

Acknowledgement of Indigenous Peoples and Traditional Territories: York University recognizes that many Indigenous nations have longstanding relationships with the territories upon which our campuses are located that precede the establishment of York University. We acknowledge our presence on the traditional territories of the Mississaugas of Credit First Nation, the Huron-Wendat, the Haudenosaunee Confederacy and the Métis Nation of Ontario

Faculty of Health, School of Kinesiology and Health Science

Olympic Games: Heroes and Villains at Play

Course: HH/KINE3440 3.0
Course Type: Blended and Remote Delivery
eClass: <https://eclass.yorku.ca/eclass/course/view.php?id=13047>
Term: 2022 (Winter)
Course Days/Time: Tuesdays/Thursdays, 10:00-11:30am EDT/EST; please review the schedule below (p.7-8)

Course Director: Alixandra (Alix) Krahn (She/her/hers)
Email: akrahn@yorku.ca
Office Hours: By appointment only via Zoom or phone

Please Take Care of You:

We are dealing with difficult times and as such a tremendous amount of stress, anxiety, fear and uncertainty due to the evolving COVID-19 pandemic. Please be kind and gentle with yourselves and others. There are a number of online free resources available to help support you. If you need help, the following list of websites (this is not an exhaustive list) may be a good place for you to start:

<https://good2talk.ca/>
<https://counselling.students.yorku.ca/>
<https://yubettertogether.info.yorku.ca>

Health and Safety Information:

As part of York's [Community of Care Commitment](#), all members of the York community share in the responsibility of keeping others safe on campuses. In this class, as elsewhere on campus, students must comply with all University health and safety protocols, including:

- Uploaded proof of vaccination to [YU Screen](#)
- Self-screening using the [YU Screen](#) tool prior to coming to campus for any in-person activities

- Not attending in-person activities at any of York University's Campuses/locations when you are feeling unwell or if you answer YES to any of the screening questions
- Wearing masks or face covering that completely covers the mouth, nose and chin while on campus
- Avoiding eating and drinking in classrooms, research and in shared spaces where eating is explicitly not permitted (e.g., Libraries)
- Engaging in good hand hygiene
- Following instructions in designated spaces as they pertain to giving space to one another and/or protocols for entry to and exit from classrooms, instructional and other shared spaces (e.g., Libraries), when applicable

Information about COVID-19 health and safety measures can be found on the [Better Together](#) website. The Senate Executive Committee's [Principles to Guide 2021-2022 Course Planning](#) encourage us to uphold compassion, kindness, empathy, and a sense of responsibility towards one another. We all have a duty to uphold professional and respectful interactions with one another.

I am deeply committed to respecting diversity, inclusivity, and equity for all. Throughout the year, we will engage in discussion and dialogue with one another about complex issues in efforts to expand our understandings of our social world. Our conversations with one another may not always be comfortable, and we may need courage, patience, forgiveness, and generosity as we engage with the texts, with our own ideas and assumptions, and with one another. Collectively, we must protect our educational space for respectful but critical interrogation of ideas, and we must protect our diversity of thought and experience as a source of knowledge and strength. Our values in KINE 3440 directly align with the University's commitment to education without discrimination based on race, national or ethnic origin, colours, religion, sex, age or mental or physical disability. For additional information on support, resources, and educational opportunities on equity, diversity, and inclusion at York University, please visit the Centre for Human Rights, Equity and Inclusion at: <https://rights.info.yorku.ca/>

Email and Office Hours:

Email communications are encouraged and should primarily be used to book office hours if necessary or attending to issues that need to be resolved immediately. Please ensure that when emailing you create messages that are professional, clear and coherent. Avoid using text messaging terms, inappropriate language, emoticons, poor spelling, punctuation and grammar. Simply put, If I can not understand your message I can not respond to it.

I ask that you give me a minimum of 24 hours in my response back to you. KINE 3440 is not the only course I will be teaching and/or academic related work I have this coming semester. As such, please do NOT expect an immediate response and please know that I reserve the right to NOT reply over the weekend.

I will also be available for office hours via Zoom or phone by appointment. Please email me with the subject line *Request Office Hours*. Where possible please consult the course's eClass page and/or the course outline prior to emailing me since most often the information you seek can be found there.

Expanded course description:

The Olympic games have evolved from an ancient ritual to a modern-day spectacle. The Modern Olympics games have developed against the backdrop of broader 20th and 21st century social, cultural, and political-economic processes. Some of these processes include the impact of geo-political tensions at the games; global civil rights movements; the inclusion of women in the Olympic games; the creation and development of the Paralympic games as connected, yet separate, from the Olympic Games; and growing attention to the impact of the Olympics on host cities and nations. In conjunction with the commercialization of sports performance and the development of professional sport into one of the world's leading entertainment industries, the Olympics has expanded its reach across the globe with the mission to "Build a Better World through Sport" (IOC, 2021). This course introduces students to the social, cultural, and historical study of the Olympic games, with an emphasis on problematizing the IOC's mission, as it assumes that sport can and has contributed to building a better world for all. This includes an exploration of the relationship between the Modern Olympic games, nation-states (structure), and participants including athletes/coaches/organizers/global citizens (agents), which will be provided through a sociological lens.

Objectives:

The objective of this course is to provide students with an introduction to the historical, social, cultural and political underpinnings of the Modern Olympics.

Following this course, students will be able to:

1. Critically examine the relationship between the sporting agents and the sporting structure of the Modern Olympic games;
2. Identify the historical, social, cultural and political forces that frame the development and current structure of the Modern Olympic games;
3. Develop and apply skills for critical evaluation, written expression, and oral discussion.

Organization of Course:

For W 2022, KINE 3440 will be delivered remotely via eClass and Zoom; there is chance that we may have in-class interactions or activities, if the newly revised and current COVID19 restrictions are lifted at the end of January 2022. As such for the time being, KINE 3440 involves a blend of asynchronous (students are expected to participate on their own and at times you choose) and synchronous (students are expected to attend and participate at a specific time in live virtual/online session) modes of teaching. The course will include a blend of video based, pre-record lectures, and online/virtual discussions/activities with the Course Director (CD), each other and/or invited guests, supplemented with films/videos where appropriate.

The asynchronous aspects of the course have been developed so as to sit in scheduled class time; however, they can be completed outside of class time if so preferred. The synchronous or live virtual sessions occur during specified class times, and students are expected to be present. Students are expected to have the relevant lecture and reading completed prior to the live synchronous session.

We will be treating the synchronous sessions as a tutorial where students can discuss lecture and reading course content, ask questions of the instructor, and engage in discussion or activities with one another. Each synchronous session will begin with an opportunity for students to ask questions about course assignments and activities (i.e., a class-based office hour). Following this, the remainder of the synchronous session will be dedicated to exploring course readings and lecture content.

Synchronous class time will be conducted via Zoom at specified times (see lecture and required reading schedule below for details) and will be used primarily for Q and A's about course content, group activities and/or discussion. Where possible the course director will record the synchronous Zoom sessions. Students are NOT granted permission to record Zoom sessions. All course materials, include pre-recorded lectures, asynchronous activities, asynchronous discussion threads, links to materials, reading, videos etc. will be posted on eClass.

Students are responsible for being actively involved in the course, and for being regularly on eClass to ensure you have the latest information about the course. It is expected that students participate asynchronously on eClass via the platform's discussion forum. "I did not know because I was not online" or "because I did not check eClass" are not excuses that will be accepted under any circumstance for the course.

Technical Requirements for the Course:

In order to fully participate in this course, students will be required to participate in eClass-based discussion/activities and in Zoom conferencing. In addition to a stable internet, students will need access to a computer with a webcam and microphone, and/or a smart device with these features. There are many ways to determine your internet connection and speed; for example, there are online tests, such as [Speedtest](#), that can be run.

Here are some useful links describing computing information, resources and help for students:

[Student Guide to eClass](#)

[Student Resources for eClass FAQs Zoom@YorkU Best Practices](#)

[Zoom@YorkU User Reference Guide Computing for Students Website](#)

[Student Guide to eLearning at York University](#)

Course Readings:

There are required readings throughout the course and the lecture will serve to support the important issues raised from in the assigned readings. The required readings will be available to you through York University's Library. Additionally, there will be links

uploaded to eClass that will take you directly to the readings. Please consult the weekly lecture/required reading schedule (see below) for the dates of the required readings.

Grading:

The grading scheme for the course conforms to the 9-point grading system used in undergraduate programs at York University. Assignments will bear either a letter grade designation or a corresponding number grade. For a full description of York's grading system, see the [York University Undergraduate Calendar](#).

Course Evaluation:

Assessment Item	Percentage of Final Grade	Due Date
Course participation - Weekly 1 minute paper (24%) post asynch. lecture (except for the first and last week- see course schedule) - Tutorial participation (6%)	30%	1 min paper: Weekly (<u>Outlined on schedule</u>) Tutorial participation: Weekly (<u>During weekly synchronous Zoom sessions</u>)
Beijing Olympics Media Assignment Part 1: - Research Log 1: Pre-Beijing Games (6%) Part 2: - Research Log 2: During-Beijing Games (6%) Part 3: Blog Post (18%)	30%	February 3 March 1 March 24
Olympic Film Assignment - Part 1: Film selection and summary (10%) - Part 2: Connection to course (10%) - Part 3: Final presentation/Test Questions (20%)	40%	January 27 April 5 April 19

HH/KINE 3440 adopts a zero-tolerance policy with regard to Breach of Academic Honesty. In efforts to help maintain academic integrity to the fullest extent possible, please familiarize yourself with the meaning of academic integrity by completing SPARK's [Academic Integrity module](#) at the beginning of the course and review the University's [Senate Policy on Academic Honesty](#). Breaches of academic integrity range from cheating (i.e., the improper crediting of another's work, the representation of another's ideas as your own, etc.) to aiding and abetting (helping someone else to cheat). All breaches can be punishable according to the [Senate Policy on Academic](#)

[Honesty](#). Additional information can be found on the Faculty of Health's [Academic Integrity Tutorial](#).

The course materials are designed for use as part of the HH/KINE 3440 course at York University and are the intellectual property of the instructor unless otherwise stated. The buying and selling of any course material (including lecture slides, evaluation items, etc.) may constitute an infringement of intellectual property right and/or a breach of Academic Honesty. Additional information on Student Rights and Responsibilities can be found [here](#).

To protect further against plagiarism, students will be normally required to submit their written assignments to Turnitin (via the course's eClass page) for a review of textual similarity and the detection of possible plagiarism. In so doing, students will allow their material to be included as source documents in the Turnitin.com reference database, where they will be used only for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin service are described on the Turnitin.com website.

Assignment Submission and Lateness Penalties:

Proper academic performance depends on students doing their work well and on time. Assignments are due on their due dates, and you are required to upload your assignment to eClass by the end of the evening on the due date. E-mailed assignments will not be accepted. Extensions will not be granted. An assignment is considered LATE if handed in after 11:59pm EDT/EST on the due date. Late assignments will be penalized with a 15% grade reduction per day, unless they are accompanied by a doctor's, court-date note, or by other official documentation detailing a serious matter.

Appeals Process:

You may ask for a grade reassessment on the assignment. This, however, is not an ordinary occurrence but an exception. Simply wanting a higher grade is not an acceptable reason for requesting a reassessment. If you believe that your assignment has been wrongly graded, explain why in a one-page, typed letter. This letter must be emailed back to the instructor by no later than the beginning of the following class. Given the short duration of the course, this timeline will be strictly enforced. Your grade may go up, down, or remain the same. Grade reassessment decisions are final. You cannot argue or appeal your class participation grade.

Lecture and Required Reading Schedule

DATE	LECTURE AND REQUIRED READING	MODE & TIME
Jan 11	Introduction- Welcome and Housekeeping	Sync/Zoom 10:00-11:30am 1min paper 11:59pm
Jan 13	Introduction- A Brief History on the Olympic Games https://youtu.be/6i-euavG0mk	Sync/Zoom 10:00-11:30am
Jan 18	The Modern Olympic Movement– The IOC and the social, political, economic tensions of the Modern Olympic games	Async/eClass 1min paper 11:59pm
Jan 20	The Modern Olympic Movement Olympism and Nationalism: Some Preliminary Consideration (Hargreaves, 1992)	Sync/Zoom 10:00-11:30am
Jan 25	Media and the Olympics- The role of the media in the modern Olympic games	Async/eClass 1min paper 11:59pm
Jan 27	Media and the Olympics 20 Years of Olympic Research: Trends and Future Directions (Geurin & Naraine, 2020) Due: Part 1 Olympic Film Summary	Sync/Zoom 10:00-11:30am
Feb 1	Olympic athletes and their stories https://time.com/6084499/simone-biles-mental-health-olympics/ https://youtu.be/z466itSHE58 https://youtu.be/2AocEqKx9eU	Async/eClass 1min paper 11:59pm
Feb 3	The Athletes: Panel Interview with Tamara Tatham (Basketball), Vicki Sunohara (Hockey), Sitting? Due: Research Log 1: Pre-Beijing Games	Sync/Zoom 10:00-11:30am
Feb 8	Olympic coaches and their stories Professionalization of Coaches to Reduce Emotionally Harmful Coaching Practices: Lessons Learned from the Education Sector (Kerr & Stirling, 2015)	Async/eClass 1min paper 11:59pm
Feb 10	The Coaches: Panel Interview with Byron McDonald (Swimming), Nicole Ban (Sitting Volleyball), Shawnee Harlee (Basketball)	Sync/Zoom 10:00-11:30am
Feb 15	The Organizers: Olympic Organizers and their stories The Future of a Multi-Sport Mega Event: Is there a Place for the Olympic Games in a 'Post-Olympic' world? (Cashman, 2020)	Async/eClass 1min paper 11:59pm
Feb 17	Olympics Organizers: Panel Interview with Ed Drakich (Volleyball), Kate Boyd (Cross country skiing)	Sync/Zoom 10:00-11:30am
Feb 20-25	Winter reading week	No Classes
Mar 1	Impact of the Olympic Games on Communities Guest Lecture Dr. Amanda De Lizio Due: Research Log 2: During-Beijing Games	Async/eClass 1min paper 11:59pm

Mar 3	Impact of the Olympic Games on Communities The Tower Next Door Living in the shadow of Grenfell	Sync/Zoom 10:00-11:30am
Mar 8	Race and Racism at the Olympics	Async/eClass 1min paper 11:59pm
Mar 10	Race and Racism at the Olympics From Black Power to Indigenous Activism: The Olympic Movements and the Marginalization of Oppressed Peoples (1968-2012) (O'Bonsawin, 2015)	Sync/Zoom 10:00-11:30am
Mar 15	(dis) ability and the Paralympics	Async/eClass 1min paper 11:59pm
Mar 17	(dis) ability and the Paralympics https://youtu.be/g00NuedvJxA	Sync/Zoom 10:00-11:30am
Mar 22	Gender Equity within the Olympic Games Guest Lecture Dr. Donnelly	Async/eClass 1min paper 11:59pm
Mar 24	Gender Equity within the Olympic Games Waiting on reading and/or documentary Due: Engaging Sports Blog Post	Sync/Zoom 10:00-11:30am
Mar 29	Sex Testing	Async/eClass 1min paper 11:59pm
Mar 31	Sex Testing Global Injustice in sport: The Caster Semenya ordeal – prejudice, discrimination and racial bias (Mahomed & Dhali, 2019)	Sync/Zoom 10:00-11:30am
April 5	Olympic Trivia and Guest speaker on 2022 Beijing Olympic Games Due: Part 2 Connection of Film to the Course	Sync/Zoom 10:00-11:30am 1min paper 11:59pm
April 7	Course recap and final assignment review	Sync/Zoom 10:00-11:30am
April 12-25	Final Exam Period April 19: Due: Part 3 Recorded PowerPoint or similar presentation	No Classes

Unless Specified Otherwise, All Written Work Must:

- Include a title page with student name and number (not included as part of page limits)
- Be double-spaced
- Use 12pt Times New Roman font
- Use one-inch margins all around
- Have numbered pages
- Use current APA formatting for in-text citations and referencing

Instructions on Course Evaluation Items:

1. "Beijing Olympics Media Assignment" (worth 6% for media coverage up until the games, 6% for media coverage during the games, and 18% for Engaging Sports Blog Post, total of 30% of final grade). The purpose of this assignment is to draw your attention to the portrayal of specific stories being told at/about/around the 2022 Beijing Olympic Games through social media.
 - This assignment requires students to: read through the list of topics that will be covered in this course, identify popular media posts on the 2022 Beijing Olympic games (e.g., popular media journal articles, twitter threads, and Instagram threads) of interest that correspond with KINE 3440 topics; locate 4 sources a week (for a total of 24) on an area of interest for three weeks leading up to the games (weeks of January 16, 23, 30th) and for the three weeks during the games (weeks of February 6, 13, 20th); log the media post/article details (title, author(s), source, URL); write a brief summary on the contents of the media post and/or article; and then use the media research and the course assigned readings to write a blog post for *Engaging Sports*.
 - About [*Engaging Sports*](#): *Engaging Sports* provides sociologically informed analysis to help readers think about sports in a way that goes beyond the scores, highlights, and statistics. The site is intended for sport participants, fans, coaches, administrators, students, media members, and anyone else interested in better understanding sports in society. *Engaging Sports* is an official publication of the North American Society for the Sociology of Sport (NASSS). Broadly, the mission of NASSS is to promote, stimulate, and encourage the sociological study of play, games, sport, and physical culture. Readers of *Engaging Sports* should realize that NASSS is an organization comprised of individual scholars throughout the world. Thus, the ideas expressed on this site are the views of particular individuals, not those of the organization as a whole.

Specific Instructions:

- Each student is to keep an eye out on the media coverage of the Beijing Olympic games leading up to the games (Jan 14-Feb 4) and during the games (Feb 4- Feb-20). Articles from popular media cites (e.g., CBC, CNN, Globe and Mail, Global News etc.) are preferred and will be more helpful for writing the final blog post; Threads from twitter and Instagram will be acceptable if they include the dialogue of comments. Ensure that the stories you are following align with course content.
- Each student must locate a minimum of 4 sources per week (for a total of 24) and log each source in a table created in Word (title, author(s), URL, and source) and should include a brief summary. This will ultimately help you when you are preparing to write your blog post. Each student will be required

to hand their log in for grades twice: (1) research leading up to the Olympics due Thursday February 3rd (2) research at the Olympics due Tuesday March 1st.

- Part 1 and 2 (worth 6% each, for a total of 12%, 3-4 page maximum each): go online weekly to locate 4 sources on the 2022 Beijing Olympic Games, read and summarize each source in a word document. Each article must include the following details title, name of author or authors, publication source (e.g., CBC), URL (where you go the article from) and 1-2 sentence/3-4 bullet point summary on the article. Entries should be well organized and written with proper grammar, spelling, and basic sentence structure.
 - Part 1 must be uploaded to the course eClass page by no later than Thursday February 3rd, 2022 11:59EDT.
 - Part 2 must be uploaded to the course eClass page by no later than Tuesday March 1st, 2022 11:59 EDT.
 - Part 3 (worth 18% of final grade, 700-1000 word max): Prepare a scholarly blog post for *Engaging Sports* using the media sources that you logged as well as the content from the course. Identify the main themes in the media coverage you researched and compare those to the articles/units of the course. Then using the course content and your media research write a compelling blog post about the 2022 Beijing Winter Olympic games.
 - The best blog posts will be clear and concise and will demonstrate a clear connection between the media portrayal of the 2022 Winter Olympics and the content covered in the course.
 - Please remember that the assignment will be evaluated for the quality of the connections you make to the course, as well as the clarity and sophistication of your writing.
 - Part 3 must be uploaded to the course eClass page by no later than Thursday March 24th, 2022 11:59 EDT.
2. "Olympic Film Assignment" (worth 10% for watching and summarizing a film on/about the Olympics, 10% for writing a connection between the film and the course, and 20% for a final presentation of the film and course to be recorded and submitted at the end of the course). The purpose of this assignment is to draw your attention to the portrayal (or lack of) of Olympic stories and/or games in popular film. The assignment requires students to: identify a popular film based on or about the Olympics, Olympic athletes, Olympic stories (documentaries are allowed) of interest; view and summarize/review the film; critically analyze key relevant themes that arise within/or throughout the film as supported by scholarly literature included in the course and from outside the course; and then teach about the film via a narrated PowerPoint (or equivalent) presentation to an imaginary undergraduate class.

Specific Instructions:

- Each student must select a popular film on the Olympics; For this assignment documentaries are permissible.

- A list of films will be provided and there will be a maximum of five students who can review the same film. Film selections must be confirmed with the Course Director (CD) on a 'first come, first serve basis'. Student will be able to sign up for their films with the CD as early as January 10th, 2022.
Note: If you want to review a movie/film/documentary that is not on the provided list, it must first be approved by the CD.
- Part 1 (worth 10% of final grade, 1 double spaced pages max): Watch your chosen film and prepare a summary of the film. The summary should outline who/what the movie is about, important points in the movie, key characters and/or figures, the final outcome of the movie etc. Well written summaries will be concise and highlight the main points of the film, without going into too much detail, and written in an error-free, organized, and strong manner. This summary does not require external references.
- Part 1 must be uploaded to the course eClass page by no later than January 27th, 2022, 11:59pm EDT.
- Part 2 (worth 10% of final grade, up to 4 double spaced pages max, plus references page for a total of 5 pages): Once we have finished the course you will then be required to prepare a critical scholarly analysis of your chosen film. This part must connect your chosen film to KINE 3440 and discuss whether or not your chosen film is relevant for KINE 3440. Successful and persuasive reviews will: identify the strengths and/or weaknesses of the film; highlight themes as framed in and/or through the film; discuss the significance of the themes as portrayed/represented in the film as supported by scholarly literature; and again, be written in an error-free, organized, and strong manner.
- This part of the assignment should include external references reviewed during the course and may also include academic (i.e., peer reviewed journal articles, books, government and/or sport governing body web-based information) not included in the course. Students who incorporate external literature that is linked to the literature reviewed in class will receive a better grade, as this demonstrates your ability to use course information to expand your knowledge on topics raised throughout the course. As such students are required to include an APA references page that should include no more than 3 external sources, as well as any course literature cited in your summary. This section will be evaluated on the quality/strength of the arguments being made as well as clarity and sophistication of your writing (not on the quantity of writing).
- Part 2 must be uploaded to the course eClass page by no later than April 5th, 2022, 11:59pm EDT.
- Part 3 (worth 20% of final grade, PowerPoint or equivalent presentation 5 minute max): The last stage of this assignment involves developing a narrated and engaging PowerPoint (or equivalent) presentation, no longer than 5 mins, where you "teach" on your film to an imaginary undergraduate class. In addition, students are required to develop and submit two (2) mock test questions that are specific to their "lecture." One of the questions must be in

multiple choice format and the other question must be developed in a short answer format.

- The content you developed in your first and second parts of your film review constitutes the content for the presentation. Because of the time constraint, you may have to be selective about what to include in your narrated presentation.
- Your presentation must be informative and engaging! However, please remember that the assignment will be evaluated more so for depth and quality of the content you will be teaching, and less so for the style or flashiness of the visuals.
- Part 3 must be uploaded to the course eClass page by no later than April 19th, 2022, 11:59pm EDT.

The presentation and mock questions will be graded according to the following criteria (out of 20 marks):

- I. Content: Does the presentation effectively teach the film to an imaginary undergraduate class? Is the content of the "lecture" easy to understand and follow? Does it make sense? Is the presentation well organized? Does it meet the requirements of the assignment? Where applicable, has the feedback provided by the marker/grader from Parts 1 and/or 2 been taken into account in the presentation? (10 marks)
 - II. Style: Is it engaging? Is the presentation well narrated with appropriate academic language and tone? Is it visually accessible and free of errors? Does it meet the time limits? (6 marks)
 - III. Mock test questions: Have the correct number and format of questions been submitted? Do the questions effectively relate to the content in the narrated presentation? Do they meaningfully test a person's knowledge of the content? Do they go beyond short-term memory of content? (4 marks)
3. Class Participation (30% of final grade; comprised of weekly 1 minute paper to be provided post lecture review and submitted no later than 11:59pm the evening of the asynchronous, with the exception of the first and last week of the course, lecture prior to tutorial 24% and of attendance and engagement in weekly asynchronous tutorials 6%)

Specific Instructions:

-The participation grade is based on substantive contributions to class discussions, participation in and the completion of activities on both eClass and Zoom throughout the entire course. In general, students will be assessed: on demonstrating that they have watched lecture; demonstrating that they have read and understood the course material by referring to specific content; on thoughtful commentary; and on quality of writing (error-free, appropriate academic tone/level of writing).

-In general, it is expected that students will make thoughtful, substantive contributions and not simply summarize or repeat course content and/or other

student's contributions. Again, evaluation will be primarily based on students' discussion and facilitation of the material in an informed manner. For full participation marks, students must participate consistently and meaningfully throughout the course.

- 1 min paper (worth 24% of final grade; includes identification of your biggest take away from the specific week's lecture content and identifying 1-2 key questions and/or specific and explicit areas that you would like clarification on and/or more explanation of). Again, students must do well to ensure that these contributions are not merely summarizing course content, but rather contributing to the course in a thoughtful and substantive way.

- Students are to email their 1 Min. Paper to akrahn@yorku.ca with the subject line: (NAME AS IT APPEARS ON STUDENT CARD) 1 Min Paper (DATE OF SUBMISSION) (e.g. Alixandra Krahn-1 Min Paper, January 11, 2022).

- Synchronous Zoom tutorials (worth 6% of your final grade). We will be treating the synchronous Zoom sessions as a tutorial where students can discuss lecture and reading course content, ask questions of the instructor, and engage in discussion or activities with one another. The instructor may provide specific activities for students to participate in and to complete during synchronous class sessions. Students may be randomly divided into small groups and sent to a Zoom breakout room for a short period of time before being reconvened back to the large group by the instructor. The breakout sessions will NOT be recorded, but the large group Zoom session WILL be recorded by the instructor.

For our Zoom sessions, please follow these guidelines:

- I. Meeting ID and password information about the Zoom sessions will be sent out via eClass (please check the course announcements) prior to the class. Please do not circulate this information to anyone outside of the class. Students will enter the waiting room feature in Zoom and the CD will allow students to join the session once the class is ready to begin.
- II. If possible, please use your first name and last initial OR full name when you join the meeting. This will assist in tracking attendance.
- III. Students are welcomed to join with video in order to have visual human connection. However, if your video stream is on, please avoid visual distractions. Feel free to turn off your video stream if you so prefer.
- IV. All students should have their microphones on mute throughout the class until such time you want to speak or are asked to speak.
- V. The group chat feature of Zoom will be enabled, and this can be utilized for raising questions during the class.
- VI. Whether in-person or virtually, all students are expected to conduct themselves professionally and respectfully at all times in this course. We are all collectively responsible for creating and maintaining inclusive, safe, and productive learning environments. There will be zero tolerance for disruptive conduct or unprofessional communications.
- VII. **IMPORTANT:** Please note that the synchronous Zoom large group sessions will be recorded by the instructor in order to ensure course accessibility. If you do not

want to be recorded, you may opt out by either attending with your video off and using chat to communicate or by watching the recording afterward and posting your thoughts on the eClass discussion forum designated by the instructor. Participating in the recorded Zoom large group session indicates consent. A reminder that Zoom breakout sessions will not be recorded.

IMPORTANT INFORMATION FROM YU SENATE:

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, 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. In addition, students should note the following:

- Zoom is hosted on servers in the U.S. This includes recordings done through Zoom.
- If you have privacy concerns about your data, provide only your first name or a nickname when you join a session.
- 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.