

GENDER AT WORK

ADMS 3120M

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Class by Zoom: **TBA**

Office Hours: By appointment (after class or another time by appointment)

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 from different 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. At the same time, we will examine what we know about how to effect change that results in more equality.

Learning Objectives

- To learn about how gender is implicated in shaping individual experiences, interactions and patterns of outcomes and the ways in which these patterns have been explained (theories);
- To connect these insights to your own experiences;
- To develop strategies for reflexively managing gender, particularly in your work life;
- To think about our responsibilities in generating equality and theories and research about what “works” in promoting equality.

Approach

A complete week by week schedule of readings and assignments is provided on page 7 of this outline and is also posted on the eclass site. This course is designed to be highly interactive and includes both individual and group activities that will take place “live” (synchronously), i.e. during the scheduled class time. You should plan to attend all of the class meetings which will occur on Zoom for at least the first two weeks of class. If the public health situation permits, the rest of the term classes will take place in person. The Eclass site for the course is organized by week, and course materials (i.e. powerpoints slides) and assignments are posted there for each class. There are a variety of optional readings (short articles, podcasts etc) posted on eclass for each week. Note, these are not required readings but are intended as illustrations to help you to connect the main ideas in the assigned readings to everyday experience and may be helpful for discussions in class, on eclass forums or to generate ideas for your reflective journal (see below).

The course focuses on generating an understanding of how gender works in generating patterns of inequality and on ways of managing gender and effecting change in these patterns. Each class will include a brief review of the material from the assigned readings (text and required articles) as well as opportunities to discuss the material in your groups and with the class.

- Before Classes: Read the assigned material for each class (see the class by class schedule below p.7 for **required readings** for each class). The required readings are peer-reviewed, scholarly articles. You will also see on the eclass site some **optional readings**. These 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. We begin each topic with a chapter from the text and also examine empirical research on that topic. For the classes where articles are assigned, review the materials posted by the group doing in the overview of the article and any materials posted by the group responsible for the activity (e.g. discussion questions etc.)
- In Class/Groups: For each class except those at the beginning and end of term (i.e. all classes except 1,2 & 12) there will be a brief quiz on the material during class time (see below). **Groups will be formed in the first class.** The groups are intended to provide you with a safe space in which to discuss the topics in the course and to connect them to your own life and work experiences. These reflections and discussions will be the basis of the experiential aspects of both your reflective journals (optional) and the final exam. There will be different activities for the group in most classes and groups will frequently be asked to present the results of their discussions to the class. In addition, **each group will have specific responsibilities in 2 separate classes: groups will select a reading from one of the weeks to present to the class and will be responsible for developing an activity for a reading for another week (see below).**
- 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.

Required Readings:

Text: Gatrell, C., & Swan, E. (2008). *Gender and diversity in management: A concise introduction*. Sage.

Purchase the case: Gender and Free Speech at Google Iveycases.com: Product 318-085 (Class 5&6)

Peer Reviewed Articles

A list of articles is provided after the week by week schedule of classes. All of the articles can be accessed through the York University Libraries web-site. (Search for the periodical name, then select the issue and article).

Assignments and Evaluation

<i>Participation (In Class/on-line discussions/ journal):</i>	<i>15%</i>
<i>Group Overview & Activity (15% x2):</i>	<i>30%</i>
<i>In Class Quizzes (best 5 out of 8):</i>	<i>15%</i>
<i>Google Case Analysis:</i>	<i>20%</i>
<i>Final Exam:</i>	<i>20%</i>

Participation (In Class/On-line discussion/Reflective Journal)

Participation is a crucial component of the course. While we all experience gender, a key aspect of this course is in developing an appreciation for the differing ways in which we do so. An important learning objective of the course is to make connections between theories and research related to gender and our own experiences, and those of others. Groups of 5 students will be formed by the end of the first class (and final membership confirmed at the latest after second class). The purpose of class participation is for you to reflect on how the week's material informs (or doesn't) your own personal experiences and secondly, to reflect on the extent to which others in the class/your group share your experiences and how they differ. It is suggested that each student keep a journal of these insights as both the optional reflective journal (see below) and final exam will include questions asking you to connect material from the readings to your own experiences and potentially to compare your own experiences to others in the class.

Class participation is evaluated on a regular basis for both quality and quantity. Participation will be assessed for each class excluding class 1 and class 12, for a total of 10 classes. There are three ways in which students may participate in the course: one is through contributing to discussions during class time (both in the larger group as well as in your smaller groups), a second is through participation in the on-line discussion forums (by class on Moodle/Eclass), the third is through submission of a reflective journal that focuses on the Class material and/or discussion. Good quality participation demonstrates an understanding of and meaningful engagement with the course material and how it can inform our interpretations of everyday life (both personal and professional) as well as larger social events. Good quality participation also fosters an atmosphere that demonstrates respect for others. Given the sensitive nature of discussions, we will spend some time early in the course developing some principles for creating safe spaces for conversation and all participants are asked to respect these in and out of class.

Reflective journals/on-line forums should explicitly reference the material assigned for the class and can be handed in on Eclass anytime before class or up to 48 hours after the class, late submissions will not be accepted. Reflective journal entries/on-line posts handed in after the class must also explicitly reference the class discussion/on-line discussion. Each forum post/journal entry should be between 250-500 words.

If you choose to participate in the on-line forums or reflective journal for each week, your contribution should engage in a meaningful way with both the course material as well as your own and/or other students' experiences as discussed in class/groups. Forum posts that simply regurgitate material from the text or make general comments that do not refer to other students' posts will not count toward participation grades. Posts that initiate a discussion that engages others in the class will be recognized as particularly valuable contributions. (Any postings should reflect your own thoughts and experiences; the instructor reserves right to submit any posts to Turnitin to confirm for originality and any plagiarism will be dealt with according to Senate guidelines for academic integrity).

The reflective journal is another way in which you may choose to participate. While the on-line forum offers a way to engage others in the class in a discussion, the reflective journal allows you to focus closely on your own experiences and reflections on how the materials we cover in the course and/or your interactions with others in the class may or may not connect to your own experiences. (All journal entries should reflect your own thoughts and experiences; the instructor reserves right to submit any posts to Turnitin to confirm for originality and any plagiarism will be dealt with according to Senate guidelines for academic integrity).

You will see that a number of links to articles/podcasts etc. are available on the eclass site for each class. These are there to stimulate your thinking about the topic covered in that class and how it relates to current events etc. These are NOT required reading/viewing but you can choose to engage with any of these in contributions to class discussions, forums or for your reflective journals.

Students should keep track of their participation using the participation tracker (for each class) and submit the tracker in class 6 and 12. Note, attendance is required at all classes regardless of whether you choose to focus your participation on discussion forums/reflective journal. To receive a grade for participation in a given week, you must have attended that class. Active participation during group presentations is important for all members of the class therefore you must be present during the class to earn participation marks in any form. **If you are unable to attend a particular class you should provide the instructor with your reason by email before that class.**

Group Assignments (2)

Students will form groups by the end of class #2 and remain in these groups for the whole course. These groups will offer a "safe space" for discussion of class material. Small group discussions are an important way for students to develop an appreciation of how their own experiences may or may not be shared by others. In addition to acting as a space for discussion, groups have 2 formal assignments: the first is to provide the class with an overview of one of the readings assigned for a class; the second is to select another reading and take responsibility for leading an activity that will facilitate group discussion and understanding of the reading. Before Class 2, groups will submit a list of their members and their preferences for a reading from one of the classes in the first part of the course (classes 3-7) and a second reading from the second part of the course (classes 8-10). After Class 2, a schedule of readings and assignments (overview or activity) for each group will be posted.

For the **overview assignment**, groups will prepare a brief presentation of the main ideas from the reading, considering how the reading relates to material in the text as well as suggesting how the reading may help us appreciate how gender affects life/work experiences. The overview presentation must be posted by noon **the day before the class** where the reading will be discussed. Students not presenting can review the overview by the group before the class as part of their preparation for the in class quiz on the reading.

Each group will also develop and facilitate an **activity** that will help students to better appreciate how the main ideas in the reading inform our everyday life/work experiences. The activity normally occurs during the scheduled class time (however, if you have a creative idea for another approach, please contact the instructor at least 10 days before the class you are assigned). There are a variety of ways in which your group may develop an activity: your group may develop some discussion questions and moderate the ensuing discussion in class, use a recent event reported in the media, a film, develop some “scenarios”, do a role play etc., that will offer students a way of connecting the key ideas in the reading to patterns of equality/inequality at work and to their own experiences. **It is strongly advised the groups consult the instructor about their planned activity at least 1 week in advance.**

Groups providing an overview should NOT include an activity/discussion questions and groups responsible for the activity should NOT provide an overview of the reading. The activity should not focus on the class’s knowledge of the material in the reading (i.e. do **NOT** do a “kahoot”, jeopardy etc. game that tests students’ knowledge for the activity). The overview presentations should be about 15 minutes and the activity can last slightly longer (up to 25 minutes)-time management is important and groups who exceed the time allotted will be penalised.

The group assignments will be evaluated based on how well they reflect an understanding of the material, how effectively the group presents the ideas and for the activity, how effectively the group engages the class and the extent to which the activity promotes understanding and insights regarding how the material connects to life/work experiences. Groups responsible for the activity should thinking **creatively** about ways to engage students; more creative approaches that are effective in engaging students will receive higher grades.

At the mid-point and end of the course each group member will be asked to provide feedback on their own contribution to the group work and the contributions of other members of the group. Based on this feedback each member of the group may receive an increase or decrease to their final grade for group work (the amount of increase/decrease can result in a substantial change in the individual’s grade for the group work and could result in 0 for an individual who does not contribute at all). If the members of the group rate each other equally they will all receive the same grade earned for the assignments.

In Class Quizzes

The in class quizzes will cover all of the material assigned for the class (i.e. text & article). In classes where there are 2 articles (no text reading) assigned, you are only responsible for reading **one** of the two and on the quiz, you will be able to select questions that relate to the article you read for that class. The format will be a combination of multiple choice and/or true/false or short answer questions. The

questions will evaluate your **knowledge** of the materials assigned for each class. The quizzes will occur during class time and can only be completed if you are present for the class. They will be brief (3-5 questions) and your grade will be based on the best 5 quizzes you complete (out of the total of 8). If you do not complete 5 quizzes you will receive a 0 for those missed. A “bonus quiz” will be held in Class 2; questions will be on the information provided in the course outline (first 7 pages). This quiz is optional, and you will not be penalized if you do not complete it; however, if you do complete it, the grade may be used to “bump up” your final mark, e.g. if your final mark is on the cusp of a letter grade e.g. 74 it would be bumped up to B+ from B.

Google Case

We will spend 2 classes discussing the Google case. This is an individual assignment. Each student will do an analysis of the case drawing on all of the course material covered to that point (both text material up to and including Chapter 5 and articles covered to class 5). The case analysis will be up to 6 pages double spaced, 12 point font and will reference the text and/or case material used. The case is due by the end of reading week (February 25th before midnight), no late assignments will be accepted.

Final Exam

The final exam will cover all of the course material. For classes where there are 2 articles assigned, you are only responsible for reading ***one*** of the two. On the exam, you will be able to select questions that relate to the article you read for that class. The format will be a combination of short answer/essay questions that focus on the text and articles as well as “experiential” questions that will assess how effectively you are able to connect the materials to your own experiences. You should keep a reflective journal of the insights you have generated after each class (even if you do not hand these in for participation) so you will be able to access examples you can use for these questions on the exam. The final exam will be done in class unless public health guidelines change.

Class Schedule

Class	Date	Topic	In Class Activities/ Assignments Due
1	January 11	What is Gender? Chapter 1 (Text)	Introduce Yourself Form Groups of 5
2	January 18	Gender at Work Chapter 2 (text)	Bonus Quiz: Course Outline Finalize Group/ Submit form Group Readings Assigned
3	January 25	Cranford, Vosko & Zukewich (2003) Precarious employment in Canada OR McKeen & Richardson (1998) Oral history of women in the Canadian accounting profession	Quiz 2 Group Overview 2 Group Discussion
4	February 1	Doing Gender Chapter 3 (text) AND Martin (2006) Practising gender at work	Quiz 1 Group Overview 1 Group Discussion
5	February 8	Equity & Equality Chapter 4 (text) AND Google Case: Gender and Free Speech at Google Iveycases.com: Product #318085	Quiz 1 Group Overview 1 Group Discussion
6	February 15	Intersectionality Chapter 5 (text) AND Essers, Doorewaard, & Benschop (2013) Migrant female business owners Google Case (continued)	Quiz 1 Group Overview 1 Group Discussion
	February 22	Reading Week (no class)	Google Case Due February 25 (11:59pm)
7	March 1	Indigeneity Voyageur (2011). Female First Nations Chiefs and the Colonial Legacy in Canada AND Video interviews with Chiefs	Quiz 1 Group Overview 1 Group Discussion Self-Identification
8	March 8	Masculinity Tanquerel, S., & Grau-Grau, M. (2019). Unmasking work-family balance OR Abrahamsson, L., & Johansson, J. (2020) New technology & macho-masculinities	Quiz 2 Group Overview 2 Group Discussion Participation Tracker Pt1/ Peer Feedback 1
9	March 15	McLaughlin, Uggen & Blackstone (2012) Sexual harassment OR Mavin, Grandy, & Williams (2014). Intra-gender micro-violence	Quiz 2 Group Overview 2 Group Discussion
10	March 22	Rivera (2012) Recruitment versus hiring in elite firms OR Muhr and Sullivan (2013) Queering Leadership	Quiz 2 Group Overview 2 Group Discussion
11	March 29	Making Change Chapter 6 (text)	Participation Tracker Pt2/ Peer Feedback2
12	April 5	Final Exam	

Required Readings

Class 3

Cranford, C. J., Vosko, L. F., & Zukewich, N. (2003). Precarious employment in the Canadian labour market: A statistical portrait. *Just Labour* (Volume 3)

OR

McKeen, C. A., & Richardson, A. J. (1998). Education, employment and certification: an oral history of the entry of women into the Canadian accounting profession. *Business and Economic History*, Vol. 27, No. 2, Winter 500-521.

Class 4 (Required for all)

Martin, P. Y. (2006). Practising gender at work: Further thoughts on reflexivity. *Gender, Work & Organization*, 13(3), 254-276.

Class 5 (All)

Gender and Free Speech at Google Iveycases.com: Product 318085

Class 6 (All)

Essers, C., Doorewaard, H., & Benschop, Y. (2013). Family ties: Migrant female business owners doing identity work on the public–private divide. *Human Relations*, 66(12), 1645-1665.

Class 7 (All)

Voyageur, C. J. (2011). Female First Nations Chiefs and the Colonial Legacy in Canada. *American Indian culture and research journal*, 35(3), 59-78. **AND**

Indigenous Female Chiefs (access Video : https://youtu.be/yiN12_Yg9xk, starting at minute 17 and ending at minute 51)

Class 8

Abrahamsson, L., & Johansson, J. (2020). Can new technology challenge macho-masculinities? The case of the mining industry. *Mineral Economics*, 1-13

OR

Tanquerel, S., & Grau-Grau, M. (2019). Unmasking work-family balance barriers and strategies among working fathers in the workplace. *Organization*, (1-21) doi: 1350508419838692.

Class 9

McLaughlin, H., Uggen, C., & Blackstone, A. (2012). Sexual harassment, workplace authority, and the paradox of power. *American sociological review*, 77(4), 625-647.

OR

Mavin, S., Grandy, G., & Williams, J. (2014). Experiences of women elite leaders doing gender: Intra-gender micro-violence between women. *British Journal of Management*, 25(3), 439-455.

Class 10

Rivera, L. A. (2012). Diversity within reach: Recruitment versus hiring in elite firms. *The ANNALS of the American Academy of Political and Social Science*, 639(1), 71-90.

OR

Muhr, S. L., & Sullivan, K. R. (2013). "None so queer as folk": Gendered expectations and transgressive bodies in leadership. *Leadership*, 9(3), 416-435.

Course Policies

RELEVANT UNIVERSITY REGULATIONS FOR 2020-21 (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

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.

1. After entering the Zoom meeting, click on the Participants icon at the bottom.
2. Find your name in the Participants list on the right side of the Zoom window.
3. Hover over your name and click the Rename button.
4. 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

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/>