



Department of Social Science (SOSC) TA Handbook 2022-2023

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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 these programs. Ask your course director who to contact for administrative support within the program (and see the 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 2022-2023

Event/ Date	Time	Location
Welcome & Orientation Webinar Tuesday, August 30, 2022	1:00-2:00pm	Via this Zoom link
Participatory Learning Webinar Tuesday, September 20, 2022	1:30-3:00pm	Via this Zoom link
Grading Strategies Webinar Tuesday, October 18, 2022	1:30-3:00pm	Via this Zoom link
Teaching Writing & Research Strategies Webinar Thursday, November 10, 2022	1:30-3:00pm	Via this Zoom link
Assessing Student Writing Webinar TBD, late November	TBD	Via this Zoom link

LA&PS Faculty Council Meetings for 2022-2023

Zoom links to be distributed separately.

Date	Time	Location
Thursday, September 15, 2022	3:00-5:00pm	Via Zoom
Thursday, October 6, 2022	3:00-5:00pm	Via Zoom
Thursday, November 10, 2022	3:00-5:00pm	Via Zoom
Thursday, December 8, 2022	3:00-5:00pm	Via Zoom
Thursday, January 12, 2023	3:00-5:00pm	Via Zoom
Thursday, February 9, 2023	3:00-5:00pm	Via Zoom
Thursday, March 9, 2023	3:00-5:00pm	Via Zoom
Thursday, April 6, 2023	3:00-5:00pm	Via Zoom
Thursday, May 11, 2023	3:00-5:00pm	Via Zoom
Thursday, June 8, 2023	3:00-5:00pm	Via Zoom

*See also: [Undergraduate Fall/Winter 2022-2023 Important Dates](#).

PART ONE: TUTORIAL ASSIGNMENTS AND HOURS OF WORK

Your work is covered by the [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. It will outline the specific nature of the duties, 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. 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 that can help you formulate these. It is extremely important to review assignment instructions with your students in tutorial. For the first assignment, it can be 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 eClass (formerly “Moodle”) and Zoom applications for teaching online and remotely. Detailed information on how to use the particular tools is available within each link.

Using eCLASS

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

- [Adding content to eClass.](#)

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

- [Creating assignments, quizzes, similarity checking through Turnitin and using gradebook.](#)

The discussion forum in eClass 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.](#)

A Q&A forum on eClass 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 eClass.](#)

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

- [Sending Announcements.](#)

Using Zoom

Instructions for students signing into Zoom and starting a meeting.

- [How to sign up for Zoom for students.](#)
- [How to start a Zoom meeting within eClass.](#)

- [How to set a reoccurring meeting via Zoom.](#)

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.](#)
- [How to prevent “Zoom bombing”.](#)
- [How to manage participants, including muting and kicking out.](#)

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

- [How to create and manage breakout groups.](#)

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.](#)
- [How to share your screen.](#)
- [How to use polling.](#)
- [How to use non-verbal feedback \(raised hand\) during Zoom meetings.](#)
- [How to use a whiteboard to annotate discussions during a Zoom meeting.](#)

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

- [How to set appointments with students in eClass.](#)
- [How to set a reoccurring meeting via Zoom.](#)

Tips for Accessibility (Student Accessibility Services, York)

- [Accessibility in Online Education: Planning Tools & Resources for Students](#)
- [Accessibility and Remote Learning](#)
- There will be some students who will require more than the online environment with extra time provided. 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.

Best Accessibility Practices for Using Videos/Live Streaming

- 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 eClass sites to view lectures and materials to produce notes for the students who require them.

Best Accessibility Practices for Using Virtual Proctoring/Testing

- 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.

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 above). Students need to be aware that a request for a grade reappraisal may result in the original grade being raised, lowered or confirmed.

For a grade reappraisal form for the Department of Social Science, refer to the [LA&PS Grade Reappraisal Form \(PDF\)](#).

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.

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, see the link above, and Student Accessibility Services, [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 Agreement Form](#).

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

[Academic Accommodation for Students' Religious Observances](#)

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.

Religious Observance Policy - Course Work

[Academic Accommodation for Students' Religious Observances](#)

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

- View the [Senate Policy on Academic Honesty](#).

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 work 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](#). The Course Director should investigate the matter and, if there

are reasonable and probable grounds for the laying of a charge, do so by contacting the departmental 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.

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 Hearing, 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 under the “Academic Honesty Hearings” heading above.

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 instructors 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.

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 eClass enable audio or text files to be uploaded directly.

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. The [More Course Design/Planning Resources website](#) provides a variety of sample rubrics and information on how to create and use grading rubrics.

Example of a Checklist for Your Students

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.

- 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?
- Have you organized the material effectively, that is, is the sequence of presentation appropriate?
- 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?
- Have you eliminated any repetition of arguments?
- Have you made a persuasive argument to support your informed point of view? Have you addressed both sides of the debate?
- Have you used relevant source material?
- Have you carefully referenced all your sources, both direct quotations and paraphrasing?
- Do you have a clear conclusion?
- Have you answered ALL parts of the question?
- Have you included a bibliography?
- 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.
- Is your assignment the required length?

Grading Online

- [How to grade assignments on eClass.](#)
- [How to grade an assignment on Turnitin.](#)

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's [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:

[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.

[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 [The Indigenous Framework for York University](#) and the [Deepening Knowledge](#) page at OISE. Check out this blog on [Teaching Indigenous Content](#) by Maggie Quirt at York.

[The Faculty Resource Guide for Teaching Students with Disabilities](#) identifies key characteristics of accessible education, the advantages for educators and students and related external links.

[Identifying and Responding to Students in Distress: A Guide for Faculty and Staff](#) 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](#).

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

- [Download the Guide now](#).

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

Remote Teaching: A Guide for Teaching Assistants (eCampus Ontario)

- [Read the Open Library book *Remote Teaching: A Guide for Teaching Assistants on ecampusontario*](#).

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 SEVEN: RESOURCES FOR STUDENTS

Student Academic Advising Services

[Academic Advising Services](#) helps students answer questions about degree requirements, specific courses, student services on campus, and ways to enter particular degree programs. To book an appointment with an advisor, SOSC students can email (socsci@yorku.ca).

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.

Writing Centre

At the Writing Centre, students can book 50-minute one-on-one writing support, receive [online writing support](#), take courses, and ask questions.

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.

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)

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

Student Counselling, Health & Well-Being

[Student Counselling](#) can provide short-term individual counselling and ongoing group counselling sessions to York students, as well as direct students to online and community-based counselling resources.

The Centre for Sexual Violence Response, Support & Education

The [Centre for Sexual Violence Response, Support & Education](#) provides support to survivors of sexual violence and those who receive disclosures.

PART EIGHT: IMPORTANT SOSC ACADEMIC SUPPORTS

Program Assistants & Program Coordinators

Telephone: +1 416-736-2100 except where noted

Program	Assistant	Coordinator
African Studies (AFST)	Elvisa Zjakic afst@yorku.ca Ext. 77796	Mohamed Sesay afst@yorku.ca
Business and Society (BUSO)	Susan Fiorillo buso@yorku.ca Ext. 77805	John Simoulidis busopc@yorku.ca
Criminology (CRIM)	Pamela Lamb crimprog@yorku.ca Ext. 20260	Natasha Tusikov crimpc@yorku.ca
Foundations (Found)	Chad Pether cpether@yorku.ca Tel: 416-736-5054	Tyler Totten fndspc@yorku.ca
Health and Society (HESO)	Pamela Lamb heso@yorku.ca Ext. 20260	Kenton Kroker hesopc@yorku.ca
Interdisciplinary Social Science (ISS)	Elvisa Zjakic ssdegree@yorku.ca Ext. 77796	Matthew Tegelberg isspc@yorku.ca
International Development Studies (IDST)	Elvisa Zjakic ids@yorku.ca Ext. 77796	Miguel Gonzalez Perez idstpc@yorku.ca
Law and Society (LASO)	Nathalie DiLorenzo laso@yorku.ca Ext. 66272	Amélie Barras lasopc@yorku.ca
Urban Studies (URST)	Nathalie DiLorenzo urst@yorku.ca Ext. 66272	Teresa Abbruzzese urstpc@yorku.ca

Work and Labour Studies (WKLS)	Susan Fiorillo wkls@yorku.ca Ext. 77805	Carlo Fanelli wklspec@yorku.ca
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The Department of Social Science and each undergraduate program has a Twitter account with a link available at the bottom of each program’s home page.

The Department’s account is twitter.com/YorkU_SOSC and to access a program’s account directly, replace SOSC with the letter code noted in parenthesis in the table above.

Any questions or comments about the website or our social media should be directed to Edward Fenner (see table below).

PART NINE: SOSC ADMINISTRATIVE CONTACTS LIST (737 ROSS BUILDING SOUTH)

Administrator	PHONE EXT.	Office	Email
AMANDA GLASBEEK Chair	77812	S754	chrsosc@yorku.ca
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KHANSA N. CHEEMA Administrative Coordinator	33809	S755	soscac@yorku.ca
JAMES W. WILLIAMS Undergraduate Program Director	77176	S742	updsosc@yorku.ca
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JACQUELINE SELMAN Undergraduate Coordinator, Students	77798	S737- A	jselman@yorku.ca
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