

BIOLOGY 210: NUTRITION

SYLLABUS – FALL, 2020

INSTRUCTOR INFORMATION



Dr. Susan Bandoni Muench

bandoni@geneseo.edu

Phone: 585-245-5309

COURSE-SPECIFIC OFFICE HOUR, MONDAYS AT 1:30 (LINK THROUGH CANVAS)

<https://geneseo.zoom.us/j/94201586603?pwd=QU9pRWFJUUR3Z2dRbTd2U0V2RGNJQT09>

Meeting ID: 942 0158 6603

Passcode: 0c193v

GENERAL OFFICE HOURS (OPEN TO ALL STUDENTS IN ALL OF MY CLASSES AND TO ADVISEES)

Monday, Tuesday, Wednesday and Friday 10:30-11:20

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

Meeting ID: 919 1743 8117

Passcode: 516904

THURSDAYS BY APPOINTMENT, USUALLY 10:30-11:20

Calendar page for Thursday appointments:

<https://calendar.google.com/calendar/selfsched?sstoken=UU1tQ09xeXhkTI82fGRIZmF1bHR8MjY1MGEzY2E4NWRhZDVkNTFIMjY4MjUxNDhjMTI1ZWl>

COURSE DESCRIPTION

The biology and chemistry of nutrients are discussed with special emphasis on their role in human physiology. Normal nutrition throughout the life cycle, nutrition in sports, weight management, and diseases resulting from improper nutrition are also considered.

Very important note: This course can count for the Biology minor but not for the Biology major.

COURSE FORMAT

For the Fall of 2020, this course is fully online with limited synchronous instruction. An asynchronous alternative will be available for those who cannot participate in synchronous instruction

WEEKLY SYNCHRONOUS CLASS MEETING, WEDNESDAYS AT 1:30

<https://geneseo.zoom.us/j/95332510317?pwd=UmxZWnpSeUtJWS9HSGhTRkV0OXhmQT09>

Meeting ID: 953 3251 0317

Passcode: 5g982k

TEXTS, OTHER READINGS AND OTHER COURSE MATERIALS

Pope J and Nizielsk S. Nutrition for a Changing World 2e plus Launchpad. The text is available from the bookstore as well as directly from the publisher. Any format is acceptable; the default for the bookstore is the eText. No support will be provided for using the earlier edition.

Launchpad is an online homework system. It is fully integrated into Canvas. You will be able to use a trial subscription for the first two weeks but beyond that point will need to have an access code. Please contact me as well as Dr. Sancilio (Dean of Students) if you have a verifiable financial emergency that makes purchase difficult.

A variety of news items and videos as well as lecture notes, case studies and worksheets will be linked from Canvas modules.

COURSE LEARNING OUTCOMES

Students who are active participants and complete course requirements will be able to:

1. Demonstrate familiarity with nutrients, their food sources, their functions, and signs and symptoms of deficiency or excess.
2. Demonstrate familiarity with biological, psychological, social and cultural factors that influence human diet and nutrition.
3. Describe and explain in class discussion and on exams the relationship between diet and health, particularly for selected public health issues.
4. Demonstrate familiarity with nutritional guidelines used in the United States, and the challenges of establishing such guidelines.
5. Apply critical thinking skills in the interpretation of nutritional information and health claims, and evaluation of health policy.

ACCOMMODATIONS

DISABILITIES AND PREGNANCY OR PARENTING: SUNY Geneseo will make reasonable accommodations for persons with documented physical, emotional, or cognitive disabilities. Accommodations will also be made for medical conditions related to pregnancy or parenting. Students

should consult with the Office of Disability Services and see me regarding any needed accommodations as early as possible in the semester.

ACCOMMODATIONS FOR ENGLISH LANGUAGE LEARNERS: individuals who have been using English as a primary language of instruction for 6 years or fewer and are actively working to improve English fluency may receive extra time on in-class tests and online quizzes. Please see me for assistance early in the semester if this applies.

DIVERSITY AND INCLUSION

Nutrition is about people as well as about biochemistry or disease, and the use of inclusive language contributes to creating an environment conducive to learning for everyone. This will encompass the use of individuals' preferred names and pronouns, use of group descriptors preferred by members of that group, and using language that is people-centered and non-discriminatory. Especially critical in this context is the use of language around weight and body form. Inclusive language is dynamic and socially constructed, and requires communication and living with tension as individuals learn from each other.

EVALUATION – SUMMARY

25% -- *Day to day (includes quizzes and homework assignments)*

15% -- *Group Project*

45% -- *Tests (6, of which 4 will count; take 5, drop lowest or take 4)*

15% -- *Final exam*

2.5% -- *Extra credit for completing all day-to-day assignments in a timely manner*

ADDITIONAL INFORMATION ABOUT EVALUATION

OVERVIEW:

The grading scheme in Biol. 210 is a flexible system in which you have some options to choose the tests you take, and the opportunity to earn some extra credit. This system provides flexibility to manage your schedule, but it also requires that you make choices, set priorities, and live with the consequences of your decisions. Below are brief explanations of the assessments.

DAY-TO-DAY ASSESSMENTS:

Attending class and keeping up with the reading both improve learning and retention. These assessment activities are required for all students: this category CANNOT be dropped, so it is unlikely that you can earn a grade above the C range without completing nearly all of these. Some extra credit is offered for completion of all of the assignments of each type; see extra credit section. During the first two weeks, we will try out a lot of assignment types, and see what works. You will have an opportunity to give feedback, and I will use this to tailor the assignments for the remainder of the semester. Some may be turned into practice quizzes that don't count, or may become completion items. Day-to-day assignments fall in to four categories, each described below.

LEARNING CURVE: These are designed to promote familiarizing yourself with the topic of the week. There is a target score that you must reach in order to complete the quiz; the more familiar you are with the terminology and ideas, the fewer questions it will take to reach the target.

ANIMATION QUIZ: These assignments begin with a video, followed by some multiple choice questions. Each is associated with a particular video from the textbook.

COMPUTATION HOMEWORK: These assignments offer practice with calculations related to topics from the chapter.

OTHER QUIZZES: Other difficult concepts may also be addressed through other quizzes.

PRACTICE TESTS: Other multiple choice quizzes are available to assess your readiness for the tests.

DISCUSSIONS: A weekly discussion forum will supplement the assignments from Launchpad and promote student-student discussion

TESTS: Five small tests will address groups of three chapters each, but each will also be somewhat cumulative, requiring knowledge from earlier chapters. You may complete up to five tests, and four may count, i.e., you may either skip two, or skip one and drop your lowest score. Tests may include multiple choice, multiple select, justified true/false, calculations, and short answer or short essay questions. Many questions will test your ability to apply, analyze or evaluate information through the use of one or more scenarios that call for you to apply what you have learned. Scenarios and or question stems may be available in advance to help target your studying.

GROUP PROJECT: Every student will work on a small group on a project relating nutrition to either sustainability or food security. The project will be a portfolio of infographics about particular nutrients designed for other college students. Several component assignments will build toward completion of the project. More information will be provided in a separate handout.

FINAL EXAM: There is a cumulative final exam that cannot be dropped. This, too, will be built around scenarios that call for you to apply what you have learned. As with earlier tests, a variety of question formats will be used, and some questions may be available in advance.

EXTRA CREDIT: IF all of the quizzes or homework assignments in a particular category are complete, you will earn a small bonus credit. The total available will be enough to earn up to 2.5% extra. However, extra credit can only be earned through completing the available day-to-day assignments throughout the semester, not in bulk at the end. In the event of extended absence, the bonus calculation may be based on a modified calendar. Extra credit can be used to raise your score only one fractional letter grade, i.e., you can use extra credit to get from a B+ to an A-, but not to an A.



TENTATIVE SCHEDULE*		
Week	Subject	Readings/Assignments
Week 1	Scope and science of nutrition	Chapter 1
Week 2	Scope and science of nutrition; healthy diets (start project)	Chapter 1; Chapter 2 Project assignment #1: infographic review (9/11)
Week 3	Healthy diets; dietary requirements in the college years	Chapter 2; Chapter 13 (part) Quiz (9/18)
Week 4	Food security and sustainability	Chapter 14 Project assignment #2: project group and plan (9/25)
Week 5	Digestion: what happens to food we eat	Chapter 3 Quiz (10/2)
Week 6	Carbohydrates; diabetes	Chapter 4; Spotlight A Project assignment #3: first infographic (10/9)
Week 7	Lipids: cardiovascular disease	Chapter 5; Spotlight B Quiz (10/16)
Week 8	Proteins; plant-based diets	Chapter 6; Spotlight C Project assignment #4: review of student infographics (10/23)
Week 9	Fat soluble vitamins; childhood nutrition	Chapter 7; Spotlight E Quiz (10/30)
Week 10	Water soluble vitamins; pregnancy	Chapter 8; Spotlight E
Week 11	Major minerals; aging	Chapter 9, Spotlight G Quiz (11/13)
Week 12	Minor minerals; alcohol	Chapter 10, Chapter 13
Week 13	Supplements; Food safety	Spotlights D and H
Week 14	Energy balance and obesity	Chapter 11 Quiz (12/4)
Week 15	Nutrition and fitness	Chapter 12 Project assignment #5 infographic portfolio (12/11)
Week 16	Final stretch! Final exam	No new readings Project assignment #6: assignment reflection & partner reviews (12/18)

*This schedule is tentative and subject to change. Check the announcements on Canvas each week to see what is required. Generally, quiz dates will not change but content covered on a quiz may change. The direction of change is likely to be dropping topics, not adding.

LIBRARY INSTRUCTION

Our research librarian for this class is Jonathan Grunert (grunert@geneseo.edu).

- Students, faculty, and staff are able to schedule research consultations with librarians via Zoom or another medium, using this link: geneseo.edu/library/researchconsultations
- Instead of in-person drop-in hours, librarians are staffing LibChat, a service that allows for online, chat-based synchronous communication. LibChat is available Mondays–Fridays. Access it by clicking on the green owl icon, which is located throughout the library website.
- While electronic resources will continue to be accessible, Milne's physical collection will have limited access. Faculty, staff, and students are encouraged to use IDS to borrow materials from other libraries. For information about IDS and library services as a whole, see geneseo.edu/library/library-service-information

IMPORTANT POLICIES

COMMUNICATION:

Set up Canvas to provide daily updates via email or text message in order to ensure that you receive any updates or changes to the schedule. Check the announcements section regularly. Besides online office hours, the fastest way to get in touch with me is via e-mail. Please include your name (not just your email address) and the course name or number in all e-mails sent to me. To preserve my work-life balance, I reserve the option to delay answering emails sent after 5 pm or on the weekends until the start of the next business day.

ATTENDANCE AND EXPECTATIONS FOR CLASS:

There will be a synchronous online session each week and an asynchronous alternative. Synchronous sessions will be used for active learning discussion and student questions, not for lecture. Active participation is strongly linked to student success, and participation in the synchronous sessions will be strongly encouraged. Nonetheless, there is no direct participation grade.

ACADEMIC INTEGRITY:

Academic dishonesty devalues the work of other students. Cheating on exams is a serious breach of trust and will be treated accordingly. Examples of cheating on tests include (but are not limited to) collaboration or communication with others in any form. Plagiarism is the misrepresentation of the originality of your work. Either of these will result in a failing grade for the test or assignment, and may result in a failing grade for the course. Ignorance of the policy or of the definition of cheating will not serve to excuse the behavior.

APPEALING GRADES:

Any graded work may be submitted for re-evaluation along with a written appeal. Appeals must be submitted promptly, within one week of when the work is returned to you. The appeal should contain a brief written explanation of your concerns, including your understanding of the test question or assignment directions and why you believe your work meets the requirements. At the time that you turn in the work for appeal, we will schedule a conference to go over my response.

COPYRIGHTED MATERIALS:

Many of the materials that are provided to students in this course have been created by your instructor, by the textbook publisher, or by authors of published sources excerpted under educational fair use. You should assume that all course materials are protected by legal copyright. Copyright protection means that reproduction of this material is prohibited without the author's consent. Thus, you 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 sites that provide instructor materials, and that posting or selling copies of materials to such sites may put you in legal jeopardy.

MISSING TESTS:

If you are sick or have a family emergency, and if you contact me promptly, I can extend the deadline for a test for you, particularly if it is within 48 hours. Because you may drop two tests, one option is that you may also simply skip a test if you are sick or have an emergency. This can often help minimize your stress during difficult times. If you are unable to complete a test for a prolonged period of time, you may receive an alternative test in order for me to be able to return tests to others promptly.

EXTENSIONS ON THE GROUP PROJECT:

Extensions on projects are more complex because you are working with other people. It may be necessary to separate your project from the group project and modify the requirements for both. Because the project is due at the end of the semester, an extension may require assigning an incomplete grade initially. If you have a partner who is unable to contribute to the group project, please contact me to discuss the situation as soon as you are aware of a problem. This will give us more flexibility and choices for responding.

MISSING DAY-TO-DAY ASSIGNMENTS:

The benefits of completing the online assignments are greatest if you use these to stay caught up on the reading and modules. Opportunities to make up assignments are not guaranteed, and may require documentation of need. The number of assignments that you can make up may be limited. If you will be unable to complete course work for a week or more, please contact me along with the Dean of Students, Dr. Sancilio. Similarly, if you are working with Disabilities Services and have accommodations related to due dates, please meet with me early in the semester to discuss your accommodations, and notify me if you will be unable to complete assignments for a week or more, or if you need additional flexibility.

EXPLANATION OF FINAL GRADES:

Grades are determined using the scale presented below almost always without any adjustment or curve. There are no quotas for particular letter grades. Helping others can only help you, and cannot hurt your grade in any way. Scores will be rounded up or down to the nearest whole number. The point distribution is the standard Geneseo distribution; Canvas is set to display this. The distribution is as follows: A: (93%), A- (90-92%), B+ (87-89%), B (83-86%), B- (80-82), C+ (77-79), C (73-76), C- (70-72), D (60-69), E (<60%)



FOR YOUR CONSIDERATION

CLASS FORMAT:

This class will be fully online this semester. There will be one synchronous session per week scheduled at a time that will work for a majority of students. An asynchronous alternative will be provided. Synchronous sessions will be used for active learning in small groups or with the entire class. Learning online may require adjustments; please talk with me if you are having difficulty with making the transition.

CONFIDENTIALITY AND SENSITIVITY:

No one will be required to share personal information in this course, but people may choose to share information about themselves such as medical diagnoses relevant to our discussions. You should consider all information of this nature to be confidential and not share this information with anyone outside of the class. Some topics may be sensitive for some students; please let me know if you are concerned about discussion of some topics. Treating others with sensitivity (including respecting privacy) is vital to maintaining an environment conducive to learning. If you are uncomfortable in class discussion or online forums, please discuss this with me.

INCLUSIVE LANGUAGE:

Nutrition is about people as well as about health and disease, and the use of inclusive language contributes to creating an environment conducive to learning for everyone. This will include use of individuals' preferred names and pronouns, use of group descriptors preferred by members of that group, and using language that is people-centered and non-discriminatory. Especially critical in the context of nutrition is the use of non-judgmental descriptions of human behavior. Inclusive language is dynamic and socially constructed, and requires communication and living with tension as we learn from each other in community. Please let me know (and let other students know) if you are uncomfortable with terminology for describing people or behaviors, and help us all to learn from your perspective and experience.

DIVERSE VIEWPOINTS:

We will apply critical reasoning skills to all aspects of nutrition, and no diet or viewpoint is exempt from inquiry. At the same time, respect for others is critical in maintaining an environment conducive to learning for all. If you are uncomfortable in class discussions, please discuss this with me.



STUDENT SUCCESS RESOURCES

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

ACADEMIC SUPPORT INFORMATION AND RESOURCES

GENESEO MISSION AND VALUES

SUNY Geneseo has several core documents that articulate our shared commitments and learning objectives. These include:

- SUNY Geneseo Mission, Vision and Values: <https://www.geneseo.edu/about/mission-vision-and-values>
- Community Commitment to Diversity, Equity, and Inclusion: <https://www.geneseo.edu/diversity/commitment>
- Geneseo Learning Outcomes for Baccalaureate Education: <https://www.geneseo.edu/provost/globe-geneseo-learning-outcomes-baccalaureate-education>

ACADEMIC SUPPORT SERVICES

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

- Tutoring, both drop-in and by-appointment, with student tutors in the Writing Learning Center, the Math Learning Center, and a range of department-based tutoring centers
- Online tutoring through the SUNY-wide STAR-NY system (www.starny.org/tutoring_schedule)
- Supplemental Instruction, in which trained student assistants review lecture material from specific classes

Information on times and locations is available through the Center for Academic Excellence website at <https://www.geneseo.edu/academic-support-services>.

Additionally, the college offers a number of peer mentoring programs that are designed to reinforce good academic habits. These include:

- Academic Peer Mentors in the Office of Academic Planning and Advising provide students with promising study strategies and can host on-going appointments with students seeking an "accountability buddy". More information is available at https://www.geneseo.edu/dean_office/academic-peer-mentors-0.
- The ONYX Academic Success workshop series sponsored by the GOLD Leadership Program introduces students to a variety of study skills, time management techniques, and instruction on how to access

campus resources for academic and career guidance. A full list of GOLD workshops can be accessed at <https://www.geneseo.edu/gold/app/browse>.

ACCESSIBILITY

SUNY Geneseo will make reasonable accommodations for persons with documented physical, emotional, or cognitive disabilities. Accommodations will be made for medical conditions related to pregnancy or parenting. Requests for accommodations including letters or review of existing accommodations should be directed to the Office of Accessibility in Erwin Hall 22 or access@geneseo.edu or 585-245-5112. Students with letters of accommodations should submit a letter to each faculty member at the beginning of the semester and discuss specific arrangements. Additional information on the Office of Accessibility is available at <https://www.geneseo.edu/accessibility-office>.

ACADEMIC INTEGRITY AND PLAGIARISM

Geneseo's Library offers frequent workshops to help students understand how to paraphrase, quote, and cite outside sources properly. These sessions are meant to educate about the importance of using original ideas and language, and how to incorporate paraphrases and quotes into writing. The complete list of library workshops can be found at www.geneseo.edu/library/library-workshops.

Academic dishonesty includes cheating, knowingly providing false information, plagiarizing, and any other form of academic misrepresentation. College policies and procedures regarding academic dishonesty are available at www.geneseo.edu/handbook/academic-dishonesty-policy.

COMPUTER AND TECHNOLOGY SUPPORT

For assistance with your computer or mobile device, visit the CIT HelpDesk in Fraser. CIT provides self help guides on a range of computer issues, including access to the campus network, Canvas, printing, software guides, and other resources. The CIT Self Help Guides at wiki.geneseo.edu/display/cit/CIT+Self+Help can be helpful in finding quick solutions to basic technology issues.

Geneseo students, faculty and staff have FREE access to the entire [LinkedIn Learning training library](#) (over 7,500 courses, including tutorials for software, digital tools, web development, programming, and design) through Geneseo's site license. For more information, [visit this wiki page](#). (<https://wiki.geneseo.edu/display/cit/LinkedIn+Learning+Training+Library>)

RELIGIOUS OBSERVATIONS AND CLASS ATTENDANCE

Student attendance in classes on religious holidays is governed by New York State Education Law 224-a (see <https://www.geneseo.edu/apca/classroom-policies>). Students who anticipate an absence due to religious observations should contact their faculty member as soon as possible in advance to arrange make up plans. A calendar of major religious observations may be found at: https://www.cs.ny.gov/attend_leave_manual/030Appendices/B-CalendarofLegalHolidays/2020calendar.html

BIAS-RELATED INCIDENTS

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

As this excerpt from our Community Commitment to Diversity, Equity, and Inclusion states, here at SUNY Geneseo, we want to provide a space where everyone feels welcome to learn and grow in their identities as well as in their role as students, faculty, and staff. If in the unfortunate instance you experience an incident of bias, we encourage you to reach out to the Chief Diversity Officer (routenberg@geneseo.edu) and/or our University Police Department. In trying to create an environment that facilitates growth through diverse thoughts and ideas, reporting incidents of bias - including threats, vandalism, and microaggressive behaviors - can help bring a better understanding of our campus climate as well as provide opportunities for learning and restoring harm.

PERSONAL HEALTH AND WELL-BEING

WELL-BEING

Prioritizing well-being can support the achievement of academic goals and alleviate stress. Eating nutritious foods, getting enough sleep, exercising, avoiding drugs and alcohol, maintaining healthy relationships, and building in time to relax all help promote a healthy lifestyle and general well-being.

Concerns about academic performance, health situations, family health and wellness (including the loss of a loved one), interpersonal relationships and commitments, and other factors can contribute to stress. Students are strongly encouraged to communicate their needs to faculty and staff and seek support if they are experiencing unmanageable stress or are having difficulties with daily functioning. The Dean of Students (585-245-5706) can assist and provide direction to appropriate campus resources. For more information, see www.geneseo.edu/dean_students.

MENTAL HEALTH

As a student, you may experience a range of challenges that can impact your mental health and thus impact your learning; common examples include increased anxiety, shifts in mood, strained relationships, difficulties related to substance use, trouble concentrating, and lack of motivation, among many others. These experiences may reduce your ability to participate fully in daily activities and affect your academic performance.

SUNY Geneseo offers free, confidential counseling for students at the Lauderdale Center for Student Health and Counseling, and seeking support for your mental health can be key to your success at college. You can learn more about the various mental health services available on campus at health.geneseo.edu.

FOOD SECURITY FOR SUNY GENESEO STUDENTS

SUNY Geneseo students who find themselves in a position of food insecurity and do not have the financial resources to support their food and nutrition needs can access the Geneseo Groveland Food Pantry located at the First Presbyterian Church, 31 Center Street in Geneseo. Students can utilize the pantry once with no referral or contact with the College. At this visit they will be provided items that will address their basic needs for several days. If a student continues to face difficulties providing for their own nutritional needs beyond their first visit to the pantry they should connect with Susan Romano, Director of Financial

Aid to receive a brief letter that they will present to the staff at the pantry that verifies their need. If students do not have a FAFSA on file for any reason they should contact Dr. Leonard Sancilio, Dean of Students, to discuss their particular situation and options. The Geneseo Groveland Food Pantry is open on the following days and times:

Tuesday: 10 AM - 2 PM

Wednesday: 4 PM - 6:30 PM

Thursday: 10 AM - 2 PM

If you have any questions please contact Dr. Leonard Sancilio, Dean of Students at: sancilio@geneseo.edu or 585-245-5706.

Resources related to covid-19

ALL CLASSES

HEALTH AND WELLBEING IN A STRESSFUL TIME

The changes brought on by COVID-19 have impacted us all in a number of ways, and will continue to do so at various times and to varying degrees during the upcoming semester. Your health and wellbeing are foundational to your ability to learn, and if you find that you are feeling unwell (physically or mentally) and it is impacting your ability to complete your coursework, please reach out. Because the learning environment will be different than it has been in the past, the indicators that usually let you know something is wrong may not be as clear to you or those around you as they would be during a typical semester. Additionally, the ways in which you normally engage in self-care may have been disrupted. Please remember that it's never too late to ask for help. The [Dean of Students](#) (585-245-5706) can assist and provide direction to appropriate campus resources. The college also has collected resources in a [Coping with COVID webpage](#).

In a similar way, I will occasionally ask for some patience and flexibility on your part. The pandemic is affecting faculty as well as students and creating demands that would not be present in an ordinary semester. If I am slow responding to an email, if I take some time to grade an assignment, if I am a bit late posting a video lecture, please be patient (and feel free to send me a 'nudge'; I will not be offended). You will never suffer any disadvantage in the course because of delays on my part. Remember that we are all in this together.

CLASSES WITH ONLINE COMPONENTS:

ACCESSIBILITY OF COURSE MATERIALS

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

ATTENDANCE AT "LIVE" OR "SYNCHRONOUS" ONLINE SESSIONS

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

GETTING HELP WITH ONLINE CLASSES

CIT has developed a number of [resources that can help you formulate good strategies for success in online courses](#). These include general strategies for keeping on track with your courses as well as more specific resources about learning experiences that you may encounter in an online course. The Office of the Dean for Academic Planning and Advising has also introduced the new [KOALA \(Knights' Online Academic Learning Assistance\)](#) course support resource. Throughout the semester, if you need help with online learning strategies, you can contact the KOALA support desk, which will assist you with identifying resources and strategies for success.

[CIT also provides a range of technology support resources](#). When you are in Canvas, the Help menu on the left side of the screen will also direct you to a number of CIT supports, including self help resources and options to request technology assistance.