

Department of Biology Course Outline

FALL 2022 BIOL 4120 Applied Immunobiology

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

How to address me: Dr. Da Sylva

Personal Pronouns: she/her/hers

Email: biol4120@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 4120 is an interactive and blended course. "Blended" means that many class periods will not be used and instead you will be using the equivalent time for online or other experiential work. When we do have class meetings, they will be mainly activities and discussion. 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 3120 3.0

Office Location: Farquharson 151A

Class Times: Mon. & Wed. 10:00 – 11:30am

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

Class Location: CB 129

[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 4120! Together we explore the structure and function of the immune system and its applications. You will work individually and in groups to explore in greater depth areas of immunology that are of particular interest to you, while also building a deeper understanding of the questions being addressed in the field today.

Course Calendar Description: In this course you will build a deeper understanding of the molecular, cellular, and regulatory mechanisms of the immune system while exploring the research on, and application of, immunology in living systems. 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"> Critically evaluate information about immunology from a variety of sources. Synthesize and apply knowledge of the immune response to discussions of organism function and pathology. Evaluate the impact of cellular, molecular and/or regulatory aberrations of the immune response on organism function. Explain, with examples, how principles of immunology have been applied to the development of drugs, vaccines, and experimental and diagnostic techniques. 	<ol style="list-style-type: none"> 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. Work effectively and collegially with your peers. Use immunological terminology in correct scientific context. Evaluate information provided in a reading, presentation, word problem, figure, or data set. Critically evaluate scientific literature; synthesize and summarize key points from published literature to provide relevant information and support for an assignment, argument, etc. in experimental systems Answer questions for quizzes, activities, and Deep Questions with academic integrity.

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 biol4120@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 Provide sufficient space for others to voice their ideas 	<ul style="list-style-type: none"> Respect your perspectives even while we challenge you to think more deeply and critically 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 	<ul style="list-style-type: none"> Create fair assignments and exams, and grade them in a fair, and timely manner Treat all students equitably

	As students, we will...	As a teaching team, we will...
	students in the course	
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! We'll be engaging extensively with the scientific literature in immunology. We may also use a variety of other reliable sources of information. In completing course assignments, you will need to consult resources outside of those provided (i.e., you will need to research topics independently).

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

Technology Checklist:

	An internet-enabled device to access eClass and other online material and resources
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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

This course is set up to help you to develop your skills in thinking critically, writing, collaborating, and presenting—skills that are useful no matter what your career—in the context immunology. Class time is focussed on discussion, activities, and group work.

Work in this course is structured to help you succeed. Some assignments you will hand-in individually, some in groups. In completing one assignment, it sets you up to complete other assignments, and so on. Basically, as the course progresses, and as you complete assignments, you'll build the communication, research, and project management skills necessary to succeed in this course.

As a blended course, not all class periods will be used. Most of our class meetings will occur early in the semester. The discussions, activities and other work done during class meetings will help you develop the skill set you need to succeed in your independent course work.

Some flexibility in deadlines. Life happens! Many activities and assignment elements have some flexibility (e.g., grace periods where assignments can be handed in after the due date without penalty). There are also other policies in place to help you balance your individual needs with course completion. See the details on eClass (assignment outlines/details).

You should have sufficient time to complete all course elements. You may still find yourself struggling to complete assignments on time but that doesn't mean you can't do it; it often means you just need more support to do so. Maybe you're setting unreasonably high expectations for yourself (you're often harder on yourself than I am) or you may be struggling with an associated skill (e.g., communication, project planning, research, and so on) or maybe it's something else.

If you're struggling, reach out to myself, your peers, or the numerous on campus resources available to you! There is no shame in asking for help! Being able to accurately assess your progress and seek resources or support as necessary is one of the key traits professional schools and employers look for.

In accordance with universal design principles, the format of assessments gives students a longer time to complete them than is actually required. This allows students to self-accommodate and no further changes to course policies should be necessary. However, if you are struggling to complete assignments on time or feel you need an alternative format, please reach out to me as soon as possible.

Let me know, as soon as possible, if you anticipate issues related to the format or requirements of this course. We can then discuss ways to ensure your full participation in the course, and work with you to consider options, and how to best coordinate any accommodations.

Grade Breakdown

COMPONENT	GRADE VALUE
ACTIVITIES	20%
TOPICS IN IMMUNOLOGY	
LITERATURE ANALYSIS	30%
LAY SUMMARY	30%
REFLECTION & DISCUSSION PARTICIPATION	10%
FINAL INTEGRATIVE QUESTIONS	10%

Activities (20%)

Our class activities will take place during Sept/Oct (up until reading week). The discussions, activities and other work done during class meetings will help you develop the skill set you need to succeed in your independent course work.

Every week from Sept 12 – Oct 7 (except for Sept 26 and Oct 5), you can earn 5 points by completing the in-class activities. Most activities will be graded on a good faith effort, although there may be a few exceptions (these will be noted). 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.

- If you cannot attend class, activities will be available, and can be submitted online after class, when possible. These make-up activities may be of a different format than those in class, so wait until the “missed class” instructions are posted to eClass (by the next morning, at the latest) before submitting anything.
- It will not always be possible to have make-up activities. Therefore, when the activities grade is calculated, I 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.

Topics In Immunology

You will dive more deeply into a priority research area in immunology (“topic”). You will learn about and communicate the importance of this research area, including the major questions being investigated and the potential impact of the knowledge being generated. There are both individual and group elements to this assignment. Some class time will be given to group work, but you will largely be responsible for meeting and working outside of scheduled class meetings.

Topic descriptions and topic choice form will be posted to eClass by 7pm on Fri., Sept 9. You must **rank your preferred topic choices by Tues., Sept 13 (11:59pm)**. I will assign you to groups of ~5 based on topic. I will attempt to take your preferences into account, but final topic and group assignments are my decision. **There are no extensions.** If you do not fill in the form on time, I will still assign you to a topic and group but will not be able to take your preferences into account.

Your topic and group assignments will be communicated to you by Fri., Sept 16 (7pm).

Within your group you will each, **individually**, be responsible for presenting one primary article to the group and leading a group discussion on that article. You'll be summarizing and critically analysing the paper, and in doing so you'll become more familiar with the background of, and research being done within, your topic area.

Your **group will be working together** to create a lay summary of the research area. The group lay summary, and your own individual literature analysis will be on the same topic. Therefore, the deeper knowledge you gain in analysing one primary article will help you contribute to the group.

Further information about the assignment components, where necessary, will be posted to eClass, below is a brief summary.

Class time will be used to discuss expectations, and complete activities to help you build the skills necessary for both the individual and group components of this assignment.

Literature Analysis (30%)

When your groups, and topics are assigned (Fri., Sept 16) an approved paper list will also be posted to eClass. **Each individual** group member will choose one paper from the list to analyze and present to the group. There can be no duplicates within your group, you must work together to ensure each of you has a unique paper. You will also lead a group discussion on the article.

Graphical abstract – you will provide a visual summary of the key message/main takeaways of your chosen article to share with your group.

- **Rough draft due Oct 3, 10 am (5%)**
 - We will have an in-class peer review activity of the rough drafts this day. **You must be able to participate synchronously this day!** There will be no make-up activity, but we will try to allow for remote participation. If you cannot attend, the weight of the activity will be moved to your graphical abstract submission itself.
- **Graphical Abstract due Oct 17, 11:59pm (10%)**
 - You'll submit your abstract to me through Crowdmark, and at the same time are responsible for sharing the abstract with your group.
 - **Grace period.** You will be able to submit your abstract to me, without penalty up until Oct 19 (11:59pm).

Paper presentation and discussion

You will present your analysis of the primary article you chose to your group and lead a group discussion on that article. You will prepare an oral presentation (max 15 minutes) and create at least three discussion prompts to start your group discussion of the paper. Details of presentation expectations will be posted to eClass and discussed in class.

- You will submit a **video of your oral presentation**, including discussion prompts **by Nov 9, 11:59pm (15%)**.
 - **Grace period.** You will be able to submit your presentation to me, without penalty up until Nov 11 (11:59pm).
- **Group discussions.** You will not just be submitting your presentation to me; you will also be presenting and leading discussions within your group. Your group will have some flexibility in deciding how and when paper discussions are held. **Presentations and discussions within your group can take place anytime between Oct 19 to Nov 9.** But remember, completing this presentation and participating in group discussions, will help you better understand your topic so that as a group it will be easier to complete the lay summary. Therefore, you may want to hold your presentations/discussions earlier within this time period.

Lay Summary (30%)

As a group, you'll prepare a lay summary of your topic area. Your summary will be written in clear, plain language aimed at people with no prior knowledge or expertise on the subject. Your summary will address key points such as, why this research area is important, and the major questions being investigated in this area of research. You are expected to incorporate the five primary articles presented by group members into your lay summary but to build a good summary of the topic you will also need additional sources.

Summaries will be marked by me, but **you will also share your summaries with the class. You will be reading the summaries created by at least two other groups, gaining knowledge on other topics, and providing evaluation and feedback to your peers.**

Summaries will be at most 1000 words; further expectations will be posted to eClass and discussed during class.

You will be submitting your summaries through Kritik, a peer-to-peer interactive platform (see eClass for information about Kritik).

Kritik divides the submission process into **three stages – Create, Evaluate and Feedback.**

- **The Create stage is worth 70% of your Lay Summary mark**
 - While both I and your peers will be evaluating your lay summary, only my score will count towards your Create stage mark.
- **The Evaluate & Feedback stages together are worth 30% of your Lay Summary mark.**
- While you are creating and submitting your lay summary as a group (Create Stage), you will each individually read and evaluate (Evaluate & Feedback stages) your peers' submissions. Therefore, **the create stage mark is a group score, while the evaluate and feedback stage marks are individual scores.**

STAGE 1 (CREATE): This is when your **group submits the lay summary** to me for marking. By submitting through Kritik the summary will also be available for your peers to read and evaluate. Only one person within the group will submit to Kritik during this stage.

- **Lay Summary due Nov 18, 11:59pm**
- **Grace period.** Your group can submit its summary up until Nov 21 (11:59pm) without penalty. To allow for peer evaluation (Evaluate & Feedback stages) **no further extensions will be made.** Grace days only apply to the Create stage.
- **NOTE:** while you will receive one create score for the group on Kritik (based on my marking of your submission), **I reserve the right to adjust your score individually based on your participation within the group.**

STAGE 2 (EVALUATE): During the second stage, you will read and evaluate the summaries of at least two other groups 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 instructor. It is important that you don't resort to meaningless platitudes ('good') or provide only negative feedback.

- **Evaluate stage will open on Nov 22, and evaluations are due Dec 2 (11:59pm).** Extensions will not be granted. You have almost two weeks to complete evaluations; no classes will be held during this time period to further ensure you have the time necessary to dedicate to evaluations.

STAGE 3 (FEEDBACK): We need to be accountable for our feedback which is why this stage is important. After you have been evaluated by your peers, you will review their comments and decide how useful and motivational their comments were. This stage won't take long at all, but it's a very important part of helping one another develop evaluation skills!

- **Feedback stage will open on Dec 3 and feedback must be completed by Dec 6 (11:59pm).** Feedback stage should take ~15 minutes to complete, and you will have multiple days to do so. Therefore, no extensions will be given.

Reflection & Discussion Participation (10%)

A **reflection & participation evaluation form will open on eClass by Nov 22.** In completing the form, you will be asked to reflect on what you have learned from completing your literature analysis and working with your group to create the lay summary. You will also evaluate yourself and your group members with respect to participation in the literature analysis discussions and overall contributions to the group.

- **The reflection & participation evaluation form is due Nov 25, 11:59pm.** I need your forms to assign participation marks and determine your final create score (lay summary), therefore no extensions will be granted.
- **Reflection (5%).** Your reflections will address mainly skills growth and inter-personal experiences. Very little of this mark will be content based (i.e., these are not short answer questions).
- **Literature Analysis Discussion Participation (5%).** Your Literature Analysis assignment includes a presentation on your chosen article and leading group discussion. **I will use the self and peer evaluation component of the reflection & participation evaluation to determine a discussion participation mark for each individual group member.** You are expected to actively participate in all discussions held by your group members - contributing your thoughts and ideas, responding to others, and communicating with peers in a respectful, constructive, and collegial manner – so that everyone can gain a deeper understanding of the subject matter.

Note: the form will also ask you to evaluate overall group participation, especially regarding completion of the Lay Summary. These responses may be used to adjust individual Create scores within your group (Lay Summary assignment).

Final Integrative Questions (10%)

You will be provided with two to three questions/prompts during class on Dec 5. These questions/prompts will ask you to evaluate the research papers you have read throughout the course and place them in the context of the field and/or relate the findings to your understanding of the immune response. You may use research papers from any component of the course to inform your answer – those chosen by you and your peers for the literature analysis, additional papers your group used in your lay summaries, sources other groups cited in their lay summaries.

- **If you are not in class on Dec 5** questions/prompts will be posted to eClass. The post of questions/prompts may not occur immediately at the start of class. They will be released as soon as possible.

You should have sufficient time to complete all questions during the Mon., Dec 5 class period. You can also use class time to consult and collaborate with peers. However, all responses must be in your own words and submitted individually.

- **Final Integrative Questions can be completed during the Dec. 5 class period but are not due until 11:59pm on Dec 5.**
- **Grace period.** You may submit your responses by Dec 6 (11:59pm) without penalty. No further extensions will be given (see below).

Missed Final Integrative Questions: If you miss the Final Integrative Questions, you will need to inform me by Fri. Dec. 9. by email to biol4120@yorku.ca. “Missed” means you did not submit your responses by the end of the grace period (Dec 6, 11:59pm). If you missed the deadline do not just email me your responses. **You will need 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 be given a new deadline for submission.

Regrading/Reappraisal Procedures

For 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.

- **Special note for Lay Summaries**
 - **Stage 1 (Create).** Only my numerical score will count towards your Stage 1 (Create) mark. Therefore, you cannot request a regrading of numerical scores assigned by your peers during the evaluation stage. **Please do not use the dispute function within Kritik to dispute numerical scores given by your peers.** You may use the dispute function to note any peer comments you feel are inappropriate.
 - After the Stage 3 (Feedback) due date your assignment enters a “grading” stage where the I can review the submissions, address disputes, and complete any necessary grading. Your mark as displayed in Kritik may change during this period. This means your Lay Summary mark will not be finalized and available to you immediately upon the Stage 3 due date. **Once the assignment is marked**

“complete” within Kritik, and grades posted to eClass 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 work was factually right and/or met the rubric criteria 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), including your rationale, and (3) a copy of the assessment. I will strive to review all re-grading requests within 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).

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>