



## SOCL-1133, 102 Introductory Sociology, Fall 2023

**Instructor:** Dr. Wesley Cohoon

**Phone:** *TBD*

**Email:** [wesley.cphoon@msutexas.edu](mailto:wesley.cphoon@msutexas.edu)

**Course Modality:** Face-to-Face

**Meeting Times:** Mon, Wed, & Fri from 11:00-11:50 a.m. in Dillard College of Business, #336

**Office:** 0-134

**Office Hours:**

- Mon, Wed, & Fri from 8:00 a.m. to 9:30 a.m.
- Mon & Wed from 12:50 p.m. to 1:50 p.m.

---

“100% of customers are people.  
100% of employees are people.  
If you don’t understand people,  
you don’t understand business.”

Simon Sinek

---

*(Instructor reserves the right to amend all syllabus information as necessary)*

---

### **Course Introduction**

I am very happy that you are taking my course, and I look forward to learning with you this semester! Sociology is involved in every aspect of life. No matter what your career or personal goals, you will utilize the sociological concepts and theories that we go over in this class. Since sociology is useful in every aspect of life, my goal for this course is for you to reflect and integrate sociology into your life and experiences.

This course provides a basis for understanding human behavior through a sociological lens. I will outline key sociologists and sociology theories. Students will learn how sociology permeates through all social interactions and gain a sociological foundation.

### 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'.

### Required Text

Book: *Sociology: Exploring the Architecture of Everyday Life*: 13<sup>th</sup> Edition  
Author: Newman  
ISBN: 9781544373850  
Publisher: Sage Publications

### Who is the instructor?

I have taught classes at several universities. In addition to my academic teaching, I have presented on religion as it relates to disability and caring for others at several venues. My education is a mixture of sociology and religion. I have earned a Ph.D. in Sociology, a Doctor of Ministry, an M.S. in Sociology, a Master of Divinity, and a B.S. in Religion.

My professional experience is not limited to academia. I have several years of practical experience incorporating sociology in various settings like businesses, nonprofits, hospitals, and governmental agencies. I am a Certified Clinical Sociologist through the Association of Applied and Clinical Sociology.

I am married with five children. My youngest three are 15, 13, and 11. My two oldest children are married and live with their spouses. My oldest son has a daughter, which makes me a grandpa. We have three dogs—Cupcake, Oreo, and Waffles, and I love spending time with my family.

## 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.

## Course Requirements

Please pay attention to these instructions. Failure to submit assignments as instructed will result in a zero for the assignment.

### Submitting and Returning Assignments

#### Assignment Submission

Submit all your assignments via D2L – upload in Word or PDF format. Students are responsible for ensuring that assignments are submitted on time and in an accessible format.

#### Assignment Feedback

I will provide assignment feedback within seven (7) 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 assignments and any feedback that I have provided.

Your grades will be posted to the D2L.

#### Communication with the Instructor

Please follow the below template when sending me an email. Failure to follow this format will result in a response email from me stating, “Please read the syllabus and follow the email formatting instructions.” Students are welcome to ask any questions, but I want the students 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 102 class of SOCL 1133: Introductory Sociology 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 a Word document. 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 even when it is late.

### Evaluation & Grading

All grades will be made available to students in D2L.

#### **A. 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.

#### World Bank Project

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 16<sup>th</sup>.**

Steps to Complete the Assignment:

- Go to The World Bank website to access data: <http://data.worldbank.org/country>. 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:

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%

### Intercultural Knowledge Paper

The second assignment is the Intercultural Knowledge Paper. For this assignment students will watch the Chimamanda Ngozi Adichie's TED Talk on "The Danger of a Single Story." The video is a little over 19 minutes, and it can be found at the following link: [Chimamanda Ngozi Adichie: The danger of a single story | TED - YouTube](https://www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_story).

After you watch the video, answer the following four questions. Each answer should be at least one paragraph. **This paper is due by November 4<sup>th</sup>.**

1. What is the concept of a single story? How do these single stories feed into ethnocentric and stereotypical views that people form of other cultures?
2. What is “the single story” of Africa? What are the limitations of this single story?
3. How was Ms. Adichie affected by people’s single stories of Africa? Do you think she encountered those single stories effectively? How does ignorance inform these “single stories?”
4. What does Ms. Adiche suggest that she could do to avoid falling into stereotypes? Do you think that her plan to avoid forming a single story of other cultures and societies is an effective solution? Why or why not?

Grading Criteria for Intercultural Knowledge 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 – 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 an Ability to Think Sociologically – 40%

- Each question is worth 10 percent for a total of 40. 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.

### 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. **This paper is due by December 9<sup>th</sup>.**

Grading Criteria for Current Event Analysis:

Well-written— 40%

- Paper is 750 to 1,250 words – 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 – 5%
- 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 used and applied at least 10 sociological concepts in their analysis – 10%
- Students provided their own conclusions to the argument – 10%
- Students explained how they reached their conclusions – 10%

## **B. 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.

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 [www.kanopy.com](http://www.kanopy.com)
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 30<sup>th</sup>.

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 30<sup>th</sup>.

#### 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 – 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 an Ability to Think Sociologically – 40%

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

#### **C. Sociological Papers – 39 %**

Three times throughout the semester, students will write a paper that explores a social phenomenon or piece of media 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 21<sup>st</sup>. The second paper will be on conflict theory (feminist theory is acceptable for the second paper) and is



due November 11<sup>th</sup>. The final paper will focus on symbolic interactionism and is due December 2<sup>nd</sup>. Assignments must be submitted through D2L online on the due date.

### Sociological Paper One: Structural Functionalism

Students will pick a social phenomenon or a piece of media and view it through a structural functionalist lens. The paper needs to be 500 to 750 words and demonstrate the student's understanding of structural functionalism, use of sociological vocabulary, and ability to apply structural functionalism to a given situation.

Use the following guidelines when formatting your documents:

- Save a copy of your work to your own computer prior to submitting it.
- In Word documents use double-spacing, 12-point font and standard one-inch margins.
- Use APA format for citations and references.
- Do NOT upload a document from Open Office.
- If you have a Mac, please make sure that your saved document can be opened by a PC. This is not guaranteed.
- *All assignments are due before 11:59 p.m. on their listed due date in a Word document. 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 10% per day for late assignments.*

### Sociological Paper Two: Conflict Theory or Feminist Theory

Students will pick a social phenomenon or a piece of media and view it through a conflict theory lens (which could include a feminist lens). The paper needs to be 500 to 750 words and demonstrate the student's understanding of conflict theory, use of sociological vocabulary, and ability to apply conflict theory to a given situation.

Use the following guidelines when formatting your documents:

- Save a copy of your work to your own computer prior to submitting it.
- In Word documents use double-spacing, 12-point font and standard one-inch margins.
- Use APA format for citations and references.
- Do NOT upload a document from Open Office.
- If you have a Mac, please make sure that your saved document can be opened by a PC. This is not guaranteed.
- *All assignments are due before 11:59 p.m. on their listed due date in a Word document. 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 10% points per day for late assignments.*

### Sociological Paper Three: Symbolic Interactionism

Students will pick a social phenomenon or a piece of media and view it through a symbolic interactionist lens. The paper needs to be 500 to 750 words and demonstrate the student's understanding of symbolic interactionism, use of sociological vocabulary, and ability to apply symbolic interactionism to a given situation.

Use the following guidelines when formatting your documents:

- Save a copy of your work to your own computer prior to submitting it.
- In Word documents use double-spacing, 12-point font and standard one-inch margins.
- Use APA format for citations and references.
- Do NOT upload a document from Open Office.
- If you have a Mac, please make sure that your saved document can be opened by a PC. This is not guaranteed.
- *All assignments are due before 11:59 p.m. on their listed due date in a Word document. 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 10% per day for late assignments.*

#### Grading Criteria for Sociological Papers:

Well-written— 40%

- Paper is 500 to 750 words minimum – 10%
- Grammar and mistake-free – 10%
- Logical and consistent argument – 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 – 10%
- Paragraphs are indented – 10%

Demonstrated an Ability to Think Sociologically – 30%

- Creatively identified a social phenomenon or area of media to interpret – 10%
- Demonstrated an understanding of the specific sociological theory – 10%
- Correctly applied the sociological theories to the student's selected topic – 10%

#### **D. 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 will be available starting at 8:00 a.m. on Wednesday, December 13<sup>th</sup>, and students must finish it before the end of the day.**

Final Grade	Final Points/Average
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.

<b>Class Assignment</b>	<b>Due Date</b>
<b>Week 1</b>	<b>Aug 28th-Sept 2nd</b>
Mon Class Participation	Aug 28th
Wed Class Participation	Aug 30th
Fri Class Participation	Sept 1st
<b>Week 2</b>	<b>Sept 3rd-9th</b>
Read Chpt 1: New Look at a Familiar World	Sept 3rd
<b>Labor Day - No Class</b>	<b>Sept 4th</b>
Wed Class Participation	Sept 6th
Fri Class Participation	Sept 8th
<b>Week 3</b>	<b>Sept 10th-16th</b>
Read Chpt 2: Seeing and Thinking Sociologically	Sept 10th
Mon Class Participation	Sept 11th
Wed Class Participation	Sept 13th
Fri Class Participation	Sept 15th
Cultural Assignment: World Bank Project	Sept 16th
<b>Week 4</b>	<b>Sept 17th-23rd</b>
Read Chpt 3: Building Reality	Sept 17th
Mon Class Participation	Sept 18th
Wed Class Participation	Sept 20th
Fri Class Participation	Sept 22nd
<b>Week 5</b>	<b>Sept 24th-30th</b>
Read Chpt 4: Building Order	Sept 24th
Mon Class Participation	Sept 25th
Wed Class Participation	Sept 27th
Fri Class Participation	Sept 29th

Socialization Paper: The Mask You Live In	Sept 30th
<b>Week 6</b>	<b>Oct 1st-7th</b>
Read Chpt 5: Building Identity: Socialization	Oct 1st
Mon Class Participation	Oct 2nd
Wed Class Participation	Oct 4th
Fri Class Participation	Oct 6th
<b>Week 7</b>	<b>Oct 8th-14th</b>
Read Chpt 6: Supporting Identity	Oct 8th
Mon Class Participation	Oct 9th
Wed Class Participation	Oct 11th
Fri Class Participation	Oct 13th
<b>Week 8</b>	<b>Oct 15th-21st</b>
Read Chpt 7: Building Social Relationships	Oct 15th
Mon Class Participation	Oct 16th
Wed Class Participation	Oct 18th
Fri Class Participation	Oct 20th
1st Sociological Paper: Structural Functionalism	Oct 21st
<b>Week 9</b>	<b>Oct 22nd-28th</b>
Read Chpt 8: Constructing Difference	Oct 22nd
Mon Class Participation	Oct 23rd
Wed Class Participation	Oct 25th
Fri Class Participation	Oct 27th
<b>Week 10</b>	<b>Oct 29th-Nov4th</b>
Read Chpt 9: Structure of Society	Oct 29th
Mon Class Participation	Oct 30th
Wed Class Participation	Nov 1st
Fri Class Participation	Nov 3rd
Cultural Assignment: Intercultural Knowledge	Nov 4th
<b>Week 11</b>	<b>Nov 5th-11th</b>
Read Chpt 10: The Architecture of Stratification	Nov 5th
Mon Class Participation	Nov 6th
Wed Class Participation	Nov 8th
Fri Class Participation	Nov 10th
2nd Sociological Paper: Conflict Theory	Nov 11th
<b>Week 12</b>	<b>Nov 12th-18th</b>
Read Chpt 11: The Architecture of Inequality	Nov 12th
Mon Class Participation	Nov 13th
Wed Class Participation	Nov 15th
Fri Class Participation	Nov 17th
<b>Week 13</b>	<b>Nov 19th-25th</b>
Read Chpt 12: The Architecture of Inequality	Nov 19th

Mon Class Participation	Nov 20th
<b>Thanksgiving Break - No Classes</b>	<b>Nov 21st-25th</b>
<b>Week 14</b>	<b>Nov 26th-Dec 2nd</b>
Read Chpt 13: Demographic Dynamics	Nov 26th
Mon Class Participation	Nov 27th
Wed Class Participation	Nov 29th
Fri Class Participation	Dec 1st
3rd Sociological Paper: Symbolic Interactionism	Dec 2nd
<b>Week 15</b>	<b>Dec 3rd-9th</b>
Read Chpt 14: Architectures of Change	Dec 3rd
Mon Class Participation	Dec 4th
Wed Class Participation	Dec 6th
Fri Class Participation	Dec 8th
Cultural Assignment: Current Event Analysis	Dec 9th
<b>Final Examination Week</b>	
<b>Final Exam</b>	<b>Dec 13th</b>

## **University and Class Policies**

### **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. More than three absences can reduce in the drop of a full letter grade. 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.

### **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.

### **Change of 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 Northwestern State University (NSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to NSU 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).

### **Services for Students with Disabilities**

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Northwestern 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/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.