# Department of Biology Course Outline

## SC/BIOL 2040 3.00 Genetics
Fall 2017

### Course Description
A study of the organization and behaviour of genes and chromosomes and their roles in cells, organisms, populations and evolution. Three lecture hours, one (mandatory) tutorial hour.

### Prerequisites (strictly enforced)
Both SC/BIOL 1000 3.00 & SC/BIOL 1001 3.00, or SC/BIOL 1010 6.00. Course credit exclusion: SC/BIOL 2040 4.00.

### Course Instructors and Contact Information
- **Course Instructor:** Dr. Tamara Kelly  
  biol2040@yorku.ca  
  311 Lumbers
- **TA Coordinator:** Bianca Baltaretu  
  biol2040@yorku.ca

**TAs (contact only your own Tutorial Section TAs):** Camille Diaz, Katie Dogantzis, Anna Kotova, Laura Newburn, Ksenia Timonina, Nadia Tsvetkov

**Dr. Kelly's Drop-in hours:** Start Sept. 13, 2017; I have both in-person and virtual drop-in times.
- Drop-in times may change (because of meetings, etc.); changes will be posted to Moodle.
  - Wed (in person) 11:30 am – 12:30 pm (104 LSB)
  - Thurs. (in person) 3:15 pm – 4:30 pm (104 LSB)
  - Fri. (online) 11:30 am – 12:30 pm
- Drop-in times don’t fit with your schedule? Request in-person or virtual (e.g., by Skype) appointment.

### Schedule
**Classes:** Tuesdays/Thursdays 1:00 – 2:30 pm, ACE 102
**Tutorials:** Tues. (2:30, 3:30, 4:30 pm)/Wed. (1:30, 2:30, 3:30) – check schedule for room assignments

- You must attend the tutorial section in which you are registered. Permanent switches are allowed until Mon. Sept. 11th at 3:30 pm.

### Evaluation (to be formalized by Sept. 22, 2017)

<table>
<thead>
<tr>
<th>Evaluation Type</th>
<th>Weight</th>
<th>Date</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midterm 1*</td>
<td>20%</td>
<td>Tues. Oct. 17</td>
<td>(during class time, ACE 102); two-stage</td>
</tr>
<tr>
<td>Midterm 2*</td>
<td>20%</td>
<td>Tues. Nov. 14</td>
<td>(during class time, ACE 102); two-stage</td>
</tr>
<tr>
<td>Final Exam*</td>
<td>30%</td>
<td>Dec. exam period, scheduled by Registrar's Office; two-stage</td>
<td></td>
</tr>
<tr>
<td>Tutorials*</td>
<td>15%</td>
<td>Weekly (best 9 of 10); two-stage; mandatory even if repeating; see schedule online</td>
<td></td>
</tr>
<tr>
<td>Activities**</td>
<td>8%</td>
<td>In-class (REEF, worksheets, etc.)/online assignments (Moodle)</td>
<td></td>
</tr>
<tr>
<td>Quizzes†</td>
<td>7%</td>
<td>Weekly online pre-class reading quizzes (includes reflective reading question)</td>
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The assessment methods I use reflect my intent to provide an assessment of your performance, but more importantly, on-going feedback on your learning.

- *Midterm and final exams are two-stage exams, where Stage 1 is an individual exam, and Stage 2 is a group exam. Stage 1 is weighted as 85%, and Stage 2 15%. If Stage 1 grade > Stage 2, it will count for 100% of the test grade.
  - *You must pass the sum of the midterms and the final (i.e., get a grade of 35/70 on the exams) to pass the course. You must also write both midterms to be eligible to write the final examination.
  - *The exam with the highest score will be weighted 5% more, while the test with the lowest score will be weighted 5% less. E.g., if you earn 70% on Midterm 1, 75% on Midterm 2, and 80% on the Final Exam, your exams are weighted as follows: Midterm 1 – 15%; Midterm 2 – 20%; Final – 35%.
- † Tutorials are mandatory and you must attend the tutorial in which you are registered. You are allowed 1 temporary switch per term, for valid reasons only. **Makeup tutorials may be available for students with valid reasons.** Because tutorials are held within a very short time frame, makeup tutorials **may not be possible.** Without a legitimate
Upon successful completion of this course, students should be able to:

- Tutorials are two-stage (50% individual; 50% group) assignments that help you apply material from the previous week(s), and give you feedback on your understanding. No textbooks or notes are allowed.

- **Includes in-class activities (e.g., REEF questions, worksheets) & online assignments. Most items earn points for participation/completion with good-faith effort. The lowest 20% of activities & assignments will be dropped from your grade (thus you need only earn 80% of the total number of activity points to earn full marks for this part of the course). This allows for missed classes (e.g., due to illness or other reasons) or malfunctioning hardware/software.
  - The new bring-your-own-device software, REEF, replaces your clicker; REEF requires that you have a (charged) web-enabled device such as a smartphone, tablet, or laptop. If you do not have such a device, the library loans out tablets and laptops.
  - Participation/completion for worksheets, etc., is interpreted as an acceptable level of effort and quality of responses, but not marked for correctness.

- **Pre-class reading quizzes:** Will consist of questions related to pre-class readings/videos. Marked on basis of correctness. You have 2 attempts for each quiz. Quizzes typically open on Thursday afternoons and close by the morning of the following Tuesday. The lowest 20% of quiz questions (including zeroes) will be dropped from your grade (each question = 1 point). This is to account for a missed quiz, etc.

### Important Dates

<table>
<thead>
<tr>
<th>Event</th>
<th>Date/Time</th>
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<tbody>
<tr>
<td>Last day to switch tutorials</td>
<td>Mon. Sept. 11, by 3:30 pm</td>
</tr>
<tr>
<td>Tutorials start</td>
<td>Tues. Sept. 12 &amp; 13, run weekly with noted exceptions (see Moodle)</td>
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<tr>
<td>Midterm 1</td>
<td>Tues. Oct. 17</td>
</tr>
<tr>
<td>Drop Deadline</td>
<td>Fri. Nov. 10 (Last day to drop the course without course on transcript)</td>
</tr>
<tr>
<td>Midterm 2</td>
<td>Tues. Nov. 14 (Please note this is after the drop deadline!)</td>
</tr>
<tr>
<td>Course withdrawal</td>
<td>Sat. Nov. 11 to Dec. 4 (Course still appears on transcript)</td>
</tr>
<tr>
<td>Final Exam</td>
<td>TBA, during December exam period (cumulative)</td>
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For additional important dates such as holidays, refer to the “Important Dates” section of the Registrar’s Website.

### Resources

1. **Textbook (REQUIRED):**
     - Available as softcover (can be re-sold) OR e-book (essentially 12-month rental code; can’t be transferred between individuals – i.e., can’t sell it/give it away).
     - Students are expected to read relevant sections of the text, watch videos, read other assigned materials prior to class. There will be short quizzes completed on Moodle, based on these preparatory materials.
     - If you bought the e-text in 2016, let me know and I can get your e-text subscription extended.

2. **Moodle Site:**
   - Announcements, quizzes, grades, and other course information is communicated through the course Moodle site. Please check it daily. Make sure you check out the recommended browser settings.

3. **Learning Goals & Outcomes (LOs):**
   - The LOs form the foundation of the course – they’re what we’re striving for and what I expect you to be able to do by the end of the course. They guide the development of tests, quizzes, in-class activities, etc., so it’s wise to refer to them repeatedly throughout the course.

### Learning Goals & Outcomes

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

- Relate concepts from BIOL 1000 and 1001 to those in BIOL 2040. *(Review as necessary.)*
- Communicate information, arguments, and analyses, and defensible conclusions accurately and reliably (in verbal and written form) on your own and in small groups.
- Work effectively and collegially with your peers.
- Use genetic terminology in its correct scientific context.
- Interpret and analyse information provided in a figure; given data, construct a figure.
- Describe the molecular anatomy of genes and genomes (how DNA is organized), and how genetic information is duplicated.
• Describe how genetic information is expressed so it affects an organism’s structure and function, and how gene activity can be altered in the absence of changes in DNA sequence.
• Compare different types of mutations, describe how each can affect genes and the corresponding mRNAs and proteins, and describe factors that can influence the relationship between genotype and phenotype.
• Explain the molecular basis, at the protein level, for different genetic outcomes of alleles of the same gene.
• Describe the mechanisms by which an organism’s genome is passed on to the next generation.
• Deduce information about patterns of inheritance, genes, alleles, gene functions, and probabilities from analyses of genetic crosses and pedigrees (family histories).
• Describe the phenomenon of linkage and how it affects assortment of alleles during meiosis.
• Justify the value of studying genetics in organisms other than humans.
• Interpret results from molecular genetic analyses in humans and model organisms.
• Describe experimental methods commonly used to analyse genetic variation, including gene structure, expression, function, and location; interpret results from these methods.
• Describe the processes that can affect the frequency of phenotypes (and genotypes) in a population over time.
• Evaluate the societal and ethical impacts of various genetic techniques, studies, and applications.

Topic-specific learning outcomes are available on the Moodle Course Website.

Course Content
In this course, we’ll explore and apply genetics concepts, looking at genetics through the lens of the scientific process. A strong understanding of genetic fundamentals is necessary to understand diseases (including non-hereditary ones), breakthroughs in modern medicine, agriculture, and risks to species. Genetics as a discipline has large implications for health and economics, and there are also ethical issues that arise with many applications of genetics.

My role as an instructor is to provide you with multiple learning opportunities in an environment that challenges you, and to encourage you to ask questions, and engage in the scientific process such that you can succeed in mastering your learning goals and outcomes.

As in all courses, students are expected to spend time beyond the in-class/tutorial course hours in preparation, review, studying, etc., related to the course. The textbook readings and supplemental videos provide you with useful background information, and some LOs are straightforward enough for you to learn them from the text/video. You are expected to complete the required readings and online work prior to class time. During class, we’ll explore aspects of the material that tend to be more difficult or complex; you’ll have the chance to practice genetics terminology and concepts, and work with your peers via clicker questions, worksheets, etc., activities that facilitate deeper/better learning in students (compared to listening to lectures). In tutorials and through online homework, you’ll have the opportunity to practice and check your understanding.

This course works on a 3-week learning cycle for any given set of concepts. This approach is rooted in research that shows reviewing and testing yourself frequently (e.g., each week) leads to better learning than binge-studying immediately before tests. It may feel like more work than you’re used to in other courses, but it will help you establish good habits of practice and studying, and the pay-off should be less anxiety before a test!

Example of the 3-week learning cycle for anatomy of genes and genomes:
Week 1 – pre-class reading/video assignment & quiz - background needed to learn anatomy of genes/genomes
Week 2 – in-class activities around anatomy of genes and genomes; potentially assigned some online homework questions (worth activity marks), and other practice questions (on your own).
Week 3 – tutorial activity based on anatomy of genes and genomes

Experiential Education and E-Learning

e-learning: This class employs a “flipped” approach in that you do the basics of reading and watching videos outside of class, and in-class we practice, figure out where you are struggling via interactive technology and worksheets, and then work on developing an understanding of these challenging concepts.

Experiential education: This course offers hands-on skill development in teamwork. As well, we will look at a few case studies; throughout the course students are asked to reflect on their learning.

Other Information
Check out the tips for studying & information on the Activities, Quizzes, & Tutorials parts of your grade on Moodle.
Course Policies

1. E-MAIL ETIQUETTE:
- Use your Yorku email address as other email addresses (e.g., Hotmail) are filtered out by the university’s email system and don’t reach their intended recipient. Please don’t use the Moodle email function or respond to course announcement emails.
- I’ll try to respond within 2 business days, but this isn’t always possible. I typically don’t check email between 7 pm & 7 am, nor on the weekends.
- **Subject line:** your name, student number and a brief indication of topic (e.g., ‘Question regarding gene regulation’). I receive a lot of email and this practise helps me sort emails efficiently. *Emails without the required information will not receive a response.*
- **Include your NAME at the end of each email.** It’s just polite.
- Remember, you are in a professional environment, and thus all your written correspondence, including emails, should be professionally conducted. Text-messaging language is unacceptable in emails to anyone (instructors, TAs, staff, etc.) within the university, as are emails written entirely in upper-case letters, etc.
- Before emailing me, consider the nature of your question and whether another resource should be consulted first. For example, tutorial-related queries should be directed to the TA Coordinator. *Don’t be surprised if you don’t receive a response to a question that could be easily answered by looking at the Course Outline or the Moodle site.* Also, don’t write to me asking what you missed in class—ask classmates instead.
- If you have a question that is long and convoluted, please attend drop-in hours. Many questions can’t be answered adequately via email. I also encourage you to make use of the discussion board.

2. MISSED MIDTERMS/FINAL:
- Scheduling conflicts for midterms must be brought to my attention at least two weeks prior to the midterm so alternative arrangements can be made. Two or more midterms on one day is NOT considered a conflict.
- If you are ill, do not enter the exam room; once you have written an exam, you mark will stand regardless of the reason you may have once the exam is over. Please note, you will be required to present acceptable documentation (see below).
- You MUST contact (email) your instructor within TWO (2) days (48 hours) of missing a midterm exam (the sooner the better).
- Valid and appropriately detailed documentation supporting the events (typically medical or emergency related) preventing your attendance must be received at the Biology Undergraduate Office (102 LSB) within ONE (1) WEEK (5 business days) of the missed test (as soon as you are able to return to school if sick for more than a week). Documentation should cover the date of the missed test.
  - Medical related: you MUST see a physician within 24 hours of the missed test—ideally on the same day—such that the physician can confirm that you are too ill to attend the test based on medical examination. Valid documentation for medical situations consists of an ‘Attending Physician’s Statement’ from the Registrar’s petitions package or a similarly detailed doctor’s note. **A note that simply says you were seen in the clinic will not be accepted.**
  - Death of an immediate family member requires a death certificate or letter from the funeral director.
- If you miss a test with a legitimate documented reason, permission may be granted to take a makeup test (if applicable). Makeup tests may differ in format from the original test (i.e., include more short/long answer questions).
  - If appropriate documentation is NOT provided within ONE (1) week (5 business days), a zero will be earned on the missed midterm.
- NOT all situations will be accommodated; those that aren’t will earn a zero on the missed midterm. Circumstances not accommodated include, but are not limited to: schedule confusion, sleeping in, missing the bus, rain or snow/ice causing increased travel time to campus, personal endeavours (including a job), busy lives (including too many assignments or tests that same week/day, etc.)
- **ALL students** who miss the **FINAL EXAM** MUST petition their home faculty if they are seeking deferred standing, as deferred standing will not be granted by the instructor. It will be the Petition Committee’s...
decision whether deferred standing is granted; if it is, the committee will set the deadline for writing the deferred exam. **Denied petitions will result in a zero on the final exam.**

- The format of the make-up final exam can differ from the original final exam format.

3. **ACTIVITIES: in-class activities & online:**
   - You must register for REEF to receive marks for the quizzes and the in-class activities. Activities include REEF (clicker) questions, worksheets, minute papers/reflection questions (both in-class & online), as well as surveys, etc.
   - You should bring a web-enabled device to each class. **Please make sure it is charged before class.** There are limited outlets in our lecture halls.
   - **Students must use their own account.** Use of an account not registered to you is considered a breach of Academic Honesty and will be reported to the Associate Dean, Faculty of Science.
   - “Clicker” and worksheet marks are gained on the basis of participation. Because the nature of clicker/worksheet/etc. marking scheme takes into account missed classes for various reasons (by dropping the lowest 20%), doctor’s notes and other documentation will **NOT** be accepted for missed classes. It also takes into account (temporary) technical glitches with software. “Clicker questions” are usually worth 5 points per day (you must complete 75% of the questions to get the day’s full 5 points). Worksheets are worth 5 points each. **Take a deep breath; missing one class is unlikely to affect your grade.**

4. **PRE-CLASS READING QUIZZES:**
   - Quizzes occur weekly and mostly deal with readings to prepare you for the upcoming week of classes, however, some review questions may be included.
   - With the exception of a participation point in each quiz (you must complete the appropriate question to gain this point), marks are awarded for quizzes on the basis of a correct answer. Again, because of the marking scheme, you need only earn 80% of the total number of quiz points to earn the full quiz component; thus, documentation, etc., are not considered. Missing one quiz is unlikely to have a large impact on your grade. Students encountering longer-term medical issues (e.g., in hospital for greater than a few days) should contact me as soon as possible.
   - If you are having issues with a quiz (can’t see questions), please check your browser settings (particularly if you have done a software update).

5. **EXAM MARKS & REVIEWING EXAMS:**
   - Exams in this class are the two-stage format (more information in the first class), and marking (including review of Scantron files) typically takes ~2 weeks. Posting impatient remarks (in email, forums, etc.) about exam marks doesn’t make the process move any faster. Marks will be posted in Moodle. Exam marks are not negotiable.
   - Exams will not be handed back to students, but you will have **opportunities to review your exams.** These dates will be posted on Moodle. **If you think there is an error in your exam mark calculation, or have a concern about marking of a short-answer question, please see #6.**

6. **REGRADING/MARK CALCULATION ERRORS:**
   - If you believe a written answer on a test was marked incorrectly you must submit a written rationale (based on academic merit*) to 102 LSB (Undergraduate Biology Office) within 1 week of the test being made available to you. **NOTE: re-marking can result in the mark being raised, confirmed, or lowered.**
   - To be fair and consistent with regards to the entire class, **individual grades are NOT negotiable.** We cannot provide ‘extra credit’ assignments. **Marks for assignments and tests are not ‘rounded’ or ‘bell-curved’.** Contact me (biol2040@yorku.ca) about marks ONLY if there is a clear error in your mark (calculation, clerical, etc.) within ONE (1) week of the test score being made available to you. It is highly unlikely that you will receive a response regarding any other mark-related queries.

   *Academic grounds means you make an academic argument for why your answer is correct – statements such as “this grade does not reflect my knowledge” or “I really studied hard and I deserve a better grade” are not academic grounds.

7. **FORUM CODE OF CONDUCT:**
   - Students are encouraged to participate in the online Moodle Forums to discuss course concepts, organize study groups, and ask questions relating to Genetics. The discussion on the forums has typically been polite and respectful, and we hope this will continue. Students are expected to follow these guidelines while using the Moodle forums:
     - Before posting a question, **read other threads** to see if your question has already been answered. (You can search the forums—you don’t have to read each post!). If your question hasn’t already
been asked, please post in the most appropriate forum. Posts put in the inappropriate forum will be deleted.

ii. **Use a clear, informative subject line.** Try to be as specific as possible.

iii. Post comments appropriate to the particular discussion. **Off-topic posts may be moved or deleted.**

iv. **Be respectful:** I’ve provided this space for you to discuss course material with your classmates. Posts containing personal insults/attacks/intimidation/inappropriate language/profanity will be removed. **(It is worth remembering that your instructor & TAs read forum posts!)** Please follow the [York University Student Code of Rights & Responsibilities](https://spark.library.yorku.ca/academic-integrity/what-is-academic-integrity/).

v. Post only material relevant to BIOL 2040. Other posts are likely to be deleted.

vi. While it is appropriate to engage in debate/discourse on biological topics, such discussions should be respectful and evidence-based. Evidence should be from trusted sources—consult with the library or your instructor if you are not sure. See: [http://www.yorku.ca/webclass/module4a.html](http://www.yorku.ca/webclass/module4a.html).

vii. Any posts that appear to violate our code of conduct may be edited, moved to a hidden forum, or deleted at the discretion of instructors/moderators. If posts give indications of violations of academic honesty or the York University Student Code, further action will be taken.

viii. If you notice any inappropriate threads please contact [Dr. Kelly](mailto:Dr.Kelly@yorku.ca).

Disclaimer: While Moodle moderators/instructors will attempt to remove/edit objectionable/inappropriate material as quickly as possible, it is not always possible to review every post in a timely manner. All posts made on the forums express the views and opinions of the post’s author and not the moderators/instructors (except for posts by these people) and they cannot be held liable.

8. **ACCOMMODATIONS:**

- Submit a scan or photo of CDS Accommodation letters via the [Biology Department’s Online Document Submission System](http://www.yorku.ca/webclass/module4a.html) by Sept. 20, 2017.

- Please make the instructors (and TA Coordinator if labs are affected) aware of any religious observance conflicts occurring at any point during the term, for which accommodations will be required (no accommodations will be made for clicker questions; please see above), by Sept. 19, 2017. Submit supporting documentation via the Biology Department’s Online Document Submission System.

- **If you are writing with Alt Exams:** because we’re using 2-stage tests, this means you’ll need to be back in our classroom in time for the group part of the exam. Typically, the individual part is 40-45 mins long, so you should schedule with Alt Exams accordingly.

- Students who feel that there are extenuating circumstances that may interfere with their ability to successfully complete the course requirements are encouraged to discuss the matter with the Course Director as soon as possible.

- **Please note:** "Senate policy states that students are expected to monitor their progress in courses, taking into account their personal and academic circumstances, and to make the necessary adjustments to their workload to meet the requirements and deadlines." (from Senate Policy of Students' Responsibilities in the Petition/Appeal Processes). **The drop deadline is Nov. 10, 2017.**

- Students with physical, learning, or psychiatric disabilities who require reasonable accommodations in resources or evaluation methods are encouraged to consult with the Office for Persons with Disabilities (OPD) and ensure that requests for appropriate accommodations are arranged with the Section Instructor early in the term.

9. **ACADEMIC INTEGRITY:**

- Students should be familiar with, and follow [York University’s policies regarding academic integrity](https://spark.library.yorku.ca/academic-integrity/what-is-academic-integrity/). See: [https://spark.library.yorku.ca/academic-integrity-what-is-academic-integrity/](https://spark.library.yorku.ca/academic-integrity-what-is-academic-integrity/)

10. **RECORDING LECTURES:**

- Photographs or video recordings of any portions of the lectures (including the slides) are **PROHIBITED.** Images and material presented are subject to Canadian copyright law.

- I record lectures for you, thus there is no need for you to record lectures. Provided recordings are allowed **ONLY** as a personal study aid, and are **NOT** allowed to be sold, passed on to others, or posted online. **Lectures are the intellectual property of the professor and cannot be distributed without permission.**
Academic Honesty and Integrity
York students are required to maintain the highest standards of academic honesty and they are subject to the Senate Policy on Academic Honesty. The Policy affirms the responsibility of faculty members to foster acceptable standards of academic conduct and of the student to abide by such standards.

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

Access/Disability
York University is committed to principles of respect, inclusion and equality of all persons with disabilities across campus. The University provides services for students with disabilities (including physical, medical, learning and psychiatric disabilities) 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 disability 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 disabilities 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:
- Counselling & Disability Services at Keele
- Counselling (Glendon)
- York Accessibility Hub

Ethics Review Process
York students are subject to the York University Policy for the Ethics Review Process for Research Involving Human Participants. In particular, students proposing to undertake research involving human participants (e.g., interviewing the director of a company or government agency, having students complete a questionnaire, etc.) are required to submit an Application for Ethical Approval of Research Involving Human Participants at least one month before you plan to begin the research. If you are in doubt as to whether this requirement applies to you, contact your Course Director immediately.

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. Please note that to arrange an alternative date or time for an examination scheduled in the formal examination periods (December and April/May), students must complete an Examination Accommodation Form, which can be obtained from Student Client Services, Student Services Centre.

Student 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. Click here for the policy and procedures governing disruptive and/or harassing behaviour by students in academic situations.