BIOLOGY 119, GENERAL BIOLOGY II

DIVERSITY, PHYSIOLOGY, AND ECOLOGY, SECTION 03 & 04

Section 03: MWF 10:30-11:20, Schrader 1
Section 04: MWF 11:30-12:20, Schrader 1

WHAT IS THIS COURSE ABOUT?

An introductory course in the biological sciences covering animal diversity, animal biology, plant biology and ecology. Counts for Natural Science core only when taken with BIOL 118 or 120. *3 credits*. Intended for science majors and other well-prepared students.

WHO WILL BE TEACHING YOU?

Dr. Rob Feissner
ISC 356
Phone: 585-245-5022
feissner@geneseo.edu
Office hours: Monday & Wednesday & Friday, 1:00-2:00, Tuesday 12:00-1:00, and by appointment. Office hours will be held in ISC 232 this semester.

Dr. Joshua Baecker
ISC 351
Phone: 585-245-6385
baecker@geneseo.edu
Office hours: Monday 1:30pm-2:30pm, Tuesday and Wednesday 12:30-1:30pm. Office hours will be held in ISC351.

Office hours are your time for getting questions answered, course expectations clarified, advice on pursuing opportunities or careers in science and more. Office hours are an important opportunity for us to check in. Consider regular office hours as part of this course, rather than remedial. Please email us if you have questions or would like to set up a meeting outside of office hours.

Supplemental instruction and tutoring will also be available. Details will be posted in Brightspace. The SI leaders for BIOL 119 this semester are Joelle Chang (jjc25@geneseo.edu), Sonya Lyalikov (scl101@geneseo.edu), Alexis McGrory (adm24@geneseo.edu), Miranda Saynuk (mms40@geneseo.edu), and Charlotte Noe (tmn100@geneseo.edu).

WHAT WILL YOU LEARN?

This course has two main objectives. The first is to increase your **biological knowledge** and prepare a firm foundation of knowledge for the courses that follow. The second objective is to help you develop **critical thinking skills** needed for advanced study of biology. These skills include the ability to organize information from various

disciplines, to fit new models into a conceptual framework, and to use these in the synthesis of new ideas and to understand how biologists think and approach scientific questions.

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

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

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 propels 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.

WHAT DO YOU NEED FOR THIS COURSE?

TEXTBOOK AND 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).

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.

WHAT MAKES UP YOUR GRADE?

Graded Work	Contribution:
4 Unit Tests	40%
Textbook Assignments in Achieve Learning Curves	20%
Participation & Lecture Assignments	40%

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 standard Geneseo distribution is used, and Brightspace is set to display this. The distribution is as follows:

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

OVERVIEW OF GRADED WORK IN THIS CLASS

There are two components of your grade in the class: (1) Assignments to complete on your own or in class and (2) Tests. The instructional team has designed the assignments to guide your exploration of the material and prepare you for the tests. Assignments are opportunities for you to self-evaluate your progress, as well as work more closely on difficult concepts and skills.

Two types of assignments in Achieve will help you learn the concepts at a deeper level. In any individual week, you can expect to have three to five assignments. Each type is described in the table below. Please note that units refer to the topics associated with a particular test and will include multiple chapters. Penalties will apply for work turned in late.

There will be a total of four tests, one for each of our units. All unit tests will be administered in class (approx. 50 minutes). The last test will occur during our last day of class. The material on each exam will come from the chapters covered just prior to that exam. The final exam will primarily focus on content from Unit 4 but will include comparative questions that ask you to integrate your understanding across units. If you have accommodations for extra time and/or environmental settings, please see the Accommodations section of the syllabus.

APPEALING GRADES

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.

HOW DO THE DIFFERENT TYPES OF ASSIGNMENTS WORK?

Brightspace is the best place to keep track of our course schedule and progress. From Brightspace, you'll be able to engage with three types of assignments designed to support your learning this semester:

ASSIGNMENT TYPE	HOW IT WORKS
Learning curve	• Due on Monday at 11:59 PM following coverage of the topics in class • Serve as 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 2 or 3 small learning curve quizzes rather than one larger one. • In Achieve but access through Brightspace • Penalty for late completion (15% per day)
Knowledge checks	• Serve as a check of depth of understanding of the topics of the previous week. • Require a deeper level of understanding similar to unit tests. Consist of 20 questions. • In Achieve but access through Brightspace • These are optional assignments to give extra practice as desired. These are not graded and will not impact your grade

Participation assignments	• Will not be on a regular schedule like Achieve assignments but will be started in class. • Can be completed during or after lecture, and can be completed even when you cannot attend lecture. • Due one week after the lecture in which they are used. • Questions will serve as a check of understanding of topics from that lecture. • Number of questions will vary, graded on completion; important as self-check of understanding which will require having the answers. Answers will be available during class, but you may have to seek out assistance if you are absent. • Generally accessed through Brightspace and not available in Achieve

WHAT WILL YOU GAIN FROM EACH OF THESE ASSIGNMENTS?

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

LEARNING CURVE (ACHIEVE):

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. Learning curves will be due on Friday at the end of the week that the material has been presented in class unless otherwise noted in the schedule.

KNOWLEDGE CHECK (ACHIEVE):

Knowledge Checks are optional 20-question quizzes that test your understanding of the material covered the previous week in class. They are more in-depth than the reading quizzes and reflect a deeper understanding of the concepts. These questions will be more like those you will find on the tests. You can therefore use these as a self-check of readiness for the test.

OTHER Brightspace OR ACHIEVE ASSIGNMENTS ON LECTURE MATERIAL (BRIGHTSPACE OR ACHIEVE):

These assignments are meant to be interactive and, as such, you may complete them as the class proceeds. Attending class and actively engaging with these participation assignments is the best way to support your learning. However, if you don't complete them during class, you can complete them any time after class until their due date. The purpose of these assignments is to provide self-checks of understanding both during and immediately after class. These are graded as completion items: put your best effort forward and 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 may also be reflective questions that ask you how well you understand the topic to assist you in checking your own understanding.

WHAT RESOURCES ARE AVAILABLE TO PROMOTE YOUR SUCCESS?

BIOL 119 students achieve success through unique paths that have common characteristics. They strategically plan for a task, monitor their performance on the task, reflect on whether their plans did, in fact, help them succeed, and finally modify their plans, if helpful. They also know that this cycle of learning is a process that requires them to take the first step and expect that success in different courses may require different strategies. Thus, your faculty members have designed BIOL 119 with a range of resources for you to incorporate into your strategies for learning. In past semesters, we have found that students who take an active approach to learning–using these resources regularly–earn on average a full letter grade higher than those who do not. 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

In the Biology Learning Center (ISC 232, open daily for your convenience) 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 in forming peer study groups.

CLASS ACTIVITIES AND PREPARATION

Your class meets in-person, 3 times per week. Being prepared for class is an important part of the learning process. As noted above, 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. iClicker is included with your purchase of the Achieve access, but other free response systems may be used as well.

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 2023 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.

WHAT CAN YOU DO TO SUPPORT A RESPECTFUL LEARNING ENVIRONMENT IN BIOL 119?

COMMUNICATION

Configure Brightspace to provide daily updates via email or text message so that you don't miss updates or changes to the schedule. Use this embedded link to access helpful information about using Brightspace.

Check the announcements section in Brightspace regularly. The fastest way to get in touch with your instructors is via e-mail. Please include your name (not just your email address) and the course name or number (BIOL 119) in all e-mails sent to us. Note that Brightspace emails remain within the system, so use Gmail for time-sensitive issues. To preserve work-life balance, we reserve the option to delay answering emails sent after 5 pm or on the weekends until the start of the next business day.

ATTENDANCE:

Attendance is strongly correlated with success in introductory biology courses. However, if at any time you fall ill, we ask that you do not come to class. Should you miss a class due to illness it is important to contact your professor ASAP and also get the notes from someone that is in the class for that day's lecture.

MAINTAINING AN ENVIRONMENT CONDUCIVE TO LEARNING:

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

Technology can be beneficial to the process of your education. For this reason, laptops and smartphones are permitted so you can take notes and view classroom materials, as well as take polls and quizzes. Please do not view social media websites, check your e-mail, play games, or take pictures in class. These diversions not only reduce your participation, but they can also distract those around you. If you disrupt the lecture or distract others around you, you may be asked to leave. If your learning is affected by the behavior of other students around you, please tell them and also tell us.

If you have an emergency for which you need your cell phone to be turned on, talk to the instructor before the beginning of in-class sessions and to be excused from this rule. Only then will you not be asked to leave if your cell phone rings/vibrates during the in-class session.

ACCESSIBILITY

SUNY Geneseo is dedicated to providing an equitable and inclusive educational experience for all students. The Office of Accessibility Services will coordinate reasonable accommodations for persons with documented physical, emotional, or cognitive disabilities, as well as medical conditions related to pregnancy or parenting. Students with letters of accommodation should submit a letter to each faculty member at the beginning of the semester and discuss specific arrangements. Please contact the Office of Accessibility Services.

- Student responsibility: Please submit your letter of accommodations to us at the beginning of the semester (at least one week prior to the 1st exam) and make an appointment to discuss arrangements.

- Instructor responsibility: We are committed to working with you to create a just learning environment while meeting the learning outcomes of the course. Unless you indicate otherwise, we will keep all accommodations confidential.

PARENTS

Students who are parenting will be supported in this class. We ask that all students work with us to create a welcoming environment that is respectful to all forms of diversity, including diversity in parenting status. All exclusively breastfeeding babies are welcome in our class sessions as often as is necessary. For older children and babies, We understand that unforeseen disruptions in childcare or 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, unless you or the child are ill. If babies and children come to class, we ask that you be mindful to avoid disrupting learning for other students. Finally, we understand that often the largest barrier to completing your coursework as a parent is the tiredness many parents feel in the evening once children have gone to sleep. While we maintain the same high expectations for all students in my classes regardless of parenting status, we are happy to problem-solve with you in a way that makes you feel supported as you strive for school-parenting balance.

WHAT ARE OUR SHARED RESPONSIBILITIES TO OUR LEARNING COMMUNITY?

RESPONSIBILITIES TO PRIORITIZE EVERYONE'S HEALTH AND WELLBEING

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

RESPONSIBILITIES TO PROMOTE LEARNING

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

TECHNOLOGY

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

We understand that in some emergency situations a student may need to leave a cell phone turned on. If that is the case, tell your instructor before class that you may be contacted.

REVIEW GRADES OFTEN

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

ACADEMIC INTEGRITY

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

RESPONSIBILITIES TO MAINTAIN FREQUENT COMMUNICATION

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

Check the announcements section in Brightspace regularly. The best way to get in touch with your instructors is via e-mail. Please include your name (not just your email address) and the course name or number (BIOL 119) in all e-mails sent to us. To preserve work-life balance, we reserve the option to delay answering emails sent after 5 pm or on the weekends until the next business day.

POLICY EXCEPTIONS AND CHANGES

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

DIVERSITY AND EQUITY

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

IMPORTANT DATES

DATE	EVENT
January 22	First day of classes
January 28	Add/Drop period ends
February 7	Exam #1
February 27	Diversity Summit
March 6	Exam #2
March 11-15	Spring Break – no classes
April 8	Solar Eclipse – no classes
April 12	Exam #3
April 24	GREAT Day – Participation Activity
May 1	Last day to withdraw from full semester courses
May 8	Exam #4 Last day to elect Pass/Fail for full semester courses, Last day of class
May 13 May 14	Section 04 - Lightning Presentations 12:00-2:30 PM, Schrader 1 Section 03 - Lightning Presentations 8:00-10:30 AM, Schrader 1

WEEKLY SCHEDULE

Week	Subunit	Mon	Tues	Wed	Thurs	Fri
1	Bacteria and Archaea	Jan 22 Welcome to 119!		Jan 24 Microbial Ecology 24.1-24.3		Jan 26 Microbial Physiology 24.4-24.6

2	Eukaryotic diversity, multicellularity, Fungi	Jan 29 Eukarya Features & Origins 25.1-25.3		Jan 31 Eukarya Diversity & Multicellularity 26.1-26.3		Feb 2 Fungi Form & Function 32.1-32.2
3	Unit 1 Synthesis	Feb 5 Fungi Life Cycles 32.3		Feb 7 Hidden Diversity Finish Unit 1 Review		Feb 9 **Exam #1**
4	Photosynthesis	Feb 12 Photosynthesis 8.1, 8.2		Feb 14 Photosynthesis Cont. 8.3-8.4		Feb 16 Evolution of Photosynthesis 8.5
5	Plant evolution, form, and function	Feb 19 Plant Diversity & Evolution 27.1-27.2		Feb 21 Plant Transport 27.3-27.4		Feb 23 Plant Transport Cont. 27.5, 31.1
6	Plant Diversity and Development	Feb 26 Primary Plant Development 29.1, 29.2	Feb 27 **Diversity Summit**	Mar 8 Secondary Plant Development 29.3-29.4		Mar 1 Plant Sensory Systems & Defense 29.5-29.6
7	Unit 2 Synthesis	Mar 4 Plants Unit 2 Finish		Mar 6 **Exam #2**		Mar 8 Units 1 & 2 Debrief

8	Spring break	Mar 11		Mar 13		Mar 15
9	Animal form, function, and homeostasis	Mar 18 Animal Diversity & Adaptation 33.1, 33.2		Mar 20 Homeostasis & Feedback 33.3, 38.1		Mar 22 Food, Nutrition, & Metabolism 38.2-38.3
10	Self Maintenance in Animals	Mar 25 Osmoregulation & Water Balance 39.1-39.3		Mar 27 Immune Systems 41.1-41.2		Mar 29 Nervous Systems 34.1-34.3
11	Regulation and Movement in Animals	Apr 1 Endocrine Systems 34.4, 36.1		Apr 3 Sensory Systems 34.5		Apr 5 Muscles & Skeletons 35.1, 35.3
12	Unit 3 Synthesis	Apr 8 Solar Eclipse No Classes		Apr 10 Animals Synthesis Unit 3 Finish		Apr 12 **Exam #3**
13	Ecology	Apr 15 Population Ecology 44.1, 44.2		Apr 17 Community Ecology 45.1, 45.2		Apr 19 Ecology Cont. 45.3, 45.4

14	Biomes & Diversity	Apr 22 Earth's Biomes **47.1-2**		Apr 24 **GREAT Day - No Classes, Participation Assignment**		Apr 26 Biodiversity & Primary Production **46.3, 47.3**
15	Ecosystems & Climate Change	Apr 29 Carbon Cycle **46.1-2**		May 1 Climate Change IPCC Summary Report		May 3 Climate Change Discussion **48.1-3**
16	Unit 4 Synthesis	May 6 Global Ecosystems Finish		May 8 **Final Exam in Class**	May 09 **Study day**	
17	Exam Week	May 13 Section 04 - Lightning Presentations 12:00-2:30 PM, Schrader 1	May 14 Section 03 - Lightning Presentations 8:00-10:30 AM, Schrader 1			

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

MISSING TESTS

All tests are required and making up a test requires a valid excuse. Examples of valid reasons for missing tests include (but are not limited to) personal illness, serious illness or death in the family, religious observances, required training for work, or military service. If you are going to miss a test day, contact us before the test or within 24 hours of the test, and be prepared to schedule an alternate time for completion of the test. Because one test score is dropped, skipping a test is an option. This can help to minimize your stress during difficult times. If you are unable to complete a test for a prolonged period, you may receive an alternative test so that instructors are able to return tests to the other students promptly.

MISSING ASSIGNMENTS

You will benefit most if you stay caught up on Achieve assignments (learning curves, knowledge checks, and HDWK), 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. For all Achieve assignments, late submissions will have 15%/day deducted from your score. In general, the material will open to you at the beginning of the unit and will close on the due dates. To avoid computer confusion, we advise you to follow the links to Achieve assignments in 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.

WHAT OTHER RESOURCES ARE AVAILABLE TO SUPPORT YOUR SUCCESS?

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

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.

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 AVOIDING PLAGIARISM

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

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

COMPUTER AND TECHNOLOGY SUPPORT

For assistance with your computer or mobile device, visit the CIT HelpDesk in Fraser. CIT provides self-help guides on a range of computer issues, including access to the campus network, Brightspace, 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 makeup plans. A calendar of major religious observations may be found at: https://www.cs.ny.gov/attend_leave_manual/030Appendices/B-CalendarofLegalHolidays/2020calendar.html

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.

FINAL CONSIDERATIONS

BIOLOGY MAJOR REQUIREMENTS

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

Minimum Competence Requirement: To graduate with a biology major, students must attain a grade of C- or better in all required biology courses (excluding electives) and an overall average in courses in the major of 2.0. A grade of C- must be achieved in any course before it can be used as a prerequisite for another course. A student may only repeat a required biology course or related requirement once for major credit and the course must be taken at the next offering of the class. If a student does not earn at least a "C-" on the second taking of the class, she/he will not be able to complete the major.

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