

Department of Biology Course Outline

SC/BIOL 4120 3.00 Applied Immunology Fall 2021

Course Description

This course explores the structure and function of the immune system and its applications. You will build a deeper understanding of the molecular, cellular, and regulatory mechanisms of the immune system while exploring the research on, and application of, immunology in living systems.

Prerequisites

SC/BIOL 3120 3.0

Course Instructors and Contact Information

Course Instructor: Dr. Tanya Da Sylva

Email: see eClass

- Place the course code in the subject line of your email
- Use your yorku.ca email address for course correspondence. (Email from other addresses are likely to be filtered as spam/junk delaying a response).
- Put a relevant description of the email in the subject line.
- Include your name & student number at the end of your email.
- Check if your question has been addressed in class or on eClass before emailing.
- Consider booking an appointment (virtual student hours), rather than sending a long email, if you have a concern/question that will take a considerable amount of time to read or answer. It will save both time and potential confusion.
- Allow an average of 3 business days for a response.

Please don't use the eClass private messaging function; eClass messages will not receive a response.

Virtual Student Hours: as listed on eClass. Student hours are periods when anyone in the class can book time to ask questions or discuss concerns. Instructions for booking these meetings will be on eClass. If none of the times posted to eClass work for you, you may email me to schedule a meeting (please provide a list of times you are available in your email).

Schedule

Note: There will be no class on Wednesday, September 8th. Our classes will start on September 13th.

BIOL 4120 is a blended course. "Blended" normally means that many class periods would not be used and instead you would be using the equivalent time for online or other experiential work. **This semester BIOL 4120 is completely remote;** in that context "blended" means you can expect less than half of the scheduled class periods to be used for live/synchronous classes (on Zoom).

A schedule of live (Zoom) classes will be posted on eClass.

Live/synchronous classes (on Zoom) will mainly consist of activities, discussion and groupwork, so attendance is strongly encouraged, but is not mandatory.

Lectures will be recorded, and recordings will be posted (usually by Fridays). However, activities and discussions that take place in breakout rooms will not be recorded. And because class time will be dedicated mainly to active participation, recordings are not the best replacement for attending class.

You will earn Engagement points throughout the term by completing individual or group activities. There will be both synchronous (during class; Zoom) and asynchronous activities. While it is possible to earn your full Engagement Activities mark without class attendance, the number, content and/or type of activities available asynchronously may not be the same as those done in class.

Evaluation

*Engagement Activities	20% (mainly Sept/Oct.)
+Literature Analysis (Journal Club)	45% (multiple elements; due mainly in Oct/Nov)
+Written Reports	25% (multiple elements; due mainly in Oct/Nov)
∇Final Integrative Assignment	10% (due Dec. 7 th)

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

See eClass for a more detailed breakdown of each assessment component.

There are no midterms or final exam in this course.

* The Engagement Activity grade will be calculated out of 90% of the maximum possible points (so you can miss 10% of points without penalty). Engagement Activities are primarily opportunities for practise/feedback in the synchronous classes or asynchronously. Some will be marked for good faith completion, while others will be scored (thoughtful approaches/arguments, considering evidence, etc.). Maximum points will be listed with most of these, with some assignments worth more points than others.

+ Both the Literature Analysis (Journal Club), and Written Reports have multiple elements and due dates. Some elements will be completed individually, and some require group work. See eClass for details.

∇The Final Integrative Assignment will be available at least a week before the due date and everyone will submit their own assignment (no group submissions).

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

Important Dates

Classes start:	Mon. Sept. 13th (start day for BIOL4120!! Fall term starts Sept. 8th)
Reading Week:	Oct. 9 th – 15 th
Drop Deadline (receive no grade):	Fri. Nov. 12 th (course does not appear on your transcript)
Course Withdrawal ("W" on transcript):	Sat. Nov. 13 – Tues. Dec. 7
Last day of classes:	Mon. Dec. 6 th (date for 4120; Fall classes end Dec. 7 th)
Final Integrative Assignment due:	Tues. Dec 7 th

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.

You can find additional information on many of the technologies used in this course in [York's Technology Protocol for Students](#).

There is no textbook for this course! Scientific literature (original and review journal articles), as well as some instructor created material (e.g., lectures, notes, and so on) will be used to examine various aspects of immunology. You are expected to read relevant/assigned papers prior to class. Some assignments will also require additional research and reading of the scientific literature.

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. You should check eClass regularly.

Zoom will be used for our synchronous sessions, private meetings, and any other course related meetings. You should ensure that you have Zoom downloaded on your device and that the software is up-to-date (check for updates frequently).

To attend the virtual synchronous lectures, student hours, and one-on-one meetings, **you must use Zoom.** Please download the software and ensure that it's up to date. You can log into Zoom by opening it and choosing SSO or go to <https://yorku.zoom.us/>; you'll be prompted to sign-in using your Passport York credentials. Learning Technology Services (LTS) also has [instructions for joining Zoom sessions](#). See eClass for more information on our class Zoom etiquette, security, and privacy policies.

Learning Outcomes

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

- Critically evaluate information about immunology from a variety of sources.
- Synthesize and apply knowledge of the immune response to discussions of organism function and pathology.
- Evaluate the impact of cellular, molecular and/or regulatory aberrations of the immune response on organism function.
- Explain, with examples, how principles of immunology have been applied to the development of drugs, vaccines, and experimental and diagnostic techniques.
- Effectively communicate ideas in immunology to scientific and general (*i.e.*, non-science) audiences using various media.
- Develop skills and strategies for working effectively, responsibly, and collegially with your peers both in and out of class.
- Critically evaluate scientific literature; synthesize and summarize key points from published literature to provide relevant information and support for an assignment, argument, etc.

Course Content

This course assumes that you have fundamental knowledge and understanding of both basic biological processes and fundamental processes and principles of cellular and molecular immunology (e.g., tolerance, memory, generation of diversity, tolerance, and so on). As such, we will not be reviewing these basic processes and principles. Instead, you will work individually and in groups to explore in greater depth areas of immunology that are of particular interest to you, while also building a deeper understanding of the questions being addressed in the field today.

What will I be doing?

A variety of things! **This course is work-intensive, but I hope you find yourself well supported and your experiences here valuable!**

Much of the work is taking larger projects/tasks and breaking them down into more manageable pieces. Instead of expecting you to complete complex time-intensive tasks with minimal guidance or support, we're going to work towards larger goals step-by-step. This allows you to somewhat "learn as you go". Basically, as the course progresses, and as you complete assignments, you'll build the communication, research, and project management skills necessary to succeed in this course. These are also skills that are necessary for any field you go into!

If you are struggling with something; talk to me, your fellow students (in class, on eClass, study groups), and/or find and read additional references. You'll be able to ask me your questions in class, eClass discussion forums, or you can request a private or group meeting with me. **I'm here to help, so don't hesitate to reach out to me!** The course structure is designed to include peer support and collaboration, but you're also encouraged to set up your own group study/support spaces outside of the course structure

What will happen during class-time? Do I have to attend class?

While there will be some "lecture-y" type presentations or notes, it will be very limited. This course is set up to help you to develop your skills in thinking critically, writing, collaborating, and presenting—skills that are useful no matter what your career— in the context immunology. **Class time is focussed on discussion, activities, and group work.**

As a blended course, not all class periods will be used. Most of our class meetings will occur early in the semester. The discussions, activities and other work done during class meetings will help you develop the skill set you need to succeed in your independent course work. A full schedule of class meetings will be posted to eClass.

Classes will be recorded, and although attendance is not mandatory, your participation and presence is appreciated by myself and other students in the class; you'll likely gain more from being part of the activities than by watching them later. If you cannot attend class, there will be engagement activities online that you can complete instead. However, the online (asynchronous) activities may not be of the same type, content, or quantity.

Do I have to do any readings?

Yes! While there is no textbook, we'll be engaging extensively with the scientific literature in immunology.

We may also use a variety of other reliable sources of information. When readings are assigned, you'll be expected to do them on time; if readings are assigned for a class period, you are expected to read them before class; if readings are part of an assignment you are expected to follow the assignment instructions.

You may need to consult resources outside of those provided in the course to understand more complex issues and complete course assignments—this is another great skill to develop. During class or in course announcements, I'll point out problematic areas for students, but you may need to draw to my attention to concepts that you find confusing (it is likely that other students have the same questions)!

Do I have to participate? Do I have to work with others?

Participation is essential in this course, and you won't succeed if you aren't willing to participate and collaborate. There are marks given for participation (as part of the engagement activities) to encourage you to stretch your mind and discuss material in and out of class.

Every one of you will have valuable input and perspectives to contribute. This doesn't mean that every student is expected to speak up in every discussion, but we want everyone's voice to be heard in this course. Contributions can take the form of discussion board posts, Perusall annotations, using chat in Zoom, and participating in discussions and activities both in class and online.

Most careers involve some work as part of a group (and you usually won't get to choose who you work with), thus it's incredibly valuable to gain experience and skills that help you work well in groups. This is also something you could potentially discuss in a job or professional school interview (it's also one of the things typically asked about on referee forms).

You might be anxious about working in groups, as you might have had bad previous experiences. **In this course, class time and other resources will be provided to help you and your group members to be successful, including developing communication strategies, and planning effectively.**

What topics will we cover in this course?

A bunch! We will cover many key ideas and current questions in the field of immunology. You'll have some choice in topics for some of the assignments. Therefore, the depth covered for any topic will vary from student to student. While there is some latitude with topics this course will focus on biology, and not sociology or psychology, although these may occasionally come up.

Please refer to the course website for more detail on the course schedule.

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 are 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

Content. Required material will be free of cost to you (e.g., open access, York Libraries subscription and so on). Material will be in written, video and/or audio form. If you have trouble accessing material, please let me know so I can work with you to find a solution.

Instruction in multiple formats. I'll provide you with multiple ways to engage with the course, including synchronous and asynchronous content/discussions, and using text, videos, etc.

Closed captioning (sometimes auto-captions) or transcripts will be provided for all videos. If you have other suggestions to improve accessibility, please let us know.

No midterms or final exam. As well, even major projects (e.g., literature analysis, written reports) are made up of several smaller elements to help you improve and succeed. No one element is worth more than ~12% of your overall course grade.

Some flexibility in deadlines. Life happens! Many activities and assignment elements have some flexibility (e.g., grace periods where assignments can be handed in after the due date without penalty). There are also other policies in place to help you balance your individual needs with course completion. See the details on eClass (assignment outlines/details).

You should have sufficient time to complete all course elements. You may still find yourself struggling to complete assignments on time but that doesn't mean you can't do it; it often means you just need more support to do so. Maybe you're setting unreasonably high expectations for yourself (you're often harder on

yourself than I am) or you may be struggling with an associated skill (e.g., communication, project planning, research, and so on) or maybe it's something else.

If you're struggling, reach out to myself, your peers, or the numerous on campus resources available to you! Participating actively in the course will also help you build the skills necessary to succeed (within deadlines) when working independently. **There is no shame in asking for help!** Being able to accurately assess your progress and seek resources or support as necessary is one of the key traits professional schools and employers look for.

Students with academic accommodations. In accordance with universal design principles, the format of assessments gives students a longer time to complete them than is actually required. This allows students to self-accommodate and no further changes to course policies should be necessary. However, if you are struggling to complete assignments on time or feel you need an alternative format, please reach out to me as soon as possible.

A focus on mental health and wellness. While this course will require work, I want you to remain healthy!

Let me know, as soon as possible, if you anticipate issues related to the format or requirements of this course. We can then discuss ways to ensure your full participation in the course, and work with you to consider options, and how to best coordinate any accommodations.

You do not have to disclose lots of personal information to get support (e.g., diagnoses, treatments, personal or family details, and such)! You can simply say you're struggling or keep descriptions vague. I may ask questions so that I can better support you, but these will be general (e.g., asking something like "does this leave you with less time to complete assignments or are you struggling to focus on work even when you do have the time"); you can always decline to answer, and I will never (nor should any instructor ever) ask for medical details. I'll do my best to support you with the information you've given me.

Check out the following York pages and the *Support Services* post in the social forum on our eClass page for additional support resources.

- YorkU Better Together: <https://www.yorku.ca/bettertogether/>
- YorkU Student Services: <https://family.yorku.ca/student-services/#SCD>
- Student Mental Health & Wellness at York: <https://mhw.info.yorku.ca/resources/resources-at-york/students/>

For any elements done outside of synchronous class meetings, deadlines are at 7 pm to help you get the rest you need. Studies show that when we have deadlines either late at night or early in the morning, we're more tempted to pull all-nighters, which aren't good for your physical or mental wellbeing.

We'll take a low-key approach! Everyone has things going on in their life outside of this course and I expect we'll all be mindful of that.

- **While interacting virtually (Zoom) family, roommates, and pets may be seen and/or heard!** We will all benefit more from having you attend class with some distractions in the room (e.g., children, other family, pets and such) than not attend at all. I ask that you're mindful of not being too distracting to others, but things happen, and we'll deal with them.
- **Don't worry too much about what you're wearing or where you're working from.** You will never be required to have your camera on during virtual (Zoom) meetings but if you do, as long as there is nothing explicit, or offensive you can be in pyjamas, you can be working in your bed or on the couch, someone else can be visible in the background, and so on.

Course Policies

1. Missed and/or Late Submission of Assessments (Graded Components)

- 1.1. 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 beyond these policies will not normally be granted and missed assessments will receive a zero.

1.1.1. All assignments are “open” resource. You may use any resource available to you, **including discussions with others**, but when individual submissions are required, 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.

1.1.2. Try not to leave submission until the last moment, if possible, so that there is time to resolve any technical/internet issues. While I try to be understanding, accommodations for last minute technology issues are not guaranteed.

1.1.3. 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.

1.2. Individual Assessments. Further details can be found on eClass (e.g., Assignment Outlines Folder, or within the assignment itself).

1.2.1. Engagement Activities. Engagement Activities are primarily opportunities for practise/feedback in the synchronous classes or asynchronously. Some will be marked for good faith completion, while others will be scored (thoughtful approaches/arguments, considering evidence, etc.). Maximum points and further instructions will be listed with most of these, with some assignments worth more points than others.

You will complete engagement activities either live during class periods, or asynchronously through eClass. Some will be available in both formats (synchronously and asynchronously), and some will only be available in one or the other. You will be able to earn full engagement activity marks even if you do not attend class.

Engagement Activities not completed during synchronous class periods will have a due date and time. **Normally, activities will not be accepted after the due date/time and you will not be able to earn the associated activity points. However, your Engagement Activities grade will be calculated out of 90% of the maximum possible points (so you can miss 10% of points without penalty).**

1.2.2. Literature Analysis (Journal Club). You will facilitate the discussion of one journal article and participate in the discussion of five others throughout the term. There are multiple elements to this assignment with various due dates and late policies. Please read the assignment outline for details.

1.2.3. Written Reports. You will complete two written reports during the term and provide support and feedback to your peers. There are multiple elements to this assignment with various due dates and late policies. Please read the assignment outline for details.

While there are multiple elements to this assignment, **the largest element - your final written reports - are both due on Nov. 19th (by 7pm). You will be allowed to submit your final reports up until Dec. 6th at 7pm, without penalty.** However, if you submit your final reports late, marking and therefore release of your final grade may be delayed. No further extensions will be granted.

1.2.4. Final Integrative Assignment. In this integrative assignment you'll submit written responses to questions/prompts, which will require you to connect concepts addressed throughout the term and across the broad field of immunology. While everyone will receive the same assignment, your answers will be shaped by the papers assigned to your journal club group and the topics you chose to focus on.

The Final Integrative Assignment will be available for at least a week and should take no more than three hours to complete. **While due on Dec. 7th (by 7pm), you will be able to submit your assignment up until 7pm on Dec. 13th** without penalty. However, if you submit your assignment

late, marking and therefore release of your final grade may be delayed. No further extensions will be granted.

- 2. Intellectual property & copyright.** All course materials are designed for use as part of the BIOL4120 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.

2.1. 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.

2.2. 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.

- 3. 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.

3.1. Students shall note the following:

3.1.1. Zoom is hosted on servers in the U.S. This includes recordings done through Zoom.

3.1.2. If you have privacy concerns about your data, provide only your first name or a nickname when you join a session.

3.1.3. 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.

- 4. 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.

4.1. 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.

4.2. 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.

4.3. 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. 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](#).

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

4.4.1. If **religious observances interfere with your ability to complete term material**, 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. Please pay attention to course announcements and instructions on eClass for instructions on how to submit your request.

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). **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. **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.

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.

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 (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-and-or-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](#).