

# **BIOLOGY 119, GENERAL BIOLOGY: DIVERSITY, PHYSIOLOGY, AND ECOLOGY**

**SECTION 01 (MWF, 9:30 -10:20 AM, NEWTON 214)**

## **WHAT IS THIS COURSE ABOUT?**

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

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

### *INSTRUCTOR:*

Isidro Bosch ([bosch@geneseo.edu](mailto:bosch@geneseo.edu))

ISC 260, phone 585-245-5303, office hours: Monday 1:30-3:00, Tuesday 1-2:15, Thursday 9:30-10:30, and by appointment.

### *INSTRUCTOR:*

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

ISC 354, phone 585-245-5022, office hours: Monday, Wednesday, and Friday, 11:30-12:20, and by appointment

## **WHAT WILL YOU LEARN?**

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

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

1. *Describe the diversity and unity of organisms: identifying characteristics that unify major taxa; and recognize the relationships among major taxa.*
2. *Understand the basic form and function of the major groups of organisms and how this structure continuously evolves.*

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

## WHAT DO YOU NEED FOR THIS CLASS?

**Textbook:** Absolutely required for this course are both access to the online Achieve website and at least the eText for the textbook “How Life Works” 3<sup>rd</sup> Edition, Macmillan publishers. You should obtain an access code from Macmillan publishers. You will enter this code to link Achieve to the Canvas 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.**

If you purchased the textbook and multi-term Achieve access for BIOL 117 for Fall 2021, you are all set for this semester and do not need to repurchase. However, you will need to enroll in Achieve again for the BIOL 119 course ([link to instructions for enrolling](#)).

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

- [Self-help guides for using Canvas are available.](#)

## HOW WILL YOU KNOW THAT YOU ARE LEARNING?

Graded Work	Contribution:
4 Unit Tests (top 3 scores of 4 total tests) and 1 Cumulative Final Test	65%
Reading Quizzes Learning Curve Knowledge Check Other assignments on lecture material	35%

## 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; Canvas is set to display this. The distribution is as follows:

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

## OVERVIEW OF GRADED WORK IN THIS CLASS

There are two components of your grade in the class: (1) Assignments to complete 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.

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 three to six assignments, due on Mondays, Wednesdays, and Fridays. Each type is described in the table below. Please note that units refer to the topics associated with a particular test and will include multiple chapters. Penalties will apply for work turned in late.

There will be a total of four tests given, one for each unit covered and one cumulative final test. The lowest score of the 4 unit tests will be dropped at the end of the semester. All unit tests will be administered in class (50 minutes). The cumulative final test will occur during our scheduled final exam period (2.5 hours) but will be a similar length to the semester exams. For all tests, you will need to bring your computer to class with the battery fully charged and with a power cord to assure your computer has enough power throughout the test time period. All tests will be predominantly multiple-choice questions. If we experience an internet outage on the day of a test, the test will be rescheduled for the next class date (usually Friday). The material on each exam will come from the chapters covered just prior to that exam. If you have accommodations for extra time and/or environmental settings, please see the ACCOMMODATIONS section of the syllabus.

## HOW DO THE FOUR TYPES OF ASSIGNMENTS WORK?

<i>ASSIGNMENT TYPE</i>	<i>HOW IT WORKS</i>
Reading quizzes	<ul style="list-style-type: none"><li>● Due before class at the start of the week (usually Mondays) and covers reading for the week ahead</li><li>● Consist of 20 questions and 10 points, focused on vocabulary and basic concepts</li><li>● In Achieve but access through Canvas</li><li>● Penalty for late completion (15% per day)</li></ul>
Learning curve	<ul style="list-style-type: none"><li>● Due at the end of the week (usually Fridays) following coverage of the topics in class</li><li>● Serve as a check of breadth of understanding of the topics of the previous week.</li><li>● Adaptive format: answer questions until reach a target value for points.</li><li>● Some weeks there will be 2 small learning curve quizzes rather than one larger one.</li><li>● In Achieve but access through Canvas</li><li>● Cannot be submitted after due date (late submissions receive a score of 0%)</li></ul>
Knowledge checks	<ul style="list-style-type: none"><li>● Due on the Wednesdays in the week following coverage of the topics in class.</li><li>● Serve as a check of depth of understanding of the topics of the previous week</li><li>● Require a deeper level of understanding similar to unit tests. Consist of 20 questions and 10 points.</li><li>● In Achieve but access through Canvas</li><li>● Penalty for late completion (15% per day)</li></ul>

## WHAT WILL YOU GAIN FROM EACH OF THESE ASSIGNMENTS?

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

### READING QUIZZES (ACHIEVE)

You will get more from the lecture and activities in class if you are prepared by previewing the material. It is not necessary to read thoroughly to finish the assignment, but completing some reading, especially an overview, will help you to follow the lecture.

### LEARNING CURVE (ACHIEVE):

Learning curve assignments are meant to further test your familiarity with the material especially after you have come to lecture. There is a target number of points, and you complete questions until you reach the target. Once you obtain the set number of points you receive full credit for the Learning Curve assignment. The more familiar you are with the topic, the sooner you will reach the target so you will be getting feedback about your level of understanding. They will be due on Friday at the end of the week that the material has been presented in class unless otherwise noted in the schedule.

#### **KNOWLEDGE CHECK (ACHIEVE):**

Knowledge Check are 20-question quizzes that test your understanding of the material covered the previous week in class. They are more in-depth than the reading quizzes and reflect a deeper understanding of the concepts. These questions will be more like those you will find on the tests. You can therefore use these as a self-check of readiness for the test. They will be due on the Wednesday of the week after the material has been discussed in class unless otherwise noted in the schedule.

#### **OTHER CANVAS OR ACHIEVE ASSIGNMENTS ON LECTURE MATERIAL (CANVAS OR ACHIEVE):**

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

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

BIOL 119 students achieve success through unique paths that have common characteristics. They strategically plan for a task, monitor their performance on the task, reflect on whether their plans did, in fact, help them succeed, and finally modify their plans, if helpful. They also know that this cycle of learning is a process that requires them to take the first step and expect that success in different courses may require different strategies. Thus, your faculty 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—using these resources regularly—earn on average a full letter grade higher than those

who do not. When you seek help, you are demonstrating your commitment to learning how to succeed. Here are some resources for this class:

### ***BIOLOGY LEARNING CENTER***

In the Biology Learning Center you can find tutors, supplemental instructors (SIs) and Biology 119 faculty holding office hours . Not all tutors in the Biology Learning Center are assigned to Biology 119. Tutors may schedule review activities or assist forming peer study groups.

### ***CLASS ACTIVITIES AND PREPARATION***

Your class meets in-person, 3 times per week. Being prepared for class is an important part of the learning process. As noted above, there are weekly Reading Quizzes 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. Class participation is linked to success, and is strongly encouraged. “Active learning” activities during class have been carefully chosen to help you discover and master the more difficult areas of content with which students in past semesters have struggled. The activities work best if done in groups of 2 or 3 people.

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.

### ***SUPPLEMENTAL INSTRUCTORS***

Supplemental instructors (SI) will also teach in this class. The SI sessions are facilitated by trained peer leaders and will focus on mastery of the content and concepts. Times for SI sessions will be placed on the announcements. Studying with the help of an SI can increase your chances of achieving a better grade in this class by providing guided practice and assistance with studying. Additional information will be provided by your SI (Emma Piwko). More information on the SI program can be found here: [Spring 2022 Supplemental Instruction](#). Each section of BIOL 119 has its own assigned supplemental instructor. However, because we all follow the same calendar, you should feel free to attend any of the supplemental instruction sessions offered.

### ***FACULTY OFFICE HOURS***

Your faculty instructors will hold office hours as designated on the first page of the syllabus. During the designated hours, you can “drop in” without an appointment. Being available outside of class is part of our workload, and we look forward to seeing you outside of class and to answering your questions about study strategies and about course content.

### ***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.

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

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

College policy requires that we all wear a face mask in instructional spaces including classrooms, lecture halls, and laboratories, and all common areas including residence halls and all buildings. The mask needs to fit securely, covering your nose and mouth. There is misinformation circulating about exemptions from face mask requirements connected to interpretations of the Americans with Disabilities Act (ADA). At this time, the ADA does not cite a blanket exemption from face covering requirements for individuals with disabilities and has not issued documentation to support this exemption (e.g., "ADA cards"/letters/flyers). Please refer to the [ADA and Facemask Policy Guide](#) for more information.

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

### RESPONSIBILITIES TO PROMOTE LEARNING

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

## *TECHNOLOGY*

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

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

## *REVIEW GRADES OFTEN*

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

## *ACADEMIC INTEGRITY*

We value academic integrity because dishonesty devalues the work of other students. Cheating on tests by using unpermitted sources or collaborating with other students is a serious breach of trust and results in serious consequences including . Collaborating on a test will result in a failing grade for the test and may result in a failing grade for the course. College procedures to address serious academic dishonesty can be found at the Dean of Academic Planning and Advising's webpage.

## **RESPONSIBILITIES TO MAINTAIN FREQUENT COMMUNICATION**

You should configure your Canvas account to provide daily updates via email or text message, so you won't miss any updates or changes to the schedule. Here is a [link to some helpful information about using and setting up Canvas](#).

Check the announcements section in Canvas regularly. The best 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 119) in all e-mails sent to us. To preserve work-life balance, we reserve the option to delay answering emails sent after 5 pm or on the weekends until the start of the next business day.

### *POLICY EXCEPTIONS AND CHANGES*

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

## IMPORTANT DATES

<i>DATE</i>	<i>EVENT</i>
January 26	First day of classes
February 1	Drop/Add period ends
February 14	Test 1
February 16	Diversity Summit – no classes
March 14-18	Spring Break – no classes
March 23	Test 2
April 20	Test 3
April 21	GREAT Day – no classes
May 11	Test 4
May 12	Last day to withdraw from full semester courses
May 12	Last day to elect Pass/Fail for full semester courses
May 20	Cumulative Final Test (sec 01), (5/16, Sec 02)

## WEEKLY SCHEDULE

<b>Week</b>	<b>Subunit</b>	<b>Mon</b>	<b>Tues</b>	<b>Wed</b>	<b>Thurs</b>	<b>Fri</b>
1	Bacteria and Archaea			Jan 26	Jan 27	Jan 28
2	Eukaryotic diversity and multicellularity	Jan 31	Feb 1	Feb 2	Feb 3	Feb 4
3	Fungi	Feb 7	Feb 8	Feb 9	Feb 10	Feb 11
4	Test 1: weeks 1,2,3	Feb 14 <b>Test 1</b>	Feb 15	Feb 16 <b>Diversity Summit</b>	Feb 17	Feb 18
5	Photosynthesis	Feb 21	Feb 22	Feb 23	Feb 24	Feb 25
6	Plant evolution, form, and function	Feb 28	Mar 1	Mar 2	Mar 3	Mar 4
7	Plant growth and defense	Mar 7	Mar 8	Mar 9	Mar 10	Mar 11
8	Spring break	Mar 14	Mar 15	Mar 16	Mar 17	Mar 18
9	Test 2: weeks 5,6,7	Mar 21	Mar 22	Mar 23 <b>Test 2</b>	Mar 24	Mar 25

10	Animal form, function, and homeostasis	Mar 28	Mar 29	Mar 30	Mar 31	Apr 1
11	Neuromuscular function	Apr 4	Apr 5	Apr 6	Apr 7	Apr 8
12	Immune system	Apr 11	Apr 12	Apr 13	Apr 14	Apr 15
13	Test 3: weeks 10, 11, 12	Apr 18	Apr 19	Apr 20 <b>Test 3</b>	Apr 21 <b>GREAT Day</b>	Apr 22
14	Population and community ecology	Apr 25	Apr 26	Apr 27	Apr 28	Apr 29
15	Ecosystem and global ecology	May 2	May 3	May 4	May 5	May 6
16	Test 4: weeks 14, 15	May 9	May 10	May 11 <b>Test 4</b>	May 12	May 13 <b>Study day</b>
17	Final Exam	May 16	May 17	May 18	May 19	May 20

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

### MISSING TESTS

All tests are required and making up a test requires a valid excuse. Examples of valid reasons for missing tests include (but are not limited to) personal illness, serious illness or death in the family, religious observances, required training for work, or military service. If you are going to miss a test day, contact us before the test or within 24 hours of the test, and be prepared to schedule an alternate time for completion of the test. Because one test score is dropped, skipping a test is an option. This can help to minimize your stress during difficult times. 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 READING QUIZZES, LEARNING CURVE AND KNOWLEDGE CHECK, AND QUIZZES ON DAILY LECTURE MATERIAL)*

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 of an excused absence. The Achieve materials have specific due dates as listed in the Canvas calendar. You must complete the Learning Curves before the listed due date. For

other Achieve assignments, late submissions will have 15%/day deducted from your score. In general, the material will open to you at the beginning of the unit and will close on the due dates. To avoid computer confusion, we advise you to follow the links to Achieve assignments in Canvas 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.

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

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

### GENESE0 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>.

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 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 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](https://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 makeup 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

### 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, we 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 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. Remember that we are all in this together.*

## FINAL CONSIDERATIONS

### BIOLOGY MAJOR REQUIREMENTS

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

**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) and an overall average in courses in the major of 2.0. 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.

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