

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

SECTION 03 (MWF, 1:30 - 2:20 PM, NEWTON 203) | SPRING 2022

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

Suann Yang (she/her; yang@geneseo.edu)

ISC 256, phone 585-245-5311, office hours: Mon. 11:30-12:20 (in person), Thurs. 1:30-2:20 (Zoom), and Fri. 11:30-12:20 (Zoom), and By Appointment

INSTRUCTOR

Mackenzie Gerringer (she/her; gerringer@geneseo.edu)

ISC 255, office hours: Mon. [2:30 – 4:00 pm](#), Fri. [10:00 – 11:30 am](#), and By Appointment

SUPPLEMENTARY INSTRUCTOR

Dana Schoeps (dms25@geneseo.edu)

Office hours are your time for getting questions answered, course expectations clarified, advice on pursuing opportunities or careers in science and more. Office hours are an important opportunity for us to check in. Consider regular office hours as part of this course, rather than remedial. Please email us (gerringer@geneseo.edu, yang@geneseo.edu) if you have questions or would like to set up a meeting outside of office hours. Office hours and appointments will be held via Zoom (Gerringer) and mixed format (Yang).

LAND ACKNOWLEDGMENT

First, we'd like to begin with a land acknowledgment to protect and honor the history and people of the land on which we live. We believe that connecting to indigenous knowledge and practices increases our understanding of the natural world and thus acknowledging the original stewards of this land is an important part of biology education. Geneseo resides on the homeland of the Seneca Nation of Indians and Tonawanda Seneca Nation. We encourage you to learn more about these original occupants and those indigenous to other places you have lived using resources like the Native Land app and websites such as sni.org to learn more about

the community of more than 7,000 enrolled Indigenous Peoples, who continue to contribute to the region and beyond.

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. 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.*

BIOL 119 also supports the [SUNY Geneseo Mission, Vision and Values](#), and contributes to your progress toward the [Geneseo Learning Outcomes for a Baccalaureate Education](#) (GLOBE).

COURSE THEMES & GUIDING PRINCIPLES

Life, though fantastically diverse and complex, follows a series of guiding principles.

Understanding these foundations of life can help us make connections across systems, fields, and scales.

Throughout the semester, we will use three unifying features to explore the diverse processes across biology:

1. **Structure** - Structures include life's physical traits, from the flagella that propel a microbe to the limbs that help us walk and jump, the heart that beats in your chest, and the network of fungi that unite forests. Understanding these structures can help us characterize life's diversity. On the other hand, patterns of diversity can help us to explain how structures evolved.

2. **Function** - These structures, though diverse, are closely connected to their functions, such as helping an organism or community to solve physiological problems. Understanding the connections between structure and function can help us identify connections across the domains of life. For example, the branching network of a tree's roots follows a similar pattern to the blood vessels in our own bodies, each adapted to serve the function of transport.
3. **Interdependencies** - No living organism or process of life exists in isolation. In this course, we will explore connections between structures, between organisms, within communities, and across ecosystems. One major interdependency that we'll study is the relationship between structure and function. The structure of biological systems influence their function (the things that they can do), but function also feeds back to shape structure.

Look for these common themes across our learning objectives throughout the semester. These guiding principles will help us to synthesize what we're learning each week, each unit, and throughout the semester and see the forest through the trees.

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" 3rd 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.](#)

We're here to help! If you are having trouble affording or accessing course materials, please contact the instructional team (gerringer@geneseo.edu, yang@geneseo.edu).

HOW WILL YOU KNOW THAT YOU ARE LEARNING?

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

OVERVIEW OF GRADED WORK IN THIS CLASS

There are two components of your grade in the class:

- (1) **Participation Assignments** (35%)
- (2) **Tests** (65%)

Participation (35%). The instructional team has designed the assignments to support your learning of these foundational concepts in biology. Participation assignments consist of self-paced assignments to complete outside of class or activities during lecture. Actively completing assignments will support you in taking exams and succeeding in this course. They are opportunities for you to self-evaluate your progress, as well as work more closely on difficult concepts and skills.

Achieve (30%). Assignments in Achieve will help you learn the concepts at a deeper level. In any individual week, you can expect to have Achieve assignments due on Mondays, Wednesdays, and Fridays. Each type is described 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.

Reading Quizzes (10%). Previewing the material is a great way to get the most out of our in-class time together. 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.

- Due before class at the start of the week (Mondays) and typically cover reading for the week ahead
- 20 questions and 10 points, focused on vocabulary and basic concepts
- In Achieve but access through Canvas
- Late work accepted for partial credit (15% reduction per day)

Learning Curves (10%). Learning curve assignments are meant to further test your familiarity with the material especially after you have come to lecture.

- Due at the end of the week (Fridays) after topics in class
- Adaptive format: answer questions until reach a target value for points. 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.
- Some weeks there will be several small learning curve quizzes rather than one larger one. The number of Learning Curve assignments due per week will vary so be sure to check that you have completed all of the ones due that week.
- In Achieve but access through Canvas
- Submissions after due date must be obtained by instructor permission (e.g., if you have extenuating circumstances)

Knowledge Checks (10%). Knowledge Checks 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 knowledge checks as a self-check of readiness for the test.

- Due on the Wednesdays in the week following coverage of the topics in class. See calendar for exceptions due to campus events.
- Consist of 20 questions and 10 points.
- In Achieve but access through Canvas
- Late work accepted for partial credit (15% reduction per day)

In-Class Assignments (5%). Collaboration and discussion form an important part of science. In-class assignments are meant to be interactive and, as such, we complete them as the class proceeds. Note that we may ask you to finish them after class with a specific due date (generally the next class meeting time). Some of these may be graded for completion. Although there isn't a penalty for being wrong, these will serve you best if you use them to diagnose areas to strengthen 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.

Tests. There will be a total of four tests, one for each unit covered and one cumulative final test. All unit tests will be administered in class (50 minutes). The cumulative final test will occur during our scheduled final exam period (**Wednesday, May 18th from 12:00 - 2:30 pm in our regular classroom**).

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. 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 in the unit prior to that exam. Study questions from lectures, Knowledge Check questions, Learning Objectives, and vocabulary will help you guide your studying for exams and set yourself up for success. All tests will be predominantly multiple-choice questions. Students are permitted to bring one 8 ½" x 11" notes sheet to each exam.

The lowest score of the 4 unit tests (but not the cumulative final test score) will be dropped at the end of the semester. We include the final test score in students' grades to meet the objectives of our course and build your foundation in biology.

If you have test accommodations for extra time and/or environmental settings, please see the ACCOMMODATIONS section of the syllabus. Students should reach out to the instructors as soon as accommodations are established.

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 earn an A. We encourage students to form study groups and support each other's learning. It is important, though, to make sure that all students have an equitable chance to learn the material. Please give everyone a chance to try questions and assignments on their own and identify the specific concepts they need to ask questions about. Individually-submitted assignments should reflect your own work and understanding. Exams will also be taken individually. 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	80-82%, B-	60-69%, D
90-92%, A-	77-79%, C+	<60%, E
87-89%, B+	73-76%, C	
83-86%, B	70-72%, C-	

WHAT RESOURCES ARE AVAILABLE TO PROMOTE YOUR SUCCESS?

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

Our 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. We will assign you to groups for the collaborative work in our class

SUPPLEMENTAL INSTRUCTORS

Supplemental instructors (SI) are part of our instructional team. 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 announced in class and on Canvas. Studying with the help of an SI can increase your chances of achieving a better grade in this class by providing guided practice and learning strategies. Additional information will be provided by your SI, Dana Schoeps. 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 all sections follow the same

calendar, you should feel free to attend any of the supplemental instruction sessions offered.

FACULTY OFFICE HOURS

We will hold office hours as designated on the first page of the syllabus. During the designated hours, you can “drop in” without an appointment. We look forward to seeing you outside of class and to discussing 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](#) in Erwin Hall 22 or access@geneseo.edu or 585-245-5112.

- Student responsibility: Please submit your letter of accommodations to us at the beginning of the semester (or as soon as accommodations are established) and make an appointment with us 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.

Parents. Students who are parenting will be supported in this class. We ask that all students work with us to create a welcoming environment that is respectful to all forms of diversity, including diversity in parenting status. All exclusively breastfeeding babies are welcome in our class sessions as often as is necessary. For older children and babies, we understand that unforeseen disruptions in childcare and pandemic-related changes often put parents in the position of having to miss class to care for a child. While not a long-term childcare solution, occasionally bringing a child to lecture to cover gaps in childcare is perfectly acceptable. If babies and children come to class, we ask that you be mindful to avoid disrupting learning for other students. Finally, we understand that often the largest barrier to completing your coursework as a parent is the tiredness many parents feel in the evening once children have gone to sleep. While we maintain the same high expectations for all students in our classes regardless of parenting status, we are happy to problem-solve with you in a way that makes you feel supported as you strive for school-parenting balance.

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

WHAT ARE OUR SHARED RESPONSIBILITIES TO OUR LEARNING COMMUNITY?

Students, the supplemental instructor, and the professors have communal responsibilities to our community: to prioritize our health and wellbeing during this stressful time, promote learning, and maintain a respectful environment.

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. 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 College 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 in responding to an email or taking more time than usual to post lecture materials, please be patient (and feel free to send me a gentle '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.

RESPONSIBILITIES TO PROMOTE LEARNING

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. We ask that all of our learning community promote a constructive environment by reducing distractions. During our first class meeting, we will together develop specific guidelines for best practices for technology use.

ASSESSING YOUR PROGRESS

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.

UPHOLD THE STUDENT CODE OF CONDUCT

We value academic integrity. Cheating on tests by using unpermitted sources or collaborating with other students is a serious breach of trust and results in serious consequences. 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. If you are not sure what constitutes academic dishonesty, please reach out to us.

RESPECT COPYRIGHT AND LICENSING

The materials that are provided to you in this course have been created mostly by Biol 119 instructors or by the publisher of our textbook. Assume that all course materials are protected by legal copyright. Copyright protection means that reproduction of this material is illegal without the author's consent. Thus, students are prohibited from sharing or posting copyrighted material to any websites outside our course Canvas site. Students are also prohibited from reproducing material to be shared with other more limited groups (e.g., sorority/fraternity test bank). Be aware that UUP (Union of University Professionals, the union

representing faculty on this campus) is seeking to take legal action against these and other sites, and that posting or selling copies of materials to such sites may put a student in legal jeopardy.

RESPONSIBILITIES TO MAINTAIN FREQUENT COMMUNICATION

Configuring your Canvas account to provide daily updates via email or text message is a great way to make sure 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. You can typically expect a reply within one business day of your email to us.

Professional emails include a greeting, context on why you are reaching out, an acknowledgement of the recipient's time and efforts, and a signature. Establishing your own professional email style will support you as you navigate job applications and beyond.

If you are experiencing problems in completing class work for any reason, please make an appointment to talk with one of us.

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.

OUR PLEDGE TO DIVERSITY, EQUITY, INCLUSION, & ACCESSIBILITY

It is our intent to create a learning environment that supports all students. We believe that the diversity you bring to this class is a resource, strength, and benefit. We strive to present materials and activities that are respectful of gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged to improve the course's effectiveness personally, or for other students or student groups. For ideas, questions, or concerns related to diversity, equity, and inclusion in the Biology Department, please reach out to bio-diversity@geneseo.edu.

We hope that you will join us and find ways to express your commitment to SUNY Geneseo's Community Commitment to Diversity, Equity, and Inclusion:

<https://www.geneseo.edu/diversity/commitment>

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 18	Cumulative Final Test

WEEKLY SCHEDULE

All of the concepts and skills that we will learn in this course are organized into four units. If we anticipate needing to make any changes in this schedule, we will let you know in advance. The assigned sections of reading for each week is listed for the Achieve assignments.

UNIT 1: HIDDEN DIVERSITY

Week 1

Wed. Jan. 26th Welcome to Biology 119!

Fri. Jan. 28th Microbial Ecology

Week 2

Mon. Jan. 31 Microbial Physiology
Due: *Achieve Reading Quiz 24.1-24.2, 24.4, 25.1-3, 26.1*

Wed. Feb. 2 Eukarya: Cellular Features and Evolutionary Origin

Fri. Feb. 4 Eukarya: Diversity & Multicellularity
Due: *Achieve Learning Curve 24.1-24.2, 24.4, 25.1-3, 26.1*

Week 3

Mon. Feb. 7 Fungi: Form & Function
Due: *Reading Quiz 32.1-32.3*

Wed. Feb. 9 Fungi: Diversity & Life Cycles
Due: *Achieve Knowledge Check 24.1-24.2, 24.4, 25.1-3, 26.1*

Fri. Feb. 11 Review & Synthesis
 Due: *Learning Curve 32.1-32.3*

Sun. Feb. 13 **Due:** *Knowledge Check 32.1-32.3*

Week 4

Mon. Feb. 14 **Test 1:** Hidden Diversity

Wed. Feb. 16 Diversity Summit

Wed. Feb. 18 Debrief: Hidden Diversity

UNIT 2: PLANTS

Week 5

Mon. Feb. 21 Overview of Photosynthesis
 Due: *Reading Quiz 8.1-8.3*

Wed. Feb. 23 Light-Harvesting Reactions & Calvin Cycle Part I

Fri. Feb. 25 Light-Harvesting Reactions & Calvin Cycle Part II
 Due: *Learning Curve 8.1-8.3*

Week 5

Mon. Feb. 28 Evolution of Plant Diversity
 Due: *Reading Quiz 27.1-5, 31.1*

Wed. Mar. 2 Plant Transport Part I
 Due: *Knowledge Check 8.1-8.3*

Fri. Mar. 4 Plant Transport Part II
 Due: *Learning Curve 27.1-5*

Week 6

Mon. Mar. 7 Plant Development: Primary Growth
 Due: *Reading Quiz 29.1-6, 30.1-2*

Wed. Mar. 9 Plant Development: Secondary Growth
 Due: *Knowledge Check 27.1-5, 31.1*

Fri. Mar. 11 Plant Sensory Systems & Responses
 Due: *Learning Curve 29.1-6, 30.1-2*

Spring Break

Mar. 14 - 18

Week 7

Mon. Mar. 21 Review & Synthesis
 Due: *Knowledge Check 29.1-6, 30.1-2*

Wed. Mar. 23 **Test 2:** Plants

Fri. Mar. 25 Debrief: Plants

UNIT 3: ANIMALS

Week 8

Mon. Mar. 28 Animal Diversity & Adaptation
 Due: *Reading Quiz 32.1-32.2, 33.3, 38.1-3*

Wed. Mar. 30 Homeostasis & Feedback (Self-Maintenance I)

Fri. Apr. 1 Food, Nutrition, & Metabolism (Self-Maintenance II)
 Due: *Learning Curve 32.1-32.2, 33.3, 38.1-3*

Week 9

Mon. Apr. 4 Osmoregulation & Water Balance (Self-Maintenance III)
 Due: *Reading Quiz 34.1-3, 39.1-3, 41.1-2*

Wed. Apr. 6 Immune Systems (Self-Maintenance IV)
 Due: *Knowledge Check 32.1-32.2, 33.3, 38.1-3*

Fri. Apr. 8 Nervous Systems (Self-Regulation I)
 Due: *Learning Curve 34.1-3, 39.1-3, 41.1-2*

Week 10

Mon. Apr. 11 Nervous Systems & Endocrine Systems (Self-Regulation II)
 Due: *Reading Quiz 34.4-5, 35.1, 35.3, 36.1*

Wed. Apr. 13 Sensory Systems (Self-Regulation III)
 Due: *Knowledge Check 34.1-3, 39.1-3, 41.1-2*

Fri. Apr. 15 Muscles & Skeletons (Support & Movement)
 Due: *Learning Curve 34.4-5, 35.1, 35.3, 36.1*

Week 11

Mon. Apr. 18	Review & Synthesis Due: <i>Knowledge Check 34.4-5, 35.1, 35.3, 36.1</i>
Wed. Apr. 20	Test 3: Animals
Thurs. Apr. 21	GREAT DAY
Fri. Apr. 22	Debrief: Animals

UNIT 4: ECOLOGY**Week 12**

Mon. Apr. 25	Population Ecology Due: <i>Reading Quiz 44.1-2, 45.1-4</i>
Wed. Apr. 27	Population & Community Ecology
Fri. Apr. 29	Community Ecology Due: <i>Learning Curve 44.1-2, 45.1-4</i>

Week 13

Mon. May 2	Earth's Climate & Biomes Due: <i>Reading Quiz 46.1-3, 47.1-3, 48.1-2, 48.6</i>
Wed. May 4	The Carbon Cycle & Primary Production Due: <i>Knowledge Check 44.1-2, 45.1-4</i>
Fri. May 6	Climate Change Due: <i>Learning Curve 46.1-3, 47.1-3, 48.1-2, 48.6</i>

Week 14

Mon. May 9	Living Climate Change Due: <i>Knowledge Check 46.1-3, 47.1-3, 48.1-2, 48.6</i>
Wed. May 11	Test 4: Ecology

Week 15

Wed. May 18	Final Test, 12:00 - 2:30 pm
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WHAT DO YOU DO IF SOMETHING OUT OF THE ORDINARY HAPPENS?

PANDEMIC CONDITIONS AND INSTRUCTIONAL FORMAT

Please be aware that we may need to adapt to changing pandemic conditions after the semester has started. We may need to adjust our syllabus and mode of instruction. If so, we will continue to prioritize your wellbeing and success in the course, and maintain an environment that supports your access to continue learning.

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 unit test score is dropped, skipping a unit 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

You will benefit most if you stay caught up on Achieve assignments (reading quizzes, learning curves, knowledge checks), textbook reading assignments and other assignments. We believe that you will do your best to meet deadlines. We also recognize that you might encounter problems with meeting due dates, so please contact us to discuss if extensions are possible for your situation. The Achieve materials have specific due dates as listed in Canvas and described in the prior section OVERVIEW OF GRADED WORK IN THIS CLASS. We advise you to follow the links to Achieve assignments in Canvas modules and NOT the MacMillan Learning portal, to ensure that you don't miss an assignment by accident.

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.

INCOMPLETE GRADES, PASS/FAIL GRADING AND WITHDRAWING FROM COURSES

Incomplete Grades. Geneseo's academic policies state that a temporary grade of "I" (Incomplete) may be awarded when a student has been unable to complete a course due to circumstances beyond their control, for example due to illness or military service. Contact the instructor directly prior to the end of the semester for incomplete grade arrangements.

Pass/Fail Grading. Pass/Fail grading is a possibility for students who anticipate a grade in the class that could hurt their GPA. Courses taken Pass/Fail cannot be used to meet major, minor,

or concentration requirements, including related requirements in the major. During the course of their undergraduate programs, students may elect a pass-fail option for no more than a total of four courses (excluding Spring 2020). Students may choose the pass-fail option anytime until the posted deadline (May 12) through the Knightweb registration system. Students who elect the pass-fail option must do all of the regular work of the course, following syllabus requirements and consulting with faculty to determine their standing in their course if they need access to assignment grades and other assessments. To receive a grade of P, a minimum grade of C- must be earned in the course. D and E grades are translated as F's. A grade of "F" means "no credit," but does not affect GPA. A grade of "P" indicates earned credit, but also has no effect on GPA. When considering this option, we encourage you to talk with us and your academic advisor, as Pass/Fail grades do not earn quality points and "F" grades may impact full-time status, and could have a potential impact on future plans, including graduate and professional school applications.

Course withdrawal. Withdrawing from BIOL 119 is also an option when extenuating circumstances are preventing a student from successfully completing the course. Through KnightWeb, students can withdraw from courses after the end of the drop-add period (Feb 1) but before the withdrawal deadline, May 12. In courses from which they have withdrawn, students receive the grade of "W," which does not affect their grade point averages. Note that students who stop attending without withdrawing receive grades of "E." When considering this option, we encourage you to talk with us and your academic advisor. Although withdrawals do not affect students' grade point averages, they can affect hours completed for satisfactory progress requirements and are recorded on students' transcripts.

WHAT OTHER RESOURCES ARE AVAILABLE TO SUPPORT YOUR OVERALL SUCCESS?

At Geneseo, there are many resources available to all students to support academic success and individual well-being.

ACADEMIC SUPPORT SERVICES

The campus provides a range of support services to help students thrive in their classes, which apply not only to BIOL 119 but also to your other courses. 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>.

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.

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](#) 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](#).

KOALA (Knights Online Academic Learning Assistance), part of the The Office of the Dean for Academic Planning and Advising is a resource for understanding Canvas better in face-to-face as

well as online classes. You can contact KOALA for assistance identifying resources and strategies for success in online learning. [Use this link to schedule a KOALA appointment.](#)

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.

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. We strongly encourage you to communicate your needs to us or other faculty and staff and seek support if you 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.

MENTAL HEALTH

We consider mental health to be no less important than physical health with respect to learning. 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.

[Geneseo Pathways](#) is a confidential peer-to-peer based program, with volunteer Peer Advocates who successfully complete intensive training in helping skills. Peer Advocates offer support and referral info to students managing various challenges such as concerns about stress, academic issues, and social relationships or situations. Although Peer Advocates do not provide tutoring, professional counseling, or professional advice, referral info for these services may be offered to those interested. In general, advocates are available Sun-Thu when classes are in session during the fall and spring semesters. Services are not offered when classes are not in session. Contact a Peer Advocate by phone, email, or online chat by visiting <https://www.geneseo.edu/pathways/contact-us>.

FOOD SECURITY FOR SUNY GENESEO STUDENTS

There are resources available for students who are food insecure. If you're unfamiliar with the phrase "food insecurity," you can learn more at the following link on Feeding America's website: [Understanding Food Insecurity](#).

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

Any student who is food insecure can submit a request here: [Food Pantry Request Form](#) to receive a bag of food that will provide them with items that will last a few days, including nonperishables and when available fresh fruits, vegetables, meat, and dairy. This program will provide individuals with a bag of food up to once a month. The Pantry at Geneseo will do our utmost to ensure anonymity, while also working to destigmatize food insecurity in our community. Once a request is submitted, interns will connect directly with the student to communicate next steps and the time of your pick up. Pickups will take place in the MacVittie College Union, Room 114 - the GOLD Leadership Center.

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

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

EMERGENCY FUNDING

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

FINAL CONSIDERATIONS

BIOLOGY MAJOR REQUIREMENTS

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

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.