

Department of Biology Course Outline

BIOL2040 - Genetics Winter 2021

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 for email guidelines.

Email is best used for personal questions/issues (i.e., to discuss your individual circumstances). Course content related questions should not be asked through email; post them in the Course Content forum on eClass. Expect an **average response time of 3 (working) days**, not including weekends or holidays.

Virtual “Office” Hours: as listed on eClass. Office hours are open periods where anyone in the class can drop in, and multiple people may be present at once.

Most weeks several hours will also be available for one-on-one appointments, if you need them. Instructions for booking these meetings will be on eClass. If none of those times work, you may email me to schedule a meeting (email TDCourse@yorku.ca and provide a list of times you are available).

Schedule

Class sessions: attendance in live class sessions (via Zoom is not required). All course material and assessments will be available asynchronously.

Class sessions will be recorded, but no new material will be introduced. During class time you will review material, ask and answer questions, and work through problems with your peers.

Live class sessions, when held, will take place during regularly scheduled class periods (Tuesdays/Thursdays 1-2:30pm).

Note: we will have live class on both Tuesday (Jan. 12th) and Thursday (Jan. 14th) during the first week of term. **Starting the week of January 18th, live classes will only regularly take place on Tuesdays.** Thursdays, time will be set aside for you to book one-on-one appointments.

Tutorials: Start on Jan. 25th; attendance in live tutorial sessions is not required. Tutorial sessions are not normally recorded. A detailed schedule will be posted to eClass.

You can only attend the live sessions for the tutorial section you are enrolled in. If tutorial sections are not full you may switch sections yourself using the course enrolment system up until the last day to add courses. If the enrolment system does not allow a switch, then a switch usually isn't possible. I am willing to consider a variety of personal circumstances, please [email me](#) if you have concerns.

Evaluation

All course components are available on eClass and due by 5pm on the date indicated.

Syllabus & Academic Integrity Quiz	2%; January 22 nd
Test 1	20%; February 24 th
Mid-term Check-in*	2%; February 26 th
Test 2	20%; March 22 nd
Final Exam	25%; TBA**
Tutorials (tutorial quizzes)***	20%; Weekly (mandatory , even if repeating course)
Participation****	10% optional ⁺ ; throughout term

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

* **Mid-term Check-in.** You will earn 2% by filling in a questionnaire about your experience in the course and tutorials. The questionnaire will be open for at least a week. 2% is for submitting responses only (there is no right/wrong). More instructions will be provided on eClass.

** The **registrar sets exam schedules**; by enrolling in this course, you must be available to write an exam anytime between April 14th – 28th, inclusive. I will not have further details until the Registrar posts exam dates.

*** **Tutorial quizzes** will take place **each week starting on January 25th**, with a few noted exceptions (see detailed schedule on eClass) Your **tutorials grade** will be calculated from your top 5 tutorial quizzes. There are eight tutorials throughout the term, which means you could skip, and therefore receive zero on, three tutorials without penalty. Completion of tutorial quizzes is mandatory; missed quizzes will receive a zero. Please see eClass and the “Course Policies” section below for additional Tutorial information.

**** **Participation.** You will have the opportunity to earn participation points by completing activities on eclass There are both weekly ways to earn participation points, and chances to earn points at any time during the term (i.e., not weekly). For full participation marks (10% of final grade) you only need to earn 10 participation points. Approximately 30 points will be available through weekly activities, and you can participate as often as you want in the non-weekly activities (i.e., an unlimited number of points).

+Participation is optional, in the sense that if you do not complete the necessary participation points the weight will be transferred to the final exam automatically. See the Participation outline on eClass for more details.

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

Important Dates

Classes start:	January 11 th
Syllabus & Academic Integrity quiz:	January 22 nd
Tutorials start:	Week of January 25 th (see eClass for full schedule)
Reading Week:	February 13 th – 19 th
Test 1:	due February 24 th
Mid-term Check-in:	February 26 th
Drop Deadline:	March 12 th (course does not appear on your transcript)
Course Withdrawal:	March 13 th – April 12 th (course still appears on transcript)
Test 2:	due March 24 th
Last day of classes:	April 12 th
Final Exam:	TBA; during the Winter exam period

NOTE: for additional important dates such as holidays, refer to the [“Important Dates”](#) section of the Registrar’s Website.

Resources

This course 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., eClass, 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 assessments will be conducted.

1. **Course eClass Site:** The main online platform for this course is eClass. You will be automatically granted access to our eClass page once you enrol in the course (there can be a slight delay between enrolling and being granted eClass access).

All mandatory course components will be accessible through or linked from eClass; assignments and term tests will be submitted through eClass. Your marks, and critical course announcements will also be made through eClass. **eClass 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** will consist of concept videos and readings. Videos and readings will be available on, or linked to from, eClass.

There is no required textbook, and all material will be open access or otherwise freely available to you.

3. **Zoom:** Zoom will be used for virtual “live” sessions including any classes, office hours. Private meetings and tutorials. You should be able to access Zoom sessions through eClass.

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. You will not be required to use a webcam while attending virtual sessions.

Class sessions will be recorded, but no new material will be introduced. During class time you will review material, ask and answer questions, and work through problems with your peers.

4. **Learning Objectives (LOs):** Detailed Los (more detailed than below) will be posted to eClass. The LOs covered by each test will be noted on eClass 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.

5. **Remote Proctoring Services:** Exams and other assessments may be conducted with the aid of an online proctoring service. **Note: this is a course outline notice mandated by Senate. We will not be using remote proctoring services.**

Learning Outcomes

These are general course Learning Outcomes. On eClass you will find detailed Learning Objectives which break down these broader outcomes into more detail. Use those Learning Objectives (on eClass) 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 larger assessments like tests.

Further information is available on eClass (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, eClass. All assignments, tests and activities completed during the term will also be available on, or linked to from, eClass.

“Live” virtual classes will be used for discussion, addressing questions and practicing applications of the material; not material delivery (i.e., lectures). As we did during in-person classes, we will spend most of our virtual class time actively engaging with material (practicing, figuring out where you’re struggling, deepening your understanding of those challenging concepts). Live session attendance is voluntary.

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 eClass, and during live 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. Most course components will allow you to engage with, and give/receive support from, myself, your TAs or other people in the course.

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

Content. Please see Material Lists in the “Resources” section above. If you have trouble accessing material, please let me know so I can work with you to find a solution.

Tests. The term tests (**Test 1 & 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 for each test (provided on eClass). Unless required to alter these policies by departmental/Faculty or institutional requirements, they will be in a “take-home” format.

Tests can be completed within 90 minutes, but they will be open for over two days.

During test weeks, the test will open by Monday at 9am and close on Wednesday (the due dates given above) at 5pm. Tests must be submitted by the due date (at 5pm), no extensions will be granted (see information on extensions/missed tests in the “Course Policies” section below).

When tests are open, the scheduled Tuesday class period will be a live question/assistance session. You should be able to complete tests using only this scheduled Tuesday class period, if you choose to do so.

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.), and represent your own understanding of material.

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.**

Students Who Normally Write in the Alternate Exams Centre. If you have concerns about test/assignment format, please let me know. I will do my best to assist you.

In accordance with universal design principles, the format of tests/assignments give students a much longer time to complete the tests, tutorials, and/or assignments than is actually required. This allows students to self-accommodate and no further extensions are necessary.

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 section. 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 or if you cannot attend live sessions. 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. Students will not be allowed to use the recording function in Zoom; any students recording sessions using other means (not Zoom) without explicit permission, will have academic conduct charges brought against them.
- 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. **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, Final Exam and other Graded Components

4.1. General Policies. Normally extensions will not be granted and missed assessments will receive a zero. You will have a much longer time to complete the tests, tutorials, and/or assignments than is actually required. Please see the relevant assignment outline (on eClass) for more details.

4.1.1. **Try not to leave submission until the last moment**, if possible, so that there is time to resolve any technical/internet issues. Further instructions are provided on assignment/test outlines. While I try to be understanding, accommodations for last minute technology issues are not guaranteed.

4.1.2. **Individual circumstances will vary.** Please feel free to discuss any issues you may be having meeting deadlines with me. 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 the late penalties described in the assignment/test outline or a zero will be earned on the missed/late submission.

4.2. Missed Term Tests (Test 1 & Test 2). If you cannot complete the test by the due date you **MUST** fill in the **Missed Test Form on eClass** within 5 business days of the due date. Supporting documentation may be required but usually isn't.

You do not have to get documentation before filling in the missed test form, just fill in the form (on eClass) and I will contact you if I need further documentation (usually not necessary). Further information can be found in the Missed Test Form itself.

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.**

You cannot access tests and then choose not to complete them. If you open a test, it will be marked (even if you left all questions blank); you are not eligible for a make-up or extensions. Do not open tests unless you are certain you can complete them on time.

4.2.1. **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 eClass) 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 open book/internet 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.** Requests for deferred standing 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.
- 4.3.2. **If you open the final exam, you will not be allowed to write the deferred exam; your request for deferred standing will be denied.** Even if you left all answers blank, once you open the exam it will be marked. Do not open the exam unless you are certain you can complete it on time.
- 4.3.3. **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.
- 4.3.4. **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.
- 4.3.5. **To request Deferred Standing**, you must complete and submit a **Deferred Standing Agreement Form** through eClass, along with supporting documentation (which may not be required, depending on the circumstance). Further instructions will be posted to eClass before the Final Exam.

4.4. 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 under sixty minutes but will be available for at least 24 hours. Therefore, extensions will not normally be granted.

- 4.4.1. When calculating your tutorial grade for the term only your highest five tutorial quizzes will be used. This **allows you to miss three tutorials without penalty.** Exceptional circumstances may be accommodated with extensions or redistribution of tutorial weight, please email me to discuss. Please see the Tutorial outline on eClass for more information.

4.5. Missed/Late Syllabus & AI Quiz, and Mid-term Check-in. No extensions will be granted, and no late submissions will be accepted. You will get zero if you do not complete them on time.

- 4.5.1. **The Syllabus & Academic Integrity (AI) Quiz** should take ~10-15 minutes to complete and you will have approximately two weeks. The purpose of the quiz is to familiarize you with course and institutional policies, and the settings allow you to reattempt the quiz until you receive a perfect score.
- 4.5.2. **The Mid-term Check-in** is a short questionnaire which asks about your experience in the course and tutorials so far. Answers are anonymous (your name will not be associated with your answers) but eClass will automatically give you 2% for submission.

4.6. 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.

- 4.6.1. If **religious observances interfere with your ability to complete term material** (term material = everything but the final exam) please discuss this with

me. As per York policy, you should raise any concerns within the first three weeks of the semester. Extensions or other accommodations are not guaranteed but I will be as flexible as possible.

4.6.2. If **religious observances interfere with your ability to complete the final exam** on time you must 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.

5. Test & Tutorial Quiz Marks and Reviewing Answers. Test/Quiz grades will be posted to eClass when they are available (as soon as possible). **Do not email asking for your mark; these emails will not receive a reply.** There will be opportunities to discuss how the test/tutorial was marked; details will be posted to eClass. Please do not email asking about how questions were marked, follow the instructions on eClass for how to get more information.

Marks are not negotiable. Please see below if you believe there has been an error in your mark calculation.

6. Re-marking of Tests, Tutorials, or other graded components. If you believe a **written answer** on a test or other graded component was marked incorrectly you must email me (TDcourse@yorku.ca) a **request for re-marking within 1 week** of the mark being made available to you. **Re-marking can result in the mark being raised, confirmed, or lowered.**

Multiple choice, and other automatically graded question types cannot be re-marked.

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, providing a comparison of your answer to the answer key if provided, and note where the errors in marking occurred. 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 you must use the **Content Questions Forum** on eClass, **emails regarding course content may not be answered.**

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 difficult to answer over email requiring a significant amount of time. To

ensure the most efficient response to all concerns please use the forum for content questions. It's also unfair to clarify concepts for some students and not others. Answers given in a forum are available to everyone.

You are also encouraged to attend **virtual office hours** (times will be posted to eClass) or ask questions in lectures and tutorials.

7.2. There will be ample time to meet privately with me to address issues and discuss personal circumstances throughout the term. Designated one-on-one meeting times (and instructions on how to book a meeting) will be posted to eclass. You can email me to arrange meetings outside of these times.

7.3. 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. I can tell when you sent an email, and delays in my response will not count against deadlines.

Do not use the eClass messaging function to contact me (I will not respond).

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

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

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

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

7.4.4. If you email about course content, I will likely post answers to your questions on the Content Questions forum (eClass), or not respond. If I post a response in the forum, all identifying information will be removed.

7.4.5. **Harassing or abusive, and rude emails will not be tolerated.** You will be reported to the department or Faculty so an academic conduct charge can be filed or simply ignored, depending on severity.

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

7.5.1. **Do not email asking when grades will be posted, you will not get a reply.** Grades will be posted to eClass as soon as they are ready.

7.5.2. **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.**

7.6. Forum Code of Conduct. Students are encouraged to participate in the online eClass 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 eClass 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/>