

**School of Kinesiology and Health Science**  
**Faculty of Health**  
**York University**

*KINE 4170 - Public Health Nutrition and Food Policy*

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*This course provides an understanding of the current public health policies and the regulatory frameworks related to food and nutrition, with the aim of identifying and assessing nutritional health at the population level.*

**COURSE:** KINE 4170 3.0

**TERM:** WINTER 2022

**PREREQUISITE:** None

**COURSE DIRECTOR:**

Dr. Mavra Ahmed  
344 Bethune College  
Email: mavraa@yorku.ca  
Office Hours: By appointment only

**TIME AND LOCATION:**

First class: Monday, January 10<sup>th</sup>, 2022  
Last class: Wednesday, April 6<sup>th</sup>, 2022  
Location: Online by Zoom or SC 303 (if classes resume in-person)  
Days of the week: Mondays and Wednesdays  
Time: 10:00 – 11:30 am (1.5 hrs)

**This course uses eClass. Please note that this is a course that depends on remote teaching and learning. There will be no in-class interactions or activities on campus.**

**COURSE DESCRIPTION:**

This course examines current public health policies and the regulatory frameworks related to food and nutrition, with the aim of identifying and assessing nutritional health at the population level. The key topics covered in this course leads to an understanding of the policy development and evaluation of food and nutrition in Canada and globally. This course explores examples of both local and global current approaches through case study analyses to review research articles and hot topics (such as the use of nutraceuticals and functional foods, the impact of the COVID-19 pandemic on food affordability, security and eating patterns, analysis of national nutrition surveys and the role they play in policy development, digital food environments and the link between government, academia and industry) to highlight the complex factors involved in addressing these issues. The course incorporates a variety of teaching and learning strategies and approaches such as traditional didactic in-person and video lectures, online interactive quizzes, guest speakers, debates/role playing, written activities (e.g. reflection pieces), oral activities (e.g. presentations), board games and the use of digital technology/software. These activities are intended to help develop students' critical thinking, writing

and presentation skills and engage the students with the course director, guest speakers and each other in reviewing various course-related topics.

### **COURSE LEARNING OBJECTIVES:**

- 1) Build awareness of public health nutrition and food policy including community and global issues
- 2) Develop the ability to critically review scientific literature related to nutrition and public health policy in the prevention and treatment of noncommunicable disease outcomes
- 3) Become familiar with methods to assess nutritional epidemiological data
- 4) Consider practical issues in translating nutritional research findings into programs and policies

### **SPECIFIC LEARNING OBJECTIVES BY TOPICS:**

By the end of the course, students will be able to:

- 1) Describe the fundamentals of public health nutrition, including the environmental, political, cultural, and social determinants of health to recognize factors impacting policy interventions.
- 2) Explore how food systems and food production practices affect food security and public health, with attention to equity and the historical trends that shape today's food system.
- 3) Discuss and critique the roles of and interconnectedness between the government, industry and academia in policy development and regulation in the context of real-world scenarios.
- 4) Assess policy tools including Canada's Food Guide, food labels, front-of-package labelling, and health/nutrient content claims to improve public health and evaluate similar international policies.
- 5) Analyze population-level nutrition research to promote healthy and sustainable food systems using basic research methods and statistical analyses.

### **COURSE MATERIALS:**

There is no required textbook for this course. Students will be expected to access eClass <https://passport.yorku.ca/ppylogin/ppylogin> for lecture and reading material, quizzes/learning modules, various class activities and class communications. Instructor will upload a list of topics, the necessary reading materials and slides for each lecture. Please note that some of the readings may be added to or updated at the request of guest speakers.

**IMPORTANT DATES:** <https://registrar.yorku.ca/enrol/dates/2021-2022/fall-winter>

Winter reading week: February 19-25

Last day to drop a course without receiving a grade: March 18

Course withdrawal period: March 19 - April 10 (will receive a grade of "W")

Final Exam period: April 12-29

### **COURSE ORGANIZATION:**

This course involves formal lectures by the teaching team and invited guests. The lectures will be supplemented by short videos, polls and breakout rooms for discussions. The required readings are central to the course. The lectures and online material will serve to enrich, clarify, and illustrate crucial issues from the assigned readings.

**Students are expected to attend the virtual classes.** Students will be asked to participate in this course through video conferencing for lectures and guest presentations and that they also appear on video for discussion sessions, breakout rooms and group work, while quizzes/modules can be completed after the lecture. Students will have an opportunity to interact with the course instructor online (in online office hours by appointment).

All lectures will be given remotely (\*\*there are NO in-class or on-campus interactions/activities, as per York University's policy regarding campus operations\*\*) using a mixed format of both synchronous and asynchronous delivery. Please consult the lecture schedule below as well as eClass for more details regarding this. Asynchronous lectures will be posted to eClass. Readings will be posted ahead of time and organized on eClass by topic. Synchronous lectures will be recorded for quality control purposes but may not be posted to eClass. It is your responsibility to attend these live classes. Recordings of live Guest Lectures will be posted to eClass. Students do not have permission to duplicate, copy and/or distribute the recordings outside of the class (these acts can violate not only copyright laws but also FIPPA <https://www.ontario.ca/laws/statute/90f31> and intellectual property rights).

#### **ADDITIONAL RESOURCES:**

Laptops/Computers/Tablets/Digital Devices for internet access in class and at home, mobile phones/smartphones/app-enabled devices for course assignments and, downloading of R-Studio (available free of charge; (<https://rstudio.com/products/rstudio/download/>)) is required. In addition to stable, higher-speed Internet connection, please ensure that the computer/digital device being used to attend virtual classes is equipped with webcam and microphone, and/or a smart device with these features.

#### **Technical Requirements for taking the course:**

Several platforms will be used in this course (e.g., email, Zoom and eClass) through which students will interact with the course materials, the course director, as well as with one another. Therefore, a computer or smart device with internet, a camera and microphone are required to complete the course.

Please make every effort to arrange for an adequate internet connection, especially for presentations and exams. If you have any specific concerns about your internet connection, you should seek all available options for writing your exam in a location with a stable internet connection. If you are not confident that you can access a reliable internet connection, you should communicate your concerns to the professor well in advance of the presentation/exam.

**A way to determine Internet connection and speed:** there are online tests, such as Speedtest, <https://www.speedtest.net/> that can be run.

Please review the syllabus to determine how the class meets (in whole or in part), and how office hours and presentations will be conducted.

Students shall note the following about Zoom:

- 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.

Technology requirements and FAQs for Moodle can be found here - <http://www.yorku.ca/moodle/students/faq/index.html>

#### **Useful links describing computing information, resources and help for students:**

<a href="https://lthelp.yorku.ca/student-guide-to-moodle">Student Guide to eClass</a>	<a href="https://lthelp.yorku.ca/student-guide-to-moodle">https://lthelp.yorku.ca/student-guide-to-moodle</a>
<a href="https://student.computing.yorku.ca/">Computing for Students Website</a>	<a href="https://student.computing.yorku.ca/">https://student.computing.yorku.ca/</a>
<a href="http://elearning-guide.apps01.yorku.ca/">Student Guide to eLearning at York University</a>	<a href="http://elearning-guide.apps01.yorku.ca/">http://elearning-guide.apps01.yorku.ca/</a>
<a href="https://lss.info.yorku.ca/online-learning/">Learning Skills Services</a>	<a href="https://lss.info.yorku.ca/online-learning/">https://lss.info.yorku.ca/online-learning/</a>
<a href="http://staff.computing.yorku.ca/wp-content/uploads/sites/3/2012/02/Zoom@YorkU-User-Reference-Guide.pdf">Zoom@YorkU User Reference Guide</a>	<a href="http://staff.computing.yorku.ca/wp-content/uploads/sites/3/2012/02/Zoom@YorkU-User-Reference-Guide.pdf">http://staff.computing.yorku.ca/wp-content/uploads/sites/3/2012/02/Zoom@YorkU-User-Reference-Guide.pdf</a>
<a href="https://staff.computing.yorku.ca/wp-content/uploads/sites/3/2020/03/Zoom@YorkU-Best-Practicesv2.pdf">Zoom@YorkU Best Practices</a>	<a href="https://staff.computing.yorku.ca/wp-content/uploads/sites/3/2020/03/Zoom@YorkU-Best-Practicesv2.pdf">https://staff.computing.yorku.ca/wp-content/uploads/sites/3/2020/03/Zoom@YorkU-Best-Practicesv2.pdf</a>

### **COURSE EVALUATION:**

These activities are designed to give students the opportunity to gain a deeper understanding of nutrition research and several nutritional issues/controversies involved public health policy and regulations and develop a strong appreciation of critical thinking under the guidance of the instructor. *There will be no make-up assignments or additional course assignments available.* If a student has an issue, please speak to the professor as soon as possible.

<b>Assignment/Assessment</b>	<b>Weight</b>	<b>Due Date</b>
Online Class Quizzes/Learning Modules (2.5% each; best 4)	10%	As stated on eClass
Teaching & Learning Activities (mini assignments) 5% each; best 4) Examples include: 1: Board Game participation 2: Individual reflection 3: Debate/Role Playing 4: Q&A on FoodFlip <sup>®</sup> App 5: Think-Pair-Share	20%	As stated on eClass
Group Presentation with individual reflection report	25%	Topic selection: Feb 28, 2022 Group Presentations: March 21 <sup>st</sup> and March 23 <sup>rd</sup> , 2022 Reflection report: April 20 <sup>th</sup> , 2022
Policy Brief (Food Policy Issue) Outline + Paper	25%	Topic Selection: Jan 31 <sup>st</sup> , 2022 Outline: February 16 <sup>th</sup> , 2022 and Policy Brief: March 7 <sup>th</sup> , 2022
Take-Home Exam	20%	April 17 <sup>th</sup> , 2022

### **DESCRIPTION OF COURSE EVALUATIONS AND ASSESSMENTS:**

Summary of the assignments and assessments are included below; refer to individual assignment and assessment instructions on the Course's eClass website for additional details. Assignment and assessment instructions will be posted on eClass in the first two weeks of classes.

eClass will be used for course management (e.g., for delivery of instructional content, assignment submissions, eClass quizzing, class communications) and Turnitin will be used for written submissions. Students are expected to use their mobile phones/app-enabled devices to access the FoodFlip<sup>®</sup> app and will be required to download R-Studio (which is available free of charge) in

order to conduct in-class activities and their take-home exam (<https://rstudio.com/products/rstudio/download/>).

Quizzes or Learning Modules (10%): Quizzes or learning modules will be delivered via eClass and will cover material (e.g., readings and lectures) from previous classes or the current week's lecture. Marks will be given for the top 4 quizzes/learning modules (each worth 2.5%).

Teaching & Learning Activities (mini-assignments) (20%): These blended forms of teaching and learning activities will include discussion of case studies and/or research articles published within the last 5 years on 'hot' topics of public health nutrition, such as front-of-pack labelling, sugar-sweetened beverages taxes, COVID-19 pandemic, trans fat regulations and restaurant interventions. This activity will encourage students to critically evaluate/discuss/debate a 'hot topic' under the guidance of the instructor and gain a better understanding of the policy issues in food and nutrition. Marks will be given for the top 4 activities (each worth 5%).

Policy Brief Written Assignment + Outline (25%): Students will be expected to write a policy brief (individually) on a current population level nutrition initiative/intervention (e.g., nutrition labelling, health claims, marketing to kids) in Canada or globally and its effects on nutrition outcomes (i.e., knowledge, attitude, behaviour, dietary intakes and/or clinical indicators), discuss the effects of the initiative/intervention and critically evaluate the consistency and strength of the evidence. Students may choose to focus the topic on different groups of the population or target it towards the general population. The following is a non-comprehensive list of potential topics: Food taxation and subsidies, digital marketing, online retail grocery store interventions, food composition (e.g., out-of-home meals in food service outlets) and food promotion. All topics will be approved by the instructor beforehand.

Group Oral Presentation with individual reflection report (25%): In groups of 4-5 (depending on enrollment), students will be asked to prepare and present (10-15 min oral presentations) on the regulation and related science of (e.g.) functional foods in the marketplace. The group will select a Canadian food product from the marketplace that has at least one disease risk reduction, health or nutrient function claim, and summarize the nutritional information found on the product, comment on the usefulness of the claim in providing information to the consumer and assess the claim for scientific substantiation. Each group is required to submit their 3 proposed assignment topic ideas (three products) for approval by the instructor prior to commencing the assignment. The instructor will select and approve one product per group. Each member of the group is expected to equally contribute to the preparation of the presentation and participate in the delivery of the presentation. This will take the form of students coming together to present to the rest of the class, face-to-face. Students will be asked to write a short (~500-750 words) individual reflection piece on the content of the presentation. A guiding document including further details on the group assignment will be provided separately. 75% of the grade will be based on the presentation, 25% from individual reflection report. The following is a non-comprehensive list of potential topics: oats/psyllium/soy with FDA-approved health claims, orange juice fortified with calcium, dietary fibre products, etc.

Take-Home Exam (20%): Students will be provided with a research question on a population-level nutrition intervention and be asked to conduct a short research analysis report (Introduction, Methods, Results and Conclusion) on the question. The question will make use of the publicly available National Nutrition Health Survey Files (will be provided to students by the instructor) and R-Studio (the data and the software are free to download and use). Students will be provided with the files and basic statistical analysis tools during lectures to be able to answer the research question.

**COURSE SCHEDULE – WEEKLY MODULES:**

<b>Date</b>	<b>Topics</b>	<b>Delivery Synchronous (live) or Asynchronous (recorded)*</b>	<b>Activities</b>	<b>Speakers</b>
Jan 10	Course Overview and Introduction to Public Health Nutrition	Synchronous	<ul style="list-style-type: none"> <li>• Introduction to the course and instructor</li> <li>• Structure of the course and expectations from students</li> <li>• Introduction to Public Health Nutrition</li> </ul>	M. Ahmed
Jan 12	Introduction to Public Health	Synchronous	<ul style="list-style-type: none"> <li>• Define public health nutrition and the public health system in Canada/internationally.</li> <li>• Understand how the food supply and diets are evaluated at the population level.</li> <li>• Introduction to the social determinants of health</li> </ul>	M. Ahmed
Jan 17	Policy Interventions to Improve Public Health	Synchronous	<ul style="list-style-type: none"> <li>• Identify policy tools/levers and the methods behind these that can be implemented to improve public health (e.g., taxation/pricing, labelling, marketing and promotion)</li> <li>• Explore the facilitators and barriers of deploying digital tools and regulation process of digital food environments</li> <li>• Students will have class time to brainstorm a topic for their essay</li> </ul>	M. Ahmed
Jan 19	Policy Interventions to Improve Public Health	Synchronous	<ul style="list-style-type: none"> <li>• Case study on digital tools and digital food environments</li> <li>• Students will have class time to brainstorm a topic for their essay</li> </ul>	M. Ahmed
Jan 24	Self-guided Review Day	Asynchronous	<ul style="list-style-type: none"> <li>• Review of basic nutrition concepts, including macro/micronutrients, Dietary Reference Intakes, Canada’s Food Guide, research study designs.</li> </ul>	M. Ahmed
Jan 26	Food-Specific Interventions to	Synchronous	<ul style="list-style-type: none"> <li>• Learn about holistic system-based approaches to tackle public health nutrition including nutrition-specific</li> </ul>	M. Ahmed

	Improve Public Health		<p>(fortification) and nutrition-sensitive interventions (education, agriculture, empowerment)</p> <ul style="list-style-type: none"> <li>Learn about public health nutrition interventions (e.g., food-based guidelines, food safety) to prevent and address the triple burden of malnutrition</li> </ul>	
Jan 31	The Food System and Food Supply Chain (case study)	Synchronous	<ul style="list-style-type: none"> <li>Discuss the complexity and the effect of changes in policies, business practices, and technologies have on the Canadian food system/supply chains</li> <li>Instructor directed case study group discussion on impact of a hot topic e.g., COVID-19 pandemic on the food system or school food programs</li> </ul>	M. Ahmed
Feb 2	Health Inequities and Food Insecurity	Synchronous or Asynchronous	<ul style="list-style-type: none"> <li>Define household food insecurity in Canada</li> <li>Define food distribution programs and international food aid to tackle world food insecurity</li> <li>Identify inequities in food access, including gender and poverty</li> </ul>	<p>M. Ahmed</p> <p>Guest Speaker: Joy Hutchinson (U of Waterloo)</p>
Feb 7	The Food System and Food Supply Chain	Synchronous or Asynchronous	<ul style="list-style-type: none"> <li>Understand the relationship between the food system, food supply chain and the food environment</li> <li>Evaluate how the global food system and supply chains are affected by consumer behaviour, diverse stakeholders and the impact on sustainability</li> </ul>	<p>M. Ahmed</p> <p>Guest Speaker: Dr. JoAnna Baxter (U of Toronto)</p>
Feb 9	Global and national public health nutrition interventions (case study)	Synchronous	<ul style="list-style-type: none"> <li>Guest-speaker driven lecture (specific learning objectives to be provided by guest speaker)</li> <li>Examples of policy interventions to address public health measures</li> </ul>	<p>M. Ahmed</p> <p>Guest Speaker: Dr. Mary Scourboutakos (Medical Doctor)</p>
Feb 14	Introduction to Claims and Labelling  <i>OR</i>	Synchronous	<ul style="list-style-type: none"> <li>Introduce definitions and regulations of nutrient content claims, functional claims, disease risk reductoin claims</li> <li>Students will take class time to work on their group presentations</li> </ul>	M. Ahmed

	Public Health Nutrition: Social Determinants of Health (if in person activities resume)		<ul style="list-style-type: none"> <li>Identify social, biologic, economic, and psychological determinants of nutritional health and food choice.</li> </ul>	
Feb 16	Regulation and Quality Control of Food Composition in Canada and Internationally	Synchronous or Asynchronous	<ul style="list-style-type: none"> <li>Identify the different agencies and their role that are involved in the Canadian regulatory system for food law</li> <li>Identify major international food and nutrition standards and guidelines.</li> <li>Understand the role of food regulations and safety in international trade agreements</li> </ul>	M. Ahmed Guest Speaker: Dr. Beatriz Franco-Arellano (UOIT)
Feb 19-25	Reading Week			
Feb 28	Regulation and Quality Control of Food Composition in Canada	Synchronous	<ul style="list-style-type: none"> <li>Understand the application of the <i>Canadian Food and Drugs Acts and Regulations</i> and regulations constituting the legal framework for national public health nutrition activities</li> <li>Understand the role of food regulations and safety in Canada</li> <li>Students will take class time to work on their group presentations and prepare for debate</li> </ul>	M. Ahmed Guest Speaker: Dr. Hrvoje Fabek (U of Toronto)
Mar 2	Health Benefits and Regulation of Nutraceuticals and Functional Foods	Synchronous	<ul style="list-style-type: none"> <li>Define nutraceuticals and functional foods</li> <li>Describe the research and health benefits of functional foods</li> <li>Understand the regulations of nutraceuticals and functional foods (labelling and claims)</li> <li>Case Study: For example; Dietary Fiber</li> </ul>	M. Ahmed Guest Speaker: Dr. Andrea Josse (York University)
Mar 7	Role of Government, Industry and Academia in Policy Development	Synchronous	<ul style="list-style-type: none"> <li>Short lecture/preparation for debate</li> <li>Examine the scientific basis for public health statements and media exposure</li> <li>†Policy Brief due</li> </ul>	M. Ahmed Guest Speaker: Ashleigh Wiggins (Health Canada)  Waiting for confirmation



				from a guest speaker from Nestlé Canada
Mar 9	Role of Government, Industry and Academia in Policy Development	Synchronous	<ul style="list-style-type: none"> <li>• Debate focused learning</li> <li>• Critically evaluate the role of government, industry and academia in controlling food products and policy development</li> <li>• Assess the scientific integrity and ethical considerations</li> </ul>	M. Ahmed
Mar 14	Group Presentation Progress	Synchronous	<ul style="list-style-type: none"> <li>• Explanation of take-home exam</li> <li>• Group time to work on presentations/ instructor available for guidance</li> <li>• Review of course concepts</li> </ul>	M. Ahmed
Mar 16	Research Methods and Tools for Public Health Nutrition Programs	Synchronous	<ul style="list-style-type: none"> <li>• Learn the core principles of biostatistics and epidemiology for public health practice: using methodologies and results from Demographic and Health Survey, National Nutrition Surveys and Canadian Community Health Survey</li> <li>• Students will have the opportunity to learn how to use R-studio (instructor directed) to conduct statistical analysis and prepare for their take home exam</li> </ul>	M. Ahmed Guest Speaker: Alena Praneet Ng (Intertek)
Mar 21	Group Presentations	Synchronous		M. Ahmed
Mar 23	Group Presentations	Synchronous		M. Ahmed
Mar 28	Research Methods and Tools for Public Health Nutrition Programs	Synchronous	<ul style="list-style-type: none"> <li>• Critically evaluate evidence-based research findings to the development and implementation of nutrition policies, programs, and interventions in the Canada and globally</li> </ul>	M. Ahmed
Mar 30	Knowledge Translation and Dissemination	Synchronous	<ul style="list-style-type: none"> <li>• Understand the policy process in gathering feedback and implication of new knowledge: involving communities and health-care providers</li> <li>• Development and dissemination of alternative and innovative forms of knowledge translation</li> </ul>	M. Ahmed

Apr 4	Review and Summary Day	Synchronous	<ul style="list-style-type: none"> <li>• Instructor will summarize the course content</li> <li>• Students will have the opportunity to learn about future directions/career options</li> </ul>	M. Ahmed
Apr 6	Discussion on Research Method and Tools for Public health nutrition programs and policies and Exam Prep	Synchronous	<ul style="list-style-type: none"> <li>• Instructor will review the content on take-home exam</li> <li>• Students have the opportunity to ask questions re: their take home exam and also get assistance with use of software</li> </ul>	M. Ahmed

†May be submitted earlier. March 7<sup>th</sup> is the last day I will accept submissions for the essay.

## **IMPORTANT COURSE POLICIES:**

### **SUBMITTING ASSIGNMENTS USING TURNITIN in eClass**

You may be using Turnitin software when submitting some of your written assignments (i.e., the essay) through eClass. Turnitin reviews your assignment against an online database. It is designed to detect textual similarity with other written works, and possible plagiarism. Once you submit your assignment to Turnitin, you are allowing your assignment to be included as a source document in the Turnitin database. Here, it will be used solely for the purpose of detecting future plagiarism. If you have a problem that prevents you from submitting to Turnitin, please contact Dr. Ahmed at least 2 weeks before the assignment is due.

### **GRADING, ASSIGNMENT SUBMISSION, LATENESS PENALTIES**

**GRADING:** The grading scheme for the course conforms to the 9-point grading system used in undergraduate programs at York (e.g., A+ = 9, A = 8, B+ = 7, C+ = 5, etc.). Assignments and tests will bear either a letter grade designation or a corresponding number grade (e.g. A+ = 90 to 100, A = 80 to 90, B+ = 75 to 79, etc.) <https://2020-2021.calendars.students.yorku.ca/2020-2021/policies-and-regulations>

**ASSIGNMENT SUBMISSION:** Proper academic performance depends on students doing their work not only well, but on time. Accordingly, work for this course must be received on (or before) the due dates specified.

**LATENESS PENALTY:** Assignments and assessments (including the take-home exam) must be submitted by 11:59 PM on their due date. All late graded works will be subject to a penalty/deduction of 30% per day until a grade of 0%. If you are having personal difficulties which prevent you from completing an assignment by the due date, speak to Instructor Dr. Ahmed as soon as possible. Students must submit written documentation to Instructor, who will determine, on a case-by-case basis, whether or not an extension will be granted. Students who do not present with their group on their assigned presentation date will receive a mark of 0%. Again, please reach out to the professor within 1 week of the missed evaluation to discuss the circumstances.

**MISSED EXAM:** An online or take-home final exam may be given as a make up in April or May. This decision is up to the discretion of the professor. Please reach out to the professor within 1 week of the missed evaluation to discuss the circumstances. Extensions or accommodations in terms of writing a make-up exam will require students to submit a formal petition to the Faculty. Petitions can be found here: <https://calendars.students.yorku.ca/2021-2022/petitions-and-grade-reappraisals>

### **ACADEMIC HONESTY AND INTEGRITY**

In this course, we strive to maintain academic integrity to the highest extent possible. Please familiarize yourself with the meaning of academic integrity by completing SPARK's [Academic Integrity module](#) at the beginning of the course. 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 in this course will be reported to the appropriate university authorities, and can be punishable according to the [Senate Policy on Academic Honesty](#).

To promote academic integrity in this course, students will be normally required to submit their written assignments to Turnitin (via the course Moodle) 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.

## **ADDITIONAL INFORMATION**

### **Participation and Attendance**

Students are expected to attend and participate in all lectures. Completion of online quizzes/learning modules, teaching and learning activities, exam, essay, group presentation and class participation is mandatory and counts towards your final grade. If you missed a lecture for a valid reason, please inform your Instructor Dr. Ahmed.

### **Re-grading Policy**

Students have the right to request for a regrading of any component of the assignment. However, in order to request a regrade, students must write a one-page paper indicating the reasons with evidence on why the assignment should be regraded and what effort the student has made to deserve a higher grade. The one pager has to be submitted to Instructor Dr. Ahmed through eClass within a week of receiving the grade. Please note, if an assignment is considered for re-grading, there is no guarantee that the mark will increase. In fact, during the regrading process, the assignment will be reviewed critically, and the entire assignment will be regraded, therefore, the grade may be lowered at the discretion of the Instructor Dr. Ahmed. Students are advised to consider making an appointment with the teaching team during office hours to discuss their assignments and how they can improve their writing for the future.

### **Communication about the Course**

eClass is the primary mode of communication for this course. Please check eClass regularly for course announcements. Announcements of immediate importance will also be copied to students' email accounts, as provided to the York University. If you have content-related questions, you must use the eClass discussion board to ask these questions. Your question will be answered by Instructor Dr. Ahmed. This ensures that the support that students receive is equitable and that emails do not get lost. Remember that if you have a question about a lecture or assignment, it is likely that another student has the same question. Posting questions on eClass improves learning for everyone. Students may also ask questions during lectures, tutorials, and office hours. If you are experiencing difficulties that may affect your performance in the course, please speak to Instructor Dr. Ahmed immediately so that we can make a plan to help you complete your course work. Questions of a personal nature (e.g., requests for extensions because of illness) should be sent directly to Instructor Dr. Ahmed with the email title: "KINE4170 - \_\_\_\_\_". You may also schedule a meeting with Instructor Dr. Ahmed via email.

### **Academic Resources:**

**Student Learning & Academic Success Department:** The Student Learning & Academic Success Department provides workshops, peer mentoring, and other resources to help all students improve their academic skills. Check out the available services at: <https://www.library.yorku.ca/web/about-us/departments/student-learning-academic-success/>

**Writing Centre:** Writing Centre provide assistance with writing assignments for all students. Check out available services at:

<https://www.google.com/search?client=safari&rls=en&q=york+university+writing+centre&ie=UTF-8&oe=UTF-8>

**Health and Wellness:** Health and Wellness provides support for health concerns. Check out available services at: <https://www.yorku.ca/well-being/>

**STUDENT RIGHTS AND RESPONSIBILITIES (STUDENT CODE OF CONDUCT):**

Students are reminded that they should be polite, courteous and civil during their interactions with the course instructor and other students. No abuse, aggression, harassment, intimidation, threats or assault will be tolerated, be it verbal or otherwise. This includes soliciting the instructor for a higher grade. All members of the learning environment in this course should strive to create an atmosphere of mutual respect where all members of our community can express themselves, engage with each other and respect one another's differences.

For further details, please access the following websites:

Student Conduct and Responsibilities: <https://calendars.students.yorku.ca/2021-2022/student-conduct-and-responsibilities>

Code of Student Rights and Responsibilities (CSRR): <https://calendars.students.yorku.ca/2021-2022/code-of-student-rights-and-responsibilities>

**POLICY REGARDING ACADEMIC ACCOMMODATION:**

If a student requires an accommodation to complete the assigned work, please contact the professor as soon as possible.

For more information, please access the following websites:

<https://calendars.students.yorku.ca/2021-2022/academic-accommodation-for-students-with-disabilities>

All students are expected to familiarize themselves with the following information, available on the Senate Committee on Academic Standards, Curriculum & Pedagogy webpage (see Reports, Initiatives, Documents) - <https://calendars.students.yorku.ca/2021-2022/policies-and-regulations>

- Senate Policy on Academic Honesty and the Academic Integrity Website
- Ethics Review Process for research involving human participants
- Course requirement accommodation for students with disabilities, including physical, medical, systemic, learning and psychiatric disabilities
- Student Conduct Standards
- Religious Observance Accommodation