

SPRING 2021

# Biology 119, General Biology: Cells, Genetics and Evolution (Section 03)

## COURSE DESCRIPTION

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.

## COURSE FORMAT

This section of BIOL 119 is *in hybrid format*. As such, learning is both self-paced and occurs during scheduled class meetings. To support your self-paced learning, the instructional team has recorded short video lectures, selected reading assignments, and designed online homework assignments. During in-person class meetings, we will be engaging in activities to apply what you have learned. Class meetings are also an opportunity for you to ask questions and work with your peers to deepen your understanding of the material that you have learned through the video lectures and assignments.

**Weekly synchronous sessions: Mondays and Wednesdays in person, Fridays in Zoom**

## COURSE INSTRUCTORS

### SECTION INSTRUCTOR

Salvador Z. Tarun, Jr. ([tarun@geneseo.edu](mailto:tarun@geneseo.edu))

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

Office hours: Monday, Wednesday and Friday 10:30-11:20 a.m. and by appointment

### To join CLASS Zoom Meeting:

<https://geneseo.zoom.us/j/92583251186?pwd=Rm5WY01WTHZCQm9QRzhoK0VMeldPUT09>

Meeting ID: 925 8325 1186      Passcode: 629557

### To meet at OFFICE HOUR:

<https://geneseo.zoom.us/j/99602909594?pwd=Yjd4eHlsdUIPaU9FcjBLeEE5K1dWUT09>

Meeting ID: 996 0290 9594      Passcode: 619868

## ADDITIONAL CONTENT INSTRUCTORS

BIOL 119 is a team-taught course. In addition to your instructors of record (above), the instructors listed below contribute content for this course. In this way, you are benefitting from our collective, broad expertise.

Harold Hoops ([hoops@geneseo.edu](mailto:hoops@geneseo.edu))

Jacob McCartney ([mccartney@geneseo.edu](mailto:mccartney@geneseo.edu))

Susan Bandoni Muench ([bandoni@geneseo.edu](mailto:bandoni@geneseo.edu))

Suann Yang ([yang@geneseo.edu](mailto:yang@geneseo.edu))

Information about office hours for these instructors will be available in Canvas in weekly announcements and in a separate page. You can also email for appointments or links to office hours.

## **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 119:**

Upon completion of this course, through multiple choice tests and online assignments, 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.*

## **REQUIRED MATERIALS**

## TEXTBOOK

**Textbook:** Absolutely required for this course are access to the online Achieve website and at least the eText for the textbook "How Life Works" 3<sup>rd</sup> 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.**

If you purchased the textbook and multi-term Achieve access for BIOL 117 for Fall 2020, you are all set for next semester and do not need to repurchase. However, you will still need to enroll in the BIOL 119 course: <https://macmillan.force.com/macmillanlearning/s/article/Achieve-Enroll-in-the-second-term-of-a-course-using-multi-term-access>

## i>clicker REEF

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

## OTHER 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>

## Internet access and device for Zoom video conferencing

All of the graded work in the course will be digital, and submitted online. Thus, it is important to have regular access to a stable Internet connection. In addition, we will be using Zoom for video conferencing. A laptop with a working video camera and audio will be the best, but a tablet or phone can work in a pinch.

## EVALUATION

**Graded Work**

**Contribution:**

<b>Assignments</b> <i>In class participation activities (5%)</i> <i>Video lecture assignments (5%)</i> <i>Achieve reading quizzes (10%)</i> <i>Achieve knowledge checks (15%)</i>	35%
<b>Tests</b> <i>4 unit tests</i> <i>1 final test</i>  <i>Your lowest test grade will be dropped</i>	65%

### **OVERVIEW OF EVALUATION:**

*There are two components of your grade in the class: (1) Assignments to complete on your own or in class and (2) Tests. The 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.*

#### ***In class participation activities (5%)***

*We expect you to attend scheduled class meetings twice a week. During these class meetings, we will engage in collaborative learning activities for participation points, graded on completion of criteria specified in each assignment. The opportunity to discuss your ideas with fellow students is important. Research shows that explaining your understanding to others and listening to the explanations of your peers are important steps for successful learning. These assignments will be completed in a variety of ways, such as through i>clicker Reef polling or Canvas.*

#### ***Video lecture assignments (5%)***

*As part of recorded lecture videos, we have included questions for you to check your understanding as you view them. These will occur with i>clicker Reef polling.*

#### ***Achieve reading quizzes (10%)***

*Each week (except for the week of a test), you will complete an online reading quiz in Achieve (due Fridays, 11:59 PM). These quizzes mostly consist of multiple choice and other objective questions covering each of the reading assignments in the textbook. We have designed these to be completed soon after you complete each week's reading assignment. They are typically 20 questions each.*

#### ***Achieve knowledge checks (15%)***

*In addition to the reading quizzes, we have created weekly knowledge checks in Achieve, which consist of application and analysis questions. We have designed these to be completed after you have finished the reading assignment and quiz, studied the lecture videos, and participated in class meetings each week. These are due on Mondays, except for the first Monday of a unit. They are typically 20 questions each.*

### **Tests (65%)**

*There will be 5 total tests given, one for each of the four units covered plus one cumulative final test. The lowest score of the 5 will be dropped at the end of the semester. All tests will be administered online. These will be predominantly multiple choice questions. The test 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 test and must complete it within that 1-hour time frame once they open the test. To prepare you for the tests, we will distribute a study guide in advance of each test, which consists of the question prompts that may appear on each test.*

### **RESOURCES FOR SUCCESS**

*Successful students in BIOL 119 achieve their goals through many unique paths, but these students 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 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—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**

*Biology 119 is offered in two formats, synchronous online or hybrid. Each section will have two sessions of instruction per week, either two Zoom sessions, or one Zoom session and one in-person session on either of two days. If you are unable to participate in a class meeting, we can provide alternatives for you to stay caught up with the rest of the class. Active participation is strongly linked to student success in all courses, and research on Introductory Biology courses shows that attendance is a strong predictor of success.*

*The activities presented during these face-to-face or Zoom sessions 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. Discussion is central to the experience, 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.*

*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.*

*A small portion of the grade comes from participation, defined broadly as engagement in class meetings. Your participation grade measures your effort and willingness to support your fellow students, even when a task is hard, and even when that participation may be constrained. Again, please communicate with us if you are unable to participate in a class meeting so that we can provide alternatives for you to stay caught up with the rest of the class. If your situation leads to missing a week or more of class meetings, we also encourage you to communicate with Dean of Students Leonard Sancilio. 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).*

### **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 119. 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. Meetings during other designated times may also be made by 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**

*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. Turn on your camera if at all possible. The temptation to check out mentally and work in another window can be great, but the benefits of attendance come from being involved, not from having class going on in the background. Remember that when you don't participate fully, the impact is not limited to you but can spill over to other students.*

### **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 email. Please include your name (not just your email address) and the course name or number (Biol 119) in all emails sent to instructors as we teach multiple classes and have many advisees. As always, please use your Geneseo email account on all such correspondence rather than alternate email addresses you may have. We will strive to reply to your emails within 24 hours. 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.*

### **MISSING ASSIGNMENTS**

*The benefits of completing the online assignments are greatest if you use these as part of the learning process to accompany lecture videos and class meetings. However, we understand that during this pandemic, issues may arise that prevent meeting deadlines. Please reach out to us if you anticipate any problems with meeting the deadline for an assignment, and be prepared to propose and discuss reasonable solutions.*

### **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, 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 test. For emergencies arising on the day of the test, you should contact us within 24 hours to arrange an alternative time to take your test. Because we drop the lowest test score, 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 your fellow students promptly.

Remember that tests 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 test from the time at which you first open it.

### **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 tests 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 integrity 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 us. Please note that in light of the current pandemic it is also possible that the entire campus 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 119 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

Date    Event

February 7    Last day to add individual courses without instructor permission

February 8	First day of in person classes
February 14	Add/drop period ends; Registrar can accommodate requests for late adds between February 8 and February 13, only with instructor permission
February 24	Test #1 (Wed) opens at 8 am and closes at 10 pm
March 2	Rejuvenation day
March 24	Rejuvenation day; Semester is half over!
March 26	Test #2 (Fri) opens at 8 am and closes at 10 pm
April 21	Test #3 (Wed) opens at 8 am and closes at 10 pm
April 22	Rejuvenation day
May 12	Test #4 (Wed) opens at 8 am and closes at 10 pm
May 12	Last day to withdraw from full semester courses
May 12	Last day to elect Pass/Fail for full semester courses
May 19	Final Test opens at 8 am and closes at 10 pm

### **COPYRIGHT**

Many of the materials that are provided to students in this course have been created by Biol 119 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](http://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](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](mailto: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](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).

## **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](http://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](https://wiki.geneseo.edu/display/cit/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). (<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](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](mailto: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](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 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.

## 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.

## WEEKLY SCHEDULE

The course is organized with a predictable rhythm of activities and assignments. Exceptions are marked so you can plan ahead. Each unit will be available in Canvas on the Friday before the unit begins.

### Unit 1: Microbial World and Fungi

The content for Unit 1 is created by Drs. Tarun, Hoops and Muench

#### Week 1: Bacteria and Archaea

Date	Event	What's due? (11:59 PM)
1 Feb	Class meeting in Zoom	
3 Feb	Class meeting in Zoom	
5 Feb	Class meeting in Zoom	Bacteria and Archaea reading quiz

#### Week 2: Eukaryotic diversity and multicellularity

Date	Event	What's due? (11:59 PM)
8 Feb	Class meeting in Person	Bacteria and Archaea knowledge check, i>clicker Reef assignments, and participation assignments
10 Feb	Class meeting in Person	
12 Feb	Q & A in Zoom	Eukaryotic diversity and multicellularity reading quiz

#### Week 3: Fungi

Date	Event	What's due? (11:59 PM)
15 Feb	Class meeting in Person	Eukaryotic diversity and multicellularity knowledge check, i>clicker Reef assignments, and participation assignments
17 Feb	Class meeting in Person	
19 Feb	Q & A in Zoom	Fungi reading quiz

#### Week 4: Review

Date	Event	What's due? (11:59 PM)
22 Feb	TEST REVIEW in Zoom	Fungi knowledge check, i>clicker Reef assignments, and participation assignments
24 Feb	Test 1 (no class meeting)	
26 Feb	TEST REFLECTION in Zoom	

## Unit 2: Plants

The content for Unit 2 is created by Drs. Tarun, Yang, and Hoops

### Week 5: Photosynthesis

<b>Date</b>	<b>Event</b>	<b>What's due? (11:59 PM)</b>
1 Mar	Class meeting in Person	
3 Mar	Class meeting in Person	
5 Mar	Q & A in Zoom	Photosynthesis reading quiz

### Week 6: Plant evolution, form, and function

<b>Date</b>	<b>Event</b>	<b>What's due? (11:59 PM)</b>
8 Mar	Class meeting in Person	Photosynthesis knowledge check, i>clicker Reef assignments, and participation assignments
10 Mar	Class meeting in Person	
12 Mar	Q & A in Zoom	Plant evolution, form, and function reading quiz

### Week 7: Plant growth and defense

<b>Date</b>	<b>Event</b>	<b>What's due? (11:59 PM)</b>
15 Mar	Class meeting in Person	Plant evolution, form, and function knowledge check, i>clicker Reef assignments, and participation assignments
17 Mar	Class meeting in Person	
19 Mar	Q & A in Zoom	Plant growth and defense reading quiz

### Week 8: Review

<b>Date</b>	<b>Event</b>	<b>What's due? (11:59 PM)</b>
22 Mar	TEST REVIEW in Zoom	Plant growth and defense knowledge check, i>clicker Reef assignments, and participation assignments
24 Mar	No class meeting	(REJUVINATION DAY!)
26 Mar	Test 2 (Friday!!)	



### Unit 3: Animals

The content for Unit 3 is created by Drs. McCartney, Muench, and Tarun

#### Week 9: Animal form, function, and homeostasis

<b>Date</b>	<b>Event</b>	<b>What's due? (11:59 PM)</b>
29 Mar	Class meeting in Person	
31 Mar	Class meeting in Person	
2 Apr	Q & A in Zoom	Animal form, function, and homeostasis reading quiz

#### Week 10: Neuromuscular function

<b>Date</b>	<b>Event</b>	<b>What's due? (11:59 PM)</b>
5 Apr	Class meeting in Person	Animal form, function, and homeostasis knowledge check, i>clicker Reef assignments, and participation assignments
7 Apr	Class meeting in Person	
9 Apr	Q & A in Zoom	Neuromuscular function reading quiz

#### Week 11: Immune system

<b>Date</b>	<b>Event</b>	<b>What's due? (11:59 PM)</b>
12 Apr	Class meeting in Person	Neuromuscular function knowledge check, i>clicker Reef assignments, and participation assignments
14 Apr	Class meeting in Person	
16 Apr	Q & A in Zoom	Immune system reading quiz

#### Week 12: Review

<b>Date</b>	<b>Event</b>	<b>What's due? (11:59 PM)</b>
19 Apr	TEST REVIEW in Zoom	Immune system knowledge check, i>clicker Reef assignments, and participation assignments
21 Apr	Test 3	
23 Apr	TEST REFLECTION in Zoom	

## Unit 4: Ecology

The content for Unit 3 is created by Drs. McCartney and Yang

### Week 13: Population and community ecology

<b>Date</b>	<b>Event</b>	<b>What's due? (11:59 PM)</b>
26 Apr	Class meeting in Person	
28 Apr	Class meeting in Person	
30 Apr	Q & A in Zoom	Population and community ecology reading quiz

### Week 14: Ecosystem and global ecology

<b>Date</b>	<b>Event</b>	<b>What's due? (11:59 PM)</b>
3 May	Class meeting in Person	Population and community ecology knowledge check, i>clicker Reef assignments, and participation assignments
5 May	Class meeting in Person	
7 May	TEST REVIEW in Zoom	Ecosystem and global ecology reading quiz

### Week 15 No Class; Test Week

<b>Date</b>	<b>Event</b>	<b>What's due? (11:59 PM)</b>
10 May	No class (Tuesday schedule)	Ecosystem and global ecology knowledge check, i>clicker Reef assignments, and participation assignments
11 May	Test 4 (Wednesday schedule)	
12 May	No class (Thursday schedule)	

### Week 16: Final Test (May 19)