

## Department of Biology Course Outline

### SC/BIOL 3120 3.00 Immunobiology Fall 2021

#### Course Description

The biology and chemistry of the immune response. Structure and function of antibodies; antibody diversity; anatomy and development of the immune system; cellular interactions; immunological responses in disease. Production and use of monoclonal and polyclonal antibodies. One term. Three credits.

#### Prerequisites

SC/BIOL 2020 3.00, SC/BIOL 2021 3.00, SC/BIOL 2040 3.00, SC/BIOL 2070 3.00.

#### Course Instructors and Contact Information

**Course Instructor:** Dr. Tanya Da Silva

**Email:** [bio3120@yorku.ca](mailto:bio3120@yorku.ca) (note: it's bio **not** bioL); see *Course Policies* section below 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 Student Hours:** as listed on eClass. Student hours are periods when anyone in the class can book time to ask questions. Instructions for booking these meetings will be on eClass. If none of those times work, you may email me to schedule a meeting (email [bio3120@yorku.ca](mailto:bio3120@yorku.ca) and provide a list of times you are available).

#### Schedule

**Note: There will be no class on Wednesday, September 8<sup>th</sup>.** Our classes will start on September 13<sup>th</sup>.

**Week of September 13<sup>th</sup>** - Monday, September 13<sup>th</sup> (live class via Zoom) from 5:30-7pm; Wednesday, September 15<sup>th</sup> (live class via Zoom) from 5:30-7pm

**Starting the week of September 20<sup>th</sup>** live classes will only be held on Wednesdays (**from 5:30-7pm**). Mondays, time will be set aside for you to book one-on-one appointments if needed.

**Attendance in Zoom classes is not required; sessions will be recorded.** All assessments will also be available asynchronously.

During live class sessions you will review material, ask and answer questions, and work through problems with your peers. **However, it is possible to reach the learning objectives without class attendance.**

## Evaluation

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

<sup>1</sup> <b>Syllabus &amp; Academic Integrity Quiz</b> (due September 24 <sup>th</sup> )	2%
<sup>2</sup> <b>Big Questions</b> (~every 2 weeks)	45%
<sup>3</sup> <b>Final Integrative Case Study</b> (due December 6 <sup>th</sup> )	15%
<sup>4</sup> <b>Monogenic Immune Disorder Report</b> (multiple components; see outline on eClass)	23%
<sup>5</sup> <b>Immuno &amp; Me</b> (due December 6 <sup>th</sup> )	5%
<sup>6</sup> <b>Class Activities</b> (weekly; optional*)	10%

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).

<sup>1</sup>**The Syllabus & Academic Integrity (AI) Quiz** should take ~10-15 minutes to complete and you will be allowed to reattempt the quiz until you receive a perfect score.

<sup>2</sup>**Big Questions.** There will be six Big Questions (BQs) throughout the term; they will be scheduled approximately every two weeks. Only your top four BQs will count towards your mark. This allows you to miss up to two assignments without penalty.

<sup>3</sup>**Final Integrative Case Study.** The final integrative case study will have a grace period of several days, allowing you to submit after the original due date, if necessary, without penalty. Further information will be posted to eClass.

<sup>4</sup>**Monogenic Immune Report.** There are multiple components to this assignment some of which require you to work with your peers. Please see the assignment outline for details.

<sup>5</sup>**Immuno & Me Assignment.** The Immuno & Me assignment is a final course reflection and will be shared with the class. See the assignment outline for full instructions.

<sup>6</sup>**Class Activities.** Activity points will be earned through weekly online asynchronous activities; no class attendance is necessary. You only need to earn 10 activity points to gain the full 10% Activities mark. Approximately 20 points (~2 per week) will be available through weekly activities. So, you can miss up to half of the activities without penalty.

**\*Class Activities are also optional.** Class Activities are worth up to 10% of your final grade. At the end of the term, you will receive either 0/10, 5/10, or 10/10. You only need 10 activity points by the end of term to earn a Class Activities mark of 10%. If, by the end of the term, you have 0-4 activity points then you will earn a Class Activities mark of 0/10 (0% of final grade), and 5-9 activity points will earn a Class Activities mark of 5/10 (5% of final grade).

However, lack of participation will not necessarily impact your final grade, as the remaining weight will be transferred to the weight of your Final Integrative Case Study mark. For example, if you earn 6 activity points during the term, you'll receive 5% for Class Activities and your Final Integrative Case Study will be worth 20% of your final grade)

See the **Course Policies** section (below) for more information on missed assignments and other policies.

## Important Dates

<b>Classes start:</b> Sept. 8th)	<b>Mon. Sept. 13<sup>th</sup></b> (start day for BIOL 3120!! Fall term starts
<b>Syllabus &amp; AI Quiz:</b>	Fri. Sept. 24 <sup>th</sup>
<b>Big Questions:</b>	~ every 2 weeks, starting Sept. 24th
<b>Reading Week:</b>	Oct. 9 <sup>th</sup> – 15 <sup>th</sup>
<b>Drop Deadline (receive no grade):</b>	Fri. Nov. 12 <sup>th</sup> (course does not appear on your transcript)
<b>Course Withdrawal ("W" on transcript):</b>	Sat. Nov. 13 – Tues. Dec. 7
<b>Immuno &amp; Me due:</b>	Mon. Dec. 6
<b>Last day of classes:</b>	Mon. Dec. 6 (date for 3120; Fall classes end Dec. 7 <sup>th</sup> )
<b>Final Integrative case study due:</b>	Mon. Dec. 6

For additional important dates such as holidays, refer to the ["Important Dates"](#) section of the Registrar's Website.

## 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., 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 presentations will be conducted.

**There is no required textbook.**

1. **Course eClass site:** The main platform for this course is eClass. Announcements, quizzes, assignments, and grades are communicated through the eClass site. All mandatory components will be accessible through/linked from eClass.
2. **Required Material Lists:** There is no required textbook, instead you will be provided with material that is open access or otherwise freely available to you (e.g., through York libraries). A weekly schedule along with the links to concept videos, and readings necessary to reach the learning objectives will be posted to eClass.
3. **Learning Goals & Outcomes:** LOs form the foundation of the course – they're what we expect you to do by the end of the course. All assigned work (videos, readings, activities, etc.) are based on these, so it's wise to refer to them repeatedly throughout the course. You can reach the Los without class attendance, however most students benefit from being able to discuss, review and work on course material with the class.
4. **Me!** My role as instructor is to provide you with multiple learning opportunities in an environment that challenges you, encourages you to ask questions, and engage in scientific thinking such that you can succeed in achieving the course learning goals and outcomes.
  - **Each other!** We're all in this together, and there's no ranking in this course – that means that this class is collaborative in nature, not competitive. In class (synchronously), and on eClass (asynchronously), you'll work with your peers, asking questions, explaining reasoning, and receiving feedback.
5. **Zoom:** will be used for our synchronous sessions, tutorials, student hours, and private meetings. You should ensure that you have Zoom downloaded on your device and that the software is up-to-date (check for updates frequently).
  - Live classes (via Zoom) are times for you to direct me to review concepts and address questions that are most relevant to you. I will also have several student hours per week.
6. **We will NOT be using remote proctoring in this course.**

## Learning Outcomes

Upon successful completion of this course, students should be able to:

- Use current and historical research in immunology to support discussions and explanations of the immune response
- Discuss the role of, and relationships between, cells of the hematopoietic system in the immune response
- Explain the major components of the mammalian immune response; distinguishing between and describing the interactions of the innate and adaptive immune branches and the cellular and humoral branches of immunity.
- Describe and discuss unique features of the adaptive immune response including the generation of diversity, clonal selection, self-tolerance and memory responses.
- Explain the development, activation and effector responses of immune cells
- Relate knowledge of the development and mechanisms of the immune response to the understanding of disease processes, immune therapy and the use of immunological mechanisms and methods in experimental systems.

## Course Content

We will learn about many cell types, molecules, signalling pathways, biological processes, regulatory networks, and other components of the immune system. Our focus will be on the mammalian immune response but will touch upon non-mammalian immune systems and the evolution of immunity. We'll build a deeper understanding of connections between components and the application of cellular immunology to health and disease

**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. Further information is available on eClass (LOs, etc.).

Please don't hesitate to ask questions. There are no silly questions. The immune system is complicated, even professional immunologists are only experts in a small subset of the field. This is your first course in immunology; you're supposed to have questions!

## Land Acknowledgement

York University recognizes that many Indigenous Nations have longstanding relationships with the territories upon which York University campuses are located that precede the establishment of York University. As members of the York community, we acknowledge our presence on the traditional territory of many Indigenous Nations. The area known as Tkaronto has been care taken by the Anishinabek Nation, the Haudenosaunee Confederacy, and the Huron-Wendat. It is now home to many First Nation, Inuit, and Métis communities. We acknowledge the current treaty holders, the Mississaugas of the Credit First Nation. This territory is subject of the Dish with One Spoon Wampum Belt Covenant, an agreement to peaceably share and care for the Great Lakes region. As settlers on this land, and as biologists, we have a responsibility to respect and care for this land and its resources.

Given that this course is remote some of the time is spent away from campus and conducted from your own home. To identify the traditional homelands that you are occupying, use <https://native-land.ca>. Reflect on what this means as you move through these spaces. As part of this reflection process, learn how to correctly pronounce the names of the Indigenous communities on whose land you reside.

We'll be using several technologies this term to help us connect and accomplish our goals. To consider the impact and implications of using the tools we do, we should also acknowledge where these tools "reside" in terms of their headquarters.

Zoom is in San Jose, California, and thus us staying connected relies on resources from Cession 274 territory, part of the traditional territories of the Ohlone, a collective of approximately 50 separate tribes with related languages that have lived in the Bay Area for 10 000 years. All known surviving Indigenous lineages in the Bay Area comprise the current Muwekma Ohlone Tribe.

eClass is powered by Moodle headquartered in West Perth, Australia. The Whadjuk people of the Noongar nation are the traditional custodians of this area for more than 45 000 years, and we acknowledge and respect their continuing contributions to the region that includes Perth.

Microsoft, which connects us through email and slidedecks is in the traditionally occupied land of the Sammamish, Duwamish, Snoqualmie, Suquamish, Muckleshoot, Snohomish, Tulalip, and other coastal Salish people since time immemorial.

### Course Statement on Equity, Diversity, and Inclusion

I am committed to providing and encouraging an environment of equity, diversity, and inclusion (EDI) within this course. I designed this course with a commitment to the principles of Universal Design for Learning and evidence-based teaching practices. As an instructor who is guided by evidence, I believe that you can all succeed! This class is a community and we—both you and me—are here to learn and succeed together and support each other.

Although we don't delve into a lot of history in this course, we should acknowledge that science is subjective, influenced by cultural context, and has often been exclusionary in whose voices were allowed and amplified. This means that there can often be biases in our materials, which we are working to reduce and ultimately eliminate. My hope is to continue improving this course, integrating diverse scientists and experiences. Please feel free to contact me if you have any suggestions to improve the course in terms of equity, diversity, and inclusion.

YorkU students come from far and wide and represent a diversity of cultures and backgrounds. To support students whose primary language is not English, services are available at York including individual appointments, and group events, such as ESL Café. See: <https://www.yorku.ca/laps/eslclc/> for more information.

### Experiential Education and E-Learning

**E-learning:** This course will be conducted online (remotely). Required material will be available on (or linked via) eClass. All assignments, tests and activities completed during the term will also be available on, or linked to from, eClass.

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

### Other Information

1. **Content.** 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. **Assessments.** This semester there will be no tests or exams. More heavily weighted tests have been replaced with lower weighted assessments that support the learning process and encourage consistent engagement with the course. This structure allows you to correct your misunderstandings, and better suits the connected nature of the course material.
  - **All assessments will be available on eClass and can be completed asynchronously.** You will have at least 24 hours to complete all assessments so that you have some flexibility in working around your own schedule.
3. **Students Who Normally Write in the Alternate Exams Centre.** If you have concerns about the format or length of availability of assessments, please let me know. I will do my best to provide alternate formats or assessments if necessary.

In accordance with universal design principles, the format of assessments gives students a much longer time to complete them than is actually required. This allows students to self-accommodate and no further extensions should be necessary.

## Course Policies

- 1. Intellectual property & copyright.** All course materials are designed for use as part of the BIOL 3120 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. 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.
- 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. If IT cannot loan you what you need, and you still want to complete the course please email me as soon as possible. I will do my best to support you in completing the course but not all situations can be accommodated.
  - 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.
    - 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 Assessments (Graded Components)

**4.1. General Policies.** Numerous policies have been put in place to give you some flexibility and not overly penalize you for occasional late/missing work. Therefore, extensions will not normally be granted and missed assessments will receive a zero.

**4.1.1. For all assessments, you will have a much longer time to complete them than is actually required.** Please see the relevant assignment outline (on eClass) for more details. All assessments will be available for at least 24 hours.

**4.1.2. All assessments are “open” resource.** You may use any resource available to you, **including discussions with others**, but you must submit your own original answers, in your own words (i.e., no quoting, no copying) that represent your own understanding of the material.

**4.1.3. 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 outlines (on eClass). While I try to be understanding, accommodations for last minute technology issues are not guaranteed.

**4.1.4. 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 assessment outline or a zero will be earned on the missed/late submission.

**4.2. Individual Assessments.** Further details can be found on eClass (e.g., Assignment Outlines Folder).

**4.2.1. 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. Therefore, there will be no extensions and you will earn a zero if the quiz is missed.

**4.2.2. Big Questions.** There will be six Big Questions (BQs) throughout the term; they will be scheduled approximately every two weeks. Only your top four BQs will count towards your mark. This allows you to miss up to two assignments without penalty or submit two incomplete assignments without them affecting your mark. Therefore, no extensions will be granted

**4.2.3. Monogenic Immune Report.** Please see the assignment outline for details. There are multiple components to this assignment some of which require you to work with your peers. Since your peer's ability to complete their work will partly depend on your timely completion, deadline flexibility for peer components may not be possible. The final (and largest) component will have a grace period allowing you to submit after the original due date, if necessary, without penalty.

**4.2.4. Final Integrative Case Study.** The final integrative case study will have a grace period allowing you to submit after the original due date, if necessary, without penalty.

**4.2.5. Immuno & Me Assignment.** The Immuno & Me assignment is a final course reflection and will be shared with the class. The instructions will be available in the assignment outline at the start of term and not be due until the end of term. The assignment is not time intensive and the forum to post submissions will be open weeks before the due date. Therefore, there will be no extensions and you will earn a zero if the quiz is missed.

**4.2.6. Class Activities.** Activity points will be earned through weekly online asynchronous activities; no class attendance is necessary. You only need to earn 10 participation points to gain the full 10% Activities mark. Approximately 20 points (~2 per week) will be available through weekly activities. So, you can miss up to half of the activities without penalty. Class Activities are also optional. If you do not earn the 10 activity points, instead of earning zero, 10% will be transferred to the weight of your Final Integrative Case Study. Therefore, no extensions will be granted on weekly activities.

**4.3. 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.

**4.3.1. If religious observances interfere with your ability to complete term material,** please discuss this with me. Extensions at York 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.

**5. Marks & Reviewing Material.** 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 assignment/test 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 Assessments.** If you believe a written answer on an assignment was marked incorrectly you must **request re-marking within 1 week** of the assignment mark or answer key being made available to you. For some assessments requests for remarking can be through email ([bio3120@yorku.ca](mailto:bio3120@yorku.ca)) but for others requests may be directed to a form on eClass. Please pay attention to course announcements and instructions on eClass for instructions.

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

**6.2. Your re-marking request must include a written rationale** providing **academic grounds** for the re-marking. Requests for re-marking that do not include a rationale based on academic grounds will not receive a reply. **Requests for re-marking that do not include a rationale based on academic grounds will not receive a reply.**

**6.2.1.** 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.

**6.2.2.** 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.

**6.3.** 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.

**6.4.** 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.

- 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 [bio3120@yorku.ca](mailto:bio3120@yorku.ca). Expect an **average response time of 3 (working) days**, not including weekends or holidays.
- Do not use the eClass 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.
- 7.4. Please read the following for general guidelines and policies 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 (BIOL3120), and briefly mention the topic (example: “BIOL3120 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). Please post questions to the forum instead. If I do so 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 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 Immunology. 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.

Student's in need of these services are asked to register with disability services as early as possible to ensure that appropriate academic accommodation can be provided with advance notice. You are encouraged to schedule a time early in the term to meet with each professor to discuss your accommodation needs.

Additional Information:

Counselling & Disability Services - <https://counselling.students.yorku.ca/>

Counselling & Disability Services at Glendon - <https://www.glendon.yorku.ca/counselling/>

York Accessibility Hub - <http://accessibilityhub.info.yorku.ca/>

### Ethics Review Process

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

### Religious Observance Accommodation

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

### **Student Conduct in Academic Situations**

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

### **Student Notice of Recording for Remote Teaching and Learning**

Activities for this course involve recording, in partial fulfillment of the course learning outcomes. Images, audio, text/chat messaging that have been recorded may be used and/or made available by the University to students enrolled in the course and those supporting the course for the purpose of materials review, for assessment, etc. Recordings will be managed according to the University's Common Record Schedule and will be securely destroyed when no longer needed by the University. Your personal information is protected in accordance with the York University's [Policy on Access of Information and Protection of Privacy](#) and the [Freedom of Information and Protection of Privacy Act](#).

The University will use reasonable means to protect the security and confidentiality of the recorded information but cannot provide a guarantee of such due to factors beyond the University's control, such as recordings being forwarded, copied, intercepted, circulated, disclosed, or stored without the University's knowledge or permission, or the introduction of malware into computer system which could potentially damage or disrupt the computer, networks, and security settings. The University is not responsible for connectivity/technical difficulties or loss of data associated with your hardware, software, or Internet connection.

By engaging in course activities that involve recording, you are consenting to the use of your appearance, image, text/chat messaging, and voice and/or likeness in the manner and under the conditions specified herein. In the case of a live stream recording, if you choose not to have your image or audio recorded, you may disable the audio and video functionality. If you choose to participate using a pseudonym instead of your real name you must disclose the pseudonym to your instructor in advance to facilitate class participation.

You are not permitted to disclose the link to/URL of an event or an event session recording or copies of recording to anyone, for any reason. Recordings are available only to authorized individuals who have been directly provided the above instructions/link for their use. Recordings for personal use, required to facilitate your learning and preparation of personal course/lecture notes, should not be shared with others without the permission of the instructor or event coordinator. More information about accessibility can be obtained from [Student Accessibility Services](#).