

**BIOLOGY 119, GENERAL BIOLOGY: DIVERSITY, PHYSIOLOGY,  
AND ECOLOGY**  
**SECTION 01 (T/TH 11-12:15)**  
**Newton 204**

**WHAT IS THIS COURSE ABOUT?**

An introductory course in the biological sciences covering animal diversity, animal biology, plant biology and ecology. Counts for Natural Science core only when taken with BIOL 116. 3 credits.

**WHO WILL BE HELPING YOU TO LEARN?**

*INSTRUCTOR:*

**Dr. Kristi Hannam** ([hannam@geneseo.edu](mailto:hannam@geneseo.edu)) – this email is the preferred mode of contact

**OFFICE:** ISC 259, phone 585-245-5790

**Open Office Hours:** Tuesday 2pm-3pm; Wednesday 3-4pm; Tuesday and Wednesday in ISC 259. Friday 9:30-10:30am in ISC 232 (The Nucleus); or by appointment.

**Walk with Me appointment:** [sign up on Google Calendar](#) to walk and talk about whatever you want any Tues 1:30-2:00 or Thurs 1:00-1:30.

*SUPPLEMENTAL INSTRUCTOR*

Katherine Peterson – [kdp100@geneseo.edu](mailto:kdp100@geneseo.edu)

**WHAT WILL YOU LEARN?**

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.

Upon completion of this course, students will be able to:

1. *Describe the diversity and unity of organisms: identifying characteristics that unify major taxa; and recognize the relationships among major taxa.*

2. *Understand the basic form and function of the major groups of organisms and how this structure continuously evolves.*
3. *Describe the mechanisms by which organisms interact with their environment in ways that perpetuate life processes.*
4. *Use models to explain complex biological phenomena.*
5. *Apply knowledge of biological systems to solve novel problems in and outside of class.*
6. *Demonstrate adjustment to college expectations through successful independent completion of self-paced assignments and conscientious participation in class meetings.*

### WHAT DO YOU NEED FOR THIS CLASS?

**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” 4<sup>th</sup> Edition, Macmillan publishers. **You should obtain an access code from Macmillan publishers** to access online quizzes and eText. You will enter this code to link Achieve to the Brightspace learning management website for this course.

ISBNs: The following are the ISBNs for the textbooks that are available at the bookstore. **These are a special bundle for Geneseo that includes 2-terms of Achieve access.**

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

**IMPORTANT NOTE! Multiple-term access is a special purchase from Macmillan and is not available on the Macmillan website or Amazon.**

HOWEVER, if students purchase access by linking through our Brightspace course (as has been our recommended procedure), then they will be given the option to purchase the Geneseo 2-term access or any 2-term hard-copy bundle.

If you previously purchased the textbook and multi-term Achieve access for BIOL 117 for Spring 2024, you are all set for this semester and do not need to repurchase. However, you will need to enroll in Achieve again for the BIOL 119 course. If you are re-taking BIOL 119 after taking BIOL 117 and 119 during Fall 2023/Spring 2024, you may be eligible to continue your Achieve access without purchasing it again (let Dr. Hannam know if you are in this situation). Achieve has great customer support (see below) if you have trouble with any of this.

**Achieve Access** for the textbook **Biology: How Life Works 4e**, Macmillan Learning. Achieve is the **required electronic resource** that includes the entire e-book and online homework.

#### Where to Purchase:

1. **Via Course Content in Brightspace:** You can purchase Achieve access directly through the Brightspace course when it opens. Look for “Achieve Access” in Brightspace in the Module labelled, “Achieve Course Tools”. You CANNOT access our specific course material outside of Brightspace so you must always go through Brightspace to get to Achieve.
  - You can use a credit card OR PayPal
  - Online support is available  
at: <https://macmillan.force.com/macmillanlearning/s/contactsupport>
2. **At Geneseo Bookstore:** You can purchase an Achieve access card (or a package with a loose-leaf textbook) with **financial aid**, use that access code to register via the Achieve link in Brightspace.

#### Important for Achieve Grades to Report to Brightspace!

- Achieve access is **REQUIRED** for this class.
- You must **access Achieve through Brightspace** (make sure you are using Chrome or Firefox as your browser – NOT SAFARI - and disable pop ups!)
- **Used books DO NOT** include Achieve access.

#### Connecting Brightspace and Achieve Accounts:

Follow THESE INSTRUCTIONS for connecting your Brightspace and Achieve accounts.

- Recommended web browser is **Google Chrome**. Achieve is not supported on Mobile Devices nor Safari.
- **Make sure you have disabled your pop up blocker** (if it's on, a red dot will appear in the address bar when you try to open Achieve via Brightspace) [How to Disable Pop Up Blocker in Chrome](#)
- Make sure you are using the most up to date version of Chrome. Here's how you can check: [Update Google Chrome](#)
- Students will also need to clear cache/cookies regularly (especially if assignments do not open): [How to Clear Cache and Cookies](#)
- It can also be helpful to try an Incognito Window in Chrome, if you're experiencing loading issues (due to cookies/cache). Here's how: [Incognito Window](#)
- **If you get a 'Middleware error,'** clear your cache/cookies. Next, unlink your account by using the [Macmillan Course Tools](#) Click on any Achieve link in Brightspace to relink your account.
- Need Help? Contact Macmillan Achieve Customer Support: Fill out the [support form to submit a case online](#)

**Online Course Materials:** Other course materials will be available within Brightspace, our learning management system.

- [Brightspace Training for Geneseo Students](#) is available.

### HOW WILL YOU KNOW THAT YOU ARE LEARNING?

Graded Work	Contribution:
5 MiniTests (your top 4 scores out of 5 MiniTests will count toward your final grade)	50%
Online weekly Achieve Learning Curve assignments - these online quizzes allow you to assess what you've learned from class, and from reading the textbook.	20%
In-class assignments on lecture & related material and Study Guide or other homework (may include individual or group work completed and submitted in class)	30%

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

### OVERVIEW OF GRADED WORK IN THIS CLASS

There are two components of your grade in the class: (1) Assignments to complete **online on your own (Achieve)** or (2) Assignments **completed in class** and (3) MiniTests. Dr. Hannam and the Biol 119 instructional team has designed the assignments to prepare you for the tests. They

are opportunities for you to self-evaluate your progress, as well as work more closely on difficult concepts and skills.

Several types of individual online assignments in Achieve will help you learn the concepts at a deeper level. In any individual week, you can expect to have one to two online assignments, due on Mondays. Each type is described in the table below. There will also be in-class assignments. Please note that units refer to the topics associated with a particular test and will include multiple chapters. Penalties will apply for work turned in late.

There will be a total of **five Minitests** given, one for each unit covered, the fifth MiniTest will occur during our final exam period. The lowest score of the 4 Minitests will be dropped *at the end of the semester*. All Minitests will be administered in class (for 40 minutes) on paper. All tests will be ~ 20 multiple-choice questions with 1 or 2 short answer questions. The material on each exam will come from the chapters covered just prior to that exam. If you have accommodations for extra time and/or environmental settings, please see the ACCESSIBILITY section of the syllabus.

### HOW DO THE DIFFERENT TYPES OF ASSIGNMENTS WORK?

<i>ASSIGNMENT TYPE</i>	<i>HOW IT WORKS</i>
Online Achieve Learning curve	<ul style="list-style-type: none"> <li>● Due at the end of the weekend (usually Mondays) following coverage of the topics in class the previous week</li> <li>● Serve as a check of breadth of understanding of the topics of the previous week.</li> <li>● Adaptive format: answer questions until you reach a target value for points.</li> <li>● Some weeks there will be 2 small learning curve quizzes rather than one larger one.</li> <li>● In Achieve but access through Brightspace</li> <li>● <b>Cannot be submitted after due date</b></li> </ul>
In-class assignments & study guides	<ul style="list-style-type: none"> <li>● Typically one or two per class day</li> <li>● To be completed <i>during</i> lecture</li> <li>● Individual assignments can be completed even when you cannot attend lecture for 50% reduced points in this case, due one week after the lecture in which they are used.</li> <li>● Questions will serve as a check of understanding of topics from that lecture and/or a study guide for lecture topics</li> <li>● Number of questions will vary, graded on completion; important as self-check of understanding which will require</li> </ul>

	<p>having the answers.</p> <ul style="list-style-type: none"><li>● Each student gets 3 “tokens” for class absences over the semester – Dr. Hannam keeps track of tokens off-line. If you miss a day of class and want full credit for in-class assignments, you can submit them via email to Dr Hannam <i>no later than one week after the lecture class you miss.</i></li></ul>
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### WHAT WILL YOU GAIN FROM EACH OF THESE ASSIGNMENTS?

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

#### LEARNING CURVE (ACHIEVE):

Learning curve 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 you complete questions until you reach the target. Once you obtain the set number of points you receive full credit for the Learning Curve 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. They will be due on Friday at the end of the week that the material has been presented in class unless otherwise noted in the schedule.

#### IN-CLASS INDIVIDUAL OR GROUP ASSIGNMENTS (HARDCOPY OR BRIGHTSPACE):

These assignments are meant to be interactive and, as such, you may complete them as the class proceeds. However, if you don't complete them during class, you can complete them any time after class until their due date. The purpose of these assignments is to provide self-checks of understanding both during and immediately after class. These are graded as completion items so that you can consider your understanding without being distracted by grade worries. Although there isn't a penalty for being wrong, these will serve you best if you use them to diagnose areas of weakness in your understanding. There may also be reflective questions that ask you how well you understand the topic to assist you in checking your own understanding.

### WHAT RESOURCES ARE AVAILABLE TO PROMOTE YOUR SUCCESS?

BIOL 119 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 member has designed BIOL 119 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. When you seek help, you are demonstrating your commitment to learning how to succeed. Here are some resources for this class:

#### *BIOLOGY LEARNING CENTER*

In the Biology Learning Center (ISC 2 you can find tutors, supplemental instructors (SIs) and Biology 119 faculty holding office hours. Not all tutors or SIs in the Biology Learning Center are assigned to Biology 119. 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 for class is an important part of the learning process. In-person class sessions will be used to give you time to work on activities, discuss concepts, and ask questions. Class participation is 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.

#### *ACHIEVE CHAPTER “HOMEWORK”*

Dr. Hannam will make OPTIONAL, NON-GRADED Chapter “Homeworks” available in Achieve. These may be completed individually or collaboratively with your classmates (your choice) as an additional homework/study aid. They typically consist of ~ 15-20 multiple choice questions, and serve as a check of your depth of understanding. They will be found in Achieve but must be accessed through Brightspace. While not graded, these “Homeworks” can serve as a knowledge check to identify topics to study for upcoming tests.

#### *SI STUDY SESSIONS*

Katherine Peterson, our class SI will arrange regular study sessions twice per week. More details announced in class and on Brightspace by the beginning of week 2.

#### *FACULTY OFFICE HOURS*

**Drop-in Office Hours:** Dr. Hannam will hold drop-in office hours for 3 hours/week as designated on the first page of the syllabus (Tuesday 2pm-3pm; Wednesday 3-4pm; Tuesday and Wednesday in ISC 259. Friday 9:30-10:30am in ISC 232 (The Nucleus)). During the designated times, **you can “drop in” without an appointment at her office at ISC 259 or the Nucleus on Fridays**. Being available to you outside of class is part of my job, and I look forward to seeing you outside of class and to answering your questions about study strategies and about course content.

**Walk with Me appointment:** [sign up on Google Calendar](#) to walk and talk about whatever you want any Tues 1:30-2:00 or Thurs 1:00-1:30.

### *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 Dr. Hannam before the end of the 3<sup>rd</sup> week of the semester (Sept. 15, 2023) and make an appointment to discuss arrangements.
- Instructor responsibility: I am 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.

## WHAT ARE OUR SHARED RESPONSIBILITIES TO OUR LEARNING COMMUNITY?

### RESPONSIBILITIES TO PRIORITIZE EVERYONE'S HEALTH AND WELLBEING

College policy no longer requires that we all wear a face mask in instructional spaces, however, if you wish extra protection from the current COVID variant and/or other respiratory viruses that are often common on college campuses, you are welcome to wear a mask in our classroom. If you have a close exposure to someone who is ill with COVID, please consider wearing a mask in the classroom.

If at any time you fall ill, we ask that you protect our community and yourself by not coming to class. Lecture materials including presentation slides will be posted on Brightspace. Should you miss a class due to illness it is important that you contact Dr. Hannam via email, and try to get additional notes from other students in class. It is your responsibility to check Brightspace or ask your professor about any work you might have missed. Any Achieve quizzes or exercises done in class are due one week later and can be completed outside of class. Links to these can be found in the corresponding chapter module.

### RESPONSIBILITIES TO PROMOTE LEARNING



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*

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 take polls and quizzes. Please refrain from using your phone for any reason not related to class (e.g., social media websites, e-mail, playing games, cell phone photography). These diversions can jeopardize your learning and also distract those around you. Any student who disrupts lecture or distracts others may be asked to leave the classroom. If the behavior of other students around you affects your learning, please tell them and tell us.

We understand that in some emergency situations a student may need to leave a cell phone turned on. If that is the case, tell your instructor before class that you may be contacted. Only then will you not be asked to leave if your cell phone rings/vibrates during the in-class session.

### *REVIEW GRADES OFTEN*

Use your graded work to help you track your progress in the course. 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.

### *ACADEMIC INTEGRITY*

We value academic integrity because dishonesty devalues the work of other students and your instructors. Cheating on tests by using unpermitted sources, copying, or collaborating with other students is a serious breach of trust and results in serious consequences including: Copying or 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 dishonesty can be found at the Dean of Academic Planning and Advising's webpage.

### *RESPONSIBILITIES TO MAINTAIN FREQUENT COMMUNICATION*

You should configure your Brightspace account to provide daily updates via email or text message, so you won't miss any updates or changes to the schedule.

Check the announcements section in Brightspace regularly. The best way to get in touch with your instructor is via e-mail. **Please include your name (not just your email address) and the course name or number (BIOL 119) in all e-mails sent to Dr. Hannam.**

***The best way to communicate with Dr. Hannam is via Geneseo email***

***(hannam@geneseo.edu)*** Dr. Hannam will make every effort to respond to messages sent to her during the workday by 6pm the same day. However, be aware that Dr. Hannam checks messages in batches 2-3 times/day, so may not respond immediately even during the workday. Emails sent after 5pm may not be answered until the following workday depending on Dr. Hannam's schedule outside of work. And Dr. Hannam typically takes one day/week off from work (usually Saturdays), and checks email on weekends only sporadically.

***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 Dr. Hannam.

## IMPORTANT DATES

<i>DATE</i>	<i>EVENT</i>
Aug 26	First day of classes
Sept 1	Drop/Add period ends
Sept 12	Minitest 1
Oct 3	Minitest 2
Oct 14-15	Fall Break
Oct 24	Minitest 3
Nov 14	Minitest 4
Nov 20	Last day to elect Pass/Fail for full semester courses
Nov 27-29	Thanksgiving Break – no classes
Dec 2	Last day to withdraw from full semester courses
Dec 17	MiniTest 5 at 8am

## WEEKLY SCHEDULE

<b>Week</b>	<b>Subunit</b>	<b>Mon</b>	<b>Tues</b>	<b>Wed</b>	<b>Thurs</b>	<b>Fri</b>
1	Bacteria and Archaea	Aug 26	Aug 27	Aug 28	Aug 29	Sept 30
2	Eukaryotic diversity and multicellularity	<b>Sept 2 NO Classes – Labor Day</b>	Sept 3	Sept 4	Sept 5	Sept 6
3	Fungi	Sept 9	Sept 10	Sept 11	Sept 12 <b>MiniTest1: Weeks 1 &amp; 2</b>	Sept 13
4	Animal Diversity	Sept 16	Sept 17	Sept 18	Sept 19	Sept 20
5	Animal Diversity & Plant Evolution	Sept 23	Sept 24	Sept 25	Sept 26	Sept 27
6	Photosynthesis	Sept 30	Oct 1	Oct 2	<b>Oct 3 MiniTest2: Fungi &amp; Animals</b>	Oct 4
7	Photosynthesis, Plant Form & Function	Oct 7	Oct 8	Oct 9	Oct 10	Oct 11
8	Plant Form & Function	<b>Oct 14 NO Classes- Fall Break</b>	<b>Oct 15 – NO Classes Fall Break</b>	Oct 16	Oct 17	Oct 18

9	Animal Metabolism, Osmoregulation	Oct 21	Oct 22	Oct 23	<b>Oct 24 MiniTest3: Plants</b>	Oct 25
10	Nervous System	Oct 28	Oct 29	Oct 30	Oct 31	Nov 1
11	Muscle form & function	Nov 4	Nov 5	Nov 6	Nov 7	Nov 8
12	Population Ecology	Nov 11	Nov 12	Nov 13	<b>Nov 14 Minitest4: Animal Metabolism, Nerves &amp; Muscles</b>	Nov 15
13	Population & Community Ecology	Nov 18	Nov 19	Nov 20	Nov 21	Nov 22
14	Population and community ecology	Nov 25	Nov 26	Nov 27 <i>NO Classes-Thanksgiving</i>	Nov 28 <i>NO Classes-Thanksgiving</i>	Nov 29 <i>NO Classes-Thanksgiving</i>
15	Community Ecology & WrapUp	Dec 2	Dec 3	Dec 4	Dec 5	Dec 6
16	Final Exam	Dec 9	<b>Dec 10 Study Day</b>	<b>Dec 11/12/13 FINAL EXAMS BEGIN</b>	Dec 14/15 weekend Dec 16 <b>FINAL EXAMS</b>	<b>TUESDAY Dec 17 – Final Exam Day MiniTest 5: Ecology</b>

## WHAT DO YOU DO IF SOMETHING OUT OF THE ORDINARY HAPPENS?

### MISSING TESTS

All tests are required and making up a test requires a valid excuse. Examples of valid reasons for missing tests include (but are not limited to) personal illness, serious illness or death in the family, religious observances, required training for work, or military service. If you are going to miss a test day, contact Dr. Hannam via email before the test or within 24 hours of the test, and be prepared to schedule an alternate time for completion of the test *within a week of the*

*original test date.* Because one test score is dropped, skipping a test is an option. This can help to minimize your stress during difficult times.

## MISSING ASSIGNMENTS

You will benefit most if you stay caught up on Achieve assignments (learning curves, knowledge checks), textbook reading assignments and other assignments. Opportunities to make up missed assignments are not guaranteed, and may require documentation of an excused absence.

**Achieve Assignments (online):** The Achieve materials have specific due dates as listed in the Brightspace calendar. You must complete the Learning Curves by the listed due date. For other Achieve assignments, late submissions will have 15%/day deducted from your score. In general, the material will open to you at least 3 days in advance and will close on the due dates. To avoid computer confusion, we advise you to follow the links to Achieve assignments in Brightspace modules and NOT the MacMillan Learning portal.

**In-Class Individual/Group Assignments:** There will typically be one or two in-class assignments per class day. Depending on the types of assignment you may work on these assignments individually or in a group assigned by Dr. Hannam. These assignments are intended to be completed and submitted to the Brightspace assignment dropbox by the end of the lecture period.

Individual assignments will be available for viewing in Brightspace, and may be completed even when you cannot attend lecture for 50% reduced points, due within one week of the lecture in which they are used. Each student gets 3 “tokens” for class absences. If you miss a day and want full credit for in-class assignments, you can submit them via email to Dr Hannam no later than one week after the lecture class you miss.

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.

## WHAT OTHER RESOURCES ARE AVAILABLE TO SUPPORT YOUR SUCCESS?

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

## ABOUT SUNY GENESEO

## SUNY GENESEO'S COMMITMENTS, 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>

## LAND ACKNOWLEDGMENT

Land acknowledgements are expressions of sorrow and remembrance to those whose historic territory one resides on. Geneseo resides on the homeland of the Seneca Nation of Indians and Tonawanda Seneca Nation. I encourage you to learn more about these original occupants and those indigenous to other places you have lived. You may consider using the Native Land app and/or websites such as [sni.org](http://sni.org) to learn more about the community of more than 7,000 enrolled Indigenous Peoples.

## ACADEMIC INFORMATION AND RESOURCES

### 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 ([https://www.geneseo.edu/english/writing\\_center](https://www.geneseo.edu/english/writing_center)), the Math Learning Center (<https://www.geneseo.edu/math/mlc>), and a range of department-based tutoring centers
- Online tutoring through the SUNY-wide STAR-NY system ([www.starny.org/tutoring\\_schedule](http://www.starny.org/tutoring_schedule))
- Supplemental Instruction (<https://www.geneseo.edu/supplemental-instruction>), in which trained student assistants review lecture material from specific classes

Information on times and locations is available through the Campus Learning Centers website at <https://www.geneseo.edu/academic-support-services>.

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](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>.

## ACCESSIBILITY

SUNY Geneseo is dedicated to providing an equitable and inclusive educational experience for all students. The Office of Accessibility will coordinate accommodations, auxiliary aids, and/or services designed to ensure full participation and equal access to all academic programs, activities, and services at SUNY Geneseo. Students with letters of accommodation should submit a letter to us and discuss needs at the beginning of the semester. Please contact the Office of Accessibility Services for questions related to access and accommodations.

Office of Accessibility Services

Erwin Hall 22

(585) 245-5112

[access@geneseo.edu](mailto:access@geneseo.edu)

[www.geneseo.edu/accessibility-office](http://www.geneseo.edu/accessibility-office).

## LIBRARY RESEARCH HELP

Fraser Hall Library has an award-winning staff trained in finding the best information using library resources and advanced search strategies. Students may ask questions about using library services, locating materials, or conducting research projects. There is a librarian who specializes in the subject matter for each major. Librarians meet with students through a variety of ways, including chat, email, and in-person and virtual one-on-one research consultations. Learn more at

<https://www.geneseo.edu/library/help-students> or email [libraryhelp@geneseo.edu](mailto:libraryhelp@geneseo.edu).

## ACADEMIC INTEGRITY AND 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 complete list of library workshops can be found at [www.geneseo.edu/library/library-workshops](http://www.geneseo.edu/library/library-workshops).

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](http://www.geneseo.edu/handbook/academic-dishonesty-policy).

## TECHNOLOGY SUPPORT

[CIT provides a range of technology support resources](#). When you are in Brightspace, the Help menu on the left side of the screen will also direct you to a number of CIT supports, including self help resources and options to request technology assistance. For assistance with your computer or mobile device, visit the CIT HelpDesk in Fraser. 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. For more information, [visit this self help document](#).

<https://wiki.geneseo.edu/display/cit/LinkedIn+Learning+Training+Library>

## GETTING HELP WITH NAVIGATING BRIGHTSPACE AND ONLINE CLASSES

CIT has developed a number of [resources that can help you formulate good strategies for success in online courses](#). These include general strategies for keeping on track with your courses as well as

more specific resources about learning experiences that you may encounter in an online course. The Office of the Dean for Academic Planning and Advising has also introduced the new [KOALA \(Knights Online Academic Learning Assistance\)](#) course support resource. Throughout the semester, if you need help with online learning strategies, or you are having difficulty understanding how to work your way through Brightspace modules for face-to-face as well as online classes, you can contact KOALA for assistance identifying resources and strategies for success. [Schedule a KOALA appointment.](#)

## RELIGIOUS OBSERVATIONS AND CLASS ATTENDANCE

New York State Education Law 224-a stipulates that “any student in an institution of higher education who is unable, because of [their] religious beliefs, to attend classes on a particular day or days shall, because of such absence on the particular day or days, be excused from any examination or any study or work requirements” (see <https://www.geneseo.edu/apca/classroom-policies>). SUNY Geneseo has a commitment to inclusion and belonging, and I want to stress my respect for the diverse identities and faith traditions of students in my class. If you anticipate an absence due to religious observations, please contact me as soon as possible in advance to discuss your needs and arrange make up plans. The New York State Department of Civil Service maintains a calendar of major religious observations for [2021](#) and [2022](#).

## MILITARY OBLIGATIONS AND CLASS ATTENDANCE

Federal and New York State law requires institutions of higher education to provide an excused leave of absence from classes without penalty to students enrolled in the National Guard or armed forces reserves who are called to active duty. If you are called to active military duty and need to miss classes, please let me know and consult as soon as possible with the Dean of Students.

## 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 ([routenberg@geneseo.edu](mailto:routenberg@geneseo.edu)), Interim Director of Multicultural Affairs ([nweathers@geneseo.edu](mailto:nweathers@geneseo.edu)), 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.



The changes brought on by COVID-19 have impacted us all in a number of ways, and will continue to do so at various times and to varying degrees during the upcoming semester. 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. In a similar way, I will occasionally ask for some patience and flexibility on your part. The pandemic is affecting faculty as well as students and creating demands that would not be present in an ordinary semester. If I am slow responding to an email, if I take some time to grade an assignment, or if I am a bit late posting course materials, please be patient (and feel free to send me a 'nudge'; I will not be offended). You will never suffer any disadvantage in the course because of delays on my part. Remember that we are all in this together.

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 Dean of Students (585-245-5706) can assist and provide direction to appropriate campus resources. For more information, see [www.geneseo.edu/dean\\_students](http://www.geneseo.edu/dean_students).

## 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 through 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 [www.geneseo.edu/health](http://www.geneseo.edu/health). To request a counseling appointment, please complete the online form through [myhealth.geneseo.edu](http://myhealth.geneseo.edu).

## GUIDELINES FOR ATTENDANCE AND PUBLIC HEALTH

As we continue to deal with variants of the COVID-19 virus well into the future, I share these expectations for classroom attendance and protecting public health. SUNY Geneseo is a residential liberal arts college where we all learn together in a shared space. Engaging in discussions and collaborative problem solving is vital to creating a classroom community. This classroom community is vital for engaging in discussions, solving problems, and answering questions together. Learning is an active process, and it requires engagement - on my part and yours. I promise to create an interactive and collaborative classroom space, and in return I expect you to attend and engage in the activities.

We know that COVID is shifting from a pandemic to endemic stage, and it's possible that some of you may get infected over the course of the semester. Because we want you to be successful and because we value your contribution to the course, we expect you to prioritize attendance. If you are experiencing symptoms associated with COVID\* on a day we have class, please take a self-test\*\*. If you test negative and feel well enough to attend, put on a well-fitting mask, come to class, and maintain physical distance as much as possible. If your symptoms do not allow you to attend class,

stay home (except to go to the health center), rest, and take care of yourself. **I expect you to communicate with me directly about your absences.** I can support you to keep up with class if you are out for COVID-related reasons, but I need you to take responsibility for being transparent and clear in letting me know when you are out and why. Although I can work with you on keeping up, you may miss some course content and extended absences may impact your ability to realize your full potential in this class. For extended absences (i.e., more than a couple of days of classes), you should contact the Dean of Students who can assist with reaching out to your faculty. Finally, I want you to succeed and learn in this class, and I want to protect our community from COVID as best as I can.

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*\*Examples of common symptoms include:*  
fever or chills,  
cough,  
difficulty breathing,  
muscle or body aches,  
Headache,  
new loss of taste or smell,  
sore throat,  
congestion or runny nose  
nausea or vomiting  
diarrhea

#### FOOD SECURITY FOR SUNY GENESEO STUDENTS

There are resources available for students who are food insecure. If you're unfamiliar with the phrase "food insecurity," you can learn more at the following link on Feeding America's website: *Understanding Food Insecurity* (<https://hungerandhealth.feedingamerica.org/understand-food-insecurity/>).

The Pantry at Geneseo, our on campus food pantry, works in partnership with the Geneseo-Groveland Emergency Food Pantry (GGEFP) and is facilitated by interns and volunteers working out of the Office of Student Volunteerism and Community Engagement as well as the School of Business, and the GOLD Leadership and Student Athlete Mentors programs.

Any student who is food insecure can submit a request here: *Food Pantry Request Form* ([https://docs.google.com/forms/d/e/1FAIpQLSfFL6Vrdsv5kxTLd6yK\\_mXOL8NGeZtv5x8mzYAhHyiRJe\\_pLxA/viewform?usp=sf\\_link](https://docs.google.com/forms/d/e/1FAIpQLSfFL6Vrdsv5kxTLd6yK_mXOL8NGeZtv5x8mzYAhHyiRJe_pLxA/viewform?usp=sf_link)) to receive a bag of food that will provide them with items that will last a few days, including nonperishables and when available fresh fruits, vegetables, meat, and dairy. Once submitted, interns will connect directly with the student to communicate next steps and the time of your pick up. Pickups will take place in the MacVittie College Union, Room 114 - the GOLD Leadership Center.

This program will provide individuals with a bag of food up to once a month. We will do our utmost to ensure anonymity, while also working to destigmatize food insecurity in our community.

Students are also able to access the Geneseo-Groveland Emergency Food Pantry (<https://ggefpantry.org/>) on their own if that is their preference. It is located at 31 Center St. and is open Tuesdays and Thursdays 10 AM - 2 PM and Wednesdays 4 - 6:30 PM.

*If you have any questions about this process or anything relating to food insecurity, or have a need beyond what is outlined above, please refer to our website or contact us directly at [foodpantry@geneseo.edu](mailto:foodpantry@geneseo.edu) / 585-245-5893 or the Dean of Students at 585-245-5706.*

## EMERGENCY FUNDING

*The college has three sources of emergency funding for students experiencing short-term financial crises. The [Camiolo Student Emergency Loan Fund \(SELF\)](#) provides short-term loans to students for situations both temporary and beyond their control. The SELF was established with the expectation that students who use the fund seek to “pay it forward” as soon as they are able by contributing to the fund so other students can be helped, too. While there is not a legal obligation, the donors hope that student loan recipients respect and honor the value of community and helping others in their time of crisis. The [One Knight Student Aid Emergency Fund](#) assists Geneseo students who are facing financial emergencies mainly related to the COVID-19 pandemic. The fund offers grants (one-time award) depending on a student's documented financial need. For those students expecting a refund from financial aid, a Temple Hill loan of up to \$500 can be offered prior to the approved loan dispersal. If you are experiencing financial hardship, please contact the Dean of Students (585-245-5706), who can assist and provide direction to appropriate campus resources.*

## FINAL CONSIDERATIONS

### BIOLOGY MAJOR REQUIREMENTS

**Biology and Biochemistry proficiency:** Our introductory courses lay an important foundation for success in the major and beyond. Students are expected to have a C+ or better average in their first two REQUIRED Biology lecture courses at SUNY Geneseo to remain as Biology or Biochemistry majors. For most students, this is Biol 117 and Biol 119 but for those accepting AP credits or transfer students it could be other combinations. Students who are concerned about meeting this expectation are encouraged to discuss next steps with their faculty advisors, especially during the advising period for Fall course registration.

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