

## Department of Biology Course Outline

### SC/BIOL 2040 3.00 Genetics Fall 2016

#### 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 tutorial hour.

#### Prerequisites

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](mailto:biol2040@yorku.ca) 311 Lumbers

**TA Coordinator:** Brock Harpur [biol2040@yorku.ca](mailto:biol2040@yorku.ca)

##### TAs (contact only your own Tutorial Section TAs):

Bianca Baltaretu	Camille Diaz	Kathleen Dogantzis
Uzma Nadeem	Laura Newburn	Nadia Tsvetkov

**Dr. Kelly's Drop-in hours:** Start Sept. 12, 2016; 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) 11:15 am – 12:15 pm (104 LSB)
  - Thurs. (in person) 2:45 pm – 4:00 pm (104 LSB)
  - Fri. (online) 10:30 am – 11:30 am (via Moodle chat function)
- Drop-in times don't fit with your schedule? Request in-person or virtual (e.g., by Skype) appointment.

#### Schedule

**Classes:** Tuesdays 1:00 – 2:30 pm, VC 135; Thursdays 1:00 – 2:30 pm, ACW 109 (note different classrooms!)

**Tutorials:** Tues. (2:30, 3:30, 4:30 pm)/Wed. (1:30, 2:30, 3:30) – all in LSB 101 or 107 (check schedule on Moodle)

- You must attend the tutorial section in which you are registered.
- Permanent tutorial section switches are allowed until **Mon. Sept. 12<sup>th</sup> at 3:30 pm.**
- You are allowed 1 temporary switch per term, for **valid** reasons only.
  - **Makeup tutorials may be available for students with valid reasons for missing their tutorial.** Because tutorials are held within a very short time frame, makeup tutorials may not be possible.
- If you don't have a valid reason (e.g., schedule confusion, missed bus, etc.), you receive a zero for the tutorial.

#### Evaluation (to be formalized by Sept. 22, 2016)

<b>Midterm 1*</b>	20%	<b>Tues. Oct. 11</b> (in class); two-stage
<b>Midterm 2*</b>	20%	<b>Tues. Nov. 15</b> (in class); two-stage
<b>Final Exam*</b>	30%	Dec. exam period, scheduled by Registrar's Office; two-stage
<b>Tutorials</b>	17%	Weekly (best 9 of 10); two-stage; mandatory even if repeating; see schedule online
<b>Activities**</b>	8%	In-class (Learning Catalytics <sup>®</sup> )/online assignments (Moodle/Mastering Genetics <sup>®</sup> )
<b>Quizzes<sup>‡</sup></b>	5%	Online pre-class reading quizzes (includes reflective reading question)

- \*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 3% more, while the test with the lowest score will be weighted 3% less. E.g., if a student earns 70% on Midterm 1, 75% on Midterm 2, and 80% on the Final Exam, the exams are weighted as follows: Midterm 1 – 17%; Midterm 2 – 20%; Final – 33%.
- \*\*Includes in-class activities (e.g., **Learning Catalytics<sup>®</sup>** points), in-class & 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.

- Learning Catalytics is software that comes with your text (etext or hardcopy custom) that we will use instead of clickers in the course. 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 (<http://www.library.yorku.ca/web/steacie/unusual-reserves/>). Keep your clickers – other courses will use them!
- <sup>B</sup>An online homework and tutorial tool that comes with your text. May be used for homework/practice questions.
- <sup>†</sup>**Pre-class reading quizzes:** Marked on basis of correctness 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

**Last day to switch tutorials:** Mon. Sept. 12  
**Tutorials start:** Tues. Sept. 13 & 14, run weekly with noted exceptions (see Moodle)  
**Midterm 1:** Tues. Oct. 11  
**Drop Deadline:** Fri. Nov. 11 (Last day to drop the course without course on transcript)  
**Midterm 2:** Tues. Nov. 15 (***Please note this is after the drop deadline!***)  
**Course withdrawal:** Sat. Nov. 12 to Dec. 5 (Course still appears on transcript)  
**Final Exam:** TBA, during December exam period (cumulative)

*NOTE: for additional important dates such as holidays, refer to the "Important Dates" section of the Registrar's Website at <http://www.yorku.ca/yorkweb/cs.htm>*

## Resources

### 1. Textbook package from York Bookstore (REQUIRED):

	OPTIONS		
Book (REQUIRED)	2nd Custom Edition for York University. Concepts of Genetics	Second Custom e-text*	BIOL 2040. 2015. Genetics, Klug 11/E Custom York edition NEW/USED ‡
Cover image of hardcopy		<b>N/A</b> You do NOT get a hardcopy.	
E-text	✓	✓	No
Learning Catalytics (REQUIRED) → enroll by Sept. 13 <sup>th</sup>	✓	✓	No – will need to purchase access code = \$60
Mastering Genetics (homework, practice Qs)	✓	✓	No - will need to purchase access code = \$60
<b>More info:</b>	Has subsection & figure numbers (e.g., won't have 2.1, 2.2)  ~\$130	Same pagination as 2 <sup>nd</sup> Custom Hardcopy; subsection & fig numbers \$60	No subsection & figure numbers

\*Essentially 12-month rental; code can't be transferred between individuals (i.e., you can't sell it or give it away)

‡If you bought a **USED** copy of the custom text from last year it will **NOT** have Learning Catalytics, the etext, or Mastering Genetics; you will need to buy these separately

**Don't sell your clickers just yet, as other courses may require them.**

Did you take the course in F2015? If so, let me know so I can get your e-text subscription extended.

**IF YOU PURCHASED A NEW COPY OF THE FIRST CUSTOM EDITION (brownish cover), PLEASE SEE DR. KELLY [www.pearsonmylabs.com](http://www.pearsonmylabs.com) → COURSE CODE = kelly94035**

### 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 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 accurately and reliably in verbal and written form.
- 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.
- Compare different types of mutations and describe how each can affect genes and the corresponding mRNAs and proteins.
- 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.
- Describe the phenomenon of linkage and how it affects assortment of alleles during meiosis.
- Analyse phenotypic data and deduce possible modes of expression/inheritance (*e.g.*, incomplete dominance, autosomal, X-linked) from family histories (pedigrees).
- Extract information about genes, alleles, and gene functions from genetic crosses and pedigree analysis.
- Interpret results from molecular analyses to determine the inheritance patterns and identities of human genes that can mutate to cause diseases.
- Describe the approaches and methods used to conduct genetic studies in model organisms. Apply the results of molecular genetic studies in model organisms to understand aspects of human genetics and genetic diseases.
- Justify the value of studying genetics in organisms other than humans.
- 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.

## 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 regular 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 Learning Catalytics 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

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

## 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:

- You **MUST** use your Yorku email address when emailing instructors and others within the university. Other email addresses (e.g., Hotmail, Gmail) are filtered out by the university’s email system and do not reach their intended recipient. **Emails from addresses other than a Yorku.ca email will NOT receive a response.** 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 (108 FS) **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 to their home faculty if they are seeking deferred standing. No student will be granted deferred standing by the instructor via a Deferred Standing Agreement Form. It will be the Petition Committee's decision whether deferred standing is granted; if it is, the committee will also set the deadline for writing the deferred exam. **Denied petitions will result in a zero on the final exam.** See <http://www.registrar.yorku.ca/petitions/academic/> for information.
  - The format of the make-up final exam may be essay, short answer, and/or multiple choice.

### 3. ACTIVITIES: LEARNING CATALYTICS (in-class activities) & MASTERING GENETICS (homework):

- You must register for Mastering Genetics (and Learning Catalytics) to receive marks for the quizzes and the in-class activities. Activities include Learning Catalytics questions, worksheets, minute papers/reflection questions (both in-class & online), other assignments, and homework questions, 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. 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 must only earn 80% of the total number of quiz points to earn the full quiz component; thus, documentation, etc., are not considered. Students encountering longer-term medical issues (e.g., in hospital for greater than a few days) should contact me as soon as possible.
- Together, clicker and quiz marks comprise the Activities portion of your grade (5%). In order to get the full 5%, you must earn 80% of the total number of points (each clicker question is worth 1 point and based on participation; each quiz question is worth 1 point and awarded on correctness). Missing one quiz is unlikely to have a large impact on your grade.
- 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 typically takes ~2 weeks. For tests with only multiple choice questions, we still have to review Scantron files. 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. Please see #6 if you think there has been an error in your exam mark calculation.
- 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 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 108 FS (Undergraduate Biology Office) within 1 week of the test being made available to your. **ONLY** answers written in ink are eligible for re-marking. **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](mailto: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.
  - Use a clear, informative subject line.** Try to be as specific as possible.
  - Post comments appropriate to the particular discussion. **Off-topic posts may be moved or deleted.**
  - Be respectful:** your instructors have 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 Conduct <http://www.yorku.ca/oscr/codeofrr.html>
  - Post only material relevant to BIOL 2040. Other posts are likely to be deleted.
  - 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>
  - 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 of Conduct further action will be taken.
  - If you notice any inappropriate threads please contact the Course Director.

*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 CDS Accommodation letters to Dr. Kelly (not your tutorial TA) to 108 FS (Undergraduate Biology Office) by Sept. 20, 2016. Please email both [biol2040@yorku.ca](mailto:biol2040@yorku.ca) to make us aware of accommodation letter submissions.
- 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. 20, 2016**. Submit supporting documentation to the Undergraduate Biology Office (108 Farquharson) <https://w2prod.sis.yorku.ca/Apps/WebObjects/cdm.woa/wa/regobs>
- **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. <http://www.yorku.ca/univsec/senate/committees/sac/sturesp.htm>
- **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. 11, 2016.**
- 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. See: <http://www.yorku.ca/academicintegrity/students/index.htm> & <http://www.yorku.ca/secretariat/policies/document.php?document=69>

#### 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.**
- You must ask your instructor if audio recordings are permitted in their classroom. If allowed, audio recordings are permitted provided they are used **ONLY** as a personal study aid, and are **NOT** sold, passed on to others, or posted online. Lectures are the intellectual property of the professor and cannot be distributed without permission

## University Policies

### 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 (<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 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 at - [http://www.yorku.ca/spark/academic\\_integrity/index.html](http://www.yorku.ca/spark/academic_integrity/index.html)

### 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 - <http://cds.info.yorku.ca/>
- Counselling (Glendon) – <http://www.glendon.yorku.ca/counselling/personal-counselling/what-is-counselling/>
- York Accessibility Hub - <http://accessibilityhub.info.yorku.ca/>

### 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 or online at

[http://www.registrar.yorku.ca/pdf/exam\\_accommodation.pdf](http://www.registrar.yorku.ca/pdf/exam_accommodation.pdf)

### **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. 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-and-or-harassing-behaviour-in-academic-situations-senate-policy/>

- **You must attend the tutorial section in which you are registered** unless you have written permission from the Instructor (Dr. Kelly) or TA Coordinator (TBA) to attend another section.
- **Permanent tutorial section switches are allowed until Mon. Sept. 12<sup>th</sup> at 3:30 pm.** If the tutorial you want is full, **you** must find someone willing to switch with you. **DON'T attempt to drop and switch labs yourselves!**
  - **Each student involved in a switch MUST complete a Course Transaction Form and these MUST be submitted as a pair to Dr. Kelly in 108 FS by Sept. 12<sup>th</sup> at 3:30 pm.**
  - The UG Biology Office will complete the switches Sept. 12<sup>th</sup> at 3:30 pm. Please don't email/call to check the status.
- If you miss your tutorial, DON'T just drop by the next scheduled tutorial. Contact the TA Coordinator (TBA) immediately at [biol2040@yorku.ca](mailto:biol2040@yorku.ca) regarding missed tutorials.
  - **Makeup tutorials may be available for students with valid reasons for missing their tutorials;** if you don't have a valid reason (*e.g.*, schedule confusion, missed bus, etc.), you receive a zero for the tutorial.
  - Tutorials are held within a very short time frame, thus makeup tutorials may not be possible.

You are allowed 1 temporary switch per term (**for valid reasons only**).