General Biology: Diversity, Physiology, & Ecology

Biology 119 Syllabus, Spring 2024

Hoven & Yang, Section 02 (MWF 9:30 – 10:20 AM, Newton 209)

Welcome to General Biology 119!

We look forward to working with each of you this semester as we explore the wonderful world of life on Earth. This course is for you, so if there are specific ways that we can support you as you work towards your goals, please let us know.

What is this course about?

An introductory course in the biological sciences covering biological diversity and ecology. *3 credits.*

Who will be helping you to learn?

Instructors

Dr. Brian Hoven (he/him)

Email: bhoven@geneseo.edu

Office hours in The Nucleus (ISC 232, no appointment necessary): MWF 11-12, if my office door is open (ISC 353) feel free to stop in, or email for other times

About Dr. Hoven: I was born and raised in the Finger Lakes and am a first-generation college graduate. Prior to Geneseo, I taught at Finger Lakes Community College, Eastern Kentucky University, and Centre College in Kentucky. This is my second semester at Geneseo, in addition to the intro biology lab, I also taught plant diversity last semester. I am currently developing my lab where I plan to continue to investigate the impact of invasive species on forest communities with research students. Outside of the classroom and lab, I am a father of two and I enjoy any opportunity to be outside!

Dr. Suann Yang (she/her)

Email: yang@geneseo.edu

Office hours in The Nucleus (ISC 232, no appointment necessary): Tuesday/Thursday 10:30-11:30 AM, Wednesday 11:00 AM-12:00 PM, or email for an appointment

About Dr. Yang: I was born in Georgia and raised in a multigenerational, multilingual, extended family – my parents immigrated to the US from Taiwan in the 1960s. Prior to Geneseo, I taught at Penn State and Presbyterian College in South Carolina. In addition to teaching intro level biology courses, I also teach ecology and biostatistics. Along with my research students, I study the interactions between species and conduct biology education research. When I'm not

doing biology, I enjoy making things with my hands. See if you can figure out which of my sweaters are handknitted!

Supplemental Instructor (SI)

Sonya Lyalikov

Email: scl101@geneseo.edu

Office hours TBA

About Sonya: I grew up in northern Virginia, with my 2 older siblings and Russian parents. I'm hoping to pursue a M.D. in a pediatric speciality, as I find working with children to be very entertaining and endearing. I was a youth climbing coach for 4 years and used to climb competitively. More recently, I started a Rock Climbing Club with help at Geneseo, and am passionate about its growth. Also on campus, I'm an EMT-B with GFR, and am involved with neurotoxicology research. I love baking bread, hiking, and finding cheap concert tickets---last summer I was lucky enough to see Smashing Pumpkins, Noah Kahan, and Backseat Lovers

Your Fellow Students

Your fellow students will also be helping you to learn. We can not only learn a lot from each other, we can also learn a lot by working with and teaching each other. After the first week of the semester, you will be assigned to a group for the collaborative work in the class. In addition, the Navigate student app can assist you in locating study buddies in each of your classes.

Our Commitment

Scientific innovation arises from the insights of a diverse community. The unique talents, experiences, and contributions of each individual in our class are crucial and necessary. As your instructors, we strive to create an environment where each person–ourselves included–is ready to learn from others and has the opportunity to teach what they can in return. As in any learning endeavor, we naturally may make mistakes despite good intentions. We will do our best, and believe that everyone will do their best, to learn from and correct mistakes that are harmful to others.

Land Acknowledgment

First, we'd like to begin with a land acknowledgment to protect and honor the history and people of the land on which we live. We believe that connecting to indigenous knowledge and practices increases our understanding of the natural world and thus acknowledging the original stewards of this land is an important part of biology education. Geneseo resides on the homeland of the Seneca Nation of Indians and Tonawanda Seneca Nation. We encourage you to learn more about these original occupants and those indigenous to other places you have lived using resources like the Native Land app and websites such as sni.org to learn more about the community of more than 7,000 enrolled Indigenous Peoples, who continue to contribute to the region and beyond.

What will you learn?

This course has two main objectives. The first is to increase your **biological knowledge** and prepare a firm foundation of knowledge for the courses that follow. The second objective is to help you develop **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 propel a microbe to the limbs that help us walk and jump, the heart that beats in your chest, and the network of fungi that unite forests. Understanding these structures can help us characterize life's diversity. On the other hand, patterns of diversity can help us to explain how structures evolved.
2. **Function** - These structures, though diverse, are closely connected to their functions, such as helping an organism or community to solve physiological problems. Understanding the connections between structure and function can help us identify connections across the domains of life. For example, the branching network of a tree's roots follows a similar pattern to the blood vessels in our own bodies, each adapted to serve the function of transport.

3. **Interdependencies** – No living organism or process of life exists in isolation. In this course, we will explore connections between structures, between organisms, within communities, and across ecosystems. One major interdependency that we'll study is the relationship between structure and function. The structure of biological systems influence their function (the things that they can do), but function also feeds back to shape structure.

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

What do you need for this class?

Textbook

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).

Free Top Hat account and device for in-class polling

Create an account at https://app.tophat.com/register/. Use your Geneseo email and G# when joining. If you have previously signed up for Top Hat with another email, you must change your Top Hat settings or you will not have access to our Top Hat materials. Geneseo has paid for our Top Hat access, and you should not purchase access independently (note: If you accidentally purchase Top Hat access, you cannot be reimbursed).

- Join code: 995778

Please bring an internet-enabled device to every class period for using Top Hat, such as a tablet, laptop, or smartphone.

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.

How will you know that you are learning?

Learning opportunities in our class

There are three components of your grade in the class:

- **Participation and Lecture Assignments (40%)** to complete for homework or in class,
- **Textbook Assignments (20%)** to complete for homework, and
- **Tests (40%)** in class.

The learning opportunities in our course are designed so you can work on concrete tasks tied to specific concepts and skills. Deadlines are frequently and regularly distributed to help you to schedule your work. Some of this work will be collaboratively completed, while other work is for completing on your own. Activities in our class are also opportunities for you to self-evaluate your progress, as well as work more closely on difficult concepts and skills.

Each type of activity 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 learning opportunity in our class.

Participation and Lecture Assignments (40%)

Research on the neurobiology of learning shows that the most effective learning occurs through participating in a variety of activities, particularly when we collaborate with other learners. We have designed our class meeting times to introduce you to new concepts and skills, check your mastery of these concepts and skills, and apply what you have learned to the real world.

Most of the assignments in this category are started and completed in class. Some assignments will need more time and are finished as homework.

Individual activities and assignments

- Consist of interactive activities in class and homework assignments
- Most will be graded on a completion basis
- Examples include poll questions during class using Top Hat, worksheets, short essays to reflect on your learning progress, etc.
- Written assignments due on Fridays at 11:59 PM, submitted through Brightspace

Collaborative activities and assignments

- After the first week of the semester, you will be assigned to a group for the collaborative assignments in the class. Teamwork skills are foundational to modern biology.
- Consist of interactive activities in class and homework assignments
- Most will be graded on a completion basis
- Examples include discussions during class, worksheets, etc.
- Written assignments due on Fridays at 11:59 PM, submitted through Brightspace
- We will end the semester with lightning talks: short group oral presentations during our final exam period on Monday, May 13 (8:00-10:30 AM, Newton 209)

Textbook Assignments (20%)

Textbook assignments in Achieve will help you learn to maximize the textbook as a learning resource as well as evaluate your understanding of the concepts at a deeper level. They can be completed throughout the week, and are always due on Mondays at 11:59 PM.

Required: Learning Curve

- Individually completed as homework
- Due on Mondays 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 multiple small learning curve quizzes rather than one larger one.
- In Achieve but access through Brightspace
- Late submissions are accepted with a deduction of 15% per day

Optional self-practice: Knowledge Checks

- Individually or collaboratively completed (your choice) as homework
- Consist of 20 questions each
- Serve as a check of depth of understanding of the topics
- In Achieve but access through Brightspace
- While not graded, the practice that these Knowledge Checks offer can help you to identify the topics and skills to study further for the unit tests.

Tests (40%)

There will be a total of four tests, one for each of our units (see schedule below). All unit tests will be administered in class (approx. 50 minutes), on the topics that correspond to each unit. If you have accommodations for extra time and/or environmental settings, please see the Accessibility section of the syllabus. Please reach out to us, your instructors, within the first two weeks of the course to discuss accessibility 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.

A range	B range	C range	D and below
A 93 - 100%	B+ 87 - 89%	C+ 77 - 79%	D 60 - 69%
A- 90 - 92%	B 83 - 86%	C 73 - 76%	E <60%
	B- 80 - 82%	C- 70 - 72%	

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, we 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. Visiting with us to check your understanding or ask questions is a normal and encouraged part of this course. By asking questions, 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 (The Nucleus) 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 we strongly encourage you to come to class. We have carefully chosen learning activities during class 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 3 or 4 people.

During class we will sometimes use online polling. This lets you use your laptop, smart phone, or tablet to answer questions in class. The polling system for our section is Top Hat, which is also used in 200- and 300-level biology courses at Geneseo.

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. We are eager to get to know you one-on-one and to answer your questions about study strategies and course content.

Accessibility

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

- **Student responsibility:** Please submit your letter of accommodations to us at the beginning of the semester (at least one week prior to the 1st test) 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.

What are our shared responsibilities to our learning community?

Responsibilities to prioritize everyone's health and wellbeing

Illness

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 for assignments started in class. Please ask us for clarification about any work you might have missed. All assignments can be found in Brightspace in the corresponding unit's module.

Wellbeing

Prioritizing well-being can support the achievement of academic goals and alleviate stress. Eating nutritious foods, getting enough sleep, exercising, avoiding drugs and alcohol, maintaining healthy relationships, and building in time to relax all help promote a healthy lifestyle and general well-being. Concerns about academic performance, health situations, family health and wellness (including the loss of a loved one), interpersonal relationships and commitments, and other factors can contribute to stress. We strongly encourage you to communicate any issues related to your well-being to us or other faculty and staff, and seek support before you experience unmanageable stress or have difficulty with daily functioning. Dr. Leonard Sancilio, Dean of Students (585-245-5706), can assist and provide direction to appropriate campus resources. For more information, see www.geneseo.edu/dean_students.

Mental Health

Mental health is no less important than physical health with respect to learning. As a student, you may experience a range of challenges that can impact your mental health and thus impact your learning; common examples include increased anxiety, shifts in mood, strained relationships, difficulties related to substance use, trouble concentrating, and lack of motivation, among many others. These experiences may reduce your ability to participate fully in daily activities and affect your academic performance. SUNY Geneseo offers free, confidential counseling for students at the Lauderdale Center for Student Health and Counseling (call 585-245-5716 to make an appointment), and seeking support for your mental

health can be key to your success at college. You can learn more about the various mental health services available on campus at health.geneseo.edu. **If you or a friend are feeling suicidal, are in mental health crisis, or need someone to talk to, call or text 988** for 24/7, confidential support to people in mental-health related distress.

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 avoid 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 or 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.

Uphold the Student Code of Conduct

The Geneseo code of conduct asks all students to commit to behaviors so that all members of our community can fulfill the values of the college: Learning, Creativity, Belonging, Civic Engagement, and Sustainability. Academic dishonesty and behavior that physically or psychologically harms others will be reported to the corresponding authorities. Academic dishonesty includes providing false information, cheating (seeking, receiving and/or offering unpermitted help) and plagiarism (representing work as your own when it was created by others, including AI such as ChatGPT). Collaborating on a test will result in a failing grade for the test and may result in a failing grade for the course.

In addition, all materials used in this course, including lectures, slides, videos, and handouts, have specific licensing and copyright restrictions that identify how they can be used, distributed, and adapted. We would rather work with you to solve problems before they become issues of misconduct, so please come talk to us early and often. For full details of the Student Code of Conduct, please see the Student Handbook.

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 email. Please include your name (not just your email address) and the course name or number (BIOL 119) in all emails sent to us. We'll typically respond to emails received after 5:00 PM during the next business day. If you do not hear from us within this time frame, please feel free to send us a reminder email.

What do you do if something out of the ordinary happens?

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.

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 know 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 Assignment Deadlines

You will benefit most if you stay caught up on textbook assignments (Learning Curves), reading assignments, and other assignments. Opportunities to make up missed assignments are not guaranteed, and may require documentation of an excused absence. The Learning Curves have specific due dates as listed in the Brightspace calendar. Learning Curve assignments will open at the beginning of the unit and will close on the due dates. For all assignments, late submissions will have 15%/day deducted from your score. 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.

Diversity & 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.

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. For ideas, questions, or concerns related to diversity, equity, and inclusion in the Biology Department, please reach out to bio-diversity@geneseo.edu.

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.

Religious Observances and Class Attendance/Deadlines

If you anticipate an absence or conflict with an assignment deadline due to religious observances, please contact me as early in the semester as possible to make alternative arrangements for those days that you'll miss. Student attendance in classes on religious holidays is governed by New York State Education Law 224-a. See calendar of major religious observances.

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 for SUNY Geneseo Students

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

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

Any student who is food insecure can submit a request here: Food Pantry Request Form to receive a bag of food that will provide them with items that will last a few days, including nonperishables and when available fresh fruits, vegetables, meat, and dairy. Once submitted, interns will connect directly with the student to communicate next steps and the time of your pick up. Pickups will take place in the MacVittie College Union, Room 114 - the GOLD Leadership Center.

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 on their own if that is their preference. It is located at 31 Center St. and is open Tuesdays and Thursdays 10 AM - 2 PM and Wednesdays 4 - 6:30 PM.

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

Emergency Funding

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

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	Final Exam Period: 8:00 - 10:30 AM Lightning Talks (oral presentations)

Weekly Schedule

Unit 1 – Hidden Diversity

Week 1 – Bacteria & Archaea

Date	Topic	Reading	What's due
Jan. 22	Welcome to Biology 119!		
Jan. 24	Microbial Ecology	24.1–3	
Jan. 26	Microbial Physiology	24.4–6	Participation Assignment 1

Week 2 – Eukaryotic Diversity, Multicellularity, & Fungi

Date	Topic	Reading	What's due
Jan. 29	Eukarya Features & Origins	25.1–3	Learning Curve 24.1–6, 25.1–3
Jan. 31	Eukarya Diversity & Multicellularity	26.1–3	
Feb. 2	Fungi Form & Function	32.1–2	Participation Assignment 2

Week 3 – Unit 1 Synthesis

Date	Topic	Reading	What's due
Feb. 5	Fungi Life Cycles	32.3	Learning Curve 26.1–3, 32.1–2, 32.3
Feb. 7	Hidden Diversity Review		
Feb. 9	Test 1: Hidden Diversity		Participation Assignment 3

Unit 2 – Plants

Week 4 – Photosynthesis

Date	Topic	Reading	What's due
Feb. 12	Photosynthesis	8.1–2	
Feb. 14	Photosynthesis, continued	8.3–4	
Feb. 16	Evolution of Photosynthesis	8.5	Participation Assignment 4

Week 5 – Plant Evolution: Form & Function

Date	Topic	Reading	What's due
Feb. 19	Plant Diversity & Evolution	27.1–2	Learning Curve 8.1–5, 27.1–2
Feb. 21	Plant Transport	27.3–4	
Feb. 23	Plant Transport, continued	27.5, 31.1	Participation Assignment 5

Week 6 – Plant Diversity & Development

Date	Topic	Reading	What's due
Feb. 26	Primary Plant Development	29.1–2	Learning Curve 27.3–5, 31.1, 29.1–2
Feb. 28	Secondary Plant Development	29.3–4	
Mar. 1	Plant Sensory Systems & Defense	29.5–6	Participation Assignment 6

Special event: Diversity Summit on Feb. 27

Week 7 – Unit 2 Synthesis

Date	Topic	Reading	What's due
Mar. 4	Plants Review		Learning Curve 29.1–6
Mar. 6	Test 2: Plants		
Mar. 8	Units 1 & 2 Debrief		Participation Assignment 7

Mar. 9–16: Spring Break

Unit 3 – Animals

Week 8 – Animal Form, Function, & Homeostasis

Date	Topic	Reading	What's due
Mar. 18	Animal Diversity & Adaptation	33.1–2	
Mar. 20	Homeostasis & Feedback	33.3–38.1	
Mar. 22	Food, Nutrition, & Metabolism	38.2–3	Participation Assignment 8

Week 9 – Self Maintenance in Animals

Date	Topic	Reading	What's due
Mar. 25	Osmoregulation & Water Balance	39.1–3	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	Participation Assignment 9

Week 10: Regulation & Movement in Animals

Date	Topic	Reading	What's due
Apr. 1	Endocrine Systems	34.4, 36.1	Learning Curve 41.1–2, 34.1–4, 36.1
Apr. 3	Sensory Systems	34.5	
Apr. 5	Muscles & Skeletons	35.1, 35.3	Participation Assignment 10

Week 11: Unit 3 Synthesis

Date	Topic	Reading	What's due
Apr. 8	Solar Eclipse, No Classes		Learning Curve 34.5, 35.1, 35.3
Apr. 10	Animals Review		
Apr. 12	Test 3: Animals		Participation Assignment 11

Unit 4: Global Ecosystems & Change

Week 12: Ecology

Date	Topic	Reading	What's due
Apr. 15	Population Ecology	44.1–2	
Apr. 17	Community Ecology	45.1–2	
Apr. 19	Ecology, continued	45.3–4	Participation Assignment 12

Week 13: Biomes & Diversity

Date	Topic	Reading	What's due
Apr. 22	Earth's Biomes	47.1–2	Learning Curve 44.1–2, 45.1–4
Apr. 24	Participate in GREAT Day		
Apr. 26	Biodiversity & Primary Production	46.3, 47.3	Participation Assignment 13

Week 14: Ecosystems & Climate Change

Date	Topic	Reading	What's due
Apr. 29	The Carbon Cycle	46.1–2	Learning Curve 47.1-3, 46.3
May 1	Climate Change	IPCC Summary Report	
May 3	Climate Change Discussion	48.1-3	Participation Assignment 14

Week 15: Unit 4 Synthesis

Date	Topic	Reading	What's due
May 6	Global Ecosystems & Change Review		Learning Curve 46.1–2, 48.1-3
May 8	Test 4: Global Ecosystems & Change		
May 10			Participation Assignment 15 Lightning Talks Presentation Slides

Week 16: Lightning Talks

Date	Topic	Reading	What's due
May 13	8:00–10:30 am, Newton 209 Lightning Talks		

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.

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)

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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