

Department of Biology Course Outline

BIOL2040 - Genetics Summer 2020

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. One term. Three credits.

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; see *Course Policies* section below for email guidelines.

TAs: see Moodle.

Dr. Da Sylva's Virtual "Office" Hours: as listed on Moodle (drop-in, no appointment necessary). To arrange a virtual appointment outside listed office hours email TDCourse@yorku.ca and provide a list of times you are available.

Remember, no one planned on a pandemic! We get through this by prioritizing compassion and care. I always encourage my students to prioritize their wellbeing if they need to, but it's even more important now. Basically, know that you will always have my support. I will do my best to get everyone through this in a way that is as fair as possible. See my [mini-Summer 2020 FAQ](#) for more information on my teaching philosophy during this time of crisis.

Schedule

Due to the COVID-19 pandemic and current public health regulations this summer BIOL 2040 will held in a remote format. There are scheduled class and tutorial times that will be used occasionally during the term. Attendance is not mandatory but highly encouraged. Please see the "Experiential and E-learning" section below for more details

Scheduled Class Times: Mondays and Wednesdays 2:30 – 4 pm; classes start on Monday, May 11th. Instructions for how to join virtual classes will be posted to Moodle. Not all scheduled periods will be used, and there may be additional sessions offered outside of these times. A list of scheduled "live" sessions will be posted on Moodle (we will absolutely have a virtual class on Mon., May 11th).

Tutorials: A detailed schedule will be posted to Moodle; attendance in "live" sessions is not mandatory. If tutorial sections are not full you may switch sections yourself using the course enrolment system up until the last day to add courses (May 25th). Even if you are not available during the scheduled virtual time you can remain in a tutorial. Therefore, unless you can switch yourself in the enrolment system a switch won't usually be possible. But I am willing to consider a variety of personal circumstances, please [email me](#) if you have concerns.

Evaluation

Tutorials:	20%	Weekly (mandatory , even if repeating course)
Test 1:	12%	“Take-home” test; due June 12 th
Test 2:	12%	“Take-home” test; due July 24 th
Final Exam:	20%*	To be announced**
Vocabulary Guide Assignment Part 1:	6%	due June 1 st
Vocabulary Guide Assignment Part 2:	6%	due July 13 th
Patterns of Inheritance Assignment :	10%	due August 7 th
Creative Assignment:	4%*	due August 12 th (optional, see below)
Participation	10%	throughout term; self-evaluation due August 12 th

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

* The **creative assignment**. You may choose not to complete the creative assignment, in which case the weight (4%) will be transferred to your final exam. Without an extension or approved deferred standing any assignments submitted after Aug. 12th will not be marked; the 4% weight will automatically be transferred to the final exam.

** The **registrar sets exam schedules**; by enrolling in this course you must be available to write an exam anytime between August 14th – 21st, inclusive. I will do my best to be flexible with availability and/or length of time but will not have further details until the Registrar assigns exam dates.

Your **Tutorial grade** is the combination of 9 tutorials. Your two lowest marks will be dropped when calculating your tutorial grade. Tutorials are weekly with a few noted exceptions (see detailed schedule on Moodle). Tutorials are mandatory. Please see Moodle and the “Course Policies” section below for additional Tutorial information.

Participation will take many forms. For example: posting/replying in course forums, attending “live” classes or office hours, forming a study group, contributing to the class study guide and so on. Full marks will be given for participating to the best of your ability (which means taking into account work and family care responsibilities, internet access, and other issues). You do not have to do every activity or participate in every component of the course to get full marks.

You will be completing a self-evaluation of participation (due on Aug. 12th), which will guide me in determining your participation mark. I reserve the right to raise or lower your self-assessed grade. In order to receive full participation marks, you must submit your self-evaluation by the due date. A copy of the self-evaluation of participation form and further instructions will be posted to Moodle.

You can submit an optional midterm self-evaluation on June 22nd. I will provide feedback, either confirming, or raising/lowering your self-evaluation. The midterm self-evaluation is not required and will not form part of your final grade. It’s an opportunity to ensure you understand what is expected of you. If you submit a midterm self-evaluation and you are not earning an A+ in participation, I will also explain how you can achieve an A+ by the end of term.

See the **Course Policies** section (below) for more information on missed or late tests, tutorials or other course components.

Important Dates

Classes start:	Monday, May 11th
Tutorials start:	Week of May 11 th (see Moodle for full schedule)
Test 1:	due June 12 th
Reading Week:	Tuesday, June 23 rd – Friday, June 26 th (no classes)
Test 2:	due July 24 th
Drop Deadline:	July 17 th (course does not appear on your transcript)
Course Withdrawal:	July 18 th – August 12 th (course still appears on transcript)
Last day of classes*:	August 12 th
Study Days:	Aug. 8 th , 9 th , 11 th and 13 th (no classes)
Final Exam:	TBA, during the Summer exam period (August 14 th – 21 st)

* The last day of classes is also the last day to submit term work without having to apply for deferred standing. Term work is everything but the final exam.

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>

Resources

Courses will be conducted in a remote format. You are required to have access to a computer and the internet to complete the course.

Several platforms will be used in this course (e.g., Moodle, Canvas, Zoom, etc.) through which students will interact with the course materials, the course director / TA, as well as with one another. Please review the syllabus to determine how the class meets (in whole or in part), and how office hours and presentations will be conducted.

1. Course Moodle Site:

The main online platform for this course is Moodle. You will be automatically enrolled in Moodle once you enrol in the course (there can be a slight delay between enrolling and being granted Moodle access). I do not control Moodle access for students, it is tied to the enrolment system. All mandatory course components will be accessible through or linked from Moodle; assignments and term tests will be submitted through Moodle. Your marks, and critical course announcements will also be made through Moodle. Moodle will be updated frequently, please check it often.

2. Material Lists:

For each unit/topic you will be given a list of material to help you reach the learning objectives.

Required material must be reviewed. Required material will consist of videos and readings. Videos and readings will be available on, or linked to from, Moodle. Textbook readings may be required but where required alternative online sources where you can find similar information will be provided.

Supplementary material. The supplementary material gives you additional information to help you understand or expand upon the required material. This material often overlaps in content with the required material. Depending on your comfort with material, background, and

learning process, you may need to review the supplementary material in order to meet the learning objectives.

3. Zoom:

Zoom will be used for virtual “live” sessions including any classes and office hours. Zoom may also be used for private meetings and tutorials. You should be able to access Zoom sessions through Moodle. Further instructions will be posted to Moodle. Live/virtual sessions are not mandatory. You will be able to engage with material, get support, complete all assignments and earn full participation marks without using Zoom if access is an issue for you. You will not be required to use a webcam while attending virtual sessions.

4. Textbook package from York Bookstore (OPTIONAL):

Klug et al. 2nd Custom Edition for York University. Concepts of Genetics: In order to keep costs down a custom textbook version was produced. The custom version is only available from the York Bookstore. Textbook readings will most often fall under “supplementary material” (described above), and it will be possible to reach the learning objectives using other means.

The bookstore should be offering free shipping for hardcopy texts. An E-text is also available. 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). Instructions for accessing the e-text, for those who wish to use it, are on Moodle. **Used copies of the textbook are fine. You do not need access to Mastering Genetics.**

5. Learning Objectives (LOs):

Detailed LOs (more detailed than below) will be posted to Moodle. The LOs covered by each test will be noted on Moodle and the final exam will be cumulative (cover all LOs). All testable material (assignments, tests, tutorials, exams, and so on) will fall under the LOs so it’s wise to refer to them repeatedly throughout the course.

Some LOs are straightforward enough that you should be able to learn them from the mandatory readings/videos and supplementary material. We will focus any virtual class time on practicing material from more challenging LOs. Use the LOs as your guide for what you must learn.

6. iClicker (REEF):

iClicker is a student response system offered for free to York University students. We will occasionally use iClicker to poll the class or to answer questions in “live” virtual sessions. Registration, and further instructions are on Moodle. In order to use iClicker, you will need a laptop, tablet or smartphone. Using iClicker is not mandatory but if you are attending live sessions it is recommended that you have an iClicker account and use it when asked.

7. Remote Proctoring Services:

Exams and other assessments may be conducted with the aid of an online proctoring service. It is not my intent to use these services however they may be required by Department, Faculty and/or Institutional policies. As of the start of the summer (May 4, 2020), this is not a requirement, if policies change, I will let you know.

Learning Outcomes

These are general course Learning Outcomes. On Moodle you will find detailed Learning Objectives which break down these broader outcomes into more detail. Use those Learning Objectives (on Moodle) to guide your studying.

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.

For students, one of the most challenging aspects of remote or online learning can be remaining engaged in, and keeping up with, material throughout the term. You may want to check out the [Online Learning Resources from Learning Skills Services](#) for some tips.

Our course has been designed to help you establish good studying habits, engage with myself and your peers, and practice and check your understanding of material before tests and assignments. In addition to the assessments listed in "Evaluation" above there will be optional weekly practice question forums and other optional activities to help you assess your progress and remain on top of material.

Further information is available on Moodle (LOs, etc.).

Experiential Education and E-Learning

e-Learning: This semester will be conducted fully online. Required material will be available on, or linked to from, Moodle. All assignments, tests and activities completed during the term will also be available on, or linked to from, Moodle.

You will do the basics of reading and watching content videos on your own time. For each unit/topic you will be given a list of material to help you reach the learning objectives. Lists will include both required and supplementary material (see "Resources" section, above).

"Live" virtual classes will be used for discussion, addressing questions and practicing applications of the material. 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). Live session attendance is voluntary. If critical course material is discussed than recordings of the live session, or alternate means of accessing the material, will be provided.

Active learning aids comprehension and retention of concepts. All tutorials, assignments, and optional class activities are designed to help you reach higher order learning objectives and practice applying your knowledge. Through Moodle, and during "live" virtual sessions 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. Even term tests are designed to allow you to learn while completing them.

Sometimes this will take the form of individual work, but most assignments and optional activities will also allow you to engage with, and give/receive support from, myself, your TAs or other people in the course. You will have multiple, graded and ungraded, opportunities to assess your progress throughout the term.

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. **Content.** Please see Material Lists in the “Resources” section above. Required material will be provided in video and/or written form. If you have trouble accessing material, please let me know so I can work with you to find a solution.
2. **Tests.** The term tests (**Test 1 and Test 2**) may consist of multiple-choice, short answer, fill-in, matching, calculating and drawing type questions. You will be responsible for meeting the detailed learning objectives (provided on Moodle). Unless required to alter these policies by departmental/Faculty or institutional requirements, Test 1 and 2 will be in a “take-home” format.

You should be able to complete tests within 90 minutes. However, they will be available by the Monday prior to the due date listed in the “Evaluation” section above and will not be timed. But tests must be submitted by the due date to be marked (see information on extensions/missed tests in the “Course Policies” section below).

Therefore Test 1 will be available, at the latest, on June 8th (due June 12th), and Test 2 will be available, at the latest, on July 20th (due July 24th). You may use any resource available to you to complete the tests, including discussions with others but you must submit your own original answers. In other words, answers must be in your own words (no quoting, copying, etc.).

3. **Final Exam.** Your cumulative final will be given during the official exam period. I will attempt to have a “take-home” format similar to the term tests described above but Departmental, Faculty and Institutional guidelines may restrict flexibility in date/availability. **Further information will be provided once it is available.**
4. **Students Who Normally Write in the Alternate Exams Centre.** If you have concerns about the test format or length of availability, please let me know. I will do my best to provide alternate formats or assessments if necessary.

In general, all students will have a much longer time to complete the tests, tutorials, and/or assignments than is actually required (for example, term tests are designed to be completed in 90 minutes, but you will have about five days to complete them).

Course Policies

1. **Intellectual property & copyright.** All course materials are designed for use as part of the BIOL 2040 course at York University and are the intellectual property of the instructor unless otherwise stated. Course material, where I hold copyright, can only be shared with other students registered in this course (SU2020 BIOL2040A). Third party copyrighted materials (such as book chapters, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law.
 - 1.1. Copying course material for distribution or posting to external, public websites may lead to a charge of misconduct under York’s Code of Student Rights and Responsibilities and the Senate Policy on Academic Honesty and/or legal consequences for violation of copyright law.
 - 1.2. Students own the copyright to the notes, assignments, and all other course work that they create. Some graded components require you to share your assignments with classmates. This does not negate your copyright to the material.

2. Privacy and Audio/Video Recording. “Live” class sessions will be recorded if important course material is discussed. This means all audio and/or video will be recorded and shared with the class; including your participation. You are not required to use a webcam/video in class sessions. There will be other ways to ask questions and get information and support (like through forums) if you would prefer not to be recorded. If you would like to participate in “live” sessions but have a safety concern due to the recordings, please email me. One-on-one (private) meetings will not be recorded.

2.1. Students shall note the following:

- 2.1.1. Zoom is hosted on servers in the U.S. This includes recordings done through Zoom.
- 2.1.2. If you have privacy concerns about your data, provide only your first name or a nickname when you join a session.
- 2.1.3. The system is configured in a way that all participants are automatically notified when a session is being recorded. In other words, a session cannot be recorded without you knowing about it.
- 2.1.4. Technology requirements and FAQs for Moodle can be found here - <http://www.yorku.ca/moodle/students/faq/index.html>

3. Technology Information; What to do if You Have Difficulty Accessing/Connecting to the Course Material. There are some areas where I can help you but for many issues other sources of support are more likely to resolve your issue.

3.1. If you are struggling with bandwidth, data, or connectivity issues that are interfering with access to material or assignment completion please email me.

The earlier in the term you contact me the more likely I am to be able to help you.

3.2. If you feel **you don’t have the computer equipment necessary** to complete the course, the IT help desk has some computer equipment to lend, including laptops (which can be reserved online in advance [here](#)). Please note for virtual class sessions you will not require a webcam.

3.3. If you are having issues with course technology contacting other sources of support (i.e., not me) is most likely to help. Please feel free to email me if you’re unsure of where to go for help. One exception to this is any material I post such as content videos. If material I have posted is not loading, please email me.

3.3.1. All the software/platforms you are required to use are supported through York. Please see [Computing for Students](#) for more information on computing supports at York. You can also submit a request for [IT help here](#).

3.3.2. **Moodle.** Check out the [Student Guide to Moodle](#), and the [Student FAQ](#). You can also access support by contacting UIT Client Services at 416.736.2100 x55800 or email askit@yorku.ca.

3.3.3. **Zoom.** Learning Technology Services (LTS) has [Instructions for joining Zoom sessions](#) and also provides some [best practices for attending Zoom sessions](#).

4. Missed and/or Late Submission of Tests, Tutorials, Assignments, Final Exam and other Graded Components

4.1. General Policies. Normally extensions will not be granted. You will have a much longer time to complete the tests, tutorials, and/or assignments than is actually required (for example, term tests are designed to be completed in 90 minutes, but you will have about five days to complete them; tutorials are designed to be completed in 50 minutes but you will have at least 24 hours to complete them).

However, individual circumstances will vary. Please feel free to discuss any issues you may be having meeting deadlines with me.

4.1.1. If you are ever submitting at the due time and you have **technology issues while submitting** email me immediately. Try not to leave submission until the last moment, if possible, so that there is time to resolve issues. While I try to be understanding, accommodations for last minute technology issues are not guaranteed.

4.2. Missed Term Tests (Test 1 and Test 2). If you cannot complete the test by the due date you **MUST** fill in the **Missed Test Form on Moodle** within 5 business days of the due date. Supporting documentation may be required but usually isn't. You do not have to get documentation first; fill in the Missed Test Form (on Moodle) first and I will contact you if I need further information/documentation. Further information can be found in the Missed Test Form (on Moodle) itself.

4.2.1. **An extension or make-up test may be available, or the weight of the test may be transferred to the final exam.** The decision between these options will be based on the circumstances that caused you to miss the test. You are free to suggest the option that works best for you, but **the final decision on which option you will be granted will be mine.** If you are offered an extension or make-up test and still do not submit it by its due date no further extensions/make-ups will be given. In this circumstance, the weight of the missed test will be transferred to the final exam.

4.2.2. 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. But accommodations are highly likely as long as you fill in the missed test form (on Moodle) or otherwise reach out to me to discuss the issue.

4.3. Final Exam (different than for term tests!). It is generally your responsibility, as a student, to ensure that you are available to sit for examinations during the entire exam period. It is my intent to provide a longer time to complete the test than is necessary and a similar format to term tests. However, I must follow Departmental, Faculty and/or Institutional guidelines. More information will be provided as soon as it is available.

4.3.1. **If you cannot complete the Final Exam by the scheduled date/time you must apply for deferred standing.**

4.3.1.1. **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.

4.3.1.2. **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. See <http://myacademicrecord.students.yorku.ca/academic-petitions> for information regarding academic petitions.

4.3.1.3. **To request Deferred Standing**, you must complete and submit a **Deferred Standing Agreement Form** through Moodle, along with supporting documentation (which may not be required, depending on the circumstance). Further instructions will be posted to Moodle before the Final Exam. Requests must be submitted within one week of the missed exam.

After this time requests may be denied, and you must formally petition for further accommodation.

- 4.3.1.4. You cannot partially complete the final exam; if you submit any final exam answers they will be marked, and you will not be allowed to write the deferred exam. Do not submit any final exam answers unless you are certain you can complete it on time.

4.4. Religious accommodations. I have tried to build flexibility and extra time into all graded components so that students can balance various obligations and course work, but you are still entitled to religious accommodation where necessary. Please do not hesitate to ask for accommodations. See the “University Policies” section for more details.

4.4.1. If **religious observances interfere with your ability to complete term material** (term material = everything but the final exam) please discuss this with me. Extensions are not guaranteed for non in-class/timed components (none of our term assessments will be in-class/timed). However, I will be as accommodating as possible.

4.4.2. If **religious observances interfere with your ability to complete the final exam** on time you must be arrange for accommodations at **least 3 weeks prior** to the exam (see “University Policies” below for guidelines). Basically, once the exam due date is posted you should fill in the Examination Accommodation Form as soon as possible, if necessary.

4.5. Missed/Late Tutorials. Tutorials are an essential way of keeping up with material and reaching the higher-level learning objectives that you will be tested on. Your tutorial mark will come from completing tutorial quizzes. Tutorials are designed to be completed in one hour but will be available for at least 24 hours. Therefore, extensions will not normally be granted.

4.5.1. All tutorials will be marked out of 10. Two of the ten marks will be for completion only (i.e., just for handing it in). You will automatically be allowed to complete a tutorial up to one week late, but you will only receive 2 of the 10 marks (20%; maximum). If you do not submit your tutorial within this time period, you will receive zero out of ten. When calculating your tutorial grade for the term your two lowest tutorial marks will be dropped. This **allows you to be late/miss two tutorials without penalty**. Exceptional circumstances may be accommodated with extensions or redistribution of tutorial weight, please email me to discuss.

5. Test Marks & Reviewing Tests. Test grades will be posted to Moodle when they are available (as soon as possible). Do not email asking for your mark; these emails will not receive a reply. An opportunity to discuss how the test was marked will be provided. Details will be posted to Moodle. Please do not email asking about how questions were marked. Marks are not negotiable. Please see below if you believe there has been an error in your mark calculation.

6. Re-marking of Tests, Assignments or Tutorials. If you believe a written answer on a test or assignment was marked incorrectly you must email me (TDcourse@yorku.ca) a **request for re-marking within 1 week** of the test/tutorial/assignment being made available to you. Multiple choice questions cannot be re-marked. **Re-marking can result in the mark being raised, confirmed, or lowered.**

6.1. Your re-marking request must include a written rationale providing **academic grounds** for the re-marking.

6.1.1. Your rationale should show why you believe your original marker was **factually wrong** in attributing this grade. You must detail how your answer was factually right and where the errors were in the marking. Statements such as “this mark doesn’t reflect how hard I studied” or “I really know the material well and I should have a better mark” do not show academic merit.

6.1.2. You cannot compare your answers to other students’ answers. Your answer must have merit **ON ITS OWN**. For instance, statements like “my friends gave a similar answer and they got more marks” is not an acceptable reason for a re-marking.

6.1.3. **Requests for re-marking that do not include a rationale based on academic grounds will not receive a reply.**

6.2. If your re-marking request is accepted, it may take some time for the re-marking to be completed. You may not hear about your re-marking until final grades are released.

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

7. Email & Course Communication Policy.

7.1. For course content please use the **Content Questions Forum** on Moodle. Other students may have the same question, and everyone can benefit from a classmate or instructor answering it in the forum. Most questions about course material are more difficult to answer over email than in person; combined with the volume of email I receive answering course content questions over email slows down my responses to more critical issues. To ensure the most efficient response to all concerns please use the forum for content questions.

7.2. Email is best used for personal questions/issues (i.e., to discuss your individual circumstances). You can reach me (T. Da Sylva) via email at TDCourse@yorku.ca. Expect an **average response time of 3 (working) days**, not including weekends or holidays. **Do not use the Moodle email (messaging)** function to contact me (I will not respond). I can tell when you sent an email, and delays in my response will not count against deadlines.

7.3. Please read the following for **general guidelines and polices when emailing:**

7.3.1. Emails from addresses other than your @my.yorku.ca address may be filtered as junk and not get a reply.

7.3.2. **Please make your subject line descriptive** – include the course information (SU20 BIOL2040), and briefly mention the topic (examples: “SU20 BIOL2040 – missed Tutorial Tues., May 9th at 4:00pm”, or “SU20 BIOL2040 Concern about test date”). It may take longer to respond to emails without a descriptive subject line.

7.3.3. **Make sure your name and student number are somewhere in your email.**

7.3.4. If you email about course content, I will likely post answers to your questions on the Content Questions forum (Moodle). Please post questions to the forum instead. If I do so all identifying information will be removed.

7.3.5. **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.

7.4. There are certain types of email that will never receive a reply:

7.4.1. Do not email asking when grades will be posted, you will not get a reply.

Grades will be posted to Moodle as soon as they are ready.

7.4.2. All requests for grade “bumping” or other individual adjustments will be ignored. It is your responsibility to earn your grade. Individually adjusting a student’s grade without academic merit is unethical and violates the academic integrity of this course.

7.5. You are encouraged to attend **virtual office hours** (times will be posted to Moodle) or ask questions in lectures and tutorials. You can also **make an appointment to speak to me privately** by emailing me (please give me a range of times you are available in the email).

7.6. 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 all guidelines posted in the forums.

7.6.1. 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 me (Dr. Da Sylva) immediately.

7.6.2. **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.

7.6.3. **Note:** While we may review posted material, we are often unable to correct wrong answers or incorrect information in a timely fashion. 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/>). 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/>

Important Note: Numerous students in Faculty of Science courses have been charged with academic misconduct when materials they uploaded to third party repository sites (e.g. Course Hero, One Class, etc.) were taken and used by unknown students in later offerings of the course. The Faculty’s Committee on Examinations and Academic Standards (CEAS) found in these cases that the burden of proof in a charge of aiding and abetting had been met, since the uploading students had chosen to ignore the reasonable likelihood of supporting plagiarism in this manner.

To avoid this risk, students are urged not to upload their work to these sites. Whenever a student submits work obtained through Course Hero or One Class, **the submitting student will be charged with plagiarism and the uploading student will be charged with aiding and abetting.**

Note also that exams, tests, and other assignments are the copyrighted works of the professor assigning them, whether copyright is overtly claimed or not (i.e. whether the © is used or not).

Scanning these documents constitutes copying, which is a breach of Canadian copyright law, and the breach is aggravated when scans are shared or uploaded to third party repository sites.

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.

Students 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 <https://secure.students.yorku.ca/pdf/religious-accommodation-agreement-final-examinations.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/>