

Disasters and Humans
AP/DEMS 3706
 Cat #: C62W01 (AP DEMS) / X78X01 (AP ADMS)
York University, School of Administrative Studies
Course Syllabus
Fall 2023

COURSE INFORMATION

<p>Course Instructor: Dr. Evalyna Bogdan (greeting preference is Dr. Evalyna, Professor Evalyna, Dr. Bogdan, or Professor Bogdan) E-Mail: ebogdan@yorku.ca Office Hours & Location: By appointment either in-person in my office or online</p>	<p>Course Schedule: Fridays 11:30 AM - 2:30 PM ET September 8 - December 1. Location: In-person delivery in classroom Accolade East Building (ACE) 007, Keele campus Course eClass Site: eClass DEMS 3706 Credits: 3.00</p>
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LAND ACKNOWLEDGMENT

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 ([LA&PS Land Acknowledgement](#)). If you want to learn more, click on this video link: [Understanding the Land Acknowledgement](#).

COURSE OVERVIEW

[Calendar Description / Prerequisite / Co-Requisite](#)

Focuses on developing an understanding of the impact of different disasters on individuals, communities and specific populations. Short and long term intervention strategies for social psychological preparation and support will be presented and assessed.

[Course Description](#)

How do people make sense of hazards and risks? What motivates public protective action decision-making responses, such as climbing to higher ground during a flood, evacuating a community prior to wildfire, or hide under a table during an earthquake? What social and cultural factors help, or conversely hinder, decisions to take action? How might we draw on our understanding of psychology and meanings, and the influence they have to shape our thoughts and actions, to motivate people to prepare for, and respond, to hazard and disaster risk?

This class is all about the human dimensions of disasters, with a special emphasis on social and cultural factors that shape public perception and decision-making during the disaster preparedness and response stages of disaster. Throughout the course, we will introduce theory from disciplines like psychology and sociology to assist in our understanding. We will tie theory and practice together by applying and demonstrating knowledge and learnings through assignments, including creating public awareness messages for hazards (e.g., floods, wildfires, earthquakes) that target specific at-risk populations as the audience. By the end of the course, you should have a good handle on a variety of ways that social science theory and concepts help to explain human dimensions of disaster, and how these explanations can be applied in the field of disaster and emergency management.

Course Learning Objectives

On successful completion of this course, students will be able to:

1. Understand cognitive, psychological, behavioural and other theories, and apply them to specific disaster contexts;
2. Critically examine their own assumptions about how the world works, how people should behave and what they should believe in disaster circumstances;
3. Complete the basic steps of scholarly research, including critically evaluating scholarly and other information sources;
4. Formulate well organized written arguments that are grounded in supporting evidence;
5. Critically reflect on the role of media, social media, and disaster communications in disaster/emergency management;
6. Use ChatGPT effectively, responsibly, and ethically for written and visual academic assignments:
 - Practical Application:
 - Demonstrate the ability to effectively integrate ChatGPT into diverse projects, utilizing its features to automate tasks, gather information, or enhance communication.
 - Adapt and fine-tune ChatGPT for specific research and project-based needs, recognizing the model's strengths and limitations.
 - Critical Analysis:
 - Critically evaluate the outputs of ChatGPT in the context of accuracy, reliability, and potential biases.
 - Differentiate between the contexts where ChatGPT provides valuable input and where human expertise remains paramount.
 - Ethical and Societal Implications:
 - Discuss the ethical implications of using AI-generated content in various professional fields, including disaster and emergency management.
7. Develop professional skills (collaboration; communication & conflict resolution; providing constructive feedback; facilitation; equity, diversity, & inclusion; stress-management).

Course Format & Organization

The course is in-person for Fall 2023 and will consist of mostly in-person lectures and computer-mediated activities (electronic learning), with possibly a few (approximately 1-2) online lectures and activities (depending on the weather and other circumstances). With a combination of discussions and interactivity, my aim is to improve student engagement, and that passive transmission of information will be minimized. Teaching methods and use of technology in this course are as follows:

- **Online and in-person activities:**
 - The in-person activities will occur during class time and include lectures, discussions, and group work. Online activities include eClass discussions, group work, and completing online training modules from CONVERGE (useful additions on your résumé!).
- **Slide shows:**
 - Lectures with PowerPoint presentations will serve to enrich, clarify, and illustrate critical content in assigned readings.
- **eClass:**
 - This course has an eClass page. All students who register for the course should be able to access the course at: eClass.yorku.ca using their York Passport IDs and Passwords.
 - Electronic learning will take place through eClass and include online discussions and assignments and guest lectures.
- **Open discussion:**
 - Stimulating group discussions will serve to enhance student ability to articulate and defend positions and to consider different points of view. Group discussions are encouraged using online forums on the course eClass page, as well as during class.
- **Individual & group work:**
 - Activities and assignments will be conducted individually as well as in groups to enhance student retention and encourage the development of teamwork skills.
 - Assignments will be spread throughout the term, intended to bring course subject matter to life. Groups will present on assignments and lessons learned/common threads.
 - Most of the assignments will be submitted via Turnitin in eClass. Please email me at ebogdan@yorku.ca at least 7 days before the due date of the assignment if you opt out of Turnitin. In that case, please submit your assignment by the due date and time by emailing it to me.
- **Guest speakers:**
 - Talks by academics and/or practitioners directly involved in the topics and contexts covered may be used to augment course content.

Some materials from lectures will be on eClass but not all of it. To ensure success in the course, it is highly recommended that students attend the in-person and (occasional) online lectures. There

are also materials on eClass that will not be covered in lectures but students are still responsible for familiarizing themselves with the materials.

For every 1 hour of lecture, expect to spend a minimum of 2-3 hours of your own time reading, writing notes, working on assignments, and learning. That means for a 3-hour class per week, expect to spend 6-9 hours of your own time per week.

Technical Requirements

Throughout the term, students will interact with the course materials, the course director/TA, as well as with one another on eClass asynchronously. With the possible exception of 1-2 classes that may be online, all other classes will be in-person. For the online classes, Zoom will be used. Students will need a stable, high-speed Internet connection, as well as a computer to access eClass and possibly Zoom (in which case the computer and/or smart device will need a functioning webcam and microphone). Students will also need to sign up for iClicker which is described further below in the Participation section. The university library has computer stations for students who need access to computers and/or quality Internet connection.

Note about Zoom:

- Zoom is hosted on servers in the United States and Canada. Recordings done since May 4, 2022 are stored in Canada. For more information, please refer to the notes on [Zoom Privacy and Security](#) provided by Information Security at York.
- If you have privacy concerns about your data, provide only your first name or a nickname when you join a session.
- The system is configured in a way that all participants are automatically notified when a session is being recorded. In other words, a session cannot be recorded without you knowing about it.

Here are some useful links for student computing information, resources, and help:

- [Student Guide to eClass](#)
- [Zoom@YorkU Best Practices](#)
- [Zoom@YorkU User Reference Guide](#)
- [Student Guide to eLearning at York University](#)

To determine Internet connection and speed, there are online tests, such as [Speedtest](#), that can be run. If you need technical assistance, please consult the [University Information Technology \(UIT\) Student Services](#) web page. For more specific assistance, please write to askit@yorku.ca.

Course Communication Plan & Office Hours

Course Announcements will be made at the beginning of lectures and on e-Class. If students have questions about the course (i.e. course materials or concepts), they are encouraged to post questions on the dedicated Q&A forum on eClass. If students have questions that are personal in nature, they are encouraged to reach out to the Course Instructor, Professor Evalyna Bogdan, by email (ebogdan@yorku.ca). Please use formal language and proper grammar in your e-mails as communication is an important professional skill. Please write “**DEMS 3706**: [key words

regarding the question or issue]" in subject line of emails. Allow 2-3 business days for professor to respond. If you would like to meet with Professor Bogdan, please use the links provided in eClass in the Office Hours section to book an appointment.

Teaching Philosophy

My primary goal as an educator is to provide students with experiences that give them the conceptual frameworks and techniques necessary to navigate increasingly complex socio-environmental challenges. To achieve this aim, I give students tools to develop more sophisticated ways of critically analyzing messy problems, facilitate the development of interpersonal skills, and create transformative learning experiences. I believe that a learning environment should be a welcoming and safe space for curiosity, imagination, venturing out of comfort zones, and practicing new knowledge and skills.

Learning Assessment

The final grade for the course will be based on the following items weighted as indicated:

Item	Weighting (%)
Discussion 1: Introductions	0 (subtotal)
Discussion 1a: Introduction Posts 'About You'	0
Discussion 1b: Respond to an Introduction Post	0
Assignment 1. Essay on disaster in popular culture media	10 (subtotal)
Assignment 2. Flood Resilience Challenge serious game	18 (subtotal)
Part 1: Complete certificate on positionality through Converge module	3
Part 2: Participate in the FRC game.	5
Part 3: Write a short reflection essay through a positionality lens	10
Assignment 3. Groupwork: Create a public awareness message on a hazard	55 (subtotal)
Part 1: Co-author an essay with ChatGPT (essay 3.1) on persuasive messaging related to that disaster hazard.	3
Part 2: Complete the Public Messaging on Hazard template	10
Part 3: Create your digital media message	10
Part 4: Present your digital message	10
Part 5: Provide peer evaluations on 1 team presentation	4
Part 6: Rewrite your essay (essay 3.2) with ChatGPT	15
Part 7: Provide peer evaluation of your teammates	3
Reflection on generative AI and Assignment 3	3 (subtotal)
Participation via iClicker	10 (subtotal)
TOTAL	100

Note: Final course grades may be adjusted to conform to Program or Faculty grade distribution profiles.

Detailed grading rubrics outlining criteria for evaluation will be provided for each assignment on eClass prior to the due date of the assignment.

Assignments

Discussion 1a

Introduction Posting 'About You'

To introduce yourself to the class, please provide the following information:

- a) Name (first or preferred name, last name is optional)
- b) What interests you about this class? (between 50-75 words)
- c) Have you experienced an emergency or disaster? If yes, what kind and where? What lesson was learned (or not)?
- d) What you like to do for fun or hobby, or something you would like others to know about you?

Discussion 1b

Responding to an Introduction Posting

Respond to at least one of your peers' Introduction Posts, please provide the following information (approx. 20-50 words):

- a) Your name (first or preferred name, last name is optional)
- b) Answer any or all of the following questions:
 - i) Is there something you have in common?
 - ii) Did you learn something new or interesting?
 - iii) Do you have a follow-up question?

Assignment 1. Essay on disaster in popular culture media

On eClass, choose a song, poem, movie, or TV show about a disaster or climate change (first come-first serve basis to reduce duplication). Then write a short essay analyzing the artistic piece. Please do NOT use generative AI for this essay. (Approx. 500 words)

Assignment 2. Flood Resilience Challenge serious game

Part 1: Complete the CONVERGE positionality webinar and upload certificate to eClass.

Part 2: Play the FRC game.

Part 3: Write a short reflection essay through a positionality lens. Use core concepts from class and other course materials (including the CONVERGE positionality webinar). Please do NOT use generative AI for this essay. (Approx. 500-700 words including references.)

Flood Resilience Challenge Serious Game

To apply the various concepts and learnings, students will play the Flood Resilience Challenge (FRC) serious role-playing game (frcgame.com). Serious games are a well-established technique for exploring wicked problems (such as flooding) and policy development. More specifically, role playing games that operate as serious games have been used as tools for experiential learning that seeks to engage and educate players, rather than just entertain them, in a simulated

environment. As an educational and engagement tool, the FRC game aims to build the capacity of stakeholders to improve flood resilience and enhance flood risk governance, including collective decision-making by:

- a) increasing flood literacy;
- b) fostering social learning;
- c) creating a safe space for exploring both risk management and communication strategies.

In its mechanism, the FRC game brings people together to work through simulated flood-preparation scenarios and better understand the perspectives of various stakeholders (politician, farmer, insurance company, etc.). Players do so by choosing a stakeholder role and making decisions based on that stakeholder's interests and goals. Each game round consists of 4 phases as players: (1) plan for different types of flooding; (2) re-evaluate their past decisions after a flooding event; (3) evaluate their budgets to reflect any damages; and (4) cast votes indicating their confidence in the game's politicians. Afterwards, players debrief about their strategies and experiences, providing further opportunities for learning. Students who are interested will have the opportunity for further training to facilitate the FRC game for various stakeholders, including decision-makers at various levels of government, emergency managers, NGOs, engineers, etc.

Assignment 3. Group work: create a public awareness message on a hazard

Create persuasive messaging based on theories, concepts, and evidence learned throughout the course. Choose a type of hazard (e.g., flood, wildfire, earthquake, etc.), what stage of disaster phase to focus on (e.g. awareness/preparedness, response, recovery), who will be your target audience (e.g., seniors, women, immigrants, etc.), what digital media you will use (e.g. digital stories, podcast, poster, video, etc). Your team should consist of 3-4 classmates. Examples of flyers for different audiences on earthquake preparedness and response can be found at [this link](#). An example of a video with a song on what to do during a flood can be found at [this link](#) on the DRR songs YouTube channel.

Part 1: Choose a hazard topic (e.g., flood, wildfire, or earthquake). Identify and use at least 5 academic references (can use additional grey literature references) for the hazard topic. Then, independently without your team, co-author an essay with ChatGPT or other generative AI (essay 3.1) on persuasive messaging related to that disaster hazard. Use whatever prompts you think will provide you with the best essay but be sure to capture the exact prompts in the Appendix A of the essay (only include your prompts to GPT, not GPT's responses in the Appendix). In Appendix B compare similarities and differences among your team members. (Approx. 700 words including references)

Part 2: As a team, complete the Public Messaging on Hazard template (available on eClass once you upload essay 3.1), to design your message, answering every question to think through your design. Upload the template to eClass.

Part 3: As a team, create your digital media message (oral, visual, static, or animated, etc.) and speaking points and upload to eClass. The media platform can be any you choose, for example Canva for posters, Pixton for comics, Powtoon for animated cartoons, Audacity for podcasts, etc.

Part 4: As a team, present your digital message to the class. Grades will be based on presentation skills (oral presentation, performativity), evaluation from peers on persuasiveness, and other components.

Part 5: Independently, provide peer evaluations on at least 2 team presentations.

Part 6: Independent of your team, rewrite your essay (essay 3.2) with generative AI/ChatGPT by adding in what you learned throughout this process (Parts 1-5). If you are not comfortable using AI at all, you can still complete all parts of this assignment but without using AI. (Approx. 750-1000 words)

Part 7: Provide peer evaluation of your teammates for collaboration on Assignment 3.

Reflection on generative AI and Assignment 3

Through class discussion and iClicker, evaluate the quality of ChatGPT responses, what GPT was useful for and what are its limitations, quality of references provided, assessing its strengths and weaknesses in terms of readability, credibility, comprehensiveness, accuracy, etc). If you did not use generative AI, evaluate the quality and accessibility of other technologies you used such as internet, library system, the digital media, etc.

Additional detailed instructions will be provided for each assignment on eClass prior to the assignment due date.

Participation

iClicker Cloud

To increase engagement and help with memory retention, learning materials will be gamified using the iClicker Cloud. To download iClicker on your phone, tablet, or laptop, go to <https://student.iclicker.com/> or download the iOS app from the iTunes App Store or android app from Google Play Store. The professor will provide instructions in class on how to access iClicker.

Question & Answer Period

To make learning more enjoyable, iClicker will be used to test your knowledge of the course materials and other aspects in each class with approximately 1-5 questions. The Q&A questions are worth 10% (1% for each class but allowance for missing 2 classes - there are a total of 12 classes). Other apps may be used as well such as [Kahoot](#), [JeopardyLabs](#), etc.

COURSE SCHEDULE: WEEKLY READINGS & ACTIVITIES

Classes are Fridays 11:30 AM - 2:20 PM ET starting September 8 and ending December 1.

Students should expect to be present in class (online or in-person) for the entire 170 minutes (classes are 170 minutes rather than 180 minutes to provide time for you to arrive on-time for your next class).

Readings

Textbook required:

Tierney, K. (2014). *The social roots of risk: Producing disasters, promoting resilience*. Stanford University Press.

Paper copy ISBN: 9780804772631

E-copy ISBN: 9780804791403

This textbook is available at York University library (download and online access), you do not need to buy it.

Other:

Each week you will have readings to complete in advance of the class from the textbook. There will also be additional readings required in the form of academic journal articles and grey literature (e.g., reports). The link to the readings will be posted on eClass, which is the definitive guide to what you should read on a weekly basis (it may change from what's listed in this syllabus). These will be accessible on the Internet and/or available for download through York University's Library.

Course Schedule

In the table below, green shading represents in-person classes - they are all synchronous (students and instructor interact in real-time).

Yellow shading represents when assignments/discussions/presentations are due – they are all asynchronous (students complete tasks at their own pace).

Week	Key Dates	Topic/Item
1	Fri. Sep. 8	Review of Core Concepts, Disaster Paradigms, Risk & Resilience <ul style="list-style-type: none"> • Introductions (professor & students) • Introduction to AP/DEMS 3706 • Course orientation and review of syllabus • Instructions on upcoming assignments/discussions • Professional skills: Communication (etiquette) • Succeeding in university READINGS: <ul style="list-style-type: none"> • Ch. 1 textbook • Ch. 2 textbook
2	Wed. Sep. 13	Discussion 1a due
2	Fri. Sep. 15	Social Construction of Disasters Professional skills: Reading Professional skills: Writing READINGS: <ul style="list-style-type: none"> • Ch. 3 textbook • Oltedal, S. et al. (2004). Risk perception. In <i>Explaining risk perception. An evaluation of cultural theory</i> (pp. 11-16). Rotunde.
3	Wed. Sep. 20	Discussion 1b due
3	Fri. Sep. 22	Culture and the Production of Risk Professional skills: Collaboration READINGS: <ul style="list-style-type: none"> • Ch. 4 textbook • Oltedal, S., et al. (2004). Cultural theory. In <i>Explaining risk perception: An evaluation of cultural theory</i> (pp. 17-25). Rotunde.
4	Wed. Sep. 27	Assignment 1. Essay on disaster in popular culture media due

Week	Key Dates	Topic/Item
4	Fri. Sep. 29	Communities and Societies at Risk Professional skills: Equity, Diversity & Inclusion READINGS: <ul style="list-style-type: none"> Ch. 6 of textbook Inclusive Resilience report
5	Wed. Oct. 4	Assignment 2 Part 1: Converge module on positionality due
5	Fri. Oct. 6	Assignment 2 Part 2: Flood Resilience Challenge Serious Game
6	Wed. Oct. 11	READING WEEK (Oct. 7-13)
6	Fri. Oct. 13	READING WEEK (Oct. 7-13) NO CLASS
7	Wed. Oct. 18	Assignment 2 Part 3: Short reflection essay on FRC through a positionality lens due Assignment 3 Part 1: Essay 1 co-authored with ChatGPT due
7	Fri. Oct. 20	Organizations, Institutions, and the Production of Risk <ul style="list-style-type: none"> Professional skills: How to present READINGS: <ul style="list-style-type: none"> Ch. 5 of textbook Bogdan, E. A., Caine, K. J., & Beckie, M. A. (2020). Unraveling the social construction of a flooding disaster: A threaded situation analysis approach. <i>International Journal of Mass Emergencies and Disasters</i>, 38(3), 308–339.
8	Wed. Oct. 25	Assignment 3 Part 2: Complete the Public Messaging on Hazard template due
8	Fri. Oct. 27	Defining Resilience <ul style="list-style-type: none"> Professional skills: Stress management via Community Resiliency Model (CRM) wellness skills READINGS: <ul style="list-style-type: none"> Ch. 7 of textbook Lindell, M. K., & Perry, R. W. (2012). The protective action decision model: Theoretical modifications and additional evidence. <i>Risk Analysis: An International Journal</i>, 32(4), 616-632.
9	Wed. Nov. 1	<i>Teams 1-3:</i> Assignment 3 Part 3: Create your digital media message due
9	Fri. Nov. 3	Adaptive Resilience <ul style="list-style-type: none"> Professional skills: Providing constructive feedback Teams 1-3 present READINGS: <ul style="list-style-type: none"> Ch. 8 of textbook
10	Wed. Nov. 8	<i>Teams 1-3:</i> Assignment 3 Part 7: Provide peer evaluation of your teammates due <i>Teams 4-6:</i> Assignment 3 Part 3: Create your digital media message due <i>Teams 10-12:</i> Assignment 3 Part 5: Provide peer evaluations on 1 team presentation from Teams 1-3
10	Fri. Nov. 10	Systemic Changes for Safety <ul style="list-style-type: none"> Teams 4-6 present READINGS: <ul style="list-style-type: none"> Ch. 9 of textbook
11	Wed. Nov. 15	<i>Teams 1-3:</i> Assignment 3 Part 5: Provide peer evaluations on 1 team presentation from Teams 4-6 <i>Teams 4-6:</i> Assignment 3 Part 7: Provide peer evaluation of your teammates due <i>Teams 7-9:</i> Assignment 3 Part 3: Create your digital media message due
11	Fri. Nov. 17	Disaster Risk Reduction part 1 <ul style="list-style-type: none"> Teams 7-9 present Guest Lecture 1 READINGS: <ul style="list-style-type: none"> To be determined
12	Wed. Nov. 22	<i>Teams 4-6:</i> Assignment 3 Part 5: Provide peer evaluations on 1 team presentation from Teams 7-9 <i>Teams 7-9:</i> Assignment 3 Part 7: Provide peer evaluation of your teammates due <i>Teams 10-12:</i> Assignment 3 Part 3: Create your digital media message due
12	Fri. Nov. 24	Disaster Risk Reduction part 2 <ul style="list-style-type: none"> Teams 10-12 present Guest Lecture 2 READINGS: <ul style="list-style-type: none"> To be determined
13	Wed. Nov. 29	<i>Teams 7-9:</i> Assignment 3 Part 5: Provide peer evaluations on 1 team presentation from Teams 10-12 <i>Teams 10-12:</i> Assignment 3 Part 7: Provide peer evaluation of your teammates due <i>Everyone:</i> Assignment 3 Part 6: Rewrite your essay (essay 3.2) with ChatGPT due
13	Fri. Dec. 1	Wrap-up <ul style="list-style-type: none"> Summary of the course Optional: Showcase your Assignment 1 highlights (e.g., describe the popular culture piece you analyzed and a few highlights on positionality piece) Reflection on generative AI

GRADES

Submitting Assignments

Assignments for this course must be received within the timeframe specified for the assignment (see Course Schedule above) and are to be handed in via eClass.

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 (see Important Dates below) from a course without receiving a grade, with the following exceptions:

Note: Under unusual and/or unforeseeable circumstances which disrupt the academic norm, professors 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: <https://secretariat-policies.info.yorku.ca/policies/grading-scheme-and-feedback-policy/>

Important Dates

Here are the drop deadlines provided by the [Registrar's Office](#). These are the last dates for students to drop a course without receiving a final grade:

- Fall term (F Term): November 8, 2023
- Full year (Y Term): February 8, 2024
- Winter term (Winter Term): March 11, 2024

Final Grading and Grade Distribution Note

The grading scheme for this course conforms to the 9-point system used in undergraduate programs at York University. The sum of raw grade scores can be used as an indicator for a student's progress. Please note that the raw scores will not necessarily translate directly to a student's final score. The reason is that specified grade distribution profiles that have been established for AP/ADMS and DEMS courses by the School for Administrative Studies and by the Faculty for Liberal Arts and Professional Studies. Final course grades may be adjusted to conform to Program or Faculty grade distribution profiles. For a 1000-level and 2000-course the range for expected average grades is C (60-64%) to B (70-74%). For more information visit <https://www.yorku.ca/secretariat/policies/policies/common-grading-scheme-for-undergraduate-faculties/>

GRADE	GRADE POINT	PERCENT RANGE	DESCRIPTION
A+	9	90-100	Exceptional
A	8	80-89	Excellent
B+	7	75-79	Very Good
B	6	70-74	Good

C+	5	65-69	Competent
C	4	60-64	Fairly Competent
D+	3	55-59	Passing
D	2	50-54	Marginally Passing
E	1	(marginally below 50%)	Marginally Failing
F	0	(below 50%)	Failing

For assignments, effort (time and energy put in) does not always translate to “good”, “very good”, “excellent” or “exceptional” performance. Completing assignments with relative accuracy (i.e. all components of the question and no glaring mistakes) will earn students a B-level grade. If students want to earn “very good”, “excellent” or “exceptional” grades, that means improving the quality of their assignments (not the length). For example, “very good” and above means that students are completing the basics PLUS they are:

1. Specific, descriptive and concise - naming concepts, describing/defining them, applying them to something we discussed in class;
2. Including original/innovative content; and
3. Make connections with other course concepts/material, across weeks/lectures

In-Class Tests and Exams – the 20% Rule

This information is not applicable for this course but is provided for general knowledge. 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:

<https://www.yorku.ca/secretariat/policies/policies/limits-on-the-worth-of-examinations-in-the-final-classes-of-a-term-policy/>

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 professor 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>

Steps for Requesting Reappraisals by Course Instructor:

Changing a grade for an assignment is at the professor’s discretion. If you believe that you deserve a higher grade than you received, you can appeal the grade using the following steps:

1. Read the feedback on your assignment. Wait 24 hours.
2. Reread the feedback.
3. Write a ½ - 1 page single spaced constructive letter stating the grade you feel you deserve and the criteria on which you are basing your arguments (use the materials suggested in this syllabus and the written assignment instruction handout).
4. Send the letter by e-mail ebogdan@yorku.ca and write in the subject line: "DEMS 3706: Request for Reappraisal of Assignment #X".
5. The professor will respond within 2-3 business days and set up an appointment to meet with you in person to further discuss, if necessary.
6. If you are not satisfied with the reappraised grade, submit a reappraisal form and follow the procedures.

Missed and Late Assignment Policy

Proper academic performance depends on students doing their work not only well, but on time. Time management is also an important professional skill. Accordingly, assignments for this course must be received/completed in the time frame specified.

Assignments received later than the due date will be penalized. 5% of the final grade will be deducted for each day that the project is late, including weekends. Requests for extensions will only be granted if valid reasons are provided at least 3 days prior to the assignment being due.

Deferred Final Exams (or Assignments)

Deferred standing may be granted to students who are unable to write their final examination at the scheduled time or to submit their outstanding course work on the last day of classes. Details can be found at <http://myacademicrecord.students.yorku.ca/deferred-standing>

In order to apply for deferred standing, students must register at:

<https://www.yorku.ca/laps/sas/academic-resources/deferred-exam-requests/>

Followed by handing in a completed original [Deferred Standing Agreement \(DSA\) form](#) and supporting documentation directly to the main office of the School of Administrative Studies (282 Atkinson) and add your ticket number to the DSA form. The DSA and supporting documentation must be submitted no later than five (5) business days from the date of the exam. These requests will be considered on their merit and decisions will be made available by logging into the above-mentioned link. No individualized communication will be sent by the school to the students (no letter or e-mails).

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.

IMPORTANT NOTE: Any request for deferred standing on medical grounds must comply with University Regulations. At the time of writing of this outline, the requirement for Attending Physician's Statement (APS) forms had been suspended until Dec. 31, 2023. If it resumes, the

University will inform you of such resumption, and you would include an Attending Physician's Statement form; a "Doctor's Note" will not be accepted.

Students with approved DSA will be able to write their deferred examination during the School's deferred examination period. **Deferred exams might take place during the regular exams period or in subsequent weeks depending on the course;** precise dates are known when the Office of the Registrar publishes the final exam schedule of the term. No further extensions of deferred exams shall be granted. The format and covered content of the deferred examination may be different from that of the originally scheduled examination. The deferred exam may be closed book, cumulative and comprehensive and may include all subjects/topics of the textbook whether they have been covered in class or not.

RELEVANT UNIVERSITY/LA&PS/SCHOOL REGULATIONS

General Information

All students are expected to familiarize themselves with the following information:

- [Student Rights & Responsibilities](#)
- [Academic Accommodation for Students with Disabilities](#)

Should there be any updates to the university's regulations, you can review the most recent Faculty of Liberal Arts and Professional Studies regulations, which are used by SAS (the School of Administrative Studies) at:

<https://www.yorku.ca/laps/sas/academic-resources/common-course-policies/>

Class Cancellation Policy

Class may be cancelled for reasons such as bad weather or the professor being unable to attend class. York University's class cancellation schedule will be followed (for e.g., if the university closes due to bad weather). In the unlikely event the professor determines class is cancelled, a mass email will be sent from eClass to all students.

Intellectual Property

Course materials are designed for use as part of this particular course at York University and are the intellectual property of the instructor unless otherwise stated. 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. Students may not publish, post on an Internet site, sell, or otherwise distribute any course materials or work without the instructor's express permission. Course materials should only be used by students enrolled in this course.

Copying this material for distribution (e.g., uploading material to a commercial third-party website) may lead to a charge of misconduct according to York's [Code of Student Rights and Responsibilities](#), the [Senate Policy on Academic Honesty](#), and/or legal consequences for copyright violations.

Please be advised that lecture and course materials, including lecture notes, assignments, and quizzes, are solely for the use of course participants. They are not to be recorded for any other use nor are they to be reproduced or distributed by any means, including online. Strict measures will be implemented for those that breach this class policy. Please respect this request.

Student Notice of Recording for Online Teaching and Learning

Activities for this course involve recording, in partial fulfillment of the course learning outcomes. Images, audio, text/chat messaging that have been recorded may be used and/or made available by the University to students enrolled in the course and those supporting the course for the purpose of materials review, for assessment, etc. Recordings will be managed according to the University's Common Record Schedule and will be securely destroyed when no longer needed by the University. Your personal information is protected in accordance with York University's [Guidelines on Access to Student Records and Protection of Privacy](#) and the [Freedom of Information and Protection of Privacy Act](#). Access to online materials, including recordings or live meetings, is subject to York University's [Senate Policy on Computing and Information Technology Facilities](#).

The University will use reasonable means to protect the security and confidentiality of the recorded information, but cannot provide a guarantee of such due to factors beyond the University's control, such as recordings being forwarded, copied, intercepted, circulated, disclosed, or stored without the University's knowledge or permission, or the introduction of malware into computer system which could potentially damage or disrupt the computer, networks, and security settings. The University is not responsible for connectivity/technical difficulties or loss of data associated with your hardware, software, or Internet connection.

By engaging in course activities that involve recording, you are consenting to the use of your appearance, image, text/chat messaging, and voice and/or likeness in the manner and under the conditions specified herein. In the case of a live stream recording, if you choose not to have your image or audio recorded, you may disable the audio and video functionality. If you choose to participate using a pseudonym instead of your real name, you must disclose the pseudonym to your instructor in advance to facilitate class participation.

You are not permitted to disclose the link to/URL of an event or an event session recording or copies of recording to anyone, for any reason. Recordings are available only to authorized individuals who have been directly provided the above instructions/link for their use. Recordings for personal use, required to facilitate your learning and preparation of personal course/lecture notes, may not be shared with others without the permission of the instructor or event coordinator, and may not be published, posted, linked to, or otherwise made available online, including on social media feeds, even if those feeds are private.

ACADEMIC INTEGRITY-RELATED

Academic Integrity

As a student at York University, you have a responsibility to both understand and uphold the integrity of the academic experience. The Faculty of Liberal Arts & Professional Studies 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. Here is how you can demonstrate academic integrity in the completion of this 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](#), or by visiting the [Writing Centre](#) or [ESL Open Learning Centre](#).
- **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, whether in-person or online (e.g., in group chats and/or on [third-party content-sharing websites](#), such as Chegg, Course Hero, etc.). Both cheating and aiding in a breach of academic honesty are violations of York University's academic honesty policy.
- **Respect your course instructor(s):** Understand what your instructors are asking of you in class, as well as on assignments, tests and/or 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. That can be considered an act of cheating.
- **Respect yourself:** When you act with integrity, you know that your work is yours and yours alone. You do not allow others to take tests for you. [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 does not constitute a defense against its 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.

Turnitin

To promote academic integrity in this course, students will normally be required to submit their written assignments to Turnitin (via the course's eClass site) for a review of textual similarities and the detection of possible plagiarism. In so doing, students will allow their material to be included as source documents in the [Turnitin.com](https://www.turnitin.com) reference database, where they will be used only for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin service are described on the [Turnitin.com](https://www.turnitin.com) website. York students may opt out of using Turnitin. If you wish to opt out, you should contact your professor as soon as possible.

Plagiarism

Plagiarism is defined as misusing another person's published or unpublished work by presenting their ideas, writing or other intellectual property as one's own without proper acknowledgement (Senate Policy on Academic Honesty, section 2.1.3.). There are a number of acts that are considered to be plagiarism, for example:

- copying content word-for-word from a source without proper citation;
- paraphrasing from a source without proper citation; submitting work you have already submitted for another course without the instructor's approval; rewording someone else's work which you submit as your own;
- having a third party complete work in whole then submitting it as one's own (also known as contract cheating).

Although plagiarism is often thought to involve words and ideas, it can also involve drawings, paintings, photographs, programming code, statistics, presentations, musical scores, among other types of content. Even if the act of plagiarism was unintentional, you can still receive a penalty. To avoid plagiarism, keep good track of any outside sources you use, and ensure that you cite sources properly. For more help on how to avoid plagiarism, contact the Library, Writing Centre, or your instructor or TA.

Artificial Intelligence (AI) Apps

According to York's Senate Policy on Academic Honesty, using AI apps such as such as ChatGPT, GPT-3, DALL-E, among others to complete academic work without your instructor's knowledge or permission, is considered to be a breach of academic honesty. More specifically, using text-generating tools (such as ChatGPT) would be considered to be cheating (Senate Policy, section 2.1.1) and using image generating tools (such as DALL-E) would be considered to be plagiarism (Senate Policy, section 2.1.3).

You may find that certain instructors will allow the use of these tools for certain assessments, yet others will not allow their use. If you're not sure whether using an AI app for your academic work is acceptable, it is recommended that you:

- Carefully review the guidelines for your assessments
- Check for any messages from your instructor on eClass
- Ask your instructor or TA if they are permitting the use of these tools

Additionally, you are encouraged to keep all of your research notes and draft versions of your work. You may be asked to present these if it is suspected that an AI app was used to help

complete your work. These drafts can be used to show how this work developed, and to provide evidence that the work is your own.

Students may only use generative artificial intelligence (AI) tools in this course so long as the following two conditions are met:

- Specific generative AI tools are used in accordance with the written guidelines provided for each assessment or activity, and
- The use of generative AI is documented and cited following citation instructions given in the syllabus.

Use of generative AI outside these two conditions will constitute academic dishonesty under York University's [Senate Policy on Academic Honesty](#). As a student in this course, it is your responsibility to understand when and how generative AI tools can be used to complete your assessments and activities. If you do not know whether an online resource or tool can be used in this course, please contact your instructor for guidance.

Chat GPT links:

- There are several different types of AI available, some are free, some have free trial options but also paid. Bing chat is free, and does not require an email address to sign up.
- YU library resource on AI:
<https://researchguides.library.yorku.ca/c.php?g=731512&p=5254595>
- [Using ChatGPT effectively - Student Guide to ChatGPT - LibGuides at University of Arizona](#)

Unauthorized Collaboration

Unauthorized collaboration occurs when students work together on assessments without their instructor's permission. This can include working together to solve homework problems, comparing their homework, test or exam answers, collaborating to complete assignments, or having someone else write or revise an assignment. Sometimes collaborating on assessments with other students is acceptable, yet at other times, individual effort is required. This can vary by course, instructor, or assessment. Even when it comes to group assignments, individual work may be required at different stages. If you are unsure whether collaborating on assigned work is permitted or the extent of collaboration that is acceptable, review the instructions for that assessment, and/or ask your instructor or TA. Note: even if collaboration on an assessment is permitted, it is never acceptable copy someone else's work or allow them to copy yours.

Group Messaging Tools

Group messaging platforms, such as Discord or WhatsApp, can be helpful tools that connect students and support learning. However, such tools can lead to academic honesty violations when students share or use answers to homework tasks, quizzes, tests, or exams, or when students collaborate on individual assignments. According to York's [Senate Policy on Academic Honesty](#) these behaviours may lead to a penalty. Moderators of these groups are required to clearly communicate the group's purpose and to remind students of the expectations for academic honesty. Being a member of such a group is not a breach of academic honesty or any

other university policy. However, if you witness academically dishonest behaviour, it is strongly recommended that you leave the group. If you are unsure whether the behaviour is a violation of academic honesty, check with your TA or instructor. For detailed information about expectations for academic honesty, please refer to York's [Senate Policy on Academic Honesty](#).

Homework Help Sites

According to homework sites (such as Chegg), their services are intended to support students' understanding of course material. Despite this, cheating occurs on tests and exams when students post their test or exam questions to these sites during the assessment in order to obtain answers from one of their experts. Using the answers provided is a breach of academic honesty, according to York's [Senate Policy on Academic Honesty](#). If you're struggling with course material, understanding expectations, or in any other way, reach out to your instructor or TA instead of relying on homework help sites to acquire assessment answers. For authorized resources and sources of help at York, please visit: <https://www.yorku.ca/unit/vpacad/academic-integrity/student-resources/>.

Contract Cheating

Contract cheating occurs when a third party completes a student's work, and the student then submits that work as their own. Third parties can include: freelance academic writers or tutors, online essay writing companies, friends, classmates, or even family members. Contract cheating is considered to be a serious type of academic dishonesty that carries severe penalties. Besides penalties imposed by the university, contracting a third party to complete academic work carries the additional risks of identity theft and blackmail. If you are unsure whether a certain resource is a legitimate source of help, check with your TA or instructor. For authorized resources and sources of help at York, please visit: <https://www.yorku.ca/unit/vpacad/academic-integrity/student-resources/>. As well, for detailed information about expectations for academic honesty, please refer to York's [Senate Policy on Academic Honesty](#).

Content Sharing Sites (e.g. CourseHero, OneClass, StuDocU, etc.)

For information about content sharing sites, including a syllabus statement, please refer to this page: <https://copyright.info.yorku.ca/students-reuse-of-teaching-materials-from-york-courses-2/>.

ACCESSIBILITY & ACCOMMODATIONS

Accessibility

While all individuals 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. The University encourages students with disabilities to register with [Student Accessibility Services](#) to discuss their accommodation needs as early as possible in the term to establish the recommended academic accommodations that will be communicated to Course Directors through their Letter of Accommodation (LOA).

Please let your instructor know as early as possible in the term if you anticipate requiring academic accommodation so that we can discuss how to consider your accommodation needs within the context of this course. Sufficient notice is needed so that reasonable steps for accommodation can be discussed. Accommodations for tests/exams normally require three (3) weeks (or 21 days) before the scheduled test/exam to arrange.

Religious Observance Accommodation

York University is committed to respecting the religious beliefs and practices of all members of the community, and making reasonable and appropriate accommodations to adherents for observances of special significance. Should any of the dates specified in this syllabus for course examinations, tests, or deadlines conflict with a date of religious significance, please contact the instructor within the first three (3) weeks of class. If the date falls within the formal examination periods, you must complete and submit a Religious Accommodation for Examination Form at least three (3) weeks before the start of the exam period.

RESOURCES FOR STUDENT SUCCESS & WELL-BEING

How to Use Citations

Citation Expectations

Proper citation in academia is important for academic-level quality writing and also for academic integrity by linking information back to an identifiable source. This course will require students to use **APA 7 style** formatting for citations and references for the discussions and assignments.

Below are some helpful resources for students.

- [SPARK Student Papers & Academic Research Kit](#)
- [APA Style Overview](#), YorkU Libraries
- [Drop-in Research Support](#), YorkU Libraries
- [Writing Centre](#)
- [ESL Open Learning Centre](#)

Also see eClass for additional writing instructions and resources.

Health and Safety

All York students and professors share responsibility for the safety and well-being of the community while on York's campuses. Please continue to check [YUBetter Together](#) for the latest information on health and safety.

Student Support and Resources

To help you succeed academically, York University offers a wide range of resources and services. Everything from writing workshops and peer mentorship to wellness support and career guidance is available to fulfill our LA&PS students' needs. Explore the links below to access these on-campus resources:

- [Academic Advising](#) is available to provide students support and guidance in making academic decisions and goals.

- [Student Accessibility Services](#) are available for support and accessibility accommodation when required.
- [Student Counselling, Health & Wellbeing](#) offers workshops, resources, and counselling to support your academic success.
- [Peer-Assisted Study Sessions \(PASS\) Program](#) provides student study sessions for students to collaborate and enhance their understanding of course content in certain courses.
- [Student Numeracy Assistance Centre at Keele \(SNACK\)](#) supports students in courses involving math, stats, and Excel.
- [The Writing Centre](#) provides multiple avenues of writing-based support including drop-in sessions, one-to-one appointments, a Multilingual Studio, and an Accessibility Specialist.
- [ESL Open Learning Centre \(OLC\)](#) supports students with building proficiency in reading, writing, and speaking English.
- [Learning Skills Services](#) provides tips for time management, effective study and learning habits, keeping up with coursework, and other learning-related supports.
- [Learning Commons](#) provides links to supports for time management, writing, study skills, preparing for exams, and other learning-related resources.
- [Roadmap to Student Success](#) provides students with timely and targeted resources to help them achieve academic, personal, and professional success.
- [Office of Student Community Relations \(OSCR\)](#) is responsible for administering the [Code of Student Rights & Responsibilities](#) and provides critical incident support.
- [goSAFE](#) is staffed by York students and can accompany York community members to and from any on-campus location, such as the Village Shuttle pick-up hub, parking lots, bus stops, or residences.

For a full list of academic, wellness, and campus resources visit [Student Support & Resources](#).

Trigger Warning

Emergencies and disasters create chaos and destruction, as well as opportunities for learning and changes. Studying topics related to disaster and emergency management include human suffering and anti-social behaviors that may depict course language, graphic images, and controversial materials, that may be disturbing to some persons. Emergency managers and frontline workers working in these difficult contexts often experience burnout, stress, and trauma. Course content will cover skills for stress and trauma management. If you feel that you have reached your maximum level of discomfort during a lecture covering sensitive materials, feel free to quietly exit the room and return later. Please notify me about your experience, concerns, or requests for accommodation, so that we can discuss it and that I can identify potential resources that can help with the discomfort.

STUDENT CONDUCT & PROFESSIONALISM

Student Conduct in the Learning Environment

York University is committed to fostering teaching and learning environments that are free of disruptive and/or harassing behaviour, are physically safe, and conducive to effective teaching

and learning. Students and instructors are expected to maintain a professional relationship characterized by courtesy, civility, and mutual respect and to refrain from actions disruptive to such a relationship. Individuals who fail to adhere to such standards and who violate University or public law may be subject to disciplinary action by the University.

For more information, see the policies on [Disruptive and/or Harassing Behaviour in Academic Situations](#), the [Student Conduct and Responsibilities](#), and the [Code of Student Rights & Responsibilities](#).

As set out in the [Code of Students Rights and Responsibilities](#), *in exercising their [freedom of expression](#), York University students have the responsibility to behave in a way that does not harm or threaten to harm another person's physical or mental wellbeing and the responsibility to uphold an atmosphere of civility, honesty, equity, and respect for others, thereby valuing the inherent diversity in the University community.*

Netiquette for eClass and Online Learning

Students and professors 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](#). Please review and familiarize yourself with behaviours that support “netiquette” in virtual classrooms by consulting the [Guide to Netiquette](#) and [Student Guide to eLearning](#).

On Class Format & Being Respectful

This class follows a lecture and group work format intermixed with audio and video to stimulate thought, illustrate concepts, and provoke and promote discussion. In order to make this format more interactive, I ask that you respect the following:

- Students are expected to review the required readings and other materials prior to class so that we can have informed and relevant discussions.
- I strongly advise regular attendance in class. Students who attend regularly and read the assigned chapters and readings in advance have greater comprehension and retention, and perform better on various forms of evaluations. Assigned readings and lectures overlap and, while not identical, are complementary and mutually reinforcing. If you decide to not attend class you should be aware of the risk. The University holds students responsible for any information provided during class time. If you will be missing classes occasionally, or regularly, I recommend you find a classmate who is willing to lend you their notes and fill you in on what was missed.
- Due to the increasing number of emails I receive requesting information on materials already covered in lecture, I reserve the right to reply that you should speak with your classmates who were in attendance.
- I do not have the authority to ‘raise’, ‘increase’, ‘upgrade’, or ‘bump up’ your grade at your request at any time in the course, or after the final exam. Please contact your academic advisor.

- Cell phones must be turned off or silenced at all times during class and exams. If it is an expected emergency (i.e. family illness, child care issue, etc.) please quietly step out into the corridor before taking the call.
- Arriving late and/or leaving early disturbs others. If it is unavoidable, sit in a place where you will create the least disruption – for example if you come in late, sit in the nearest seat or if you have to leave early, find a seat that will allow you to leave with as little disturbance as possible. If coming late or leaving early on a regular basis cannot be avoided, please let me know.
- I expect that students express their views, raise questions, and challenge taken for granted assumptions. For this to be possible, it is necessary that we all come to class with an open mind and willingness to listen to other points of views and perspectives that may challenge our own values and ways of thinking (**be aware that there are [limitations to Freedom of Expression at York University](#) if those expressions are unprotected or create an intimidating and hostile environment***). Therefore, whoever is speaking (professors or fellow students) must be heard in silence. Talking and whispering disturbs others who are listening, can make it difficult for students to hear the speaker, and is a sign of disrespect. If you have something to contribute to the discussion, or topic under consideration, share it with the class; otherwise save it for a later and more private opportunity outside of class.
- Finally, and perhaps most importantly, if you are having trouble in this class, please come see me sooner rather than later: Sooner – there is a good chance that we can work together to address your problems in the course. Later – there is a good chance that you will be left with a lower grade than you would like.

Thank you to Dr. Jennifer Spinney, assistant professor in the DEM program for their guidance in developing AP/DEMS 3706 2023F.

*****Please note that you are responsible for familiarizing yourself with the all of the content in the course syllabus, textbook, and eClass, including materials that are not covered by the professor.*****