

## Department of Biology Course Outline

### FALL 2024, SC/BIOL 4220 4.00 HISTOLOGY

#### 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: [biol4220@yorku.ca](mailto:biol4220@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.*

#### Course Prerequisites:

SC/BIOL 2070 3.00, SC/BIOL 3070 4.0

#### Study Spaces on Campus:

<https://currentstudents.yorku.ca/study-spaces>

#### Class (Lecture) Times and Location:

Monday, Wednesday, Friday 9:30 – 10:20 am

Location: CB 115

Click [here](#) for visual directions to CB

#### Laboratory Times and Location:

Tuesday-Thursday, 2:30 – 5:20 pm

Location: FRQ 104 – brand new lab space! 😊

Click [here](#) for visual directions to FRQ.

**Note:** Please check timetable closer to the start date of class in case of change!! You must attend the lab section that you are registered for!

**Lab Technician:** Ahmed Nadeem. Ahmed will be setting up your learning experience in the lab each week.

**Course TAs:** TBD. The TA team will be responsible for conducting the labs and associated activities and grading.

**Course Format:** BIOL 4220 incorporates a significant amount of independent and active learning into classes, laboratories, and online content to examine the microscopic organization of the cells, tissues, and organs of the mammalian body. The relationship between structure and function is a central theme of the course.

#### Where to find stuff in this course outline!

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## 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 learn more about the traditional homelands that you occupy by visiting <https://native-land.ca>.

## Welcome to BIOL 4220!

Welcome! We will explore the amazing world of histology – the microanatomy of the (mammalian) body! Students will learn about the histology of cells and basic tissue types and build on this knowledge to understand the histological structure of organ systems. Students will learn about the histological basis of biochemical and physiological processes while investigating the structure-function relationship of tissues and organs. Students explore, through case studies, how pathology impacts both histology and the physiological function of tissues and organs. Class and laboratory time are student-centered where students explore the mammalian body's cells, tissues and organs. This course assists students in developing knowledge and discipline-specific skills in histology and cultivating transferable skills, such as scientific literacy and critical thinking.

**Course Calendar Description:** Structure and function of tissues in vertebrates, with special emphasis on human histology. The laboratory deals with basic histological and histochemical techniques, such as tissue sectioning and staining, and localization of enzymes. Three lecture hours, three laboratory hours. One term. Four credits.

## Contacting the teaching team

**TA:** Contact your TA about lab-related questions or concerns. Your TA will advise on contact method.

**Professor:** Contact the professor at the course email ([biol4220@yorku.ca](mailto:biol4220@yorku.ca)) with questions or concerns about the class or the course.

### Guidelines for email communication with the teaching team:

- Use your yorku.ca email address, if possible, or it may be filtered as spam/junk.
- The **subject line should include a relevant topic description.**
- Include your **name and student number** at the **end of your email.**
- **Allow up to 5 business days for a response.** To use our professional and personal time more effectively, we typically don't check email between 5 pm and 9 am daily, nor at any time on the weekend. If your email is urgent, please send it with high priority.

**Course-level learning objectives:**

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

**Class and Lab**

1. Explain the basic principles and techniques used in histology, including tissue preparation, staining methods, and microscopy.
2. Accurately identify anatomical features in histological sections using a standard light microscope.
3. Correlate cell, tissue, and organ specializations with their functions.
4. Distinguish between histological specimens of different animal species using a comparative approach.
5. Compare and contrast histological features of structures across species.
6. Use light microscopy and virtual microscopy to display and identify histological features.
7. Use of appropriate histological terminology to describe and discuss anatomical features and functions.
8. Apply knowledge to solve problems and case studies.

**Skills**

9. Demonstrate critical thinking, analysis, and application of knowledge through examination and interpretation of histological specimens and scientific works.
10. Work effectively, responsibly, and collegially with peers in a group or team.
11. Communicate knowledge and information through oral and written communication.
12. Develop skills and strategies for effective communication, evaluation (peer and self), learning and wellness (e.g., time management, study strategies).
13. Integrate course histology knowledge with concepts from other biological sciences (physiology, biochemistry, etc.)
14. Create new knowledge with academic integrity, acknowledging clearly which ideas are not your own.

**Inclusive Teaching Statement: Equity, Diversity, and Inclusion in BIOL 4220**

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. I come from a pedagogy of kindness and teach 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 been exclusionary. I incorporate diversity into my classroom in many ways. To acknowledge past exclusionary practices and reflect *our* diversity. I am still learning about diverse perspectives, identities, and inclusionary practices, and continue to apply what I am learning in my classes. I will continually work to improve the inclusive learning environment that I provide and appreciate your support in my learning journey as I support you in yours.

## Community Guidelines

The following values are fundamental to academic integrity and are adapted from the International Center for Academic Integrity<sup>2</sup>. In our course, we will seek to behave with these values in mind.

	As students, we will...	As an instructor, I will...
<b>Honesty</b>	<ul style="list-style-type: none"> <li>Honestly demonstrate our knowledge and abilities on coursework</li> <li>Communicate openly without using deception, including citing appropriate sources</li> </ul>	<ul style="list-style-type: none"> <li>Provide honest feedback on your demonstration of knowledge and abilities on coursework</li> <li>Communicate openly and honestly about course expectations and standards via the syllabus, instructions, and rubrics</li> </ul>
<b>Responsibility</b>	<ul style="list-style-type: none"> <li>Complete assigned material to prepare for class</li> <li>Show up to class on time, and be mentally/physically present</li> <li>Participate fully and contribute to learning and activities</li> </ul>	<ul style="list-style-type: none"> <li>Ensure timely feedback on your coursework</li> <li>Show up to class on time, and be mentally/physically present</li> <li>Create relevant assessments and class activities</li> </ul>
<b>Respect</b>	<ul style="list-style-type: none"> <li>Speak openly with one another, while respecting diverse viewpoints and perspectives</li> <li>Provide sufficient space for others to voice their ideas</li> </ul>	<ul style="list-style-type: none"> <li>Respect your perspectives even while I challenge you to think more deeply and critically</li> <li>Help facilitate respectful exchange of ideas</li> </ul>
<b>Fairness</b>	<ul style="list-style-type: none"> <li>Contribute fully and equally to collaborative work, so that we are not freeloading off others</li> <li>Not seek unfair advantage over fellow students in the course</li> </ul>	<ul style="list-style-type: none"> <li>Create fair assignments and exams, and ensure they are graded in a fair, and timely manner</li> <li>Treat all students equitably</li> </ul>
<b>Trust</b>	<ul style="list-style-type: none"> <li>Not engage in personal affairs while in class</li> <li>Be open and transparent about what we are doing in class</li> <li>Not distribute course materials to others without authorization</li> </ul>	<ul style="list-style-type: none"> <li>Be available to you when I say I will be</li> <li>Follow through on promises</li> <li>Not modify the expectations or standards without communicating with everyone in the course</li> </ul>
<b>Courage</b>	<ul style="list-style-type: none"> <li>Say or do something when we see actions that undermine any of the above values</li> <li>Accept a lower or failing grade or other consequences of upholding and protecting the above values</li> </ul>	<ul style="list-style-type: none"> <li>Say or do something when I see actions that undermine any of the above values</li> <li>Accept the consequences (e.g., lower teaching evaluations) of upholding and protecting the above values</li> </ul>

<sup>2</sup> This class statement of values is adapted from Tricia Bertram Gallant, Ph.D.

## Learning Materials

### Course Readings & Materials:

I will be providing access to **open access/free/otherwise accessible resources** to help reduce the costs associated with this course. 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 there is an **OPTIONAL textbook:**






There is NO obligation to use the optional textbook. If you prefer to use one book for the course, there are several histology textbooks that you can purchase a recent or past edition of. Page references will not be provided for optional textbooks.

*Histology: A Text and Atlas. 8<sup>th</sup> Ed. Wolters Kluwer (ISBN: 978-1496383426)*

### eClass site:

BIOL 4220 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 three times per week) for course announcements and other important tidbits and inspirational messaging ☺.

### Technology Checklist:

 <p>An internet-enabled device to access eClass &amp; participate in class</p>	 <p>Software installed on computer for student hours, class activities, etc.</p>	 <p>Access to reliable internet for eClass access, Zoom, etc.</p>	 <p>Webcam in case we meet over Zoom!</p>	 <p>Microphone in case we meet over Zoom!</p>
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**Note:** If you don't have access to a computer, webcam, or 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 & Assessment

The most important factor in learning is *doing* the work -- of reading, writing, recalling, practicing, synthesizing, and analyzing. Learning happens best when you *actively engage* with material consistently (it's not just me saying this! Research about learning strongly suggests it too!). **This course has been purposefully designed using evidence-based practices including active learning and Universal Design for Learning (UDL) principles that address many accommodations and allow for self-accommodation through inherent course flexibility.**

**This class involves many different things like activities, discussions, and lots of engagement.** Alongside the “lecture-y” part of the course, will be considerable active and independent learning. This course has been designed to provide you with an excellent foundation in histology, engage with colleagues (members of the teaching team and peers) and course material in many ways -- all with a focus on wellness ☺. This course will help you to develop transferable skills in thinking critically, writing, and collaborating, among many other skills. Class and lab time is dedicated to teamwork and group activities that you will gain more from as an active participant.

**Participation is important in this course; tourists who only listen without participating will not be as successful.** You won't be as successful if you aren't willing to participate and collaborate. Every one of you will have valuable input and perspectives to contribute. This doesn't mean that every student is expected to speak up in every discussion, but I want everyone's voice to be heard in this course. There are marks for participation in class activities to encourage you to stretch your mind and discuss material in (and hopefully out of) class. The rules are simple for earning wellness learning activity points: participation in activities should be relevant and on-topic, you must participate (telepathy is not an effective form of communication in the class), and a good faith effort must be shown. Be respectful of your peers and their thoughts and opinions; you can disagree, but please do so respectfully and politely.

**You're expected to complete preparation before class or lab.** The course utilizes a flipped approach, where you must prepare before class or lab. You'll get way more out of class and lab if you come prepared! You will be provided with open access/free resources (notes, videos, *etc.*), or you may wish to use one of the optional textbooks for the course. If you are struggling with an idea: talk to your fellow student colleagues (in class, on eClass, study groups, *etc.*), find and read additional references, and/or ask me. You will also be given time in class to ask questions— so use this time to your advantage. The course is work-intensive, but hopefully, you find yourself well supported and your experiences here valuable!

**There are formative tests and one summative (final) test.** The formative tests are not cumulative, while the summative test is cumulative, covering all course material. Test question format may include identification, multiple choice, short answer, problem-solving, and application. See Grade Breakdown below for more information on tests and other course assessments. I strive to mitigate unintentional bias in grading by implementing various practices such as having TAs grade assignments one question at a time, conducting anonymous grading, and utilizing rubrics to enhance consistency among graders.

**I offer inherent course flexibility in the form of grace days.** Deadlines for *many* course tasks have two (2) grace days associated with them to help you manage when life goes pear-shaped and is the total pits. These two calendar days are automatically added to an applicable task deadline (you'll see the actual due date listed and the due date with grace days applied). It is up to you to use grace

days and you do not have to request to use them. There is no penalty (or judgment!) for using grace days – they are there to be used, so please use them if you need them ☺. Unused grace days for a course task are not transferrable to another course task. If a course task with grace days is due at 11:59 pm on a Friday, you would have until 11:59 pm on Sunday (two calendar days) to hand in the course task without penalty. If you hand in the task after the end of the grace days, it will be subject to a 25% late penalty per calendar day for up to 4 days, after which the late task will be assigned a zero (0). Course tasks that don't have grace days are time-sensitive or I have tried to allow ample time within the schedule for completion.

**The major emphasis of this course is developing your ability to recognize and identify organs and their component tissues and cells.** The focus will be on gaining an understanding of the histological anatomy of the animal body, with an emphasis on the interdependence of anatomy and physiology. See the Course Overview calendar at the end of this syllabus for the full list of topics that are covered in class and lab. Below is a short list:

### TOPICS COVERED IN CLASS AND LAB

What is histology? General concepts including specimen preparation and processing.

Cells and Tissues – the basics of building the body

Glands

The Systems – Integument, Cardiovascular, Respiratory, Digestive, Immune, etc.

Bone Marrow and Hematopoiesis

### LAB

Labs are directly linked to class.

You will explore the histology of the animal body using light microscopy and virtual images.

Display material may include additional slides, electron micrographs, or unique sections of animals, etc.

You must use critical deduction to determine which structures to know and how best to study and learn them. As part of your learning, you must incorporate class material into your lab experiences.

**ALL SLIDES & DISPLAY MATERIALS ARE TESTABLE**

## Course Grade Breakdown

COMPONENT	WEIGHTING & INFORMATION
<b>WELLNESS LEARNING ACTIVITIES</b>	<b>15%</b>
CLASS ACTIVITIES	7% (best 90%; completed in class only; throughout the term)
LAB ACTIVITIES	8% (best 90%; completed in lab only; throughout the term)
<b>TESTS</b>	<b>50%</b>
FORMATIVE TESTS*	30% (2 tests; 15% each; not cumulative)
SUMMATIVE TEST**	20% (cumulative; during final exam period)
<b>TEAM PROJECT***</b>	<b>35%</b>
	Several components; completed throughout the term in class and lab

\* Must write at least one formative test to be eligible to write the summative test and complete the course.

\*\* Must be written to complete the course.

\*\*\* Must fully participate in the project to complete the course.

You are entitled to religious accommodation where necessary. **Please inform the instructor of any potential religious conflicts within the first 3 weeks of term.** See 'University Policies' for more information.

## Grade Breakdown Details

### Wellness Learning Activities -- 15% of the final grade

#### Class Activities 7%; Lab Activities 8%

This course will have some focus on mental 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 transferable skill-building, including strategies for wellness.

**This class relies on the participation of student colleagues.** Activity points will be earned primarily during class (7%) and lab time (8%). **You need only 90% of the class and lab wellness learning activity points to earn full marks toward your grade.** Your mark will be pro-rated if you earn less than 90% of the total activity points. For example, if you earn 80% of the class activity points, your mark will be  $(80/90) \times 15 = 13.33/15$  for the class activity component of the final grade. Activities completed in class or lab are not eligible for grace days and you must be present for class or lab to earn in-class/lab activity points. Some activities will be graded on good faith effort while others may also be graded for correctness. Some activities may be weighted more than others. Find more information on eClass, in class and lab regarding specific details of activities and due dates.



## Term Tests -- 50% of the final grade

### Formative Term Tests (30%; two (2) term tests; 15% each)

**There will be two (2) formative term tests.** Term tests will be in-person and written during class time. The tests are **designed to take 25 minutes** to complete but you will be **given 50 minutes**. This is called Universal Design and includes any accommodations up to 100% extra time for all students. If personal accommodations are granted beyond 100% extra time, time will be given as appropriate. The term tests may consist of, but not limited to, identification, multiple-choice, short-answer, long-answer, application, critical thinking, and problem-solving questions. Questions will be like those in in-class activities or otherwise practiced in class (i.e., with clickers) or completed as engagement activities. More details on eClass and discussed in class.

FORMATIVE TEST	GRADE VALUE	TOPICS	DATE
1	15%	Topics to date	September 30
2	15%	Topics since test 1	November 4
<b>* You must write at least one term test to be eligible to write the summative test and complete the course (but you should write both!) *</b>			

**Formative test grade improvement policy:** You will write two (2) term tests. The lowest written test grade will be replaced by the Summative (Final) Test grade if this results in a higher final course grade. This policy does not apply to missed tests which means that the summative test grade will not replace a zero on a missed test.

**Missed term test policy:** There are no make-up opportunities for formative tests in this course. Tests do not qualify for grace days. If you miss a formative test, please do not supply supporting documentation.

- i. If you miss ONE formative test, the test weighting will transfer to the summative test, increasing the summative test weighting to 35% of the final grade.
- ii. If you miss TWO formative tests, the first test weighting will transfer to the summative test (as stated in i) and the second missed test will be recorded as a zero. You will not be eligible to write the summative test and complete the course.

## Summative Test (Final Exam) (20%)

The summative test (final exam) will take place at two times:

- Practical portion: In lab during week 12 of the semester; 1 hour
- Written portion: During the final exam period; 2 hours

Each portion of the summative test is **designed to take half the allotted time but you would have the full time to write the test**. This is called Universal Design and includes any accommodations up to 100% extra time for all students. If personal accommodations are granted beyond 100% extra time, extra time will be given as appropriate.

**The summative test (final exam) must be written to complete the course.**

**You must write at least one formative test to be eligible to write the summative test.**

**Missed summative test (final exam) policy:** If you miss either portion of the summative test you must petition.

You must complete a petition for deferred standing and submit the documentation to the course email within 48 hours of the missed portion of the summative test. **This process is strictly enforced.**

**Students with approved petitions will write the missed portion of the summative test during the final exam period.** The format of the missed portion of the summative test may be different from the original portion of the summative test.

**The summative test must be written to complete the course.**

SUMMATIVE (FINAL) TEST	GRADE VALUE	TOPICS	DATE
1	20%	Summative – all course topics <ul style="list-style-type: none"> <li>• Practical</li> <li>• Written</li> </ul>	During Week 12 During exam period, TBD

- The summative test will incorporate microscopy skills in the lab during the practical portion.

## Team Project -- 35% of the final grade

The project is scaffolded and will allow you to explore histological concepts and related skills more deeply through a case study. Full project details and marking rubrics will be posted on eClass and discussed in classes and lab.

**Late policy:** Some parts of the assignment may be eligible for grace days. After the last grace day, a late penalty of 25% will be deducted per day up to a total of 4 days, at which time the grade assigned will be a zero (0).

**A student must fully participate in the team project to complete the course.**

COMPONENT OF TEAM PROJECT	WEIGHT OF FINAL GRADE	DUE DATE	GRACE DAYS?
TEAM CHARTER	2%	Sept 27	Yes
ANNOTATED BIBLIOGRAPHY	3%	Oct 25	Yes
PRESENTATION	5%	Nov 18 - Nov 27 (Dates TBD in Week 5 or 6)	No
FINAL REPORT	20%	Nov 29	Yes
TEAM PROGRESS REPORTS	2%	Oct 23, in class Dec 2, online	NO Yes
QUESTIONNER	1%	Nov 18 – Nov 27 (Dates TBD in Week 5 or 6)	NO
REFLECTION	2%	Dec 3	Yes

## Regrading/Reappraisal Procedures

Any marked term work 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.**

### Class Components

**The regrade request will be emailed to [biol4220@yorku.ca](mailto:biol4220@yorku.ca).** Please include “regrade request for...” in the subject of your email, where the ‘...’ 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 **marking may result in the mark being raised, lowered, or confirmed; the grade resulting from a remark is final.**

### Lab Components

**The regrade request will be discussed with your TA (via email or in person; it is up to your TA).** If via email, please include “regrade request for ‘...’” in the subject of your email, where the ‘...’ is the graded lab 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 **marking may result in the mark being raised, lowered, or confirmed; the grade resulting from a remark is final.**

**Important note about grades:** To be fair and consistent **grades are not negotiable**. The course has been designed to have no one heavily weighted element and there is considerable flexibility and buffer built into the course. Grades will not be “curved”. No alternative assignments or assessments can be completed as ‘extra credit’.

## University Policies

**Important Dates** (also see: <https://registrar.yorku.ca/enrol/dates/2024-2025/fall-winter>)

**Classes start:** September 4

**Fall Reading Week:** October 14-18

**Drop Deadline:** November 8 (last day to drop without the course on your transcript)

**Course Withdrawal Period:** November 9-December 3 (course still appears on transcript with ‘W’)

**Classes End:** December 3 (*but you never want 4220 to end...*)

**Fall Study Day:** December 4

**Final Exam Period:** December 5-20 (*summative test scheduled here so stay tuned for info*)

## 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 me 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

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 Overview** – Topics and deadlines are subject to change. See eClass for details.

SEMESTER WEEK Class Topic -- Lab topic	Mon	Tues	Wed	Thurs	Fri
<b>September</b>					
<b>WEEK 1</b> Introduction, techniques -- <i>NO LAB</i>	<b>2</b>	<b>3</b>	<b>4</b> <i>First day of 4220!</i>	<b>5</b>	<b>6</b>
<b>WEEK 2</b> Cells, Basic Tissues – <i>NO LAB</i>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>
<b>WEEK 3</b> More Basic Tissues – <i>Intro to lab, cells &amp; epithelium</i>	<b>16</b>	<b>17</b>	<b>18</b>	<b>19</b>	<b>20</b>
<b>WEEK 4</b> Glands -- <i>More Basic tissues</i>	<b>23</b>	<b>24</b>	<b>25</b>	<b>26</b>	<b>PBL DAY 27</b> <b>DUE: Team Charter</b>
<b>October</b>					
<b>WEEK 5</b> <b>Formative Test 1</b> , Integument -- <i>Glands</i>	<b>30</b> <i>Test 1</i>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>WEEK 6</b> Respiratory & Cardiovascular system -- <i>Integument</i>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>
<b>READING WEEK!</b> NO CLASSES OR LABS! RELAX!!!	<b>14</b>	<b>15</b>	<b>16</b>	<b>17</b>	<b>18</b>
<b>WEEK 7</b> Digestive -- <i>Respiratory</i>	<b>21</b>	<b>22</b>	<b>23</b> <b>DUE: Team Progress Report 1</b>	<b>24</b>	<b>25</b> <b>DUE: Annotated Bib</b>
<b>WEEK 8</b> Digestive -- <i>Cardiovascular</i>	<b>28</b>	<b>29</b>	<b>30</b>	<b>31</b>	<b>PBL DAY NOV 1</b>
<b>November</b>					
<b>WEEK 9</b> <b>Formative Test 2</b> , Urinary -- <i>Digestive</i>	<b>4</b> <i>Test 2</i>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
<b>WEEK 10</b> Immune, Team Time -- <i>Digestive</i>	<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>
<b>WEEK 11</b> <b>Team Presentations</b> – <i>Urinary &amp; Immune</i>	<b>18</b>	<b>19</b>	<b>20</b>	<b>21</b>	<b>22</b>
<b>WEEK 12</b> <b>Team Presentations</b> – <i>Summative Practical Portion</i>	<b>25</b>	<b>26</b>	<b>27</b>	<b>28</b>	<b>PBL DAY 29</b> <b>DUE: Final Report</b>
<b>December</b>					
<b>WEEK 12 Con't</b> Wrap Up -- <i>NO LABS</i>	<b>Last Class! 2</b> <b>DUE: Progress Report 2</b>	<b>3</b> <b>DUE: Reflection</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>Exam Period: December 5-20</b>	<i>Written</i>	<i>Part of</i>	<i>Summative</i>	<i>Test</i>	<b>TBD</b>