



Department of Biology Course Outline

WINTER 2025M BIOL 4270 3.0 Integrative Reproduction: Questions and Concepts

Course Instructors:

Dr. Lisa Robertson [\[hear my name\]](#)

How to address me:

Dr. Robertson/Dr. R/Dr. Lisa/Lisa

Email: biol4270@yorku.ca (Put section in subject line)

Help hours: Have a question or would like to talk? Scheduled 'help hours' don't have as much uptake in 4th year courses, so I find it's better if you email to request appointments as needed or ask questions during/after class. I look forward to hearing from you!

Prerequisites: one of the following

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

Class Time & Locations:

Mon./Wed. 2:30 am – 4:00 pm

Location: [CB 129](#)

Library Study Spaces on Campus:

[Book a study space at the library](#)

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

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

Important Dates

Drop Deadline: March 14, 2025 (*last day to drop without course on transcript*)

Course Withdrawal Deadline: April 4, 2025 (*course still appears on transcript with 'W'*)

- [York University's Undergraduate Fall/Winter 2024-2025 Important Dates website](#)

Where to find stuff in this course outline!

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*for accessibility purposes, all links in this syllabus are provided as descriptive links rather than URLs.

Land Acknowledgement

As members of the York University 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, and 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. A land acknowledgement is just one step in the reconciliation process. As settlers on this land, and as biologists, we have a responsibility to respect and care for this land and its resources. At [Native Land](#), find out more about the traditional homelands that you occupy.

To consider the impact and implications of the technologies we'll use this term, we must acknowledge where these tools "reside". *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. *Perusall* is in Austin, Texas, part of the land that 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* is in the traditionally occupied land of the Sammamish, Duwamish, Snoqualmie, Suquamish, Muckleshoot, Snohomish, Tulalip, and other coastal Salish people since time immemorial. *Panopto* has headquarters on the unceded land of the Duwamish people of the Coast Salish.

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). When we hear the term 'reproduction', we typically think "sex", but what we often think of as the status quo for reproduction is certainly not, and the variations in nature are truly mind-blowing. **The goal of 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 the 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.	1. Communicate reproductive concepts to science and general audiences using various media.
2. Explain concepts, methodologies, and issues in reproduction (e.g., paradox of sex).	2. Develop skills and strategies for effective communication, peer evaluation, & wellbeing.
3. Critically evaluate information (e.g., experiments) about reproduction from a variety of sources.	3. Work effectively, responsibly, and collegially with your peers in and out of class.
4. Compare and contrast reproductive differentiation among various organisms.	4. Synthesize and summarize key points from a primary or review article to provide relevant information and support for an assignment, argument, etc.
5. Describe factors that influence reproduction (e.g., output, sex balance).	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:

I want the course to be challenging but also to **foster an inclusive, equitable environment that supports your learning, growth, and success**. I am committed to providing and encouraging an environment of equity, diversity, and inclusion (EDI) within this course. In that spirit, this course has been designed with a **commitment to the principles of Universal Design for Learning and evidence-based teaching practices**. As an instructor guided by evidence, I believe that you can all succeed! This class is a community and we—both you and me — 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 course materials, which I am working to reduce and ultimately eliminate. I want to continue improving this course, integrating diverse scientists and experiences. Please contact biol4270@yorku.ca or let me know through course surveys/anonymous feedback if you have any suggestions to further improve the course in terms of equity, diversity, and inclusion.

To help create an environment where each one of us, and our identities, are respected, there is a survey where you can let me 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. Equity is not something that happens overnight, and we're all still learning about diverse perspectives and identities, and inclusionary practices; I will make mistakes, and hopefully correct myself! **In the interest of improving, if anything was said in class (by anyone, including Dr. Robertson) that made you feel uncomfortable, please talk to me or provide anonymous feedback (available on eClass).**

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.](#)

Community Guidelines

Your degree that you're working toward holds value and for that value of your credentials to be retained, we need to act with academic integrity. This contributes to fairness and equity within the academic environment but also following the completion of your degree. 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 instructors, we will...
Honesty	<ul style="list-style-type: none"> Honestly demonstrate our knowledge & abilities on course work. Communicate openly without using deception, including citing appropriate sources. 	<ul style="list-style-type: none"> Provide honest feedback on your course work. Communicate openly & honestly about course expectations & standards via the syllabus, instructions, & rubrics.
Responsibility	<ul style="list-style-type: none"> Complete pre-class preparation work & assignments on time. Show up to class on time & be mentally/physically present. Participate fully & contribute to team learning & activities, 	<ul style="list-style-type: none"> Provide timely feedback on your course work. Show up to class on time & be mentally/physically present. Create relevant assessments & class activities.
Respect	<ul style="list-style-type: none"> Speak openly with one another, while respecting diverse perspectives. Provide sufficient space for others to voice their ideas. 	<ul style="list-style-type: none"> Respect your perspectives even as we challenge you to think more deeply & critically. Facilitate respectful exchange of ideas.
Fairness	<ul style="list-style-type: none"> Contribute fully & equally to collaborative work (i.e., no freeloading) Not seek unfair advantage over fellow students in the course. 	<ul style="list-style-type: none"> Create fair assignments & assessments & provide feedback in a fair & timely manner. Treat all students equitably.
Trust	<ul style="list-style-type: none"> Stay on topic during class time. Be open & 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 you when we say we are. Follow through on our promises. Not modify course expectations or standards without communicating with everyone in the course
Courage	<ul style="list-style-type: none"> Say/do something when we see actions that undermine any above values. Accept a lower or failing grade or other consequences of upholding & protecting the above values. 	<ul style="list-style-type: none"> Say/do something when we see actions that undermine any above values. Accept the consequences (e.g., lower teaching evaluations) of upholding & protecting the above values.

This class statement of values is adapted from Tricia Bertram Gallant, Ph.D.

Contacting the instructor

Please use biol4270@yorku.ca to contact me, **not** the eClass message system, or personal email address. This allows me to address your email in a timely fashion! In your email correspondence, please:

- **Use your yorku.ca email address, if possible** (emails from other addresses are often sent to spam)
- The **subject line should include a relevant topic description**.
 - If your email is urgent, please indicate this in the subject line & send with high priority.

- **Include your name and student number at the end** of your email.
- **Allow up to three (3) business days for a response.** To use professional and personal time more effectively, email is typically not checked between 4 pm and 9 am, nor on the weekends.
- Consider booking an appointment if you have a concern/question that will take a considerable amount of time to read and/or answer.

Learning Materials

Textbook: There's **NO** textbook for this course! Original and review journal articles (as well as lecture information) will be used to investigate various aspects of reproduction in a diverse array of organisms. You are expected to read assigned papers prior to class. The individual assignment and the team project require additional research and reading of the scientific literature.

eClass site: Each BIOL 4270 section has its own [eClass](#) site. 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 and inspirational messaging.

Technology Checklist:

 <p>Internet-enabled device</p>	 <p>Access to reliable internet for eClass</p>	 <p>Zoom/ similar for team meetings</p>	 <p>Webcam for team meetings</p>	 <p>Microphone for team meetings</p>
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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—all things that you will be doing in this course! Learning happens best when people actively engage with learning material on a consistent basis. This course has been designed according to Universal Design for Learning (UDL) principles that introduce flexibility into the course addressing many accommodations and allowing for self-accommodation. Below are some common questions about assessments are included; additional questions with answers in the FAQ section on eClass.

What will I be doing in this class?

A lot of different things. This course has a lot of work! Projects are broken down into smaller manageable parts or tasks that you complete throughout the term. These project management skills and other skills you will be developing are necessary for any field you go into and career you would like to pursue!

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 (in the context of reproduction as a subdiscipline of biology); skills that are useful no matter what your career aspirations. Classes, or portions thereof, will be recorded *depending on what we're doing that day*. Your participation and presence are appreciated by us and your student colleagues in the class; you'll gain much more from the course by being an active participant in it.

Since there's no textbook, are there assigned readings? How should I prepare for class?

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 our attention to 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 me. As well, we'll give you in-class time to work on your team projects—please use this time to your advantage. The course is work-intensive, but you should find yourself well supported and your experiences 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 or have a different point of view, 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 typically one of the things asked about on reference 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 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.

How do you reduce unintentional bias when grading?

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 *some* course assignments in the form of two (2) grace days. These two 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 Sunday 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. After this point, the assignment will be given a grade of zero. So, to continue our example from above, if the last grace day is Sunday at 11:59 pm, you would have until Wednesday at 11:59 pm to hand in the assignment and a 45% late penalty would be applied. **Course**

assignments that don't have grace days are time sensitive, and we've tried to allow for sufficient time in the schedule.

Course Breakdown

COMPONENT	WEIGHTING & INFORMATION
LEARNING ACTIVITIES	10% (best 90%)
PERUSALL ANNOTATIONS	10% (best 80%)
CONCEPT CHECK-INS	10% (best 80%)
INDIVIDUAL PROJECT	35% (multiple elements/due dates)
TEAM PROJECT*	35% (multiple elements/due dates)

Please note: this course does not have any midterms or final exams. **You must complete the team project to pass the course. You must complete the final team progress report to receive a grade on the team presentation.**

Grace days and late policy: Life can be challenging, and to reduce the worry that comes with that, we've built in flexibility in the form of two (2) grace days for many course tasks. For engagement activities and Perusall annotations, we're offering to drop a few (see the 'best of' language in the course breakdown). Other than the draft popular media article, for course tasks handed in late, a 15% penalty per calendar day will apply; you cannot submit more than 3 days late. The late penalty for the draft popular media article is 25% per calendar day will apply; you cannot submit more than 3 days late.

'Best of' policy: There is further built-in flexibility into the course for learning activities, Perusall annotations and Concept Check-ins. For these course tasks, the best 80% or 90% (depending on activity) are used for final grade calculations. This means that if you miss class, this 'best of' policy will help to account for missed classes.

Religious accommodation: 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, and every effort has been made to schedule these interactions outside of religious observations.

References/citations are expected for all assignments. If it's not your original idea, you must cite it. You are fully responsible for **any** work you submit or submitted on your behalf. If you use any tools to prepare any work, you're responsible for ensuring that it's correct.

Intellectual property and ownership: We expect that work submitted in your name is your original thoughts. You are fully responsible for any work submitted by you or on your behalf. If you use tools to prepare this work, you're responsible for ensuring that it's correct. At the same time, you cannot receive a grade for work that is shown to not be your own (e.g., plagiarism); a zero (0) will be assigned. The material used in this course is not yours to be posted elsewhere.

Learning Activities (10%)

This class relies on the participation of all students. Most, but not all, learning activities points will be earned during class time (these must be completed **in class**) and will mainly be group activities. Individual activities such as evaluation of team presentations are included here too. Understanding that you may have to miss a

few classes, **you need only 90% of the total engagement points to earn the full marks toward your learning activities grade.** If you earn less than 90% of the total engagement points, your mark out of 10 will be pro-rated. So, 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.

Perusall Annotations (10%)

Perusall has collaborative annotation tools that help you in your reading and analysis of primary and secondary literature. 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 course projects. Given that we can't always do stellar work, the **best 80% of your Perusall assignments will go toward your Perusall annotations grade.** For example, if there are 10 papers assigned, your best 8 Perusall assignments will go towards this 10% of your course grade. **Grace days do not apply to Perusall** assignments as these readings prepare you for class discussion.

Below is a potential list of papers and an associated week that the reading is due (and we will discuss it in class). **Note: except for Weeks 1 – 3, this list of papers and due dates is REALLY subject to change.**

WEEK	TOPIC	PAPER
1	Intro	Syllabus
2	Intro & Inclusivity	Hales, 2020
	Types of reproduction	Chapman et al. 2007
3	Types of reproduction cont'd	Ryder et al. 2021
	Comparison of media & primary articles	
4	Anthropogenic impacts on reproduction	Fobert et al. 2019
5	Sperm storage (you'll read one of these)	Liberti et al. 2018
		Melo et al. 2018
		Shaw et al. 2014
		Paynter et al. 2016
6	Why sex?	Morran et al. 2011
7	Sex determination	Warner & Shine, 2008
8 - 10	TBD – something amazing!	

Concept Check-ins (10%)

Each class you'll be asked some questions about the pre-class material (e.g., papers that you've read and annotated on Perusall) and/or what we discussed in class. Check-ins will ensure that you've prepared for class and will help you to think more deeply about the material and are to be completed **in class**. These are graded as a combination of both good faith effort and correctness – that is the answers must be rooted in something logical from the pre-class preparation and/or material discussed in class.

Course Projects:

In this course, the topics for the individual and team assignments are integrated so that you can concentrate your efforts on one area and allow you to really delve deep into a topic of your interest. What you do for the individual project will help you to develop your team project and vice versa.

Individual Project: Popular Media Article (35%)

To develop your written communication skills, you will choose a primary article related to your team project and write a lay summary of that primary article in the form of a popular media article. Communication of scientific ideas to a variety of audiences is a valuable skill. Completing this assignment will help you to step back and see the bigger picture of the context and importance of your topic for this and the team project. The primary article (no reviews or meta-analyses) that you choose must be published within the past 5 years and related to your team project.

Peer review is a staple of the scientific method. We want you to stay on track with your work and improve *over the term*, so you will submit a 'polished draft' (more about that in class) and receive feedback from both your instructor and a peer, which will allow you to make substantial improvements for your submission near the end of the term. In turn, you will provide your peer with feedback on their assignment. During a mandatory in-class peer review conference you will provide one-on-one feedback.

COMPONENT OF POPULAR ARTICLE ASSIGNMENT	WEIGHT OF FINAL GRADE	DUE	GRACE DAYS ALLOWED?
Selection of article*	--*	Fri. Feb. 7, 11:59 pm	YES
Polished Draft	5%	Fri. Feb. 14, 11:59 pm	YES – until Mon.** Feb. 24, 9:00 am
Peer Review of Polished Draft	5%	Mon. Mar. 3, 9:00 am	NO
Peer Review Conference	3%	Wed. Mar. 5 (in class)	NO
Peer Review Reflection	2%	Wed. Mar. 5 (in class)	NO
Final Popular Article	20%	Fri. Nov. 14, 11:59 pm	YES

* Must be completed on time using course guidelines **or a grade of 0 will apply to the individual assignment.**

If a polished draft is not submitted by the end of grace days, a 25% per calendar day deduction on the **final popular article will apply.

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: Deep Dive Presentation (35%)

The team project allows you to work collaboratively to address a topic of interest. 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 two weeks of the term (Nov. 18 – Nov. 29). Your peers, as well

as the instructor, will evaluate your presentation and provide feedback. For each team that presents, another team will be assigned to ask questions about the presentation.

Teams will be assigned by the instructor. 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. 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.**

COMPONENT OF TEAM PROJECT	WEIGHT OF FINAL GRADE	DUE	2 GRACE DAYS ALLOWED?
Team Charter (includes topic refinement + Research question)	7%	Fri. Jan. 31, 11:59 pm	YES
Deep Dive presentation (in-class)	25%	March 24 – April 2 (Dates assigned during Week 5 or 6) Submit slides by 5 am day of presentation	NO
Assigned “Questionners”	1%	March 24 – April 2 (Assigned during Week 5 or 6)	NO
Team Progress/Evaluations	2%#	a. Mon. Feb. 24 (in class) b. 1 day after deep dive presentation	a. NO b. YES

#You must submit your Final Team Evaluation to receive a grade for the Team Project

Note: Team grades will be scaled according to the final team evaluation and instructor observation of your contributions to the team project.

Reappraisal Procedures

We will provide feedback on work, and where you request a reappraisal of a course component, we will complete the reappraisal if appropriate reasoning/rationale is provided.

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 written rationale providing academically valid reasons for the reappraisal request 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. All reappraisals will be reviewed within two (2) weeks of the reappraisal deadline.

Please note that to be fair and consistent **grades are not negotiable.** The course has been designed 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

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: [York University grade descriptions and ranges](#).

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 Conduct and Procedures](#). 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 a [York University 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)
- 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 please see the [Learning Commons' tutorial](#). Information on the process of investigations into breaches of academic honesty can be found at these [academic integrity FAQs](#).

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 & Supports for Students

We all need help from time to time and York has a variety of resources available to support you in your courses and your daily life. Below you can find links to these resources.

[Faculty of Science Academic Advising](#) – Departments also offer program-specific advising. Check with your Department's Undergraduate Office.

[York University Learning Commons](#) – General academic learning supports including library research, time management, study skills, career planning, etc.)

[Bethune College Writing Services](#) – Faculty of Science & Lassonde students can get support for written assignments (whether you're just starting or want someone to read it over).

[York University Library](#) – The library is your one-stop shop for information! Get articles & other resources ([including resources for student success](#)), study, use the equipment in the [Making & Media Creation Labs](#), & check out their workshops.

[York University Student Services](#) – Links to all student services (academic & personal)

[Centre for Indigenous Students Services](#) – Community space & supports for Indigenous students

[York International Support Services for International Students](#) – Advising, peer mentoring, & information about on-campus employment for international students

[York University English as a Second Language Open Learning Centre](#) – Offers support to English as another language students to improve English skills

[York University Centre for Human Rights, Equity, and Inclusion](#)

[York University Student Counselling, Health & Well-being](#)

[York University Student Well-being Resources](#) – Wide variety of resources to support your personal well-being

[Office of Student Community Relations](#) – Offers conflict resolution services & supports students through crises

[Food Access, Funding, & Supports/Resources](#) – Information on meal programs, food banks, emergency bursaries, community gardens, & more

[The Centre for Sexual Violence Response and Support](#) – Provides support & resources for those who have experienced or been impacted by sexual or gender-based violence

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

[Suicide Crisis Helpline](#) (24 hours a day/7 days per week): <https://988.ca>; Call or Text 9-8-8.

[GuardMe Student Support Program](#) – free, confidential health & well-being support

[Bethune College Peer Assisted Study Sessions \(PASS\)](#) – Facilitated study groups – available for specific 1st & 2nd year science courses

[Bethune College Peer Tutoring](#) – one-on-one drop-in tutoring to help you better understand concepts

[York Federation of Students Food Support Centre](#) – provides free non-perishable food & basic need items

****If you have a suggestion to add to this list, please let us know!***

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) who require 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 of 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](#)
- [York Accessibility Hub](#)

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 14 days of the date for which accommodation is sought (however, the *earlier you contact us, the better!*). Procedures are outlined in York's [Academic Accommodation for Students' Religious Observances](#).

Ethics Review Process

York students are subject to the York University [Policy for the Ethics Review Process for Research Involving Human Participants](#). Ethics approval must be obtained prior to starting any research activities involving human participants, including research conducted by graduate or undergraduate students for a course/thesis/project/dissertation. If you are in doubt as to whether this requirement applies to you, contact your Course Director immediately.

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. Please see the [policy and procedures governing disruptive and/or harassing behaviour by students in academic situations](#).

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.

Please consult the [University rules regarding registration, withdrawal, appealing marks, and most anything else you might need to know](#).

Course Overview – topic timeline & course task due dates are subject to change

Week	Monday	Tuesday	Wednesday	Thursday	Friday
January					
1 Intro & syllabus	<i>First day 4270!</i> 6	7	8	9	10 <i>GTKY Survey Due</i>
2 Inclusion & Reproductive Modes	13	14	15	16	17
3 Repro Modes cont'd	20	21	22	23	24
4 Anthro Impacts	27	28	29	30	31 <i>Team Charter Due</i>
February					
5 Sperm Storage	3	4	5	6	7 <i>Article Selection Due</i>
6 Why sex?	10	11	12 <i>Partner form Due</i>	13	14 <i>Polished Draft Due</i>
READING WEEK!	No class	No class	No class	No class	No class
7 Sex Determination	24 <i>Team Progress 1 (in-class)</i>	25	26	27	28
March					
8 TBD	3 <i>Peer Review Due</i>	4	5 <i>Peer Review Conference</i>	6	7
9 TBD	10	11	12	13	14 <i>Drop Deadline Popular Article Due</i>
10 TBD	17	18	19	20	21
11 Team Presentations	24 <i>Team 1-3 Presentations</i>	25 <i>Team 1-3 Evals</i>	26 <i>Team 4-6 Presentations</i>	27 <i>Team 4-6 Evals</i>	28
April					
12 Team Presentations	MARCH 31 <i>Team 7-9 Presentations</i>	1 <i>Team 7-9 Evals</i>	<i>Last day 4270!</i> 2 <i>Team 10-12 Presentations</i>	3 <i>Team 10-12 Evals</i>	4