



Course Syllabus: Introductory Sociology

SOCL 1133, Section 101

Fall 2024

Instructor: Dr. Wesley Cohoon

E-mail: wesley.cohoon@msutexas.edu

Course Modality: Face-to-Face

Meeting Times: Mon, Wed, and Fri from 10:00 a.m. to 10:50 a.m.

Class Location: Prothro-Yeager, PY100

Office: Prothro-Yeager, 0-134

Office Hours: Mon & Wed 8:20 a.m. to 8:50 a.m. and 11:55 a.m. to 1:55 p.m.

Course Introduction

Course Quote

"100% of customers are people. 100% of employees are people. If you don't understand people, you don't understand business." – Simon Sinek

Course Description

This course is designed to provide students new to sociology with the foundations of the discipline. Students will be introduced to the scientific study of human groups, organizations, and societies and will examine the major sociological questions and approaches to studying them. Subjects discussed will include culture, social stratification, race/ethnicity, gender, marriage and family, education, religion, social organizations, and social theories.

Instruction will be provided through a variety of different methodologies to provide a more comprehensive learning environment and introduction to the various ways of learning and use of sociological data and collection.

Please note that sociology is the study of collectives and as such personal experience is sometimes contrary to research studies. This does not invalidate your experience or the research. Please proceed through this course with an open mind and a willingness to see society objectively as an 'outsider'.

Textbook & Instructional Materials

Book: Exploring the Architecture of Everyday Life, 14th Edition
Author: Newman
ISBN: 9781071849552
Publisher: Sage Publications

Who is the instructor?

My career has included a wide range of professional experiences, from teaching at universities to working in businesses, nonprofits, hospitals, and governmental agencies. My diverse professional journey has been united by my work with, love of, and curiosity for people. Although I have changed careers many times, sociology has been at the core of all my careers because I have dealt with people.

I am married with five children. My youngest three are 16, 14, and 12. My two oldest kids are adults who are both married and have children. We have three dogs at my house—Cupcake, Oreo, and Waffles. I love spending time with my family and hanging out.

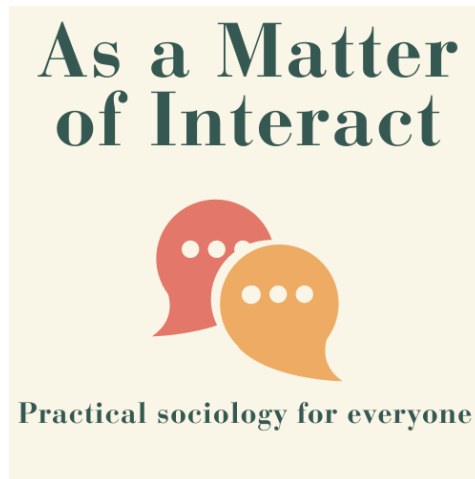
I have earned two doctorates, two master's, and a bachelor's degree. Part of my research focus is on applying sociology in the real world. I have a sociology podcast called "As a Matter of Interact: Practical Sociology for Everyone." I am a Certified Clinical Sociologist through the Association for Applied and Clinical Sociology and serve as an Associate Editor of the *Journal of Applied Social Sciences*.

Teaching Philosophy

I want to come alongside students and help them discover themselves and their social world. In addition to providing information, I want to listen and learn from others and their experiences. While I care about students, I also want them to grow and experience some level of discomfort. While people do not like tension and conflict, people experience growth through it. People need to feel some stress and have their existing knowledge challenged to gain new understanding. I encourage students to engage in an action/reflection model where they can learn, do something with their knowledge, come back and reflect on their experience, and repeat the process. Lastly, learning is difficult, but it is also fun. I welcome playfulness, humor, and student interaction throughout class time.

Additional Sociological Resource

To learn more about sociology and its practical applications, check out my bi-weekly podcast, [As a Matter of Interact: Practical Sociology for Everyone](#). The podcast helps people understand and evaluate social interactions, relationships, human behaviors, and systems. Check out the podcast to better navigate your life and make informed decisions as you practically apply sociology.



London Study Abroad: Sociology

I highly encourage students to consider participating in the Study Abroad program that MSU offers through its Global Education Office. In the summer of 2025, I will teach British Culture and Society (SOCL 4883, 4893). Students will earn six credit hours towards their degree in only five weeks. Studying sociology in London is a great learning opportunity, and it provides students with a chance to experience, live, and travel to a foreign country. Historically, the London classes last for five weeks with a one-week minibreak in between. While the dates are not finalized yet, the flight will probably depart on Thursday, July 3rd, and we will return to the United States on Monday, August 4th. I will make an announcement with all the information once it is available.

You can take my London sociology class with any major. Depending on your major and minor, this course could count towards your major, minor, or elective course requirements. My sociology class will compare British society and culture to American society and culture. The class will teach students how to evaluate and assess cultures, societies, and social interactions. The class will be highly interactive, and several assignments will include activities and immersion into British culture.

Planning is critical to a successful study abroad experience. I will share the London Study Abroad finalized dates and information as soon as it is available through the Global Education Office. If you have any questions or concerns, you

can always contact me or schedule a meeting with MSU's Global Education Office and Study Abroad. Remember, the application deadline is usually in March, and the Global Education Office is there to discuss financial aid and scholarship opportunities to ensure you are well-prepared for this exciting journey.

[MSU Global Education Office](#)

[MSU London Study Abroad](#)

Instructor Policies

Assignment Submission

Submit all your assignments via D2L, and they need to be in Word or PDF. Students are responsible for ensuring assignments are submitted on time and in an accessible format.

Assignment Feedback

I will provide assignment feedback within seven days of the due date. My feedback will be provided in the form of comments on the assignment in D2L. You are welcome to come and talk to me about any assignment and feedback that I have offered. Your grades will be posted in D2L.

Email Communication with the Instructor

Please follow the below template when sending me an email. Failure to follow this format will result in a response from me stating, "Please read the syllabus and follow the email formatting instructions." Students are welcome to ask questions, but I want them to first check the syllabus for the answer before asking or clarifying a question.

Dr. Cohoon

My name is (Xyz), and I am a student in your SOCL 1133, 101: Introductory Sociology class this fall semester. I am emailing to ask you about (blank). I looked in the syllabus, and it states (blank) about my question.

Thanks,

(Your Name)

Late Work

All assignments are due in D2L before 11:59 p.m. on their listed due date in Word or PDF. If the assignment does not upload, I do not have it. The student is responsible for ensuring that their assignments are uploaded. Corrupted documents do not count, and you need to ensure that the assignment is uploaded in the proper format. I will deduct ten percent per day for late assignments. There are no exceptions, and all late work will be deducted 10% for every day it is late. This late policy is generous, and students can still earn a good grade on an assignment when it is late.

Attendance

Presence is important. There is a high correlation between attendance and class grades. In-class attendance is required. If a student is going to miss class, they need to email the instructor. Students who miss more than 20% of the classes can result in a reduction of a full letter grade. Students who miss more than 30% of the classes can either be dropped or receive an F in the course. Students with excessive absences, or those who fail to notify the instructor of class absences, can be dropped at the instructor's discretion.

Plagiarism

The appropriation, theft, purchase, or obtaining by any means another's work, and the unacknowledged submission or incorporation of that work as one's own offered for credit. Appropriation includes the quoting or paraphrasing of another's work without giving credit. Using AI technology (like ChatGPT) to write assignments is considered plagiarism. Students who plagiarize will receive a zero on the assignment and can face additional academic consequences. However, students are welcomed and encouraged to use proofreading applications like Grammarly. The difference between technology ChatGPT and Grammarly is that technology like Grammarly uses the student's original ideas and helps proofread.

Evaluation and Grading

Cultural Assignments – 21%

Students will have three assignments this semester that test their intercultural knowledge, ability to think critically, and utilize their sociological imaginations. Each of these assignments is worth 7 points each for a total of 21 points towards the final grade. The assignment details are listed below.

Cultural Assignment #1: World Bank

Students will gather information from the World Bank Data about the United States and two other countries and analyze their findings. This assignment has two parts. For the first part, students will need to make a table that compares their countries like the one listed below. The second part of the assignment

involves the students analyzing their findings in written form. The written part should be 500 to 750 words. The assignment is due on September 15th.

Steps to Complete the Assignment:

- Go to The World Bank website to access data: [World Bank Website](#). This link will take students to the page titled "Countries and Economies."
- Scroll down to the bottom and select the United States. Click to the right on the box titled "Country Profile." You will collect the following information on the United States. Repeat the process and select two other countries of your choosing. Ideally, one of the countries needs to be what you assume is a Middle-Income country and then a Low-Income country.

Table 1: Three Country Comparison

	United States	Country A	Country B
School Enrollment, primary			
Life Expectancy			
GNI per capita, atlas method			

Questions to answer in the written part:

1. What are your conclusions regarding the school enrollment between the three countries?
2. What are your conclusions when comparing the life expectancy at birth between the three levels of income?
3. The GNI (Gross National Income) takes the total output of a country and divides it by the total number of its residents, is a good indicator of a country's overall status when compared to other countries. Provide some conclusions regarding the GNI between the three countries. Were there any surprises when comparing other countries in the high-income group to the United States? Explain why or why not.

Grading Criteria for World Bank Project:

Grading Criteria for World Bank:

Well-written— 30%

- Students wrote in paragraph form and answered the questions in order – 10%
- The writing portion was 500 to 750 words – 10%
- Grammar and mistake-free – 10%

Formatted Correctly— 30%

- Word or PDF document with one-inch margins – 10%
- The font is 12-point, Times New Roman – 10%
- Paragraphs are double-spaced – 10%

Demonstrated Sociological Understanding – 40%

- Students created a table and used appropriate data – 10%
- Students critically engaged Question One – 10%
- Students critically engaged Question Two – 10%
- Students critically engaged Question Three – 10%

Cultural Assignment #2: Intercultural Knowledge Paper

The second assignment is the Intercultural Knowledge Paper: Life Doesn't End with Death. For this assignment students will watch the Kelli Swazey "Life That Doesn't End with Death" TED Talk video. The video is around 14 minutes, and it can be found at the following link: [TED Talk Life That Doesn't End with Death](#)

After you watch the video, answer the following four questions. Each answer should be at least one paragraph. This paper is due by October 27th.

1. Discuss deaths and funerals in Tana Toraja. Be sure to discuss this as a gradual transition, social process.
2. How are their experiences of death different from our own (cultural vs biological etc.)? You will need to watch all of this to the end to fully understand.
3. What does Kelli Swazey say we can gain from seeing physical death from not only a biological process, but as part of the greater human story? Do you agree? Why?
4. How do you feel about their way of expressing enduring relationships as they do, and that we do not do?
5. Do you think that if you spent time in this culture that you would be able to understand it as Kelli Swazey does? Explain.

Grading Criteria for Intercultural Knowledge Paper:

Well-written— 20%

- Student used sentences to answer the questions – 5%
- Students answered the questions using at least one paragraph – 5%
- Grammar and mistake-free – 10%

Formatted Correctly— 30%

- Word or PDF document with one-inch margins – 10%
- The font is 12-point, Times New Roman – 10%
- Paragraphs are double-spaced with 0 points before and 0 points after – 10%

Demonstrated an Ability to Think Sociologically – 50%

- Each question is worth 10 percent for a total of 50. I am looking that the student incorporated a knowledge of cultural self-awareness, cultural worldview frameworks, empathy, and ability to suspend personal values and judgements.

Cultural Assignment #3: Current Event Analysis

The third assignment is the Current Event Analysis. For this assignment students will choose a current event from a reputable news source to analyze. The event cannot be older than six months. Part of this assignment includes the student's ability to select an event. This paper needs to be 750 to 1,250 words (2.5 to 4.5 pages). This paper is due by November 17th.

Grading Criteria for Current Event Analysis:

Well-written— 40%

- Paper is 750 to 1,250 words (2.5 to 4.5 pages) – 10%
- Grammar and mistake-free – 10%
- Student summarized the article in one, introductory paragraph – 10%
- Logical and consistent argument – 5%
- Paragraphs are appropriate length – 5%

Formatted Correctly— 20%

- Word or PDF document with one-inch margins – 2.5%
- The font is 12-point, Times New Roman – 2.5%
- Paragraphs are double-spaced with 0 points before and 0 points after – 10%
- Paragraphs are indented – 5%
- Student listed the document source (author, date, page#, title, news source) – 5%

Demonstrated an Ability to Think Sociologically – 40%

- The current event was reputable news source and less than six months – 10%
- Student use, apply, and underline at least 10 sociological concepts in their analysis – 20%
- Students provided their own conclusions to the argument – 10%

Socialization Paper – 15 %

The assignment is that you are to watch the documentary "The Mask You Live In." It is an excellent documentary, and it illustrates the socialization process along with concepts where you can think about Mead, Cooley, and the Looking-Glass Self. We will watch the documentary during class time. However, if you miss the class, you can stream it/watch it for free if you go to the MSU LIBRARY on KANOPY. Here are step-by-step instructions:

1. Go to [Kanopy](#)
2. Scroll down to the bottom of the page and click the "Get Started" button under the words, "Sign up today for free through your public library or university."
3. Click the "Find Your University" button on the page.
4. Type "Midwestern State University" under the Find Your University search bar.
5. Click the "Log in to MSU" button.
6. Enter your MSU Username and MSU Password
7. I believe the next page will give you an option to sign up, and you can skip that step if you want.
8. Now you should be on the Kanopy main page. Type in "The Mask You Live In" in the search bar.
9. The "Mask You Live In" movie should be listed along with several other films. Click "The Mask You Live In," then hit the "Play" button.
10. The movie is a little over one hour and thirty minutes.

After you watch the movie, answer the following four questions. Each answer should be at least one paragraph. This paper is due by September 29th.

1. What were your thoughts and feelings about "The Mask You Live In?" Did the documentary resonate with any of your experiences of socialization? If so, how?
2. Even if you did not hear the same phrases as the people in the documentary, what messages of socialization and identity did you receive as a child?
3. How does "The Mask You Live In" reflect socialization, Mead, Cooley, or the Looking Glass Self?
4. Which agent of socialization has the most impact on your life at the moment? Why and how so?

Please do not wait until the last minute to try and watch this movie. Usually, I respond to emails quicker, but my policy is that I will respond within two business days. If you wait until or right before it is due, I may not get back to you in time. Also, while I love sociology and people, I am deficient in most technical matters. You are responsible for finding and watching the movie and submitting questions on or before September 29th.

Grading Criteria for Socialization Paper:

Well-written— 30%

- Student used sentences to answer the questions – 5%
- Students answered the questions using at least one paragraph – 5%
- Grammar and mistake-free – 10%

- Logical and consistent argument

Formatted Correctly— 30%

- Word or PDF document with one-inch margins – 10%
- The font is 12-point, Times New Roman – 10%
- Paragraphs are double-spaced with 0 points before and 0 points after – 10%

Demonstrated an Ability to Think Sociologically – 40%

- Each question is worth 10% for a total of 40. I am looking for how the students incorporate the sociological theories with their lived experiences.

Sociological Papers – 39%

Three times throughout the semester, students will write a paper that explores a piece of media (like a television show, movie, book, etc.) through a specific sociological lens. These papers will be 500 to 750 words and demonstrate an understanding of a theorist or sociological perspective. Each paper is worth 13 points each, which is a total of 39 points for all three.

The first sociological paper will focus on structural functionalism and is due October 13th. The second paper will be on conflict theory (feminist theory is acceptable for the second paper) and is due November 10th. The final paper will focus on symbolic interactionism and is due December 1st. Assignments must be submitted through D2L online on the due date.

First Sociological Paper: Structural Functionalism

Students will pick a piece of media (like a television show, movie, book, etc.) and view it through a structural functionalist lens. The paper needs to be 500 to 750 words (1.75 to 2.5 pages) and demonstrates the student's understanding of structural functionalism, use of sociological vocabulary, and ability to apply structural functionalism to a given situation.

Grading Criteria for Sociological Papers:

Well-written— 30%

- Paper is 500 to 750 words minimum (1.75 to 2.5 pages) – 10%
- Grammar and mistake-free – 10%
- Paragraphs are appropriate length – 10%

Formatted Correctly— 30%

- Word or PDF document with one-inch margins – 5%
- The font is 12-point, Times New Roman – 5%
- Paragraphs are double-spaced with 0 points before and 0 points after – 10%
- Paragraphs are indented – 10%

Demonstrated an Ability to Think Sociologically – 40%

- Creatively identified a piece of media to interpret through a sociological lens – 10%
- Used and underlined at least four sociological words associated with the chosen sociological lens – 10%
- Demonstrated an understanding of the specific sociological theory – 10%
- Correctly applied the sociological theories to the student's selected topic – 10%

Second Sociological Paper: Conflict Theory

Students will pick a piece of media (like a television show, movie, book, etc.) and view it through a conflict theory lens (which could include a feminist lens). The paper needs to be 500 to 750 words (1.75 to 2.5 pages) and demonstrates the student's understanding of conflict theory, use of sociological vocabulary, and ability to apply conflict theory to a given situation.

Grading Criteria for Sociological Papers:

Well-written— 30%

- Paper is 500 to 750 words minimum (1.75 to 2.5 pages) – 10%
- Grammar and mistake-free – 10%
- Paragraphs are appropriate length – 10%

Formatted Correctly— 30%

- Word or PDF document with one-inch margins – 5%
- The font is 12-point, Times New Roman – 5%
- Paragraphs are double-spaced with 0 points before and 0 points after – 10%
- Paragraphs are indented – 10%

Demonstrated an Ability to Think Sociologically – 40%

- Creatively identified a piece of media to interpret through a sociological lens – 10%
- Used and underlined at least four sociological words associated with the chosen sociological lens – 10%
- Demonstrated an understanding of the specific sociological theory – 10%
- Correctly applied the sociological theories to the student's selected topic – 10%

Third Sociological Paper: Symbolic Interactionism

Students will pick a piece of media (like a television show, movie, book, etc.) and view it through and view it through a symbolic interactionist lens. The paper needs to be 500 to 750 words (1.75 to 2.5 pages) and demonstrate the student's

understanding of symbolic interactionism, use of sociological vocabulary, and ability to apply symbolic interactionism to a given situation.

Grading Criteria for Sociological Papers:

Well-written— 30%

- Paper is 500 to 750 words minimum (1.75 to 2.5 pages) – 10%
- Grammar and mistake-free – 10%
- Paragraphs are appropriate length – 10%

Formatted Correctly— 30%

- Word or PDF document with one-inch margins – 5%
- The font is 12-point, Times New Roman – 5%
- Paragraphs are double-spaced with 0 points before and 0 points after – 10%
- Paragraphs are indented – 10%

Demonstrated an Ability to Think Sociologically – 40%

- Creatively identified a piece of media to interpret through a sociological lens – 10%
- Used and underlined at least four sociological words associated with the chosen sociological lens – 10%
- Demonstrated an understanding of the specific sociological theory – 10%
- Correctly applied the sociological theories to the student’s selected topic – 10%

Final Exam – 25%

Students will take a final exam to assess their knowledge of the course materials. The final exam will be 25 questions and multiple choice. The test will cover the information from this semester’s textbook. The 25 questions are randomly selected from several hundred options, so the tests should all be different. Students are welcome to use their books and notes on the exam.

The exam is scheduled for Wednesday, December 11th between 10:30 a.m. to 12:30 p.m. I will open the test first thing on December 11th, and it must be completed before 11:59 p.m. *In rare cases, I can reschedule the Final Exam up to two days after the due date. Students are responsible for communicating with and contacting me. After two days of the exam, students who have not taken it will receive a zero on the assignment.*

Grading

Table 1: Total Points for Assignments

Assignments	Points
Cultural Assignment #1	7
Cultural Assignment #2	7

Assignments	Points
Cultural Assignment #3	7
Sociological Paper #1: Structural Functionalism	13
Sociological Paper #2: Conflict Theory	13
Sociological Paper #3: Symbolic Interaction	13
Socialization Paper	15
Final Exam	25
Total Points	100

Table 2: Total Points for Final Grade

Grade	Points
A	90% and above
B	80%-89%
C	70%-79%
D	60%-69%
F	Below 60%

Course Schedule

This calendar represents my current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunities. Any changes will be communicated clearly and as soon as possible.

Week	Class Assignment	Due Date
1	Monday Class Participation	Aug 26 th
1	Wednesday Class Participation	Aug 28 th
1	Friday Class Participation	Aug 30 th
1	Read Ch. 1: New Look at a Familiar World	Sept 1 st
2	Labor Day, No Class	Sept 2 nd
2	Wednesday Class Participation	Sept 4 th
2	Friday Class Participation	Sept 6 th
2	Read Ch. 2: Seeing & Thinking Sociologically	Sept 8 th
3	Monday Class Participation	Sept 9 th
3	Wednesday Class Participation	Sept 11 th
3	Friday Class Participation	Sept 13 th
3	Read Ch. 3: Building Reality	Sept 15 th
3	Cultural Assignment #1	Sept 15 th
4	Monday Class Participation	Sept 16 th
4	Wednesday Class Participation	Sept 18 th
4	Friday Class Participation	Sept 20 th
4	Read Ch. 4: Building Order	Sept 22 nd
5	Monday Class Participation	Sept 23 rd
5	Wednesday Class Participation	Sept 25 th
5	Friday Class Participation	Sept 27 th

5	Read Ch. 5: Building Identity: Socialization	Sept 29 th
5	Socialization Paper: The Mask You Live In	Sept 29 th
6	Monday Class Participation	Sept 30 th
6	Wednesday Class Participation	Oct 2 nd
6	Friday Class Participation	Oct 4 th
6	Read Ch. 6: Supporting Identity	Oct 6 th
7	Monday Class Participation	Oct 7 th
7	Wednesday Class Participation	Oct 9 th
7	Friday Class Participation	Oct 11 th
7	Read Ch. 7: Building Social Relationships	Oct 13 th
7	1 st Sociological Paper: Structural Functionalism	Oct 13 th
8	Monday Class Participation	Oct 14 th
8	Wednesday Class Participation	Oct 16 th
8	Friday Class Participation	Oct 18 th
8	Read Ch. 8: Constructing Difference	Oct 20 th
9	Monday Class Participation	Oct 21 st
9	Wednesday Class Participation	Oct 23 rd
9	Friday Class Participation	Oct 25 th
9	Read Ch. 9: Structure of Society	Oct 27 th
9	Cultural Assignment #2	Oct 27 th
10	Monday Class Participation	Oct 28 th
10	Wednesday Class Participation	Oct 30 th
10	Friday Class Participation	Nov 1 st
10	Read Ch. 10: The Architecture of Stratification	Nov 3 rd
11	Monday Class Participation	Nov 4 th
11	Wednesday Class Participation	Nov 6 th
11	Friday Class Participation	Nov 10 th
11	Read Ch. 11: Inequality: Race and Ethnicity	Nov 10 th
11	2 nd Sociological Paper: Conflict Theory	Nov 10 th
12	Monday Class Participation	Nov 11 th
12	Wednesday Class Participation	Nov 13 th
12	Friday Class Participation	Nov 15 th
12	Read Ch. 12: Inequality: Sex and Gender	Nov 17 th
12	Cultural Assignment #3	Nov 17 th
13	Monday Class Participation	Nov 18 th
13	Wednesday Class Participation	Nov 20 th
13	Friday Class Participation	Nov 22 nd
13	Read Ch. 13: Demographic Dynamics	Nov 24 th
13	Movie Assignment: Goodfellas (1990)	Nov 24 th
14	Monday Class Participation	Nov 25 th
14	Read Ch. 14: Architectures of Change	Nov 26 th
14	3 rd Sociological Paper: Symbolic Interactionism	Nov 26 th
14	Thanksgiving Break, No Class	Nov 27 th -Dec 1 st
15	Monday Class Participation	Dec 2 nd
15	Wednesday Class Participation	Dec 4 th

15	Friday Class Participation	Dec 6 th
15	Final Exam	Dec 11 th

University and Class Policies

Desire-to-Learn (D2L)

Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into [D2L](#) through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.

Student Handbook

Refer to: [Student Handbook](#)

Change to Schedule

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the Schedule of Classes each semester.

Refund and Repayment Policy

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees, and room/board charges that were paid to MSU for the semester. However, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exist in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

Service for Students with Disabilities

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide

appropriate services, and each request will be individually reviewed. For more details, please go to [Disability Support Services](#).

College Policies

Campus Carry Rules/Policies

Refer to: [Campus Carry Rules and Policies](#)

Smoking and Tobacco Policy

College policy strictly prohibits the use of tobacco products in any building owned or operated by WATC. Adult students may smoke only in the outside designated-smoking areas at each location.

Alcohol and Drug Policy

To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

Campus Carry

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes has prohibited. The new Constitutional Carry law does not change this process. Concealed carry still requires a License to Carry permit, and openly carrying handguns is not allowed on college campuses. For more information, visit [Campus Carry](#).

Active Shooter

The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the information provided by MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more information, visit [MSUReady – Active Shooter](#). Students are encouraged to watch the video entitled "Run. Hide. Fight." which may be electronically accessed via the University police department's webpage: ["Run. Hide. Fight."](#)

Grade Appeal Process

Students who wish to appeal a grade should consult the Midwestern State University [MSU Catalog](#)

Notice

Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

Academic Misconduct Policy & Procedures

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual's to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct.

[Office of Student Conduct](#)