

Course Outline

Course Title	Gender at Work
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Course Title:	Gender at Work
Course Code:	FA21 ADMS 3120 A
Office hours (Remote)	Fridays 12-1 pm
Class Zoom Link:	

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1. Course Overview

The purpose of this course is to examine the variety of ways in which gender is “at work” in society, in workplaces and in our relationships with others. While we all experience gender, most of us rarely think about it. In this course we will review the ways in which gender has been thought about in different times and places. Through readings, discussions and self-reflection we will attempt to “see” gender in people’s experiences at work as well as in patterns of difference in opportunities and quality of life. We will also examine knowledge on how to effect change that results in gender equality.

2. Learning Objectives

- To learn how gender shapes individual experiences and interactions, and patterns of outcomes and how it impacts broader patterns of outcomes;
- To develop an understanding of theoretical approaches to explain how inequalities are produced and reproduced, particularly in the workplace;
- To connect these insights to your own experiences;
- To develop strategies for reflexively managing gender, particularly in your work life;
- To deepen your understanding of your role in advancing equality and learn how you can promote change in society and in your personal and work life.

3. Course Design and Approach

This course is designed to be highly interactive and includes both individual and group activities that will take place during the scheduled class time. You should plan to attend all of the class meetings on Zoom. The assessment is done through varied continuous and summative methods.

Course Activities

The first half of the course focuses on how gender is constituted and reproduced through processes and patterns that generate inequalities. The second half of the course focuses on ways to disrupt these patterns of inequalities and to manage gender. Each class will include a brief review of the reading material, and opportunities for small group and whole group discussion. Most classes will include group overview presentations and group activities.

Before Class: Read the assigned material for each class. The required readings are peer-reviewed, scholarly articles. You will also see on the eclass site some optional readings and resources. These are mostly articles from various media sources and are not peer-reviewed, in other words they express the thoughts and opinions of the authors but are not based on research and specialized knowledge of the area. For the classes where articles are assigned, review the materials posted by the group presenting or conducting activities related to the article (e.g. discussion questions etc.)

During Class: Each class will comprise of individual activities such as a brief quiz (except Class 1 and 12) and group activities. Group work during class is intended to provide you with a safe space to discuss the topics in the course and to connect them to your own life and work experiences. In most cases, groups will be asked to present the results of their discussions to the class. Given the potential sensitive nature of discussions, we will spend some time early in the course developing some principles to create safe spaces for conversation and all participants are asked to respect these in and out of class.

Assignments: The assignments are designed to evaluate your knowledge of the theories and research related to gender as well as to promote reflection about how this material can inform your own experiences. There are mechanisms in place throughout the course to enable your success. If you require support with the assignments, please contact the instructor.

Remote Learning

This is a remote learning course. The Moodle/Eclass site for the course is organized by week, and course materials (such as powerpoints) and assignments are posted there for each class. There are a variety of optional readings and resources posted on eclass each week. Note, these are not required readings but are intended as prompts that help you to connect the main ideas in the assigned readings to everyday experience. We will be using Zoom for our weekly classes. Please be advised that in order to access Zoom, you will need to sign in with Passport York.

Accessing Resources

All the required readings can be accessed through the York University Libraries website. (Search for the periodical name, then select the issue and article). You are responsible for purchasing a Harvard Business School- Google Case (Ivey Canada [Purchase Link](#)), and for downloading the articles in the reading list. If you have any barriers impacting your ability to access any of the required materials, please contact the instructor as soon as possible for support.

4. Assignments

Assignment	Weight	Due Date
Ongoing Participation		
Participation (In-class)	15%	Weekly in-class
Participation (Journals)		Tuesdays, 11.59 pm ET (except Class 1,2,7 and 12)
In-class Quizzes (best 5 out of 7)	15%	Weekly in-class
Midterm Assignment		
Google Case Analysis	20%	2.30 pm ET, Nov 3 (Class 8), 2021
Group Assignments		
Group Presentation	15%	Based on sign-up (except Class 1,2,11 and 12)
Group Activity	15%	Based on sign-up (Except Class 1,2,11 and 12)
Final Paper	20%	11:59 pm ET, Dec 1, 2021 (Class 12)

Ongoing Participation

Participation is a crucial component to successfully achieving the learning objectives of this course. While gender is universal, we all experience it differently, especially as it intersects with other aspects of identity to constitute unique lived experiences. An important aspect of this course is to recognize and appreciate these differences and to connect ideas from the theory and research that we'll be reading to our own experiences, and those of others. There are two ways that you are required to participate: the first is during class and the second is through journals on e-Class. Participation will be assessed for each class, excluding class 1 and 12.

In-Class participation

- Knowledge of assigned readings and thoughtful contributions to class discussions, debates, and activities is essential to your own success, and that of others. Quality participation demonstrates an understanding of and meaningful engagement with the course material and how it can inform interpretations of everyday life (both personal and professional) as well as broader societal events. Quality participation also fosters an atmosphere that demonstrates respect for others.
- Participation Grade: For in-class participation, your grade will be based on the quality of and degree to which you participate. In other words, the more questions you ask, the more you engage with the course materials and your peers, the more you contribute to class and group discussions, and the more you participate in class activities—the higher your mark.

Journals

- The instructor will offer multiple questions for participation journals for each class. You need to respond to any **one** of these questions in your journal. The journal questions will focus on the most important concepts, ideas, or content for the class and will ask you to reflect on how they connect to your own experiences. The journal questions will basically serve as a study guide that will enable you to progress through the course with a clear understanding of what to focus on as you prepare for the midterm and final assignment.
- You will have 6 days to submit your journal, every Tuesday (except Class 1,2,7 and 12)

Participation Grade: For the journal participation, your grade will be based on the quality and thoughtfulness of your journal discussion, everything should be in your own words. Journals that are submitted following the class must explicitly reference the in-class discussion or activity. Responses should be between 250-500 words.

Note: Participation grades will be provided both at the midterm and at the end of the term. If you have any concerns about your ability to participate generally or are unable to attend a particular class, you should provide the instructor with your reason by email before that class.

In-Class Quizzes

- Quizzes will be a combination of multiple choice, true or false, and short answer questions. The questions will evaluate your knowledge of the materials assigned each class. These will be in-class and can only be completed if you are present for the class.
- In weeks when you have choice between readings, you will get choice in quiz questions to select questions specific to the material you read. Your overall grade will be based on the best 5 quizzes you complete (out of the total of 8) and will receive a 0 mark for those missed.

Group Assignments

There are two formal group assignments: A group presentation and a group activity. In the first class, you must sign up for one reading from the first part of the course (Class 3-6) and a second reading from the second part of the course (Class 7-10).

A) Group Presentation

- Group members will be responsible for developing and leading a 15-20 min presentation that highlights key themes and ideas from the assigned reading. This is not intended to be a summary of the reading but a reflection that identifies the important issues and arguments discussed by the authors. Unless approved in advance by the instructor, the presentation should not contain a video.
- Discuss/share the presentation outline and associated materials in advance with the instructor during virtual office hours or via email at least three days before the class presentation. This is an opportunity for each group to get feedback from the instructor to ensure a successful presentation and grade.

B) Group Activity

- Group members will also develop and facilitate a 15-20 min activity that will help the class to better understand and appreciate how the main ideas in the reading inform our everyday experiences in life and at work. The activity must occur during the scheduled class time but there is flexibility in the formats. You can facilitate the class around discussion questions, use a recent event reported in the media, a film, develop some “scenarios”, do a role play etc., that will offer the class a way of connecting the key ideas in the reading to patterns of equality/inequality at work and to their own experiences.
- Discuss/share the activity outline and materials in advance with the instructor during virtual office hours or via email at least three days before the class presentation. This is an opportunity for each group to get feedback from the instructor to ensure a successful presentation and grade.

Group Assignment Evaluation: Grading rubrics for the group presentation and activity will be available on eclass. Members will be required to summarize self-contribution and peer contribution in the presentation/ activity which may result in an increase or decrease to their grades for the assignment. If all members of the group rate each other equally they will all receive the same grade for the assignments.

Midterm Assignment: Google Case Analysis Essay

For the midterm assignment, you need to conduct a case study analysis on Google's Diversity. The goal of this assignment is for you to demonstrate your understanding of the course concepts and ideas (all material up to and including class 6) through your analysis of the Google case study.

The analysis essay should be no more than 6 pages, double spaced, 12-point Times New Roman font and should properly reference the course material used (i.e. APA). A grading rubric for this assignment will be provided in Class 6 and we will spend Class 6 and 7 discussing the Google case in detail.

Final Assignment: Take-Home Exam

The final assignment will be a take-home exam that will cover all of the course material (except the Google case). Since some of the classes include options in reading material, you will have choice in attempting final exam questions accordingly. The format will be a combination of short answer and essay questions to evaluate your knowledge of articles and your ability to connect the ideas, concepts, and insights to your own experiences. Final exam will be provided during class 10 and we will spend class 11 reviewing course material.

5. Readings, Resources and Weekly Schedule

DATE and MODULES	READINGS and RESOURCES	MODULE ACTIVITIES (All timings are in ET)
Class 1 Introduction to the Course Sep 8	No readings this week	<ul style="list-style-type: none"> Attend class on Sep 8, 2021 via Zoom from 2.30-5.30 pm ET <ul style="list-style-type: none"> Introductions Review the Course Outline Sign up for "Group Assignments"
Class 2 Key concepts and debates in Gender and Work Sep 15	<p>Howell, S. L., Carter, V. K., & Schied, F. M. (2002). Gender and Women's Experience at Work: A Critical and Feminist Perspective on Human Resource Development. <i>Adult Education Quarterly (American Association for Adult and Continuing Education)</i>, 52(2), 112–127. https://doi.org/10.1177/0741713602052002003</p> <p>McDowell L. Gender, work, employment and society: feminist reflections on continuity and change. <i>Work, Employment and Society</i>. 2014;28(5):825-837. doi:10.1177/0950017014543301</p>	<ul style="list-style-type: none"> Read the required articles before Sep 15 Attend class on Sep 15, 2021 via Zoom from 2.30-5.30 pm ET <ul style="list-style-type: none"> Instructor led discussion and activities Sign up for "Group Assignments"

<p>Class 3</p> <p>Gender inequalities in education and employment</p> <p>Sep 22</p>	<p>Read any one from below:</p> <p>Cranford, C. J., Vosko, L. F., & Zukewich, N. (2003). Precarious employment in the Canadian labour market: A statistical portrait. <i>Just Labour</i> (Vol. 3)</p> <p>OR</p> <p>Shan, Hongxia (2009). Shaping the re-training and re-education experiences of immigrant women: The credential and certificate regime in Canada. <i>International Journal of Lifelong Education</i>, 28 (3): 353–369.</p>	<ul style="list-style-type: none"> • Read the required article before Sep 22 • Attend class on Sep 22, 2021 via Zoom from 2.30-5.30 pm ET <ul style="list-style-type: none"> - Complete in-class quiz - Group Activity - Group Presentation • Submit journal for Module 3 by Tuesday, Sep 28, 11:59 pm ET
<p>Class 4</p> <p>Workplace violence and Emotional, Aesthetic Labour</p> <p>Sep 29</p>	<p>Read any one from below:</p> <p>McLaughlin, H., Uggen, C., & Blackstone, A. (2012). Sexual harassment, workplace authority, and the paradox of power. <i>American sociological review</i>, 77(4), 625-647.</p> <p>OR</p> <p>Williams, C. L. and Connell, C. 2010. "Looking Good and Sounding Right": Aesthetic Labor and Social Inequality in the Retail Industry. <i>Work & Occupations</i>. 37 (3):349-377.</p>	<ul style="list-style-type: none"> • Read the required article before Sep 29 • Attend class on Oct 6, 2021 via Zoom from 2.30-5.30 pm ET <ul style="list-style-type: none"> - Complete in-class quiz - Group Activity - Group Presentation • Submit journal for Module 5 by Tuesday, Oct 5, 11:59 pm ET
<p>Class 5</p> <p>"Doing Gender" at Work</p> <p>Oct 6</p>	<p>Martin, P. Y. (2006). Practising gender at work: Further thoughts on reflexivity. <i>Gender, Work & Organization</i>, 13(3), 254-276.</p>	<ul style="list-style-type: none"> • Read the required article before Oct 6 • Attend class on Oct 6, 2021 via Zoom from 2.30-5.30 pm ET <ul style="list-style-type: none"> - Complete in-class quiz - Group Activity - Group Presentation • Submit journal for Module 4 by Tuesday, Oct 19, 11:59 pm ET
Reading Week: Oct 9-15, 2021		
<p>Class 6</p> <p>"Undoing Gender" at work</p> <p>Oct 20</p>	<p>Read any one from below:</p> <p>Kelan, E. K. (2018). Men Doing and Undoing Gender at Work: A Review and Research Agenda. <i>International Journal of Management Reviews</i>, 20(2), 544–558.</p> <p>OR</p> <p>Knights, D., & McCabe, D. (2000). 'Ain't misbehavin'? Opportunities for resistance under new forms of 'quality' management. <i>Sociology</i>, 34(3), 421-436.</p> <p>Google case: Gender and Free Speech at Google. To purchase, click here.</p>	<ul style="list-style-type: none"> • Read the required article before Oct 20 • Attend class on Oct 20, 2021 via Zoom from 2.30-5.30 pm ET <ul style="list-style-type: none"> - Complete in-class quiz - Group Activity - Group Presentation • Submit journal for Module 6 by Tuesday, Oct 26, 11:59 pm ET

<p>Class 7</p> <p>Intersectionality</p> <p>Oct 27</p>	<p>Read any one from below:</p> <p>Acker J. Inequality Regimes: Gender, Class, and Race in Organizations. <i>Gender & Society</i>. 2006;20(4):441-464. doi:10.1177/0891243206289499</p> <p>OR</p> <p>Wingfield AH, Chavez K. Getting In, Getting Hired, Getting Sideways Looks: Organizational Hierarchy and Perceptions of Racial Discrimination. <i>American Sociological Review</i>. 2020;85(1):31-57. doi:10.1177/0003122419894335</p> <p>Google case (continued)</p>	<ul style="list-style-type: none"> • Read the required article before Oct 27 • Attend class on Oct 27, 2021 via Zoom from 2.30-5.30 pm ET <ul style="list-style-type: none"> - Complete in-class quiz - Group Activity - Group Presentation - Midterm class feedback/survey • Midterm assignment - Google case analysis is due next week, on Nov 3. To purchase, click here. • <u>No journal submission</u> required this week.
<p>Class 8</p> <p>The role of Social Reproduction in Gender and Work</p> <p>Nov 3</p>	<p>Read any one from below:</p> <p>Essers, C., Doorewaard, H., & Benschop, Y. (2013). Family ties: Migrant female business owners doing identity work on the public-private divide. <i>Human Relations</i>, 66(12), 1645-1665.</p> <p>OR</p> <p>Tanquerel, S., & Grau-Grau, M. (2019). Unmasking work-family balance barriers and strategies among working fathers in the workplace. <i>Organization</i>, (1-21) doi: 1350508419838692.</p>	<ul style="list-style-type: none"> • Read the required article before Nov 3 • Attend class on Nov 3, 2021 via Zoom from 2.30-5.30 pm ET <ul style="list-style-type: none"> - Complete in-class quiz - Group Activity - Group Presentation • Submit Midterm assignment-Google case analysis before class • Submit journal for Module 8 by Tuesday, Nov 9, 11:59 pm ET
<p>Class 9</p> <p>Gendered Barriers to Leadership</p> <p>Nov 10</p>	<p>Choose any one from below:</p> <p>Podruchny, C. (2020, March 10). Women Chiefs film final. Youtube link.</p> <p>OR</p> <p>Mavin, S., Grandy, G., & Williams, J. (2014). Experiences of women elite leaders doing gender: Intra-gender micro-violence between women. <i>British Journal of Management</i>, 25(3), 439-455.</p>	<ul style="list-style-type: none"> • Read the required reading before Nov 10 • Attend class on Nov 10, 2021 via Zoom from 2.30-5.30 pm ET <ul style="list-style-type: none"> - Complete in-class quiz - Group Activity - Group Presentation • Submit journal for Module 9 by Tuesday, Nov 16, 11:59 pm ET

<p>Class 10</p> <p>Diversity Management and Masculinity at Work</p> <p>Nov 17</p>	<p>Read any one from below:</p> <p>Rivera, L. A. (2012). Diversity within reach: Recruitment versus hiring in elite firms. <i>The ANNALS of the American Academy of Political and Social Science</i>, 639(1), 71-90.</p> <p>OR</p> <p>Muhr, S. L., & Sullivan, K. R. (2013). "None so queer as folk": Gendered expectations and transgressive bodies in leadership. <i>Leadership</i>, 9(3), 416-435.</p>	<ul style="list-style-type: none"> • Read the required reading before Nov 17 • Attend class on Nov 17, 2021 via Zoom from 2.30-5.30 pm ET <ul style="list-style-type: none"> - Complete in-class quiz - Group Activity - Group Presentation - Final exam rubric discussion • Submit journal for Module 10 by Tuesday, Nov 23, 11:59 pm ET • Final exam available on Nov 17, 2021
<p>Class 11</p> <p>Changing the Present and Future of Gender and Work</p> <p>Nov 24</p>	<p>Read any one from below:</p> <p>Gatrell, C., & Swan, E. (2008). Conclusion: from theory to practice?. In <i>Gender and diversity in management: A concise introduction</i> (pp. 86-89). SAGE Publications Ltd, https://www.doi.org/10.4135/9781446214053.n6</p> <p>OR</p> <p>Howcroft, D. & Rubery, J. (2019) 'Bias in, Bias out': gender equality and the future of work debate, <i>Labour & Industry: a journal of the social and economic relations of work</i>, 29:2, 213 - 227, DOI: 10.1080/10301763.2019.1619986</p>	<ul style="list-style-type: none"> • Read the required reading before Nov 24 • Attend class on Nov 24, 2021 via Zoom from 2.30-5.30 pm ET <ul style="list-style-type: none"> - Complete in-class quiz - Instructor led discussion and activities - Final exam rubric discussion - Term end feedback • Submit journal for Module 11 by Tuesday, Nov 30, 11:59 pm ET
<p>Class 12</p> <p>Dec 1</p>	<p>No readings this week</p>	<p>Take Home Final Exam Due</p>

6. Course Policies

RELEVANT UNIVERSITY REGULATIONS FOR FALL 2021 (COVID-19)

Intellectual property notice

All materials prepared for ADMS 3120 at York University are the intellectual property of the course instructors unless otherwise stated. This can include but is not limited to the following material: lecture notes, handouts and recordings; assignment handouts and instructions; spoken and written presentations; audio and video recordings; PowerPoint slides; and questions and/or solution sets for assignments, quizzes, tests and final exams.

Course materials should only be used by students enrolled in this course. As a student in this course, you may not publish, post on an Internet site, sell, or otherwise distribute any of this work without the instructor's express permission. Unauthorized or commercial use of these materials is strictly prohibited. Third party copyrighted materials (such as book chapters, journal articles, music, 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, or online sharing of course material with people outside of the course) may lead to a charge of misconduct under York's Code of Student Rights and Responsibilities and the Senate Policy on Academic Honesty. In addition, you may face legal consequences for any violation of copyright law.

Accessibility, Zoom Meetings and Privacy

Accessibility

While all students are expected to satisfy the requirements of their program of study and to aspire to achieve excellence, the university recognizes that persons with disabilities may require reasonable accommodation to enable them to perform at their best. For more information about this policy, please refer to these guidelines and procedures: Academic Accommodation for Students with Disabilities.

The university encourages students with disabilities to register with Student Accessibility Services to discuss their accommodation needs as early as possible in the term. An Accessibility Counsellor will help you establish recommended academic accommodations, which will then need to be communicated to your course instructor(s) as necessary. Please let the course instructor(s) know as early as possible in the term if you anticipate requiring academic accommodation, so that your accommodation needs can be discussed and considered within the context of this course.

Policies related to Zoom meetings

Your course may involve the use of Zoom. Zoom is an online videoconferencing software that can be used to host lectures, tutorials or virtual office hours in real time.

Please note that Zoom is hosted on servers in the U.S. Zoom meeting content (e.g., video, audio and text chat) has been restricted to only pass through servers in Canada and US data centres; it will not pass through international data centres, such as those in China. Although it is not possible to exclude the US data centres at this time, Zoom is developing this functionality and will implement it as soon as possible. All audio, video, screen-sharing and text content will be encrypted in transit between your device and Zoom's servers, which will prevent unauthorized third parties from intercepting the content of your Zoom meeting. For more information, please visit Zoom at YorkU.

Privacy

At the moment, the name you use with Zoom and metadata about how you use the application will be stored on servers outside of Canada. If you have privacy concerns, you can disable both audio and video. You can also provide only your first name or a nickname when you join a session. If you choose to rename yourself, please let your instructor or TA know immediately.

You can rename yourself in 4 easy steps.

- After entering the Zoom meeting, click on the Participants icon at the bottom.
- Find your name in the Participants list on the right side of the Zoom window.
- Hover over your name and click the Rename button.
- Enter the name that you would like to use in the Zoom meeting and click OK.

Please note that lectures and/or tutorial sessions may be recorded so that they can be made available to students who are not able to attend class. Zoom is configured in such a way that all participants will be automatically notified when a session is being recorded. In other words, a session cannot be recorded without you knowing about it. If you do not wish to be seen or heard during a recorded session, please keep your camera and/or microphone turned off.

Participation, Student Conduct and Academic Integrity

Your course instructor may enable you to ask questions through the chat panel. Inappropriate or disrespectful language in the chat panel will not be tolerated. You may also participate through Zoom's nonverbal feedback features. These features can be accessed by clicking on the Participants icon at the bottom of the window. Once the Participants sidebar is opened, you will see the option to Raise Hand. By clicking on Raise Hand, a blue hand will be raised. Please click on the Raise Hand button again to lower your hand once your question has been answered. You are tasked with using the various Zoom features in a responsible manner. Your course instructor and/or TA will reserve the right to remove anyone who does not behave accordingly.

Student conduct

Students, course instructors and staff have a joint responsibility to create and maintain a welcoming and inclusive learning environment. All students are expected to conduct themselves in accordance with the Code of Student Rights and Responsibilities. Whether online or in-person, students and course instructors are expected to cultivate and sustain a professional relationship characterized by mutual respect and courtesy. In all classrooms, any disruptive and/or harassing behaviour will not be tolerated. To ensure that you adhere to the rules of the virtual classroom, please review what counts as proper 'netiquette' (the basic rules for communicating with others in online spaces) by consulting the student guide to e-learning. If you experience an inappropriate online incident that makes you feel unsafe or uncomfortable, please contact your course instructor immediately.

Please respect the privacy of your peers and instructors. Never share private information about your peers and instructors without their permission. Remember, no aspect of your courses should be recorded or distributed without everyone's consent.

Academic integrity

As a student at York University, you have a responsibility to not only understand, but also play an important part in upholding the integrity of the academic experience. The Faculty of Liberal Arts and Professional Studies at York University supports the International Center for Academic Integrity's definition of academic integrity. That is, you will be committed to acting in all academic matters, even in the face of adversity, with honesty, trust, fairness, courage, respect and responsibility.

How can you demonstrate academic integrity in the completion of your course?

Respect the ideas of others: Your course work should represent your own knowledge and ideas. You should not falsely claim credit for ideas that are not your own, by presenting another's work as yours. If you are quoting, paraphrasing, or summarizing another person's work in order to support your own ideas, identify the work and the author through proper citation practices. For more information about how to cite properly, use the Student Papers and Academic Research Kit (SPARK). You can improve your writing, research, and personal learning abilities through the Learning Commons.

Respect your peers: Know when you are allowed to collaborate. Ask your instructor about what group work entails when it comes to the sharing of work. In test situations and assignments, don't steal or give answers to your peers. Cheating and aiding in a breach of academic honesty are both against York University's academic honesty policy.

Respect your course instructor(s): Understand what the instructors are asking of you in class, in assignments, and in exams. If you are unsure, ask your professor or teaching assistant. They are committed to making you feel supported, and want to assess you fairly and with integrity. Please do not submit the same piece of work for more than one course without your instructor's permission.

Respect yourself: When you act with integrity, you know that your work is yours and yours alone. You do not allow others to impersonate you on tests and exams. You do not buy or otherwise obtain term papers or assignments. You do the work. As a result, you know that you earned the grades that you receive, so you can be proud of your York degree. By acting with integrity in your course work, you are also practising a valuable professional skill that is important in all workplaces.

Take responsibility: If you have acted in an academically dishonest way, you can demonstrate courage and take responsibility for your mistake. You can admit your mistake to your course instructor as soon as possible.

Students who engage in academic dishonesty can be subject to disciplinary action under the Senate Policy on Academic Honesty. Your lack of familiarity with the Senate Policy and Guidelines on Academic Honesty does not constitute a defence against their application. Some academic offences can also constitute offences under the Criminal Code of Canada, which means that you may also be subject to criminal charges.

The Faculty of Liberal Arts and Professional Studies considers breaches of the Senate Policy on Academic Honesty to be serious matters. The Senate Policy on Academic Honesty is an affirmation and clarification for members of the University of the general obligation to maintain the highest standards of academic honesty. As a clear sense of academic honesty and responsibility is fundamental to good scholarship, the policy recognizes the general responsibility of all faculty members to foster acceptable standards of academic conduct and of the student to be mindful of and abide by such standards. Suspected breaches of academic honesty will be investigated, and charges shall be laid if reasonable and probable grounds exist. Students should review the York Academic Honesty policy for themselves at:

<http://www.yorku.ca/secretariat/policies/document.php?document=69>

Students might also wish to review the interactive on-line Tutorial for students on academic integrity, at:

<https://spark.library.yorku.ca/academic-integrity-what-is-academic-integrity/>

Grading Scheme and Feedback Policy

The grading scheme (i.e. kinds and weights of assignments, essays, exams, etc.) shall be announced, and be available in writing, within the first two weeks of class, and, under normal circumstances, graded feedback worth at least 15% of the final grade for Fall, Winter or Summer Term, and 30% for 'full year' courses offered in the Fall/Winter Term be received by students in all courses prior to the final withdrawal date from a course without receiving a grade, with the following exceptions:

Note: Under unusual and/or unforeseeable circumstances which disrupt the academic norm, instructors are expected to provide grading schemes and academic feedback in the spirit of these regulations, as soon as possible. For more information on the Grading Scheme and Feedback Policy, please visit:

<http://www.yorku.ca/univsec/policies/document.php?document=86>

Tests and Exams – the 20% Rule

For all Undergraduate courses, except those which regularly meet on Friday evening or on a weekend, tests or exams worth more than 20% will not be held in the two weeks prior to the beginning of the official examination period. For further information on the 20% Rule, please visit: <http://secretariat-policies.info.yorku.ca/policies/limits-on-the-worth-of-examinations-in-the-final-classes-of-a-term-policy/>

Concerns with Marking

If you have any concern with the marking of your work, contact your course director in class or through email to have your concern addressed. Note, as there is a certain amount of judgment in marking, the entire exam or assignment may be re-marked, and the overall mark could go up, stay the same, or fall.

Reappraisals

Students may, with sufficient academic grounds, request that a final grade in a course be reappraised (which may mean the review of specific pieces of tangible work). Non-academic grounds are not relevant for grade reappraisals; in such cases, students are advised to petition to their home Faculty. Students are normally expected to first contact the course director to discuss the grade received and to request that their tangible work be reviewed. Tangible work may include written, graphic, digitized, modeled, video recording or audio recording formats, but not oral work. Students need to be aware that a request for a grade reappraisal may result in the original grade being raised, lowered or confirmed. For reappraisal procedures and information, please visit the Office of the Registrar site at:

<http://myacademicrecord.students.yorku.ca/grade-reappraisal-policy>

Accommodation Procedures

LA&PS students who have experienced a misfortune or who are too ill to attend the final examination in an ADMS course should not attempt to do so; they must pursue deferred standing. Other students should contact their home Faculty for information. For further information, please visit: <http://ds.info.yorku.ca/academic-support-accomodations/>

Religious 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. For more information on religious accommodation, please visit: <https://w2prod.sis.yorku.ca/Apps/WebObjects/cdm.woa/wa/regobs>

Academic Accommodation for Students with Disabilities (Senate Policy)

The nature and extent of accommodations shall be consistent with and supportive of the integrity of the curriculum and of the academic standards of programs or courses. Provided that students have given sufficient notice about their accommodation needs, instructors shall take reasonable steps to accommodate these needs in a manner consistent with the guidelines established hereunder. For more information, please visit the Counselling and Disability Services website at <http://www.yorku.ca/dshub/>

York's disabilities offices and the Registrar's Office work in partnership to support alternate exam and test accommodation services for students with disabilities at the Keele campus. For more information on alternate exams and tests please visit <http://www.yorku.ca/altexams/> Please alert the Course Director as soon as possible should you require special accommodations.

For relevant University/Faculty of LA&PS/School regulations please check: <http://sas.laps.yorku.ca/students/>