

# BIOL 203: PRINCIPLES OF ECOLOGY

SYLLABUS, FALL 2021 (YANG)

This is an in person course that meets on Mondays, Wednesdays, and Fridays in Newton 205

- BIOL 203-2: 10:30 AM - 11:20 AM
- BIOL 203-3: 11:30 AM - 12:20 PM

## WHAT IS THIS COURSE ABOUT?

*We are living in a time of unprecedented environmental change, with far-reaching consequences.*

This class provides you with an opportunity to gain a foundation in the principles of ecology—knowledge and skills for you to contribute as a scientist to a more sustainable society.

This might be one of your first biology courses, or maybe your last. Perhaps you are fulfilling a degree requirement, or simply taking this course because you are interested in ecology. Regardless, we—the instructional team—are very excited to be working with you this semester.

Our course is not just about ecology! This course is also about learning and practicing skills for upper-level course and also today's careers: communication, collaboration, critical thinking, and creativity. This course is deliberately designed to focus on your individual growth as a learner. Expect an opportunity to challenge yourself and be rewarded for your growth.

Finally, this course is also about developing a supportive and just community of learners. We are not only living in a time of unprecedented environmental change, but also a time of social change. The COVID-19 pandemic is forcing us to find new ways to stay connected to those we cherish. It is forcing us to think deeply and carefully about American values of individual rights, and how those values can conflict with the well-being of others. It has propelled us to face racial and economic injustice in US society, as its toll has clearly been disproportionately greater for Black, Indigenous, and Latino communities. Be ready to journey with us as we learn from each other and discover what we can accomplish together.

## LAND ACKNOWLEDGMENT

Acknowledging the original occupants of the land upon which SUNY Geneseo resides is essential to our understanding of human interactions with the environment as well as an important expression of sorrow and remembrance to those who are the traditional stewards of the land. The location of our classroom is on the homeland of the Seneca Nation of Indians and Tonawanda Seneca Nation. We will have opportunities in this course to learn more about these original occupants and those indigenous to other places you have lived. To get started, check out the Native Land app and/or websites such as [sni.org](http://sni.org) to learn more about the community of more than 7,000 enrolled Indigenous Peoples.

## WHO WILL BE HELPING YOU TO LEARN?

INSTRUCTOR: Dr. Suann Yang (she/her/hers)

OFFICE: ISC 256

EMAIL: [yang@geneseo.edu](mailto:yang@geneseo.edu) (preferred, or use Canvas)

PHONE: 585-245-5311 (make sure to write this down somewhere as a backup!)

DROP-IN HOURS (IN PERSON ONLY): Mondays 1:30-2:20 PM in ISC 206

BY APPOINTMENT HOURS (ONLINE ONLY): Wednesdays and Thursdays 1:30-2:20 PM

TEACHING ASSISTANTS: Syndou Cissé (he/him/his, [sc66@geneseo.edu](mailto:sc66@geneseo.edu)) and Karissa Michel (she/her/hers, [kam65@geneseo.edu](mailto:kam65@geneseo.edu))

DROP-IN HOURS (FORMAT TBA): Schedule available after the first week of classes

YOUR FELLOW STUDENTS: The Help Lounge is a series of public discussion forums on Canvas where anyone can ask questions, and anyone who knows the answer can provide it. We can not only learn a lot from each other, we can also learn a lot by working with and teaching each other. You will be assigned to a group for the collaborative assignments in the class. To facilitate group development, you will complete a survey on your interests, experience, and availability at the beginning of the semester. We will use the results of this survey to assign you to your teams.

## WHAT WILL YOU LEARN?

### **A SUCCESSFUL STUDENT IN THIS COURSE WILL BECOME ABLE TO:**

1. *Use unifying principles of ecology to explain how ecological systems work, how they relate to each other, and predict how these systems respond to both natural and human-induced changes.*
2. *Practice and develop confidence in using important quantitative skills for ecology, especially for data visualizations, statistics, and models within the processes of scientific inquiry.*
3. *Apply fundamental science skills, such as solving problems, designing experiments, working in teams, and communicating about science to diverse audiences.*
4. *Cultivate a supportive learning community that fosters belonging and empowers all members.*

The **learning outcomes** of this course, listed above, support your progress toward the GENESEO LEARNING OUTCOMES FOR A BACCALAUREATE EDUCATION (GLOBE), particularly:

1. *Broad and Specialized Knowledge*
2. *Intellectual and Practical Skills*

This course also helps you achieve these learning outcomes of the BIOLOGY MAJOR:

1. *Students will have the knowledge base and intellectual (conceptual) framework to use reasoning and problem-solving skills to; (1) read critically, (2) evaluate support for competing hypotheses, and (3) critique experimental design.*

2. *Students will have the laboratory and inquiry skills and technical ability to formulate hypotheses, design and run experiments using instruments to test their hypotheses, and analyze and interpret the results. They will be able to build on earlier work to design further experiments.*
3. *Students will be able to communicate biological ideas from literature or their own laboratory investigations to audiences of biologists and non-biologists in a variety of formats including written reports, poster and oral presentations.*
4. *Students will recognize the importance of scientific integrity and ethical research and applications of biology to science policy. They will be able to work independently and in teams for life-long learning.*
5. *Students will be able to demonstrate a broad and diverse background in biology and related sciences and a strong foundation for graduate and professional programs of study or employment.*

## WHAT DO YOU NEED FOR THIS CLASS?

### REQUIRED MATERIALS

1. *Laptop and reliable Internet access*
2. *Daily access to our course Canvas site. This is the starting point for everything you need to do in the course, and the primary mode of communication used by the instructional team to send you regular announcements and updates.*
3. *Please register your Geneseo Google Drive account with Canvas by clicking on the Google Drive link on our Canvas page. For more help, see*
  - a. <https://wiki.geneseo.edu/display/cit/Registering+and+Troubleshooting+the+Google+Drive+LTI>
4. *Free Top Hat account for tutorials*
  - a. <https://success.tophat.com/s/article/Student-Getting-Started-with-Top-Hat>
  - b. *Join Code: 788523*
  - c. *Use your Geneseo email and G# when joining. If you have previously signed up for Top Hat with another email, you must change your Top Hat settings or you will not have access to our Top Hat tutorial materials. Geneseo has paid for our Top Hat access, and you should not purchase access independently (note: If you accidentally purchase Top Hat access, you cannot be reimbursed).*
5. *Free Padlet account for collaborative work and other activities*
  - a. *Please use this link to create a free account: <https://padlet.com/referrals/yang11>*
6. *Software installed on your laptop*
  - a. *R software (free download, <https://cran.r-project.org/>)*
  - b. *RStudio (free download, <https://www.rstudio.com/products/RStudio/#Desktop>)*
  - c. *Microsoft Office (free to all Geneseo students, <https://wiki.geneseo.edu/display/cit/Software+at+Geneseo>)*

## RECOMMENDED MATERIALS

1. *Elements of Ecology* by Thomas M. Smith and Robert Leo Smith, 9<sup>th</sup> edition. Any format is acceptable: used, new, paperback, digital.
2. *A Primer in Biological Data Analysis and Visualization Using R* by Gregg Hartvigsen. When I can, I will provide page numbers from both the first and second editions, so you can purchase the first edition used.

## HOW WILL YOU KNOW THAT YOU'RE LEARNING?

### LEARNING OPPORTUNITIES IN THIS COURSE CONSIST OF

1. *Self-paced tutorials*
2. *Applied assignments*
3. *Unit tests, and*
4. *A suite of in-class and outside-of-class participation activities*

You will always receive feedback on your work to help you gauge your progress toward your desired level of success with our course goals (see previous section **WHAT WILL YOU LEARN?**). You will gain practice in evaluating your own work accurately—a key skill beyond college.

The learning opportunities in our course are designed so you can work on concrete tasks tied to specific concepts and skills. Deadlines are frequently and regularly distributed to help you to schedule your work. Some of this work will be collaboratively completed, while other work is for completing on your own.

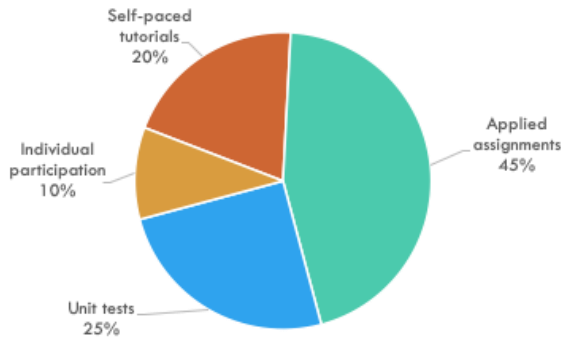
The different levels of success in learning will always be communicated for all work that is assigned. While I, the instructor, designate some of these benchmarks, you will also develop criteria for demonstrating different levels of success. Likewise, while I will evaluate some of your work to determine your level of success (i.e., grading), you will also be responsible for analyzing your progress according to the standards of success that you establish. Thus, both you and I will share the important responsibility of accurately measuring how much you are learning in the class.

## GRADING SCHEME

COMPONENT	PERCENT	GRADED BY	NOTES
Self-paced tutorials	20	Dr. Yang	Independently completed, primarily outside of class.
Applied assignments	45	Dr. Yang and TAs	Most are independently completed, primarily during class time.
Unit tests	25	Dr. Yang and TAs	Independently and collaboratively completed during class time; 5 total
Individual participation	10	You	Independently completed; evaluated once per unit and at end of semester; 6 total

Final course grades will be determined as shown here:

A 93.3 - 100%	B+ 86.6 - 89.99%	C+ 76.6 - 79.99%	D 60.0 - 69.99%
A- 90.0 - 93.29%	B 83.3 - 86.59%	C 73.3 - 76.59%	E <59.99%
	B- 80.0 - 83.29%	C- 70.0 - 73.29%	



The breakdown of your grade is shown in the graph on the left. The graph illustrates how applied assignments make up the bulk of your grade. Most of these assignments are completed on your own. Tests are one-fourth of your grade, and completed on your own and collaboratively. Both self-paced tutorials and your participation are completed individually, and together make up 30% of your grade.

## COMPONENTS OF YOUR GRADE

The list below describes the components of your with a bit more detail, including how you will learn to evaluate your own work accurately.

1. **TUTORIALS** (*independently completed, graded by me; 20%*)
  - a. Tutorials are accessed through Canvas, and require a Top Hat account (see **REQUIRED MATERIALS**)
  - b. You are allowed to try multiple times until you achieve your desired score, graded on correctness.
  - c. Each tutorial has a specific deadline, to prepare you for doing an associated applied assignment.
2. **APPLIED ASSIGNMENTS** (*independently completed, graded by instructor and TAs; 45%*)
  - a. Applied assignments are accessed through Canvas.
  - b. Applied assignments are graded after a single attempt for correctness.
  - c. Most applied assignments will have class time dedicated for you to work on them and get help from the instructor, TAs, and your fellow students. Each applied assignment has a specific deadline that gives you time to finish them outside of class if you need more time.
3. **UNIT TESTS** (*independently and collaboratively completed, graded by instructor and TAs; 25%*)
  - a. The first four unit tests occur on the Friday at the end of the each unit. The fifth one occurs during the final exam period.
  - b. Questions will be in both multiple choice and constructed response (including short essay, calculations, etc.) formats
  - c. For each test, you will first answer questions on your own. Then, you will immediately retake the test with your teammates. Working with your team will benefit you, because a portion of your team effort will be added to your individual score, as follows:
    - i. Your test score = your initial test points +  $\frac{1}{2}$  (team retake test points – your team's average initial test points)
    - ii. If the initial test points earned by each individual of a group is within 5% of the team's retake test points, the team benefit will three points (six times the maximum benefit that would be calculated as above).
  - d. I reserve the right to deny any student this team test benefit if there is evidence that a student is not contributing fairly to the team effort. In the event of an excused absence on a test date, group

*points on the make-up test will be determined by taking the average of group points over the whole semester.*

4. **PARTICIPATION** (*independently completed, graded by you; 10%*)

- a. *Participation consists of:*
  - i. *Completing assignments in a timely fashion*
  - ii. *Contributing to your group's work*
  - iii. *Contributing to our learning community, through participating in class activities, creating collaborative learning resources, and being a resource and support to others*
  - iv. *Applying what you are learning to broader contexts*
- b. *The number and types of activities needed for you to successfully participate is determined by you! Thus, the way that you will report how your level of engagement in the class meets our participation criteria is through unit performance reports. Generally, in your unit performance reports, you will list and describe your activities for the past unit, explain how they contribute to your learning and the learning of your peers, and justify the grade you should receive for your participation during the unit. Note that the questions to be answered in each unit's performance may differ slightly, depending on the available participation activities. You can expect support and feedback from me to help you with this task.*

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

*Students, teaching assistants, and the professor have communal responsibilities to our community, to promote learning, maintain a respectful environment, and prioritize our health and wellbeing during this stressful time*

## RESPONSIBILITIES TO PROMOTE LEARNING

**MAKING SPACE FOR EVERYONE TO CONTRIBUTE.** Scientific innovation arises from the insights of a diverse community. The unique talents, experiences, and contributions of each individual in our class are crucial and necessary. Be ready to learn from others and be willing to teach what you can in return. As in any learning endeavor, we naturally may make mistakes despite good intentions. Each person will do their best, and believe that others are doing their best, to learn from and correct mistakes that are harmful to others.

**CLASS MEETING ATTENDANCE.** Class meeting times will be used to check our understanding of what we learned in the self-paced tutorials, and to get live help while completing applied assignments. I have designed class in this way to try to anticipate any challenges posed by the COVID-19 pandemic. If you need to miss a class meeting, 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. If I need to cancel a class meeting because of an emergency, I will use Canvas to inform you as soon as I can.

**PREPARATION.** Science is a process of discovery, and our willingness to engage in this process is critical for each person's success in this class. Be prepared to take an active role in learning the material and practicing new skills. The course is designed with a workload that is typical for 3 credit classes: about 9-10 hours per week. Each week's

materials will be available to you by the previous Friday, and I will communicate with you and adjust deadlines if there are any unforeseen delays. For each class session, I will assign specific tutorials and/or applied assignments to be completed prior to class, so you are ready to engage in the work set out for that session. I will also use Canvas to send you weekly announcements to remind you of the tasks to be completed each week. Please set your Canvas preferences so that you can receive these messages through the format that is best for you (text, email, etc.).

**TIMELINESS AND DEADLINES.** Arriving to class on time and completing our work in a timely fashion are vital elements for success. Posted deadlines and your own personal deadlines keep the work manageable in the context of all of your other courses, activities, and responsibilities. Likewise, the instructional team will also strive to return feedback on assignments promptly, to help you monitor your learning. If you discover that a due date might be a problem, you should contact me immediately with a proposed solution so that we can negotiate.

**COMMITMENT.** Everyone will dedicate ourselves to doing our best work within the circumstances that we're experiencing. The COVID-19 pandemic is only one of several situations that anyone in our community is managing. Thus, we should all try to promote an effective learning environment by minimizing distractions and designing a place to work that helps us to focus and stay on task. In addition, we should also try to help others to stay on task, especially during class sessions, or time we have scheduled to work with our teammates outside of class.

## RESPONSIBILITIES TO MAINTAIN A RESPECTFUL ENVIRONMENT

**COMMUNICATION.** Everyone is expected to check their email at least twice a day, and use email, Canvas, or other mutually-agreed upon methods to communicate with each other. Please make sure to set Canvas notifications to send you emails with updates, and set aside time to read these so you don't miss anything important. You can also meet with professors and teaching assistants in drop-in hours or by appointment.

**UPHOLD THE STUDENT CODE OF CONDUCT.** Plagiarism and other forms of academic dishonesty (cheating, turning in another student's work as your own) is not tolerated at SUNY Geneseo. Consulting with other students for individual assignments is fine, but you must each produce original written answers or code on individual assignments (no copying and pasting). Check with the instructional team if you are not sure where the line between collaboration and copying stands on any assignment. Evidence of plagiarism and/or academic dishonesty is grounds for a score of '0' on any assignment and further action including notifying the department chair, which can result a report filed with the Dean of Students. For full details of the Student Code of Conduct, please see the Student Handbook (<https://www.geneseo.edu/handbook/student-code-conduct>). 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).

**RESPECT COPYRIGHT AND LICENSING.** All materials used in this course, including lectures, slides, videos, and handouts, have specific licensing and copyright restrictions that identify how they can be used, distributed, and adapted. The original work created by me, your instructor, is licensed under a [Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-nc-sa/4.0/). Materials created by other authors have their own licensing and copyright restrictions. Please do not violate the restrictions we have put on our intellectual property. This includes, but is not limited to, transferring files to websites such as StudyBlue and Course Hero, storing old tests in sorority/fraternity test banks, and passing on assignments to friends who may take the course in the future. Be aware that UUP (Union of University Professionals, the union representing faculty on this campus) is seeking to take legal action against groups who violate copyright, and that posting or selling copies of materials to such groups may put a student in legal jeopardy.

## RESPONSIBILITIES TO PRIORITIZE 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, [https://www.geneseo.edu/dean\\_students](https://www.geneseo.edu/dean_students)) can assist and provide direction to appropriate campus resources. The college also has collected resources in a Coping with College webpage (<https://www.geneseo.edu/health/copingwithcovid>).

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 or taking more time than usual to post recordings of our synchronous sessions, please be patient (and feel free to send me a gentle '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.

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

## HOW ELSE DOES THIS CLASS SUPPORT YOUR SUCCESS AND WELL-BEING?

*At Geneseo, we strive to support your academic success and well-being. This course works with and complements the resources available campus wide, such as academic support services, accessibility, mental health, diversity and inclusion policies, and many more.*

## ACADEMIC SUPPORT SERVICES

The campus provides a range of support services to help students thrive in their classes. These services include:

1. *Tutoring, both drop-in and by-appointment, with student tutors in the Writing Learning Center ([https://www.geneseo.edu/english/writing\\_center](https://www.geneseo.edu/english/writing_center)), the Math Learning Center (<https://www.geneseo.edu/math/mlc>), and a range of department-based tutoring centers*
2. *Online tutoring through the SUNY-wide STAR-NY system ([www.starny.org/tutoring\\_schedule](http://www.starny.org/tutoring_schedule))*
3. *Supplemental Instruction (<https://www.geneseo.edu/supplemental-instruction>), in which trained student assistants review lecture material from specific classes*
4. *Information on times and locations is available through the Campus Learning Centers website at <https://www.geneseo.edu/academic-support-services>.*
5. *Additionally, the college offers a number of peer mentoring programs that are designed to reinforce good academic habits.*



- a. *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).*
- b. *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>.*

## GETTING HELP WITH TECHNOLOGY

CIT has developed a number of resources that can help you formulate good strategies for success in online courses that apply to ours (<https://www.geneseo.edu/cit/student-resources-remote-learning>). 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 our course such as using Canvas for assignments and communication. The Office of the Dean for Academic Planning and Advising has also introduced the new KOALA (Knights' Online Academic Learning Assistance; [https://www.geneseo.edu/dean\\_office/koala](https://www.geneseo.edu/dean_office/koala)) course support resource, which also has helpful tips for our in person course. Throughout the semester, if you need help with learning strategies, you can contact the KOALA support desk, which will assist you with identifying resources and strategies for success.

[CIT 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. For assistance with your computer or mobile device, visit the CIT HelpDesk in Fraser. 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 self help document](#). (<https://wiki.geneseo.edu/display/cit/LinkedIn+Learning+Training+Library>)

## LIBRARY RESEARCH

Fraser Hall Library has an award-winning staff trained in finding the best information using library resources and advanced search strategies. Students may ask questions about using library services, locating materials, or conducting research projects. There is a librarian who specializes in the subject matter for each major. Librarians meet with students through a variety of ways, including chat, email, and in-person and virtual one-on-one research consultations. Learn more at <https://www.geneseo.edu/library/help-students> or email [libraryhelp@geneseo.edu](mailto:libraryhelp@geneseo.edu). The Librarian for our class is Dr. Jonathan Grunert.

Research help services will be offered both in-person and online:

1. *Students, faculty, and staff can schedule research consultations with librarians in-person or via Zoom.*
2. *Special appointment hours for Biology research can be scheduled here— [JG Research Help Appointments](#)*
3. *General research help can be found here— <https://geneseo.edu/library/researchconsultations>*
4. *You can email Dr. Grunert with your research questions— [grunert@geneseo.edu](mailto:grunert@geneseo.edu)*
5. *Librarians will be available for drop-in help in Fraser Hall 203 on weekdays during the semester.*

6. *Additionally, librarians will continue to staff LibChat, a service that allows for online, chat-based synchronous communication. LibChat is available weekdays during the semester. Access it by clicking on the green owl icon, located throughout the library website.*

## ACCESSIBILITY

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.

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 physical, emotional, or cognitive disabilities to ensure equal access to academic programs, activities, and services at Geneseo. Students with letters of accommodation should submit a letter to each faculty member and discuss their needs at the beginning of each semester. Please contact the Office of Accessibility Services for questions related to access and accommodations: Erwin Hall 22 or call (585) 245-5112 or email [access@geneseo.edu](mailto:access@geneseo.edu). Visit the Office of Accessibility Services for more information [www.geneseo.edu/accessibility-services](http://www.geneseo.edu/accessibility-services)

- **STUDENT RESPONSIBILITY:** Please submit your letter of accommodations to me at the beginning of the semester and make an appointment to discuss arrangements.
- **INSTRUCTOR RESPONSIBILITY:** I am 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, I will keep all accommodations confidential.

## 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. I strongly encourage you to communicate any issues related to your well-being to me or other faculty and staff, and seek support before you experience unmanageable stress or have difficulty with daily functioning. Dr. Leonard Sancilio, 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

I 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 (call 585-245-5716 to make an appointment), 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

If you find that you do not have the financial resources to support your food and nutrition needs, 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: [Understanding Food Insecurity](https://hungerandhealth.feedingamerica.org/understand-food-insecurity/).

(<https://hungerandhealth.feedingamerica.org/understand-food-insecurity/>)

The Food Security Advocates (FSA) is a student group run out of the Center for Community who support access to food for those who are food insecure (on campus and in the community). Food pantry interns facilitate an on campus pantry in collaboration with the local Geneseo Groveland Emergency Food Pantry.

Any student who is food insecure can submit a request here: [Food Pantry Request Form](https://docs.google.com/forms/d/e/1FAIpQLSfFL6VrdsV5kxTLd6yK_mXOL8NgeZtv5x8mzYAhHyiRjepLxA/viewform?usp=sf_link) ([https://docs.google.com/forms/d/e/1FAIpQLSfFL6VrdsV5kxTLd6yK\\_mXOL8NgeZtv5x8mzYAhHyiRjepLxA/viewform?usp=sf\\_link](https://docs.google.com/forms/d/e/1FAIpQLSfFL6VrdsV5kxTLd6yK_mXOL8NgeZtv5x8mzYAhHyiRjepLxA/viewform?usp=sf_link)) to receive a bag of food that will provide them with items that will last a few days. Once submitted, interns will connect directly with the student to communicate next steps and the time and location of your pick up (most pickups will take place in the MacVittie College Union). This program will provide individuals with a bag of food up to two times a month. We will do our utmost to ensure anonymity, while also working to destigmatize food insecurity in our community.

Students are also able to access the Geneseo Groveland Emergency Food Pantry on their own if that is their preference. The pantry is open for walk-ins Tuesdays & Thursdays 10am - 2pm and Wednesdays 4 - 6:30. It is located at 31 Center Street, Geneseo, NY, lower level of Central Presbyterian Church. No appointment is necessary to access the pantry.

If you have any questions about this process or anything relating to food insecurity, or have a need beyond what is outlined above, please contact Garth Freeman, director of student volunteerism and community engagement at [freeman@geneseo.edu](mailto:freeman@geneseo.edu) / 585-245-5893.

## EMERGENCY FUNDING

The college has two 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. 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.

## RELIGIOUS OBSERVANCES AND CLASS ATTENDANCE/DEADLINES

If you anticipate an absence or conflict with an assignment deadline due to religious observances, please contact me as early in the semester as possible to make alternative arrangements for those days that you'll miss. 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>). The New York State Department of Civil Service maintains a calendar of major religious observations for [2021](#) and [2022](#).

## MILITARY OBLIGATIONS AND CLASS ATTENDANCE

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

## BIAS-RELATED INCIDENTS

“We are here to listen, to learn, to teach, to debate, to change, to grow. We should all be safe to pursue these goals at SUNY Geneseo while being who we are. Together, we commit ourselves to pluralism, cultivating a community that respects difference and promotes a sense of inclusion and belonging.”

As this excerpt from our Community Commitment to Diversity, Equity, and Inclusion states, here at SUNY Geneseo, we want to provide a space where everyone feels welcome to learn and grow in their identities as well as in their role as students, faculty, and staff. If in the unfortunate instance you experience an incident of bias, we encourage you to reach out to the 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.

## A FEW OTHER THINGS TO CONSIDER ABOUT THIS CLASS FOR BIOLOGY/BIOCHEMISTRY MAJORS

**BIOLOGY/BIOCHEMISTRY PROFICIENCY.** Students must have a C+ or better average in their first two REQUIRED Biology lecture courses at SUNY Geneseo to remain as Biology or Biochemistry majors. For most this is Biol 117 and Biol 119 but for those accepting AP credits or transfer students it could be other combinations.

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

## SCHEDULE

All of the concepts and skills we learn in the course are organized into five units, each addressing a major environmental issue. All daily assignments (tutorials and applied assignments) will be posted on Canvas along with their due dates on a weekly basis. Class meeting times will be used to check our understanding of what we learned in the self-paced tutorials, and to get live help while you are working on applied assignments. This structure is meant to anticipate challenges posed by the COVID-19 pandemic. Please be aware that we may need to adapt to changing pandemic conditions after the semester has started, including adjustments to our syllabus and mode of instruction. Remember that I will continue to prioritize your wellbeing and success in the course, and do my best to maintain an environment that supports your continued learning.

### 1. GLOBAL CHANGE (AUG 30 – SEP 17)

*What are the past and current changes in the earth system, and how does this affect ecological systems?*

**TOPICS:** course format, components, expectations, and regularly used tools; ecological inquiry, biological diversity, biomes, microevolution, climates and climate change

**NO CLASS** on Monday Sep 6 (Labor Day)

**UNIT TEST** on Friday Sep 17

### 2. ALIEN INVADERS (SEP 20 – OCT 8)

*Why do some species become established in new locations, and why is this problematic?*

**TOPICS:** life history, population dynamics, competition, landscape dynamics, decomposition and nutrient cycling

**UNIT TEST** on Friday Oct 8

### 3. OMNIVORE'S DILEMMA (OCT 11 – 29)

*What should we eat, and why? Simple question, complex answers*

**TOPICS:** plant and animal adaptations to terrestrial and aquatic environments, decomposition and nutrient cycling (cont'd), food webs, ecosystem energetics, sustainability

**NO CLASS** on Monday Oct 11 (Fall Break)

**UNIT TEST** on Friday Oct 29

#### 4. POLLINATOR CRISIS (NOV 1 – 19)

*Why are pollinators in decline, and why should we worry about them?*

**TOPICS:** mutualism, predation, competition (cont'd), behavior, landscape dynamics (cont'd), biological diversity (cont'd)

**DR. YANG IS OUT OF TOWN** from Thursday Nov 11 to Sunday Nov 14 for a conference

**UNIT TEST** on Friday Nov 19

#### 5. RESTORATION AND REWILDING (NOV 22 – DEC 13)

*How can ecological restoration meet global development goals?*

**TOPICS:** life history (cont'd), population dynamics (cont'd), community dynamics and structure, landscape dynamics (cont'd)

**NO CLASS** on Wednesday Nov 24 and Friday Nov 26 (Thanksgiving Break)

**UNIT TEST FOR BIOL 203-02** on Tuesday Dec 21, 3:30 – 6:00 PM

**UNIT TEST FOR BIOL 203-03** on Wednesday Dec 15, 8:00 – 10:30 AM