

Biology 117, General Biology: Cells, Genetics and Evolution

**Section 01 T/TH, 12:30 – 1:45
Newton 201**

COURSE DESCRIPTION:

An introductory course in the biological sciences covering cells, information coding and transfer, evolution, and diversity of unicellular organisms. This course will emphasize examples from both the plant and animal kingdoms using an integrated approach. BIOL 117 counts for Natural Science core only when taken with BIOL 118. Intended for science majors and other well-prepared students.

COURSE INSTRUCTOR:

Dr. Matthew Hatkoff

ISC 139A

mhatkoff@geneseo.edu

Office Hours:

Thursday 10:00am-12:00pm

Friday 12:00pm-1:30pm

By Appointment (Face to Face or Virtual)

REQUIRED MATERIALS

TEXTBOOK AND MATERIALS:

Textbook: Absolutely required for this course are both access to the online Achieve website and at least the eText for the textbook “How Life Works” 4th Edition, Macmillan publishers. You should obtain an access code from Macmillan publishers. You will enter this code to link Achieve to the Brightspace learning management website for this course. See our announcement email regarding your purchasing options, partially summarized below:

ISBN: 9781319383794, Achieve for Biology: How Life Works (2-Term Access Card)

ISBN: 9781319592547, Loose-leaf Version for Biology: How Life Works 4e & Achieve for Biology: How Life Works 4e (2-Term Access) for SUNY Geneseo

Online Course materials:

Other course materials will be available within Brightspace, our learning management system.

GRADE EVALUATION

Graded Work	Contribution:
Tests 1-4 (Lowest score will be dropped)	37.5%
Test 5 (CANNOT BE DROPPED)	12.5%
Quiz (Jan 30th) and Class assignments/worksheets	15%
Achieve Assignments	35%

Any extra credit offered can add to no more than 1% of your total grade.

CALCULATION OF FINAL GRADE

Your grade is determined using the scale presented below without any adjustment or curve. There are no restrictions on the number of students who can be awarded an A. Scores will be rounded up or down to the nearest whole number at the end of the semester only. The point distribution is the standard Geneseo distribution; Brightspace is set to display this. The distribution is as follows:

>93%, A	80-82%, B-	60-69%, D
90-92%, A-	77-79%, C+	<60%, E
87-89%, B+	73-76%, C	
83-86%, B	70-72%, C-	

OVERVIEW

In any individual week, you can expect two assignments due for credit, worksheets and adaptive quizzes. In addition, there may be assignments that are not due for credit but are worth doing for extra practice in understanding the material. These extra assignments, as well as the adaptive quizzes all run through the Achieve Platform. Each type is described in the table below. The only Achieve assignment that is due for credit each week is the Adaptive Quiz. This is due on Wednesday by 11:59 pm each week unless specified otherwise in the syllabus. There is no credit for late work on adaptive quizzes.

There will be a total of 1 quiz and 5 Tests which will be given in class. Please check the syllabus for the exact dates of tests. They will only be available during class time. You cannot do them outside of class. All quizzes and tests will be administered in class on paper. You must be present in order to take the quiz or tests. If you have accommodations for extra time and/or environmental settings, please see the ACCOMMODATIONS section of the syllabus.

Weekly worksheets that follow the content covered in lecture will be posted in Brightspace the week we are going over the material covered by that worksheet weekly. The worksheets are designed to help you engage with the material during lecture as well as for recall after lecture. In addition, they will have application questions that parallel the more challenging exam questions. The completed worksheets will be due every Sunday by 11:59 pm (submitted online as a single pdf file).

How the types of assignments work:

Assignment type	How it works
<p>Tests- Tests 1-4 are given on Wednesdays. Test #5 will be given during your assigned final period in class.</p>	<ul style="list-style-type: none"> • Worth 50% of your grade. • The 5 tests will be a combination of multiple choice and one or two short answer questions. They will be given on paper, and you must be in class unless you have made previous arrangements to take the quiz and tests in the testing center.
<p>Worksheets- administered weekly and due the Sunday of each week.</p> <p>Quiz- One quiz will be given to help prepare for exams</p>	<ul style="list-style-type: none"> • Worth 15% of your grade • Due as an online submission every Sunday by 11:59 pm except where indicated. • Worksheets will be posted to Brightspace at the beginning of each week and will be due the following Sunday. We recommend that you preview these sheets and complete them in class as we go through the material during the week. These are meant to help you understand and engage with the material during lecture. You are responsible for completing and turning in the worksheet even if you're not in class. • One quiz will be administered in class only on Sept 4th. This will help prepare you for what to expect on the exams for the semester.
<p>Adaptive Quiz (AQ)- Due every weekly on Wednesdays except where specified in the schedule</p>	<ul style="list-style-type: none"> • Worth 35% of your grade • Due on Wednesdays by 11:59 pm except where indicated • Serve as a check of breadth of understanding of the topics of the previous week. • Adaptive format: answer questions until you reach a target value for points. • In Achieve but access through Brightspace • No credit for late submissions
<p>Knowledge checks (KC)</p>	<ul style="list-style-type: none"> • Not graded. • Serve as a check of depth of understanding of the topics of current unit • Require a deeper level of understanding similar to unit tests. • Achieve but access through Brightspace • Use this to predict how well you would do in an exam. Don't reference your notes while taking and limit yourself to the time given.
<p>Self-assessment survey</p>	<ul style="list-style-type: none"> • Not graded. • These surveys will help you reflect on how to approach the course and help us to get to know you a little. • You will take one at the beginning of the semester and again after each of the tests. Be frank in your answers
<p>How do we know (some topics)</p>	<ul style="list-style-type: none"> • Not graded • Helps many understand a topic. • Accessed through Achieve

Visual Synthesis Maps (some topics)	<ul style="list-style-type: none"> ● Not assigned for credit. ● Helps many understand a topic by generating a map of the information. ● Accessed through Achieve
Checkpoint Survey (CS)	<ul style="list-style-type: none"> ● These are for extra credit, but we strongly encourage you to use these to help assess your study methods. ● Surveys are due the second week of class and the week after exams 1, 2, 3 and 4.
CircleIn	<ul style="list-style-type: none"> ● CircleIn has a specific feature of the software called "Course Survey". "Course Survey" requires just a few minutes at the end of class, and you will be asked to fill out a 4-question survey. ● These are NOT for credit but will help identify difficult topics. ● You can also ask "anonymous questions" to your classmates. ● Study materials can be developed and shared to build a sense of community.

Assignments: Why Do These.

Each type of assignment makes a different contribution to your learning. By doing all of them on schedule, you will put yourself in a better position to succeed. Below is a brief description of the purpose of each assignment type.

Adaptive Quiz (Achieve)

Adaptive Quiz assignments are meant to further test your familiarity with the material, especially after you have come to lecture. There is a target number of points, and your complete questions until you reach the target. Once you obtain the set number of points you receive full credit for the Adaptive Quiz assignment. The more familiar you are with the topic, the sooner you will reach the target so you will be getting feedback about your level of understanding.

Knowledge Check (Achieve)

These are not due for credit. Knowledge Check are quizzes that test your understanding of the material covered current unit. They are more in-depth than the Adaptive Quizzes and reflect a deeper understanding of the concepts. These questions will be more like those you will find on the tests. You can therefore use these as a self-check of readiness for the test.

How Do We Know (Achieve)

These are not due for credit but are worthwhile doing because of their interactive nature. Usually, they present short videos often describing experiments about topics being covered in class. There are questions to answer as you proceed through the exercises. These give you a more interactive experience with the experiments presented in the text and often help to highlight areas where a person may not have fully understood the whole concept presented by the experiment.

Visual Synthesis Maps (Achieve)

These are not due for credit but are worthwhile doing because they help you synthesize the material. The exercises bring together different concepts presented in a chapter, helping you to see where and how topics are related. These often help identify more clearly how the smaller pieces fit into the bigger picture.

COURSE GOALS AND CONTENT

This course has two main objectives. The first is to increase your biological knowledge and prepare a firm foundation of knowledge for the courses that follow. The second objective is to help you develop thinking skills needed for advanced study of biology. These skills include the ability to organize information from various disciplines, to fit new models into a conceptual framework, and to use these in the synthesis of new ideas and to understand how biologists think and approach scientific questions.

LEARNING OUTCOMES FOR BIOL 117

1. Demonstrate knowledge and conceptual understanding of the chemistry of life, cellular structure and function, genetics, mechanisms of evolution and evolutionary history and biological diversity of organisms.
2. Demonstrate readiness for intermediate course work in Biology; show you can apply your knowledge and understanding of biology to solve problems that call for recognizing correct relationships among variables, or to predict the outcomes of altering variables.
3. Demonstrate an understanding of scientific processes through predicting the outcome of an experiment, or through interpreting the results of an experiment.
4. Use models to explain complex biological phenomena.
5. Demonstrate adjustment to college expectations through successful completion of coursework including Adaptive Quiz assignments, pre-class quizzes, application quizzes, participation assignments, and optional assessments with increasing independence through the semester.

IMPORTANT DATES

January 21	First day of classes. Add/Drop Period Begins
January 27	Add/Drop period ends at 11:55 PM
January 30	Quiz #1 - Chap. 1, 2.1-2.2
February 6	Test #1 - Chap. 1, 2.1-2.5
February 25	Diversity Day- No Class
February 27	Test #2 - Chap. 3.1-3.5, 5.1, 6.1-6.5, 7.1-7.5
March 18 and 20	Spring Break – No Classes
March 27	Test #3 - Chap. 11.1, 11.4, 14.1-14.2, 4.1-4.4
April 15	Test #4 – Chap. 5.2, 11.2, 13.2-13.3 14.3-14.5
April 23	Last day to elect Pass/Fail for full-semester courses and GREAT Day
April 30	Last day to withdraw from full semester courses
May 6	Last day of class
May 12 (8:00-10:30am)	Test #5 – Chap. 15.1-15.3, 20.1-20.5, 21.1-21.3

HOW YOU CAN SUCCEED

BIOL 117 students achieve success through unique paths that have common characteristics. They strategically plan for a task, monitor their performance on the task, reflect on whether their plans did, in fact, help them succeed, and finally modify their plans, if helpful. They also know that this cycle of learning is a process that requires them to take the first step and expect that success in different courses may require different strategies. Thus, your faculty members have designed BIOL 117 with a range of resources for you to incorporate into your strategies for learning. In past semesters, we have found that students who take an active approach to learning—using these resources regularly—earn on average a full letter grade higher than those who do not. Here are some helps:

Biology Learning Center:

In the Biology Learning Center, you can find tutors, office hours for supplemental instructors (SIs), and office hours for the Biology 117 faculty. Not all tutors in the Biology Learning Center are assigned to Biology 117, but rather other classes. Tutors may schedule review activities or assist forming peer study groups.

Class Activities and Preparation:

Your class meets in-person, 2 times per week. Being prepared before class is an important part of the learning process. As noted above, there are weekly assignments that will help you with being ready for the material presented during the lecture. In-person class sessions will be used to give you time to work on activities, discuss concepts, and ask questions. Each year class participation is strongly linked to success, and is strongly encouraged. “Active learning” activities during class have been carefully chosen to help you discover and master the more difficult areas of content with which students in past semesters have struggled. The activities work best if done in groups of 2 or 3 people. Often it is during these group activities where you become aware of the things that confuse you.

Supplemental Instructors:

Supplemental instructors (SI) will also teach in this class. The SI sessions are facilitated by trained peer leaders and will focus on mastery of the content and concepts. Times for SI sessions will be placed on the announcements. Studying with the help of an SI can increase your chances of achieving a better grade in this class by providing guided practice and assistance with studying. Additional information will be provided by your SI Payton Mehalick. More information on the SI program can be found here: [Supplemental Instruction](#). Each section of BIOL 117 has its own assigned supplemental instructor. However, because we all follow the same calendar, you can go to any of the supplemental instruction sessions offered.

Faculty Office hours:

Your faculty instructor will have office hours as designated on the first page of the syllabus. During the designated hours for your course, you can “drop in” without an appointment. Being available outside of class is an anticipated part of our workload, and we like to help you. You can visit alone or with a small group. You should feel welcome to ask questions about studying in addition to the content.

CIRCLEIN

Students in this section will use the [CircleIn](#) app and web platform to study and to help one another succeed in this course. Studying and learning alone is one of the hardest parts of a course. With CircleIn, you can build better study habits, improve your learning, expand your network of other students you know, and earn mirco-rewards by engaging in discussions with classmates.

You can also ask “**anonymous questions**” to your classmates, so you don’t have to worry about being embarrassed by asking any question. For those of you needing help, use it to ask questions, and for those of you willing to help others, please check it often to look for questions that haven’t been responded to yet.

This is your community, so please log in regularly to support each other and solve problems as they arise. Think of CircleIn as a study community where each of you is stronger together and if you like the convenience of connecting with classmates outside of class, please use it.

**CircleIn is paid for by SUNY-Geneseo for your benefit, so please take advantage of it today.
CircleIn has no Ads and you never have to share your personal information.**

To get started use the log-in instructions below:

- [Download the App](#) and visit the [CircleIn's Web Version](#)
 - **Search** for **SUNY-Geneseo**
 - Enter your **School Log-In Credentials**
 - Select **Authorize** and **Get Started!**



ACCESSIBILITY

SUNY Geneseo is dedicated to providing an equitable and inclusive educational experience for all students. The Office of Accessibility Services will coordinate reasonable accommodations for persons with documented physical, emotional, or cognitive disabilities, as well as medical conditions related to pregnancy or parenting. Students with letters of accommodation should submit a letter to each faculty member at the beginning of the semester and discuss specific arrangements. Please contact the [Office of Accessibility Services](#).

- Student responsibility: Please submit your letter of accommodations to us at the beginning of the semester and make an appointment to discuss arrangements.
- Instructor responsibility: We are committed to working with you to create a just learning environment while meeting the learning outcomes of the course. Unless you indicate otherwise, we will keep all accommodations confidential.

PROFESSIONALISM

While you are no longer required to wear masks on campus, you are welcome to wear a mask in class.

If at any time you fall ill, we ask that you do not come to class. Should you miss a class due to illness it is important to contact your professor ASAP and also get the notes from someone that is in the class for that day's lecture.

Please arrive to class on time, stay through class, use your laptop and other technology only for class-related activities, and turn off your cell phone ringtones (including vibration mode).

Technology can be beneficial to the process of your education. For this reason, laptops and smartphones are permitted so you can take notes and view classroom materials, as well as take polls if asked. Please do not view social media websites, check your e-mail, play games, or take pictures in class. These diversions not only reduce your participation, but they can also distract those around you. If you disrupt the lecture or distract others around you, you may be asked to leave. If your learning is affected by the behavior of other students around you, please tell them and tell us.

If you have an emergency for which you need your cell phone to be turned on, talk to the instructor before the beginning of in class sessions and to be excused from this rule. Only then will you not be asked to leave if your cell phone rings/vibrates during the in-class session.

COMMUNICATION

Configure Brightspace to provide daily updates via email or text message so that you don't miss updates or changes to the schedule. Use this embedded link to access helpful [information about using Brightspace](#).

Check the announcements section in Brightspace regularly. The fastest way to get in touch with your instructors is via e-mail. Please include your name (not just your email address) and the course name or number (BIOL 117) in all e-mails sent to us. To preserve work-life balance, we reserve the option to delay answering emails sent after 5 pm or on the weekends until the start of the next business day.

GENERAL SCHEDULE

Wk	Sunday What is Due?	Tuesday	Wednesday What is Due?	Thursday
1	Ch. 1, 2.1-2.2 Introduction, Chemistry Nothing Due	Jan 21 Intro to the course and Ch.1	Nothing Due	Jan 23 Ch. 1 Ch. 2.1, 2.2
2	Ch. 2.3-2.5, Biomolecules Worksheet (WS) 1, 2.1-2.2	Jan 28 Ch. 2.3-2.5	Adaptive Quizzes (AQ) Ch 1, 2.1-2.2 & Intro Survey	Jan 30 Finish Ch 2.3-2.5 Quiz Only on Chapter 1 and 2.1-2.2
3	Ch. 3.1-3.3, 5.1 Cells & Proteins WS 2.3-2.5	Feb 4 3.1-3.3, 5.1	AQ Ch 2.3-2.5, 5.1	Feb 6 Test #1 1, 2.1-2.5
4	Ch. 3.4-3.5 & 6 Cells & Metabolism WS 3.1-3.5, 5.1	Feb 11 3.4-3.5 & Exam Review	AQ Ch 3.1-3.5 & Checkpoint Survey (CS) 1	Feb 13 6.1-6.4
5	Ch. 6.5, 7.1-7.5 Respiration WS 6.1-6.5	Feb 18 6.5, 7.1-7.2	AQ Ch 6.1 - 6.5	Feb 20 7.3-7.5
6	Diversity Day and Exam WS 7.1-7.5	Feb 25 Diversity Day- No Class	AQ Ch 7.1 - 7.5	Feb 27 Test #2 3.1-3.5, 5.1, 6.1- 6.5, 7.1-7.5
7	Ch. 11.1,11.4, 14.1-14.2 Cell Division Nothing Due	Mar 4 11.1, 11.4	CS2	Mar 6 14.1-14.2
8	Ch. 4 Nucleic Acid WS 11.1, 11.4 & 14.1-14.2	Mar 11 4.1-4.2	AQ Ch 11.1, 11.4 14.1-14.2	Mar 13 4.3-4.4
9	Spring Break NOTHING DUE	Mar 18 No Class Spring Break	NOTHING DUE	Mar 20 No Class Spring Break
10	Review and Exam Nothing Due	Mar 25 Exam Review and Activity	AQ Ch 4.1-4.4 & WS 4.1-4.4	Mar 27 Test #3 11.1, 11.4, 14.1- 14.2, 4.1-4.4

Wk	Sunday What is Due?	Tuesday	Wednesday What is Due?	Thursday
11	Ch. 5.2, 11.2 DNA and Protein Synthesis Nothing Due	Apr 1 5.2	AQ Ch 5.2, 13.2-13.3 & CS 3	Apr 3 11.2
12	Ch. 13.2-13.3, 14.3-14.5 Mutation, Segregation and Indep. Assortment WS 5.2, 11.2	Apr 8 13.2-13.3	AQ Ch 11.2 & 14.3-14.5	Apr 10 14.3-14.5 and Exam Review
13	Chap. 15.2-15.3 Exam & Sex-linkage, WS 14.3-14.5	Apr 15 Test #4 5.2, 11.2, 13.2-13.3 14.3-14.5	NOTHING DUE	Apr 17 15.1-15.3
14	Chap. 20.3-20.4 Population Evolution WS 15.1-15.3,	Apr 22 20.1-3	AQ Ch 15.1-15.3 & CS4	Apr 24 20.4-20.5
15	Chap. 20.5, 21.1-21.3 Species & Speciation WS 20.1-20.5	Apr 29 21.1-21.2	AQ Ch 20.1 - 20.5	May 1 21.3 and Case Study
16	Finishing Up and Test # 5 WS 21.1-21.3	May 6 Activity Last Day of regularly scheduled class.	AQ Ch 21.1-21.3	MAY 12 8:00-10:30am Test #5 15.1-15.3, 20.1-20.5, 21.1-21.3

WHAT TO DO IF SOMETHING OUT OF THE ORDINARY HAPPENS

MISSING THE QUIZ OR TESTS

The quiz and tests are taken in class on the dates listed in the syllabus. Making up a missed quiz or test requires a valid excuse. Examples of valid reasons for missing tests include (but are not limited to) personal illness, death, or serious illness in the family, representing the college, religious observances, required training for work, or military service. **When you must miss a test, contact us before the test or within 24 hours of the time your test is due, and be prepared to discuss a schedule for completion of the test.** If you are unable to complete a test for a prolonged period, you may receive an alternative test so that instructors are able to return tests to the other students promptly.

MISSING ASSIGNMENTS ON ACHIEVE

MISSING ADAPTIVE QUIZ AND KNOWLEDGE CHECK

You will benefit most if you stay caught up on Achieve reading and module assignments. Opportunities to make up missed assignments are not guaranteed, and may require documentation. The Achieve materials have specific due dates as listed in the Brightspace calendar. **LATE WORK IS NOT ACCEPTED FOR ADAPTIVE QUIZZES.** In general, the material will open to you at the beginning of the unit and will close on the due dates. To avoid confusion, we advise you to follow the links to Achieve assignments in Brightspace modules and NOT the MacMillan Learning portal.

The policies above may be further modified on a case-by-case basis for students working with the Dean of Students or with the Office of Accessibility Services. We reserve the right to limit the extensions on Achieve assignments and the number of assignments in cases without additional documentation.

APPEALING GRADES

Any graded work may be submitted for re-evaluation along with a written appeal submitted via email and should include a brief explanation of your concerns, including your understanding of the test question or assignment directions and why you believe your work meets the requirements. Appeals should be sent in within one week of receiving the graded work. When you submit your appeal, we will schedule an individual conference to go over our response.

POLICY EXCEPTIONS AND CHANGES

Policies are designed to address common issues and ensure fairness for all. We cannot anticipate every possible problem that may arise, and therefore policies can have limits and exceptions! If you are experiencing problems in completing class work for any reason, please make an appointment to talk with one of us. Please note that in light of the current pandemic it is also possible that we will have to return to a fully online format. In that case policies may change again, and we will post those changes if they occur.

ACADEMIC INTEGRITY

We value academic integrity because dishonesty devalues the work of other students. Cheating on tests is a serious breach of trust and results in serious consequences. Collaborating on a test will result in a failing grade for the test and may result in a failing grade for the course. College procedures to address serious academic cheating can be found at the [Dean of Academic Planning and Advising's](#) webpage.

Any work written, developed, or created, in whole or in part, by generative artificial intelligence (AI) is considered plagiarism and will not be tolerated. While the ever-changing developments with AI will find their place in our workforces and personal lives, in the realm of education and learning, this kind of technology does not help us achieve our educational goals. The use of AI prevents the opportunity to learn from our experiences and from each other, to play with our creative freedoms, to problem-solve, and to contribute our ideas in authentic ways. Geneseo is a place for learning, and this class is specifically a space for learning how to advance our thinking and professional practice. AI cannot do that learning for us.

ADDITIONAL STUDENT SUCCESS RESOURCES

Listed below are resources that can help support students' academic success and individual well-being.

Academic Support Information and Resources

Geneseo Mission and Values

SUNY Geneseo has several core documents that articulate our shared commitments and learning objectives. These include:

- SUNY Geneseo Mission, Vision and Values: <https://www.geneseo.edu/about/mission-vision-and-values>
 - Community Commitment to Diversity, Equity, and Inclusion: <https://www.geneseo.edu/diversity/commitment>
 - Geneseo Learning Outcomes for Baccalaureate Education: <https://www.geneseo.edu/provost/globe-geneseo-learning-outcomes-baccalaureate-education>

Academic Support Services

The campus provides a range of support services to help students thrive in their classes. These services include:

- Tutoring, both drop-in and by-appointment, with student tutors in the Writing Learning Center, the Math Learning Center, and a range of department-based tutoring centers
 - Online tutoring through the [SUNY-wide STAR-NY system](#)
- Supplemental Instruction, in which trained student assistants review lecture material from specific classes

Information on times and locations is available through the [Center for Academic Excellence website](#)

Additionally, the college offers a number of peer mentoring programs that are designed to reinforce good academic habits. These include:

- [Academic Peer Mentors](#) in the Office of Academic Planning and Advising provide students with promising study strategies and can host on-going appointments with students seeking an "accountability buddy". More information is available at https://www.geneseo.edu/dean_office/academic-peer-mentors-0.
- The ONYX Academic Success workshop series sponsored by the GOLD Leadership Program introduces students to a variety of study skills, time management techniques, and instruction on how to access campus resources for academic and career guidance. A [full list of GOLD workshops](#) can be accessed at <https://www.geneseo.edu/gold/app/browse>.

SUNY Geneseo will make reasonable accommodations for persons with documented physical, emotional, or cognitive disabilities. Accommodations will be made for medical conditions related to pregnancy or parenting. Requests for accommodations including letters or review of existing accommodations should be directed to the Office of Accessibility in Erwin Hall 22 or access@geneseo.edu or 585-245-5112. Students with letters of accommodations should submit a letter to each faculty member at the beginning of the semester and discuss specific arrangements. Additional information on the [Office of Accessibility](#).

Academic Integrity and Avoiding Plagiarism

Geneseo's Library offers frequent workshops to help students understand how to paraphrase, quote, and cite outside sources properly. These sessions are meant to educate about the importance of using original ideas and language, and how to incorporate paraphrases and quotes into writing.

The Plagiarism Tutorial supported by the library is now available in Brightspace. To sign up for the Plagiarism tutorial please go to the following link:

<https://library.geneseo.edu/research-help/courses-tutorials>

Once you sign up for the tutorial you can follow these instructions to navigate through this tutorial.

- 1) Login to Brightspace and select the Discover link at the top of the page.
- 2) You will see the Plagiarism Tutorial. Select it.
- 3) There will be an option to Enroll in Course.

Academic dishonesty includes cheating, knowingly providing false information, plagiarizing, and any other form of academic misrepresentation. College policies and procedures regarding academic dishonesty are available at www.geneseo.edu/handbook/academic-dishonesty-policy.

Computer and Technology Support

For assistance with your computer or mobile device, visit the CIT HelpDesk in Fraser. CIT provides self-help guides on a range of computer issues, including access to the campus network, Brightspace, printing, software guides, and other resources. The [CIT Self Help Guides](#) can be helpful in finding quick solutions to basic technology issues.

Geneseo students, faculty and staff have FREE access to the entire [LinkedIn Learning training library](#) (over 7,500 courses, including tutorials for software, digital tools, web development, programming, and design) through Geneseo's site license.

Religious Observations and Class Attendance

Student attendance in classes on religious holidays is governed by New York State Education Law 224-a (see <https://www.geneseo.edu/apca/classroom-policies>). Students who anticipate an absence due to religious observations should contact their faculty member as soon as possible in advance to arrange makeup plans. A calendar of major religious observations may be found at: <chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.geneseo.edu/sites/default/files/users/siwicki/2021-2023%20Calendar%20of%20Selected%20Cultural%20Holidays.pdf>

Bias-Related Incidents

“We are here to listen, to learn, to teach, to debate, to change, to grow. We should all be safe to pursue these goals at SUNY Geneseo while being who we are. Together, we commit ourselves to pluralism, cultivating a community that respects difference and promotes a sense of inclusion and belonging.”

As this excerpt from our [Community Commitment to Diversity, Equity, and Inclusion](#) states, here at SUNY Geneseo, we want to provide a space where everyone feels welcome to learn and grow in their identities as well as in their role as students, faculty, and staff. If in the unfortunate instance you experience an incident of bias, we encourage you to reach out to the Chief Diversity Officer and/or our University Police Department. In trying to create an environment that facilitates growth through diverse thoughts and ideas, reporting incidents of bias - including threats, vandalism, and microaggressive behaviors - can help bring a better understanding of our campus climate as well as provide opportunities for learning and restoring harm.

Personal Health and Well-Being

Well-Being

Prioritizing well-being can support the achievement of academic goals and alleviate stress. Eating nutritious foods, getting enough sleep, exercising, avoiding drugs and alcohol, maintaining healthy relationships, and building in time to relax all help promote a healthy lifestyle and general well-being.

Concerns about academic performance, health situations, family health and wellness (including the loss of a loved one), interpersonal relationships and commitments, and other factors can contribute to stress. Students are strongly encouraged to communicate their needs to faculty and staff and seek support if they are experiencing unmanageable stress or are having difficulties with daily functioning. The advising office can assist and provide direction to appropriate campus resources.

Mental Health

As a student, you may experience a range of challenges that can impact your mental health and thus impact your learning; common examples include increased anxiety, shifts in mood, strained relationships, difficulties related to substance use, trouble concentrating, and lack of motivation, among many others. These experiences may reduce your ability to participate fully in daily activities and affect your academic performance.

SUNY Geneseo offers free, confidential counseling for students at the Lauderdale Center for Student Health and Counseling, and seeking support for your mental health can be key to your success at college. You can learn more about the various mental health services available on campus at health.geneseo.edu.

Food Security for SUNY Geneseo Students

SUNY Geneseo students who find themselves in a position of food insecurity and do not have the financial resources to support their food and nutrition needs can access the Geneseo Groveland Food Pantry located at the First Presbyterian Church, 31 Center Street in Geneseo. Students can utilize the pantry once with no referral or contact with the College. At this visit they will be provided items that will address their basic needs for several days. If a student continues to face difficulties providing for their own nutritional needs beyond their first visit to the pantry they should connect with Susan Romano, Director of Financial Aid to receive a brief letter that they will present to the staff at the pantry that verifies their need. If students do not have a FAFSA on file for any reason they should contact the Dean of Students, to discuss their particular situation and options. The Geneseo Groveland Food Pantry is open on the following days and times:

Tuesday: 10 AM - 2 PM
Wednesday: 4 PM - 6:30 PM
Thursday: 10 AM - 2 PM

Health and Wellbeing in a Stressful Time

Your health and wellbeing are foundational to your ability to learn, and if you find that you are feeling unwell (physically or mentally) and it is impacting your ability to complete your coursework, please reach out. -Please remember that it's never too late to ask for help. The [Dean of Students](#) (585-245-5706) can assist and provide direction to appropriate campus resources.

In a similar way, we will occasionally ask for some patience and flexibility on your part. If we are slow responding to an email, if we take some time to grade an assignment, if we are a bit late posting a video lecture, please be patient (and feel free to send a 'nudge'; we will not be offended). You will never suffer any disadvantage in the course because of delays on our part.

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