

FALL 2020

Biology 117, General Biology: Cells, Genetics and Evolution (Section 04)

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. Counts for Natural Science core only when taken with BIOL 116. Intended for science majors and other well-prepared students.

COURSE FORMAT

This section of BIOL 117 is fully online. All course materials will be accessed online. There will be weekly synchronous sessions where there is active learning and an opportunity to ask questions. For other sections of BIOL 117, there is a single face-to-face session each week instead of synchronous sessions, but all other features will be the same. Asynchronous options will be available in all sections.

Weekly synchronous session: Mondays at 9:30

<https://geneseo.zoom.us/j/98276338807?pwd=b0I4Vkc3cnlldHM4M3dRMmd5SkJlQT09>

Meeting ID: 982 7633 8807

Passcode: 0n062v

COURSE INSTRUCTORS:

SECTION INSTRUCTOR:

Susan Bandoni Muench (bandoni@geneseo.edu)

ISC 257, phone 585-245-5309, office hours:

Course-specific office hour, Fridays at 9:30 (access through Canvas)

<https://geneseo.zoom.us/j/97103492003?pwd=ZEY0MXRSdWtrNk16T0piM1NjblIwQT09>

Meeting ID: 971 0349 2003

Passcode: 0y824d

General office hours Monday, Tuesday, Wednesday and Friday 10:30-11:20 and by appointment

<https://geneseo.zoom.us/j/91917438117?pwd=U0drTVlqSENkT1orOW9ycmJoeXhqdz09>

Meeting ID: 919 1743 8117

Passcode: 516904

Calendar link for making appointments:

<https://geneseo.zoom.us/j/98276338807?pwd=b0I4Vkc3cnlldHM4M3dRMmd5SkJlQT09>

ADDITIONAL CONTENT INSTRUCTORS

Please email for appointments or links to office hours.

Isidro Bosch (bosch@geneseo.edu)

ISC 260, phone 585-245-5303

Rob Feissner (feissner@geneseo.edu)

ISC 356, phone 585-245-5022

Jani Lewis (lewisj@geneseo.edu)

ISC 354, phone 585-245-5310

Salvador Tarun (tarun@geneseo.edu)

ISC 139D, phone 585-245-5413

Information about office hours for these instructors will be available in Canvas in weekly announcements and in a separate page.

REQUIRED MATERIALS

TEXTBOOK AND MATERIALS:

Textbook: Absolutely required for this course are access to the online Achieve website and at least the eText for the text book "How Life Works" 3rd Edition, Macmillan publishers. This code will have to be entered via the Canvas website for this course. Through the SUNY Geneseo bookstore you have two options for purchasing this text:

ISBN: 9781319376826 (\$104.99) eText, 12-month Achieve access, 4-year access to Reef Polling

ISBN: 9781319404550 (\$119.99) eText, 24-month Achieve access, 4-year access to Reef Polling, Looseleaf copy of text.

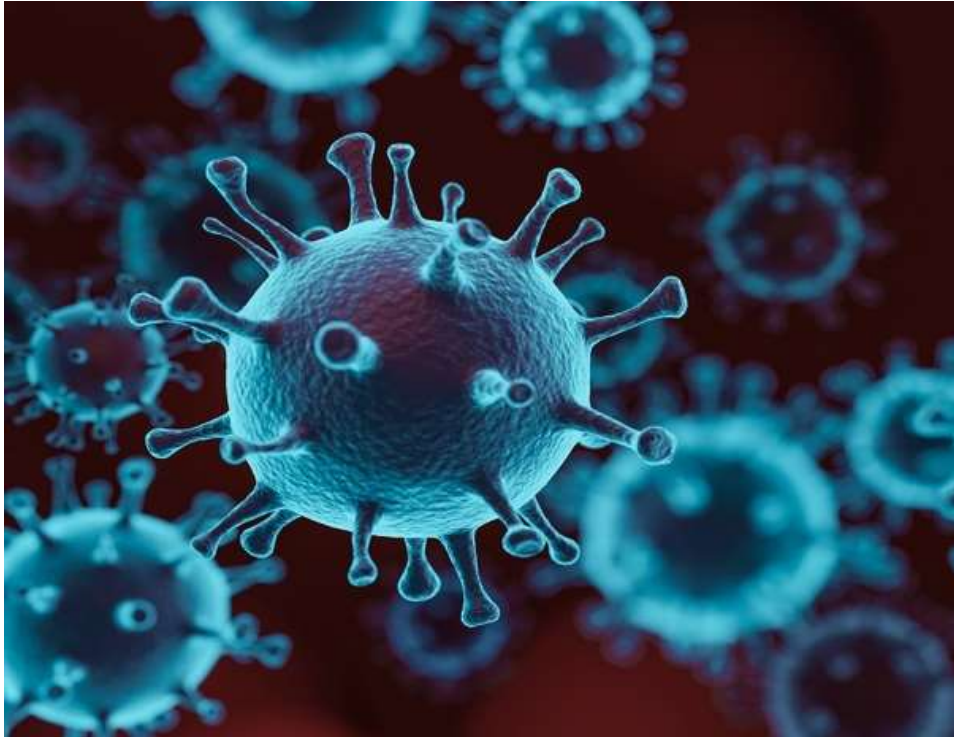
Course materials:

Other course materials will be available within the Canvas System

<https://canvas.geneseo.edu/courses/18597>

Self-help guides are available through the Canvas system website as well,

<https://wiki.geneseo.edu/display/cit/Canvas+Self+Help+Documents>



EVALUATION

Graded Work	Contribution:
Exams, 4	65%
Day-to-Day Activities Learning Curve (5%) Preclass Quizzes, Homework, HDWK, and Animation Assessments (25%) Reef Polling (5%)	35%

Overview of Evaluation:

There are several types of assignments in Achieve that will help you learn the concepts at a deeper level. Any individual week you can expect to have four to five assignments, although the exact number and type will vary. Each type is described below. All of these assignments will open at the start of a unit, and close two days before the test to allow for review. All assignments will be accessible only through Canvas modules. Although the assignments are not due on particular days, we recommend that you pace yourself throughout the available time to avoid being overwhelmed. Please note that units refer to the topics associated with a particular test, and will include multiple chapters. If you submit them late you will lose 10% per day from your score for each day they are late (see policies section for exceptions).

Learning Curve (Achieve):

Learning curve assignments are designed to be a pre-class assignment, and you should complete these after familiarizing yourself with the reading assignment, but before other items. 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.

Preclass quizzes Homework, HDWK (how do we know) and Animation Assessments (Achieve or Canvas):

These will be found in Canvas and have a set number of points per assignment. These are multiple choice quizzes meant to help you prepare for the tests. Animation assessments are on short videos. Homework assignments consist of practice problems. The HDWK (“How do we know” assignments introduce a significant experiment, and require you to think about experimental design.

Reef Polling:

REEF Polling by i>clicker lets you use your laptop, smart phone, or tablet to answer questions in class or online and review the material afterwards. It is free with your purchase of the Achieve access.

Exams:

There will be 5 total exams given, one for each unit covered. The lowest score of the 5 will be dropped at the end of the semester. All exams will be administered online. These will be predominantly multiple choice questions. The exam will be opened on set dates per the syllabus and will remain open for 14 hours. However, each student will only have 1 hour to complete the exam and must complete it within that 1 hour time frame once they open the exam.

The majority of the material on each exam will come from the chapters covered just prior to that exam. There will be a few questions from the previous exams found on subsequent exams. These questions will be based on the areas where students had difficulty based on the previous exam. For instance, if most of the class missed a question or questions related to one area of material, questions pertaining to that material will be found on the next test as well. They will not be the exact same questions but will represent the same content. This is meant to encourage students to go back and review concepts that

were not mastered for the previous exam. The instructors for this course will make students aware of the areas of content that appeared not to have been mastered on each exam.

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 the intellectual skills needed for advanced study of biology: to develop the ability to organize information from various disciplines, to fit it into a conceptual framework, to use it 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 for selected topics in the following content areas: chemistry of life, cellular structure and function, genetics, mechanisms of evolution and evolutionary history and biological diversity of unicellular organisms.*
- 2. Demonstrate readiness for intermediate course work in Biology through using and applying your knowledge and understanding in these same topics in biology through solving problems that call for recognizing correct relationships among variables, or for correctly predicting the outcome of alterations of these variables.*
- 3. Demonstrate an understanding of scientific processes through predicting correctly 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 course requirements including learning curve assignments, preclass quizzes, homework, How Do We Know (HDWK) assignments, and animation assessments with increasing independence through the semester.*

RESOURCES FOR SUCCESS

Successful students in BIOL 117 achieve their goals through their own unique paths, but they have several characteristics in common. They recognize the importance of strategic planning for a task, monitoring their performance on the task, reflecting on how their performance on the task relates to what they did or did not do, and finally modifying their plans for similar future tasks. 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—by using these resources regularly—earn on average a full letter grade higher than those who do not. Here are your options:

Attendance and expectations for class :

There will be an in-person or synchronous online session each week and an asynchronous alternative for all sections of BIOL 117. For section 04, there are no in-person sessions. Synchronous online and in-person class sessions will be used for active learning discussion and student questions, not for lecture. Active participation is strongly linked to student success, and participation in the in-person or synchronous online sessions will be strongly encouraged.

The activities presented during these face to face sessions and online are meant to reinforce key concepts covered in the lectures. These concepts have been carefully chosen to reflect the more difficult areas of the content with which students in past semesters have struggled. The activities are meant to be done in groups of 2 or 3 people so even if you do these activities entirely online, you may consider setting up a Zoom session with a friend to go through these activities. Often it is during these group activities where students become more aware of the areas that they find confusing.

There is no direct participation grade. Please note that for in-person sessions, you are assigned to a cohort (group A or group B), and must attend on the day you are scheduled so that we can be in compliance with New York State requirements for room occupancy under social distancing. Because all of the sections are following the same schedule, there may be opportunities to make up missed sessions with another section, but these must be arranged in advance with the instructors in charge of those sections.

Supplemental Instruction:

Supplemental instruction (SI) will also be available for this class. SI sessions are facilitated by trained peer leaders and will focus on mastery of the content and concepts in Biol 117. SI sessions will be online and times will be placed on the announcements for when these meetings will occur. SI will 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 (insert name) and more information on the SI program can be found at the following link: <https://www.geneseo.edu/supplemental-instruction>

Faculty Office hours:

Your faculty instructor will have online office hours as designated on the first page of the syllabus. These sessions are usually one to one (via an online link) or in small groups. During the designated hours for your course you can “drop in” without an appointment. Always feel free to contact your section instructors and also to contact the instructor in charge of a given content section (see course instructors and content instructors).

ACCESSIBILITY

SUNY Geneseo is dedicated to providing an equitable and inclusive educational experience for all students. The Office of Accessibility 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 Disabilities <https://www.geneseo.edu/accessibility-office>

- *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 figure out how to create a just learning environment while meeting the learning outcomes of the course. Unless you communicate otherwise, we will keep all accommodations confidential.*

PROFESSIONALISM

This section will have only online participation. Class participation is very valuable for developing deeper understanding. In this course, we are using class time, whether in person or virtual, only for active learning, discussion and student questions. For synchronous online sessions, please plan to attend if you do not have a conflict. The temptation to check out mentally and work in another window is very great. Remember that when you participate only in part, the reduction in the value of the experience extends to others, not just you.

COMMUNICATION

Set up Canvas to provide daily messages via email or text message in order to ensure that you receive any updates or changes to the schedule. Check the announcements section regularly. Besides online office hours, 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 me as I teach multiple classes and have many advisees. To preserve work-life balance, I reserve the option to delay answering emails sent after 5 pm or on the weekends until the start of the next business day.

MISSING EXAMS

All five exams are required, and making up an exam requires a valid excuse. Examples of valid reasons for missing exams include (but are not limited to) personal illness, death or serious illness in the family, representing the college, religious observances, and required training for work or military service. Where possible, discussion of alternative arrangements should take place ahead of the exam. For emergencies arising on the day of the exam, you should contact us within 24 hours to arrange an alternative time to

take your exam. Because you may drop a test, one option is that you may also simply skip a test if you are sick or have an emergency. This can sometimes help to minimize your stress during difficult times. If you are unable to complete a test for a prolonged period of time, you may receive an alternative test in order for instructors to be able to return tests to others promptly.

Remember that exams will be open during a 14 hour period and you can choose to take it at any time during that open window. However, you only have 1 hour to complete the exam from the time at which you first open it.

MISSING ASSIGNMENTS IN ACHIEVE

The benefits of completing the online assignments are greatest if you use these to stay caught up on the reading and modules. Opportunities to make up assignments are not guaranteed, and may require documentation, and instructors reserve the option to limit excessive use of extensions and make-ups. In general the material will open just before the material is being covered and will close two days before the exam for those unit chapters. We advise you to follow the outline for each chapter as found in the modules. This means completing the Learning Curve and Preclass Quizzes before attending the in class or online sessions. For the HDWK, homework assignments and animation assessments, these are most useful to do as you go through and review the material and doing them while you go through the online lectures or shortly after you go through them. Making the assignments due 2 days before the unit exam allows time for you to analyze your performance and seek help on specific concepts before each exam. We do recognize that things come up and you might miss an assignment deadline. For each day past the due date for the assignments you will lose 10% of your score on that item. 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.

EXPLANATION OF FINAL GRADES

Grades are determined using the scale presented below almost always without any adjustment or curve. There are no quotas for particular letter grades. Helping others can only help you, and cannot hurt your grade in any way. Scores will be rounded up or down to the nearest whole number. The point distribution is the standard Geneseo distribution; Canvas is set to display this. The distribution is as follows:

- >93%, A
- 90-92%, A-
- 87-89%, B+
- 83-86%, B

- 80-82%, B-
- 77-79%, C+
- 73-76%, C
- 70-72%, C-
- 60-69%, D
- <60%, E

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.

ACADEMIC INTEGRITY

Academic dishonesty devalues the work of other students. Cheating on exams is a serious breach of trust and will be treated accordingly. Examples of cheating on tests include (but are not limited to) collaboration or communication with others in any form. Plagiarism is the misrepresentation of the originality of your work. Collaborating on a test will result in a failing grade for the test, and may result in a failing grade for the course. Ignorance of the policy or of the definition of cheating will not serve to excuse the behavior. Because academic dishonesty is defined in detail here, claiming ignorance of the policies cannot serve as an excuse. Should serious academic cheating be identified the procedures addressing these incidents are addressed in detail through the [Dean of Academic Planning and Advising's](#) webpage.

POLICY EXCEPTIONS AND CHANGES

Policies are designed to address common issues and concerns. 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 and when they occur.

POLICIES FOR THE BIOLOGY MAJOR

Biology and Biochemistry proficiency: Students must 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 this is Biol 117 and Biol 119 but for those accepting AP credits or transfer students it could be other combinations.

Minimum Competence Requirement: To graduate with a biology major, students must attain a grade of C- or better in all required biology courses (excluding electives). A grade of C- must be achieved in any course before it can be used as a prerequisite for another course. A student may only repeat a required biology course or related requirement once for major credit and the course must be taken at the next offering of the class. If a student does not earn at least a "C-" on the second taking of the class, she/he will not be able to complete the major.

IMPORTANT DATES

September	04	Drop/Add period ends
September	18	Exam #1 opens at 8 am and closes at 10 pm
September	30	Rejuvenation day
October	09	Exam #2 opens at 8 am and closes at 10 pm
October	19	Midsemester
October	27	Rejuvenation day
October	30	Exam #3 opens at 8 am and closes at 10 pm
November	20	Exam #4 opens at 8 am and closes at 10 pm
November 25 - 27		Thanksgiving Break
December	14	Last day to withdraw from full semester courses
December	14	Last day to elect Pass/Fail for full semester courses
December	18	Exam #5 opens at 8 am and closes at 10 pm

COPYRIGHT NOTICE

Many of the materials that are provided to students in this course have been created by Biol 117 instructors or by the publisher of our textbook. Students would be best to assume that all course materials are protected by legal copyright. Copyright protection means that reproduction of this material

is prohibited without the author's consent. Thus, students are prohibited from sharing or posting copyrighted material to any websites outside our course Canvas site. Students are also prohibited from reproducing material to be shared with other more limited groups (eg. 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.

STUDENT SUCCESS RESOURCES

Listed below are a number of resources that can help support students' academic success and individual well-being. These statements may be shared through course syllabi as a way to inform students about campus resources.

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 (www.starny.org/tutoring_schedule)
- 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 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.*
- *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 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 is available at <https://www.geneseo.edu/accessibility-office>.

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.

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, Canvas, printing, software guides, and other resources. The CIT Self Help Guides at wiki.geneseo.edu/display/cit/CIT+Self+Help 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. For more information, [visit this wiki page](#). (<https://wiki.geneseo.edu/display/cit/LinkedIn+Learning+Training+Library>)

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 make up plans. A calendar of major religious observations may be found at: https://www.cs.ny.gov/attend_leave_manual/030Appendices/B-CalendarofLegalHolidays/2020calendar.html

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) 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 Dean of Students (585-245-5706) can assist and provide direction to appropriate campus resources. For more information, see 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 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 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 or 585-245-5706.

Resources related to covid-19

ALL CLASSES

Health and Wellbeing in a Stressful Time

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. Because the learning environment will be different than it

has been in the past, the indicators that usually let you know something is wrong may not be as clear to you or those around you as they would be during a typical semester. Additionally, the ways in which you normally engage in self-care may have been disrupted. 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. The college also has collected resources in a [Coping with COVID webpage](#).

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, if I am a bit late posting a video lecture, 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.

CLASSES WITH ONLINE COMPONENTS:

Accessibility of Course Materials

All course materials are available on Canvas and I've made every attempt to ensure that they are accessible to everyone. If you have difficulties accessing any materials (including needs for alternative formats), please let me know as soon as possible and I will rectify the situation.

Attendance at "Live" or "Synchronous" Online Sessions

Accessing course materials online may be challenging - we've all experienced things like unforeseen emergencies and internet disruptions. Although this course includes some "live" or synchronous course activities, we can all be understanding about the challenges posed by the COVID-19 pandemic and the limits of technology. If you miss a synchronous session, please let me know as soon as possible so that we can discuss ways to keep you on track. If you are experiencing longer-term disruptions, please be proactive in communicating with me and contact the Dean of Students if you expect to be out for an extended period of time.

Getting Help with 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, you can contact the KOALA support desk, which will assist you with identifying resources and strategies for success.

[CIT also provides a range of technology support resources](#). When you are in Canvas, 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.