Department of Biology Course Outline

FALL 2022 BIOL 4270 3.0 Integrative Reproduction: Questions and Concepts

Course Instructors: We're co-teaching!

Dr. Tamara Kelly Hear my name

Dr. Lisa Robertson Hear my name

How to address us:

Dr. Kelly/Dr. K/Tamara

Dr. Robertson/Dr. R/Lisa

Personal Pronouns for both: she/her/hers

Email: biol4270@yorku.ca

Note: If you have a question or would like to talk with us, send us an email, visit us during student hours (see below), or approach us after class.

Student Hours: by appointment

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

Prerequisites: one of the following

- BIOL 3130 (which requires BIOL 2040)
- BIOL 2040 AND BIOL 3171
- BIOL 2040 AND BIOL 3070

Office Location: Lumbers 311 – please use email to contact; we're rarely in our offices!

Class Location: 129 Chemistry Building

Click here for visual directions.

Class Times (you must attend the section you're enrolled in):

- Monday & Wednesday, 11:30 am – 12:50 pm

Study Spaces on Campus:
https://currentstudents.yorku.ca/study-spaces

Course Format: BIOL 4270 is an in-person interactive course. Each class will have activities (mainly through groupwork), so attendance is strongly encouraged. We also understand that you might not be able to make it to every class and have accounted for this in the course assessment.

Classes (or portions thereof) may be recorded as it depends on what we're doing in class that day (*e.g.*, listening to 10 groups working is likely not a great recording…)

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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.

We'll be using several technologies this term to help us connect and accomplish our goals. To consider the impact and implications of using these tools, we should also acknowledge where these tools "reside" in terms of their headquarters. *eClass* is powered by Moodle headquartered in West Perth, Australia. The Whadjuk people of the Noongar nation are the traditional custodians of this area for more than 45 000 years, and we acknowledge and respect their continuing contributions to the region that includes Perth. *Perusall* is in Austin, Texas and is part of the land that has been—and continues to be—shared and caretaken by several Indigenous groups, including the Alabama-Coushatta, Caddo, Carrizo/Comecrudo, Coahuiltecan, Comanche, Kikapoo, Lipan Apache, Tonkawa, and Ysleta Del Sur Pueblo. *Microsoft,* which connects us through email and slidedecks is in the traditionally occupied land of the Sammamish, Duwamish, Snoqualmie, Suquamish, Muckleshhoot, Snohamish, Tulalip, and other coastal Salish people since time immemorial.

Welcome to BIOL 4270!

All living things (i.e., species) reproduce; in fact, it's a characteristic that differentiates us living things from non-living things such as rocks (although rocks are still cool, notes Tamara). When we hear the term 'reproduction', we typically think "sex", but what we often think of as the status quo for reproduction is not, and the variations in nature are truly mind-blowing. **Our goal for the course is to help you develop skills that will help you in whatever future schooling/career you pursue while exploring the varied field that is "reproduction".** Join us on a journey to look beneath surface differences and see the molecular, physiological, and ecological processes that tie us together as living organisms.

This course assumes that you have fundamental knowledge and understanding of basic biological processes, including DNA replication, cell division, genetics, natural selection, life history, and heredity. In this course, **we use the term reproduction broadly** as it relates to a range of biological fields, including behaviour, physiology, anatomy, and evolution. While we will discuss human reproduction, it is **NOT the focus** of this course. Rather we will explore the complexities of reproduction in a variety of species (we'll also discuss what we can and can't extrapolate from other species to understand human reproduction). The individual and team projects provide you with the opportunity to explore in greater depth areas that are of particular interest to you, as well as help you develop skills in planning, writing, teamwork, and oral presentation.

Course Calendar Description: Evolutionary, molecular, physiological, and ecological aspects of reproduction. Evolutionary advantages and disadvantages of different forms of sexual and asexual reproduction. Topics updated to represent current or relevant findings. Independent and team work on projects, paired with written and oral communication to a variety of audiences.

Course level learning objectives

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

Course Content	Skills
1. Appreciate and explore diverse topics in plant and animal reproduction. 2. Explain concepts, methodologies, and issues in reproduction (*e.g.,* paradox of sex). 3. Critically evaluate information (e.g., experiments and data) about reproduction from a variety of sources. 4. Compare and contrast reproductive differentiation among various organisms. 5. Describe factors that influence reproduction (e.g., output, sex balance). 6. Design and evaluate experiments that would test various hypotheses related to reproduction.	1. Communicate reproductive concepts to science and general audiences using various media. 2. Develop skills and strategies for effective communication, peer evaluation, and wellness. 3. Work effective, responsibly, and collegially with your peers in and out of class. 4. Synthesize and summarize key points from a primary or review article to provide relevant information and support for an assignment, argument, etc. 5. Create new knowledge (in the form of reflections, presentations, and other course assignments) with academic integrity, acknowledging clearly which ideas are not your own.

Equity, Diversity, and Inclusion in BIOL 4270:

We want the course to be challenging but also to **foster an inclusive, equitable environment that supports your learning, growth, and success**. We are committed to providing and encouraging an environment of equity, diversity, and inclusion (EDI) within this course. In that spirit, 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 biol4270@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. Kelly or Dr. Robertson) that made you feel uncomfortable, please talk to us about it (anonymous feedback is an option).**

York U 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/eslolc 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	• Honestly demonstrate our knowledge and abilities on course work • Communicate openly without using deception, including citing appropriate sources	• Provide honest feedback on your demonstrations of knowledge and abilities on course work • Communicate openly and honestly about course expectations and standards via the syllabus, instructions, and rubrics
Responsibility	• Complete course work on time in preparation for class • Show up to class on time, and be mentally/physically present • Participate fully and contribute to team learning and activities	• Provide timely feedback on your course work • Show up to class on time, and be mentally and physically present • Create relevant assessments and class activities
Respect	• Speak openly with one another, while respecting diverse viewpoints and perspectives • Provide sufficient space for others to voice their ideas	• Respect your perspectives even while we challenge you to think more deeply and critically • Help facilitate respectful exchange of ideas
Fairness	• 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	• Create fair assignments and assessments, and provide feedback in a fair and timely manner • Treat all students equitably
Trust	• Be open and transparent about what we are doing in class • Not distribute course materials to others without authorization	• Be available to you when we say we will be • Follow through on our promises • Not modify course expectations or standards without communicating with everyone in the course
Courage	• 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	• 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.

Contacting Us

Please use biol4270@yorku.ca to contact us, **not** the eClass message system, nor our personal email addresses. This allows us to address your email in a timely fashion because we will check the course email much more often! In your email correspondence, please:

- Use your yorku.ca email address for course correspondence as emails from other addresses are likely to be filtered as spam/junk.
- Put a **relevant description** in the email **subject line**.
- **Include your section, name, and student number** at the end of your email.
- **Consider booking an appointment**, rather than sending a long email if you have a concern/question that will take a considerable amount of time to read or answer.
- **Allow 2 business days for a response.** To use our professional and personal time more effectively, we typically don't check email between 7 pm and 7 am, nor on the weekends.
    - If your email is urgent, please indicate that in your subject line.

Learning Materials

~~**Textbook:**~~ There is **NO** textbook for this course! Original and review journal articles (as well as lecture information) will be used to examine various aspects of reproduction in a diverse array of organisms. You are expected to read relevant/assigned papers prior to class (approximately 2 per week for in-class material). The individual assignment (popular article) and the team project require additional research and reading of the scientific literature.

eClass site: Each BIOL 4270 section has their own eClass site (https://eclass.yorku.ca). Here you'll find announcements, course materials, resources, discussion forums, etc. Check your email account associated with eClass regularly (at least three times per week) for course announcements.

Technology Checklist:

 An internet-enabled device	 Access to reliable internet for eClass access	 Zoom (or similar) software for your team meetings	 Webcam for team meetings	 Microphone for team meetings

Assessment in this Course

What will I be doing in this class?

A lot of different things. We're not going to lie; this course has a lot of work! But that work is there because it's taking tasks we often think of as one giant hunk of work and showing you how to break them down. These are skills that are necessary for any field you go into!

Most of this course involves learning from primary and secondary literature, and discussions with your peers; there is a limited component of this course that is "lecture-y". Class time focuses on discussion, activities, and sometimes time for teams to work on their projects. 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 of reproduction as a subdiscipline of biology. Classes, or portions thereof, will be recorded *depending on what we're doing that day*. Your participation and presence are appreciated by us and other students in the class; you'll gain more from the course being part of the activities.

Since there's no textbook, are there assigned readings?

Yes! To help keep you on track and provide community, you'll be asked to annotate your assigned readings in *Perusall* before coming to class. You may need to consult resources outside of those provided in the course to understand more complex issues—this is another great skill to develop (and quite useful in course assignments). During class or in course announcements, we'll point out problematic areas for students, but you may need to draw to our attention concepts that you find confusing (it is likely that other students have the same questions)! If you are struggling with an idea: talk to your fellow students (in class, on eClass, study groups), find and read additional references, and/or come see us. As well, we'll give you time, in class, to work on your team projects—please use this time to your advantage. The course is work-intensive, but we hope you find yourself well supported and your experiences here valuable!

Can I be a tourist, just listen, and not participate?

Participation is key in this course, and you won't succeed if you aren't willing to participate and collaborate. Every one of you has valuable input and perspectives to contribute. There are marks given for participation (as part of the engagement activities) to encourage you to stretch your mind and discuss material in (and hopefully out of) class. The rules are simple for earning participation marks: participation should be relevant and on-topic, you must participate to earn marks (telepathy is not an effective form of communication in the class), and a good faith effort must be shown. Please be respectful of your peers' thoughts and opinions; you can disagree, just do so politely.

There's a lot of teamwork in this course. Do I have to work as a part of a team?

Most careers involve some work as part of a team (and you usually won't get to choose who you work with on those teams), thus it's incredibly valuable to gain experience and skills that help you work well in teams. This is also something you could potentially discuss in a job or professional school interview (for example, it's one of the things typically asked about on referee forms). You might be anxious about working in teams, as you may have had bad previous experiences. In this course, resources and time in class will be provided to help you and your team to be successful, including developing communication strategies, and planning effectively.

What topics will we cover in this course?

A bunch! In this class, you'll also get to choose your own topics for the team projects. While there is some latitude with topics this course will focus on biology, and not sociology or psychology, although these may occasionally come up. Please refer to the course website for more detail on the course schedule.

Reducing unintentional bias

For most assignments we'll have you submit your work to Crowdmark. When possible, we try to reduce unintentional bias in grading by grading anonymously. Therefore, it's important that when we ask you **not** to put your name on your assignment (particularly for Crowdmark), you follow this request.

Can I hand in an assignment late?

Yes and No. Since life can suck rocks sometimes, we are offering flexibility in deadlines for *most* course assignments in the form of three (3) grace days. These three calendar days can be added onto **an applicable assignment deadline** (see below in the course components sections) and you do not have to request to use them. So, if an assignment that has grace days is due at 11:59 pm on a Friday you would have until 11:59 pm on a Monday to hand in the assignment without penalty.

If you hand in the assignment after the end of the grace days, it will be subject to a 15% late penalty per calendar day for up to 3 days past the end of grace days. Course assignments that don't have grace days are time sensitive and we have tried to allow for enough time within the schedule.

Course Breakdown

COMPONENT	WEIGHTING & INFORMATION
ENGAGEMENT	10% (best 90%)
'FIELD' JOURNAL	10% (weekly, best 7 of 11 entries + final course reflection)
PERUSALL ANNOTATIONS	15% (best 80%)
POPULAR ARTICLE	30% (multiple elements)
TEAM PROJECT	35% (multiple elements)

Please note, this course does not have any midterms or final exams. We have worked to ensure that major assignments are scaffolded (i.e., we build up to them) and have elements to help keep you on track that are marked only for completion.

Late policy: Life can sometimes suck rocks and we want to reduce the worry that comes with that. For engagement, Perusall annotations, and the field journal, we're offering to drop a few assignments. For the Popular Article and Team Project, please see the appropriate sections below or in eClass for more information.

You are entitled to religious accommodation where necessary. **Please let us know of any potential religious conflicts within the first 3 weeks of term.** See 'University Policies' for more information. There will be a few days where your participation is absolutely required so that you and your peers get the full benefit of the exercise or event.

Engagement (10%)

This class relies on the participation of all students. Most, but not all, engagement points will be earned during class time and will mainly be group activities. Understanding that you may have to miss a few classes, **you need only 90% of the total engagement points to earn the full Engagement marks towards your grade.** If you earn less than 90% of the total engagement points, your mark out of 10 will be pro-rated.

For example if you earn 80% of the total engagement points, your mark will be (80/90)*10 = 8.89/10 for the Engagement component of the course.

Field Journal (10%)

Metacognition is a form of self-reflection in which you think about your thinking and your personal growth. It has been shown to improve learning, and is a skill associated with life-long learning. At the beginning of the course, we'll provide you with prompts to respond to, but over the term, you will direct your reflections in your field journal. Your field journal will also be a place to note your progress and collect evidence regarding your achievements in this course. Your field journal grade will be the best 7 of your 11 entries (if you miss an entry it will count toward those dropped), plus a final course reflection. More information, including due dates will be available on eClass. For all field journal entries, you will have 3 grace days.

Perusall Annotations (15%)

Perusall has collaborative annotation tools that help you in your reading and analyses of the primary and secondary literature. You'll be reading at least 10 articles in this course, just for the in-class component (this is how you'll learn about different topics in the course, as well as be introduced to and practice skills that are needed for the individual and team projects). Given that we can't always do stellar work, **your best 80% of your Perusall assignments will go towards this grade.** For example, if there are 10 papers assigned, your

best 8 Perusall annotations assignments will go towards this 15% of your course grade. Below, we've listed the first several papers here to allow you to see the timing of the papers. **Grace days do not apply to Perusall** assignments as these readings prepare you for class discussion.

WEEK	TOPIC	PAPER	DUE
1	Intro	Syllabus	Week 1 & 2 – Day 1
2	Intro & Inclusivity	Hales, 2020	Week 2 – Day 1
2	Types of reproduction	Chapman et al. 2007	Week 2 – Day 2
3	Types of reproduction	Ryder et al. 2021	Week 3 – Day 2
4	Impacts on reproduction	Fobert et al. 2019	Week 4 – Day 1

Popular Article (30%)

Communication of scientific ideas to a variety of audiences is a valuable skill. In this course we have integrated the topics for the individual and team assignments to concentrate your efforts in one area. What you do for the individual project will help you to develop your team project and vice versa. To develop your written communication skills, you will choose a primary article related to your team project and then write a lay summary in the form of a popular article. This will help you to dive deeper into your team project, while also helping you to step back and see the bigger picture of the context and importance of your topic. Your paper must be a recent (published within the past 5 years) primary article (no reviews or meta-analyses) and related to your team project. We want you to improve *over the term*, so you submit a 'polished draft' (more about that in class) and will receive feedback from your peers, which will allow you to make substantial improvements for your submission near the end of term. In turn, you will provide your peers with feedback on their assignments.

This draft phase as well as smaller components of this assignment will help keep you on track with your work and allow you to earn marks for simply staying on track.

COMPONENT OF POPULAR ARTICLE ASSG	WEIGHT OF FINAL GRADE	DUE	3 GRACE DAYS ALLOWED?
Selection of article (graded for completion)	1%	Fri. Oct. 7, 11:59 pm	YES
Polished Draft submission (graded for completion)	1%	Thurs. Oct. 20, 11:59 pm	YES
Peer review of polished draft	5%	Sun. Oct. 30, 11:59 pm	NO
Reflection on peer's feedback and process of peer review	3%	Mon. Nov. 7, 11:59 pm	YES
Final popular article	20%	Wed. Nov. 30, 11:59 pm	YES

NOTE: You may be asked to submit electronic copies of **any** written work (*e.g.,* article critique) first to Turnitin and then to Crowdmark. This is to ensure that your hard work, having been added to the database, can't be plagiarized in the future by students at any university.

Team Project (35%)

The team project allows you to work collaboratively to address a topic. This project is a 'deep dive'; you'll need to search and read the literature on your team's topic and identify important aspects, including any controversies, gaps in the literature, recent developments, etc., and you will teach your peers (in other teams) about this topic in a presentation during the last three weeks of the term (Nov. 14 – Dec. 1). Your peers, as well as us, will evaluate your presentation and provide feedback. For each team that presents, another team will be assigned to ask questions about the presentation and to 'chair' questions from other peers.

Teams will be assigned by us, and some class time will be provided to work on your project, although additional time out of class will also be needed. **You must complete the Team Project to pass the course**.

To facilitate effective team behaviour and communication, you'll create/develop a team charter (i.e., a sort of contract) with the members of your team, which all members will need to sign. All team members will be expected to adhere to the team charter and contribute substantively and equitably to the Team Project.

COMPONENT OF TEAM PROJECT	WEIGHT OF FINAL GRADE	DUE	3 GRACE DAYS ALLOWED?
Team Charter + Team Topic	2%	Thurs. Sept. 29, 11:59 pm	YES
List of 5 articles (within past 10 years)*	5%	Fri. Oct. 21, 11:59 pm	YES
Team engagement (in-class activities)	3%	Throughout the term	NO
Deep Dive presentation	22%	Nov. 14 – Nov. 30 (Presentation dates determined Week 5)	NO
Assigned "Questionners"	1%	Nov. 14 – Nov. 30 (Assigned during Week 5)	NO
Team Evaluations	2%#	1. Wed. Oct. 19 – in class 2. 3 days after present	1. NO 2. YES

*Must be different than articles that team members choose for individual project
#You must submit your Final Team Evaluation to receive a grade for the Team Project

Regrading/Reappraisal Procedures

Both instructors will provide feedback on work, and where grades differ, the average of the two grades will be awarded for any work.

Reappraisal requests should be submitted to biol4270@yorku.ca within 5 business days of the work being returned or feedback being made available. The request must include a half-page written rationale providing academically valid reasons for the reappraisal requests and should refer directly to the assignment overview and rubric.

Note: **reappraisal can result in the mark being raised, lowered, or staying the same**. Reappraisal grades are considered final. We will strive to review all reappraisals within 2 weeks.

Please note that to be fair and consistent grades are not negotiable. We have designed this course to have no one heavily weighted element and there is considerable flexibility and buffer built into the course. Grades will not be "curved". There are no alternative assignments that can be completed as 'extra credit'.

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")

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, as far as possible, 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 the student to abide by such standards. Please review and familiarize yourself with the policy.

There is also an academic integrity website (https://www.yorku.ca/unit/vpacad/academic-integrity/) 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)
- 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 Advising: https://www.yorku.ca/science/academic-advising/ The Department of Biology also offers program-specific advising; email biology@yorku.ca to ask for assistance.

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/

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.

Students in need of these services are asked to 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 assignment or in-class engagement activity pose such a conflict for you, contact the Course Director within the first three weeks of class.

Student and Instructor Conduct in Academic Situations

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 timeline subject to change*

Topic	Monday	Tuesday	Wednesday	Thursday	Friday
September					
Intro	**5**	**6**	***First Day of Class*** **7**	**8**	**9**
Inclusive Language & Who's Asking	**12**	**13**	**14**	**15**	***Getting to Know You Survey Due*** **16**
Types of Reproduction & Anthropogenic Impacts	**19**	**20**	**21**	**22**	**23**
Anthropogenic Impacts	**26**	**27**	**28**	***Team Charter & Topic Due*** **29**	**30**
October					
Sex 'Determination'	**3**	**4**	**5**	**6**	***Primary Article Selection Due*** **7**
No Classes!	**10 Reading Week**	**11 Reading Week**	**12 Reading Week**	**13 Reading Week**	**14 Reading Week**
Sex 'Determination'	**17**	**18**	***Team Progress Report in class*** **19**	***Popular Article Draft Due*** **20**	***List of 5 Articles for Team Project Due*** **21**
Mating systems	**24**	**25**	**26**	**27**	**28** ***Peer Review Due Oct. 30***
November					
Ethics of reproduction	***Peer Evaluator Meeting in class*** **31**	**1**	**2**	**3**	**4**
Contraception	***Reflection on Feedback Due*** **7**	**8**	**9**	**10**	**11**
Team Presentations	***Team Presentations*** **14**	**15**	***Team Presentations*** **16**	**17**	**18**
Team Presentations	***Team Presentations*** **21**	**23**	***Team Presentations*** **24**	**25**	**26**
Team Presentations	***Team Presentations*** **28**	**29**	***Team Presentations Final Popular Article Due*** **30**	**Dec. 1**	**2**
December					
Course Wrap Up & Reflection	***Last Day of Class*** **5**	**6**			