

ENVIRONMENTAL SEDIMENTATION

Instructor:

Dr. Jacalyn Wittmer Malinowski

Student Support: Teams & in-person (ISC 250)

Email: malinowski@geneseo.edu

Lecture: Tuesdays & Thursdays 10:30 – 11:20am, ISC Rm 19 – Door code: **1259**

Laboratory Time and Room: Tuesdays & Thursdays 11:20am – 12:45pm, ISC Rm 19

Course Description: The course focuses on the analysis and characterization of clastic sediments in contemporary environments with application to the origin, evolution, transport and depositional processes of sediments and sedimentary rocks. Standard analytical techniques will be used throughout laboratory experiments and field-based lab experiences. Discussions and activities focused on sediment management and depositional environment impacts from on-going and future climatic and environmental changes is a critical theme. (Regular field trips during lab hours and outside of class hours). Prerequisites: GSCI 301 or GSCI 302 (formerly GSCI 220 or GSCI 353).

Learning Outcomes:

After successful completion of the course, a student will be able to

- Understand the entire sedimentary process from the formation of sediments to their delivery in depositional systems.
- Understand the mechanisms of transport for clastic sedimentary systems.
- Competently collect field or lab data that is reliable and reproducible.
- Analyze independently collected data from the field/lab and make informative interpretations from their own data.
- Use and understand statistical methods from statistical programs that aid in the interpretation of sedimentary datasets.

GLOBE Outcomes

After successful completion of the course, a student will develop

- A specialized knowledge of a geology sub-discipline, Sedimentology
- Intellectual and Practical Skills through labs and the development of lab reports.
- Integrative and Applied Learning through field intensive labs and experiments.

Optional Text:

Nichols, 2023, Sedimentology and Stratigraphy, Wiley, 3rd Edition, 544 p.

Highly Recommended Text:

Prothero and Schwab, 2013, Sedimentary Geology, W.H. Freeman, 3rd Edition, 585 p.

Leeder, M., 1999, Sedimentology and Sedimentary Basins, Wiley-Blackwell, 592 p.

Boggs, S., 2006, Principles of Sedimentology and Stratigraphy, 4th edition, 662 p.

Tucker, M.E., 2001, Sedimentary Petrology, 3rd edition, 262 p.

Potter, P. and Pettijohn, F., 1977, Paleocurrents and Basin Analysis, Springer-Verlag, 2nd edition, 423 p.

*All texts are available on reserve at the library

COURSE STRUCTURE

This is a **3-credit hour In-Person** course. The course spans the entire semester (**16 weeks** long and consists of 5 content modules). You should dedicate approximately **8–10 hours** per week to working on the course itself, but actual time commitments will vary depending on your input, needs, and personal study habits. To

be successful, you will need to attend in-person lectures on Tuesday and Thursday in addition to attending **weekly in-person lab meetings on Tuesdays & Thursdays.**

- The course has a consistent and predictable structure, organized around the weekly modules, with a course Brightspace site that should be straightforward and easy to navigate. Instructions and due dates for activities and assignments are clearly articulated so that you know what is expected of you and you can easily stay on track.
- Most assignments are due by 11:59 PM of their respective due dates as listed on the course calendar. At the end of each week students will have an opportunity to make sure that they have completed all the required activities and assignments before the new week's content is released.
- For most weeks of the course, the future week's materials will be available a few days ahead of schedule, likely on the Friday before that week officially begins. This is done for students who need to get ahead in the course due to some sort of major event planned.
- **Student Support Hours (aka Office Hours)**
 - Support hours are times outside of class that you can meet with your instructor to discuss the material being presented in class or questions about lab content. Support hours are for you to ask for extra help, seek clarification of material, follow up on parts of the class you are interested in, and for you to check the progress you have made on your work.
 - You are not required to attend support hours and you will decide on your own what you need or if you want to participate in support hours. These hours are free-flowing periods of time where there is no lesson planned or structure, you are expected to 'drive' the meeting with your questions and your thoughts.
 - Do not expect the instructor to give you the answers during these hours, but instead they will help you work through towards the answers so that you can become an independent learner. The course student support hours will be posted on Brightspace and announced on the first day of class.

CLASS POLICIES AND EXPECTATIONS

- **Posting material on Brightspace**
 - There are four content-based modules in the course, each module will contain a section overview followed by week content and assessment information. The Overview section will go over weekly expectations, due dates and discuss major class changes.
 - Lectures will be in-person but will have supplemental lecture notes, linked sites for additional information, and annotated PowerPoint pdfs. Readings will include the optional chapters related to lab and lecture content, but also linked OER sources when available.
 - Assignments such as labs or mini-exams will be posted for each Module and as Assignments.
- **Required Student Work**
 - Weekly readings from textbook, the textbook is helpful for success in the course! There will be additional OER sources to aid with understanding the material.
 - Engagement and Note-taking from in-person lectures
 - Prelab Content
 - In-person Lab exercises
 - Writing Lab Reports
 - Mini-Exams
- **Late Assignments**
 - For all assignments (e.g. lab reports), I will allow submission up to **three days after the assignment deadline.** I will not accept assignments after the three-day grace period, there will be no exceptions!
- **Mini Exams**
 - The course will have small, mini exams that will cover focused material from each themed section of content as chunked assessments (i.e. information delivered during *Foundations of Sedimentology*:

Weeks 1-4 will culminate in a shortened exam that covers that themed content only). The mini exam questions will be a mixture of short answer, multiple-answer, and diagram questions. Mini exam dates are provided in the course schedule and will be available in communications. The mini exams are non-cumulative and will be delivered at the beginning of in-person meetings (unless method of delivery has changed due to unforeseen circumstances). Material covered on the mini-exams will be from the lectures, the assigned readings, prelab content, and labs.

- **Make-up mini- exams** will be available only to those students having valid excuses. Personal travel, convenience, over sleeping, or "not being prepared" are not acceptable. If you want to request a conflict exam, you must contact Dr. Malinowski in writing via email at least **three** weeks before the scheduled exam. If you have medical or family emergencies immediately before an exam, you must contact Dr. Malinowski as soon as possible. A student who misses an exam for whatever reason must contact Dr. Malinowski no later than one day after the scheduled exam. Failure to do so will result in a "0" for the exam. If you believe that you have a valid conflict for the final mini-exam, be sure to inform Dr. Malinowski at least 3 weeks prior to each exam.

- **Laboratory Exercises**

- Laboratory exercises are set up as staggered exercises where you will develop skills such as data collection, lab analysis, data analysis, and **multi-page laboratory write-ups (LAB REPORTS)**. Lab Reports will be the only collected and graded component of the labs, these will be submitted electronically in Brightspace as word documents or pdfs. In their write-ups, students are expected to succinctly convey the laboratory exercise's context, purpose, hypotheses, procedure, data analysis in the form of results, and—perhaps most importantly—interpretation. Further guidance, e.g. rubrics, will be provided throughout the semester. These labs are for you to learn necessary and employable skills, you will be conducting your own analyses, graphs and tables, and interpret your own results. Due dates for the reports are posted in the course schedule and will be available in module overview and communications.

If a student is not satisfied with the grade received for a written assignment, they have one opportunity to re-write the report, replacing the unsatisfactory grade with that of the re-write. Rewrites are allowed up to three weeks after assignment deadline.

- **Field Labs**

- The class will have multiple field excursions during lab times. These field labs are instrumental to your overall grade and your experience in the course. These locations are planned to be nearby and would only involve your combined lecture and lab time for collection. Multiple labs are based on collected data from the field, if we are able – you will collect samples in modern depositional environments. However, if we are unable to go in the field as a class, I will collect the samples needed for the labs. Details regarding localities and necessary equipment will be delivered in Brightspace announcements and module overviews.

- **Grading Scale**

- Your course grade will be calculated as follows:
 - Lab Reports 45%
 - Mini-Exams 30%
 - Lab Exercise Partic. 25%

- Grading Scale

93.30 – 100 % = A	86.60 – 89.99 % = B+	76.60 – 79.99 % = C+	60.00 – 69.99 % = D
90.00 – 93.29 % = A-	83.30 – 86.59 % = B	73.30 – 76.59 % = C	≤ 59.99 % = E
	80.00 – 83.29 % = B-	70.00 – 73.29 % = C-	

COURSE SCHEDULE

1	Aug. 27	Course Introduction & Geological Cycles <i>Prelab Content: Shape, Size, and Fabric of Grains</i>	Lab 1 Part A: Grain Shape
	Aug. 29	FIELD – Indian Fort Nature Preserve <i>Prelab Content: Field Notes</i>	
2	Sep. 3	Grain Sorting and Texture <i>Prelab Content: Analyzing Grain Shape, Size, & Fabric</i>	Lab 1 Part B & C: Grain Shape
	Sept 5	Grain Sorting and Texture cont.	
3	Sep. 10	FIELD – Indian Fort Nature Preserve <i>Prelab Content: Stream Discharge and Velocity</i>	Lab 2 Part A & B: Sediment Transport + Stream Discharge • Lab 1 Report due Sep. 12
	Sep. 12	Physical Weathering <i>Prelab Content: Stream Discharge Calculations</i>	
4	Sep. 17	Chemical Weathering and Erosion	Lab 2 Part B continued
	Sep. 19	Introduction to Transport	
5	Sep. 24	Mini Exam 1 (Week 1 – 4)	Lab 3 Part A: Grain Size – Wet Sieving • Lab 2 Report due Sep. 26
	Sep. 26	Transport <i>Prelab Content: Introduction to Grain Size Analysis</i>	
6	Oct. 1	Transport – Stoke’s Law <i>Prelab Content: Excel Data Analysis</i>	Lab 3 Part B: Grain Size – Coarse and Fine
	Oct. 3	Modes of Transport <i>Prelab Content: Grain Size Graphing</i>	
7	Oct. 8	Types of Fluid Flow <i>Prelab Content: Grain Size Statistics</i>	Lab 3 Part C: Grain Size – Data Analysis • Lab 3 Report due Oct. 10
	Oct. 10	FIELD – Conesus Lake <i>Prelab Content: Coring for sediments</i>	
8	Oct. 15	NO CLASSES - FALL BREAK	Lab 4 Part A: Flume Fluid Flow
	Oct. 17	Bernoulli’s Principle & Boundary Layers	
9	Oct. 22	Flow Separation & Bed Roughness <i>Prelab Content: Entrainment Analysis</i>	Lab 4 Part A: Flume Bedforms
	Oct. 24	Mini Exam 2 (Week 5 – 9)	
10	Oct. 29	Unidirectional Bedforms I	Lab 4 Part B: Flume Paleocurrents Lab 4 Part C: Paleocurrent Analysis
	Oct. 31	Unidirectional Bedforms II	
11	Nov. 5	FIELD – Livonia High School Wetland	Lab 5: Sedimentary Structures • Lab 4 Report due Nov. 7
	Nov. 7	Oscillatory Bedforms; Multi-directional Bedforms	
12	Nov. 12	Primary Sedimentary Structures	Lab 5: Sedimentary Structures
	Nov. 14	Secondary & Deformational Structures	
13	Nov. 19	Mini Exam 3 (Week 10 – 12)	Lab 6 Part A: Terrestrial Transport Systems • Lab 5 due Nov. 21
	Nov. 21	Terrestrial Depositional Environments I <i>Prelab Content: Initial soil descriptions</i>	
14	Nov. 26	Terrestrial Depositional Environments II	Lab 6 Part B: Terrestrial Sediments
	Nov. 28	NO CLASSES – THANKSGIVING BREAK	
15	Dec. 3	Marine Depositional Environments I	Lab 6 Part C: Modeling Terrestrial Systems • Lab 6 Report due Dec. 9
	Dec. 5	Marine Depositional Environments II	
-	Dec. 17	Mini Exam 4 (Week 13 – 16)	@8:30am

STUDENT SUPPORT

- **Commitment to Supporting Diversity, Promoting Inclusion and Belonging, and Ensuring Equity**

We must address the entanglement of geoscience with colonialism, racism, sexism, homophobia, and ableism before we proceed with teaching the content of this course. The work of some geologists supports the exploration and exploitation of natural resources that resulted in theft, war, displacement, and genocide from first nations here in the United States as well as other locations around the globe. Also, the theory of evolution has been perverted to justify dangerous ideas and policies regarding health, gender and sexual identity, poverty, and ability that disproportionately disadvantage and harm people who hold minority identities. It is the job of modern geologists to confront this difficult history and commit to the principles of antiracism by ending passivity and silence in the face of injustice and inequity.

The diversity of perspective and experience that students bring into this course is a resource, strength, and benefit, and we seek to cultivate a learning community that is inclusive and equitable to all identities (including race, gender, class, sexuality, religion, ability, political affiliation, etc.). For more details on the College's commitment to diversity, equity, and inclusion, please see the content at <https://www.geneseo.edu/diversity/commitment>.

ACADEMIC INFORMATION AND RESOURCES

Cancellation of Classes for Extraordinary Weather Conditions

It is College policy to continue as much as possible normal hours of operation and maintain a regular work and class schedule for faculty, staff members and students during periods of severe weather. The following media sources are official notification sources during severe weather conditions:

1. **Radio Stations:** (Avon) WYSL, 1040 AM; (Buffalo) WGR, 97FM; WEDG, 103.3 FM; WHTT, 104FM; (Dansville) WDNY, 1400 AM; (Geneseo Campus) WGSU, 89.3 FM; (Rochester) WHAM, 1180 AM; WPXY 97.9 FM; WVOR 100.5 FM; (Warsaw) WCJW 1140 AM
2. **Television Station:** Rochester: WHAM, Channel 13
3. The College has also established a hotline that will provide a recorded message of class cancellations and essential services staffing at 245-6666.
4. Messages regarding class cancellations will also be placed on the all-staff and all-student listserv e-mail accounts.

It is understood that all College faculty, staff and students will be afforded the opportunity to make their own decisions about reporting to work or classes with due consideration for travel safety.

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 (https://www.geneseo.edu/english/writing_center), the Math Learning Center (<https://www.geneseo.edu/math/mlc>), and a range of department-based tutoring centers
- Online tutoring through the SUNY-wide STAR-NY system (www.starny.org/tutoring_schedule)
- Supplemental Instruction (<https://www.geneseo.edu/supplemental-instruction>), in which trained student assistants review lecture material from specific classes

Information on times and locations is available through the Campus Learning Centers 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>.

Accommodations and Accessibility

SUNY Geneseo is dedicated to providing an equitable and inclusive educational experience for all students. The Office of Accessibility will coordinate accommodations, auxiliary aids, and/or services designed to ensure full participation and equal access to all academic programs, activities, and services at SUNY Geneseo. Students with letters of accommodation should submit a letter to us and discuss needs at the beginning of the semester.

As of fall 2023, the Office of Accessibility Services (OAS) is conducting a full launch of **Accommodate**, an online system for managing student accommodation requests, appointments, Test Center bookings, and more! Requests for accommodations, including letters or reviews 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 approved accommodations may submit a **semester request** to renew their academic accommodations. Please visit the OAS website for information on the process for **requesting academic accommodations**. If you have questions or concerns about your academic accommodations or are experiencing additional barriers due to the shift to remote learning, please contact our office via email at access@geneseo.edu or call 585-245-5112 to schedule a phone or virtual appointment.

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

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.

I take plagiarism and other forms of academic dishonesty seriously. At its most basic, that means you are responsible for doing your own work. You may not reuse work from other classes, use the work of another person, plagiarize, or use artificial intelligence to help with or generate assignments.

Unintentional plagiarism. While the first thing most people think of when they hear the word plagiarism is cheating, you can plagiarize without intending to. Some students plagiarize because they have trouble with paraphrasing or fail to give credit to their sources of information, especially when they search online instead of utilizing assigned material. We believe this class will help you develop and/or strengthen the skills you need to avoid unintentional plagiarism. We are happy to help you if you have questions or are struggling with this. Schedule an appointment with your instructor if you have questions or want help. *Ultimately, you are responsible for avoiding plagiarism, but there are many resources at Fraser Library and ways to get help.*

AI, like Chat-GPT. You must do your own work, which means that you should not utilize tools like Chat-GPT for any aspect of our course work. Such use is a form of academic dishonesty. Use of such tools is not only cheating, but it will also cheat you of the opportunity to learn and develop your own skills. While AI will

undoubtedly play important roles in our future society, you will be better able to utilize AI if you have developed your own critical thinking, writing, and analytical skills by doing your own work. If you have any questions about this, please ask.

Show your work. We expect you to be able to show your work or process for completing assignments.

Sharing Course Content: The content of this course provided to you by your instructors, including assignments, lecture notes, lectures, labs, exams, etc., is protected intellectual property. Sharing in any way without the instructor's consent is a violation of the Student Code of Conduct and will be reported to the administration and may be grounds for dismissal.

Technology Support

CIT provides a range of technology support resources. When you are in Brightspace, the Help menu on the left side of the screen will also direct you to a number of CIT supports, including self help resources and options to request technology assistance. For assistance with your computer or mobile device, visit the CIT HelpDesk in Fraser. Geneseo students, faculty and staff have free access to the entire LinkedIn Learning training library (over 7,500 courses, including tutorials for software, digital tools, web development, programming, and design) through Geneseo's site license. For more information, visit this self help document. (<https://wiki.geneseo.edu/display/cit/LinkedIn+Learning+Training+Library>)

Getting Help with Navigating Brightspace and Online Classes

CIT has developed a number of resources that can help you formulate good strategies for success in online courses. These include general strategies for keeping on track with your courses as well as more specific resources about learning experiences that you may encounter in an online course. The Office of the Dean for Academic Planning and Advising has also introduced the new KOALA (Knights Online Academic Learning Assistance) course support resource. Throughout the semester, if you need help with online learning strategies, or you are having difficulty understanding how to work your way through Brightspace modules for face-to-face as well as online classes, you can contact KOALA for assistance identifying resources and strategies for success. Schedule a KOALA appointment.

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. The New York State Department of Civil Service maintains a calendar of major religious observations for 2021 and 2022.

Military Obligations and Class Attendance

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

Pregnant and Parenting Students' Accommodations

SUNY Geneseo is committed to supporting our students who may be pregnant or parenting. SUNY Geneseo does not discriminate against any student or employee on the basis of pregnancy, parenting, or related conditions, **per Title IX federal regulations.**

Students who experience complications due to pregnancy or childbirth and who are seeking accommodations should contact the Office of Accessibility Services (OAS) at access@geneseo.edu or 585-245-5112. OAS staff will meet with the student and assess what resources or **reasonable temporary accommodations** may be available. OAS will

coordinate with the necessary offices, including the Dean of Students, the Title IX Coordinator, and/or academic departments to ensure equal access for pregnant students.

Bias-Related Incidents

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

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

Title IX and Harassment

Sexual Harassment is not tolerated in this course. Sexual harassment includes: the inappropriate introduction of sexual activities or comments in a situation where sex would otherwise be irrelevant. Sexual harassment is a form of sex discrimination and a violation of state and federal laws as well as of the policies and regulations of the university. All SUNY Geneseo employees and students must adhere to the [sexual harassment policy](#). Please review this policy and contact a university official if you have any questions about the policy.

It is important to remember that while your ULAs are peers, a differential power exists in your relationship. For this reason, it is inappropriate for students and ULAs to pursue romantic or social relationships for the duration of this course (e.g. invitations for private social gatherings and requesting or contacting each other via private social media accounts.)

Finally, as mandatory reporters, employees (e.g., administrators, managers, supervisors, faculty, teaching assistants, staff) are required to report knowledge of sexual harassment to Geneseo's Title IX coordinator. Please keep this in mind and seek advice prior to disclosing to a mandatory reporter.

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.

The changes brought on by COVID-19 have impacted us all in a number of ways, and will continue to do so at various times and to varying degrees during the upcoming semester. Your health and wellbeing are foundational to your ability to learn, and if you find that you are feeling unwell (physically or mentally) and it is impacting your ability to complete your coursework, please reach out. In a similar way, I will occasionally ask for some patience and flexibility on your part. The pandemic is affecting faculty as well as students and creating demands that would not be present in an ordinary semester. If I am slow responding to an email, if I take some time to grade an assignment, or if I am a bit late posting course materials, please be patient (and feel free to send me a ‘nudge’; I will not be offended). You will never suffer any disadvantage in the course because of delays on my part. Remember that we are all in this together.

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 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.

Guidelines for Attendance and Public Health

As we continue to deal with variants of the COVID-19 virus well into the future, I share these expectations for classroom attendance and protecting public health. SUNY Geneseo is a residential liberal arts college where we all learn together in a shared space. This classroom community is vital for engaging in discussions, solving problems, and answering questions together. Learning is an active process, and it requires engagement - on my part and yours. I promise to create an interactive and collaborative classroom space, and in return I expect you to attend and engage in the activities.

We know that COVID is shifting from a pandemic to endemic stage, and it's possible that some of you may get infected over the course of the semester. Because we want you to be successful and because we value your contribution to the course, we expect you to prioritize attendance. If you are experiencing symptoms associated with COVID* on a day we have class, please take a COVID test. Testing is available through the Health Center, or you may take a self-test if you have one. If you test negative and feel well enough to attend, put on a well-fitting mask, come to class, and maintain physical distance as much as possible. If your symptoms do not allow you to attend class, stay home (except to go to the health center), rest, and take care of yourself. I expect you to communicate with me directly about your absences. I can support you to keep up with class if you are out for COVID-related reasons, but I need you to take responsibility for being transparent and clear in letting me know when you are out and why. Although I can work with you on keeping up, you may miss some course content and extended absences may impact your ability to realize your full potential in this class. For extended absences (i.e., more than a couple of days of classes), you should contact the Dean of Students who can assist with reaching out to your faculty.

Finally, I want you to succeed and learn in this class, and I want to protect our community from COVID as best as I can.

*Examples of common symptoms include:

fever or chills,
cough,
difficulty breathing,
muscle or body aches,
Headache,
new loss of taste or smell,
sore throat,
congestion or runny nose
nausea or vomiting
diarrhea

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 (<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 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 (<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.

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.