


## Department of Biology Course Outline

### FALL 2022 BIOL 2040 3.0 Genetics

#### Course Instructors:

Section A: Tamara Kelly  Hear my name

Section B: Tanya Da Sylva  Hear my name

**How to address me:** Dr. Kelly/Dr. Da Sylva

**Personal Pronouns:** for both she/her/hers

**Email:** [biol2040@yorku.ca](mailto:biol2040@yorku.ca)

Note: If you have a question, you can send us an email (**please include your section in the subject line**), visit us during student hours, or approach us after class.

**Student Hours:** will be held online via Zoom; times posted on eClass

#### What are 'Student Hours'?

Student hours are dedicated times through the week for the course instructor and TAs to meet with YOU. Pop in to introduce yourself, ask questions about the course, or discuss content from the course.

Note: If these times don't work for you, email me and we can arrange an alternate time to meet.

**Course Format:** BIOL 2040 is an interactive flipped course. Classes will have activities (clicker questions, worksheets). We understand that you might not be able to make it to every class and have accounted for this in the course assessment.

**\*We will be recording classes.** Lecture recordings pick up sounds in the classroom and thus your voice may be recorded.

**Prerequisites:** Both SC/BIOL 1000 3.0 and SC/BIOL 1001 3.0

**Office Location:** Lumbers 314

**Class Times:** Tues. & Thurs. 1:00 – 2:20 pm

#### Class Locations:

Section A (Kelly): CLH L (Tues)/ACW 206 (Thurs)

Section B (Da Sylva): ACW 109

[Click here for visual directions.](#)

#### Study Spaces on Campus:

<https://currentstudents.yorku.ca/study-spaces>

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## Land Acknowledgement

York University recognizes that many Indigenous Nations have longstanding relationships with the territories upon which York University campuses are located that precede the establishment of York University. As members of the York community, we acknowledge our presence on the traditional territory of many Indigenous Nations. The area known as Tkaronto has been care taken by the Anishinabek Nation, the Haudenosaunee Confederacy, and the Huron-Wendat. It is now home to

many First Nation, Inuit, and Métis communities. We acknowledge the current treaty holders, the Mississaugas of the Credit First Nation. This territory is subject of the Dish with One Spoon Wampum Belt Covenant, an agreement to peaceably share and care for the Great Lakes region. As settlers on this land, and as biologists, we have a responsibility to respect and care for this land and its resources. You can find out more about the traditional homelands that you occupy by heading to <https://native-land.ca>.

## Welcome to this Course!

Welcome to BIOL 2040 and the world of genetics! The living world is complex, and yet genetics, as taught in introductory courses is usually reduced to simplistic rules. Instead, in this course we want to offer you a more authentic and realistic view of how phenotypes are generated, and the role of genetics in this. Our aim is to help you create a strong foundation for future courses/understanding of genetics. We'll work on integrating the basics you've gained from first year and building on those. As a discipline, genetics has considerable implications for health, economics, and more. As well, there are ethical issues that arise with numerous applications of genetics.

In this course, we'll be exploring big questions, namely: How does what's in our DNA impact our phenotype? How does this get passed on (*i.e.*, what is heredity?) This course has been designed to help you more deeply investigate these big questions, while establishing good study habits, engaging with us and your peers, and provide you with opportunities to show us (and yourselves!) what you've learned.

**Course Calendar Description:** A study of the organization and behaviour of genes and chromosomes and their roles in cells, organisms, populations, and evolution. Three lecture hours. One term. Three credits.

### Course level learning objectives

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

Course Content	Skills
<ol style="list-style-type: none"> <li>1. Relate concepts from BIOL 1000 and BIOL 1001 to those in BIOL 2040. Review as necessary.</li> <li>2. Evaluate the societal and ethical impacts of various genetic techniques, studies, and applications.</li> <li>3. Evaluate how genes, genetic backgrounds, developmental timing, and environment can interact to produce a phenotype.</li> <li>4. Integrate knowledge of mechanisms by which an organism's genome can be passed to the next generation (and factors, such as linkage, that can impact such outcomes) to solve problems.</li> <li>5. Evaluate how the molecular anatomy of genes and genomes (and mutations therein) can influence inheritance and expression of genes.</li> </ol>	<ol style="list-style-type: none"> <li>1. Communicate information, arguments, analyses, and defensible conclusions accurately and reliably in verbal/written form, using mathematic notations and displays of data where appropriate, on your own and in small groups.</li> <li>2. Work effectively and collegially with your peers.</li> <li>3. Use genetic terminology in correct scientific context.</li> <li>4. Evaluate information provided in a word problem, figure, or data set.</li> <li>5. Interpret statistical analyses in genetic problems.</li> <li>6. Answer questions for quizzes, activities, and Deep Questions with academic integrity.</li> </ol> <p><b>*Topic-specific learning outcomes on BIOL 2040 eClass.</b></p>

## Inclusive Teaching Statement:

We are committed to providing and encouraging an environment of equity, diversity, and inclusion (EDI) within this course. We designed this course with a commitment to the principles of Universal Design for Learning and evidence-based teaching practices. As instructors who are guided by evidence, we believe that you can all succeed! This class is a community and we—both you and us—are here to learn and succeed together and support each other.

Although we don't delve into a lot of history in this course, we should acknowledge that science is subjective, influenced by cultural context, and has often been exclusionary in whose voices were allowed and amplified. This means that there can often be biases in our materials, which we are working to reduce and ultimately eliminate. Our hope is to continue improving this course, integrating diverse scientists and experiences. Please contact us at [biol2040@yorku.ca](mailto:biol2040@yorku.ca) or let us know through our surveys if you have any suggestions to improve the course in terms of equity, diversity, and inclusion.

To help us create an environment where each one of us, and our identities, are respected we will have a survey where you can let us know if you have a name that differs from the York official records, your pronouns, and anything that you think might impact your ability to succeed in this course.

We are still in the process of learning about diverse perspectives and identities, and inclusionary practices and we will make mistakes, and hopefully correct ourselves. In the interest of improving though, if anything was said in class (by anyone, including Dr. Da Sylva or Dr. Kelly) that made you feel uncomfortable, please talk to us about it (anonymous feedback is an option).

YorkU students come from far and wide and represent a diversity of cultures and backgrounds. To support students whose primary language is not English, services are available at York including individual appointments, and group events, such as ESL Café. See: <https://www.yorku.ca/laps/eslclc/> for more information.

## Community Guidelines

The following values are fundamental to academic integrity and are adapted from the International Center for Academic Integrity\*. In our course, we will seek to behave with these values in mind.

	As students, we will...	As a teaching team, we will...
<b>Honesty</b>	<ul style="list-style-type: none"> <li>Honestly demonstrate our knowledge and abilities on assignments and exams</li> <li>Communicate openly without using deception, including citing appropriate sources</li> </ul>	<ul style="list-style-type: none"> <li>Provide honest feedback on your demonstration of knowledge and abilities on assignments and exams</li> <li>Communicate openly and honestly about the expectations and standards of the course via the syllabus, and with respect to assignments and exams</li> </ul>

	As students, we will...	As a teaching team, we will...
<b>Responsibility</b>	<ul style="list-style-type: none"> <li>Complete assignments on time and in full preparation for class</li> <li>Participate fully and contribute to team learning and activities</li> </ul>	<ul style="list-style-type: none"> <li>Provide timely feedback on your assignments and exams</li> <li>Show up to class on time, and be mentally and physically present</li> <li>Create relevant assessments and class activities</li> </ul>
<b>Respect</b>	<ul style="list-style-type: none"> <li>Speak openly with one another, while respecting diverse viewpoints and perspectives</li> <li>Provide sufficient space for others to voice their ideas</li> </ul>	<ul style="list-style-type: none"> <li>Respect your perspectives even while we challenge you to think more deeply and critically</li> <li>Help facilitate respectful exchange of ideas</li> </ul>
<b>Fairness</b>	<ul style="list-style-type: none"> <li>Contribute fully and equally to collaborative work, so that we are not freeloading off others</li> <li>Not seek unfair advantage over fellow students in the course</li> </ul>	<ul style="list-style-type: none"> <li>Create fair assignments and exams, and grade them in a fair, and timely manner</li> <li>Treat all students equitably</li> </ul>
<b>Trust</b>	<ul style="list-style-type: none"> <li>Not engage in personal affairs while on class time</li> <li>Be open and transparent about what we are doing in class</li> <li>Not distribute course materials to others without authorization</li> </ul>	<ul style="list-style-type: none"> <li>Be available to all students when we say we will be</li> <li>Follow through on our promises</li> <li>Not modify the expectations or standards without communicating with everyone in the course</li> </ul>
<b>Courage</b>	<ul style="list-style-type: none"> <li>Say or do something when we see actions that undermine any of the above values</li> <li>Accept a lower or failing grade or other consequences of upholding and protecting the above values</li> </ul>	<ul style="list-style-type: none"> <li>Say or do something when we see actions that undermine any of the above values</li> <li>Accept the consequences (e.g., lower teaching evaluations) of upholding and protecting the above values</li> </ul>



<sup>2</sup> This class statement of values is adapted from Tricia Bertram Gallant, Ph.D.

## Learning Materials

**Textbook:** There is no required textbook for this course! Necessary material will be provided by pre-class videos, material curated from the internet, and activities in class.

**eClass:** <https://eclass.yorku.ca/>

### Technology Checklist:

	An <b>internet-enabled device</b> to access eClass and iClicker
	<b>iClicker</b> will be used for in-class activities; more information on eClass

**Note:** There are [single workspaces available for student use on campus at the library.](https://www.library.yorku.ca/web/ask-services/printing-and-computing/computing/public-computers-labs/) (<https://www.library.yorku.ca/web/ask-services/printing-and-computing/computing/public-computers-labs/>)

## Assessment in this Course

Research about learning strongly suggests that the most important factor in learning is doing the work of reading, writing, recalling, practicing, synthesizing, and analyzing. Learning happens best when people actively engage material on a consistent basis, and that is why we have high standards in this course. We are confident that, with appropriate effort, you **all** can meet those standards.

In setting up this course, we've aimed to create a weekly course structure that remains similar over the term. That way, with few exceptions, due dates, etc., won't be different for similar assignments.

Broadly, a typical week would usually consist of the following:

- **Pre-class content** (videos, readings, etc. to be completed prior to the start of the week)
- **Online check-in quiz** (to be completed prior to the start of the week's classes)
- **Activities completed during Tuesday's class.**
- Time to work on a **Deep Question** assignment during Thursday's class so you can show us what you know OR a Q&A session.

When possible, we also try to reduce unintentional bias in grading by, for example, grading assignments one question at a time (grading all of question 1 before grading any of question 2), grading anonymously, and using rubrics. These also help improve consistency in marking.

## Grade Breakdown

COMPONENT	GRADE VALUE
PRE-CLASS CHECK-IN QUIZZES & REFLECTIONS	15%
ACTIVITIES	15%
DEEP QUESTION ASSIGNMENTS	50%
FINAL DEEP QUESTIONS	20%

### Pre-Class Check-In Quizzes & Reflections (15%)

Each week you will have a check-in quiz based on the material you're asked to complete prior to class. Most questions are multiple choice and are marked for correctness (some exceptions may apply) and you will have two attempts at each quiz. There may be reflection questions on check-in quizzes. You can copy these reflections between your two attempts (i.e., you do not need to have a 'new' reflection for your second attempt of a check-in quiz). The best 9 of 11 quizzes will be used to calculate your total Check-In Quiz mark for the course. This accounts for missed quizzes for any reason (including missing the deadline, technological/internet problems, illness, late registration to the course, etc.) and means that additional exemptions/extensions will not be granted. The length of each check-in quiz is more than four times the necessary time to complete the quiz and as such self-accommodation is possible. Because quizzes ensure that you are prepared for the coming week's activities, they

cannot be submitted late, and therefore grace days can NOT be applied to quizzes. Late quizzes will not receive any marks. See the table below and the calendar on the last page of the syllabus for dates.

QUIZ #	GRADE VALUE (BEST 9 OF 11)	CLOSES
1	1.67%	Tues. Sept. 20, 11:00 am
2	1.67%	Tues. Sept. 13, 11:00 am
3	1.67%	Tues. Sept. 20, 11:00 am
4	1.67%	Tues. Sept. 27, 11:00 am
5	1.67%	Tues. Oct. 4, 11:00 am
6	1.67%	Tues. Oct. 18, 11:00 am
7	1.67%	Tues. Oct. 25, 11:00 am
8	1.67%	Tues. Nov. 1, 11:00 am
9	1.67%	Tues. Nov. 8, 11:00 am
10	1.67%	Tues. Nov. 15, 11:00 am
11	1.67%	Tues. Nov. 22, 11:00 am

### Activities (15%)

During each Tuesday's class (and Thurs. Sept. 15!) you can earn 5 points by completing the activities. You must complete 75% of the day's activities to earn the points (this accounts for if you're late or must leave early). Most activities will be graded on a good faith effort, although there may be a few exceptions (these will be noted).

Although we encourage you to come to class to engage in these activities, we know that isn't always possible, so we've taken that into account through two actions. 1. If you miss class you can still submit activities by Wednesday at 11:59 pm. While you won't benefit from the discussion with your peers, this will help to keep you on track such that you know where you're having difficulties before the Deep Question opens! Please see eClass for more information as the way you'll submit your answers will be *slightly* different than if you attended class that day. As well, when the activities grade is calculated, we will drop 20% of the points (i.e., **you must reach only 80% of the total activity points to earn the full activity grade**). This is to account for missed activities for any reason, including missing the deadline, technological/internet problems, illness, etc. Thus, additional exemptions/extensions cannot be granted as participation is a crucial component of this course.

### Deep Question (DQ) Assignments (50%)

The Deep Question (DQ) assignments are short-answer questions that are at the level of application, analysis, evaluation, and/or creation. These are open-book, but not open-internet questions (all you

need to know is in the course materials – notes, eClass, readings, videos, etc.). Each Deep Question Assignment has three stages, all of which will be done on Kritik, a peer-to-peer interactive platform. (There is no cost to you in using Kritik.) Through this iterative process you will practice and develop your skills in assessing your peers' work and responding to your peers' comments about your own work. The abilities to provide feedback and to act on or respond to feedback are important transferable skills used in most professions. They will help you to develop communication skills and work effectively in teams. By providing you with the skills to not only monitor and self-assess your own work, but also to act on feedback from others to improve your work, you will cultivate your development as a life-long learner.

**STAGE 1 (CREATE):** First, you'll answer the Deep Questions. The Deep Questions are designed to take 60 minutes, but you will have ~3 days to complete them. **The questions will be available Tuesday evening (by 7 pm) and are due that Friday at 11:59 pm.** The Deep Questions can be completed on your own, but if you like, you will also be able to **use the Thursday class periods (days listed below) to discuss the questions with others or to work on the assignment on your own.** Please note that **it is possible to complete a Deep Question assignment completely during this class time if you choose to do so.** The answers to these questions must be in your own words, you cannot copy anything from anyone else, nor from the internet or elsewhere. **Your answers must be based on what you learned in this course.**

**Grace Period:** You may submit up to two Deep Questions creations up to two calendar days after the due date (i.e., 11:59 pm on Sunday), without penalty.

- **Grace days can only be used for the Deep Question Assignments and only for Stage 1 (Create).**
- Grace days will be applied automatically. Please don't email to ask permission to use them.
- It is your responsibility to keep track of how many DQs (Stage 1) you've used grace days for.
- If you don't use your entire 2 days for one late assignment (e.g., you submit only one day late), you **cannot** transfer the remaining days to the other late DQs (Stage 1).
- In sum, you can submit a maximum of 2 DQs (Stage 1) late and none of these can be more than 2 days late.
- **2 days = 2 calendar days.** If you submit 1 hour late, it still counts as 1 day. Each day in a weekend counts as 1 day each.
- Once your grace days are used up, any further late submissions will earn a grade of 0.
- *Why not grace days for the other DQ stages?* Timely feedback is important, and we've scheduled DQ stages such that you will receive feedback before the next DQ is scheduled to open.

**STAGE 2 (EVALUATE):** During the second part of the Deep Question Assignment, you will evaluate the responses of three of your peers using a provided rubric. The important part of this stage is that your evaluations are supported with specific examples of what your peers did well and what could be improved. Your evaluation will be anonymous to your peers but not to the instructors or TAs. It is important that you don't resort to meaningless platitudes ('good') or provide only negative feedback. While you are evaluating your peers, the course TAs will be grading everyone's answer. Your peer

evaluations are due at 11:59 pm on the last day of the Stage 2 'window'. You can still complete Stage 2 if you miss Stage 1.

**STAGE 3 (FEEDBACK):** We need to be accountable for our feedback which is why this stage of the Deep Questions is important. After you have received your peer's written feedback (but not numerical grade), you will review their feedback and then respond to it. Here, it's important to articulate how the feedback did or did not help you – did it help you understand where you could have improved or what you did well? Was their language encouraging and motivational? Although this stage won't take long at all, it's a very important part of helping one another develop feedback skills!

Your mark on your Deep Question answer (Stage 1) counts for 80% of each assignment's mark. The remaining 20% is your ability to provide constructive feedback to your peers and your own feedback on their assessments of your work. Your **best 4 of 5 Deep Questions** will be used to calculate your grade for this component of the course.

While both your peers and TAs will be evaluating your answer, only the TAs numerical score will count towards your Stage 1 (create) mark.

**In the interest of timely feedback, grace days can only be used for Stage 1 of Deep Question Assignments.**

DQ #	ON CONCEPTS FROM*	STAGE 1 (CREATE) DAY TO WORK IN CLASS	STAGE 1 (CREATE) DUE DATE (11:59 PM)	STAGE 2 (EVALUATE) WINDOW (11:59 PM)	STAGE 3 (FEEDBACK) DUE (11:59 PM)	GRADE VALUE (BEST 4 OF 5)
1	Weeks 1 – 3	Thurs. Sept. 22	Fri. Sept. 23	Mon. Sept. 26 – Fri. Sept. 30	Tues. Oct. 4	12.5%
2	Weeks 4 – 5	Thurs. Oct. 6	Fri. Oct. 7	Mon. Oct. 17 – Fri. Oct. 21	Tues. Oct. 25	12.5%
3	Weeks 6 – 7	Thurs. Oct. 27	Fri. Oct. 28	Mon. Oct. 31 – Fri. Nov. 4	Tues. Nov. 8	12.5%
4	Weeks 8 – 9	Thurs. Nov. 10	Fri. Nov. 11	Mon. Nov. 14 – Fri. Nov. 18	Tues. Nov. 22	12.5%
5	Weeks 10 – 11	Thurs. Nov. 24	Fri. Nov. 25	Mon. Nov. 28 – Fri. Dec. 2	Tues. Dec. 6	12.5%

\*may require incorporation of some material from previous weeks

### Final Deep Questions (take-home final) (20%)

The Final Deep Questions will be a take-home set of questions (similar format as the Deep Questions without the peer evaluation or feedback to peers). It will be **released on Thurs. Dec. 1 immediately after class and you will have until Tues. Dec. 6 at 11:59 to submit your answers on Crowdmark.**



You will have one grace day; you will be able to submit up until Wed. Dec. 7 at 11:59 pm without penalty. The Final Deep Questions will also include one or more reflection questions.

**Missed Final Deep Questions:** If you miss the Final Deep Questions you will need to inform us by Thurs. Dec. 8 by email to [biol2040@yorku.ca](mailto:biol2040@yorku.ca) . You will have to apply for Deferred standing. Deferred standing is not guaranteed; if we deny deferred standing, you must petition your home Faculty for further accommodations.

## Regrading/Reappraisal Procedures

For all regrading requests please complete the form available on eClass within 5 business days of the course work being returned or the grade being made available. Please note that remarking can result in the grade being raised, lowered, or staying the same; the grade from a remark is final.

When you submit a regrade request you must include a written rationale providing academically valid grounds for remarking. It should show why you believe your answer was factually right and be well communicated. Statements such as ‘this mark doesn’t reflect how hard I studied’ or ‘I need a higher mark’ or ‘the grading was not fair’ do not have academic merit and will not receive responses. If a written rationale is not included, requests for remarking will not be considered, nor will they receive a reply. In your rationale, your answer must have merit on its own; you cannot compare your answers to other students’ answers. Regrades take some time, typically around 3 weeks.

Please note that individual grades are not negotiable. This course has a flexible marking scheme with buffer built into it and takes considerable effort to administer, hence there are no extra credit assignments. Individual grades are not ‘bumped’ and course grades are not ‘curved’ (i.e., adjusted).

For all re-grading requests, please submit your request via the reappraisal form on eClass. In this form you’ll be asked to include your (1) Your Name and Student Number, (2) A summary of the request (e.g., the total was miscounted), and (3) a copy of the assessment. We will strive to review all re-grading requests within 3 weeks.

## University Policies

### Important Dates

**Drop Deadline:** November 11, 2022 (last day to drop without course on transcript)

**Course Withdrawal Deadline:** December 7, 2022 (course still appears on transcript with ‘W’)

### Grading Scheme

In accordance with the York University Undergraduate Calendar Regulations, the letter grades assigned in undergraduate courses at York conform to the descriptions and grade ranges shown here: <https://calendars.students.yorku.ca/2022-2023/grades-and-grading-schemes>

## Academic Honesty and Integrity

Academic misconduct undermines the values of honesty, trust, respect, fairness, and responsibility that we expect in this class. York University provides supports such as academic integrity workshops to ensure that you understand the norms and standards of academic integrity that we expect you to uphold.

You are required to maintain the highest standards of academic honesty and are subject to the Senate Policy on Academic Honesty (<http://secretariat-policies.info.yorku.ca/policies/academic-honesty-senate-policy-on/>). The Policy affirms the responsibility of faculty members to foster acceptable standards of academic conduct and of you, as a student to abide by such standards. Please review and familiarize yourself with the policy.

There is also an academic integrity website with comprehensive information about academic honesty and how to find resources at York to help improve your research and writing skills, and cope with University life. You are expected to review the materials on the Academic Integrity website:

### Examples of actions that do not adhere to York's Academic Integrity Policy include:

- Plagiarism (passing off someone else's work as your own intentionally or unintentionally)
- Accessing unauthorized sites for assignments or tests
- Unauthorized collaboration on assignment and exams
- Uploading work to third party repository sites (e.g., Course Hero, One Class, etc.)
- Scanning, sharing, uploading, or publishing exams, tests, or scholarly work

For more information on what academic integrity is and why it is important see:

<https://spark.library.yorku.ca/academic-integrity-what-is-academic-integrity/>. Information on the process of investigations into breaches of academic honesty:

<https://spark.library.yorku.ca/academic-integrity-breach-of-policy-on-academic-honesty/>

### Important Note from the FSc Committee on Examinations & Academic Standards (CEAS):

Numerous students in Faculty of Science courses have been charged with academic misconduct when materials they uploaded to third party repository sites (e.g., Course Hero, One Class, etc.) were taken and used by unknown students in later offerings of the course. Whenever a student submits work obtained through an external site (e.g., Course Hero, Chegg), the **submitting student will be charged with plagiarism** and the **uploading student will be charged with aiding and abetting**. To avoid this risk, students are urged not to upload their work to these sites.

## Assistance for Students (Academic and Well-Being)

**Academic Advising\***: <https://www.yorku.ca/science/academic-advising/> \* Departments also offer program-specific advising. Check with your Department's Undergraduate Office.

**Centre for Human Rights, Equity, and Inclusion**: <https://rights.info.yorku.ca>

**Centre for Indigenous Students Services**: <https://aboriginal.info.yorku.ca/>

**Good2Talk 24-hour Ontario Student Helpline**: 1-866-925-5454 /Text: GOOD2TALKON to 686868

**Keep.meSAFE:** <https://myssp.app/keepmesafe/ca/home>

**Learning Commons** (general academic learning supports including library research, time management, study skills, career planning, etc.): <https://learningcommons.yorku.ca/>

**Peer Assisted Study Sessions (PASS):** <https://www.yorku.ca/colleges/bethune/get-help/pass/>

**Peer Tutoring:** <https://www.yorku.ca/colleges/bethune/get-help/peer-tutoring/>

**Sexual Violence Response and Support:** <https://thecentre.yorku.ca>

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

**Support Services for International Students:** <https://yorkinternational.yorku.ca/international-student-support/>

**Writing Services:** <https://www.yorku.ca/colleges/bethune/get-help/writing/>

**York University Student Services:** <https://family.yorku.ca/student-services/#SCD>

**York University Student Well-being Resources:** <https://www.yorku.ca/well-being/resources/students/>

## Accessibility

York University is committed to principles of respect, inclusion, and equality of all persons with accessibility needs across campus. The University provides services for students with accessibility needs (including physical, medical, learning, and psychiatric needs) needing accommodation related to teaching and evaluation methods/materials. These services are made available to students in all Faculties and programs at York University.

If you need these services, please register with accessibility services as early as possible to ensure that appropriate academic accommodation can be provided with advance notice. You are encouraged to schedule a time early in the term to meet with each professor to discuss your accommodation needs. Please note that registering with accessibility services and discussing your needs with your professors is necessary to avoid any impediment to receiving the necessary academic accommodations to meet your needs.

**Additional information is available at the following websites:**

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

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

## Religious Observance Accommodation

York University is committed to respecting the religious beliefs and practices of all members of the community and making accommodations for observances of special significance to adherents. Should any of the dates specified in this syllabus for an in-class test or examination pose such a conflict for you, contact the Course Director within the first three weeks of class. Similarly, should an assignment to be completed in a lab, practicum placement, workshop, etc., scheduled later in the term pose such a conflict, contact the Course Director immediately. To arrange an alternative date or time for an

examination scheduled in the formal examination periods (December and April/May), you must complete and submit an accommodation request form at least 3 weeks before the exam period begins. <https://secure.students.yorku.ca/pdf/religious-accommodation-agreement-final-examinations.pdf>

## **Student and Instructor Conduct in Academic Situations**

We (students and instructors) are expected to maintain a professional relationship characterized by courtesy and mutual respect. Moreover, it is the responsibility of the instructor to maintain an appropriate academic atmosphere in the classroom and other academic settings, and the responsibility of the student to cooperate in that endeavour. Further, the instructor is the best person to decide, in the first instance, whether such an atmosphere is present in the class. The policy and procedures governing disruptive and/or harassing behaviour by students in academic situations is available at <http://secretariat-policies.info.yorku.ca/policies/disruptive-andor-harassing-behaviour-in-academic-situations-senate-policy/>.

Academic accommodation refers to educational practices, systems and support mechanisms designed to accommodate diversity and difference. The purpose of accommodation is to enable students to perform the essential requirements of their academic programs. At no time does academic accommodation undermine or compromise the learning objectives that are established by the academic authorities of the University.

University rules regarding registration, withdrawal, appealing marks, and most anything else you might need to know can be found on the university's website, here:

<https://calendars.students.yorku.ca/2021-2022/policies-and-regulations>

**Course Overview** – topic schedule subject to change

Topic	Monday	Tuesday	Wednesday	Thursday	Friday
<b>September</b>					
Welcome!	5	6	<i>First Day of Classes</i> 7	8	9
Review	12	<i>Check-in Quiz 2 due 11am</i> 13	14	15	16
Gene Interactions	19	<i>Check-in Quiz 3 due 11 am</i> <i>Check-in Quiz 1 (course outline) due 11 am</i> 20	21	<i>DQ1 (Stage 1) in-class time</i> 22	<i>DQ1 due</i> 23
Mitosis/ Meiosis & Linkage	26	<i>Check-in Quiz 4 due 11 am</i> 27	28	Q&A 29	<i>DQ1 (Stage 2) due</i> 30
<b>October</b>					
Gene expression	3	<i>Check-in Quiz 5 due 11 am</i> <i>DQ1 (Stage 3) due</i> 4	5	<i>DQ2 (Stage 1) in-class time</i> 6	<i>DQ2 due</i> 7
No Classes	Reading Week 10	Reading Week 11	Reading Week 12	Reading Week 13	Reading Week 14
Norms of reaction	17	<i>Check-in Quiz 6 due 11 am</i> 18	19	Q&A 20	<i>DQ2 (Stage 2) due</i> 21
Gene regulation	24	<i>Check-in Quiz 7 due 11 am</i> <i>DQ2 (Stage 3) due</i> 25	26	<i>DQ3 (Stage 1) in-class time</i> 27	<i>DQ3 due</i> 28
<b>November</b>					
Variation	Oct. 31	<i>Check-in Quiz 8 due 11 am</i> 1	2	Q&A 3	<i>DQ3 (Stage 2) due</i> 4
Genetic Association	7	<i>Check-in Quiz 9 due 11 am</i> <i>DQ3 (Stage 3) due</i> 8	9	<i>DQ4 (Stage 1) in-class time</i> 10	<i>DQ4 due</i> 11
RNAi + GSD	14	<i>Check-in Quiz 10 due 11 am</i> 15	16	Q&A 17	<i>DQ4 (Stage 2) due</i> 18
Development	21	<i>Check-in Quiz 11 due 11 am</i> <i>DQ4 (Stage 3) due</i> 22	23	<i>DQ5 (Stage 1) in-class time</i> 24	<i>DQ5 due</i> 25
Wrap-Up	28	29	30	<i>Final Deep Questions released</i> Q&A Dec. 1	<i>DQ5 (Stage 2) due</i> Dec. 2
<b>December</b>					
Wrap-Up	5	<i>Last Day of Classes</i> <i>Final Deep Questions due 11:59 pm</i> 6 <i>DQ5 (Stage 3) due</i>	7	8	9