

**Statistics for Social Sciences**  
**AP/PPAS 3300 6.00 Y (ONLN)**  
Fall 2024/Winter 2025

**Course Information**

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Office Location: 130 McLaughlin College  
Availability to meet: Monday 6pm-7pm, by appointment, online or by phone  
Course Time & Days: Monday 7pm – 10pm  
Class Location: Online via Zoom  
Course website: on e-class

**Additional assistance:**

1. S.N.A.CK. – Student Numeracy Assistance Centre at Keele <https://www.yorku.ca/laps/snack/> includes additional statistics resources and training videos for Excel and statistical software

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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](#)).

- Interested in learning a bit more? See York U video [Understanding the Land Acknowledgement](#). (8 minutes)

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## Course Overview

### Course Description

Provides a basic understanding of the statistical reasoning and fundamental statistical techniques frequently used to analyze social data. It introduces students to the uses of computers and statistics in the social sciences. It helps develop necessary critical skills to evaluate empirical research.

Course credit exclusions: AP/ADMS 2320 3.00, AP/ECON 2500 3.00, AP/GEOG 2420 3.00, SC/GEOG 2420 3.00, AP/GEOG 3421 3.00, SC/GEOG 3421 3.00, GL/MATH 1610 3.00, GL/MATH 1620 3.00, GL/MODR 1610 3.00, GL/MODR 1620 3.00, GL/POLS 2610 3.00, GL/POLS 2620 3.00, GL/SOCI 2610 3.00, GL/SOCI 2620 3.00, HH/KINE 2050 3.00, HH/KINE 3150 3.00, HH/PSYC 2020 6.00, HH/PSYC 2021 3.00, HH/PSYC 2022 3.00, SC/BIOL 2060 3.00, SC/MATH 2560 3.00, SC/MATH 2565 3.00, SC/MATH 2570 3.00.

### Course Learning Objectives

By the end of this course, students will have the basic knowledge and skills needed to work effectively with data. See Data literacy competencies <https://www.statcan.gc.ca/en/wtc/data-literacy/compentencies>. The following is a list of data literacies identified by Statistics Canada are consistent with our course Learning Objectives at an introductory level.

Data Literacy Competencies consistent with our Learning Outcomes Statistics Canada <a href="https://www.statcan.gc.ca/en/wtc/data-literacy/compentencies">https://www.statcan.gc.ca/en/wtc/data-literacy/compentencies</a> .
Data analysis The knowledge and skills required to ask and answer a range of questions by analyzing data including developing an analytical plan; selecting and using appropriate statistical techniques and tools; and interpreting, evaluating and comparing results with other findings.
Data awareness The knowledge required to know what data is and what are different types of data. This includes understanding the use of data concepts and definitions.
Data discovery The knowledge and skills to search, identify, locate and access data from a range of sources related to the needs of an organization.
Data ethics The knowledge that allows a person to acquire, use, interpret and share data in an ethical manner including recognizing legal and ethical issues (e.g., biases, privacy).
Data exploration The knowledge and skills required to use a range of methods and tools to learn what is in the data. The methods include: summary statistics; frequency tables; outlier detection; and visualization to explore patterns and relationships in the data.
Data gathering The knowledge and skills to gather data in simple and more complex forms to support the gatherer's needs. This could involve the planning, development and execution of surveys or gathering data from other sources such as administrative data, satellite or social media data.
Data interpretation The knowledge and skills required to read and understand tables, charts and graphs and identify points of interest. Interpretation of data also involves synthesizing information from related sources.
Data tools The knowledge and skills required to use appropriate software, tools, and processes to gather, organize, analyze, visualize and manage data.
Data visualization The knowledge and skills required to create meaningful tables, charts and graphics to visually present data. This also includes evaluating the effectiveness of the visual representation (i.e., using the right chart) while ensuring accuracy to avoid misrepresentation.
Evaluating data quality The knowledge and skills required to critically assess data sources to ensure they meet the needs of an organization. This includes identifying errors or problems and taking action to correct them. This also includes awareness of organizational policies, procedures and standards to ensure good quality data.
Evaluating decisions based on data The knowledge and skills required to evaluate a range of data sources and evidence in order to make decisions and take actions. This can include monitoring and evaluating the effectiveness of policies and programs.
Evidence based decision-making The knowledge and skills required to use data to help in the decision-making and policy making process. This includes thinking critically when working with data; formulating appropriate business questions; identifying appropriate datasets; deciding on measurement priorities; prioritizing information garnered from data; converting data into actionable information; and weighing the merit and impact of possible solutions and decisions.
Storytelling The knowledge and skills required to describe key points of interest in statistical information (i.e., data that has been analyzed). This includes identifying the desired outcome of the presentation; identifying the audience's needs and level of familiarity with the subject; establishing the context; and selecting effective visualizations.

## Course Format and Organization

This is an online (ONLN) course. All course materials (class notes, assignments, administrative announcements, etc.) will be posted on the eClass site for this course.

The course will be delivered synchronously. We will meet weekly online. Students will have an opportunity in each class to work in small groups (breakout rooms) on questions and problems introduced in class as well as related assignment problems.

## Course Start Up

Course Websites hosted on York's "eClass" are accessible to students during the first week of the term. It takes two business days from the time of your enrolment to access your course website. Course materials begin to be released on the course website during the first week. To log in to your eClass course visit the [York U eClass Portal](#) and login with your Student Passport York Account. If you are creating and participating in Zoom meetings you may also go directly to the [York U Zoom Portal](#).

For further course Start Up details, review the [Next Steps](#) webpage.

For IT support, students may contact University Information Technology Client Services via [askit@yorku.ca](mailto:askit@yorku.ca) or (416) 736-5800. Please also visit [Students Getting Started UIT](#) or the [Getting Help - UIT webpages](#).

## Technical Requirements

Full participation includes participating on audio/video and in discussions. In addition to the required computer and Internet connection, students will need a web camera and microphone.

### Using Zoom

Students shall note the following:

- Zoom is hosted on servers in the United States and Canada. Recordings done since May 1, 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.

Some useful links for student computing information, resources, and help:

- [Student Guide to eClass](#)
- [Zoom@YorkU Best Practices](#)
- [Zoom@YorkU User Reference Guide](#)
- [University Information Technology \(UIT\) Student Services](#)
- [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](mailto:askit@yorku.ca).

## Course Communication Plan and Office Hours

In addition to information exchanged during the regular class meets, important course announcements will be posted on eClass.

Students are encouraged to contact the instructor with individual questions/issues not addressed in class time. Email the instructor ([spotton@yorku.ca](mailto:spotton@yorku.ca)) to schedule a meeting (on Zoom before class, or by phone).

## Course Evaluation

Assessment	Due Date (midnight)	Weight %
Participation/Attendance Participation is graded on <u>engaged</u> attendance. The maximum grade per class is 0.5% for a maximum course grade of 10%.	Continuous	10%
Assignment #1	October 7, 2024	10%
Assignment #2	November 11, 2024	10%
Assignment #3	January 13, 2025	20%
Assignment #4	February 24, 2025	15%
Assignment #5	March 17, 2025	20%
Assignment #6	April 7, 2025	15%
Total		100%

## Submitting Assignments

Written assignments are to be submitted via eClass.

## Late Work Policy

In the absence of an approved accommodation (with supporting documentation), assignment deadlines are firm.

There is a 24-hour grace period with each deadline, after which a late penalty will be applied in the absence of an approved accommodation.

Assignments submitted more than 24 hours past the deadline will be penalized at a rate of 5% (of the assignment grade) for each day late. An accommodation consistent with the University accommodation policy will extend the assignment deadline by an amount of time equivalent to the documented need. (e.g., 1 day ill with medical note = 1 day extension).

In the event of an individual student emergency, the student will

- 1) submit their assignment together with evidence supporting the reason for delay and request for an accommodation.
- 2) be informed of my approval of their request for an accommodation when the graded assignment is returned.

## Grading

The grading scheme for this course conforms to the 9-point system used in undergraduate programs at York University. For a full description of the York grading system, visit the York University [Academic Calendar](#).

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

## How to Use Citations

In all submitted work, students will follow one of the accepted citation formats (e.g., APA, MLA, Chicago style). You may choose a style with which you are comfortable. If you are unsure, use APA.

A good general source for citation formats and accepted citation styles is the Online Writing Lab at Purdue University (<https://owl.purdue.edu/owl/>). Other York-based resources include:

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

## Course Schedule: Weekly Readings and Activities

### Required Course Materials

Statistics Canada (2021) Power from Data!

- Open source material available on line at <https://www150.statcan.gc.ca/n1/edu/power-pouvoir/toc-tdm/5214718-eng.htm>

Richard D. De Veaux, Paul F. Velleman, David E. Bock, Augustin M. Vukov, & Augustine Wong (2022) Stats: Data and Models, Canadian Edition, 4th edition (Pearson Canada, 2022)

### Software

Required: Excel, including the add-on Data Pak

Optional: SPSS or R

#### Availability:

Free access to shared software (via myapps) and discounted rates for personal use versions, see

<https://www.yorku.ca/uit/faculty-staff-services/software/app-store/>

### Recommended Course Materials

Sciadas, G. (2022) Number Savvy: from the invention of numbers to the future of data. (CRC Press: Boca Raton, USA).

- Available for purchase as either an e-book or hard copy from the publisher or the York University Bookstore.
  - Publisher's website: <https://www.routledge.com/Number-Savvy-From-the-Invention-of-Numbers-to-the-Future-of-Data/Sciadas/p/book/9781032357218>

S.N.A.CK. – Student Numeracy Assistance Centre at Keele <https://www.yorku.ca/laps/snack/> includes drop-in assistance, additional statistics resources, and training videos for Excel and statistical software

- Note. Under Resources on the SNACK webpage, there are links to helpful videos available at the Khan Academy and JB Statistics.

### Data Resources

- Statistics Canada – Data (<https://www150.statcan.gc.ca/n1/en/type/data?MM=1>)
- odesi <https://search1.odesi.ca/#/>  
"About" <odesi> (Ontario Data Documentation, Extraction Service and Infrastructure) is a digital repository for social science data, including polling data. It is a web-based data exploration, extraction and analysis tool that uses the Data Documentation Initiative (DDI) social science data standard.
- Open Data for Public Policy and More  
<https://www.toronto.ca/city-government/data-research-maps/open-data/>

## COURSE SCHEDULE

FALL 2024

Week/Module Dates	Readings and Activities	Assessment Due Dates
<p>Course Week 1 Sept 9, 2024</p>	<p>Introductions, Motivations, and Course Administration Research questions related to Canada's Ambitions and the UNDG Development Goals <a href="https://www150.statcan.gc.ca/n1/pub/11-26-0004/112600042021001-eng.htm">https://www150.statcan.gc.ca/n1/pub/11-26-0004/112600042021001-eng.htm</a></p> <p>Statistics Canada. Learning Catalogue: Data Exploration: The Data Journey <a href="https://www.statcan.gc.ca/en/wtc/data-literacy/catalogue/892000062020007">https://www.statcan.gc.ca/en/wtc/data-literacy/catalogue/892000062020007</a></p>	
<p>Course Week 2 Sept 16, 2024</p>	<p>What ARE Data? Data Basics Statistics Canada. Learning Catalogue: What's data? An introduction to data terminology and concepts <a href="https://www.statcan.gc.ca/en/wtc/data-literacy/catalogue/892000062020006">https://www.statcan.gc.ca/en/wtc/data-literacy/catalogue/892000062020006</a></p> <p>Statistics Canada. Learning Catalogue: Data quality in six dimensions: Evaluating and ensuring quality <a href="https://www.statcan.gc.ca/eng/wtc/data-literacy/catalogue/892000062020001">https://www.statcan.gc.ca/eng/wtc/data-literacy/catalogue/892000062020001</a></p> <p>De Veaux, et al., Ch. 1</p>	
<p>Course Week 3 Sept 23, 2024</p>	<p>Whose data? Data Ethics and Data Privacy Sciadas, G. (2022) Number Savvy: from the invention of numbers to the future of data. (CRC Press: Boca Raton, USA)</p> <ul style="list-style-type: none"> <li>• pp. 151-153 "Acquisition, Curation, and Use of Administrative Data"</li> <li>• pp. 275-279 "Revisiting Data Confidentiality and Privacy"</li> <li>• pp. 68-69 "A Proposal"</li> </ul> <p>The First Nations Principles of OCAP. First Nations Information and Governance Centre <a href="https://fnigc.ca/ocap-training/">https://fnigc.ca/ocap-training/</a></p> <p>Statistics Canada. Learning Catalogue: Data Ethics : An Introduction <a href="https://www.statcan.gc.ca/eng/wtc/data-literacy/catalogue/892000062022001">https://www.statcan.gc.ca/eng/wtc/data-literacy/catalogue/892000062022001</a></p> <p>Statistics Canada. Learning Catalogue: Data Ethics part 2: Ethical reviews <a href="https://www.statcan.gc.ca/en/wtc/data-literacy/catalogue/892000062022004">https://www.statcan.gc.ca/en/wtc/data-literacy/catalogue/892000062022004</a></p> <p>T. Klosowski (2022) <a href="#">How Mobile Phones Became a Privacy Battleground</a> New York Times (Sept. 29, 2022)</p>	



<p>Course Week 4 Sept. 30, 2024</p>	<p>Data Sources Sciadas, G. (2022) Number Savvy: from the invention of numbers to the future of data. (CRC Press: Boca Raton, USA): pp. 163-172</p> <p><u>Resources</u> Statistics Canada – Data <a href="https://www150.statcan.gc.ca/n1/en/type/data?MM=1">https://www150.statcan.gc.ca/n1/en/type/data?MM=1</a></p> <p>odesi <a href="https://search1.odesi.ca/#/">https://search1.odesi.ca/#/</a> “About” &lt;odesi&gt; (Ontario Data Documentation, Extraction Service and Infrastructure) is a digital repository for social science data, including polling data. It is a web-based data exploration, extraction and analysis tool that uses the Data Documentation Initiative (DDI) social science data standard.</p> <p>Open Data for Public Policy and More <a href="https://www.toronto.ca/city-government/data-research-maps/open-data/">https://www.toronto.ca/city-government/data-research-maps/open-data/</a></p>	
<p>Course Week 5 Oct. 7, 2024</p>	<p>Data Visualization Statistics Canada (2021) Power from Data! Chapter 5 “Data Visualization” <a href="https://www150.statcan.gc.ca/n1/edu/power-pouvoir/toc-tdm/5214718-eng.htm">https://www150.statcan.gc.ca/n1/edu/power-pouvoir/toc-tdm/5214718-eng.htm</a></p> <p>Introduction to Excel</p>	<p>Assignment #1 DUE (10%)</p>
<p>Oct. 14, 2024</p>	<p>Reading Week – no class</p>	
<p>Course Week 6 Oct 21, 2024</p>	<p>Gathering and Creating Data: Issues of Measurement and Counting Sciadas, G. (2022) Number Savvy: from the invention of numbers to the future of data. (CRC Press: Boca Raton, USA) pp. 27-33; 42-44</p> <p>Statistics Canada (2021) Power from Data! Chapter 3 “Data Gathering and Processing” <a href="https://www150.statcan.gc.ca/n1/edu/power-pouvoir/toc-tdm/5214718-eng.htm">https://www150.statcan.gc.ca/n1/edu/power-pouvoir/toc-tdm/5214718-eng.htm</a></p>	
<p>Course Week 7 Oct 28, 2024</p>	<p>Describing Data (1) Statistics Canada. Learning Catalogue: Proportions, Ratios, Rates <a href="https://www.statcan.gc.ca/en/wtc/data-literacy/catalogue/892000062021003">https://www.statcan.gc.ca/en/wtc/data-literacy/catalogue/892000062021003</a></p> <p>De Veaux, et al., Ch. 2</p>	
<p>Course Week 8 Nov 4, 2024</p>	<p>Describing Data (2) – Measures of Central Tendency Statistics Canada (2021) Power from Data! Chapter 4 “Data Exploration” (esp. 4.4) <a href="https://www150.statcan.gc.ca/n1/edu/power-pouvoir/toc-tdm/5214718-eng.htm">https://www150.statcan.gc.ca/n1/edu/power-pouvoir/toc-tdm/5214718-eng.htm</a></p> <p>De Veaux, et al., Ch. 3</p>	

Course Week 9 Nov 11, 2024	Describing Data (3) – Measures of Dispersion Statistics Canada (2021) Power from Data! Chapter 4 “Data Exploration” (esp. 4.5) <a href="https://www150.statcan.gc.ca/n1/edu/power-pouvoir/toc-tdm/5214718-eng.htm">https://www150.statcan.gc.ca/n1/edu/power-pouvoir/toc-tdm/5214718-eng.htm</a>  De Veaux, et al., Ch. 3 (cont'd)	Assignment #2 DUE (10%)
Course Week 10 Nov 18, 2024	Comparing Distributions De Veaux, et al., Ch. 4	
Course Week 11 Nov 25, 2024	Modelling Distributions De Veaux, et al., Ch. 5	
Course Week 12 Dec 2, 2024	Introduction to Data Analysis – Relationships between variables De Veaux, et al., Chs. 6 & 7: Scatterplots, Correlations, Least Squares Line	

#### WINTER 2025

Week/Module Dates	Readings and Activities	Assessment Due Dates
Descriptive Statistics		
Course Week 13 Jan 6, 2025	Review of Fall term  Introduction to Winter term  Examining the Data – Linear Regressions De Veaux, et al., Chs. 7 & 8	
Course Week 14 Jan 13, 2025	Sampling and Random Samples De Veaux, et al., Ch. 9	Assignment #3 DUE (20%)
How and when we can generalize from a sample		
Course Week 15 Jan 20, 2025	From Randomness to Probability De Veaux, et al., Ch. 11.1-11.2; 12.1  Random Variables De Veaux, et al., Ch. 13	
Course Week 16 Jan 27, 2025	Sampling Distributions De Veaux, et al., Ch. 14	

Course Week 17 Feb 3, 2025	Margins of Error & Confidence Intervals for Proportions De Veaux, et al., Ch. 15  Video: Statistics Canada. Learning Catalogue: Statistics 101: Confidence Intervals. <a href="https://www.statcan.gc.ca/en/wtc/data-literacy/catalogue/892000062022003">https://www.statcan.gc.ca/en/wtc/data-literacy/catalogue/892000062022003</a>	
Course Week 18 Feb 10, 2025	Margins of Error & Confidence Intervals for Means De Veaux, et al., Ch. 18	
Feb 17, 2025	Reading Week– no class	
Course Week 19 Feb 24, 2025	Hypothesis Testing De Veaux, et al., Chs. 16, 17, 18	Assignment #4 DUE (15%)
Course Week 20 Mar 3, 2025		
Course Week 21 Mar 10, 2025	Inferences for Ordinary Least Squares Regression De Veaux, et al., Ch. 23	
Course Week 22 Mar 17, 2025		Assignment #5 DUE (20%)
Assessing Associations between Variables		
Course Week 23 Mar 24, 2025	Reading the Evidence: Critical analysis of a scholarly article  Garnett Picot and Li Xu, (2022). <a href="#">Which immigration selection factors best predict the earnings of economic principal applicants?</a> Research and Evaluation Branch, Immigration, Refugees and Citizenship Canada	
Course Week 24 Mar. 31, 2025	Flex Day*  Optional Topics: <ul style="list-style-type: none"> <li>• Comparing Means De Veaux, et al., Ch. 19</li> <li>• Comparing Two Proportions De Veaux, et al., Ch. 21</li> </ul>	
April 7, 2025		Assignment #6 DUE (15%)

\*Flex Day - Back up class meet as contingency plan for short unplanned interruptions

Individual student absences – check course web page for notes and with group members for any additional information shared in class

Class interruption (internet/server failure, emergency closure of the University\*, e.g.) – material shifted forward by one class. (\*If the University announces an emergency closure for any reason, including bad weather, the online class will be suspended.)

Course interruptions – alternative plans will be posted on e-class and notice will be distributed via the email we have on e-class

## Course Policies

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

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

Please also review the following course policies:

### Academic Integrity

We strive to maintain academic honesty to the highest extent possible. Please familiarize yourself with the meaning of academic integrity by completing [SPARK's Academic Integrity module](#) at the beginning of the course. Breaches of academic honesty range from cheating to plagiarism (i.e., the improper crediting of another's work, the representation of another's ideas as your own, etc.). All instances of academic dishonesty in this course will be reported to the appropriate University authorities and can be punishable according to the [Senate Policy on Academic Honesty](#).

### Accessibility

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.

## 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.

## 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](#).

## Netiquette for eClass and Online Learning

Students and instructors 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](#).

## 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 of Information 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.

## Health and Safety

All York students and instructors 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](#).