Department of Biology Course Outline

WINTER 2024, SC/BIOL 4710 3.00 INTEGRATIVE ENVIRONMENTAL PHYSIOLOGY

Course Instructor:

Dr. Lisa Robertson Hear my name

How to address me:

Professor Robertson, Dr. Robertson,
Dr. R, Dr. Lisa, Lisa

Personal Pronouns: (she/her/hers)

Office Location: LSB 102C
But please email me; I'm rarely in my office!

Email: biol4710@yorku.ca

Note: If you have a question or would like to talk with me, you can send an email, visit me during student hours (see below), or approach me after class. Please don't use the eClass message/email function or email my personal email address.

Student Hours:

Class time each week will be set aside for student hours. Students may also see me after class, email me to book an appointment, or post questions to the appropriate discussion forum.

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

Prerequisites:

SC/BIOL 3350 4.00

and either

SC/BIOL 3060 4.00 or SC/BIOL 3070 4.00

Class (Lecture) Times and Location:

Monday & Wednesday, 10:00 – 11:20 am (90 min)
Location: SC 224
Visual directions to Stong College (SC).

Note: Please check the timetable closer to the start date of class in case of change!!

Course Format: BIOL 4710 has a flipped course design that incorporates a significant amount of independent and active learning into classes (lectures) and online content to examine the differential impact the environment has on animal physiology.

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

Where to find stuff in this course outline!

Land Acknowledgement	p2
Course Learning Objectives	p3
Inclusive Teaching Statement	p3
Community Guidelines	p4
Learning Materials	p5
Course Overview & Assessments	p6
University Policies and Important Dates	p11
Course Calendar Overview	p15

Land Acknowledgement

York University recognizes that many Indigenous Nations have longstanding relationships with the territories upon which York University campuses are located that precede the establishment of York University. York University acknowledges its presence on the traditional territory of many Indigenous Nations. The area known as Tkaronto has been care taken by the Anishinabek Nation, the Haudenosaunee Confederacy, and the Huron-Wendat. It is now home to many First Nation, Inuit, and Métis communities. We acknowledge the current treaty holders, the Mississaugas of the Credit First Nation. This territory is subject of the Dish with One Spoon Wampum Belt Covenant, an agreement to peaceably share and care for the Great Lakes region. As settlers on this land, and as biologists, we have a responsibility to respect and care for this land and its resources. You can find out more about the traditional homelands that you occupy by heading to https://native-land.ca.

Welcome to BIOL 4710!

Greetings! Thank you for joining me! This course delves into animal physiology and how the environment can influence body systems. As we progress, we'll gain an understanding of how environmental factors impact animal physiology at various biological levels. We'll also study how evolutionary adaptations have allowed certain species to thrive in their habitats. You'll participate in a Class Academic Conference, encompassing two linked course projects (one team; one individual), that will introduce you to professional activities associated with graduate school and many biology-related careers. BIOL 4710 is designed to cater to the needs of students, provide insight into professional activities associated with many professional careers, and emphasize interactive activities, collaboration, and discussion. By participating in course tasks, projects, and interactive activities, students will hone many transferable skills including scientific literacy, critical analysis of literature, collaboration, and project management.

Course Calendar Description: Explores the influence of the environment on the physiology of animals, from the gene level to the population level, with an emphasis on evolutionary adaptations. Experimental design and data analysis will be stressed.

Prerequisites: SC/BIOL 3350 4.00 and either SC/BIOL 3060 4.00 or SC/BIOL 3070 4.00.

Contacting Me by email

Please use biol4710@yorku.ca to contact me, **not** the eClass message system nor my personal email address. In your email correspondence, please:

- Use your yorku.ca email address, if possible. Emails from other addresses may be filtered as spam/junk which will delay response.
- Put a **relevant description** in the email **subject line**.
- **Allow up to 5 business days for a response.** To use my professional and personal time more effectively, I typically don't check email after 5 pm or before 9 am daily, nor at any time on the weekend. If your email is urgent, please send with high priority.

Course-level learning objectives:

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

Content	Skills
1. Explain concepts, methodologies, and factors associated with integrative animal physiology. 2. Explain the influence of the surrounding environment on integrative animal physiology. 3. Describe adaptation from gene to population levels. 4. Critically evaluate information (*e.g.,* experiments, data, results, and figures) about the impact of the environment on animal physiology. 5. Design and evaluate experiments that would test hypotheses related to the impact of the environment on animal physiology.	1. Demonstrate critical thinking, analysis, and application of scientific works. 2. Demonstrate problem-solving skills when provided with scientific scenarios or data. 3. Work effectively, responsibly, and collegially with your peers in and out of class. 4. Communicate knowledge in a simulated conference experience through oral and written communication. 5. Develop skills and strategies for effective communication, evaluation (peer and self), learning and wellness (*e.g.,* time management). 6. Create new knowledge (in the form of activities, discussion, writing and presenting) with integrity, acknowledging clearly which ideas are not your own.

Inclusive Teaching Statement: Equity, Diversity, and Inclusion (in DR. R's courses)

I strive to foster a learning environment and class community that is inclusive and equitable and that supports learning and success for everyone. We are here to learn and succeed together, support each other, and interact with one another with respect and grace. Courses that I teach are designed with a commitment to evidence-based teaching practices and the principles of Universal Design for Learning (UDL- Learn more about the UDL framework). Historically, science has been influenced by cultural context and has often been exclusionary. I am integrating diverse scientists and experiences into my courses to reflect *our* diversity and to also acknowledge the exclusionary practices of the past. I am still in the process of learning about diverse perspectives, identities, and inclusionary practices, and continually apply what I am learning into my classes. I will continually improve upon the inclusive learning environment that I provide and appreciate your support in my own learning journey. Any feedback, respectfully given, is always welcome at biol4710@yorku.ca.

Community Guidelines

The following values are fundamental to academic integrity and are adapted from the International Center for Academic Integrity*. In our course, we will seek to behave with these values in mind.

	As students, we will...	As an instructor, I will...
Honesty	• Honestly demonstrate our knowledge and abilities on coursework • Communicate openly without using deception, including citing appropriate sources	• Provide honest feedback on your demonstration of knowledge and abilities on coursework • Communicate openly and honestly about course expectations and standards via the syllabus, instructions, and rubrics
Responsibility	• Complete assigned material to prepare for class • Show up to class on time, and be mentally/physically present • Participate fully and contribute to learning and activities	• Ensure timely feedback on your coursework • Show up to class on time, and be mentally/physically present • Create relevant assessments and class activities
Respect	• Speak openly with one another, while respecting diverse viewpoints and perspectives • Provide sufficient space for others to voice their ideas	• Respect your perspectives even while I challenge you to think more deeply and critically • Help facilitate respectful exchange of ideas
Fairness	• Contribute fully and equally to collaborative work, so that we are not freeloading off others • Not seek unfair advantage over fellow students in the course	• Create fair assignments and exams, and ensure they are graded in a fair, and timely manner • Treat all students equitably
Trust	• Not engage in personal affairs while in class • Be open and transparent about what we are doing in class • Not distribute course materials to others without authorization	• Be available to you when I say I will be • Follow through on promises • Not modify the expectations or standards without communicating with everyone in the course
Courage	• Say or do something when we see actions that undermine any of the above values • Accept a lower or failing grade or other consequences of upholding and protecting the above values	• Say or do something when I see actions that undermine any of the above values • Accept the consequences (*e.g.,* lower teaching evaluations) of upholding and protecting the above values

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

Learning Materials

Course Readings & Materials:

We will primarily be using scientific literature in this course. I will also be providing **open access/free/otherwise accessible resources**. Completing weekly preparation will help you reach the course learning objectives. Preparation materials could include videos, readings, activities, or a combination of these materials.

~~**Textbook:**~~ There is **NO REQUIRED textbook**!

But here are some helpful textbooks for your course projects**:**

There is NO obligation to use these textbooks. Page references will not be provided for these textbooks.

Environmental Physiology of Animals, 2nd Ed. -Wilmer, Stone, Johnston (ISBN: 9781405107242)

Environmental and Metabolic Animal Physiology - Prosser (ISBN: 9781260462982)

Note: If you wish to use a textbook to supplement the provided preparation materials but find the cost associated with the above most recent editions too high, please consider using an older edition. You can find an older version of each of the above textbooks in the stacks at either the Steacie Science & Engineering Library or at Scott Library.

eClass site:

BIOL 4710 extensively uses the eClass site (https://eclass.yorku.ca). Here you'll find announcements, course materials, resources, discussion forums, etc. Check your email account associated with eClass regularly (at least thrice per week) for course announcements, other important tidbits, and inspirational messaging ☺.

Technology Checklist:

An internet-enabled device to access eClass & participate in class	Computer-installed software for student hours, class activities, etc.	Access to reliable internet for eClass access, Zoom, etc.	Webcam in case we meet over Zoom!	Microphone in case we meet over Zoom!

Note: *If you don't have access to a computer, webcam, microphone, consider borrowing a laptop from York U, financial aid from York, and single workspaces available for student use on campus at the library. (https://www.library.yorku.ca/web/ask-services/printing-and-computing/computing/public-computers-labs/)*

Course Overview & Assessments

The most important factor in learning is *doing* the work. Learning happens best when you *actively engage* with the material consistently (it's not just me saying this! Research about learning strongly suggests it too!). Using evidence-based practices and Universal Design for Learning (UDL) principles, this course has been purposefully designed with flexibility that allows for self-accommodation and that also inherently addresses many accommodations. Below are a few answers to questions you might have about the course, and you can find additional questions with answers in the FAQ on eClass!

What will I be doing in this class?

A lot of different things – activities, discussions, engagement, oh my! While there is a component of the course that is "lecture-y", it will be limited to allow considerable active and independent learning. This course has been designed to have you engage with colleagues (instructor and fellow students) and with course material through participation in a *Class Academic Conference* ☺. This course will help you to develop your skills in thinking critically, writing, and collaborating while diving deep into the physiological world and how the environment impacts it.

How should I prepare for class?

When preparation is assigned, you'll be expected to do it on time, *ahead of class.* You'll get far more out of class if you come prepared**.** You will be provided with journal articles or other open-access/free resources (notes, videos, etc.,). The course is work-intensive, but hopefully, you find yourself well supported and your experiences here valuable!

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

Participation is important in this course, and you won't be as successful if you aren't willing to participate and collaborate. **Participation in the *Class Academic Conference* through the collaborative team project and the individual project is required to pass the course**. There are marks given for participation (as part of the in-class activities) to encourage you to stretch your mind and discuss course material in (and hopefully out of) class. The rules are simple for earning activity points: participation in class and asynchronous activities should be relevant and on-topic, you must participate to earn marks (telepathy is not an effective form of communication in the class), and a good faith effort must be shown. Please be respectful of your peers' thoughts and opinions; you can disagree, just do so respectfully and politely. Every one of you will have valuable input and perspectives to contribute. I want everyone's voice to be heard in this course.

What topics will we cover in this course?

A bunch! The course will introduce and/or combine knowledge across biological disciplines. The effects of the surrounding environment on physiology across biological levels in both invertebrates and vertebrates will be discussed. Students will explore aspects of environmental physiology in depth through both course projects and other course tasks. Topics are focused on the physiological responses to environmental conditions including the following (in no order), which is subject to change or modification.

POSSIBLE TOPICS
Animal physiology and integration in physiology
Adaptation and Evolution versus acclimation versus acclimatization
The Environment and exposure to pollutants
Temperature change
Ion and water regulation
Nitrogen balance
Metabolism
Digestion
Respiration

How are assignments graded?

When possible, I try to reduce unintentional bias in grading by, for example, grading assignments one question at a time), grading anonymously, and using rubrics and marking keys.

Can I hand in things late?

Yes and No. Since life can go pear-shaped and can be the total pits sometimes, I offer inherent course **flexibility**; flexibility in deadlines for *some* course tasks in the form of **three (3) grace days**. These three calendar days are automatically added onto an applicable task deadline, so there is no penalty for using grace days – they are there to be used, so please use them ☺. You do not have to request to use grace days. It is up to your discretion to use grace days. Unused grace days on a course task are not transferrable to another course task. So, if a course task that has grace days is due at 11:59 pm on a Friday, you would have until 11:59 pm on a Monday to hand in the course task without penalty. If you hand in the task after the end of the grace day period, it will be subject to a 15% late penalty per calendar day for up to 3 days. After this, the late task will not be graded and will be assigned a zero (0).

Course Grade Breakdown

COMPONENT	WEIGHTING & INFORMATION
WELLNESS LEARNING ACTIVITIES	10% (best 90%; completed throughout the term)
PERUSALL ANNOTATIONS	10% (best 90%; completed throughout the term)
INDIVIDUAL PROJECT*	30% (several components; completed throughout the term)
TEAM PROJECT*	35% (several components; completed throughout the term)
PROGRESS REPORTS	15% (individual; throughout the term)

* Components of the *Class Academic Conference;* must be completed to pass the course.

Late policy and grace days: Life can indeed be challenging, and I want to reduce the worry that comes with that. So, I have built-in flexibility in the form of three (3) grace days for many course tasks. For engagement and Perusall annotations I'm offering to drop a few assignments (see the 'best of' language in the course breakdown).

Religious accommodation: You are entitled to religious accommodation where necessary. **Please let me know of any potential religious conflicts within the first 3 weeks of term.** See 'University Policies' for more information. There will be a few days where your participation is absolutely required so that you and your peers get the full benefit of the exercise, and every effort has been made to schedule these interactions outside of religious observations.

Wellness Learning Activities (10%)

Like all my courses, this course will incorporate aspects of health and wellness. While the course will require work, I want you to remain healthy! The Wellness Learning Activities will engage you with the course material and provide an opportunity for skill-building, while also developing strategies for life-long learning and wellness. **This class relies on the participation of student colleagues**. Activity points will be earned during and outside of class time for engagement and participation. Understanding that you may have to miss a few classes, **you need only 90% of the total wellness learning activity points to earn full marks toward your grade.** If you earn less than 90% of the total activity points, your mark out of 10 will be pro-rated. For example, if you earn 80% of the total activity points, your mark will be (80/90)*10 = 8.89/10 for the activity component of the course's final grade. Wellness Learning Activities completed in eClass are eligible for grace days (see eClass for more details). Activities completed in class are not eligible for grace days; students must be present in class to earn in-class activity points. In-class activities may include group or individual activities, worksheets, etc. Some activities will be graded on good faith effort while others may be graded for correctness. Some activities may be weighted more than others. More information on eClass and in class regarding specific details of activities.

Perusall Annotations (10%)

Perusall has collaborative annotation tools that help you in your reading and analysis of literature. You'll be reading articles in this course for the in-class component (this is how you'll learn about different topics in the course, as well as be introduced to and practice skills that are needed for course projects). Given that we can't always do stellar work, the best 90% of your Perusall assignments will go toward your Perusall annotations grade. For example, if there are 10 papers assigned, your best 9 Perusall annotation assignments will go towards this 15% of your course grade. Grace days do not apply to Perusall assignments as these readings prepare you for class discussion.

Individual Project: Research Paper (30%)

Communication of scientific ideas to a variety of audiences is a valuable skill. In this course, the individual and team projects are integrated into the *Class Academic Conference* so that you are

exposed to research and professional activities associated with graduate school and many careers in biology and more!! Students will follow the process of scientific inquiry and the scientific method to examine a topic of interest and answer a research question of interest. What you do for the individual project will help you to develop your team project and vice versa. To develop your written communication skills, you will write a research paper as the individual project associated with the *Class Academic Conference*. I want you to have as authentic an experience as possible and to improve *over the term*, so you will complete scaffolded tasks and have meetings with the instructor (your research supervisor) throughout the semester, just like a graduate student would meet with their supervisor. See 'Progress Reports' for more detail on these meetings.

COMPONENT OF INDIVIDUAL PROJECT	WEIGHT OF FINAL GRADE	DUE	3 GRACE DAYS ALLOWED?
Outline of research paper	5%	Fri. Feb. 16, 11:59 pm	YES
Peer Review & Editor Feedback			
• Polished Draft DUE	1%	March 15, 11:59 pm	NO
• Peer Review	4%	March 22, 11:59 pm	YES
• Peer Reviewer Meetings		March 25, in class	NO
Final research paper	20%	Fri. April 5, 11:59 pm	YES

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

Research Team Project: Class Academic Conference Presentation (35%)

The team project allows you to work collaboratively with student colleagues in the class in 'research teams'. The project is scaffolded (divided into smaller sub-assignments or parts) and will allow you and your team to explore physiological concepts and the impact of the environment on animal physiology more deeply. You will have the opportunity to discuss your project with the class during a simulated conference experience (*Class Academic Conference*)**,** where research teams will present their research findings. The *Class Academic Conference* will occur within the last class (or few classes) of the term (see Course Schedule for more detail). Colleagues will evaluate research team presentations and provide feedback. Each research team will be assigned as a moderating team of one other research team. As moderators, during the question period following the presentation, each research team member will be responsible for asking at least one question and the team will facilitate any discussion arising from the presentation and questions. Teams will be assigned by the course instructor and class time has been dedicated to team project work, although additional time outside of class may be needed. **The team project must be completed to pass this course.**

Late policy: Only some parts of the team project are eligible for a 3-day grace period (see table below). After the grace period, a late penalty of 15% will be deducted per day late up to a total of 3 days, after which time the work will not be graded and the grade assigned will be a zero (0).

COMPONENT OF TEAM PROJECT	WEIGHT OF FINAL GRADE	DUE DATE	GRACE DAYS?
TEAM CHARTER	1%	Jan 26, 11:59 pm, Crowdmark	Yes
RESEARCH PROPOSAL	3%	Feb 9, 11:59 pm, Crowdmark	Yes
SUBMITTING YOUR PRESENTATION ABSTRACT TO THE CONFERENCE	2%	March 22, 11:59 pm, Crowdmark	Yes
PEER FEEDBACK	3%	March 27, in class	No
CONFERENCE PRESENTATION	25%	April 3, in class	No
MODERATOR/QUESTIONER	1%	April 3, in class	No

Progress Reports (15%)

To provide as close to an authentic research process experience as possible you will complete scaffolded tasks and have regular meetings with the instructor (your research supervisor) throughout the semester (just like a graduate student would meet with their supervisor!). The progress reports will serve as individual check-ins with the instructor throughout the term to ensure progress in your research and assist with any issues that may arise as you are completing your work. Student-colleagues and instructor together will determine scaffolded tasks as appropriate (some students work differently than others so these plans may need to be individualized to a degree).

PROGRESS REPORTS	WEIGHT OF FINAL GRADE	DUE DATE	GRACE DAYS?
PR #1: PAPER OUTLINE	5%	Feb 26, in class	NO
PR #2: DRAFT RESEARCH PAPER	5%	March 13, in class	NO
PR #3: POST-REVIEW REFLECTION; EDITOR NOTES; FINAL CHECK-IN	5%	April 1, in class	NO

Regrading/Reappraisal Procedures

Any graded coursework may be submitted for regrading. If you believe a course component was graded incorrectly and wish to submit a reappraisal request, please follow the appropriate procedure below **within 5 business days of the work being returned or grades/feedback made available to you**.

DR.R is responsible for regrades associated with tests and other graded learning activities. The regrade request will be emailed to DR.R at biol4710@yorku.ca. Please include "regrade request for ---" in the subject of your email, where --- is the graded course task you are asking to be reappraised. Your email must include academically valid reasons for the reappraisal request, and you must refer directly to the rubric, marking key, and/or feedback provided. Requests such as "because I need/deserve a higher mark" or "the grading was not fair" will not receive a response nor a regrade. Note that **remarking may result in the mark being raised, lowered, or staying the same; the grade resulting from a remark is final.** DR.R will strive to acknowledge the receipt of all valid reappraisal requests by email and then review all reappraisals within 2 weeks of the deadline for the submission of the reappraisal for the course task. Students will be informed by eClass announcement when all reappraisals for the course task are completed.

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

University Policies

Important Dates

Classes start: January 8, 2024
Winter Reading Week: February 17-23, 2024
Drop Deadline: March 11, 2024 (last day to drop without course on transcript)
Course Withdrawal Period: March 12-April 8, 2024 (course still appears on transcript with 'W")
Classes End: April 8 (*but you never want 4710 to end...)*

Grading Scheme

In accordance with the York University Undergraduate Calendar Regulations, the letter grades assigned in undergraduate courses at York conform to the descriptions and grade ranges shown here: https://calendars.students.yorku.ca/2022-2023/grades-and-grading-schemes

Academic Honesty and Integrity

Academic misconduct undermines the values of honesty, trust, respect, fairness, and responsibility that I expect in this class. York University provides supports such as academic integrity workshops to ensure that you understand the norms and standards of academic integrity that I expect you to uphold.

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 like myself to foster acceptable standards of academic conduct and of you to abide by such standards. Please review and familiarize yourself with the policy.

There is also an academic integrity website with comprehensive information about academic honesty and how to find resources at York to help improve your research and writing skills, and cope with University life. You are expected to review the materials on the Academic Integrity website as part of the Academic Integrity Assignment you will complete during Weeks 1 and 2.

Examples of actions that do not adhere to York's Academic Integrity Policy include:

- Plagiarism (passing off someone else's work as your own)
- Accessing unauthorized sites for assignments or tests
- Unauthorized collaboration on assignment and exams
- Uploading work to third party repository sites (e.g., Course Hero, One Class, etc.)
- Scanning, sharing, uploading, or publishing exams, tests, or scholarly work
- Using AI-driven programs such as ChatGPT to assist in academic work

For more information on what academic integrity is and why it is important see: https://spark.library.yorku.ca/academic-integrity-what-is-academic-integrity/. Information on the process of investigations into breaches of academic honesty: https://spark.library.yorku.ca/academic-integrity-breach-of-policy-on-academic-honesty/

Important Note from the FSc Committee on Examinations & Academic Standards (CEAS): Numerous students in Faculty of Science courses have been charged with academic misconduct when materials they uploaded to third party repository sites (e.g., Course Hero, One Class, etc.) were taken and used by unknown students in later offerings of the course. Whenever a student submits work obtained through an external site (e.g., Course Hero, Chegg), the **submitting student will be charged with plagiarism** and the **uploading student will be charged with aiding and abetting**. To avoid this risk, students are urged not to upload their work to these sites.

Assistance for Students (Academic and Well-Being)

Academic Advising*: https://www.yorku.ca/science/academic-advising/ * Departments also offer program-specific advising. Check with your Department's Undergraduate Office.

Centre for Human Rights, Equity, and Inclusion: https://rights.info.yorku.ca

Centre for Indigenous Students Services: https://aboriginal.info.yorku.ca/

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

Keep.meSAFE: https://myssp.app/keepmesafe/ca/home

Learning Commons (general academic learning supports including library research, time management, study skills, career planning, etc.): https://learningcommons.yorku.ca/

Sexual Violence Response and Support: https://thecentre.yorku.ca

Student Counselling, Health & Well-being: https://counselling.students.yorku.ca/

Support Services for International Students: https://yorkinternational.yorku.ca/international-student-support/

Writing Services: https://www.yorku.ca/colleges/bethune/get-help/writing/

York University Student Services: https://family.yorku.ca/student-services/#SCD

York University Student Well-being Resources: https://www.yorku.ca/well-being/resources/students/

Accessibility

York University is committed to principles of respect, inclusion, and equality of all persons with accessibility needs across campus. The University provides services for students with accessibility needs (including physical, medical, learning, and psychiatric needs) needing accommodation related to teaching and evaluation methods/materials. These services are made available to students in all Faculties and programs at York University.

Students in need of these services are asked to register with accessibility services as early as possible to ensure that appropriate academic accommodation can be provided with advance notice. You are encouraged to schedule a time early in the term to meet with each professor to discuss your accommodation needs. Please note that registering with accessibility services and discussing your needs with your professors is necessary to avoid any impediment to receiving the necessary academic accommodations to meet your needs.

Additional information is available at the following websites:

Student Accessibility Services: https://accessibility.students.yorku.ca

York Accessibility Hub: http://accessibilityhub.info.yorku.ca/

Religious Observance Accommodation

York University is committed to respecting the religious beliefs and practices of all members of the community and making accommodations for observances of special significance to adherents. Should any of the dates specified in this syllabus for an 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. To arrange an alternative date or time for an examination scheduled in the formal examination periods (December and April/May), students must complete and submit an accommodation request form at least 3 weeks before the exam period begins. https://secure.students.yorku.ca/pdf/religious-accommodation-agreement-final-examinations.pdf

Student and Instructor Conduct in Academic Situations

Students and instructors are expected to maintain a professional relationship characterized by courtesy and mutual respect. Moreover, it is the responsibility of the instructor to maintain an appropriate academic atmosphere in the classroom and other academic settings, and the responsibility of the student to cooperate in that endeavour. Further, the instructor is the best person to decide, in the first instance, whether such an atmosphere is present in the class. The policy and procedures governing disruptive and/or harassing behaviour by students in academic situations is available at http://secretariat-policies.info.yorku.ca/policies/disruptive-andor-harassing-behaviour-in-academic-situations-senate-policy/.

Academic accommodation refers to educational practices, systems and support mechanisms designed to accommodate diversity and difference. The purpose of accommodation is to enable students to perform the essential requirements of their academic programs. At no time does academic accommodation undermine or compromise the learning objectives that are established by the academic authorities of the University. University rules regarding registration, withdrawal, appealing marks, and most anything else you might need to know can be found on the university's website, here: https://calendars.students.yorku.ca/2021-2022/policies-and-regulations

Course Calendar Overview – *Topics and deadlines are subject to change.*

Wellness Learning activity deadlines are not outlined in this calendar. See eClass for more detail.

Semester Week	Mon	Tue	Wed	Thur	Fri
January					
Week 1:	Semester begins! 8 ***First Day of 4710!***	9	10	11	12 *GTKY Survey*
Week 2:	15	16	17 Birthday of Guru Gobind Singh Sahib	18 Bodhi Day	19
Week 3:	22	23	24	25	26 *Team Charter*
Week 4:	29	30	31	FEB 1	2
February					
Week 5:	5	6	7	8	9 *Research Proposal*
Week 6:	12	13	14 Ash Wednesday	15	16 *Outline of research paper*
READING WEEK!	No Class! 19	20	No Class! 21	22	23
Week 7: Progress Report 1	26 *Progress Report 1*	27	28	29	MAR 1
March					
Week 8:	4	5	6	7	8 Maha Shivaratri
Week 9: Progress Report 2	11	12	13 *Progress Report 2*	14	15 *Draft Research Paper* Shri Ramakrishna Jayanti
Week 10: Peer Review of research papers	18	19 Naw-Rúz starts	20 Naw-Rúz ends; Nowruz starts	21 Nowruz ends	22 *Submit your abstract*
Week 11: Peer evaluator mtgs (paper) & Peer review of pressies	25 *Peer Evaluator Mtg* Feast of the Annunciation	26	27 *Peer Review of Team Presentations*	28 *Holy Thursday*	29 *Good Friday*
April					
Week 12: Class Academic Conference	1 *Progress Report 3*	2	3 *Class Academic Conference!! ☺*	4	5 *Final Research paper* *Course Format Survey*
Course Wrap Up	***Last Day of 4710*** 8	9	10	11	12