Department of Biology Course Outline

BIOL2040 - Genetics
Summer 2019

Course Description
A study of the organization and behaviour of genes and chromosomes and their roles in cells, organisms, populations and evolution. Three lecture hours, one tutorial hour.

Prerequisites
Both SC/BIOL 1000 3.00 and SC/BIOL 1001 3.00 or SC/BIOL 1010 6.00. Course credit exclusion: SC/BIOL 2040 4.00

Course Instructors and Contact Information
Course Director: Dr. Tanya Da Sylva
Email: TDCourse@yorku.ca

Dr. Da Sylva's Drop-in (office) hours and location: as listed on Moodle (drop-in, no appointment necessary). To arrange an appointment outside listed office hours email TDCourse@yorku.ca and provide a list of times you are available. If you wish to meet privately please mention this in the email.

Email must include your name and student number and should include a descriptive subject line. Email is NOT a substitute for office hour attendance. Expect an average response time of three business days. Email will not routinely be replied to on weekends or holidays.

Schedule
Classes: Mondays and Wednesdays 2:30 pm to 4 pm in LAS B
Tutorials: Mondays at 4 pm, Wednesdays at 1 pm

Tutorials will start Monday, May 6th and run weekly with some exceptions (check detailed schedule on Moodle).

Tutorials are 50 minutes long and you will not be given extra time to complete material if you are late. You must attend the tutorial section in which you are registered. You will not be allowed into a tutorial you are not registered for without written permission from the course director (T. Da Sylva).

Permanent tutorial section switches are allowed until Monday, May 13th. If the tutorial section you want to switch into is not full you may be able to switch yourself. If it is full DON’T attempt to drop and switch tutorials yourself!

- If you want to switch into a tutorial section that is full you must find someone willing to switch with you. Each of you must complete a course transaction form (available from T. Da Sylva). These forms must be submitted as a pair to Dr. Da Sylva by the start of class on Monday, May 13th (2:30pm).
- The UG Biology Office will process the switch. Do not email or call them to check the status, just check your records.

If you miss a tutorial you MUST email me (T. Da Sylva) immediately (see further instructions in Course Policies below)

- One temporary switch per term may be allowed with a valid reason. Make up tutorials will not be offered. Due to the quick pace of tutorials switches may be possible.
  - If you don’t have a valid reason for missing your tutorial you will receive zero for the tutorial.
  - If a switch is not possible the weight of the missed tutorial will be transferred across other completed tutorials
**Evaluation**

Final course grades may be adjusted to conform to Program or Faculty grades distribution profiles.

- **Midterm 1**: 20% - Wednesday, May 29th (in class)
- **Midterm 2**: 20% - Monday, July 15th (in class)
- **Final Exam**: 30% - August exam period, scheduled by Registrar’s Office

**Tutorials**: 16% - Weekly basis (mandatory, even if repeating course; details on Moodle)

**Activities**: 10% - In-class (iClicker) and Moodle Quizzes

**Epigenetics Project**: 4% - Due July 29th; details on Moodle

* You must pass the sum of the midterms and final to pass the course (i.e., receive 35/70 on the midterms plus exam component). You must write both midterms or have valid reasons for not writing to be eligible to write the final exam.

The final exam is cumulative!

**The registrar sets exam schedules; by enrolling in this course you must be available to write an exam anytime, July 31 – August 9 inclusive. Exams will not be rescheduled and deferred standing will not be granted for scheduled conflicts unless the conflict falls under official undergraduate exam conflict rules. Please see [http://registrar.yorku.ca/exams](http://registrar.yorku.ca/exams) for more details.**

* Your **Tutorial grade** is the combination of 7 tutorials and 2 reflection assignments. Your lowest grade will be dropped when calculating your tutorial grade. Tutorials are weekly with a few noted exceptions (see detailed schedule on Moodle)

**Activities** include in-class iClicker questions, in-class assignments and online Quizzes (Moodle).

- **In-class iClicker questions and assignments will earn points for completion/active participation.** Your grade will be calculated out of 20% less than the actual total points that could be earned (e.g., if there were a maximum of 100 points possible for the term, your grade would be out of 80 points). There are no bonus marks; the maximum grade for Activities is still 100%.
- **Quizzes will be marked on the basis of a correct answer.** Quizzes will be on Moodle. Each quiz will be worth a certain number of points. Your grade will be calculated out of 20% less than the actual total points that could be earned (similar to activities described above).
- **Your in-class points and Quiz points will be combined to calculate your Activities mark.**

**Epigenetics Project:** You will create an infographic or factsheet describing the role of epigenetics in human health and disease. You will be able to choose any relevant topic you wish, the only requirement is that your project be created for a general audience (no science or genetics background assumed). Your project will be marked based on both accuracy of genetic information and communication skills. Details can be found on Moodle.

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**Important Dates**

<table>
<thead>
<tr>
<th>Date</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classes start:</td>
<td>Monday, April 29th</td>
</tr>
<tr>
<td>Last day to switch tutorials:</td>
<td>Monday, May 13th (see note above)</td>
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<tr>
<td>Tutorials start:</td>
<td>Monday, May 6th (weekly with noted exceptions; see Moodle)</td>
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<tr>
<td>Victoria Day:</td>
<td>Monday, May 20th (holiday; no class)</td>
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<tr>
<td>Midterm 1:</td>
<td>Wednesday, May 29th</td>
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<tr>
<td>Reading Week:</td>
<td>Tuesday, June 11th – Friday, June 14th (no classes)</td>
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<tr>
<td>Canada Day:</td>
<td>Monday, July 1st (holiday; no class)</td>
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<tr>
<td>Midterm 2:</td>
<td>Monday, July 15th</td>
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<tr>
<td>Drop Deadline:</td>
<td>Friday, June 28th (course does not appear on your transcript)</td>
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<tr>
<td>Course Withdrawal:</td>
<td>Saturday, June 29th – Monday, July 29th (course still appears on transcript)</td>
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<tr>
<td>Study Day:</td>
<td>Tuesday, July 30th (no classes)</td>
</tr>
<tr>
<td>Final Exam:</td>
<td>TBA, during the Summer exam period (July 31st – August 9th)</td>
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NOTE: for additional important dates such as holidays, refer to the “Important Dates” section of the Registrar’s Website at [http://www.yorku.ca/yorkweb/cs.htm](http://www.yorku.ca/yorkweb/cs.htm)
Resources

Textbook package from York Bookstore (REQUIRED):
   In order to keep costs down a custom textbook version was produced. The custom version is only available from the York Bookstore.

   There are 2 options for the text (choose one) – both ONLY available from the York Bookstore:
   - Custom Edition Softcover (~$130):
     - Packaged with access code for Mastering Genetics and LearningCatalytics. Also have access to e-text
   - Custom E-text access code (~$60):
     - Packaged with code for Mastering Genetics and LearningCatalytics. The e-text is essentially a rental and the code cannot be transferred between individuals (i.e., you can’t sell it or give it away). You do NOT get a hardcopy

   Mastering Genetics and Learning Catalytics will NOT be used this term.

   Copies of the textbook (only) are on reserve at Steacie Library

2. Course Moodle Site (ONLINE, web-based):
   Announcements, quizzes, grades, and other course information is communicated through Moodle. Please check it daily.

3. Learning Goals and Outcomes (LOs):
   Detailed LOs (more detailed than below) will be posted to Moodle. The LOs are what you should be able to do by the end of the course. All testable material will fall under the LOs so it’s wise to refer to them repeatedly throughout the course.

4. iClicker:
   iClicker is a student response system offered for free to York University students. You will be answering questions in class using iClicker. In order to answer questions you will need a charged laptop, tablet or smartphone. If you do not have such a device, the library loans out tablets and laptops (http://www.library.yorku.ca/web/steacie/unusual-reserves/).
Learning Outcomes
Upon successful completion of this course, students should be able to:

• Relate concepts from BIOL 1000 and 1001 to those in BIOL 2040. Review as necessary.
• Communicate information, arguments, and analyses accurately and reliably in verbal and written form.
• Work effectively and collegially with your peers.
• Use genetic terminology in its correct scientific context.
• Interpret and analyse information provided in a figure; given data, construct a figure.
• Describe the molecular anatomy of genes and genomes.
• Compare different types of mutations and describe how each can affect genes and the corresponding mRNAs and proteins.
• Explain the molecular basis, at the protein level, for different genetic outcomes of alleles of the same gene.
• Describe the mechanisms by which an organism’s genome is passed on to the next generation.
• Describe the phenomenon of linkage and how it affects assortment of alleles during meiosis.
• Analyse phenotypic data and deduce possible modes of expression/inheritance (e.g., incomplete dominance, autosomal, X-linked) from family histories (pedigrees).
• Extract information about genes, alleles, and gene functions from genetic crosses and pedigree analysis.
• Interpret results from molecular analyses to determine the inheritance patterns and identities of human genes that can mutate to cause diseases.
• Describe the approaches and methods used to conduct genetic studies in model organisms. Apply the results of molecular genetic studies in model organisms to understand aspects of human genetics and genetic diseases.
• Justify the value of studying genetics in organisms other than humans.
• Describe the processes that can affect the frequency of phenotypes (and genotypes) in a population over time.
• Evaluate the societal and ethical impacts of various genetic techniques, studies, and applications.

Course Content
In this course, we’ll explore and apply genetics concepts and you’ll gain a deeper understanding of the scientific process. A strong understanding of genetic fundamentals will enhance your understanding of almost all other biological processes.

Instructor: My role is to provide you with the opportunity to learn, to challenge you and to build a safe environment for you to struggle with material and overcome your challenges. I will answer questions in class when possible and hold regular office hours. I will support you, as much as I can, as you work on overcoming your misconceptions of material and developing study skills.

Student: Your textbook readings and supplemental information provide you with useful background information/details and will help you reach some of the LOs (LOs straightforward enough for you to learn from the text will not be covered in class). You are expected to complete the required readings and online work prior to class time. During class we’ll explore materials that tend to be more difficult or complex. You will also have the opportunity to practice with material and work with your peers. You are expected to participate in all activities.

As with all courses, you are still expected to spend time beyond the regular course hours in preparation, review, studying, etc. However our course is designed to help you establish good studying habits, and practice and check your understanding of material before heavily weighted tests (midterms and exam). If you prepare and participate actively (in class, online and in tutorials) you should not have to “cram” for exams.

Information on course topics is available on Moodle (LOs, etc.)
Experiential Education and E-Learning

**e-learning:** This class employs a "flipped" approach. You will do the basics of reading and watching videos outside of class and in-class we will spend most of our time actively engaging with material (practicing, figuring out where you’re struggling, deepening your understanding of those challenging concepts).

**Active learning** aids comprehension and retention of concepts. Through Moodle, and during class you will be engaging in activities that promote analysis, synthesis of the course content, application to ‘real-life’ experiences and reflection on your learning process. Sometimes this will take the form of individual work, but often you will be participating in small group discussions or analysis.

**Experiential education:** You will gain hands-on skill development in teamwork and communicating scientific concepts. We will also go through some case studies and throughout the term you will be asked to reflect on your learning.

Other Information

1) Audio recording (ONLY audio) of the lecture is permitted. Recordings can only be shared with students enrolled in the course and section the recording was made of.

2) The midterms and final exam will consist predominantly of multiple-choice but may include short answer, fill-in, matching, calculating and drawing type questions.

3) Your cumulative final will be given during the official exam period. **It is your responsibility as a student to ensure that you are available to sit for examinations during the entire exam period.** Under no circumstances will makeup exams (midterm or final) be provided because of conflict with vacation plans or work conflicts. **York will post the final exam schedule online; it is your responsibility to keep track of your exam schedule**

4) Information on 2-stage Testing:
   - Numerous educators have used 2-stage tests as a way to turn the assessment process into a learning experience. 2-stage tests involve writing tests both as an individual and in a group. When your group disagrees on an answer you get to discuss the subject right away perhaps correcting your own misconceptions before you leave the exam room. **We will use 2-stage testing for our midterms and final exam whenever possible.**
   - You will arrive for your test and write the 1st stage - individual test; this will be like a traditional test. You will hand in your scantron and test booklet when you are done but remain seated until the end of the 1st stage. Once everyone’s tests have been collected you will assemble into groups of four.
   - In your groups you will be given another test booklet to begin the 2nd stage (group test) - this test will be similar to the one you just completed by yourself. You will now have additional time to complete the test again in groups. You will not be allowed to write the group test by yourself or in groups of less or more than 4 people (unless unavoidable due to class size).
   - Your mark will be calculated as follows - 85% individual score plus 15% group score. However if your individual score is higher than your group score you will simply have your individual score (100%).
   - Students who normally write with Alternate Exams have been able to join the class for the 2nd stage (group). However, if you have any concerns about the testing format or joining the main room please let me know and we can discuss alternative accommodation.

5) You will be responsible for meeting the detailed learning objectives (provided on Moodle). To reach these objectives you will combine material presented in class and textbook readings.

6) Email Policy & Etiquette: Expect an **average response time of 3 (working) days**, not including weekends or holidays.

   **Email messages not meeting the guidelines below may not receive a response:**
   - Emails from addresses other than your @my.yorku.ca address may be filtered as junk and not get a reply.
• Do not use the Moodle email (messaging) function to contact Dr. Da Sylva.

• Subject line: make your subject line descriptive – include the course information (SU19 BIOL2040), your name and student number, whether the email pertains to lecture or tutorial and briefly mention the topic (examples: SU19 BIOL2040 J. Sami (215123456) – missed Tutorial Tues., May 9th, 4:00 pm or SU19 BIOL2040 J. Sami (215123456) Lecture – Mendelian ratios question).

  • Before emailing please consider the following: is it in the syllabus (read the syllabus)? If your question was addressed in class, on Moodle or in the syllabus you are unlikely to get a reply.

  • Most questions about course material are more difficult to answer over email than in person. Come by drop-in hours instead or make use of the discussion board on Moodle to pose your questions. Other students may have the same question and everyone can benefit from a classmate or instructor answering it. I may post emails and responses to the forums for this purpose (with identifying information removed).

  • Grades for midterms, tutorials and the exam will be posted to Moodle as soon as they are ready. Do not email asking when grades will be posted; these emails will not be responded to. Do not email your instructor or TA asking for grades.

  • Harassing or abusive, and rude emails will not be tolerated. You will be reported to the department or faculty or simply ignored, depending on severity.

  • It is your responsibility to earn your grade. Individually adjusting a student’s grade without academic merit is unethical. All requests for grade “bumping” will be ignored.

Course Policies

Grading and Policies for Missed Tests

Grading: The grading scheme for the course conforms to the 9-point grading system used in undergraduate programs at York (for a full description see the York University Undergraduate Calendar – http://calendars.registrar.yorku.ca/2012-2013/academic/grades/index.htm)

Missed Midterm/Exam – General Policies: Students must have an urgent reason for missing a course exam, such as illness, compassionate grounds, etc., which may need to be confirmed by appropriate supporting documentation (e.g., attending physician’s statement).

  • Midterm/exam will be cancelled due to weather ONLY if the University officially closes/cancels classes/exams. In all other cases, it is YOUR responsibility to get to class on time. You will not be allowed extra time to write a test if you arrive late.

For Midterms:

  • You MUST fill in the Missed Test Form on Moodle within 5 business days of missing the test.

  • Supporting documentation may be required. See instructions in the Missed Test Form (on Moodle).

  • To be eligible to write the make-up you must follow the instructions above and be granted permission. I will try my best to be fair and will consider many situations (not just illnesses) but NOT all situations will be accommodated, meaning that a zero will be earned on the missed test.

There will be only one make-up test for each midterm. If you have a valid reason for missing both the original test and the make-up, the weight of the midterm will be transferred to the final exam. Make up tests may occur anytime before the end of the last class (i.e., the make up for midterm 1 may happen after midterm 2). Further extensions or accommodation will require students to submit a formal petition to the Faculty.

For the Final Exam (different than for midterms!):

  • It is your responsibility as a student to ensure that you are available to sit for examinations during the entire exam period.

  • If you miss the final exam for a valid reason (e.g. medical emergency, death of an immediate family member) you must request deferred standing and notify me within 5 business days of missing the exam.
To request deferred standing you must complete and submit a Deferred Standing Agreement Form (found at the link above) along with supporting documentation to me within 5 business days of the missed exam.

Requests submitted after this time will be denied and you must formally petition for further accommodation.

Doctor’s notes are NOT sufficient for missed final exams; you MUST have your doctor fill out the Attending Physician’s Statement included in the petitions package (please make sure you are using the current version of the Attending Physician’s statement form – no other versions will be accepted).

Contact me to determine the appropriate documentation required for other circumstances.

If I approve the deferred standing request the date and time of the deferred exam is at my discretion. If you miss the deferred exam will have to formally petition for further accommodations.

If I deny your deferred standing request you must submit a petition for further accommodation. An academic committee will decide whether or not permission to write will be granted based on the situation and evidence presented. Denied petitions will result in a zero on the final exam.

Religious accommodations must be arranged at least 3 weeks prior to the exam (see general course policies below for guidelines).

Policies for Missed Tutorials:

- You must contact me (T. Da Sylva; TDCourse@yorku.ca), not your TA, immediately (24 – 48 hours) upon missing a tutorial. DO NOT just show up to the next available tutorial!
- You must have an urgent reason for missing a tutorial, such as illness, compassionate grounds, etc., which may need to be confirmed by appropriate supporting documentation (e.g., attending physician’s statement). DO NOT get documentation before emailing me; it may not be necessary. Email right away.
- If possible you will be allowed ONE temporary tutorial switch a term. Due to the pace of the tutorials a switch may not be possible. There will be no make ups. Therefore, with an acceptable absence, the weight of missing tutorials may be transferred to the other completed tutorials.

Incomplete/Late Course Work Policies:

Extensions on course work deadlines, Activities (iClicker and Quizzes) and Project, will not normally be granted.

- Activity points will be earned from activities conducted in-class and on Moodle. All missed submissions will receive a zero grade; no late submissions will be accepted. However, the way your Activities grade is calculated allows you to miss some of the activities without penalty. See Evaluations above for more details.
  - Missing a class or not doing well on a quiz is unlikely to affect this portion of your grade. Therefore, documentation (e.g., doctor’s note) will not be considered for these components and no extensions or makeups will be given.
  - Students who encounter longer-term medical or other issues should contact me as soon as possible to discuss options.
- You will be able to complete the Epigenetics Project on your own time and submit it through Moodle. You are encouraged to plan ahead; do not leave completion to the last minute! Individuals with extenuating circumstances can contact me via TDCourse@yorku.ca.
- All late submissions, without permitted extensions, will be penalized as noted in the Epigenetics Project outline (on Moodle).

Exam marks & reviewing exams:

- Midterms and Exams in this class follow a 2-stage format (more information can be found on Moodle) and marking typically takes ~ 2 weeks. Marks will be posted on Moodle as soon as possible. Marks are not negotiable. Please see below if you believe there has been an error in your mark calculation.
- Midterms and Exams will not be handed back, but you will have opportunities to review your tests. These dates will be posted to Moodle, if you cannot attend the posted dates you may have to wait until the end of term to view your test(s).
### Remarking of tests/exams or tutorials:

- If you believe a written answer on a test or assignment was marked incorrectly you must submit a written rationale (based on academic merit*) and the paper (if handed back to you) for remarking to me within 1 week of the test/assignment being made available to you. Note: **only answers in ink** are eligible for remarking and **remarking can result in the mark being raised, confirmed, or lowered**.

- To be fair and consistent to the entire class, **individual grades are not negotiable**. There are no ‘extra credit’ assignments, and grades are not “curved”.

  *academic merit means you make an academic argument for why your answer is correct – you cannot compare your answers to other student’s assignments it MUST be correct on its own; statements such as “this grade doesn’t reflect how hard I studied” or “I really know the material well and I should have a better grade” are not academic grounds.*

### Forum Code of Conduct:

- Students are encouraged to participate in the online Moodle Forums to discuss course concepts, organize study groups, and ask questions relating to Genetics. Discussions should be polite and respectful and students are expected to follow these guidelines while using the forums:
  - Use a clear, informative subject line. Try to be as specific as possible so that other students and the instructor can respond appropriately.
  - Post comments appropriate to the particular discussion. Off-topic posts may be moved or deleted.
  - **Be respectful!** Posts containing personal insults/attacks/intimidation/inappropriate language/profanity will be removed. I will be monitoring for disruptive behaviour and also encourage you to email me immediately if you notice inappropriate behaviour in the forums. You must follow the York University Student Code of Conduct at all times ([http://www.yorku.ca/oscr/codeofrr.html](http://www.yorku.ca/oscr/codeofrr.html)).
  - While you may engage in debate/discourse on biological topics, such discussions should be respectful and evidence-based. Evidence should be from trusted sources ([http://www.yorku.ca/webclass/module4a.html](http://www.yorku.ca/webclass/module4a.html)).
  - Any posts that appear to violate this code of conduct, and any post at all, may be edited, moved to a hidden forum, or deleted at the discretion of instructors/moderators. If posts contain violations of academic honesty or the York University Student Code of Conduct further action will be taken.
  - If you notice any inappropriate posts please contact Dr. Da Sylva immediately.

- Disclaimer: While Moodle moderators/instructors attempt to remove/edit objectionable/inappropriate material as quickly as possible, it isn’t always possible to review every post in a timely manner. **All posts made on the forums express the views and opinions of the post’s author and the instructor/moderators cannot be held liable.**

- Note: While the instructor/moderators review posted material they may not correct wrong answers or incorrect information. **You are responsible for judging the accuracy of the information provided.**

### University Policies

**Academic Honesty and Integrity**

York students are required to maintain the highest standards of academic honesty and they are subject to the Senate Policy on Academic Honesty ([http://secretariat-policies.info.yorku.ca/policies/academic-honesty-senate-policy-on/](http://secretariat-policies.info.yorku.ca/policies/academic-honesty-senate-policy-on/)). The Policy affirms the responsibility of faculty members to foster acceptable standards of academic conduct and of the student to abide by such standards. There is also an academic integrity website with comprehensive information about academic honesty and how to find resources at York to help improve students’ research and writing skills, and cope with University life. Students are expected to review the materials on the Academic Integrity website at - [http://www.yorku.ca/academicintegrity/](http://www.yorku.ca/academicintegrity/)

**Access/Disability**

York University is committed to principles of respect, inclusion and equality of all persons with disabilities across campus. The University provides services for students with disabilities (including
physical, medical, learning and psychiatric disabilities) needing accommodation related to teaching and
evaluation methods/materials. These services are made available to students in all Faculties and
programs at York University.
Student's in need of these services are asked to register with disability services as early as possible to
ensure that appropriate academic accommodation can be provided with advance notice. You are
encouraged to schedule a time early in the term to meet with each professor to discuss your
accommodation needs. Please note that registering with disabilities services and discussing your needs
with your professors is necessary to avoid any impediment to receiving the necessary academic
accommodations to meet your needs.
Additional information is available at the following websites:
Counselling & Disability Services - http://cds.info.yorku.ca/
Counselling & Disability Services at Glendon - http://www.glendon.yorku.ca/counselling/personal.html
York Accessibility Hub - http://accessibilityhub.info.yorku.ca/

Ethics Review Process
York students are subject to the York University Policy for the Ethics Review Process for Research
Involving Human Participants. In particular, students proposing to undertake research involving human
participants (e.g., interviewing the director of a company or government agency, having students
complete a questionnaire, etc.) are required to submit an Application for Ethical Approval of Research
Involving Human Participants at least one month before you plan to begin the research. If you are in
doubt as to whether this requirement applies to you, contact your Course Director immediately.

Religious Observance Accommodation
York University is committed to respecting the religious beliefs and practices of all members of the
community, and making accommodations for observances of special significance to adherents. Should
any of the dates specified in this syllabus for an in-class test or examination pose such a conflict for
you, contact the Course Director within the first three weeks of class. Similarly, should an assignment to
be completed in a lab, practicum placement, workshop, etc., scheduled later in the term pose such a
conflict, contact the Course director immediately. Please note that to arrange an alternative date or time
for an examination scheduled in the formal examination periods (December and April/May), students
must complete an Examination Accommodation Form, which can be obtained from Student Client
Services, Student Services Centre or online at
http://www.registrar.yorku.ca/pdf/exam_accommodation.pdf (PDF)

Student Conduct in Academic Situations
Students and instructors are expected to maintain a professional relationship characterized by courtesy and
mutual respect. Moreover, it is the responsibility of the instructor to maintain an appropriate academic
atmosphere in the classroom and other academic settings, and the responsibility of the student to
cooperate in that endeavour. Further, the instructor is the best person to decide, in the first instance,
whether such an atmosphere is present in the class. The policy and procedures governing disruptive and/or
harassing behaviour by students in academic situations is available at - http://secretariat-
policies.info.yorku.ca/policies/disruptive-andor-harassing-behaviour-in-academic-situations-senate-policy/