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Department of Social Science (SOSC) Teaching Assistant's (TA) Handbook

This 20-page document meets accessibility guidelines under the AODA as of 2020 09 17.

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INTRODUCTION:

This handbook is designed for all Teaching Assistants (TAs) in the department of Social Science, whether you have been assigned to a regular 6 credit course or a 9 credit foundations course, and takes account of the 270-hour workload limit on Unit One TAs. This guide covers both in-person and online teaching and deals with both administrative and pedagogical aspects of your teaching role.

The Department of Social Science is part of the Faculty of Liberal Arts and Professional Studies and is currently home to nine distinctive interdisciplinary degree programs. Each program has a Program Coordinator and Program Assistant who, along with the course director, can answer questions and provide support. Your teaching assignment, with a few exceptions, will be to a course that belongs to one of the following programs. Ask your course director who to contact for administrative support within the program (see contact list at the end of this guide for contact info).

Assessing and grading student work only tells half of the story of what TAs do. Whether you are TAs for a first, second, or third year course, the keys to helping students succeed are the same. It is the collective responsibility of course directors and TAs to help a diverse group of students develop supportive and productive relationships with each other as well as with faculty and staff. TAs are often the first contact students have with institutional resources from libraries and learning skills services to counselling and other student services. How you design your tutorial and facilitate their learning will help them develop their sense of purpose. Clearly communicating assignment instructions, expectations, standards and policies of the university will enable them to develop their academic capabilities. As a TA, you can play an essential role in helping students make a successful transition to university and become independent life-long learners.

IMPORTANT DATES:
Social Science Foundations TA Webinars for 2020-2021

Event/ Date	Time	Location
SOSC TA Orientation Webinar Monday, August 31, 2020	13:30-15:30	Via Zoom https://yorku.zoom.us/j/95101168746
Participatory Learning Webinar Tuesday, September 22, 2020	13:00-15:00	Via Zoom https://yorku.zoom.us/j/93353995290
Grading Strategies Webinar Tuesday October 20, 2020	14:00-16:00	Via Zoom https://yorku.zoom.us/j/98556071133

Teaching Writing & Research Skill Webinar TBA, early November	TBA	Via Zoom
Writing Strategies Webinar Tuesday, November 24, 2020	13:30-16:30	Via Zoom https://yorku.zoom.us/j/98556071133

LA&PS Faculty Council Meetings for 2020-2021

Date	Time	Location
Thursday, July 16, 2020	15:00-17:00	Via Zoom
Thursday, August 13, 2020	15:00-17:00	Via Zoom
Thursday, September 17, 2020	15:00-17:00	Via Zoom
Thursday, October 08, 2020	15:00-17:00	Via Zoom
Thursday, November 12, 2020	15:00-17:00	Via Zoom
Thursday, December 10, 2020	15:00-17:00	Via Zoom
Thursday, January 14, 2021	15:00-17:00	TBD
Thursday, February 11, 2021	15:00-17:00	TBD
Thursday, March 11, 2021	15:00-17:00	TBD
Thursday, April 08, 2021	15:00-17:00	TBD
Thursday, May 13, 2021	15:00-17:00	TBD
Thursday, June 10, 2021	15:00-17:00	TBD

*Undergraduate Fall/Winter 2020-2021 Important dates, click the following link
https://registrar.yorku.ca/enrol/dates/fw20

PART ONE: TUTORIAL ASSIGNMENTS AND HOURS OF WORK

Your work is covered by the 2017-20 CUPE 3903 Unit 1 Collective Agreement (CA). As a TA, you will be working under the direct supervision of a Course Director (CD). Together, you will complete a CUPE Unit 1 Workload Form as soon as possible, and normally before the end of September (see Section 10.02 of the CA for more details). It will outline the specific nature of the duties and responsibilities and reasonable pacing of the work assigned. In the first instance you should follow the guidance and instructions provided by the CD and any policies of the program your course is associated with. Where these two are silent, then this guide is for you! As a general rule, whenever you have a question, ask a fellow TA first, then your course director, then the Program Coordinator, and then the Undergraduate Program Director (check the contact list at the end of this guide).

The role and responsibility of the TA is to help the course director to administer the course. All TAs are expected to attend lectures, hold regular office hours, run tutorials (subject to any adjustments made for remote teaching) and grade all assignments. It is the joint responsibility of the course director and the TA to avoid overwork. Keep track of your hours of work and inform your course director if you believe you will be exceeding the budgeted allocation of time, as soon as possible. In case of absence, notify the course director and the Department of Social Science (or your program coordinator) as soon as you can so that coverage for your duties can be arranged.

First assignments in courses can be due very soon once a class starts (sometimes, in the first week!). You should communicate your expectations and evaluation criteria to your students as soon as possible after each assignment is distributed. There are resources available on the SOSC Foundations Website on 'grading and assessing' that can help you formulate these. It is extremely important to review assignment instructions with your students in tutorial. For the first assignment, it is very useful for the course team to have a grading meeting where assignments are shared with the aim of calibrating a consistent grading scale. You will collectively identify, for example, what qualifies as an A assignment (or a B+, B, C+, etc.). This can be done formally with the course director, or informally amongst all interested TAs. For more on this, see Part Three of this guide.

PART TWO: TEACHING ONLINE AND REMOTELY

Below are the most common Moodle and Zoom applications for teaching online and remotely. Detailed information on how to use the particular tools is available within each link.

USING MOODLE
Content can be added easily to the Moodle course site or tutorial groups, including lecture slides, readings or videos.

- **Adding content to Moodle**, visit https://lthelp.yorku.ca/adding-content

In remotely delivered courses, assignments can be submitted via an Assignment folder or through Turnitin on Moodle, and grades incorporate directly into the course gradebook.

- **Creating assignments, quizzes, similarity checking through Turnitin and using gradebook**, visit https://lthelp.yorku.ca/assessments

The discussion forum in Moodle can be used as a blog or shared space for students, instructors, and TAs to interact. It can be used for students to participate asynchronously in tutorials or classes, answering specific questions on readings or offering additional comments

- **Creating and Managing Discussion Forums**, visit https://lthelp.yorku.ca/communication/forums

A Q&A forum on Moodle can be a useful way for students to post questions for answers from the instructor or TAs, or even other students.

- **Creating a Q&A Forum in Moodle,** visit https://moodle.org/mod/forum/discuss.php?d=365350

Announcements can be sent to the entire class or to specific groups, such as a tutorial.

- **Sending Announcements**, visit https://lthelp.yorku.ca/communication/sending-messages-to-students

USING ZOOM:
Instructions for students signing into Zoom and starting a meeting.

- **How to sign up for Zoom for students**, visit https://lthelp.yorku.ca/94581-zoom/connecting-to-a-zoom-meeting-for-students
- **How to start a Zoom meeting within Moodle**, visit https://lthelp.yorku.ca/use-zoom-to-meet-with-students
- **How to set a reoccurring meeting via Zoom**, visit https://lthelp.yorku.ca/use-zoom-to-meet-with-students

Disruptions to Zoom meetings can be prevented by setting meeting passwords, using the waiting room, and ensuring sign into Zoom via their York University email. Disruptive participants can be muted or kicked out of meetings.

- **Security and privacy issues**, visit https://infosec.yorku.ca/2020/03/zoom-privacy-and-security-guidance/
- **How to prevent "Zoom bombing,"** visit https://going-digital.laps.yorku.ca/files/2020/06/How-to-Prevent-Zoom-Bombing-and-Manage-the-Zoom-Classroom_LAPS-guide_updated.pdf?x42250
- **How to manage participants, including muting and kicking out**, visit https://blog.zoom.us/keep-uninvited-guests-out-of-your-zoom-event/
- **Suggested Zoom etiquette for students**, visit https://lthelp.yorku.ca/94581-zoom/zoom-meeting-etiquette

Students in classes or tutorials can be divided into breakout groups.

- **How to create and manage breakout groups**, visit https://support.zoom.us/hc/en-us/articles/206476093-Getting-Started-with-Breakout-Rooms

To facilitate interactions among students, TAs may choose to use chats, screen sharing, polling, non-verbal feedback (students can use symbols like "hand raised"), and the annotated whiteboard.

- **How to use group and in-person chats**, visit https://support.zoom.us/hc/en-us/articles/203650445-In-Meeting-Chat
- **How to share your screen**, visit https://support.zoom.us/hc/en-us/articles/201362153-How-Do-I-Share-My-Screen
- **How to use polling**, visit https://support.zoom.us/hc/en-us/articles/213756303-Polling-for-Meetings
- **How to use non-verbal feedback (raised hand) during Zoom meetings**, visit https://support.zoom.us/hc/en-us/articles/115001286183-Nonverbal-Feedback-DuringMeetings
- **How to use a whiteboard to annotate discussions during a Zoom meeting**, visit https://support.zoom.us/hc/en-us/articles/115005706806

Office hours via Zoom can be drop in or can be scheduled with students making appointments through a scheduler in Moodle

- **How to set appointments with students on Moodle**, visit https://lthelp.yorku.ca/course-management/setting-up-appointments-with-students
- **How to set a reoccurring meeting via Zoom**, visit https://lthelp.yorku.ca/use-zoom-to-meet-with-students

USING GOOGLE
- Using Google Drive to share files with students or edit collaboratively (Teaching Commons, YorkU), visit https://teachingcommons.yorku.ca/wp-content/uploads/2015/01/Using-Google-Drive-as-a-Teaching-Tool.pdf

TIPS FOR ACCESSIBILITY (Student Accessibility Services, YorkU)

- There will be some students who will require more than the on-line environment with extra time will provide. In those cases, the instructor should reach out to the student to see what barriers this new format might unintentionally create. Do not waive essential learning outcomes of your course(s). These are the indispensable academic requirements, without which, the very nature of the course would be fundamentally altered. It is better to defer an essential requirement than to waive it all together.
- For more tips, visit https://accessibility.students.yorku.ca/tips-for-accessibility-when-moving-to-online-course-delivery

Best Practices for Using Videos/Live Streaming (Student Accessibility Services, YorkU)

- If you are posting video content for your class, captioning is usually required. A transcript of the video is also considered best practice (see "resources" below).
- If you have a student who normally uses a Sign Language Interpreter or captioning service, you may receive an email about next steps for content that is live streamed.
- If you have students who use our note taking service, we may still use note takers for lectures that are live streamed. This service is intended for students who are participating in class to supplement their learning when they are unable to efficiently take notes for themselves. It is not a suitable replacement for attending class (either in person or online).
- When there are note takers in the class who are not registered students, they might require access to course Moodle sites to view lectures and materials to produce notes for the students who require them.
- For more best practices using videos and live streaming, visit https://accessibility.students.yorku.ca/tips-for-accessibility-when-moving-to-online-course-delivery

Best Practices for Using Virtual Proctoring/Testing (Student Accessibility Services, YorkU)

- You may be asked to adjust time limits according to students' individualized accommodations and you might require the support of LTS to do this if using the Moodle platform.
- If using Moodle for on-line testing, ensure that students can do a "dry run" of a test – a mock or pre-test if your class has never used on-line testing before as many students will be anxious using new technology and having to write an exam.
- If using Moodle, can you be available on-line for questions or concerns that the students encounter while they are writing?
- Be prepared for the possibility that some virtual proctoring software may present problems for students who use adaptive software. If a student contacts you to say they cannot access the test or exam because of a software issue, offer a make-up opportunity once there has been time to find an appropriate solution.

- For more best practices for using virtual proctoring and testing, visit https://accessibility.students.yorku.ca/tips-for-accessibility-when-moving-to-online-course-delivery

PART THREE: CREATING A PARTICIPATORY LEARNING ENVIRONMENT

Students learn best when they feel like they are part of a learning community. Creating a participatory learning environment will help you maximize student engagement—their attention, motivation, and curiosity. Good tutorial design removes (sometimes hidden) barriers to participation and creates opportunities for active learning. Teachers are learners, too, so it will take some practice to get better at it! There are a number of principles that should inform your teaching practice:

1. Good Practice Encourages Student-Faculty Contact: provide students with different ways they can get in touch with you and encourage them to get in touch with course directors if they have questions.
2. Good Practice Encourages Cooperation Among Students: design group activities using the Jigsaw Classroom technique.
3. Good Practice Encourages Active Learning: design activity-based learning assignments wherever possible.
4. Good Practice Gives Prompt Feedback: students want to know what you think about their work, whether it is a small assignment or a big one.
5. Good Practice Emphasizes Time on Task: beyond the allocated time students are expected to attend lectures and tutorials is the 'engaged time' students spend on their learning activities.
6. Good Practice Communicates High Expectations: Challenging students will remind them that their best effort is worth it.
7. Good Practice Respects Diverse Talents and Ways of Learning: assigning roles to different group members and varying the types of assignments will help students develop their capacities.

A couple of ways you can incorporate these principles into your teaching practice include:

1. Utilize the BOPPS model for tutorial design: have a clear sense of how much time you want to devote to individual tasks and what your learning objectives are for each class. You may not get through all of the tasks, and you may not meet all your learning objectives. Learning why will help you make adjustments next time.
2. Encourage the use of study groups that focus on cooperative learning, for example, the Jigsaw Classroom learning technique. Read this blog article by Prof. Claudia Chaufan from the Teaching Commons.

PART FOUR: GRADING POLICIES

Grade Reappraisal Policy

York University's grade reappraisal policy allows students, under certain circumstances, to request the reappraisal of a final grade. Students are expected to contact their course director first and request the review of tangible works (i.e., written assignments not oral works). Non-academic grounds are not relevant for grade reappraisals; in such cases, students are advised to petition to their home Faculty. Where students are not satisfied or the course director is not available to review the work, students may submit in writing a formal request for a grade reappraisal to the department or unit in which the course is offered. Students must meet particular deadlines for submitting grade appraisals (see webpage). Students need to be aware that a request for a grade reappraisal may result in the original grade being raised, lowered or confirmed.

Read the full grade reappraisal policy at https://myacademicrecord.students.yorku.ca/grade-reappraisal-policy

For a grade reappraisal form for LA&PS, see https://laps.yorku.ca/files/2016/09/Appeal-Form-REP-_June-2016_.pdf

Student Petitions - Liberal Arts and Professional Studies Faculty

Students can submit petitions, which is an online written request, for the waiver of a Faculty's regulation or deadline on reasonable grounds for special consideration. Petition topics include late withdrawal, late enrolment, or deferred standing.

Visit the academic petitions website at https://council.laps.yorku.ca/academic-petitions/

Academic Accommodations for Students with Disabilities

To fulfill its commitment to an inclusive and equitable community, York University makes reasonable and appropriate accommodations to promote the ability of students with disabilities to fulfill the academic requirements of their programs. All students are expected to satisfy the essential learning outcomes of courses. For more information, visit https://secretariat-policies.info.yorku.ca/policies/academic-accommodation-for-students-with-disabilities-policy/ and Student Accessibility Services, Information for Faculty at https://accessibility.students.yorku.ca/index.php/information-for-faculty

It is the students' right to request and receive academic accommodations on the basis of a disability. It is important that a student's confidentiality and privacy are maintained by faculty. Students do not have to disclose personal information, including the nature of their diagnosis/specific diagnosis, to faculty members.

Deferred Standing

Students may have serious family or medical issues, a personal/family emergency, or religious observance which requires them to ask for special consideration for an alternate date to write their final exam or submit their outstanding coursework beyond the last day of classes. Students in these situations may request deferred standing. For coursework, the course director will set an alternative date for course completion and for final examinations, the agreement will approve you to write at another date. To request a deferred standing with the course director, students must formally apply using the Final Exam/Assignment Deferred Standing Form: https://secure.students.yorku.ca/pdf/final-exam-assignment-deferred-standing-agreement.pdf

For more information on deferred standing, visit https://myacademicrecord.students.yorku.ca/index.php/deferred-standing

Religious Observance

Efforts are made by the University to avoid scheduling formal or in-class examinations on days of religious significance which require an absence from the University or prohibit or require certain activities that would make participation in course activities unfeasible.

Religious Observance Policy

Examinations

Students who have a conflict between a religious commitment and the scheduled date of a final examination must request an alternative date. Using the Religious Accommodation Agreement students contact the course director no later than 21 days prior to the start of the examination period to arrange an alternate examination date.

For more information on religious observances policy, visit https://w2prod.sis.yorku.ca/Apps/WebObjects/cdm.woa/wa/regobs

Course work

Students seeking religious accommodation to reschedule the date of a test, assignment, lab or presentation are responsible for making a formal request (in person or in writing) to their instructor(s) for accommodation within 14 days of the date for which accommodation is sought.

ACADEMIC / HONESTY PLAGIARISM

For the **Senate Policy on Academic Honesty,** visit https://secretariat-policies.info.yorku.ca/policies/academic-honesty-senate-policy-on/

Common offences against academic honesty are

> 2.1.1: cheating, including copying answers or consulting an unauthorized source in an exam, disrupting an academic evaluation, submitting work undertaken for one class to another without authorization, submitting worked prepared by another person as one's own, or offering for sale assignments to others.

2.1.2: Impersonating someone in a class or examination in which both the impersonator and the individual impersonated may be charged.

2.1.3: Plagiarism is the misappropriation of the work of another by representing another person's ideas, writing or other intellectual property as one's own, which includes paraphrasing or representing another's work as one's own.

York University has rules to deal with plagiarism. Even if you are certain a student has plagiarized, you cannot penalize a student.

If you think a student has plagiarized or cheated by purchasing an essay or using one from another student, speak to your course director before you do anything. It is helpful if you can find the source. In most cases, the CD will meet with you and the student. These meetings often expose the plagiarism if the student is unable to explain material from her essay in her own words.

Academic Honesty Hearings

The TA should inform the Course Director as soon as possible about any suspected violations of academic honesty policies who should investigate the matter and, if there are reasonable and probable grounds for the laying of a charge, do so by contacting the appropriate Faculty office. The process for making a complaint in writing and the process for initiating an Academic Honesty Hearing to be held by the Department of Social Science Academic Honesty Committee.

Keep a copy of any suspicious assignment -- especially those which seem too good for the grade level you are teaching. Oftentimes, it turns out that the student has bought or copied it. This fact might emerge after the student has written an exam or done several assignments. It helps the overly complicated university process to have such assignments on file. You can also collect back midterm tests and keep them on file as a comparison basis. You can return the tests after you have handed back the final essays.

Although York has a very formal process of dealing with any sort of cheating, you might also bring cheating to the attention of the group as a whole (without naming the culprit). A class discussion can highlight the fact that cheating and plagiarism degrade the university experience, help students think about how cheating affects them, and discourage re-offending and cheating by others. Such a process may also make the cheaters realize that their behavior is not socially acceptable among their peers.

For more information on academic honesty, visit https://sosc.laps.yorku.ca/students/academic-honesty/

Penalties for Academic Misconduct

There are a range of penalties for each offence that may take into account factors that affect individual cases. Resulting from the Academic Honesty Hearting, penalties may include oral or written disciplinary warning, a make-up assignment, lower grade or failure, course failure, or suspension from the university. For the full range of penalties, see the website above.

For more information on academic offences, visit https://sosc.laps.yorku.ca/students/academic-offences/

PART FIVE: GUIDELINES ABOUT GRADING

Many students receive poor grades because they have failed to read and follow the instructions for an assignment. Where written instructions for assignments are available, it is often more effective to take questions from students rather than trying to go over the instructions.

Guidelines offered by the course director for grading assignments should indicate whether TAs should comment intensively, modestly or not at all on each assignment. Given the limitations on your time, it is of most value to comment extensively when students will use your feedback to revise their work.

Grading

To ensure that TAs are working within the course instructor's guidelines and expectations, have a discussion with the course direction about grading instructions, expectations, and practices. Some instructions use detailed grading rubrics or have specific processes to ensure grading consistency. TAs should ensure that they understand the course director's expectations in terms of timelines and degree of feedback offered. With multiple TAs, you may wish to work together, including with the course director, to mark a few assignments to ensure that everyone understands the grading expectations and instructions.

The preceding paragraph was extracted from *Teaching Remotely: A Guide to TAs*, Learning Commons, YorkU at https://teachingcommons.yorku.ca/wp-content/uploads/2020/07/Teaching-Remotely_-A-guide-for-TAs.pdf

Providing Feedback

In terms of best practices

- Focus on helping students improve by one letter grade instead of "getting an A."
- Quality, timely feedback helps establish your presence in the course.
- You should make clear what your students can expect in terms of feedback turnaround time on assignments.
- Depending on your assignment, you can try different modes of feedback delivery, including written, audio/video, and automated.
- Feedback can also be delivered at the individual or group level, for example a summary of feedback on common errors, or recording a sample solution.
- There are technical tools that can facilitate feedback for students. **TurnitIn** and **Moodle** enable audio or text files to be uploaded directly, visit https://lthelp.yorku.ca/assignments

The preceding list was extracted from *Teaching Remotely: A Guide to TAs*, Learning Commons, YorkU at https://teachingcommons.yorku.ca/wp-content/uploads/2020/07/Teaching-Remotely_-A-guide-for-TAs.pdf

Grading Rubrics (First-year experience, YorkU)

Where a course director permits, TAs may wish to incorporate a grading rubric into their marking. Rubrics can enable standardization and consistency within marking and give students a detailed idea of the criteria used to evaluate their assignment. This website provides a variety of sample rubrics and information on how to create and use grading rubrics. **TurnitIn** and **Moodle** allow the use of grading rubrics, visit https://lthelp.yorku.ca/assignments

The preceding paragraph was extracted from *Teaching Remotely: A Guide to TAs*, Learning Commons, YorkU at http://fye.yorku.ca/digging-deeper/digging-deeper-redesigning-your-course/#1499691391777-7191656f-c45b

Example of a Checklist

Before you hand in your essay, use this checklist to ensure that your essay is complete. If you find problem areas, revise before you hand the essay in. For your information, this checklist is also used by your tutorial leader as a reference point for grading your assignment.

i.   Do you have a clear introduction? Does it identify the thematic and organizational structure of the essay? Does it indicate the point of view you will argue?
ii.   Have you organized the material effectively, that is, is the sequence of presentation appropriate?
iii.   Is the presentation reader-friendly, that is, do you indicate clearly the transitions from one section/argument/theme to the next? Do you use headings and sub-headings appropriately?
iv.   Have you eliminated any repetition of arguments?
v.   Have you made a persuasive argument to support your informed point of view? Have you addressed both sides of the debate?
vi.   Have you used relevant source material?
vii.   Have you carefully referenced all your sources, both direct quotations and paraphrasing?
viii. Do you have a clear conclusion?
ix.   Have you answered ALL parts of the question?
x.   Have you included a bibliography?
xi.   Have you corrected all typing, spelling, punctuation and grammar errors? Do not rely on spell check programs on the computer. For example, if you use 'there' instead of 'they're' or 'their', the spell check program is of no help.
xii.   Is your assignment the required length?

Grading Online

- **How to grade assignments on Moodle**, visit https://lthelp.yorku.ca/assignments/how-to-grade-an-assignment
- **How to grade an assignment on TurnitIn**, visit https://lthelp.yorku.ca/turnitin/how-to-grade-a-turnitin-assignment

PART SIX: TEACHING RESOURCES

Your first stop for teaching resources is the Teaching Commons. You will also find some useful material on the Department of Social Science Foundations website. In addition to the links in Part 2 above (on teaching remotely) below are just some of the highlights of what you will find there:

Planning and Prepping for your TAship contains information on planning for your TAship, how to conduct your first class, ideas for ice breaker activities and supporting your students.

The TA Start Up Guide is meant to be a user-friendly document that will enable you to begin your TAship at York University on the right foot.

Teaching Strategies contains information about various teaching strategies for designing and delivering your course and curriculum. It has a number of helpful resources regarding activities in the classroom, managing resources, assessment and so on.

First-Year Experience (FYE) In The Classroom Toolkit provides a wealth of resources to meet the needs of instructors of first year students transitioning to York, but also has great resources that any course instructor or TA will find useful.

There are a variety of resources to support Indigenous Teaching and Learning at York and from other institutions, like this guide to Understanding Indigenous Perspectives and Deepening Knowledge (OISE). See this blog on Teaching Indigenous Content by Maggie Quirt.

Introduction to Accessible Education identifies key characteristics of accessible education, the advantages for educators and students and related external links.

Guidelines to Identifying and Responding to Students of Concern (PDF) is a tool to help you determine whether or not your student is in distress and suggested next steps to follow for both urgent and non-urgent situations.

The Guide to Experiential Education is a valuable resource to both students and faculty wanting to learn more about EE, structured reflection, with interactive readiness checks to assess one's communication skills, problem solving skills, teamwork, and civic engagement.

The Teaching Commons also runs a series of courses and certificate programs in teaching. You will also find resources on helping you develop your Teaching Dossier.

PART SEVEN: IMPORTANT SOSC ACADEMIC SUPPORTS – PROGRAM ASSISTANTS & PROGRAM COORDINATORS

Program	Assistant	Coordinator
African Studies	Elvisa Zjakic Email: elvisaz@yorku.ca, afst@yorku.ca, tel: 416-736 - 2100, ext. 77796	Mohamed Sesay msesay19@yorku.ca
Business and Society	Susan Fiorillo Email: fiorisue@yorku.ca, buso@yorku.ca, tel: 416-736-2100, ext. 77805	John Simoulidis sims@yorku.ca
Criminology	Pamela Lamb Email: lambp@yorku.ca, crimprog@yorku.ca, tel: 416-736-2100, ext. 20260	Tuulia Law tlaw@yorku.ca
Foundations- Click on link below to see course list https://foundations.sosc.laps.yorku.ca/programs/	Nathalie DiLorenzo Email: natd94@yorku.ca, tel: 416-736-2100, ext. 66270	Natasha Tusikov ntusikov@yorku.ca
Health and Society	Pamela Lamb Email: lambp@yorku.ca, heso@yorku.ca, tel: 416-736-2100, ext. 20260	Mark Peacock mpeacock@yorku.ca
Interdisciplinary Social Science	Elvisa Zjakic Email: elvisaz@yorku.ca, ssdegree@yorku.ca, tel: 416-736 - 2100, ext. 77796	Nalini Persram persramn@yorku.ca
International Development Studies	Elvisa Zjakic Email: elvisaz@yorku.ca, ids@yorku.ca, tel: 416-736 - 2100, ext. 77796	Merouan Mekouar mmekouar@yorku.ca
Law and Society	Nicholas Punsammy, Email: npunsamm@yorku.ca, laso@yorku.ca, tel: 416-736-2100, ext. 66272	Miriam Smith mcsmith@yorku.ca

Urban Studies	Nicholas Punsammy, Email: npunsamm@yorku.ca, urst@yorku.ca, tel: 416-736-2100, ext. 66272	Douglas Young dogoyo@yorku.ca
Work and Labour Studies	Susan Fiorillo Email: fiorisue@yorku.ca, wkls@yorku.ca, tel: 416-736-2100, ext. 77805	Carlo Fanelli fanelli@yorku.ca

PART EIGHT: RESOURCES FOR STUDENTS, TAs, and INSTRUCTORS

Student Academic Advising Services (SAAS)

For the Covid-19 pandemic, the LA&PS Advising Office has moved to booked phone and Zoom appointments and will continue virtual drop-in appointments with our QLESS system on Thursdays and Fridays, beginning on August 6, 2020. To book an appointment with an advisor, SOSC students can email socsci@yorku.ca.

Visit the SAAS website at https://laps.yorku.ca/student-resources/academic-advising-services/

SPARK (Student Papers and Academic Research Kit)

SPARK (Student Papers and Academic Research Kit) is a 13-part online tool which helps students to identify and develop the skills required to write academic essays, each of which takes about 10 minutes to complete. Topics include time management, library research, academic reading, and revising draft essays.

Visit the SPARK website at https://spark.library.yorku.ca/faculty-teaching-with-spark-what-is-spark/

Writing Centre

Students can book 50+minute one-on-one writing support, receive online writing support, take courses, and ask questions.

Visit the Writing Centre website at https://writing-centre.writ.laps.yorku.ca/services/

Learning Commons

The Learning Commons provides resources to students on topics such as finding articles and books, referencing, developing a thesis statement, time management, and editing. More information is available here http://learningcommons.yorku.ca/online-resources/

Visit the Learning Commons website at http://learningcommons.yorku.ca/

ESL Open Learning Centre

The ESL Open Learning Centre offers free language support for any York University student who is currently learning English as a second or additional language in a York University ESL program or is currently enrolled in academic undergraduate or graduate degree programs. Students can book an appointment or class or visit our website to register/book online.

The Centre for Human Rights, Equity and Inclusion (REI) educates the university community on best practices to instill human rights, equity and inclusion in all facets of York's operations and governance.

Teaching Remotely: A Guide for TAs (Teaching Commons, YorkU)

Topics include:

- Designing tutorials for remote and online learning
- Copyright & privacy concerns
- Encouraging academic integrity
- Facilitating learning in tutorials, including establishing netiquette
- Interacting with students, including setting up virtual office hours, and using a Q&A forum
- Enabling student-student interaction
- Marking and grading
- Support for TAs and instructors
- Support for students

View the complete guide at https://teachingcommons.yorku.ca/wp-content/uploads/2020/07/Teaching-Remotely_-A-guide-for-TAs.pdf

Remote Teaching: A Guide for Teaching Assistants: (ebook created by eCampus Ontario to assist teaching assistants with teaching in the remote environment. It largely relates to the University of Ottawa's teaching technologies but has some general applicability)

https://ecampusontario.pressbooks.pub/teachingassistants/

Topics include:

- Communicating with course instructors, students and other TAs
- How to prepare for and facilitate discussion groups and tutorials, including synchronous and asynchronous options
- Facilitating student-to-student interactions, and student to TA interactions
- Handling disruptions, distressed students, grade dispute and suspected academic dishonesty
- Grading, including giving feedback

PART NINE: SOSC ADMINISTRATIVE STAFF CONTACTS LIST

Administration	Phone Extension	Office	@yorku.ca Email
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NATHALIE DILORENZO Program Secretary	66270	N 783	natd94
Alicia Alexander Undergraduate Program Secretary	33323	N 783	aalexand

Note 1: All phone extensions listed are to be reached via 416-736-2100.
Note 2: Physical offices in the Ross Building are temporarily closed due to COVID-19 until otherwise notified. N = North Ross Building, S = South Ross Building.

Please direct any technical queries about the Social Science website, report a dead link, or problems with file access to Edward Fenner.

General questions (please note "Foundations Program Question" in the subject line) may be directed to Natasha Tusikov Foundations Program Coordinator & Assistant Professor or Nathalie DiLorenzo, Program Secretary.

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