

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

Office: 151A Farquharson

TA Coordinator/TAs: see Moodle.

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.

Schedule

Classes: Tuesdays and Thursdays, 1 - 2:30 pm in ACW 109

Tutorials: Tuesdays (2:30pm, 3:30pm, 4:30pm and 5:30pm) and Wednesdays (1:30pm, 2:30pm, 3:30pm, 4:30pm) in LSB 101. Tutorials will start Tuesday, January 14th 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 or Tutorial Coordinator.
- **Permanent tutorial section switches are allowed until Tuesday, January 14th at the start of class.** If the tutorial section you want to switch into is not full you can switch yourself. If you want to switch into a tutorial section that is full you must find someone willing to switch with you. Then you must follow the instructions found on Moodle.

Evaluation

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

Midterm 1*	18%	February 4 th , in-class
Midterm 2*	18%	March 17 th , in-class
Final Exam**	34%	date set by Registrar; the final exam is cumulative
Tutorials	16%	Weekly (mandatory , even if repeating course)
Activities	8%	In-class (iClicker, and other activities; see Moodle details)
Quizzes	4%	Throughout term, on Moodle; see Moodle for details
Reflections	2%	January 31 st and March 13 th , through 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 registrar sets exam schedules; by enrolling in this course you must be available to write an exam anytime, April 7th – 25th, inclusive. Exams will not be rescheduled and deferred standing will not be granted for scheduling conflicts unless the conflict falls under official undergraduate exam conflict rules. Please see <http://registrar.yorku.ca/exams> for more details.

Your **Tutorial grade** is the combination of 9 tutorials. Your lowest grade will be dropped when calculating your tutorial grade. Tutorials are weekly with a few noted exceptions (see detailed schedule on Moodle). Tutorials are mandatory and you must attend the tutorial you are registered in. If you have a valid reason for missing a tutorial a temporary switch may be possible (with permission only).

Activities include in-class iClicker questions, in-class worksheets and assignments through Moodle. Activities **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%. You will be able to view the iClicker points you've earned through the iClicker software.

Quizzes will be marked on the basis of a correct answer. Quizzes will be on Moodle. There are six quizzes, together worth 100 points (worth of each quiz varies; check the quiz itself). Your Quizzes grade will be calculated out of 80 points, allowing you to get some questions wrong without penalty.

Reflections: Prior to each midterm you will answer some reflection questions through Moodle. Each reflection assignment is worth 1%. Please see Moodle for details, including the marking scheme.

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

Important Dates

Last day to switch tutorials:	Tuesday, January 14 th by the start of class
Tutorials start:	Tuesday, January 14 th (weekly with noted exceptions; see Moodle)
Midterm 1:	Tuesday, February 4 th
Reading Week:	February 15 th – 21 st (no classes)
Midterm 2:	Tuesday, March 17 th
Drop Deadline:	March 13 th (course does not appear on your transcript)
Course Withdrawal:	March 14 th – April 5 th (course still appears on transcript)
Study Day:	Monday, April 6 th (no classes)
Final Exam:	TBA, during the Winter exam period (April 7 th – 25 th)

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

1. Textbook package from York Bookstore (REQUIRED):

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.

There are 2 options for the text (choose one) – both **ONLY available from the York Bookstore**:

- o **Custom Edition Softcover** (~\$130; also has access to e-text), and
- o **Custom E-text access code** (~\$60). 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.

Copies of the textbook are on reserve at Steacie Library

2. Course Moodle Site (ONLINE, web-based):

Videos, announcements, quizzes, grades, and other course information is communicated through Moodle. Please check it daily.

3. Learning Objectives (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 (quizzes, activities, tutorials, midterms, 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 readings/videos and supplementary material. We will focus class time on more challenging LOs. Therefore, you may be tested on material we did not cover in class. Use the LOs as your guide for what you must learn.

4. iClicker (REEF):

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 any device capable of accessing iClicker please let me know. See Moodle for additional information.

Learning Outcomes

These are general course Learning Outcomes. On Moodle you will find a Learning Objectives file which breaks 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.

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. **Lecture Recordings.** I will be providing **lecture recordings** for you. They will be posted to Moodle in a Lecture Recording Forum. I am not in control of posting them, this is done automatically through a York IT process. They will normally be available within hours but may take longer.
 - If you wish to make your own recordings, 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 (your classmates). **NO PHOTOS or VIDEOS.**
2. **Lecture Notes.** I will be posting outlines of the lecture to Moodle. These will usually be available by the night before class. Lecture notes serve as outlines to help you take your own notes in class. Not all material shown in class will be posted.
3. **Tests.** The **midterms and final exam** will consist predominantly of multiple-choice but may include short answer, fill-in, matching, calculating and drawing type questions. **We will use 2-stage testing for our midterms and final exam**, whenever possible.

All test questions will fall under one or more learning objectives. You will be responsible for meeting the detailed learning objectives (provided on Moodle). To reach these objectives you will combine material presented in class, textbook readings, videos and other provided material.

4. **Final Exam.** 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.** York will post the final exam schedule online; it is your responsibility to keep track of your exam schedule.
5. **2-Stage Tests.** Your tests will have two parts/stages and you will answer questions both individually (1st stage) and in a small group (2nd stage).
 - You will arrive for your test and write the 1st stage - individual test; this will be like a traditional test. Once everyone's tests have been collected you will assemble into groups. 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.
 - During the group test if 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. This helps turn tests into a deeper learning activity and helps you retain information and do better on future tests.
 - 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). I will not assign groups but will move people to make groups of 4 if necessary.
 - 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%).
6. **2-Stage Tests and Students Writing in Alternate Exams.** In the past students have been able to join the class for the 2nd stage (group test). I will ask Alt to schedule you such that you can return to the classroom for the group test. Please follow the instructions below as well.
 - The individual midterms normally take 40 minutes. When booking midterms with Alt exams please book for 40 minutes only. When booking for the final exam please book for 2 hours.

If you have any concerns about the testing format or joining the main room, please let me know and we can discuss alternative accommodation.

Course Policies

1. **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](#)).
2. **Missed Tests - General.** Students must have an urgent reason for missing a midterms/exam, such as illness, compassionate grounds, etc., which may need to be confirmed by appropriate supporting documentation (e.g., attending physician's statement).

Midterms/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.

3. **Missed 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 only be 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 missed midterm will be transferred to the final exam. You must have a valid reason for missing both tests, and my permission, to have the weight transferred to the final.

4. **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.

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

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 within 5 business days of missing the exam**. See <http://myacademicrecord.students.yorku.ca/deferred-standing> for additional information.

To request Deferred Standing, you must complete and email me a **Deferred Standing Agreement Form** (found at the link above) along with supporting documentation. Please email the DSA and supporting documentation to me at TDcourse@yorku.ca. Requests submitted after this time may 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. See <http://myacademicrecord.students.yorku.ca/academic-petitions> for information regarding academic petitions.

5. **Missed Tutorials.** You must contact the Tutorial Coordinator (not me, not your TA; details on Moodle), 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.

- 6. Incomplete/Late Course Work.** Extensions on course work deadlines such as Activities Quizzes and Reflections, will not normally be granted. However, some work can be missed without penalty as outlined below.

Activities include in-class iClicker questions, in-class worksheets and assignments through Moodle. You will earn activity points for completion/active participation. All missed activities will receive a zero grade; no late submissions will be accepted. However, your Activities grade is calculated out of 80% of the available activity points. Basically, you can miss up to 20% of the activity points available without penalty.

Most activity points will come from in-class iClicker participation. If you think regular attendance (i.e., missing more than 20% of classes) will be an issue for you please contact me as soon as possible to discuss options.

Quizzes will be conducted through Moodle and you will earn points based on correctness/accuracy. There are six quizzes, together worth 100 points (worth of each quiz varies; check the quiz itself). Your Quizzes grade will be calculated out of 80 points, allowing you to get some questions wrong without penalty. No extensions or makeups will be given.

Reflection assignments will be submitted through Moodle and are meant to help you prepare for the midterms. Therefore, there will be no extensions or make-ups. If you are writing the make-up midterm your reflection is still due on the original date stated on Moodle (no extension). If you miss the reflection, with permission, the weight of the reflection may be moved to the associated midterm.

- 7. Test Marks & Reviewing Tests.** Test grades will be posted to Moodle when they are available. A test viewing time will be arranged for each test and announced via Moodle.

Midterms and Exams in this class follow a 2-stage format 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, please do not email asking about viewing, a time will be announced. If you cannot attend the posted dates you may have to wait until the end of term to view your test(s).

- 8. 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.

Only answers in ink are eligible for remarking. Multiple choice questions cannot be re-marked.

Re-marking can result in the mark being raised, confirmed, or lowered.

Your **re-marking request must include:**

- A **written rationale** providing **academic grounds** for the re-marking. 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.
- 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.
- A **scanned copy of the paper** (if handed back to you; for tests, stating the question number is enough).

You will be told if your re-marking request is denied, as soon as possible. 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.

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” or “bumped”.

9. **Email Policy & Conduct.** 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 or your TAs.

Email is not a substitute for attending drop-in hours. You are also encouraged to ask questions in lectures and tutorials.

Due to the volume of email I receive and the concepts we cover in the course it may not be possible to address your question over email. Please read the following for **general guidelines and policies when emailing**:

- Emails from addresses other than your @my.yorku.ca address may be filtered as junk and not get a reply.
- **Please make your subject line descriptive** – include the course information (W20 BIOL2040), your name and student number, and briefly mention the topic (examples: “W20 BIOL2040 J. Sami (215123456) – missed Tutorial Tues., May 9th at 4:00pm”, or “SU19 BIOL2040 J. Sami (215123456) Lecture – Mendelian ratios question”). We may be slower to respond to emails without a descriptive subject line.
- If your question was addressed in the syllabus, in class, in the Moodle FAQ or elsewhere on Moodle you may not get a reply. You are still welcome to ask in class, or during drop-in hours.
- Most questions about course material are more difficult to answer over email than in person, and I may direct you to see me instead. Come by drop-in hours instead or make an appointment to go over the concept with me.
- I may post answers to your questions on the discussion forum (Moodle). Other students may have the same question, and everyone can benefit from a classmate or instructor answering it. If I do so all identifying information will be removed.
- **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.

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

- **Do not email your instructor or TA asking when grades will be posted, you will not get a reply.** Grades for midterms, tutorials and the exam will be posted to Moodle as soon as they are ready. You will receive your tutorials back (individual; chance to view group) and are responsible for tracking your own tutorial grades.

- **All requests for grade “bumping” 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.

10. 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>).
- While you may engage in debate on biological topics, such discussions should be respectful, and evidence based.

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.

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 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/>