

General Biology

Diversity, Physiology, & Ecology

Syllabus

Welcome to Biology 119! I look forward to working with each of you this semester as we explore the wonderful world of life on our planet. This course is for you, so if there are specific ways that I can support you as you work to your goals, please let me know.

Course Description. An introductory course in the biological sciences covering animal diversity, animal biology, plant biology and ecology. *3 credits.*

Course Meetings.

Monday, Wednesday, Friday 8:30 am – 9:20 am *ISC 131*

Instructor. Dr. Mackenzie Geringer ISC 255 geringer@geneseo.edu

Office Hours. Weds. & Fri. 11:00 am – 12:30 pm, & By Appointment *ISC 239*

Office hours are your time for getting questions answered, course expectations clarified, advice on pursuing opportunities or careers in science and more. You can also come and work and listen in to other content questions peers are asking. Office hours an important opportunity for us to check in. Please consider office hours as a regular part of this course, rather than remedial. Please email me (geringer@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 in ISC 239.

Supplementary Instructor. Joelle Chang jjc25@geneseo.edu

Land Acknowledgement. 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.

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

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

1. Describe the diversity and unity of organisms: identifying characteristics that unify major taxa; and recognize the relationships among major taxa.
2. Understand the basic form and function of the major groups of organisms and how this structure continuously evolves.
3. Describe the mechanisms by which organisms interact with their environment in ways that perpetuate life processes.
4. Use models to explain complex biological phenomena.
5. Apply knowledge of biological systems to solve novel problems in and outside of class.
6. Demonstrate adjustment to college expectations through successful independent completion of self-paced assignments and conscientious participation in class meetings.

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 influences 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.

Course Expectations. Much of the value of this course will come from active engagement with our class activities and discussions. Therefore, active participation will be part of your course grade. There are many ways to be an active participant in this course, including attending class, asking questions, contributing to class discussions on Brightspace, posting current research in Biology to our Brightspace page, and coming to office hours. Full course expectations details are available on our Brightspace page. Plan on engaging regularly with Brightspace for announcements, discussions, and assignment submissions. See schedule below.

Accessibility & Communication. You will be expected to check email and Brightspace during the work week on our usual class days (Monday, Wednesday, Friday). Email and Brightspace will be important means of communication as a class. I will be accessible via email and will strive for a <24-hour turn-around to questions during the work week. For emails sent after 5 pm or on weekends, please expect a response the next business day. If you find yourself struggling with accessibility, please reach out. I am here to work with you.

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. Contact the instructor directly prior to the end of the semester for incomplete grade arrangements.

Course Materials.

Textbook: We will rely on access to the online Achieve website and at least the eText for the textbook "How Life Works" 3rd Edition, Macmillan publishers for our course. You should obtain an access code from Macmillan publishers. You will enter this code to link Achieve to our Brightspace learning management website for this course. Purchasing options include:

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 2023, 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](#)).

Making the most of the textbook: Textbooks are a great resource, but highlighting every line and trying to memorize the book will only get us so far. Instead, try this approach: Before the lecture, spend 10–15 minutes skimming through that day’s reading. Look for major themes, new vocabulary words, and important figures. Ask yourself what questions you have from looking briefly at this section. Jot down a few notes. Then, attend the lecture. After, write the major takeaways from that day down for yourself. What questions do you still have? Now, read the textbook. Your familiarity with the topics should make it easier to follow and remember the reading. Write down the important notes from this section. What questions do you still have? Post them in the discussions on Brightspace. To check your understanding and prepare for exams, try teaching the material to someone else. Vocabulary lists and learning objectives will set expectations on testable material, but you are encouraged to continue challenging yourself throughout the semester and to dive deeper into topics.

Online Course Materials: Other course materials will be available through Brightspace, our learning management system. Regularly checking Brightspace will be an important success strategy for our course.

We’re here to help! If you are having trouble affording or accessing course materials, please contact me at gerringer@geneseo.edu.

Assignments & Assessment.

There are three components of your grade in this class, with 1000 possible points throughout the semester:

1. Participation & Lecture Assignments (40%)
2. Textbook Assignments in Achieve (20%)
3. Four Unit Tests (40%)

Participation & Lecture Assignments (40%). Participation assignments consist of self-paced assignments to complete outside of class or activities during lecture. The instructional team has designed the assignments to support your learning of these foundational concepts in biology. Actively completing assignments will support your success in this course, including serving as important preparation for tests. They are opportunities for you to reflect, self-evaluate your progress, and work more closely on difficult concepts and skills. Participation Assignments are due to Brightspace by 11:59 pm. Any attached work should be turned in as a single pdf file for the assignment with your name in the file name for credit.

Participation Assignment Deadlines:

Check In Assignments

Check In 1 Fri. 2/2

40 points each

Check In 2	Fri. 2/23	
Check In 3	Fri. 3/29	
Check In 4	Fri. 4/19	
Check In 5	Mon. 5/6	
Scientist Spotlight Posts		<i>30 points each</i>
Unit 1	Wed. 2/14	
Unit 2	Wed. 3/20	
Unit 3	Wed. 4/17	
Unit 4	Wed. 5/1	
GREAT Day Reflection	Wed. 4/24	<i>30 points</i>
Biology Lightning Talk	Fri. 5/16, Slides Due by Th. 5/15	<i>50 points</i>

Earn full credit for participation by attending class when safe to do so, actively engaging in discussions and activities, and contributing to discussions on Brightspace. You will not be evaluated on whether your insights are “right” or “wrong” during discussions or check-ins, think critically and be actively involved. All submitted work and discussion responses should be written in your own words to receive credit. To help you actively engage, to identify study and participation strategies that work well for you, and to make participation assessment transparent, you will submit five check-in assignments on Brightspace due by 11:59 pm. Check-ins will be a place to keep track of attendance or asynchronous make-ups, discussion, and in-class engagement, and will serve as another forum for content or course expectations questions. If you need to miss a synchronous class session due to illness, please complete the study handout for that day’s subject and turn in your answers to the questions with the next check-in assignment on Brightspace.

Check-in participation assignments are graded as completion items: put your best effort forward and answer every question to earn credit for thoughtful responses. Although there isn’t a penalty for being wrong, these will serve you best if you use them to diagnose areas where you can focus your study efforts to strengthen your understanding. There will also be reflective questions that ask you how well you understand the topic to assist you in checking your own understanding. Late Check Ins, Reflections, and Discussion Posts will be accepted up to three days past the deadline for partial credit, with a 15% reduction per day.

Our final participation assignment will be group lightning talks on topics of your choosing in Biology, held in person during our final class meeting and lightning talk activity during our scheduled finals week period, Thursday, May 16th from 8:00–10:30 am in ISC 131. In person participation will be the only way to receive credit for this assignment. All slides will be due to Brightspace by Thursday, 5/15 at 11:59 pm.

Textbook Assignments in Achieve (20%). Assignments in Achieve will help you learn the concepts at a deeper level. These assignments can be completed throughout the week and are due by Mondays at 11:59 pm, as listed in the schedule below.

Learning Curves: Required Homework. Learning curve assignments are meant to check your familiarity with the material especially after you have come to lecture. There is a target number of points, and you complete questions until you reach the target. Once you obtain the set number of points you receive full credit for the Learning Curve assignment. The more familiar you are with the topic, the sooner you will reach the target so you will be getting feedback about your level of understanding.

- Due on Mondays at 11:59 PM following coverage of the topics in class, unless otherwise indicated in the schedule. Spread out Learning Curve sections throughout the week to maximize learning and pace assignments.
- A check of breadth of understanding of the topics of the previous week.
- Adaptive format: answer questions until reach a target value for points.
- Some weeks there will be multiple small learning curve quizzes rather than one larger one.
- In Achieve but access through Brightspace.
- Late work accepted for partial credit (15% reduction per day).

Knowledge Checks: Optional Study Resources in Achieve. Knowledge Checks are 20-question quizzes that test your understanding of the material covered the previous week in class. These quiz questions reflect a deeper understanding of the concepts. You can use these optional assignments as a self-check of readiness for the unit tests. Completion of Knowledge Checks will not be part of your course grade, although thoughtful studying with resources such as these will support test grades.

Tests. There will be a total of four tests, corresponding to each unit, administered in class (50 minutes). Test dates are shown in the schedule below. The final test will occur during our last class, May 8th from 8:30–9:20 am in ISC 131. Join for our final class meeting and lightning talk activity during our scheduled finals week period, Thursday, May 16th from 8:00–10:30 am in ISC 131.

The material on each exam will come from the chapters covered in the unit prior to that exam. Study questions from lectures and study worksheets, Learning Objectives, and vocabulary will help you guide your studying for exams and set yourself up for success. The final exam will primarily focus on content from Unit Four but will include comparative questions that ask you to integrate your understanding of our course themes and guiding principles across units.

If you have test accommodations for extra time and/or environmental settings, please see the Accessibility section of the syllabus. Students should reach out to the instructors within the first two weeks of the course to discuss accommodation needs.

Calculation of Final Grade. Your grade is determined using the scale below without any adjustment or curve. There are no restrictions on the number of students who can earn an

A in the course. 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, and Brightspace 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-	

Resources & Policies.

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. Seeking help is a normal and encouraged part of this course. By seeking help, you are demonstrating your commitment to learning how to succeed. Here are some resources for this class:

Biology Learning Center: The Nucleus ISC 232. 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 & 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, In-person class sessions will be used to give you time to work on activities, discuss concepts, and ask questions. Class participation is linked to success and is strongly encouraged. Active learning activities during class have been carefully chosen to help you discover and master the more difficult areas of content with which students in past semesters have struggled. The activities work best if done in groups of 2 or 3 people. During class we will sometimes use online polling. This lets you use your laptop, smart phone, or tablet to answer questions in class.

Supplemental Instructors. Supplemental instructors (SI) will also support this class. The SI sessions are facilitated by trained peer leaders and will focus on mastery of the content and concepts. Times for SI sessions will be placed on the announcements. Studying with the help of an SI can increase your chances of achieving a better grade in this class by providing guided practice and assistance with studying. Additional information will be provided by your SI. More information on the SI program can be found here: [Spring 2024 Supplemental Instruction](#).

Faculty Office Hours. Your faculty instructors will hold office hours as designated on the first page of the syllabus. During the designated hours, you can “drop in” without an appointment. These are dedicated hours for you, and we look forward to seeing you outside of class and to answering your questions about study strategies and about course content.

Grade Review Policy. If you have questions about expectations or deadlines, please don’t hesitate to ask. 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.

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. Make-up exams are limited to one or two time slots. 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 textbook reading assignments and other assignments. Opportunities to make up missed assignments are not guaranteed and may require documentation of an excused absence. The Achieve materials have specific due dates as listed in the Brightspace calendar and below. For all Achieve assignments and Participation Assignments, late submissions will have 15%/day deducted from your score. In general, the material will open to you at the beginning of the unit and will close four days after the due date. To avoid computer confusion, we advise you to follow the links to Achieve assignments in Brightspace modules and NOT the MacMillan Learning portal.

The policies above may be further modified on a case-by-case basis for students working with the Dean of Students or with the Office of Accessibility Services. We reserve the right to limit the extensions on Achieve assignments and the number of assignments in cases without additional documentation.

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](#)

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>
- 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

Course Accessibility. SUNY Geneseo is dedicated to providing an equitable and inclusive educational experience for all students. We will be happy to make reasonable accommodations for persons with documented physical, emotional, or cognitive disabilities. Accommodations will be made for medical conditions related to pregnancy or parenting. 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.

Office of Accessibility Services
Erwin Hall 22
(585) 245-5112
access@geneseo.edu
www.geneseo.edu/accessibility-office

Roles & Responsibilities. Student: inform the instructor no later than the second week of the semester of any accommodation(s) you will or may potentially require. Submit your letter of accommodation and make an appointment with the instructor or come by office hours to discuss arrangements.

Instructor: 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.

All course materials are available on Brightspace, 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.

Library Research Help. 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. Students can book a research help meeting during the librarians' office hours or email their questions to libraryhelp@geneseo.edu. Learn more at <https://library.geneseo.edu/research-help>.

Academic Integrity and Plagiarism. All work submitted in this class needs to be in your own words. This includes all participation assignments and tests. For participation assignments, you may discuss questions in groups, but each person needs to write their own original responses to questions. Submitting uncredited work in any form will result in a zero for the assignment. Plagiarism also includes using text written by a generation system as one's own (for example, entering a prompt into an artificial intelligence tool and using the output in an assignment) and submitting work completed for another assignment or class instead of doing the assigned work.

Writing is not only important for communicating but serves as an invaluable tool for thinking. When we write, we step back from the lab bench, look at the big picture and consider the context of our science. We ask questions, we read, we find new ideas, we see where results may be confusing or don't fit our expectations. This process of doing our own writing is *part of the scientific method*. To allow you to engage with and continue to develop this vital tool for science, all assignments in this course need to be written in your own words to receive credit.

The library offers online 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. Academic dishonesty will not be tolerated in this course. College policies and procedures regarding academic dishonesty are available at:

www.geneseo.edu/handbook/academic-dishonesty-policy

Copyright Notice. 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. You should 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 Brightspace 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.

Technology Support. For the fastest response to technical questions or issues, please call the CIT Helpdesk at 585-245-5588. If you are unable to reach us by phone, please leave a voicemail, and we will follow up within one business day. You can also submit a ticket through the [CIT Service Desk Portal](#). If you prefer, for non-critical issues, you may also submit a ticket via email at helpdesk@geneseo.edu.

Religious Observations and Class Attendance. New York State Education Law 224-a stipulates that "any student in an institution of higher education who is unable, because of [their] religious beliefs, to attend classes on a particular day or days shall, because of such absence on the particular day or days, be excused from any examination or any study or work requirements" (see <https://www.geneseo.edu/apca/classroom-policies>). SUNY Geneseo has a commitment to inclusion and belonging, and I want to stress my respect for the diverse identities and faith traditions of students in my class. If you anticipate an absence due to religious observations, please contact me as soon as possible in advance to discuss your needs and arrange make up plans.

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) or the Interim Director of Multicultural Affairs (nweathers@geneseo.edu). 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. Hateful speech or actions will not be ignored in our class.

Student Well-Being is a priority in this class, to support the achievement of academic goals and alleviate stress. Your health and wellbeing are foundational to your ability to learn, and if you find that you are feeling unwell, mentally, or physically, and it is impacting your ability to complete your coursework, please reach out. 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. Please feel free to reach out to me if you have questions or concerns. The Dean of Students (585-245-5706) can also assist and provide direction to appropriate campus resources. For more information, see www.geneseo.edu/dean_students.

Mental Health Resources. We can experience a range of challenges that can impact mental health and thus impact 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 our ability to participate fully in daily activities and affect academic performance.

SUNY Geneseo offers free, confidential counseling for students through 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 www.geneseo.edu/health. To request a counseling appointment, please complete the online form through myhealth.geneseo.edu.

Parents. Students who are parenting will be supported in this class. I ask that all students work with me 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, I 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. Children should not be brought to biology labs for safety reasons. If babies and children come to class, I ask that you be mindful to avoid disrupting learning for other students. Finally, I 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 I maintain the same high expectations for all students in my classes regardless of parenting status, I am happy to problem-solve with you in a way that makes you feel supported as you strive for school-parenting balance.

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.

Food Security. 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 (<https://hungerandhealth.feedingamerica.org/understand-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 (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, including nonperishables and when available fresh fruits, vegetables, meat, and dairy. Once submitted, interns will connect directly with the student to communicate next steps and the time of your pickup. Pickups will take place in the MacVittie College Union, Room 114 - the GOLD Leadership Center.

This program will provide individuals with a bag of food up to once 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 (<https://ggefoodpantry.org/>) 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.

Diversity and Equity. It is my intent to create a learning environment that supports all students. I believe the diversity that you bring to this class should be viewed as a resource, strength, and benefit. I 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. I recognize that this feedback may not be easy to give. I will listen to feedback in whatever form it is given and work to be mindful of my own power and privilege. For ideas, questions, or concerns related to diversity, equity, and inclusion in the Biology Department, please reach out to bio-diversity@geneseo.edu.

BIOL 119: GENERAL BIOLOGY 2024

SCHEDULE

Unit 1: Hidden Diversity

Week 1: Bacteria & Archaea

Jan. 22	Welcome to Biology 119!	
Jan. 24	Microbial Ecology	24.1–3
Jan. 26	Microbial Physiology	24.4–6

Week 2: Eukaryotic Diversity, Multicellularity, & Fungi

Jan. 29	Eukarya Features & Origins	25.1–3
	Due: <i>Learning Curve</i> 24.1–6, 25.1–3	
Jan. 31	Eukarya Diversity & Multicellularity	26.1–26.3
Feb. 2	Fungi Form & Function	32.1–2
	Due: Check-In 1	

Week 3: Unit 1 Synthesis

Feb. 5	Fungi Life Cycles	32.3
	Due: <i>Learning Curve</i> 26.1–3, 32.1–3	
Feb. 7	Hidden Diversity Review & Debrief	
Feb. 9	Test 1: Hidden Diversity	

Unit 2: Plants

Week 4: Photosynthesis

Feb. 12	Photosynthesis	8.1–2
Feb. 14	Photosynthesis Cont.	8.3–4
	Due: Hidden Diversity Scientist Spotlight Post	
Feb. 16	Evolution of Photosynthesis	8.5

Week 5: Plant Evolution: Form & Function

Feb. 19	Plant Diversity & Evolution	27.1–2
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Due: *Learning Curve* 8.1–5, 27.1–2

Feb. 21 Plant Transport 27.3–4

Feb. 23 Plant Transport Cont. 27.5, 31.1

Due: Check-In 2

Week 6: Plant Diversity & Development

Feb. 26 Primary Plant Development 29.1–2

Due: *Learning Curve* 27.3–5, 31.1, 29.1–2

Feb. 27 *Diversity Summit*

Feb. 28 Secondary Plant Development 29.3–4

Mar. 1 Plant Sensory Systems & Defense 29.5–29.6

Week 7: Unit 2 Synthesis

Mar. 4 Plants Review

Due: *Learning Curve* 29.3–6

Mar. 6 Test 2: Plants

Mar. 8 Units 1 & 2 Debrief

Mar. 9–16: Spring Break

Unit 3: Animals

Week 8: Animal Form, Function, & Homeostasis

Mar. 18 Animal Diversity & Adaptation 33.1–2

Mar. 20 Homeostasis & Feedback 33.3, 38.1

Due: Plants Scientist Spotlight Post

Mar. 22 Food, Nutrition, & Metabolism 38.2–3

Week 9: Self Maintenance in Animals

Mar. 25 Osmoregulation & Water Balance 39.1–3

Due: *Learning Curve* 33.1–3, 38.1–3, 39.1–3

Mar. 27 Immune Systems 41.1–2

Mar. 29 Nervous Systems 34.1–3

Due: Check-In 3

Week 10: Regulation & Movement in Animals

Apr. 1 Endocrine Systems 34.4, 36.1

Due: *Learning Curve* 41.1–2, 34.1–4, 36.1

Apr. 3 Sensory Systems 34.5

Apr. 5 Muscles & Skeletons 35.1, 35.3

Week 11: Unit 3 Synthesis

Apr. 8 *Solar Eclipse, No Classes*

Apr. 10 Animals Review

Due: *Learning Curve* 34.5, 35.1, 35.3

Apr. 12 Test 3: Animals

Unit 4: Global Ecosystems & Change

Week 12: Ecology

Apr. 15 Population Ecology 44.1–2

Apr. 17 Community Ecology 45.1–2

Due: Animals Scientist Spotlight Post

Apr. 19 Ecology Cont. 45.3–4

Due: Check-In 4

Week 13: Biomes & Diversity

Apr. 22 Earth's Biomes 47.1–2

Due: *Learning Curve* 44.1–2, 45.1–4, 47.1–2

Apr. 24 *GREAT Day*

Due: Great Day Reflection Assignment

Apr. 26 Biodiversity & Primary Production 46.3, 47.3

Week 14: Ecosystems & Climate Change

Apr. 29 The Carbon Cycle 46.1–2

Due: *Learning Curve* 47.3, 48.1–3, 46.1–2

May 1 Climate Change *IPCC Summary Report*

Due: Global Ecosystems & Change Scientist Spotlight Post

May 3 Climate Change Discussion 48.1–3

Week 15: Unit 4 Synthesis

May 6 Global Ecosystems & Change Review

Due: Check-In 5

May 8 Test 4: Global Ecosystems & Change, General Biology Synthesis

Week 16: **Biology Lightning Talks**

May 16 Biology Lightning Talks, 8:00–10:30 am, Slides due 5/15