

ART 201 – History of Western Art  
Prehistoric to Gothic Style Periods (Caves to Cathedrals)  
(Item # 0655 – Fall 2016)

Instructor: Ron Tanzi

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## TEXTS:

▪ **REQUIRED** : [GARDNER'S ART THROUGH THE AGES: A GLOBAL HISTORY](#), 13<sup>th</sup> or 14<sup>th</sup> Edition, by Fred Kleiner, ISBN# 0495093076 or 9780495915423 is a large text that covers both Western & Non-Western perspectives (this is especially recommended if you are planning to take any other art history classes from me here at BC). You may also be able to find a copy of the Western Perspective edition if you are not planning on studying any Non-Western Art History.

▪ **RECOMMENDED**: [A SHORT GUIDE TO WRITING ABOUT ART](#), by [Sylvan Barnet](#), ISBN# 0321101448. No need to purchase – several copies are on reserve in the LMC. Good for writing Research Papers on Art.

★Note that some art works shown in this class may contain nude female and male figures, have violence and/or sexual content, or otherwise may have content deemed offensive to some.

## COURSE INFORMATION

### COURSE DESCRIPTION

Surveys the history of Western art from prehistoric Europe and the ancient Near East, Greece, Rome, and early Christian through the Middle Ages. Students also learn basic art-historical terms and concepts. Slide lecture format.

★This is a completely online course – see **REQUIRED COMPUTER ACCESS** below.

### COURSE OUTCOMES

After completing this class, students should be able to:

- Students will be able to recognize and identify art monuments from the Ancient World through the Medieval period.
- Students will know how to apply the visual “Elements of Style” to analyze the physical make up of various sculptures, paintings, architecture and artifacts and recognize various media, materials and techniques.
- Within each period covered students will use the skills learned in Art History 201 to recognize the defining characteristics of that period.

- The testing in this (and all Art History classes) proves the student’s ability to recognize and compare and contrast works of art by certain standards usually in an essay format or as part of class discussion.
- Students will be able to discern quality vs. mediocre work through critical analysis techniques learned in class.
- Students will be able to use and apply the terminology of the field of Art History.
- Students will recognize the importance of each piece within its culture and context as well as connecting its importance to their own time.
- They will recognize the diversity extant in the world of art that makes each major monument worthy of attention, preservation and appreciation.

## HOW OUTCOMES WILL BE MET

How you will reach the Learning Outcomes, be Assessed & Graded:

- Weekly Online Postings
- Two Quizzes
- A Research Paper or Art/Design Project

## IMPORTANT: REQUIRED COMPUTER ACCESS

On-line computer access will be necessary to take this course. Students will need access to watch On-line Lectures, to download all class handouts, for viewing study images for exams, and for accessing the class web site for posting required assignments. If you have not yet accessed the class site, see instructions on accessing the class on [CANVAS](#) which is the Learning Management System where all on-line classes now occur. You will need to have the following software: [Word](#), [Acrobat Reader](#), [PowerPoint](#), and possibly a [Flash Player](#). A compatible Web Browser like [Mozilla Firefox](#), or Microsoft [Internet Explorer](#) with a [Java](#) platform.

Go to the [eLearning](#) web site now for more information on required computer programs and to access CANVAS Tutorials. If you need Technical Assistance call the Technology Help Desk at 425-564-HELP (4357) or go to their site to submit a [Help Ticket Request](#). You can click on the “[Help](#)” button at the top right of the top ribbon on the class site for assistance.

**REQUIRED E-MAIL:** We will be using the “CANVAS Inbox Conversations” on the class site for almost all purposes of communication – be sure that if you want to use an alternative e-mail address besides your BC e-mail that you go to “Settings” on the class site to set up any other e-mail addresses so that any communications from me will be forwarded to your e-mail address that you check most frequently. **You can also e-mail me in an emergency directly to my Bellevue College e-mail address at [rtanzi@bellevuecollege.edu](mailto:rtanzi@bellevuecollege.edu) . (All e-mails to this address must have “ART 201” in the subject line)**

## GRADING

Weekly Discussion postings	= 30 points or 30% of your quarter grade
Midterm Quiz	= 20 points or 20% of your quarter grade
Final Quiz	= 20 points or 20% of your quarter grade
Research Paper or Project	= 30 points or 30% of your quarter grade
<b>TOTAL</b>	<b>= 100 points or 100% of your quarter grade</b>

The College Grading Policy is located on page 10 of the Course Catalog: [Grading Policy](#)

- WEEKLY ONLINE POSTINGS**. Required Weekly Postings to the Discussion Board:
  - Every Sunday by 11:00 PM you are required to make postings to the Discussion Board (see Posting schedule below or the CANVAS class site for weekly subjects.
  - There are 21 total required postings worth up to 1.5 points each for a **total of 30 points**.
  - 3-4 Comments (depending on the Week) 200-250 words in length for each Subject Category.

**SUBJECT CATEGORIES:**

1. Lectures,
2. Textbook Readings,
3. Major Readings,
4. Extra Credit (available only 2-3 weeks during the quarter- see Discussion Board for specific dates).

- 3-4 Replies or Responses to other student Comments 100 – 150 words

**SUBJECT CATEGORIES:** same as above

**TOTAL POINTS POSSIBLE: 30**

- TWO QUIZZES\***: \*Note the dates of quizzes – these are dated quizzes with **no make-up dates** for this class. Quizzes are made up of two sections:

- The **FIRST** Essay Section requiring research beyond course materials where specific subject choices are available one week before the essay and quiz are due.
- The **SECOND** section is an Identification Quiz focused on identifying works of art by title, style period, date, country, subject matter, and meaning – quizzes are a combination of multiple choice and true/false types of questions.

All Identification sections of Quizzes will be based on images which are available for review and download on the CANVAS class site. Images are accessed through the “Files” menu. I will choose images **ONLY** from those in the file folder labeled “Study Images for Quizzes & Exams.”

QUIZ	SUBJECT AREA	AVAILABILITY	POINTS
1. Midterm Essay & Identification Quiz	Prehistoric Art to Greek Sculpture	*Essay section subject choices available: 8 am, Oct 18	10
		*Identification Quiz Section available: 8 am, Oct 24	10
		Both sections are due by 11 PM, Tuesday, Oct 25	
2. Final Essay & Identification Quiz*	Greek Architecture to Gothic	*Essay Section subject choices available: 8 am, Nov 22	10
		*Identification Quiz Section available: 8 am, Nov 28	10

\*The **FINAL QUIZ** is comprehensive and may cover material from previous lecture episodes and readings.

**NOTE:** Late Quizzes or essays **ARE NOT** accepted.

**Total Points Possible: 40**

### 3. ONE RESEARCH PAPER or ONE ART/DESIGN PROJECT

WITH EXPLANATORY PAPER  
(see below or separate handout)

(30 points)

ALL PAPERS AND PROJECTS ARE DUE:

11:00 pm, Wednesday, Nov 2

Total Points Possible: 30

#### RESEARCH PAPER OR DESIGN PROJECT

(worth up to 30 points)

Must be 7-10 pages – see formatting criteria at bottom of page)

Some possible choices: (ALL CHOICES MUST BE FROM OUR COVERED TIME PERIOD:  
PREHISTORIC TO GOTHIC)

1. An in-depth study of one particular monument or architecture. Why was it made? What purpose did it have? How did the design of it convey or fulfill that purpose? Use a specific work as shown in your textbook or in lectures.
  2. An in-depth study of the artworks created to illustrate or convey a specific mythology or religion of a particular culture. Use specific works as examples as shown in your textbook or in lectures.
  3. A comparison of two works of art having similar subjects or forms but from two different cultures. How do they differ? Why? Is there anything similar about them? Use specific works as examples as shown in your textbook or in lectures.
  4. Make a pilgrimage. Research what a medieval Christian pilgrimage was and make an imaginary pilgrimage. Describe how you travel, the sights you see and experiences you have. Describe every church that you visit – most of the popular ones are still standing and you can find information on them in various books on medieval architecture – start with Santiago de Compostela. Include a map tracing your route. The periods covered would be Romanesque and Gothic, mostly in France, Spain and/or Italy.
  5. An in-depth study of a specific art medium important to our covered time period, choose one of the following: Mosaic, Marble or other stone Carving, Bronze Casting, Stained Glass, or Clay Pottery. Be sure to keep your focus on the techniques used during our covered time period.
- These are only possibilities. If you come up with an idea of our own for a paper, tell me about it and I'll let you know if it's a workable subject. First and foremost, choose works of art that interest you; something that catches your eye or has aroused your curiosity. Look through the textbook for ideas as soon as possible.

ALL PAPERS FOR THIS CLASS must be in **WORD** or **PDF** formats and have in the following order:

1. **Page 1: a title page** with the title/subject of your essay, your name, class number and name, and the date.
2. **Pages 2 to 8 (minimum length)**: the main body of your paper (minimum of 6 pages) of text beginning with an introductory paragraph with a clearly stated thesis. All pages must be numbered. Titles of works of art must be in italics or underlined and the date also given with the first mention of the work and the corresponding Figure number (see #3 below). You must have in-text citations of your sources of information – **remember to give in-text citations for all sources of information that are not your own opinions or ideas – not just direct quotes.** **USE MLA DOCUMENTATION**, to cite your sources in parenthesis after

each area of information that is not a personal opinion with author and page number like so: (Tanzi 2). Also acceptable is **BIBLIOGRAPHICAL DOCUMENTATION**, using footnotes with numbers in-text relating to a corresponding footnote at bottom of each page as shown here<sup>1</sup>. There should be no reproductions in your written section.

**WARNING: PAPERS WITHOUT PROPER FORMAT, IN-TEXT CITATIONS, AND WORKS-CITED PAGE WILL NOT BE ACCEPTED AND WILL RECEIVE A GRADE OF 0.0 (F).** See handouts on class site for proper ways to cite sources. **I accept only MLA or Bibliographic Styles as stated above.**

3. **Pages after main body of essay:** page(s) for images – you must have an image for each work discussed listed as **Figure 1, Figure 2**, etc. Include title, date, culture or country, medium, and current locations of the work. Images not in our study folder can be searched for on the web (go to [Google Images](#)) or copied from your textbook. Give the source of your image with the image or on your **Image Sources** page.
4. **Last Page(s):** a **Works Cited** page if using **MLA** or a **Bibliography** if using Bibliographic documentation. Include a minimum of 3 sources other than your textbook. Encyclopedic sources are unacceptable. At least two 2 of your sources must be published texts (one can be from your textbook). Web site sources must have the name of an author and be from a reputable site such as from a college or museum (also see handout on proper citing of web sources). The very last page should be your **Image Sources** page.

**FORMATTING:** All papers must be typed, double-spaced with a 12 point font, 1-1.25” margins. All papers must be “Word” documents or in PDF (Acrobat Reader) formats.

**ALL PAPERS AND PROJECTS ARE DUE: 11:00 pm, Wednesday, Nov 2**

Late Papers or Projects are accepted up to 3 days late and will be penalized a grade step for each day late.

### **THE ART/DESIGN PROJECT:**

This is an opportunity to have some hands-on interaction with our covered time period and can be a lot of fun. Just remember that it is replacing a 6-10 page research paper though and should show the same kind of commitment and quality. Watch the video lecture on Project Choices for examples of student projects.

**ALL PROJECTS MUST INCLUDE:**

- a 2-3 PAGE EXPLANATORY PAPER of your idea, the process involved in the making, comments on the results, and
- a clear statement showing an understanding of the original works meaning and how the new context you have chosen to present the work connects to the original.

**A great deal of the grade is carried by the Explanatory Paper.** See above “Research Paper” information on formatting requirements for all papers. The Explanatory Paper must be in Word or Adobe Reader and submitted with the project. Projects can be submitted in the form of PowerPoint presentations or in a single PDF file with high-quality digital photos – all projects must be submitted as one, single file, multiple separate images WILL NOT be accepted. Three-dimensional works require a minimum of 3 views best suitable for the work but usually front, side and back views. Interior Design boards should also include close-ups of the perspective

and plan views and of the key or legend. WARNING: THE QUALITY OF THE DIGITAL PHOTO(S) WILL BE CONSIDERED IN GRADING. All digital images must be in jpeg formats. Digital projects must be submitted through the Assignments folder on the course site as an attachment along with your Explanatory Paper. If you have larger images/files you will need to learn how to change sizes in an image editing program like Photoshop and to compress images in Word and/or in PowerPoint before an assignment is due – see handout 02b. Try to keep images to less than 300kb –without compromise to their resolution.

Some choices below (if you have another idea get it ok'd by me first):

1. **MODERNIZE AN OLDER WORK.** Take a well-known, easily recognizable, motif or monument and MODERNIZE IT. You must choose a work that we cover in Lectures or in your textbook from our covered time period, Prehistoric to Gothic style periods. You may use any medium or combinations of media available to you. In your Explanatory Paper be sure to clearly discuss the connection between your modernization and the original work both visually and conceptually. If you use a series of images to make your point, you will need to put them into a PowerPoint or Adobe Reader format as one file. See other requirements above.
2. **DESIGN ROOM** (mainly for students majoring in Interior Design – Not an ID major? Ask instructor if this assignment would be appropriate for you). Using motifs and a specific work covered in our lectures or textbook from one of our covered style periods, design a room around your chosen art work(s) keeping the scale relationships the same to the original as much as possible. You can take a serious approach to this choice such as when the Art Deco designers of the the 1920's & '30's incorporated Egyptian motifs or a tongue-in-cheek sort of approach with treatments similar to #1 above. Must include:
  - a perspective view (or an elevation view),
  - a plan view,
  - samples of paint colors, fabrics, and furniture, and
  - a key or legend showing where the examples are placed in the room on your design board.

Perspective and plan views can be done by hand or by using [Google \(now Trimble\) Sketch-Up](#).

ALSO the board needs to have a clearly labeled image of the chosen art work(s). See other requirements above and examples in video.

3. **PHOTO OR DRAWING ESSAY.** Find at least three to four works of local public art/architecture that remind you of something we cover in Art History 201 (Caves to Cathedrals), do some research on the works. Clearly identify the name and location and describe the buildings (or pieces) discussing why they remind you of the ancient pieces. In what way do they serve a similar function? Do they have the same meaning? Do they “fit” into their modern environment? How so? INCLUDE at least 4 photographs or drawings of EACH work or building you use. The written part should have 3-4 paragraphs for each work explaining the above information. The Photo Essay should be presented in a PowerPoint presentation or PDF with the written part incorporated

appropriately that can be attached through the Assignment Folder. See other requirements above.

4. **EXPLORE A MEDIUM** (mainly for Fine Art majors, but if you wish to explore this contact me)  
Explore a medium and style from our covered time period like mosaic or stained glass. Contact me beforehand.

ALL PAPERS AND PROJECTS ARE DUE: 11:00 pm, Wednesday, Nov 2

LATE PAPERS or PROJECTS are accepted up to 3 days late and will be penalized a grade stop for each day late.

EXTRA CREDIT: There will be one EXTRA CREDIT written assignment available which involves a field trip to the Seattle Art Museum downtown site to do an analysis of one art work in the collection that is from our covered time period – there will be a specific assignment information file and support files to follow and use on the class site. (For students living outside of the Puget Sound area, contact me for acceptable sites in your area).

TOTAL Extra Credit Points Possible: 5

### WEEKLY DISCUSSIONS BOARD POSTING SUBJECTS & DATES

(Possible: 30 Points)

- Lectures
- Textbook readings,
- & Major Readings

\*Note that the chapter numbers below are for the 15<sup>th</sup> & 14<sup>th</sup> Global edition of ART THROUGH THE AGES (full text or Vol. 1)

\*See handout, 01b. for edition chapter comparisons with the 13<sup>th</sup> edition.

WEEK	WORK ASSIGNED
1-2	<p><b>Read &amp; Post by 11pm on Sept 25:</b></p> <p>READ: the <b>Introduction</b> to your text. Know the formal elements of art: Form, Space, Perspective, Volume, Line, Proportion, Composition, Texture, etc. The formal elements help us to define and describe a work of art. In Art History, this “defining” is often called “<b>Style.</b>” At the simplest level, “style” is what makes any work of art look the way it does. Learning to recognize the styles of different time periods is a major portion of this course. Also read your handout titled, “Art History Term Sheet &amp; Study Guide” <b>Be sure to look at the maps and time lines that begin each chapter.</b></p> <p>WATCH: Lectures 01b, 01c, &amp; 02, <b>Posting worth up to 1.5 points</b></p> <p>READ: Chapter 1 – The Birth of Art (The Ancient World), <b>Posting worth up to 1.5 points</b></p> <p>Emphasis: Cave paintings, “Venus Figures,” Megalithic structures</p>
3	<p><b>Read &amp; Post by 11pm on Oct 2:</b></p> <p>Lectures: 03a-b, &amp; 04a-b, <b>posting worth up to 1.5 points</b></p> <p>Chapter 2 – Ancient Near Eastern Art (Mesopotamian Art), <b>Posting worth up to 1.5 points</b></p> <p>EMPHASIS: Sumerian, Akkadian, Babylonian, Neo-Babylonian, Assyrian, &amp; Ancient Persian Style Periods</p> <p>Chapter 3 – Ancient Egyptian Style Period, pages 54-66 – Old Kingdom</p>

WEEK	WORK ASSIGNED
4	<p><b>Read &amp; Post by 11pm on Oct 9:</b>  Lectures: 05a-b, 06, &amp; 07, <b>Posting worth up to 1.5 points</b>  Chapter 3 – Egyptian Art, pages 67-83-Middle and New Kingdom, <b>Posting worth up to 1.5 points</b>  EMPHASIS: Architecture, Sculpture, Relief Carving, Wall Paintings  Chapter 4 – Aegean Art Style Period  EMPHASIS: Cycladic – Sculpture; Minoan-Pottery, Palaces, Paintings; Mycenaean Architecture, Metalwork</p>
5	<p><b>Read &amp; Post by 11pm on Oct 16:</b>  Lectures: 08a-c, 09a-c, &amp; 10a-b, <b>Posting worth up to 1.5 points</b>  Chapter 5: Ancient Greek Art – Archaic, Classical, &amp; Hellenistic Style Periods  EMPHASIS: Pottery, Sculpture, Architecture, <b>Posting Worth up to 1.5 points</b>  Also Read Major Reading: Plato  <b>Posting worth up to 1.5 points</b>  ★MIDTERM EXAM DUE BY: Oct 25, 2016 (20 points total)</p>
6	<p><b>Read &amp; Post by 11pm on Oct 23:</b>  Lectures: 11, 12a-c, 13a-b, &amp; 14a-b, <b>Posting worth up to 1.5 points</b>  Chapters 6 &amp; 7: Etruscan and Roman Art Style Periods, Posting worth up to 1.5 points  EMPHASIS: Etruscan – Painting and Sculpture  Roman – Sculpture, Architecture, Wall Painting (Fresco) and Mosaic  ALSO READ MAJOR READING: BOOK II, MEDITATIONS OF MARCUS AURELIUS, <b>Posting worth up to 1.5 points</b>  ▪ Midterm Essay Subject Choices <b>available Oct 18</b>  ▪ Midterm Identificaiton Quiz <b>available Oct 24</b>  ★MIDTERM EXAM DUE BY: Oct 25, 2016 (20 points total)</p>
7	<p><b>Read &amp; Post by 11pm on Oct 30:</b>  Lectures: 15a-c, 16a-b, <b>Posting worth up to 1.5 points</b>  Chapters 8 &amp; 9: Early Christian (Late Antiquity), and Byzantine Style Periods, <b>Posting worth up to 1.5 points.</b>  EMPHASIS: Catacomb paintings, Architecture, Mosaics, Sarcophagus Sculpture, Iconography  ★ART PROJECT OR RESEARCH PAPER IS DUE: <b>WEDNESDAY, NOV 2</b> (up to 30 points)</p>
8	<p><b>Read &amp; Post by 11pm on Nov 6:</b>  Lectures: 17 &amp; 18 a-c, <b>Posting worth up to 1.5 points</b>  Chapters: 10, 11 – Islamic &amp; Early Medieval Art in the West and Pre-Christian influences; Vikings (Nordic); Hiberno-Saxon (Celtic-British), Insular, Irish Manuscripts, <b>Posting worth up to 1.5 points</b>  EMPHASIS: Metalwork, Illuminated Manuscripts; Carolingian &amp; Ottonian Style Periods</p>
9	<p><b>Read &amp; Post by 11pm on Nov 13:</b>  Lectures: 19a-c, <b>Posting worth up to 1.5 points</b></p>



WEEK	WORK ASSIGNED
	Chapter 12 – Romanesque Style Period, <b>Posting worth up to 1.5 points</b> <b>EMPHASIS: Architecture/Sculpture (taken together), Manuscripts</b> <b>ALSO MAJOR READING: Bernard &amp; Suger, Writings on Church Architecture,</b> <b>Posting worth up to 1.5 points</b>
10	<b>Read &amp; Post by 11pm on Nov 20:</b> Lectures: 20a1-2, & 20b1-2, <b>Posting worth up to 1.5 points</b> Chapter 13: Gothic Style Period, <b>Posting worth up to 1.5 points</b> <b>EMPHASIS: Architecture/Sculpture, Stained Glass, Illuminations</b>

- Final Essay Subject Choices will be available: Nov 22
- Final Identification Quiz will be available: Nov 28
- **FINAL EXAM: TUESDAY, NOV 29, 2016 (20 POINTS TOTAL)**

## BOOKS ON RESERVE IN THE LIBRARY & FOR FURTHER RESEARCH

I have put the following books on RESERVE in the Bellevue College Library. You may take them out for a two-hour use in the library, or take them home overnight. They should be helpful for starting points for doing a Research Essay, for those instances when the textbook doesn't give you enough information on a subject or something you just want to know a bit more about. The books are under the name "RON TANZI" or the class name: **Art History 201**.

### Main texts:

1. Kleiner, (older editions may include the following authors: Mamiya, Tansey), GARDNER'S ART THROUGH THE AGES, 13 & 12<sup>TH</sup> editions
2. Spencer, READINGS IN ART HISTORY, VOL 1, 3<sup>RD</sup> edition
3. Barnett, A SHORT GUIDE TO WRITING ABOUT ART (helpful if you are choosing to do a research paper)

### For further research:

4. Boardman, Jon, GREEK ART
5. Grand, P.M., PREHISTORIC ART
6. Higgins, Reynold, MINOAN AND MYCENAEAN ART
7. Lloyd, Seton, ART OF THE ANCIENT NEAR EAST
8. Schug-Wille, Christa, ART OF THE BYZANTINE WORLD
9. Westendorf, Wolfhart, PAINTING, SCULPTING AND ARCHITECTURE OF ANCIENT EGYPT
10. Wheeler, Mortimer, ROMAN ART AND ARCHITECTURE

## NOTES FOR CLASS:

Although you are making postings on readings the same weeks as the lectures, it is a good idea to keep ahead of the lectures by reading the chapter(s) before listening to the lecture so that you are somewhat familiar with vocabulary and terminology before exposure to them in lecture. Learn to take good notes during lectures and when reading your textbook. I recommend printing thumbnails of images in the class study folder into the left column of a document and using spaces to the right of each thumbnail to take notes on those need-to-know works as you watch and listen to the lectures.

Most of the most important works of art we cover can be downloaded from the STUDY IMAGES FOLDER on the class web site. Other Images that you may want to download for exam essays and research papers can also be searched for on the web (go to: [Google Image Search](#)) or copied from your textbook – if you have trouble finding an image e-mail me and I may be able to send one to you.

## HELP WITH CANVAS

If you are new to using Canvas or have never taken an online (or hybrid) class before, I strongly encourage you to go to [the ITS Service Desk for Students](#) and review the online tutorial for Canvas. Be sure to watch the Canvas Student Orientations well as review steps for logging in.

## COMPUTER ISSUES...

Should you experience any technical computer issues (software or otherwise) anytime throughout the quarter, you should contact the BC help desk at 425-564-HELP or [submit a Request Center ticket](#)

The following web site is helpful for [Students](#).

## CLASSROOM LEARNING ATMOSPHERE

### Instructor's Expectation

Success in this class is dependent on:

1. your motivation and desire to explore and learn,
2. your competence using Canvas, as well as a good working knowledge of your computer including your Internet Service Provider (ISP) and e-mail,
3. logging into the course website and checking the 'Assignments', 'Announcements', 'Calendar' and email tools at least five times per week,
4. regularly accessing the course website and scrolling down to the appropriate week to keep up with assignments,
5. keeping up with the assigned readings by the due dates and taking notes on each reading (especially the textbook chapters),
6. your ability to read and write in English at the college level,
7. the ability to learn from written materials, including a college level textbook, lectures, e-mails, and on-line discussions,
8. contributing in a relevant, and respectful manner to class discussions,
9. the ability to successfully collaborate and cooperate with your colleagues,

10. the ability to follow directions and access assignment rubrics for expectation and instructor feedback,
11. self-discipline to focus, set goals, and complete assignments on time without face-to-face contact with an instructor.

## AFFIRMATION OF INCLUSION

Bellevue College is committed to maintaining an environment in which every member of the campus community feels welcome to participate in the life of the college, free from harassment and discrimination.

We value our different backgrounds at Bellevue College, and students, faculty, staff members, and administrators are to treat one another with dignity and respect.

## RELIGIOUS HOLIDAYS

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

## COLLEGE ANTI-DISCRIMINATION STATEMENT (Title IX)

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

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

## DIVISION STATEMENTS

Please view the Arts & Humanities web site, under "[Student Information](#)" to see both:

1. Student Procedures and Expectations
2. Arts and Humanities Commitment to Student Growth and Development

Other valuable information is available for viewing for any possible "class" issues.

Information about Bellevue College's copyright guidelines can be found at: [College Copyright Policy](#)

This link provides a good, short summary of how to avoid plagiarism: [Avoiding Plagiarism](#)

## STUDENT CODE of CONDUCT and ACADEMIC INTEGRITY

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

## 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 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 may impact someone on campus with the Title IX Coordinator. Students may speak to someone confidentially by contacting the BC Counseling Center at (425) 564-2212. The Title IX Office can be contacted at 425-564-2441 and more information can be found on the [Title IX web site](#).

## IMPORTANT LINKS

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](#)

## 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 us as soon as possible.

If you are a person who requires assistance in case of an emergency situation, such as a fire, earthquake, etc, please meet with your individual instructors to develop a safety plan within the first week of the quarter.

If you are a student with a documented autism spectrum disorder, there is an additional access

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

The DRC office is located in B132 or you can call our reception desk at 425-564-2498. Deaf students can reach us by Skype: the address is [DRCatBC](#) (NOTE: There is no @ sign...it is actually [DRCatBC](#)). Please visit our website at [Disability Resource Center](#) for application information into our program and other helpful links.

## ACCESSIBILITY

The online elements of this course are designed to be welcoming to, accessible to, and usable by everyone, including students who are English-language learners, have a variety of learning styles, have disabilities, or are new to online learning. Be sure to let me know immediately if you encounter a required element or resource in the course that is not accessible to you. Also, let me know of changes I can make to the course so that it is more welcoming to, accessible to, or usable by students who take this course in the future.

## PUBLIC SAFETY AND EMERGENCIES

Public Safety is located in D171 just inside the Printing Services Lobby (D175) and can be reached at [425-564-2400](#) (easy to remember because it's the only office on campus open 24 hours a day—2400). Among other things, Public Safety serves as our Parking Permits, Lost and Found, and Emergency Notification center. Please ensure you are signed up to receive alerts through our campus alerting system by registering at [RAVE Alert Registration](#)

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

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

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

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

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

## FINAL EXAM SCHEDULE

[Final Exam Schedule](#)

## 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.

Syllabus Template Revised 1/13/2016