

# BIOLOGY 117, GENERAL BIOLOGY

CELLS, GENETICS AND EVOLUTION, SECTION 01

## WHAT IS THIS COURSE ABOUT?

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.

## WHO WILL BE TEACHING YOU?

Dr. Rob Feissner

ISC 356

Phone: 585-245-5022

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

Office hours: Monday, Wednesday & Friday, 11:30-12:20 and by appointment.

Supplemental instruction and tutoring will also be available. Details will be posted in Brightspace. The SI leaders for BIOL 117 this semester are Matthew Coleman ([mc101@geneseo.edu](mailto:mc101@geneseo.edu)) and Holly DeYoung ([hvd1@geneseo.edu](mailto:hvd1@geneseo.edu)).

## WHAT DO YOU NEED FOR THIS COURSE?

### 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" 3rd 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, summarized below:

**ISBN: 9781319376826** (\$104.99) eText, 12-month Achieve access

**ISBN: 9781319404550** (\$119.99) eText, **24-month Achieve access Looseleaf copy of text.**

## ONLINE COURSE MATERIALS:

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

## WHAT MAKES UP YOUR GRADE?

### GRADE EVALUATION

Graded Work	Contribution:
Tests 1-4 (Lowest score will be dropped)	37.5%
Test 5 (CANNOT BE DROPPED)	12.5%
Quiz (Sep 6th) and Class assignments	15%
Achieve Assignments	35%

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

### 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.

### 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 OF ASSIGNMENTS

Several types of assignments in Achieve will help you learn the concepts at a deeper level. In any individual week, you can expect to have two assignments that are due for credit. In addition there may be assignments that are not due for credit but are worth doing for extra practice in understanding the material. Each type is described in the table below. The two Achieve assignments that are due for credit each week are the Learning Curve, Knowledge Checks. These are due on Tuesdays by 11:59 pm each week unless specified otherwise in the syllabus. Penalties will apply for work turned in late.

There will be a total of 1 quiz and 5 Tests which will be given on Wednesdays 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.

Worksheets that follow the content covered in lecture will be distributed weekly. The worksheets are designed to help you engage with the material during lecture as well as for recall after lecture. The completed worksheets will be due every Monday by 11:59 pm (submitted online as a single pdf file).

## HOW THE TYPES OF ASSIGNMENTS WORK:

Assignment type	How it works
Quiz and Tests 1-4 are given on Wednesdays. Test #5 will be given during your assigned final period in class.	The quiz and 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.
Worksheets - administered weekly and due the following Monday of each week.	Worksheets will be posted and distributed in class at the beginning of each week and will be due the following Monday. 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. Due as an online submission every Monday by 11:59 pm except where indicated. You are responsible for completing and turning in the worksheet even if you're not in class.
Learning curve (LC) (Due every week except where specified in the schedule)	Due on Tuesdays by 11:59 pm. Serve as a check of breadth of understanding of the topics of the previous week. Adaptive format: answer questions until reach a target value for points. In Achieve but access through Brightspace Partial credit for late submissions
Knowledge checks (LC)	Due on Tuesdays by 11:59 pm in the week <u>following</u> coverage of the topics in class.

Assignment type	How it works
(Due every week except where specified in the schedule)	<p>Serve as a check of depth of understanding of the topics of the previous week</p> <p>Require a deeper level of understanding similar to unit tests. Worth 10 points per assignment.</p> <p>In Achieve but access through Brightspace</p> <p>Penalty for late completion (15% per day)</p>
How do we know (some topics)	<p>Not assigned for credit. Helps many understand a topic.</p> <p>Accessed through Achieve</p>
Visual Synthesis Maps (some topics)	<p>Not assigned for credit. Helps many understand a topic.</p> <p>Accessed through Achieve</p>
Checkpoint Survey (CS)	<p>Surveys are due the second week of class and the week after exams 1, 2, 3 and 4.</p> <p>These are for extra credit but we strongly encourage you to use these to help assess your study methods.</p>

### HOW DOES EACH TYPE OF ASSIGNMENT CONTRIBUTE TOWARD YOUR LEARNING?

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.

**Knowledge Check (Achieve):** Knowledge Check are quizzes that test your understanding of the material covered the previous week in class. They are more in-depth than the Learning Curves 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. They will be due on Tuesday at 11:59 PM of the week after the material has been discussed in class unless otherwise noted in the schedule.

**How Do We Know (Achieve):** These are not 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 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.

## 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.

## LEARNING OUTCOMES FOR BIOL 117:

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.

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.

Demonstrate an understanding of scientific processes through predicting the outcome of an experiment, or through interpreting the results of an experiment.

Use models to explain complex biological phenomena.

Demonstrate adjustment to college expectations through successful completion of coursework including learning curve assignments, pre-class quizzes, application quizzes, participation assignments, and optional assessments with increasing independence through the semester.

## TENTATIVE SCHEDULE

<b>Wk</b>	<b>Subunit</b>	<b>Monday</b>	<b>Tuesday what is due:</b>	<b>Wednesday</b>	<b>Friday</b>
1	Introduction, Foundations, atoms, and bonds Chapter 1, 2.1-2.2	Aug 28 Intro to the course and Ch.1	Nothing due	Aug 30 Ch. 1 Ch. 2.1, 2.2	Sept 1 Ch. 2.2

Wk	Subunit	Monday	Tuesday what is due:	Wednesday	Friday
2	Biomolecules Chapters 2.3-2.5, 4.1, 5.1	Sept 4 Labor Day Holiday	Ch 1, 2.1-2.2 Learning curves (LC) and Knowledge Check (KC) Intro Survey	Sept 6 <b>Quiz</b> Only on Chapter 1 and 2.1-2.2	Sept 8 Ch. 2.3-2.5
3	Cells Chapter 5.2-5.5	Sept 11 4.1, 5.1	Ch 2.3-2.5, 4.1, 5.1 KC Ch 2.3-2.5 LC	Sept 13 <b>Test #1</b> 1, 2, 4.1, 5.1	Sept 15 5.2-5.5
4	Thermodynamics Chapter 6	Sept 18 6.1-6.2	Ch 5.2-5.5, 6.1- 6.2 LC, KC & Checkpoint Survey 1 (CS)	Sept 20 6.3-6.4	Sept 22 6.5
5	Finish Chapter 6, Respiration Chapter 7.1-7.5	Sept 25	Ch 6.3 - 6.5 LC and KC	Sept 27 7.1-7.3	Sept 29 7.3-7.5
6	Finish Respiration Chapter 7	Oct 2 Case Study Tylenol	Ch 7.1 - 7.5 LC and KC	Oct 4 <b>Test #2</b> 5.2-5.5, 6.1-6.5, 7.1-7.5	Oct 6 Exam review 11.1-11.2Ch
7	Cell Division Chapter 11.1-11.3	Oct 9 Fall Break	Nothing due	Oct 11 11.1-11.2 Mitosis	Oct 13 11.3 Meiosis
8	Nondisjunction Chapter 11.4 DNA Structure & Function Chapter 3	Oct 16 11.4 Nondisjunction	Ch 11.1-11.4 LC, KC & CS2	Oct 18 DNA Chemistry (Ch 3.1)	Oct 20 3.2 DNA structure function
9	Transcription Chapter 3.3, 3.4 to pg 66	Oct 23 Activity	Ch 3.1-3.2 LC and KC	Oct 25 <b>Test #3</b> 11.1-11.4, 3.1, 3.2	Oct 27 3.3
10	Translation Chapter 4.2 to pg 83 DNA Replication Chapter 12.1	Oct 30 3.3-3.4 to pg. 66 through polyadenylation	Ch 3.3-3.4 LC, KC & CS3	Nov 1 <b>4.2 to pg 83</b>	Nov 3 12.1
11	Central Dogma Inheritance Chapter 15.1-15.2	Nov 6 15.1	Ch 4.2, 12.1, 15.1 LC and KC	Nov 8 15.2	Nov 10 15.3

Wk	Subunit	Monday	Tuesday what is due:	Wednesday	Friday
12	Segregation & Independent Assortment Chapter 15.3-15.4	Nov 13 15.4	Ch. 15.2-15.4 LC and KC	Nov 15 <b>Test #4</b> 3.3- 3.4 (to pg 66), 4.2 (to pg. 83), 12.1, 15.1-15.4	Nov 17 Sex Linkage 16.1
13	Sex Linked Inheritance (16.1-16.2)	Nov. 20 16.2	Ch 16.1 - 16.2 LC, KC & CS4	Nov 22 Thanksgiving Break	Nov 24 Thanksgiving Break
14	Evolution of Populations Chapter 20	Nov 27 20.1 Genetic variation	Nothing due	Nov 29 20.2 Hardy-Weinberg Equilibrium	Dec 1 20.3-4 Natural selection
15	Non-adaptive mechanisms of Evolution Chapter 20.5 Species Concepts & speciation Chapter 21.1-21.3	Dec. 4 20.5 Genetic drift and inbreeding	Ch 20.1 - 20.3 LC and KC	Dec 6 21.1 & 21.2 Species concepts	Dec 8 21.3 speciation
16	Finishing up: Test #5 Ch. 20.3-20.5, 21.1-21.3	Dec. 11 Activity	Ch 20.4-5 LC and KC; 21.1-21.3 LC and KC	Dec. 13, 3:30 Test #5 (section 05 only)	

## WHAT STEPS CAN YOU TAKE TO ENSURE YOUR SUCCESS IN BIOLOGY 117?

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:

### CLASS ACTIVITIES AND PREPARATION:

Your class meets in-person, 3 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.

During class we will sometimes use Reef polling. REEF Polling by i>clicker lets you use your laptop, smart phone, or tablet to answer questions in class. It is included with your purchase of the Achieve access.

#### 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 as well as about the content.

#### 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.

#### SUPPLEMENTAL INSTRUCTION:

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 (Section 01: Section 02 & 03: ). More information on the SI program can be found here: [Fall 2023 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.

#### NAVIGATE STUDENT APP

The [Navigate student app](#) can assist you in locating study buddies in each of your classes.

#### WHAT CAN YOU DO TO SUPPORT A RESPECTFUL LEARNING ENVIRONMENT IN BIOL 117?

##### 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. Note that Brightspace emails remain within the system, so use Gmail for time-sensitive issues. 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.

## ATTENDANCE:

Attendance is strongly correlated with success in introductory biology courses. However, 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.

## MAINTAINING AN ENVIRONMENT CONDUCIVE TO 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 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 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 also 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.

## 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 [5 '1 'õ^\\* ^ÄÄBCE +JB^u^Ä+BOE BÖ'÷1 BOE ^2B1](#)). 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 [ÄÍÄÈ](#).

## 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 [\\* ' ' ¼ Æ ü ß , ù ' ð , ö ' u 3 5 ö 4 , 2 i æ i ü æ i ö ^ æ , ^ Æ](#) 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.

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

## COPYRIGHT NOTICE

The materials that are provided to you in this course have been created mostly by Biol 117 instructors or by the publisher of our textbook. You should assume that all course materials are protected by legal copyright. Copyright protection means that reproduction of this material is illegal without the author's consent. Thus, students are prohibited from sharing or posting copyrighted material to any websites outside our course Brightspace site. Students are also prohibited from reproducing material to be shared with other more limited groups (e.g., sorority/fraternity test bank). Be aware that UUP (Union of University Professionals, the union representing faculty on this campus) is seeking to take legal action against these and other sites, and that posting or selling copies of materials to such sites may put a student in legal jeopardy.

## WHAT TO DO IF SOMETHING OUT OF THE ORDINARY HAPPENS

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.

## 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 LEARNING CURVE 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. If you submit any assignment late you will have 15%/day deducted from your score. 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.

## IMPORTANT DATES THROUGHOUT THE SEMESTER

August 28: First day of classes. Add/Drop Period Begins

September 03: Add/Drop period ends at 11:55 PM

September 04: Labor Day, no class

September 06: Quiz - Chap. 1, 2.1-2.2

September 13: Test #1 - Chap. 1, 2, 4.1, 5.1

October 04: Test #2 - Chap. 5.2-5.5, 6.1-6.5, 7.1-7.5

October 09: Fall Break - no classes

October 25: Test #3 - Chap. 11.1-11.4, 3.1, 3.2

November 15: Test #4 - Chap. 3.3, 3.4 (to pg 66), 4.2 (to pg 83), 12.1, 15.1-15.4

November 22 – 26: Thanksgiving Break - no classes

December 04: Last day to withdraw from full semester courses

December 11: Last day of class. Last day to elect Pass/Fail for full-semester courses.

**December 15 12:00-2:30\*: Test #5 - Ch. 20.3-20.5, 21.1-21.3**

\*Note that the final test is outside of our usual class time and differs for each section of the course. **This time slot is for section 01 only**

## WHAT ADDITIONAL ACADEMIC SUPPORT SERVICES ARE AVAILABLE TO YOU?

### 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](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 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.

## 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.

## WHAT ADDITIONAL SUPPORTS ARE THERE FOR YOUR 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 [Dean of Students](#) (585-245-5706) can assist and provide direction to appropriate campus resources.

## 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. 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 COVID test. Testing is available through the Health Center, or you may take a self-test if you have one. If you test negative and feel well enough to attend (no fever without fever-reducing medication), 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.

## 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](http://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 Dr. Leonard Sancilio, 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

If you have any questions please contact Dr. Leonard Sancilio, Dean of Students at: [sancilio@geneseo.edu](mailto:sancilio@geneseo.edu) or 585-245-5706.

## 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.