

Department of Biology Course Outline

WINTER 2022: SC/BIOL 4270 3.00 Integrative Reproduction: Questions and Concepts

This course has a virtual synchronous delivery format.

This course is presented in Toronto Time (Eastern Time).

Why learn about reproduction?










All living things (*i.e.* species) reproduce; in fact, it's a characteristic that differentiates us living things from non-living things such as rocks (although rocks are still cool). When we hear the term 'reproduction', we typically think "sex", but what we often think of as the status quo for reproduction is not, and the variations in nature are truly mind-blowing. The goal for the course is to help you develop skills that will help you in whatever future schooling/career you pursue while exploring the varied field that is "reproduction".

Course Description

Evolutionary, molecular, physiological, and ecological aspects of reproduction. Evolutionary advantages and disadvantages of different forms of sexual and asexual reproduction. Topics updated to represent current or relevant findings. Independent and team work on projects, paired with written and oral communication to a variety of audiences.

Prerequisites

SC/BIOL 3130 3.00; OR both SC/BIOL 2040 3.00 & SC/BIOL 3171 3.00; OR both SC/BIOL 2040 3.00 & SC/BIOL 3070 4.00.

BIOL 4270 Winter 2022	Things you need	 An internet connection is required to attend synchronous classes & access eClass. Synchronous classes will be recorded.	 A microphone and camera would be beneficial for interaction during class. Turning on camera is not expected.	 This course has been designed to be accessible (e.g., closed captioning for slides). Contact me if you have additional needs.
	Things to do	 Check eClass regularly for course materials and other information.	 A class schedule will be provided indicating important dates (Eastern Time).	 Expect to spend 6-10 hours per week on this course.
	Ways we will interact	 I will use YorkU email to communicate. I will try to respond within 24-48 hrs (except on weekends)	 Synchronous classes will be delivered using Zoom and will be recorded. Class will include activities, discussion, teamwork.	 Student interaction, engagement, and community are essential. Various tools will be used for interaction.

Once again, we're online, which is not optimal, but I'll be doing my best to teach, communicate with, challenge, and support you. I know that you will also be doing your best. We need to remember to offer each other some grace this semester as things continue to evolve and change with regard to the pandemic. As well, please remember that your health and well-being are more important than this (or any) course. (Image modified from design by Nicole Campbell)

Course Instructors and Contact Information

Course Instructor: Dr. Lisa Robertson (she/her)



biol4270@yorku.ca

*Please don't use the eClass message/email function or email my personal email address. This will delay response time.

Please:

- 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, 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 2 business days for a response. To use my professional and personal time more effectively, I typically don't check email between 7 pm and 8 am, nor on the weekends. If your email is urgent, please indicate that in your subject line.

Want/need to talk with us?

- Email biol4270@yorku.ca to request an appointment (via Zoom).

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 blended 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. *Perusall* is in Austin, Texas and is part of the land that has been—and continues to be—shared and caretaken by a number of Indigenous groups, including the Alabama-Coushatta, Caddo, Carrizo/Comecrudo, Coahuiltecan, Comanche, Kikapoo, Lipan Apache, Tonkawa, and Ysleta Del Sur Pueblo. *Microsoft*, which connects us through email and slide decks is in the traditionally occupied land of the Sammamish, Duwamish, Snoqualmie, Suquamish, Muckleshoot, Snohamish, Tulalip, and other coastal Salish people since time immemorial.

Equity, Diversity, and Inclusion in BIOL 4270

I hope that the course will foster an inclusive, equitable environment that supports your learning, growth, and success. I am committed to providing and encouraging an environment of equity, diversity, and inclusion (EDI) within this course. This course was designed 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 I—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. The hope is to continue improving this course, integrating diverse scientists and experiences.

To help create an environment where each one of us, and our identities, are respected, there will be a survey where you can let me know if you have a name that differs from the York official records, your pronouns, and anything that you think might impact your ability to succeed in this course. I am still in the process of learning about diverse perspectives and identities, and inclusionary practices and I will make mistakes, and hopefully correct myself. In the interest of improving though, if anything is said in class (by anyone, including Dr. Robertson) that makes you feel uncomfortable, please talk to me about it (anonymous feedback is an option).

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/eslolc/> for more information.

Please talk to me if you have any concerns or questions!

Schedule

Where to meet: This course will consist of synchronous (online, using Zoom) meetings. See eClass for the Zoom link.

When to meet: Monday and Wednesday at 5:30 PM - 7:00 PM

- All times shown are Eastern (Toronto) Time.
- All classes will have activities, discussion, and groupwork (for Engagement marks), so attendance is strongly encouraged.
- Class recordings and slides will be posted to eClass after each class, although they aren't the best replacement for attending class. There will be activities in class for Engagement marks within the synchronous sessions that are not available asynchronously. **Note:** Class recordings can take time to process so may not be posted immediately after class (they may take a few days).

Evaluation

Wellness Engagement Activities*	15% (throughout the term; <i>e.g.</i> , surveys, Perusall assignments, participation)
Individual Primary Literature Analysis	45% (comprises several elements, due throughout the term)
Team Project [‡]	40% (comprises several elements, due throughout term)

See eClass for a more detailed breakdown of each assessment component, which will also be discussed during week 1 of class.

*The **Wellness Engagement activity grade** will be calculated out of 90% of the maximum possible points (lowest 10% of the obtained points will be dropped), so missing one will not affect your grade. These are primarily opportunities for practise/feedback. 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.

[‡]**The team project must be completed to pass this course.**

There are no midterms or final exam in this course.

Important Dates

Classes start	Jan. 10
Winter Reading Week	Feb. 21-25; relax a bit or catch up!
Drop deadline (without receiving a grade)	Mar. 18
Course Withdrawal period (i.e., receive a 'W' on transcript)	Mar. 19 – Apr. 10
Classes end	Apr. 10 (but you never want 4270 to end...)

NOTE: Please refer to the "Important Dates" section of the Registrar's Website:

<https://registrar.yorku.ca/enrol/dates/fw21>

Resources

Textbook: There is no textbook for this course! Original and review journal articles (as well as lecture information) will be used to examine various aspects of reproduction in diverse array of organisms. **You are expected to read relevant/assigned papers prior to class.** Some assignments will also require additional research and reading of the scientific literature.

BIOL 4270 eClass site: BIOL 4270 makes extensive use of eClass. The course website will include announcements, course materials, resources, and discussion forums, etc. Make sure to visit the course website frequently. **Course announcements** from the eClass site may be sent to your **Yorku email; please check all your email accounts daily.** Issues with eClass should be directed to ithelp@yorku.ca.

Zoom software: 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. <https://currentstudents.yorku.ca/technology-protocol-for-students>. Learning Technology Services (LTS) has [instructions for joining Zoom sessions](#). Zoom meetings will be amazing. See eClass for Zoom etiquette.

Course Learning Outcomes

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

Course Content

- Appreciate and explore diverse topics in plant and animal reproduction.
- Explain concepts, methodologies, and issues in reproduction (*e.g.*, paradox of sex, evolution of sex chromosomes).
- Critically evaluate information (*e.g.*, experiments and data) about reproduction from a variety of sources.
- Compare and contrast reproductive differentiation among various organisms.
- Describe factors that influence reproduction (*e.g.* output, sex balance).
- Design and evaluate experiments that would test various hypotheses related to reproduction.

Skills

- Communicate reproductive concepts to science and general (*i.e.*, non-science) audiences using various media.
- Develop skills and strategies for effective communication, peer evaluation, and wellness.
- Work effectively, responsibly, and collegially with your peers in and out of class.
- Synthesize and summarize key points from a primary or review article to provide relevant information and support for an assignment, argument, etc.

Course Content

This course assumes that you have fundamental knowledge and understanding of basic biological processes, including DNA replication, cell division, genetics, natural selection, life history, and heredity. In this course, we use the term reproduction broadly as it relates to a range of biological fields, including behaviour, physiology, anatomy, and evolution. While we will discuss human reproduction, it is **NOT the focus** of this course. Rather we will explore the complexities of reproduction in a variety of species (we'll also discuss what we can and can't extrapolate from other species to understand human reproduction). The **individual** and **team projects** provide you with the opportunity to explore in greater depth areas that are of particular interest to you, as well as help you develop skills in planning, writing, teamwork, and oral presentation.

What will I be doing in this class?

A lot of different things. This course has a lot of work! But that work is there because it's taking tasks we often think of as one giant hunk of work and showing you how to break them down. These are skills that are necessary for *any* field you go into!

While there is a component of the course that is "lecture-y", it is quite limited and involves considerable class discussion (and thus participation). Class time is focussed on discussion, activities, and provides time for teams to work on their projects. 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 of reproduction as a subdiscipline of biology. Classes will be recorded, and although attendance is not mandatory, your participation and presence is appreciated by us and other students in the class; you'll likely gain more from being part of the activities than by watching them later.

Since there's no textbook, are there assigned readings?

Yes and when readings are assigned, you'll be expected to do them on time and you'll get far more out of class if you come prepared. You may need to consult resources outside of those provided in the course to understand more complex issues—this is another great skill to develop (and quite useful in course assignments). If you are struggling with an idea: talk to your fellow students (in class, on eClass, study groups), find and read additional references, and/or ask me. As well, you will be given time in class to work on your team projects—use this time to your advantage. The course is work-intensive, but hopefully you find yourself well supported and your experiences here valuable!

Can I be a tourist, just listen, and not participate?

Participation is absolutely key 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 hopefully out of) class. The rules are pretty simple for earning participation marks: participation should be relevant and on-topic, you must actually participate to earn marks (telepathy is not an effective form of communication in the class), and a good faith effort must be shown. Please be respectful of your peers' thoughts and opinions; you can disagree, just do so politely.

Everyone 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 I 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 spoken discussions during class.

There's a lot of team work in this course. Do I have to work as a part of a team?

Most careers involve some work as part of a team (and you usually won't get to choose who you work with on those teams), thus it's incredibly valuable to gain experience and skills that help you work well in teams. This is also something you could potentially discuss in a job or professional school interview (it's one of the things typically asked about on referee forms). You might be anxious about working in teams, as you might have had bad previous experiences. In many classes, team projects are done in less than optimal conditions, with little time and resources provided to help teams in their planning and interaction. In this course, resources and time in class will be provided to help you and your team to be successful, including developing communication strategies, and planning effectively.

What topics will we cover in this course?

A bunch! In this class, you'll get to choose your own topics for some of the assignments. 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.

Experiential Education and E-Learning

e-learning: You may be asked to watch some videos prior to class and you're going to create your own videos!

Experiential learning: You are asked to create different media (e.g., article critique, videos) to present for different audiences, both scientific and non-scientific. As well, reflection is built into major activities, and you will develop teamwork skills throughout the course.

Course Material Copyright

All material associated with this course (lecture recordings, activities, assignments, quizzes) is the intellectual property of the instructors and/or protected under Canadian Copyright Law and is to be used for personal study purposes only. You do **not** have the right to post ANY course materials, including your papers, seminars, completed assignments to any websites, nor to sell them. Unauthorized distribution, such as uploading/sharing with others or websites, in any form can lead to a violation under Canadian Copyright Law and/or Academic Misconduct charges under York University Senate Policy. Penalties under Academic Misconduct can include failure in the course, a transcript notation and/or suspension. See the "University Policies" below for further information.

Behaviour Expectations

I want you to get the most out of this course, and that will involve regular online communication (including email). I also want everyone to have a positive and supportive experience, so I ask for your help in making this course a positive and safe space for everyone:

- Please use respectful and professional correspondence for all aspects of this course, including email, discussion forums, chat sessions, video sessions and any other online means of communication.
- Remember that tone can be misinterpreted through written means as we do not have physical cues to help guide us.
- Use proper sentences and grammar so your ideas are clearly conveyed.

• Consider this an opportunity to practice professional correspondence, which you will use throughout your career. Posts to discussion forums that are not on topic, not relevant to BIOL 4270, or that contain personal insults/ attacks/ intimidation/ profanity will be deleted. Please remember that as per the York University Code of Student Rights and Responsibilities, students have “The responsibility to consider and respect the perspectives and ideas of others, even when the student does not agree with their perspectives or ideas.”

If you notice any inappropriate threads in the Discussion forums, please let me know: biol4270@yorku.ca.

Other Information

TurnItIn: You may be asked in this course to submit electronic copies of any written work (e.g., article critique) first to TurnItIn and then to Crowdmark. This is to ensure that your hard work, having been added to the database, can't be plagiarized in the future by students at any university. You can opt out of TurnItIn—more information is available on eClass.

Course Policies

1. **To assist in successful learning in this course, I've implemented the following practices:**
 - a. **Designed the course according to universal design for learning principles that address many accommodations and the time provided allows for self-accommodation.**
 - b. **Early access to the course website.** This will allow you to understand the course website layout. I have designed the course website with what I hope is intuitive organization to make it easy to navigate and find what you need. If you have suggestions to help with this, let me know.
 - c. **Different ways to get your questions & concerns addressed.** Each week, you'll have an opportunity in class to ask your questions, in a discussion forum, or to request a meeting with me. I'm here to help, so don't hesitate to reach out to me.
 - d. **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. If posted videos aren't loading, please let me know at biol4270@yorku.ca
 - e. **Use of closed captioning or providing transcripts for all videos.** If you have other suggestions to improve accessibility, please let me know.
 - f. **No midterms or final exam.** As well, even major projects are made up of several smaller assignments to help you improve and succeed. No one assignment is worth more than ~20% of your overall course grade.
 - g. **Some autonomy in assignments.** Not only will you have some choice in your assignments, but you'll also have some say in the rubrics used to grade your work.
 - h. **Some flexibility in deadlines.** Life can sometimes suck rocks and I want to reduce some of the worry that comes with that. I am therefore allowing up to **three (3) grace days for individual assignments** (including Engagement Activities not due within a synchronous session or components of the individual primary literature analysis) and **three (3) grace days for assignments within the Team Project.**
 - i. **Grace days will automatically be applied, so please don't ask permission to use them.**
 - ii. **3 days = 3 calendar days**, e.g., if you submit 1 hour late, it still counts as 1 day; each day in a weekend counts as well. So, for example, if something is due on a Friday at 11:59 PM, then the last grace day would end on Monday at 11:59 PM.
 - iii. If an assignment is submitted late (after the 3 grace days have elapsed) it will be accepted with a 15% penalty each calendar day for up to 3 days after the last grace day for the assignment. This means that submissions after more than 3 days after the last grace day for the assignment will be given a grade of zero.
 - iv. The grace days for the team project apply to the whole team. If a team assignment is submitted late, it will be accepted with a 15% penalty for each calendar day, as with the policy in v. above for individual assignments. Please note that all members of the team will receive the same penalty.
 - v. You are still entitled to religious accommodation where necessary. **Please let me know of any potential religious conflicts within the first 3 weeks of term.** See 'University Policies' for more information.
 - i. **A low key approach.** All of your learning will be done virtually, so I welcome drop ins from family and pets! Due to the time of class, it's very likely that onscreen you'll meet one of my EIGHT cats or one of my three kids or my husband.
 - j. **A focus on mental health and wellness in the course.** While this course will require work, I want you to remain healthy!
 - i. Let me know in the “Getting to know you survey” if you anticipate issues related to the format or requirements of this course.
 - ii. If you encounter problems during the term, please let me know. I 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.
 - iii. 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/>



24 hour ON Student Helpline
1-866-925-5454
Text: GOOD2TALKON to 686868



<https://myssp.app/keepmesafe/ca/home>

- Email & Course Communication Policy:** For course content/structure questions, please use the appropriate forum on eClass. Other students might have the same question and can benefit from a peer or instructor answering it in the forum. As well, most questions about course content are difficult to answer over email as they require a significant amount of time; using the forum is more efficient.

 - Please do not use the eClass messaging function to contact me;** I will not respond.
 - Use your yorku.ca email address** – emails from other addresses are likely to be filtered as spam/junk.
 - Put a relevant description of the email in the subject line.**
 - Include your name and student number** in your email. I recognize that you may prefer to use a name different from the name on your YorkU records; if this applies to you it is especially important that you include your student number.
 - If you have a question about the course content/structure,** check to see if it's been answered in class or eClass before emailing.
 - Consider booking an appointment, rather than sending a long email** that will take a considerable amount of time to read or answer. It will save both time and potential confusion.
 - Allow 2 business days for a response.** To use my professional and personal time more effectively, I typically don't check email between 7 pm and 7 am, nor on weekends. If your email is urgent, please indicate so in the subject line.
- Zoom:** We'll be using Zoom to meet for synchronous classes and for student hours/meetings. Synchronous class sessions will be recorded. This means that all audio/video will be recorded and ultimately shared with the class, including your participation (exception is Breakout rooms). You are not required to use a web camera/video in class sessions. One-on-one meetings will not be recorded.

 - You will have the ability to change your name once you've joined the class Zoom session. You can provide only your first name or a nickname (that is not profane or offensive).
 - The Zoom system lets all participants know when a session is being recorded. In other words, you can't be recorded without you knowing it. You won't have access to 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.
- Team Project:** This project allows you to work collaboratively to address a topic (including any controversies, big unanswered questions, etc.) in reproduction. You will have to search and read the literature on your topic, identify important aspects, gaps in the literature, recent developments and/or other points of interest.

 - Teams will be assigned, and some class time provided to work on your project, though additional time out of class will also be needed.
 - To facilitate effective team behaviour and communication, you'll **create/develop a team charter** (i.e., contract) with the members of your team, which all members will need to sign. All team members will be expected to adhere to the team charter and contribute substantively and equally to the Team Project.
 - Teams will submit a proposal** that includes a plan describing what individual team members will be doing, collaborative elements, a schedule with milestones, and communication strategies. These can be updated later – please discuss major deviations from the plan with me. Please see the Team Project outline for more information.
 - The team project must be completed to pass the course.**
- Remarking of assignments:** Any marked term work may be submitted for re-grading within 5 business days of the work being returned or grades/feedback made available online.

 - The regrade request (sent to biol4270@yorku.ca) must include a written rationale providing academically valid reasons for the reappraisal request—*i.e.*, what about your grade is unclear to you—and should refer directly to the assignment overview and grading rubric. Requests such as “because I need/deserve a higher mark” or “the grading was not fair” will not receive a response nor a regrade. Note: remarking can result in the mark being raised, lowered, or staying the same; the grade resulting from a remark is final.

6. **Marks/grades are not negotiable:** To be fair and consistent, individual grades are not negotiable particularly as there is already flexibility and some buffer built into the course. Grades will not be “curved” (adjusted). Contact me ONLY if there is a clear error in your mark (calculation, etc.) or as per remark request. **There are no alternative assignments that can be completed for you to increase your grade (e.g., extra credit).**
7. **Forum code of conduct:** You’re encouraged to participate in the online discussion forums; indeed, forum posting is required for some assignments, including the team project. You are expected to follow the code of conduct in using the forums:
 - a. **Use a clear, informative subject line.** Try to be as specific as possible.
 - b. **Post comments appropriate to that particular discussion.** Off-topic posts may be moved or deleted.
 - c. **Be respectful.** Posts containing personal insults/attacks/intimidation/profanity will be deleted. It’s ok to disagree with each other, but it is not acceptable to make personal attacks. Discussions should be evidence-based. Evidence should come from trusted sources (See: <http://www.yorku.ca/webclass/module4a.html>)
 - d. **Post only material relevant to the course** unless otherwise indicated. Other posts will be deleted.
 - e. **I will remove inappropriate posts.** If posts give indications of violation of the Student Rights and Responsibilities (including those perceived as harmful to others by virtue of not maintaining an equitable and inclusive environment, or giving indications of violating academic honesty), further action will be taken.

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 (<https://www.yorku.ca/secretariat/policies/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 from the Faculty of Science Committee on Examinations & Academic Standards:

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) 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 been found in all cases to be willfully blind to 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 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.

Accessibility

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 Student Accessibility Services (<https://accessibility.students.yorku.ca/>) 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:

Student Counselling, Health & Well-being - <https://counselling.students.yorku.ca/>

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

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.

Student and Instructor 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](#).