

Acknowledgement of Indigenous Peoples and Traditional Territories:

York University recognizes that many Indigenous nations have longstanding relationships with the territories upon which our campuses are located that precede the establishment of York University. We acknowledge our presence on the traditional territories of the Mississaugas of Credit First Nation, the Huron-Wendat, the Haudenosaunee Confederacy and the Métis Nation of Ontario.

School of Kinesiology and Health Science, Faculty of Health, York University

SOCIO-CULTURAL PERSPECTIVES IN KINESIOLOGY

Course: HH/KINE 1000 6.0 (Sections A and B)

Course Webpage: <https://eclass.yorku.ca/course/view.php?id=99014>

Term: Fall and Winter Terms 2023-24

Time/Location: Lectures Section A M and W 8:30 – 9:20am CLH L

Section B M and W 9:30 – 10:20am CLH L

Tutorials Weekly one-hour tutorial on Mon-Thurs from 8:30am – 2:30pm

Please refer to your official timetable for tutorial location

Teaching Team:

Course Coordinator and Course Director: Prof. Hernán E. Humaña (416) 736-2100 ext. 66910 358 Stong College Email: hhumana@yorku.ca Office Hours: By appointment only	Course Director: Prof. Parissa Safai (416) 736-2100 ext. 23040 335 Bethune College Email: psafai@yorku.ca Office Hours: By appointment only	Course Director: Prof. Ashley Day (416) 736-2100 ext. 77055 352 Bethune College Email: profday@yorku.ca Office Hours: By appointment only
Tutorial Coordinator: Dr. Nick Ashby 306 Stong College Email: ashby@yorku.ca	Administration Teaching Assistant: Samantha Burelle	Tutorial Leaders (TLs): TLs' office hours and office locations posted on the door of 306 Stong College. Names, tutorials, and contact information will be posted on eClass.

Health and Safety Information:

In this course, all university community members must comply with York's health and safety protocols. We all share in the responsibility of keeping others safe on campuses and ensuring respectful interactions with one another.

Please Take Care of You and Each Other:

We continue to deal with the impact of the pandemic and its far-reaching consequences. If you need mental health help, the following list of websites (this is not an exhaustive list) may be a good place for you to start:

[Good2Talk](#)

[Student Counselling, Health and Well-being](#)

[Well-being at York](#)

[Virtual Health Clinic](#)

[York University Psychology Clinic](#)

[York International](#)

[Calumet College and Stong College Student Success Programs](#)

[Calumet College and Stong College Online Student Support](#)

KINE 1000 is deeply committed to diversity, inclusivity, and equity for all. Throughout the year, we will engage in discussion and dialogue with one another about complex issues in efforts to expand our understandings of our social world. Our conversations with one another may not always be comfortable, and we may need courage, patience, forgiveness, and generosity as we engage with the texts, with our own ideas and assumptions, and with one another. Collectively, we must protect our educational space for respectful but critical interrogation of ideas, and we must protect our diversity of thought and experience as a source of knowledge and strength. Our values in KINE 1000 directly align with the University's commitment to education without discrimination based on race, national or ethnic origin, colour, religion, sex, age or mental or physical disability. For additional information, please visit the *Centre for Human Rights, Equity and Inclusion* at: <https://rights.info.yorku.ca/>

Expanded Course Description:

KINE 1000 focuses on understanding the social body as key to the critical study of physical culture, health and human rights. Our point of departure is that no human being lives outside of society. An individual's social body is categorized and trained into socially approved roles and practices that are informed by cultural, political and historical conditions and that influence and are influenced by one's perceived gender, appearance, age, sexual orientation, race, ethnicity, ability, and class or caste.

Course Objectives:

Following this course, students will be able to:

- Understand the concept of social construction as it pertains to physical activity, the body and health.
- Understand how power relations, privilege and stereotyping generate and perpetuate inequalities and prejudices about human bodies with respect to hegemonic societal standards of health and performance.
- Critically reflect on the nature of scientific knowledge as it pertains to the study of physical activity, body and health.
- Analyze physical activity, including sport, and health as social and historical institutions influenced by material conditions of life.
- Develop and have the opportunity to demonstrate university-level reading comprehension, critical evaluation, and writing skills.

DESTINATION GRADUATION

A special event for KINE 1000 and KINE 1020 will be held Wednesday, September 13, 2023 from 8:30am to 10:30am in the Tait McKenzie Main Gym

Note: Please wear non-marking shoes

Course Organization:

KINE 1000 lectures and tutorials will take place in-person and on campus unless otherwise indicated by instructors. There is substantial evidence to support that physically attending lectures improves course performance.

Students are responsible for reviewing this syllabus carefully and the course's eClass page regularly to ensure you have the latest information about the course. "I didn't know because I wasn't at lecture" or "I didn't know because I did not check eClass" are not excuses that will be accepted under any circumstances for the course.

Lecture Slides and Recordings:

Lecture slides are typically posted following lecture. Barring technical issues, lectures will be recorded whenever possible and posted after the lecture has been delivered. Lecture slides and audio recordings are designed to supplement, not replace lecture attendance.

Tutorials:

There is a mandatory weekly one-hour tutorial starting the week of September 18, 2023. Tutorials will be conducted in person. Students are expected to prepare in advance the week's required reading(s) for discussion in tutorials. Students will be evaluated on participation in tutorials. You cannot participate if you do not attend. **STUDENTS ARE REQUIRED TO KNOW THEIR TUTORIAL NUMBER, SECTION, AND TUTORIAL LEADER'S FIRST NAME FOR ALL TESTS AND EXAMS.**

Technical Requirements for the Course:

If we are required to change to remote modes of delivery, two platforms will be used, (eClass and Zoom), through which students will interact with the course materials, the Course Directors, as well as with one another. Therefore, a computer or smart device with a camera and microphone is required to complete the course. Additional information will be provided, as needed.

Email and Office Hours:

Where possible, consult the course's eClass page and course outline prior to emailing since often the information you need is there. Email communication should be reserved primarily for urgent issues. **EMAILS SHOULD BE INITIALLY DIRECTED TO YOUR TUTORIAL LEADER.** Following that, emails should be directed to the Course Coordinator Prof. Humaña (hhumana@yorku.ca). Emailed queries on material found in the course outline and/or eClass will NOT be answered. Questions about course content should be raised in tutorials or via kine1000@yorku.ca.

Please ensure that email messages are professional, clear and coherent. Simply put, if we cannot understand your message, we will not respond to it. Assume that your email will be the factor determining whether you are accepted into a professional program or hired at your dream job. Avoid text messaging terms, inappropriate language, emoticons, and poor spelling, punctuation, and grammar. Ensure that there is a proper greeting and closing to your message.

We will endeavor to respond to student questions, concerns, and requests for meetings as soon as is possible to the best of our ability. However, please be aware that some issues and concerns raised by students are of a more pressing nature than others, and we will respond in a way that prioritizes what we regard as the most pressing issues first. Effort will be made to respond to emails promptly,

within two business days where possible. **PLEASE DO NOT EXPECT IMMEDIATE RESPONSES. EMAILS WILL NOT BE RESPONDED TO DURING WEEKENDS.**

All three Course Directors will be available for in-person or virtual/online office hours by appointment only. Please email in advance to book a date/time. TLs will hold one office hour per week (in person or online). Additional TL online office hours will be by appointment only.

Course Text/Readings:

There are required readings throughout the course and the lectures will serve to enrich, clarify, and illustrate crucial issues from the assigned readings. Required readings are available in electronic format through York University's Library (YUL). In addition, persistent links to download the readings are provided through eClass. In the event that the links to the readings are not working properly, it is the student's responsibility to access the YUL system and retrieve the required reading. Consult the Lecture and Required Reading Schedule (see below) for dates of required readings.

This course requires students to purchase and utilize the **2023-24 Critical Skills Manual**. Content from the Critical Skills Manual is testable. The manual is available as a hard copy or as an e-book. Hard copy manuals can be purchased during the first two weeks of the course at CLH L before or after lecture. After September 18, hard copies can be purchased by going to the Northview Print store at 2700 Steeles Avenue west, ON LAK 3C8 (east of Steeles and Keele). The link to purchase the e-book version of the manual will be posted on the KINE1000 eClass page at the start of the term. Please note that access to the e-book version is for two years from the date of purchase. The cost of the manual (whether hard copy or e-book) is \$30 (this price includes tax).

Course Policies and Procedures:

- **Copyright Information**

These course materials are designed for use as part of the HH/KINE 1000 course at York University and are the intellectual property of the instructors unless otherwise stated. Third party copyrighted materials (such as book chapters, journal articles, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law. Copying this material for distribution (e.g., uploading material to a commercial third-party website) may lead to a violation of Copyright law. The buying and selling of any course material (including lecture slides, evaluation items, etc.) may constitute an infringement of intellectual property rights and/or a breach of Academic Honesty. Additional information on Student Rights and Responsibilities can be found at [here](#).

- **KINE 1000 ADOPTS A ZERO-TOLERANCE POLICY WITH REGARD TO BREACH OF ACADEMIC HONESTY.** Students should be familiar with the University's [Senate Policy on Academic Honesty](#). All breaches can be punishable according to information that can be found on the Faculty of Health's [Academic Integrity Tutorial](#). As already [communicated](#) to students, according to York's [Senate Policy on Academic Honesty](#), using text-, image-, code- or video-generating AI-tools to complete academic work without your instructor's knowledge or permission, is considered to be a breach of academic honesty. More specifically, using text-generating tools (such as ChatGPT) would be considered to be cheating (Senate Policy, section 2.1.1) and using image-generating tools (such as DALL-E) would be considered to be plagiarism (Senate Policy, section 2.1.3). For more information on AI and academic integrity, please go [here](#).

- **Grading:**
The grading scheme for the course conforms to the 9-point undergraduate grading system used at [York](#). Assignments will bear either a letter grade designation or a corresponding number grade. Final course letter grades may be adjusted to conform to Program or Faculty grades distribution profiles.
- **Appeals Process:**
If you believe that your mind map assignment should be re-evaluated, explain why in a one-page (max) hard-copy letter to Tutorial Coordinator, Dr. Nick Ashby. You must submit a hard-copy of your letter and the graded mind map to 306 Stong by the appeal deadline. If the office door is closed, please slide the letter of appeal with the graded work attached under the door of 306 Stong by the specified deadline. The appeals submission deadline is Monday, April 1, 2024 by 11:59 AM EDT. Please note that the grade for reassessed assignments may go up, down or remain the same. **APPEALS SUBMITTED AFTER THIS DEADLINE WILL NOT BE ACCEPTED. APPEALS PROCESS DECISIONS ARE FINAL.**
- **Missed Mind Mapping Policy/Procedure:**
The mind map exercise must be completed in your regularly scheduled tutorial. Alternative times or arrangements to complete a mind mapping/summary exercise will NOT be provided.
- If you are unable to complete the mind map exercise due to absence from tutorial, the following procedure will follow:
 - Official documentation is NOT required.
 - The weight of any/all missed Mind Mapping assignment(s) will be added to the next subsequent in-tutorial Mind Mapping assignment.
 - Where applicable, by the end of the Winter term, the weight of any outstanding incomplete Mind Mapping assignment(s) will be added to the Final (April) Exam grade.
- **Missed In-Tutorial Tests Policy/Procedure:**
 - The Administration TA will forward the names of students who have missed in-tutorial tests to the Course Coordinator. Only students whose names have been forwarded to the Course Coordinator by the Administration TA will be allowed to sit the make-up test.
 - Only ONE make-up in-tutorial test opportunity will be offered. You must be available to write the make-up in-tutorial test. No exceptions will be made for any student.
 - Official documentation is NOT required.
 - Missed in-tutorial tests in the Fall term must be made up during the Fall make-up test.
 - Missed in-tutorial tests from Fall term: **CUMULATIVE** (Tests 1 & 2) make up test on January 19, 2024.
 - Missed in-tutorial test in the Winter term must be made up during the Winter make-up test.
 - Missed in-tutorial tests from Winter term: **CUMULATIVE** (all 3 tests) make up test on February 16, 2024.
 - The location of the make-up in-tutorial test will be posted on the course eClass page. Students are responsible for checking eClass regularly to find the test location.
 - Students who do not write the make-up in-tutorial test on the specified date for the term will receive a zero (0) for any and every missed in-tutorial test in that term.

- **Missed Final (April) Exam Policy/Procedure:**

- Students must request permission from the Course Coordinator to attend the make-up final exam. The opportunity to sit the make-up final exam is NOT guaranteed.
- Only ONE make-up final exam will be offered (date TBD). You must be available to write the make-up final exam on the designated date. No exceptions will be made for any student.
- Please note that the Course Directors reserve the right to change the format of the make-up exams. Very late extensions or accommodations for the final exam will require students to submit a formal petition to the Faculty of Health.

Lecture and Required Reading Schedule

Date	Lecture and Required Reading(s)
Sept 6	Welcome and Housekeeping (HH)
Sept 11	Foundations of Learning: Transition to University (HH)
	Sept 13: Destination Graduation (Location: Tait McKenzie Centre)
Sept 18/20	What is Kinesiology? (PS) Pronger, B. (1995). Rendering the body: The implicit lessons of gross anatomy. <i>Quest</i> , 47(4), 427-446.
Sept 25/27	Power and the Social Body (HH) Collins. P.H. (1993). Toward a new vision: Race, class, and gender as categories of analysis and connection. <i>Race, Sex, & Class</i> , 1(1), 25-46.
Oct 2/4	Historical Perspectives of Health, Sport and Physical Activity (AD) McKee, & Forsyth, J. (2019). Witnessing Painful Pasts: Understanding Images of Sports at Canadian Indian Residential Schools. <i>Journal of Sport History</i> , 46(2), 175–188.
	Oct 7 – 13: Fall Reading Week
Oct 16	Foundations of Learning: Study Strategies That Work (LSS)
Oct 18	Foundations of Learning: Effective Reading Strategies (LSS)
Oct 23/25/30 and Nov 1	SES and Social Determinants of Health (PS) Tirado, L. (2014, Sept. 21). ‘Poor people don’t plan long-term. We’ll just get our hearts broken. <i>The Guardian</i> . Retrieved from https://www.theguardian.com/society/2014/sep/21/linda-tirado-poverty-hand-to-mouth-extract
Nov 6/8	Colonial Determinants of Health (AD) Palmater, P. D. (2011). Stretched Beyond Human Limits: Death By Poverty in First Nations. <i>Canadian Review of Social Policy</i> , 65/66, 112-127.
Nov 13/15	Race, Racialization and Identities (AD) Hylton, K. (2020). Black Lives Matter in sport...? <i>Equality, Diversity and Inclusion: An International Journal</i> , 40(1), 41–48.
Nov 20/22	Media and Representation in Sport (HH) Fink, J.S. (2015). Female athletes, women’s sport and the sport media commercial complex: Have we really ‘come a long way, baby’? <i>Sport Management Review</i> , 18(3), 331 - 342.
Nov 27/29 and Dec 4	Social Construction of Disease and its Impact on (Dis)ability (PS) Pearson, E. & Misener, L. (2021, Sept 1). Paralympians still don’t get the kind of media attention they deserve as elite athletes. <i>The Conversation</i> . Retrieved from https://theconversation.com/paralympians-still-dont-get-the-kind-of-media-attention-they-deserve-as-elite-athletes-166879
	Dec 7 – 22: December Exam Period
Jan 8	Welcome Back and Housekeeping (HH)
Jan 10	Foundations of Learning: Academic Integrity (PS)

Jan 15/17	Honouring Indigenous Experiences & Worldviews of Health & Physical Activity (AD) Steinhauer, D., & Lamouche, J. (2018). Miyo-pimatisiwin 'A Good Path.' Chapter 9 In Greenwood, M., De Leeuw, S. & Lindsay, N. M. (Eds.), <i>Determinants of Indigenous Peoples' Health in Canada: Beyond the Social</i> (pp. 80-92). Toronto: Canadian Scholars Press.
Jan 22/24	Tang, K, & Jardine, C. G. (2016). Our Way of Life: Importance of Indigenous Culture and Tradition to Physical Activity Practices. <i>International Journal of Indigenous Health</i> , 11(1), 211–227.
Jan 29/31	Sex and Gender (HH) Martin, E. (1991). The egg and the sperm: How science has constructed a romance based on stereotypical male-female roles. <i>Signs: Journal of Women in Culture and Society</i> , 16(3), 485-501. Messner, M. (2000). Barbie Girls versus Sea Monsters: Children constructing gender. <i>Gender & Society</i> , 14(6), 765-784.
Feb 5/7	Sexuality and Heteronormativity (HH) Lucyk, K. (2011). Don't be gay, dude! How the institution of sport reinforces homophobia. <i>Constellations</i> , 2(2), 66-80.
Feb 12/14	Ethics of Sex Texting (PS) Mahomed, S. & Dhai, A. (2019) Global injustice in sport: The Caster Semenya ordeal - prejudice, discrimination and racial bias. <i>S African Medical Journal</i> , 109(8): 548-551
Feb 17 – 23: Winter Reading Week	
Feb 26/28	The Politics of Food (PS) Cairns, K., Johnston, J. & MacKendrick, N. (2013). Feeding the 'organic child': Mothering through ethical consumption. <i>Journal of Consumer Culture</i> . 13(2), 97-118.
Mar 4/6	Finding Bundles: Re-imagining Health & Wellbeing From a Decolonial Lens (AD) McGuire-Adams, T. (2021). This is what I heard at Naicatchewenin": Disrupting embodied settler colonialism. <i>Journal of Indigenous Wellbeing</i> , 6(1), 65-77.
Mar 11/13	Decolonizing Health/Sport Policy (AD) Lorusso, J. R., Watson, K., Brewer, J., Hubley, M., Lenders, R., & Pickett, M. (2019). Learning to Infuse indigenous content in physical education: A story of growth towards reconciliation. <i>Revue PhénEPS/ PHEnex Journal</i> , 10(2), 1-17.
Mar 18/20	Sport, Gender and Development (PS) Hayhurst, L. M. C. (2013). Girls as the 'New' Agents of Social Change? Exploring the 'Girl Effect' through Sport, Gender and Development Programs in Uganda. <i>Sociological Research Online</i> , 18(2), 192–203.
Mar 25/27	Privilege (HH) McIntosh, P. (1988). <i>White privilege and male privilege: A personal account of coming to see correspondences through work in women's studies</i> . Wellesley, MA: Center for Research on Women, Wellesley College. Retrieved from: http://nationalseedproject.org/images/documents/White_Privilege_and_Male_Privilege_Personal_Account-Peggy_McIntosh.pdf
Apr 1/3	Sport, Human Rights and Transformation (HH) Humaña, H. (2016). <i>Playing Under the Gun: An Athlete's Tale of Survival in 1970s Chile</i> (pp. 1-5, 76-83, 92-95, 145-153, 184-186). Toronto, ON: Aconcagua Publishing.
April 8	8:30AM – 9:15AM Optional Virtual Session: Winter Term Review (PS) Please review the KINE1000 eClass page for Zoom meeting information.
Apr 10 – 25: Final Exam Period	

Course Evaluation Overview

Assessment Item	Percentage of Final Grade	Due Date(s)
SPARK Academic Integrity Module	5% (upon receiving 100% score on module)	By no later than Thursday, September 29, 2023, 11:59 PM EDT
Mind Mapping/Summary Exercises	30% (4x7.5%)	Weeks of: October 23, 2023 November 20, 2023 February 5, 2024 March 11, 2024
Tutorial Participation	10%	September 18, 2023 to April 5, 2024
In-Tutorial Tests	30% (3x10%)	Weeks of: October 16, 2023 November 13, 2023 January 15, 2024
Final (April) Exam	25%	Date and Time TBD

Course Evaluation Detailed Description

SPARK Academic Integrity Module (worth 5% of final grade)

DUE: By Friday day, Sept. 29, 2023, 11:59PM EDT

In efforts to help maintain academic integrity to the fullest extent possible, students are required to familiarize themselves with the meaning of academic integrity by completing SPARK's Academic Integrity module at the beginning of the course. The link to the SPARK Academic Integrity module can be found here: <https://spark.library.yorku.ca/academic-integrity-what-is-academic-integrity/>.

By no later than Friday, September 29, 2023, 11:59PM EDT, students must complete the SPARK Academic Integrity quiz within eClass. The deadline for this assessment item will NOT be extended under any circumstance. You must pass the quiz with a perfect score of 100% in order to receive the full 5% towards your final course grade. No part marks will be given. You will have unlimited opportunities to take the quiz prior to the deadline in order to get a perfect score on the test. The completion of the SPARK Academic Integrity quiz indicates that you have read, understood and agree with York University's policies about academic honesty.

Mind Mapping/Summary Exercises (4 x 7.5%, worth a total of 30% of final grade)

DUE: In tutorial in the weeks of Monday October 23, 2023, Monday November 20, 2023, Monday February 5, 2024, and Monday March 11, 2024

Mind mapping enables students to express their understanding through critical reflection on the connections between key ideas, using a more visual-focused medium of expression than is possible via prose writing alone. These exercises present students with the opportunity to engage in the important study skill of mind mapping and to express their understanding of course material via a combination of mind mapping and written prose.

Students will be required to develop a well-organized mind map that conveys with optimal clarity how pre-selected keywords from course material (readings and/or lecture material) are connected, together with a brief written summary of the mind map in no more than 300 words. The mind map

must be drawn by hand and the summary must be handwritten. No word processing, electronic devices or course material are allowed during each mind mapping/summary exercise unless required as per Student Accessibility Services (SAS)-registered accommodation needs.

Specific Instructions:

1. There will be FOUR mind mapping exercises, two in the fall term, and two in the winter term. Each exercise will be completed in available tutorial time (but no less than approximately 30 mins) and handed in for grading at the end of the tutorial in which the exercise occurs. Students are required to hand in their work at this time even if they have not completed the exercise.
2. **Students must attend every tutorial, since exercises will not be made available at alternative times should a student miss any.** Punctual attendance is also crucial since time cannot be added for those who are late. It is also essential to keep up to date with study of course material, in order to be prepared for each mind mapping assignment. There are no accommodations for failure to keep up with study of course material.
3. When students attend a tutorial at which a mind mapping/summary exercise takes place, they will be provided with exercise booklets consisting of pages of blank lined paper. Students will also be provided with a list of assigned keywords for preselected course material (a reading, a lecture, or a whole week or more of combined course units). This will be course material from prior to the week in which the mind mapping/summary exercise occurs.
4. Students are required to use one page in their exercise booklets to draw by hand a mind map of how they think the assigned keywords are best connected to convey with optimal clarity the meaning of the course material from which they have been taken. Students can draw their mind maps using pencil or pen and they are allowed to use an eraser or correction tape to make changes. But the end result must be a neat, legible mind map that fits on one page. To construct a mind map, students may (if they wish) enclose keywords in bubbles, and draw lines between keywords to connect them. It is up to the student to decide whether they should express any directional connections between keywords by drawing arrowed lines. **PLEASE NOTE: it is important to avoid connecting every keyword directly to every other keyword – this would be incorrect, unclear, and result in a grade of ZERO.**
5. As part of each assignment, students are required to use another page or pages in the exercise booklet to write by hand a brief summary of what the mind map conveys, in no more than 300 words. The handwriting must be neat and legible (block writing and cursive style are acceptable). Write using pen rather than pencil.

IMPORTANT: Throughout the fall and winter terms, students are required to have with them the following: pens, pencils, pencil sharpener, eraser or correction tape, and one piece of official photo ID. Students who fail to have these required items when a mind mapping/summary exercise takes place in tutorial will not be allowed to do the exercise and will receive an automatic grade of zero. **Beyond what is outlined in the policy/procedure on missed mind maps, there are no alternative times or arrangements to complete a mind mapping/summary exercise.**

Tutorial Participation (worth 10% of final grade)

Attendance at tutorial is a mandatory component of the course. Tutorials are an important part of the learning process and as an essential ingredient of your degree-level education. Deep understanding comes from being able to talk with ease about ideas, concepts, theories, and arguments from the course.

Tutorials offer you the chance to learn how to articulate ideas with precision and develop your understanding of course material, to learn how to listen carefully to other students' points of view, and to learn how to think critically and make considered responses. Not only are these skills crucial to developing a genuine understanding of the course, but they are essential in order to be an active and engaged citizen as a practitioner in a kinesiology-related career field.

Ensure that you know which course section you are in (A or B) and your tutorial number, time, and the name of your tutorial leader (these details are in your timetable). It is your responsibility to be present at tutorials punctually in order not to miss important announcements/reminders.

To be able to participate in tutorial effectively, it is essential that you have reviewed weekly lectures, read and thought about the assigned weekly readings before tutorial. If you come to tutorial without having reviewed the relevant lectures and done the readings, your comments will lack the degree of grounding in course material required and expected. Look at your schedule and assign yourself daily lecture/reading study periods to help ensure that you are prepared each week before tutorials. If you are struggling with time-management, consult SPARK, or your *Critical Skills Manual*.

Grading criteria: Each tutorial is worth an equal portion of 10% of the final course grade (i.e., 0.455%). However, while tutorial attendance each week is a necessary condition for earning the weekly 0.455%, it is not a sufficient condition. **Mere tutorial attendance will not earn any marks.** To earn the 0.455% each week, in addition to being present at tutorial for its duration, one must also have prepared in advance to contribute to tutorial discussion and to engage in any tutorial activities that may be assigned. Moreover, at the end of each weekly tutorial, one must email one or two brief lines of feedback on the weekly course material to one's tutorial leader – for example, this could consist of a brief observation about the relevance of weekly course material to one's own life or to a contemporary development or issue in society, or it could be an expression of confusion or a request for clarification if one is having difficulty grasping a key concept. Emailed tutorial feedback will not count towards the weekly 0.455% if 1) the student was absent from tutorial during the week to which the feedback pertains, or if 2) the student displayed lack of preparation for tutorial, or if 3) the feedback is emailed later than 30 minutes after the official end of the tutorial. In other words, only 1) attendance at tutorial each week together with 2) prior preparation and 3) timely weekly emailed feedback will earn the 0.455% each week. **All three conditions must be met each week in order to earn the tutorial mark.** If you anticipate being absent from tutorial for legitimate reasons for more than two consecutive weeks, you need to submit your documentation together with a letter of explanation to the Course Coordinator prior to the anticipated absence.

Absence: Contact the Tutorial Leader, preferably in advance, with an explanation of the absence. If the TL is not notified and not provided an explanation of the absence, the student will automatically lose the tutorial grade for that week.

The tutorial participation grade will be calculated following final tutorial of Winter Term. You will NOT be informed of your final tutorial mark by your tutorial leader. At the end of the course, your TL will simply calculate your overall marks and submit them for processing.

In-Tutorial Quizzes (3x10% = worth a total of 30% of final grade)

There will be 3 multiple choice quizzes completed, in person, during students' scheduled tutorial time. Students will be tested on both assigned readings and lecture material.

Final (April) Exam (worth 25% of final grade)

There will be a final exam during the April exam period (exact date and time TBD). The final exam is cumulative and cover material from the Fall and Winter term lectures and required readings. Exams will be administered at a specific date and time determined by the Registrar's Office. The format for the exams may include multiple choice and/or short answer questions and/or essay question(s).