

Department of Biology Course Outline

FALL 2022 BIOL 3120 Immunobiology

Course Instructors: Tanya Da Sylva  [Hear my name](#)

How to address me: Dr. Da Sylva

Personal Pronouns: she/her/hers

Email: bio3120@yorku.ca

Note: If you have a question, you can send me an email (**please include your section in the subject line**), visit us during student hours, or approach me 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 3120 is an interactive course. Classes will have activities (clicker questions, worksheets). I understand that you might not be able to make it to every class and have accounted for this in the course assessment.

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

Prerequisites: SC/BIOL 2020 3.0 and SC/BIOL 2021 3.0, SC/BIOL 2040 3.0, and SC/BIOL 2070 3.0

Office Location: Farquharson 151A

Class Times: Mon. & Wed. 5:30 – 7:00 pm

NOTE: There will be no class on Mon. Sept 26 and Wed. Oct. 5

Class Location: VH A (Vari Hall – A)

[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 3120! In this course, we will learn about many cell types, molecules, signalling pathways, biological processes, regulatory networks, and other components of the immune system. Our focus will be on the mammalian immune response but will touch upon non-mammalian immune systems and the evolution of immunity. We'll build a deeper understanding of connections between components and the application of cellular immunology to health and disease.

Course Calendar Description: The biology and chemistry of the immune response. Structure and function of antibodies; antibody diversity; anatomy and development of the immune system; cellular interactions; immunological responses in disease. Production and use of monoclonal and polyclonal antibodies. 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"> 1. Use current and historical research in immunology to support discussions and explanations of the immune response 2. Discuss the role of, and relationships between, cells of the hematopoietic system in the immune response 3. Explain the major components of the mammalian immune response; distinguishing between and describing the interactions of the innate and adaptive immune branches and the cellular and humoral branches of immunity. 4. Describe and discuss unique features of the adaptive immune response including the generation of diversity, clonal selection, self-tolerance and memory responses. 5. Explain the development, activation and effector responses of immune cells 6. Relate knowledge of the development and mechanisms of the immune response to the understanding of disease processes, immune therapy and the use of immunological mechanisms and methods in experimental systems. 	<ol style="list-style-type: none"> 1. Communicate information, arguments, analyses, and defensible conclusions accurately and reliably in verbal/written form, using displays of data where appropriate, on your own and in small groups. 2. Work effectively and collegially with your peers. 3. Use immunological terminology in correct scientific context. 4. Evaluate information provided in a reading, presentation, word problem, figure, or data set. 5. Answer questions for quizzes, activities, and Deep Questions with academic integrity. <p>*Topic-specific learning outcomes on BIOL 3120 eClass.</p>

Inclusive Teaching Statement:

I am committed to providing and encouraging an environment of equity, diversity, and inclusion (EDI) within this course. I designed this course with a commitment to the principles of Universal Design for Learning and evidence-based teaching practices. I believe that you can all succeed! This class is a community, and we 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. I hope to continue improving this course, integrating diverse scientists and experiences. Please contact me at bio3120@yorku.ca or if you have any suggestions to improve the course in terms of equity, diversity, and inclusion.

We are always in the process of learning! I will make mistakes, and hopefully correct myself. I expect the same effort and accountability from all of you. In the interest of improving though, if anything was said in class (by anyone, including me) that made you feel uncomfortable, please talk to me 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...
Honesty	<ul style="list-style-type: none"> Honestly demonstrate our knowledge and abilities on assignments and exams Communicate openly without using deception, including citing appropriate sources 	<ul style="list-style-type: none"> Provide honest feedback on your demonstration of knowledge and abilities on assignments and exams Communicate openly and honestly about the expectations and standards of the course via the syllabus, and with respect to assignments and exams
Responsibility	<ul style="list-style-type: none"> Complete assignments on time and in full preparation for class Participate fully and contribute to team learning and activities 	<ul style="list-style-type: none"> Provide timely feedback on your assignments and exams Show up to class on time, and be mentally and physically present Create relevant assessments and class activities
Respect	<ul style="list-style-type: none"> Speak openly with one another, while respecting diverse viewpoints and perspectives 	<ul style="list-style-type: none"> Respect your perspectives even while we challenge you to think more deeply and critically

	As students, we will...	As a teaching team, we will...
	<ul style="list-style-type: none"> • Provide sufficient space for others to voice their ideas 	<ul style="list-style-type: none"> • Help facilitate respectful exchange of ideas
Fairness	<ul style="list-style-type: none"> • Contribute fully and equally to collaborative work, so that we are not freeloading off others • Not seek unfair advantage over fellow students in the course 	<ul style="list-style-type: none"> • Create fair assignments and exams, and grade them in a fair, and timely manner • Treat all students equitably
Trust	<ul style="list-style-type: none"> • Not engage in personal affairs while on class time • Be open and transparent about what we are doing in class • Not distribute course materials to others without authorization 	<ul style="list-style-type: none"> • Be available to all students when we say we will be • Follow through on our promises • Not modify the expectations or standards without communicating with everyone in the course
Courage	<ul style="list-style-type: none"> • Say or do something when we see actions that undermine any of the above values • Accept a lower or failing grade or other consequences of upholding and protecting the above values 	<ul style="list-style-type: none"> • Say or do something when we see actions that undermine any of the above values • Accept the consequences (e.g., lower teaching evaluations) of upholding and protecting the above values



² 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 and materials presented in class.

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

Technology Checklist:

	An internet-enabled device to access eClass and iClicker
	iClicker 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 I have high standards in this course. I am confident that, with appropriate effort, you **all** can meet those standards.

In setting up this course, I've aimed to create a course structure that supports consistent, active, engagement with material. The course structure is designed to maximize your chance of success and support you in learning material more deeply.

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)
- **Material presented & activities completed during class.**
- Time to work on a **Deep Question** assignment during Wednesday's class (approximately every other week) so you can show us what you know. In weeks without a Deep Question assignment Wednesday's class may be an optional Q&A session.

Grade Breakdown

COMPONENT	GRADE VALUE
ACTIVITIES	20%
DEEP QUESTION ASSIGNMENTS	55%
IMMUNO & ME ASSIGNMENT	5%
INTEGRATIVE CASE STUDY ASSIGNMENT	20%

Activities (20%)

During Monday's class 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).

Activities will usually take place on Mondays only. Class is cancelled on Mon. Sept 26, so activities will take place during Wednesday's class (Sept 28). If other exceptions need to be made, and activities must take place on any other Wednesday, this will be noted on eClass.

Although I encourage you to come to class to engage in these activities, I know that isn't always possible, so I've taken that into account through two actions. 1. If you miss class, activities will be posted to eClass by Tuesday morning, and you can still submit activities by Tuesday 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. 2. 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 (55%)

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.

Please note: the general DQ assignment due dates are described below. **For week 5 (DQ Assignment #2) the due dates have been altered. Keep reading for more information.**

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 (by 7pm) 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 Wednesday 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'. NOTE: You can still complete Stage 2 even 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	Wed. Sept. 21	Fri. Sept. 23	Mon. Sept. 26 – Fri. Sept. 30	Tues. Oct. 4	13.75%
2	Weeks 4 – 5 (will open on Mon. morning)	Mon. Oct. 3	Fri. Oct. 7	Mon. Oct. 17 – Fri. Oct. 21	Tues. Oct. 25	13.75%
3	Weeks 6 – 7	Wed. Oct. 26	Fri. Oct. 28	Mon. Oct. 31 – Fri. Nov. 4	Tues. Nov. 8	13.75%
4	Weeks 8 – 9	Wed. Nov. 9	Fri. Nov. 11	Mon. Nov. 14 – Fri. Nov. 18	Tues. Nov. 22	13.75%
5	Weeks 10 – 11	Wed. Nov. 23	Fri. Nov. 25	Mon. Nov. 28 – Fri. Dec. 2	Tues. Dec. 6	13.75%

NOTE: Due dates for DQ #2 are altered due to class cancellation on Wed. Oct 5.

*Material builds on itself; your answers may require incorporation of material from previous weeks

Immuno & Me Assignment (5%)

For the Immuno & Me Assignment you will share with the class an example of immunological processes from your own life experiences and how your knowledge of the process has changed since our course began. You will post your Immunology & Me assignment to an eCampus forum; everyone in the course will be able to read and respond to your post. You are encouraged to engage in discussions with one another but discussion with others it is not a marked component of this assignment.

The Immuno & Me Assignment outline with detailed requirements will be available within the first couple weeks of class. The forum where you will post (posting in forum = submission) will be available by the week of Nov. 21. You do not need to wait until the forum is open to begin working on your assignment. You can work offline before the forum opens and then copy your assignment into the forum once it's available. **You will have until Friday Nov. 18 at 11:59 to post your assignment.** You will have three grace days; you will be able to submit up until Mon. Nov 21 at 11:59 pm without penalty.

Integrative Case Study Assignment (20%)

The Integrative Case Study Assignment will be a take-home assignment (similar in level to the DQ Assignments without the peer evaluation or feedback to peers). You will be provided information on a "case" (a story or narrative) and will be required to integrate material learned throughout the term to answer questions. It will be **released on Thurs. Dec 1 (by 7pm) and you will have until the last day of term, 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.

Missed Integrative Case Study Assignment: If you miss the Integrative Case Study Assignment you will need to inform me by Fri. Dec. 9 by email to bio3120@yorku.ca. You will have to apply for Deferred standing. Deferred standing is not guaranteed; if I deny deferred standing, you must petition your home Faculty for further accommodations. If you receive deferred standing, you will not be able to hand in the original assignment late; instead, you will be given a new case study to complete (date to be determined; likely end Jan./early Feb).

Regrading/Reappraisal Procedures

For regrading requests of **DQ Assignments Stage 1 (Create), Immuno & Me Assignment** and **Integrative Case Study Assignment** 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.

Special note for Deep Questions Assignments Stage 1 (Create). Only the TAs/instructor's numerical score will count towards your Stage 1 (Create) mark. Therefore, you cannot request a regrading of numerical scores assigned by your peers; **please do not use the dispute function within Kritik to dispute Stage 1 (Create scores).**

After the Stage 3 (Feedback) due date your assignment enters a “grading” stage where the instructor/TAs can review the submissions, address disputes, and complete any necessary grading. Your DQ mark as displayed in Kritik may change during this period. This means your mark will not be finalized and available to you immediately upon the Stage 3 due date. **Your DQ assignment mark is not finalized until the assignment is marked “complete”. You cannot request a regrading before the assignment is marked “complete”.** Once the assignment is marked “complete” then you may request a regrading if you feel it is necessary.

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.

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.

DQ Assignments Stage 2 (Evaluate) and Stage 3 (Feedback) cannot be regraded.

Your Stage 2 (Evaluation) score will be based on two things – how accurate your numerical marking of peer submissions was (compared to TAs/instructor) and the quality of your written comments as determined by the feedback received from the peers you evaluated. Neither component can be regraded. However, you can use the ‘dispute’ function within Kritik if you feel your peers’ evaluation comments were inappropriate/inaccurate.

During Stage 3 (Feedback) you can dispute peer evaluations within Kritik. In Stage 3, you will only be seeing your peers’ written comments; you will not be able to see your numeric score until you submit your Stage 3 (Feedback). Please use the dispute function during Stage 3 to report any peer evaluation comments you feel are inappropriate. We will address disputes before releasing your DQ mark (i.e., before assignment marked “complete” in Kritik).

Your Stage 3 (Feedback) mark is based on participation and therefore cannot be regraded.

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).

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>