accumulated throughout the quarter in the form of in-class activities. These points cannot be made up if you miss class; therefore, it is in your best interest to attend each class session. With each exam, you can expect to make connections between the lecture material and your life by coming up with real-life examples.

Exams will not be given late. If you know ahead of time that you will be unable to attend class on any exam day, you may make arrangements with me to take an alternative exam early. If you come late to class on an exam day, you will not be given additional time. Make-up exams may be allowed with appropriate documentation. All exams given outside of class must be taken during office hours. See the Class Calendar for tentative exam dates.

**Clipping File**

Throughout the quarter, you will create a clipping file by collecting a variety of *current* newspaper, magazine, and comic strip artifacts that illustrate examples of sustainability. You will then relate them to different concepts in social psychology. With each artifact, you will describe in detail the concept at hand and how it relates to your chosen artifact, thereby demonstrating your understanding of the concept. Your file will be worth a total of 100 points. Details and scoring criteria will be posted on the class site on Canvas. See the Class Calendar for the due date. Late files will *not* be accepted.

**Research Projects**

Throughout the quarter, you will complete three research projects that culminate in short papers and a group presentation. These also will relate to sustainability. In total, these will be worth 150 points. Details and scoring criteria will be posted on the class site on Canvas. Late assignments will be accepted only within 24 hours of the due date and at penalty of 20% off the total points possible. See the Class Calendar for all due dates.

**Attendance**

Attendance will be taken in the form of in-class activities worth, in total, 50 points. If you are not in class, you cannot participate; if you do not participate, you will not receive credit for in-class activities.

**Extra Credit**

There may be limited opportunities to earn extra credit for this course. These opportunities may consist of outside activities (e.g., attending a campus lecture or workshop, viewing a film, etc.) and written papers pertaining to the topics covered in this course.

COURSE POLICIES

# Attendance

Attendance is not optional. As adult students, you are expected to manage your own time and priorities. If you miss any class session, you are responsible for obtaining any lecture notes from fellow students, missed assignments from me, and for staying abreast of any class announcements or changes to the class schedule or policies. Emailing me of your absence is appreciated.*Note:* when emailing me, please include your full name and class section; in the email subject line, start with “STUDENT” so that it does not get lost in the melee of emails.

# Class Conduct

“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 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.”

Student conduct expectations will be in compliance with policies described in the BC student handbook. *Cheating and plagiarism* will not be tolerated. All work that you submit in this course must be the product of your own efforts. In either case, zero points will be allotted. In addition, *cell phone* use in class is not allowed; cell phone ringers/modes are to be turned off prior to entering the classroom. *Laptop/tablet* use will not be allowed in class. For more information and to see the Student Code, Policy 2050, in its entirety, please visit: <http://bellevuecollege.edu/policies/2/2050_Student_Code.asp>

**Course Evaluations**

You are encouraged to complete a course evaluation before the end of the quarter. The Bellevue College Online Evaluation web site is secure and submissions are completely anonymous. College instructors, program chairs and administrators are granted access to a class composite document on the web site *only after all grades are posted to transcripts* at the close of the current quarter. To participate in the evaluation process, use your Student ID and PIN to log in on the following site: <https://bellevuecollege.edu/ClassEval/default.aspx>

On the BC Online Evaluation site, you will find a listing for each of your classes. Access to each course evaluation is granted only once, and after you press the SUBMIT button at the bottom of the page, you will see a screen telling you which class evaluations have been completed. If you have questions or need assistance, please call the Distance Education Office at 425-564-2438 or toll free at 1-877-641-2712.

# Participation

You are encouraged to participate in discussions of the theoretical issues presented in class. Some theories may appear counter-intuitive and may provoke much reaction, sparking lively discussions. Within these discussions, it is important to remain respectful of your fellow students. Everyone has a point of view. While discussion is encouraged and will be solicited, side comments and off-topic talk will not be tolerated.

# Punctuality

Please be on time for class. Arriving late or leaving early undoubtedly breaks the flow of the class and causes a distraction. If you arrive late, please take a seat close to the door. If you need to leave early, make arrangements with me ahead of time and sit close to the door.

COLLEGE POLICIES & RESOURCES

**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. As such, our classroom is a **Safe Space** where I welcome your individuality and I will defend your right to be yourself in the spirit of learning and in an environment of mutual respect. For more information, visit the following site: <http://bellevuecollege.edu/about/goals/inclusion.asp>

# Disability Resource Center (DRC)

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 the DRC as soon as possible. The DRC office is located in B132. Their reception desk can be contacted by calling 425-564-2498 or TTY 425-564-4110. Information is also available on their website at <http://bellevuecollege.edu/drc/>.

**Support Services**

In addition to the DRC, BC has a variety of support services available to students, each with the aim of promoting student success. Examples include the Academic Success Center, CEO, Counseling Center, LGBTQ Resource Center, MCS, Student Programs, TRiO, and the Veterans Office. For more information, I encourage you to spend some time perusing this site: <http://www.bellevuecollege.edu/resources/services/>

COLLEGE POLICIES & RESOURCES continued

**Email**

All students registered for classes at Bellevue College are entitled to a network and e-mail account. In addition, all students are required to use this email account when contacting instructors. 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 Canvas. To create your account, go to: <https://bellevuecollege.edu/sam>

**Public Safety**

The Bellevue College Public Safety Department’s well-trained and courteous non-commissioned staff provides personal safety, security, crime prevention, preliminary investigations, and other services to the campus community, 24 hours per day, 7 days per week.  Their phone number is 425-564-2400. The Public Safety website is your one-stop resource for campus emergency preparedness information, campus closure announcements, and critical information in the event of an emergency. Public Safety is located in K100 and on the web at: <http://bellevuecollege.edu/publicsafety/>.

# Official Emergency & Closure Status

In the event of inclement weather or emergency conditions, check the BC website at <http://bellevuecollege.edu/status/> or call 425-401-6680 for a recorded message. You may also listen to local radio stations or watch local television stations (KING, KIRO, KOMO) for school closure announcements. In addition, you may sign up for Rave Alert to receive email or text messages about school emergency alerts. Visit <http://bellevuecollege.edu/> for more information.

**Social Psychology 240 -- Research Projects**

Social psychology involves the scientific study of how individuals think, feel, and behave in a social context. We are social animals, greatly influenced by those around us. As social animals, we are faced with choices, some of which can have drastic outcomes, including the fate of humanity. At the rate we are going on the road we are on, will our planet endure? Given that human behavior underlies the pressing environmental problems (i.e., air and water pollution, climate change, deforestation, loss of biodiversity), it is our responsibility to remedy the problem; as psychology is the scientific study of human behavior and mental processes, we have the tools to create positive and sustainable changes in our behaviors. How can we do this? Research and experimentation are the backbone of social psychology. As such, you will complete four research projects throughout the quarter. Each project is designed to involve you in the world of social psychology through means of experimentation, observation, analysis, and contemplation, with an eye towards sustainability.

**Research Project One - Advertisement Analysis**

Step 1: The Advertisements

It is no secret that large corporations, often times in an implied and subtle fashion, attempt to persuade consumers to consume more. They may lower prices, offer disposable products, or dazzle us with new and more-improved products to replace our outdated ones. For this project, you will analyze *current* advertisements found in the popular media. These ads can be for any type of consumer product (e.g., clothing, medications, toiletries, food, services, etc.). Feel encouraged to create a theme (e.g., gender differences, auto ad differences per type of media, etc.). To complete this project, choose one of the options listed below. Include the ads (or copies of the ads) with your paper. Before beginning this project, view the short film, *The Story of Stuff* (http://www.storyofstuff.org/movies-all/story-of-stuff/).

Option One: Types of Media

Choose three advertisements from three different types of media (e.g., magazines, newsprint, local billboards, radio, television, internet) to compare and contrast.

Option Two: Sex and Gender

Choose two different ads from a female-oriented magazine or television show and two different ads from a male-oriented magazine or television show to compare and contrast (at least four ads in total).

Option Three: Age

Choose two different ads from two different age-group oriented magazines or television shows (i.e., Seventeen, Time, Prevention) to compare and contrast (at least four ads in total).

Step 2: The Analysis

For your paper, answer the question, “Who is selling what to whom?” by addressing the following points, as pertinent to your theme. Include an introduction and conclusion.

* **Describe the advertisements,** identifying pertinent details. What is the “product” being sold? Who is doing the selling? What is the scene/setting? What type/genre of music is being played (if any)? Who makes up the target audience? What other pertinent details deserve mention?
* **Analyze the advertisements**, using principles of persuasion. Are they attempting to get you to buy more or replace what you have? How are they doing this? Is central or peripheral route processing being used? How credible/attractive is the communicator? Does the message use reason or emotion to persuade you? Are any fear tactics being used? Who is the audience? What are the designers of the ad trying to call to your attention? What associations do they want you to make? Is the ad effective? Why or why not? Be thorough.

**Research Project Two – Conformity & Obedience**

Step One: On Being Green

How do conformity and obedience play a role in consumerism as it pertains to sustainability? How might you influence someone into being “green”? For this project, begin by measuring your carbon footprint (e.g., <http://www.nature.org/greenliving/carboncalculator/index.htm>) and reading these articles: Who’s Saving Electricity in Your Neighborhood? By Redmon (<http://www.influenceatwork.com/articles/> ) and Changing Minds and Changing Towels by Goldstein (<http://www.psychologytoday.com/blog/yes/200808/changing-minds-and-changing-towels>). Then, come up with ideas on how you might begin to influence others to reduce their carbon footprint (e.g., getting students to reduce the number of napkins they use in the cafeteria, decreasing printing, etc.). Finally, turn your ideas into a hypothetical experiment.

Step Two: The Experiment

Introduction

This section includes an overview of the project (including appropriate and cited definitions) and the purpose of the study (including your hypothesis). Tell us why we should read about your experiment. (What? Why?)

Method

This section describes participants of the study, how they will be selected, where and when the study will take place, how the data will be collected, and what will be done. Another way to view this section is as a recipe that someone else could follow. (How? Who? Where? When?)

Results

This section includes your potential findings (e.g., reactions) of your experiment, in narrative form, using numbers (e.g. totals, averages, percentages) and graphs, if appropriate. This section does not include your opinion or beliefs as to why you found what you did. It is strictly observational. (What do you think will happen?)

Discussion

This section includes your interpretation of the results, problems (actual or potential) with the research process, and thoughtful conclusions regarding your hypothesis and results. (What does it all mean?)

Note: except for the Discussion section, scientific papers are written in an impersonal third person voice (i.e., do not use “I” or “we”). To ensure that you have met all of the requirements, use the Scoring Guide as a checklist while writing your paper.

*Paper Limits:* Your papers will be submitted via Canvas and within the set limits (3-4 pages with margins no larger than 1 inch, font no larger than 12, and spacing no larger than double). Each paper will be worth a total of 25 points. Late papers will be accepted at a penalty of 20% if it is turned in within 24 hours of the due date. See the Class Calendar for all due dates. Include the ads (e.g., actual print ads from the magazine; photocopies of the ads; photos of the billboards; running dialog and description of television commercials and link, if available).

**Research Group Project: An Environmental Event Analysis**

For this project, you will work with a small group of three to four individuals. You and your group will apply principles of social psychology to an actual historical or current environmentally-related event. After choosing an event or situation (see list below), your group will:

1. Research the event to get detailed information and a thorough background as to what happened. Use at least 3 credible sources. You may find that more than 3 will be helpful.
	1. While you only need 3 sources, you will need to dig to find sources that give you the kind of information you need; for instance, commentaries, analyses, biographical insights, articles speculating on causal factors of these incidents, autobiographies, and editorials will be more useful than simple news stories outlining the event.
2. Identify four principles from social psychology that apply to the situation. These principles should be drawn from at least three different areas of the text. If you struggle here, ask me for ideas.
3. Analyze the situation using these principles. For instance, what might be a good theory as to why it happened? What could have been the cause? What might have kept it going?
4. Identify three principles from social psychology that might help avoid a future recurrence of such an event or remedy a current problem. How might such an event be prevented?
5. As you design your presentation, consider including a Powerpoint presentation, brief video clips, the whiteboard, poster board, or overheads to further illustrate the principles you are demonstrating. Be visual. Be creative!

**The Presentation**

Each group will have 15 minutes (timed) for the presentation and 5 minutes for questions afterwards. Each member of the group must participate at some level, to be determined by the group itself. Make sure you divide up the work fairly, keep in contact with your group, and avoid “social loafing.” Group members will evaluate each other as part of the project grade. Grades for the project will be based on the presentation itself (preparation, content, relevance, etc.), intragroup evaluations, and the quality of the outline of the presentation. Group presentation times will be scheduled for the last three days of the quarter. On the first day of presentations, your group will submit your outline.

Your presentation should include four pieces:

* An introduction that includes a brief description of the situation or event, using your credible sources.
* An analysis of the relevant principles and how they relate to the event.
* A description of a possible solution to the situation.
* A brief conclusion to wrap up your presentation.

Your bulleted outline should include:

* Your sources, in APA-style
* The seven principles with brief explanations as to how they pertain to your analysis
* Copies of your sources (e.g., photocopies of the articles used)

**Suggested Events:**

1. Global Warming
2. The Bag Debate: Plastic or Paper?
3. Bottled Water
4. Deforestation
5. To Recycle or Not: That is the Question
6. Any local social problem or another historic or current event that you think would lend itself to this assignment (check with me first)

Class Calendar Social Psychology xxxx 2013

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Monday | Tuesday | Wednesday | Thursday | Friday |
| 4/01 | 4/02 | 4/03 | 4/04 | 4/05 |
| 4/08 | 4/09**Q Ch 1 & 9 \_\_\_\_\_****What is Social Psychology?****Soc Psych as a Science** | 4/10 | 4/11 | 4/12 |
| 4/15 | 4/16**RP 1 due \_\_\_\_\_** | 4/17 | 4/18**Q Ch 2 \_\_\_\_\_****Conformity** | 4/19 |
| 4/22 | 4/23 | 4/24 | 4/25 | 4/26 |
| 4/29 | 4/30**Q Ch 4 \_\_\_\_\_****Social Cognition** | 5/01 | 5/02**SA Exam 1 \_\_\_\_\_** | 5/03 |
| 5/06 | 5/07 | 5/08 | 5/09**Q Ch 5 \_\_\_\_\_****Self-Justification** | 5/10 |
| 5/13 | 5/14**RP 2 due \_\_\_\_\_** | 5/15 | 5/16**Q Ch 3 \_\_\_\_\_****Mass Communication, Propaganda, & Persuasion** | 5/17 |
| 5/20 | 5/21 | 5/22 | 5/23**Q Ch 6 \_\_\_\_\_****Human Aggression** | 5/24 |
| 5/27*No Class**Holiday* | 5/28**CF Due \_\_\_\_\_** | 5/29 | 5/30**Q Ch 7 \_\_\_\_\_****Prejudice** | 5/31 |
| 6/03 | 6/04***Presentations*****RP P Due \_\_\_\_\_** | 6/05 | 6/06***Presentations*** | 6/07 |
| 6/10 | 6/11***Presentations*****Q Ch 8 \_\_\_\_\_****Liking, Loving, & Interpersonal Sensitivity***Final Class Session* | 6/12*Final Exam Week* | 6/13*Final Exam Week***SA Exam 2 \_\_\_\_\_****11:30 AM – 1:20 PM** | 6/14*Final Exam Week* |

The schedule and procedures in this course are subject to change; you will be given advance notice of such changes.

**PROCEDURES AND GUIDELINES OF THE SOCIAL SCIENCE DIVISION**

 **Fall 2012**

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](http://bellevuecollege.edu/policies/2/2050P_Student_Code_%28Procedures%29.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.*